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Role of Academic Libraries in Online Academic Activities during COVID-19 Outbreak at Tertiary Level: A Library is a Thought in Cold Storage

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Role of Academic Libraries in Online Academic Activities during COVID-19 Outbreak at Tertiary Level: A Library is a Thought in Cold Storage

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ABSTRACT

The main purpose of the research paper is to examine the role of academic library facilities and online academic activities to online academic modes to students at university. A quantitative study design has been opted to conduct a cross-sectional survey from the university student. A sample of 131 students from the University of Gujrat has been sampled through a proportionate random sampling technique. A well-structured questionnaire has been constructed including different sections including socio-demographic, academic library facilities, and online academic activities. A pre-testing has been done from 25 randomly selected the university to measure the reliability of the instrument. The reliability of the instrument has been ranged from (.708 to .840). The study findings show that academic libraries have been providing print and electronic study material to university students. It results that students are utilizing these different library resources and facilitates to enhance their online classes, online submission of sessional work, online examination, understanding and clarity, and class management. The overall conclusion of this study is based on primary data collection from university students stating that academic libraries are facilitating university students to improve academic activities during COVID -19 outbreak.

Keywords: Online Books, Periodicals, Online Academic Activities, Library Facilities, Tertiary Education

INTRODUCTION

It has been observed that the online academic activities have been performed in the pandemic situation COVID-19 affects almost the world it not only affect the health but also all sectors of the world including the educational sector (Shoaib & Abdullah, 2021; Shoaib, Iqbal, & Tahira, 2021; Shoaib, Rasool, & Anwar, 2021). Academic library facilities play a very important role in education during the prevalent situation (Ahmad, Ahmad, Shoaib, & Shaukat, 2021; Ali, Shoaib, & Syed, 2021; Shoaib, Abdullah, & Ali, 2020). The higher education commission also plays a role in shifting the whole system of education to the online system (Ahmad, A. Ahmad, et al., 2021; Ali, Shoaib, & Syed, 2021; Shoaib et al., 2020; Shoaib, Ali, & Akbar, 2021; Shoaib et al., 2021; Shoaib, Rasool, et al., 2021). The university library also takes a stand to resume

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the responsibilities and start to facilitate the students by providing the books, articles, research support documents (Ahmad, Ahmad, et al., 2021; Ahmad, Shoaib, & Shaukat, 2021; Shoaib et al., 2020). The educational institute starts e-library facilities in which students start learning and getting knowledge by communicating with teachers and the library staff (Shoaib, Ali, & Akbar, 2021; Shoaib et al., 2021). The online resources facilitate the students to perform their activities and also give them print as well as electronic material to read and also for the academic purpose (Srivastava & Babel, 2021; Wahler, Spuller, Ressler, Bolan, & Burnard, 2021; Warren, Lofstedt, & Wardman, 2021). Academic library facilities also improve the online academic facilities and help the students to explore more ideas and it became more helpful for students to enhance their skills (Koos, Scheinfeld, & Larson, 2021; Mazure et al., 2021; Metcalfe, 2021).

The online books are provided to students according to their relevant subject and also supply the different relevant material in both print and as well as electronic form and students select their books according to their needs (Day et al., 2021; Garner et al., 2021; Howes, Ferrell, Pettys, & Roloff, 2021). These books also help them in different assignments and different activities (Akullo, Okojie, Benoit Diouf, & Kotsokoane, 2021; Mazure et al., 2021; Tamaro, 2020b; Zawacki-Richter, 2020). Libraries not only provide subject related books but also the interest-related books and material of different writers and authors (Adedoyin & Soykan, 2020; Coghill & Sewell, 2020; Fraser-Arnott, 2020). Students attend classes regularly that improve their learning and understanding (Burki, 2020; Butler-Henderson, Crawford, Rudolph, Lalani, & Sabu, 2020; Churiyah, Sholikhhan, Filianti, & Sakdiyyah, 2020). Similarly, students asked questions in the online class without any hesitation and it also become the source of confidence in the students (Bao, 2020; Ribeiro & Diniz, 2020; Sallauka, 2021). Students feel a more comfortable environment of online classes as compared to physical classes (Ahmad, Ahmad, et al., 2021). Students get access to different class activities by using different websites (Shoaib, Iqbal, et al., 2021; Shoaib, Rasool, et al., 2021). Online submission of sessional work also becomes easy and the students easily complete their sessional by using the online services and getting a large amount of data according to their relevant class task (Shoaib, Abdullah, & Ali, 2021; Shoaib, Ahmad, Ali, & Abdullah, 2021; Shoaib, Ali, Anwar, Rasool, et al., 2021). Students get more relaxed by submitting their online sessional it also gives the facility to the students to give their opinions during online classes (Park, Kim, & Kim, 2020; Yang, Bin, & He, 2020). Hence, this study has been aligned to examine the effect of academic library facilities on online academic activities at the tertiary level.

PUBLISHED LITERATURE

The empirical review consists of different available researches that have been already published in a peer review journal (Shoaib, 2021; Shoaib & Abdullah, 2020; Shoaib, Abdullah, et al., 2021; Shoaib, Ali, Anwar, Rasool, et al., 2021). The empirical shreds on academic library facilities and online academic activities have also been analyzed in developed and developing countries (Ahmad, M. Shoaib, et al., 2021; Shoaib, Ahmad, et al., 2021; Shoaib, Ali, Anwar, Rasool, et al., 2021; Shoaib, Ali, Anwar, & Shaukat, 2021; Shoaib, Ali, & Naseer, 2021). Several studies have been conducted to analyze the student's skills following different domains including qualitative and quantitative analysis (Shoaib, Bilal, Iqbal, Hassan, & Sher, 2012; Shoaib, Khan, & Shaukat, 2012; Shoaib, Khan, & Abid, 2011; Shoaib, Khan, & Ashraf, 2011; Shoaib, Khan, & Khan, 2011; Shoaib, Munir, Masood, Ali, & Sher, 2012; Shoaib, Saeed, & Cheema, 2012). It is pertinent to mention here that academic library facilities have been found as favorable to online classes, online submission of sessional work, online examination, understanding, and clarity, and class management (Shoaib, Ali, & Akbar, 2021; Shoaib, Iqbal, et al., 2021; Shoaib, Rasool, et al., 2021).

A huge body of literature has been available using the contexts including academic library facilities, provision of online books, online periodicals, online study-oriented material, online quires system, audio\video material, research support documents, access to a research archive, online academic activities, online classes, online submission of sessional works, online examination, understanding and clarity, and class management (Baxter et al., 2021; Ćirić & Ćirić, 2021; Smith, 2020; Tamaro, 2020a; Xie, Siau, & Nah, 2020). The studying findings asserted that academics gave the facilities of the students through online study library staff provide the subject-related books (Ziegler, 2021). Similarly, the main argument of the study points out that an e-library provides an online book that who relevant to students' subjects (Wan, 2021). Likewise, the analysis of research also describes that provision of online books was provided on the student's demand and also it's provided on the time (Paudel, 2021). However, the study also commissions that online books were easily available at the library at any time (Nowicki, 2021). In the same way, the statistical analysis asserts that when you submitted the late book library gets charged an extra fine (Dube, 2021; Force & Wiles, 2021; Hoogland, 2021). In the same fashion, the result of the study highlighted that library staff cooperates with the students to required books on the student's demand (Aduba & Mayowa-Adebara, 2021; Withorn & Willenborg, 2020; Xie et al., 2020). The studying finding asserts that the provision of online books has multiple features like highlighting the point and note-

making to an inbuilt dictionary (Shoaib & Ullah, 2021a, 2021b; Ullah & Shoaib, 2021). Similarly, the main argument points out that online books are easily accessible by just downloading them from the internet (Shoaib, Ali, & Akbar, 2021; Shoaib, Iqbal, et al., 2021). Likewise, the analysis describes that online books require connectivity at all times for readers to access online books (Ali, Shoaib, & Abdullah, 2021; Shoaib, 2021; Shoaib, Ahmad, et al., 2021). In the same way, the statistical analysis asserted that online books provide completely enriched learning experiences during the COVID-19 pandemic (Abdullah & Shoaib, 2021; A. Ahmad, Shoaib, & Abdullah, 2021; Ahmad, Ahmad, et al., 2021; Ahmad, Shoaib, et al., 2021; Shoaib & Abdullah, 2020). In the same fashion, the result highlighted that provision of online books helps them improve their academic performance (Shoaib et al., 2020; Shoaib, Ali, & Akbar, 2021; Shoaib, Iqbal, et al., 2021).

The analysis reveals that during online classes most students improve their learning (Adedoyin & Soykan, 2020). Similarly, the key finding shows that online learning can help prepare you for care advancement key skills to potential employers (Rapanta, Botturi, Goodyear, Guàrdia, & Koole, 2020). Likewise, the main argument of the research asserted that online activities provide more opportunities for students to improve technical skills (Adedoyin & Soykan, 2020). However, the study findings show the importance that online academic activities are very easy to attend anywhere are the students they connect with the teachers easily (Force & Wiles, 2021). In the same way, the main argument of the study has been aligned with the study finding that in online classes' teachers are more focused on the concept (Withorn & Willenborg, 2020). In the same fashion, the result supported the main idea that online classes are easy to attend students attend classes regularly (Adams, 2020). The analysis reveals that most students improve their learning during online classes (Force & Wiles, 2021). Similarly, the key finding shows that during the online classes' students have more clarity related to the concept (Ahmad, Ahmad, et al., 2021; Ahmad, M. Shoaib, et al., 2021; Shoaib, Iqbal, et al., 2021). Likewise, the main argument of the research asserted that online studies boost the confidence of the students they ask more questions in online classes. However, the study finding also shows the importance that in online classes students are more focused and clear their concepts (Shoaib, Ali, & Akbar, 2021; Shoaib, Rasool, et al., 2021; Ullah & Shoaib, 2021). In the same way, the main argument of the study has been aligned with the study finding of online classes offer more flexibility during the COVID-19 outbreak (Shoaib, 2021; Shoaib & Abdullah, 2021; Shoaib, Abdullah, et al., 2021; Shoaib, Ahmad, et al., 2021; Shoaib, Ali, Anwar, Rasool, et al., 2021; Shoaib, Ali, Anwar, & Shaukat, 2021; Shoaib, Ali, & Naseer, 2021). In the same fashion, the

result supported the main idea that online classes are the best opportunities for students whose situation does not permit them to attend classes in classrooms (Paudel, 2021; Rafiq, Batool, Ali, & Ullah, 2021).

THE DATA AND METHODS

Study Design: This research used a quantitative study design in nature to conduct the study. It is patient mentioned here that the nature of this research is quantitative further the sample size is more than 30. This study has been used different variables including dependent and independent variables based on research objectives; moreover a cross sessional survey.

Population Characteristics: The present study has been conducted at the University of Gujrat at Hafiz Hayat campus only. Therefore, the geographic universe of this study is Hafiz Hayat Campus. The population of this study has been consisted of the enrolled students in different programs of students at the Hafiz Hayat Campus University of Gujrat. Thus, the population of this study has been considered based on the enrolled students at the BS (4 years) program.

Element of the Study: The unit of analysis for this study has been following criteria including enrolled in BS program, female/male, semester 3rd, 5th, and 7th, and studying at the department of sociology and psychology. A complete list of students has been collected from the sociology and psychology department.

Sampling Procedure: This section provides the techniques of sampling and sample size sample calculation procedure. It is used to conduct this research. A proportionate random sampling technique has been reported to draw a representative sample from the target population of the study (i.e.) sociology and psychology semester 3rd, 5th, and 7th. The sample size has been calculated by using Yamane (1969) sample size calculation formula;

$$n = \frac{N}{1 + N(e)^2}$$

Here, n is equal to sample size, N is equal to a total number of units, and e is equal to the margin of error.

$$N = 195$$

$$E = 0.05$$

$$\text{Therefore, } n = \frac{195}{1 + 195(0.05)^2}$$

$$= 131.09$$

$$= \text{Say } 131$$

Response Rate: The response rate has been very good. The sample size has been calculated as 131 students; however, the actual sample size has been taken as 122. A total number of 11 students have not been provided the data out of 2 students were absent from their classes by

visiting more than 2 times and 4 others of the students partially filled the questionnaire. The response rate for this study report was 92 percent.

Technique and Tool of Data Collection: A cross-sectional survey has been conducted to conduct the study. A well-structured questionnaire has been used as a tool of data collection to measure the response of students. The tool has consisted of the following sections including identification of the students, socio-demographic characters of the students, academic library facility, provision of online books, online periodicals, online study-oriented material, online quires system, audio/video material, research support documents, access to a research archive, online academic activities, online classes, online submission of sessional work, online examination, understanding and clarity, and class management.

Pre-Testing: A pre-testing from 25 students has been done to check the reliability of the tool of data collection. After pretesting the tool has been finalized for final data collection.

Table 1
Reliability Statistical Test of Variable

Sr. No.	Variable Name	Code	Item no	Cronbach's alpha
1	Provision of Online Books	POOB	6	.742
2	Online Periodicals	ONPE	6	.765
3	Online study Oriented Material	OSOM	6	.789
4	Online Quires System	ONQS	6	.736
5	Audio/Video Material	AUVM	6	.751
6	Research Support Documents	RESD	6	.791
7	Access to Research Archive	ATRA	6	.748
8	Online Classes	ONCL	6	.708
9	Online Submission of Sessional Work	OSOS	6	.731
10	Online Examination	ONEX	6	.784
11	Understanding and Clarity	UNAC	6	.756
12	Class Management	CLMA	6	.762
	Academic Library Facilities (1-8)	ACLF	42	.840
	Online Academic Activities (9-12)	ONAA	30	.812
	Overall		72	.903

The scale of Measurement, Coding, and Data Analysis: An attitudinal scale of disagreement has been developed to measure the response of students. The response was measured as 1 to 4 shortly for strongly disagree to strongly agree. Data analysis has been done employing descriptive statistics, correlation, and multiple regression analysis techniques to predict the dependent variable i.e., online academic activities.

RESULTS

This section provides the results of the primary data collected from the field. Table 2 describes the descriptive statistics of the variable. It indicates the arrangement of the minimum, maximum, mean, standard deviation, and variance of the variables used in the study. Similarly, primary data reveals that the range of age variable is 3 along with a minimum value of 20 and a maximum value of 23 years. Similarly, the mean value of age is 20.90 along with a .807 standard deviation and .651 variances. Primary data analysis also asserts that family size has 4 ranges, 3 minimum, 7 maximum, 5.18 mean, 1.136 standard deviations, and 1.290 variances. Comparably, primary data analysis also asserts that provision of online books has 18 range, 6 minimum, 24 maximum, 11.33 mean, 3.541 standard deviation, and 12.536 variances. Hence, primary data analysis also asserts that online periodicals have 18 range, 6 minimum, 24 maximum, 12.03 mean, 3.818 standard deviations, and 14.577 variances. In the same fashion, primary data analysis also asserts that online study-oriented material has 18 range, 6 minimum, 24 maximum, 13.68 mean, 4.009 standard deviation, and 16.071 variances.

Table 2

Descriptive Statistical Analysis of Variable (n=122)

Variables	Range	Min.	Max.	Mean	Std. Dev.	Var.
Age (Years)	3	20	23	20.90	.807	.651
Family size	4	3	7	5.18	1.136	1.290
Provision of Online Books	18	6	24	11.33	3.541	12.536
Online Periodicals	18	6	24	12.03	3.818	14.577
Online Study Oriented Material	18	6	24	13.68	4.009	16.071
Online Quires System	17	7	24	13.59	4.179	17.467
Audio/Video Material	17	7	24	12.93	4.085	16.690
Research Support Documents	18	6	24	12.96	3.673	13.494
Access to Research Archive	18	6	24	12.33	4.083	16.668
Online Classes	17	6	23	12.48	3.923	15.392
Online Submission of Sessional Work	16	7	23	12.15	3.841	14.755
Online Examination	17	7	24	12.17	3.778	14.276
Understanding and Clarity	18	6	24	12.23	4.193	17.583
Class Management	17	7	24	12.24	4.021	16.166
Academic Library Facilities	61	68	129	88.85	12.987	168.672
Online Academic Activities	56	43	99	61.27	10.069	101.389

In the same way, primary data analysis also asserts that the online quires system has 17 range, 7 minimum, 24 maximum, 13.59 mean, 4.179 standard deviation, and 17.467 variances. Hence, primary data analysis also asserts that Audio\video material has 17 range, 7 minimum, 24 maximum, 12.93 mean, 4.085 standard deviation, and 16.690 variances. Similarly, primary data analysis also asserts that research support documents have 17 range, 7 minimum, 24 maximum, 12.96 mean, 3.673 standard deviations, and 13.494 variances. Comparatively, primary data analysis also asserts that access to the research archive has 18range, 6 minimum, 24 maximum, 12.15 mean, 4.083 standard deviations, and 16.668 variances.

In the same fashion, primary data analysis also asserts that online classes have a 17range, 6 minimum, 23 maximum, 12.48 mean, 3.923 standard deviation, and 15.392 variances. In the same way, primary data analysis also asserts that online submission of online work has 16 range, 7 minimum, 23 maximum, 12.15 mean, 3.841 standard deviation, and 14.755 variances. Hence, primary data analysis also asserts that online examination has a 17 range, 7 minimum, 24 maximum, 12.17 mean, 3.778 standard deviation, and 14.276 variances. Similarly, primary data analysis also assert that understanding and clarity has 18 range, 76 minimum, 24 maximum, 12.23 mean, 4.193 standard deviation, and 17.583 variances. Comparatively, primary data analysis also asserts that class management has 17 range, 7 minimum, 24 maximum, 12.24 mean, 4.021 standard deviation, and 16.166 variances.

Table 3

Pearson Correlation Test of Independent and Dependent Variable (n=122)

Var.	POOB	ONPE	OSOM	ONQS	AUVM	RESD	ATRA	ACLF	ONAA
POOB	1	.183*	.082	.134	.054	.106	.294**	.534**	.461**
ONPE		1	.063	.044	-.021	.257**	.212*	.510**	.277**
OSOM			1	.105	-.055	.100	.259**	.475**	.058
ONQS				1	-.108	-.072	.239**	.424**	.164
AUVM					1	-.065	.157	.302**	.257**
RESD						1	.065	.395**	.198*
ATRA							1	.681**	.304**
ACLF								1	.510**
ONAA									1

Table 3 depicts the correlation statistical analysis of the variable. Data analysis show that there is a weak positive correlation of provision of online books with online periodicals ($r=.183$), online study-oriented material ($r=0.82$), online quires system ($r=.134$) audio \video material ($r=.054$) research support documents ($r=.106$), access to research archive ($r=.294$) and online academic activities ($r=.461$). Nevertheless, there is a moderate positive relationship with academic library facilities ($r=.53$). Depicts the correlation statistical analysis of the variable.

Data analysis show that there is a weak positive correlation of online periodicals with online study-oriented material ($r=.063$), online quires system ($r=.044$), audio\video material ($r=-.021$), access to research archive ($r=.212$), online academic activities ($r=.277$). However, online periodicals have a weak negative correlation with audio \video material ($r=-021$). It also concludes that there is a moderate positive correlation between online periodicals with academic library facilities ($r=.510$). Depicts the correlation statistical analysis of the variable. Data analysis shows that there is a weak positive correlation of online study-oriented material with the online quires system. ($r =.105$) audio\video material ($r=-.105$), research support documents ($r =.100.$), access to research archive ($r =.259$), online academic activities ($r=.058$). However, there is a weak negative correlation with audio\video material ($r=-055$) academic library facilities has a moderate positive correlation ($r=.475$). Depicts the correlation statistical analysis of the variable. Data analysis shows that there is a weak positive correlation between access to research archives ($r=.239$), online academic activities. However, there are a weak negative correlation between audio \video material ($r=108$), research support documents ($r=-.072$), academic library facilities have a moderate positive correlation ($r=.424$). Depicts the correlation statistical analysis of the variable. Data analysis show that there are a weak positive correlation between access to research archive ($r=.157$), academic library facilities ($r=.302$), online academic activities ($r = .198$). On the other hand, audio\video material has a weak negative correlation with research support documents ($r=-065$). Table also indicate the correlation statistical analysis of the variable. Data analysis show that there is a weak positive correlation of, access to research archive ($r=.065$), online academic activities ($r=.198$). Nevertheless, there is a moderate positive correlation with academic library facilities ($r=.395$). Depicts the correlation statistical analysis of the variable. Data analysis shows that there is a weak positive correlation between research archives, online academic activities ($r=.304$). However, there is a high positive correlation of academic library facilities ($r=.681$). The study findings are aligned with the study finding that provision of online books has multiple features like highlighting the point and note-making to an inbuilt dictionary (Adedoyin & Soykan, 2020). Similarly, the results are similar to the ‘study concluded’ that online books require connectivity at all times for readers to access online books (Hoogland, 2021). Likewise, the present result is similar to the result of the study that online books provide a completely enriched learning experience (Paudel, 2021).

Table 4 asserts the correlation statistical analysis of the variable. Data analysis show that there is a weak positive correlation of online classes with online submission of sessional work ($r = .135$), online examination ($r = .042$), understanding, and clarity ($r = .075$). Nevertheless, there is a weak negative correlation with class management ($r = -.047$), it also revealed that there is a moderate positive correlation with online academic activities ($r = .470$). Depicts the correlation statistical analysis of the variable. Data analysis shows that there is a weak positive correlation with the online examination ($r = .122$), understanding, and clarity ($r = .114$) class management ($r = .041$). However, there is a moderate positive correlation with online academic activities ($r = .544$). Data analysis shows that there is a weak positive correlation of online examination with understanding and clarity ($r = .014$), class management ($r = .053$). On the other hand, there is a moderate positive correlation with online academic activities ($r = .466$). Depicts the correlation statistical analysis of the variable.

Table 4
Correlation Statistical Test ($n = 122$)

Var.	ONCL	OSOS	ONEX	UNAC	CLMA	ONAA
ONCL	1	.135	.042	.075	-.047	.470**
OSOS		1	.122	.114	.041	.544**
ONEX			1	.014	.053	.466**
UNAC				1	.188*	.570**
CLMA					1	.495**
ONAA						1

Data analysis shows that there is a weak positive correlation of class management ($r = -.188$). However, there is a moderate positive correlation with online academic activities ($r = .570$). Depicts the correlation statistical analysis of the variable. Data analysis shows that there is a moderate positive correlation with online academic activities ($r = .495$). The study findings are aligned with the study finding that provision of online books has multiple features like highlighting the point and note-making to an inbuilt dictionary (Xie et al., 2020). Similarly, the results are similar to the 'study concluded' that online books require connectivity at all times for readers to access online books (König, Jäger-Biela, & Glutsch, 2020). Likewise, the present result is similar to the result of the study that online books provide a completely enriched learning experience (Bryson & Andres, 2020). Further, table 5 points out that there is a moderate positive correlation between academic library facilities and online academic activities.

This presents the multiple regression analysis predicting online academic activities. This analysis asserts that the predictors are proving favorable to the dependent variable. It is

published the mention here that the predictor provision of online books, online periodicals, online quires system, audio\vide material, and research support documents. The analysis confirms the contribution of the predictor with a p-value less than 0.05 & 0.01. Hence, it is argued that the provision of online books, online periodicals, audio\video material, and research support documents are predictive favorably the dependent variable i.e., online academic activities. The study findings are aligned with the study finding that provision of online books has multiple features like highlighting the point and note-making to an inbuilt dictionary (Shoaib, Rasool, et al., 2021). Similarly, the results are similar to the ‘study concluded’ that online books require connectivity at all times for readers to access online books (Shoaib, Ali, & Akbar, 2021). Likewise, the present result is similar to the result of the study that online books provide a completely enriched learning experience (Shoaib, Rasool, et al., 2021).

Table 5
Correlations Statistical Test on Online Academic Activities and Online Academic Library Facilities

Variables	Online Academic Activities	Academic Library Facilities
Pearson Correlation	1	.510**
Online Academic Activities Sig. (2-tailed)		.000
N	122	122
Pearson Correlation	.510**	1
Academic Library Facilities Sig. (2-tailed)	.000	
N	122	122

** . Correlation is significant at the 0.01 level (2-tailed).

Table 6
Multiple Regression Analysis Predicting Online Academic Activities (standard error and parameters estimates)

Predictors	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Provision of Online Books	1.086	.221	.382	4.917	.000
Online periodicals	.448	.208	.170	2.152	.033
Online quires system	.347	.185	.144	1.871	.064
Audio/ video material	.653	.188	.265	3.477	.001
Research support documents	.387	.216	.141	1.798	.075

R=.586^a, R Square= .343 , Adjusted R Square= .315, Sum of Squares=4206.130, df=5 , F=12.104 , Sig.= .000^b , n = 122

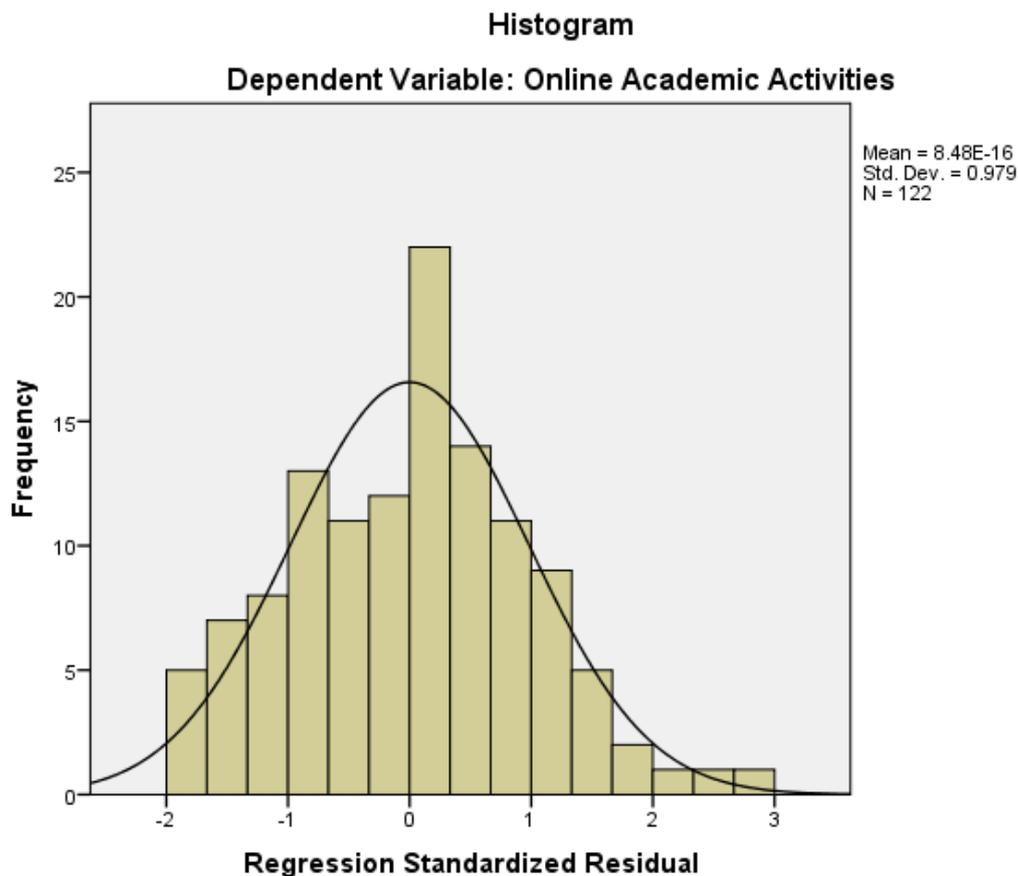


Figure 1: Showing Histogram

The study findings report that provision of online books has favourable effects on online academic activities. Similarly, the primary data assert that online periodicals positively affect online academic activities. Likewise, the crux of the study shows that online study-oriented material has significant effects on online academic activities. In this fashion, the key findings of the study reveal that the online quires system has a significant contribution toward online academic activities. Comparatively, the summary of the main argument highlight that audio\video material affects progressively online academic activities. Correspondingly, it is pertinent here to mention that research support document effects largely to the dependent variable i.e., online academic activities. Likewise, the analysis of this study provides insights that access to research archives has favourable effects on online academic activities. The study findings are aligned with the study finding that provision of online books has multiple features like highlighting the point and note-making to an inbuilt dictionary (J. Ahmad, A. Ahmad, et al., 2021). Similarly, the results are similar to the ‘study concluded’ that online books require connectivity at all times for readers to access online books (J. Ahmad, M. Shoaib, et al., 2021).

Likewise, the present result is similar to the result of the study that online books provide a completely enriched learning experience (Shoaib, Iqbal, et al., 2021).

CONCLUSION

This paper concludes that academic library facilities have been favourable significant impacts on online academic activities. The academic library has been facilitating university students for the smooth running of academic activities. The study findings report that academic libraries have been providing print and electronic study material to university students. It results that students are utilizing these different library resources and facilitates to enhance their online classes, online submission of sessional work, online examination, understanding and clarity, and class management. The overall conclusion of this study is based on primary data collection from university students stating that academic libraries are facilitating university students to improve academic activities during COVID -19 outbreak.

Research Implications: This research provides insights on the issue of online library resources and services during the COVID-19 outbreak for students to improve academic activities. This research document will become part of the existing body of literature in the field of sociology of education and library and information science. This study enhances our skills, expertise, and practical skills to employ sociological theoretical knowledge that we gain from the previous six semesters. The study recommends that academic libraries should transform study material to an online mode and e-library facilities may be provided to students for the smooth running of their learning activities.

Future Research: Future research may be conducted by using the Mixed Method Research (MMR) approach to examine the similar nature of the study .similarly, in future research different variables and themes on academic library facilities and online academic activities may be used to analyze the phenomenon.

Limitations of the Study: This research is limited to quantities study design and has been conducted from conducted in one university only similarly, only a few variables have been extracted from the review of literature on the subject.

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