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Parveen Khan
afaq_ishaq@hotmail.com

sana tabassum
sanatabussum016@gmail.com

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Students' perceptions toward the usability and usefulness of the digital libraries: A Case Study of Women University in District Peshawar.

*¹Principal Author: * Dr. Parveen Khan*

**Assistant Professor, Institute of Education and Research, University of Peshawar, Peshawar, Pakistan.*

Email: drparveen@uop.edu.pk

Contact No: +03329237060

*²Co-author: ** Sana Tabassum*

***PhD Scholar, Institute of Education and Research, University of Peshawar, Peshawar, Pakistan.*

Email:sanatabassum016@gmail.com

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Abstract

This paper investigated the perceptions of undergraduate students regarding usability and usefulness of Digital Libraries. A case study was conducted to explore the use of Digital Library (DL) resources in ten undergraduate classes at Shaheed Benazir Butto Women University Peshawar and identified students' perceptions regarding educational digital libraries. Data was collected through survey method using qualitative tools such as observation and interviews. The study examined that university provides internet facility to all students and they have ample access for using Digital libraries but majority of the students are not aware of the use of DLs. Only research students are using digital libraries and most of them use it for research purpose while other using open Web sources for visual and multimedia purpose. Furthermore students did not recognize academic libraries as a useful source for digital images and used various search browsers while searching for visual resources. Students stated that the digital library websites are difficult to navigate and insufficient in providing signs about the richness of resources that it offers. Students' experiences regarding the use of library website badly affected their perceptions about digital services.

Keys: Students' Perceptions, Usability and Usefulness, Digital library, and Women University.

Introduction

Perception studies provide insight into people's motivations for using advanced libraries and provide some insight into the challenges to a wider acceptance of digital library frameworks.

Perceptions are the impacts of human cycles of acknowledgment and understanding of peculiarities in an outside world. As Smith (2002) noticed, 'an exact world is a climate of which we are cognisant through perception - one that contains substances we can and do see.' Perceptions of elements, for example, advanced libraries can be framed through direct contact or can be construed in light of encounters with comparable data frameworks.

Advanced libraries address growing and complex types of computerized data association and configuration, comprising of different layers and building blocks, in different progressive phases. Digital libraries provide an assortment of assets made in the computerized design as well as those changed over from simple materials through digitization endeavors. The ideas of DLs are

as yet advancing and can't be caught by a basic definition (Bishops et.al. 2003). Advanced assortments address a structure square of DLs and are made locally by libraries and social legacy establishments, instead of the computerized content bought or authorized from distributors and sellers.

The focus of this research paper is on digital collections made by scholastic libraries for teaching and learning. Numerous libraries have embraced digitization projects with an end goal to change over their exceptional assortments of visual assets, maps, compositions, sound and video, and recorded essential sources, and make them broadly accessible to understudies and the overall population. Scholastic computerized library gateways comprise of numerous data frameworks, including on the web lists, authorized information bases of electronic articles, e-diaries, digital books, and full-text records. Privately made computerized assortments address only one of the parts of intricate scholastic advanced libraries.

According to Prensky (2003) the changing data conduct of the undergraduates students, frequently referred as the Net or Google Generation, or 'computerized natives' is the focal point of a broad study research⁶. The examinations encourage the far reaching perception that understudies predominately use Web assets and web indexes for their scholarly exploration. The 2005 OCLC review sees that as 89% of undergrads use web sources to start a data search, and even though aware of computerized libraries, they feel that web search tools fit their data looking for conduct better compared to physical or online libraries (De Rosa et al., 2005).

The latest OCLC study reports that the quantity of understudies beginning their data request with a web engine marginally reduced (83%), yet additionally demonstrates a shift to other web-based asset disclosure instruments with 7% of understudies starting their inquiry with Wikipedia and 2% with informal communication destinations. None of the overviewed understudies started their data search with a library site. Nonetheless, when they found it (27%), frequently through a web crawler, the library site satisfied their requirements and they were bound to get back to it. The top justification for not utilizing the library site was not absence of mindfulness, yet rather 'the insight that different destinations have better information' (De Rosa, et al., 2011).

In the last two decades the information system for students to function and study has changed dramatically. DLs resources and other educational digital collections, becoming part of a wider information site, often become challenging for users' attention with a host of different information systems. Perceptions regarding Digital libraries need to be addressed in a larger context since students and teachers don't use DLs in isolation, but in conjunction with other library and Web resources.

According to Bakeri (2012) that with the presentation of the World Wide Web and graphical programs during the 1990s the web has become generally open and numerous users have snatched involving it for their diverse purposes and plan. Understudies are presently having

chances of using the web for their examinations and exploration needs. Many kinds of sites have been laid out to encourage numerous missions and dreams. Libraries felt that the web can upgrade their size of correspondence through the sites as the web is equipped for conveying enormous amounts of data in a convenient way to the general population. Universities in this present reality enjoy taken benefit of this peculiarity by having their own sites. It is predicted that universities' websites participate in the achievement or disappointment of institutions; this is on the grounds that these sites are presently utilized as method for showcasing their projects to the users overall.

In this manner the Perceptions of understudies with regards to the nature of advanced library assortments and administration open could be decided from university' library sites. Arms (2002) find out that advanced libraries as "oversaw assortment of data, with related administrations, where the data is put away in computerized designs and available over an organization."

Digital libraries are progressively being characterized as ones that gather pointers to Web-based assets instead of hold the actual assets. A library's Web webpage is an illustration of this definition (Francisco-Revilla, 2001). According to Greenstein (2000) shares this view and says that the advanced library is known less for the degree and nature of the assortments it possess than for the organized data space it characterizes through its internet based administrations. Advanced libraries likewise address another framework and climate that has been made by the coordination and utilization of registering, correspondences, and computerized content on a worldwide scale bound to turn into a fundamental piece of the data foundation in the twenty-first century.

Chowdhury and Margariti (2004) further declared that the presentation and improvement of the Internet and its related Web advances in the previous ten years have altogether impacted both the manner in which libraries give data administrations to their clients and the manner in which clients decide to get to data. Scholastic libraries are currently attempting to address the issues of the intellectual and exploration local area by working on their administrations and improving their assets. One of the means is the arrangement of advanced library assortment. A fruitful procedure to upgrade double-dealing of assets is to guarantee clients' mindfulness about the presence of a specific assistance, for example, this advancements in libraries which are intended to advance help proficiency and adequacy.

Significance of Digital Resources to Students Learning and Research

Advanced libraries are progressively turning into a piece of scholarly learning local area; Roes (2001) expressed that computerized libraries are acknowledged supplements to the electronic learning settings. This is on the grounds that advanced libraries has recorded a critical number of significance like carrying data to client, giving improved looking, coordinated effort, sharing, and have radically diminished the issue of computerized partition. DLs have meaningfully altered the manner in which people collaborate with data, however long there is a web

association accessible and the client has a fitting access gadget, the mentioned data can be gotten to from anyplace whenever. Additionally, in this manner, Digital libraries have presented learning, and particularly distance learning, to new aspects (Blandford, 2006). One more benefit of DLs is that, rather than conventional libraries, which have a restricted extra room, they enjoy the benefits of saving actual space by holding all data carefully on a server. To be sure, DLs can constantly be broadening their extra room, as long as generally cheap PC memory is accessible. Is additionally fascinating that there need not be a balanced planning between a Digital library and a customary library, as the data contained in a DL could be dispersed topographically in independent destinations. Bhatti and Chohan, (2013) indicated that “Higher Education Commission has played a considerable role for the up-gradation of education and research in the country keeping in consideration of the demands of modern era”.

Digital Libraries (DLs) Play a Dynamic Role in the Current Education

Digital libraries contribute effectively in the current computerized world by providing insightful material in an advanced arrangement through library sites and by progressively digitizing their extraordinary assortments of printed, visual, and media assets. Advanced libraries made because of digitization projects provide access to essential sources and give new open doors to scholarly education. Computerized libraries (DLs), still, are generally new particularities and exploration investigations of their exposure, reception, and use in advanced education are as yet restricted.

Data innovation (IT) acknowledgment research shows that view of effectiveness and ease of use are basic to client reception of new data frameworks and their fruitful use (Davis, 1989). The study develops the earlier research of data framework's acknowledgment and extends it by directing upon the function of instructive advanced libraries. Besides, it investigates user impression of computerized assortments in a more extensive setting of other internet based assets utilized for education. Another study by Borrego et al.(2007) discuss the users' awareness, preferences and extent of satisfaction with electronic resources at Catalan University. The study indicated a good level of awareness and adoption and utilization of electronic resources to fulfill their information needs.

Objectives of the study

Objectives of the study were to:

- Examine the undergraduate students' awareness about the use of digital libraries.
- Discover the degree of accessibility provided to students at university.
- Investigate the level of practice among undergraduate students.
- Explore students' perceptions regarding use of digital library services.

Research Questions

This study is guided by the following questions:

- Are the undergraduate students aware of the use of digital libraries?
- Does university provide accessibility to students for using digital libraries?
- How frequently do students make use of the digital libraries?
- How do undergraduate students perceive the digital library services?

Methodology

The case study research was conducted and a qualitative methodology was used to explore the perceptions of undergraduate students. Ten classes were selected for the study. The study consisted of two phases: 1) observations, accompanied by surveys and 2) interviews with students. Observations in the computer lab were focused on students' interaction with digital resources as well as on the characteristics of the materials used in lecture presentations and class discussions. Interviews were conducted in the second phase of the study. Data were gathered through observations and interviews by exploring participants' perceptions, attitudes, practices and expectations. Semi-structured interviews were conducted with 10 students.

Findings

The results of the study indicated that most of the students were aware of digital resources, but only research students are using them. Majority of the students have no access to DLs offline databases, whereas some of them used through the Central Library LAN network. Some of the students were aware of accessibility via the Central Library web site, and few of the students have used them.

The outcomes of the study showed that practically research students involved in the advanced library for learning and were for the most part happy with its elements and usefulness.

The findings of the study also revealed that digital resources were extensively used in all classes. The concept of digital resources comprised of objects in digital libraries as well as information materials available on the open Web. The examination of resources by their starting point, nonetheless, demonstrated that practically all visual materials were situated on the open Web. Scholars utilized the digital library site to find articles and books, however depended vigorously on the Google web crawler for guides and pictures. Visual assets that students experienced in the classes were chosen essentially from online sources. Instructive computerized libraries, although possibly offering pertinent picture and guide assets, didn't highlight clearly in this choice.

Computerized collections were unseen and underutilized in the classes noticed for the review. This finding was especially perceptible considering the huge measure of visual assets utilized in

the classes for instructing and learning purposes. Scholastic computerized library entrances were utilized principally for literary assets as shared by one of the participant:

In our class instructor rarely use digital apps because of lack of resources.

Digital library sites were seen as challenging to use, while the Web was considered simple as highlighted by one participant.

'Library websites are very difficult to find material while Google is so simple to search any kind of material easily'.

In one of the noticed classes, the teacher suggested an assortment of research papers and requested that understudies use it for a project. For quite some time, this was their first experience with a computerized research papers review, as one of student opines that

'This was the very first time when I utilized it and got confused '.

Furthermore, libraries were seen as spots of restricted assets and not quite as valuable as the Web concerning the degree of inclusion, pertinence, and money of materials. As one participant mentioned that:

I visited library website for completing my assignment but I didn't find my required material because the library didn't provide open access to those material and on each click they want money to online purchase that material. So my experience while using DLs was not too much good'

Understudies' involvement with utilizing the assortment, when they found it, was exceptionally certain. The investigation of information assembled through interviews demonstrates that there is a connection between view of scholarly libraries and disclosure of advanced picture and guide assortments.

This investigation discovers that student' encounters in associating with library data frameworks and their convictions about scholarly libraries emphatically influence their view of DLs, and, thus, influence their disclosure and reception of advanced assortments. The restricted utilization of computerized assortments for educating and learning for the situation noticed for the review was related with impression of libraries as spots of principally literary print assets and of library data frameworks as challenging to utilize.

Perceived ease of use

Concentrate on student perceptions revealed that they found the library site challenging to explore and inadequate in giving signs about the abundance of assets that it offers. Understudies'

encounters in utilizing the library site antagonistically impacted their view of advanced assortments. They didn't see advanced assortments made by libraries as discrete elements. Computerized assortments were essential for the library site and addressed simply one more complicated library data framework.

Scholarly libraries were not commonly connected with visual assets. In spite of the fact that pictures were broadly utilized for educating and learning, they were treated with less respect, particularly whenever contrasted with text. A considerable lot of those discernments demonstrated to contrarily affect the revelation and reception of advanced assortments, particularly that computerized assortments were not seen as isolated substances, yet rather a piece of the entire scholarly library 'bundle. 'Understudies in the review didn't connect libraries with visual materials and didn't anticipate that libraries should have advanced picture assortments.

Curiously, the members were not generally happy with the nature of assets situated on the Web. Scholastic libraries, then again, were related with quality and dependability and, as the showing colleague saw, libraries should offered assortments of visual materials 'in light of the fact that the library ought to have the option to really take a look at the source, so those ought to be more solid'.

Discussion

The findings on the views of scholastic libraries as treasuries of insightful literary materials repeats the outcomes of OCLC overview on 'books' being a library brand (De Rosa, et al., 2011). This contextual investigation research likewise uncovers comparable examples in universities students' way of behaving as to starting a data search with web indexes. It upholds the OCLC discoveries on low utilization of scholarly library sites and oddly, on an exceptionally acceptable encounter, whenever assortments were found. This concentrate likewise affirms earlier examination on the significance of insights, particularly as to usability and convenience to revelation and acknowledgment of advanced libraries.

Nielsen (1993) convenience has been perceived as a basic element in the underlying experience with another data framework and a significant ease of use quality. Ease of use studies address a significant area of exploration and assessment endeavors in the computerized library field. The discoveries of this study highlight the significance of convenience research, yet in addition show that ease of use investigations of DLs need to stretch out past a solitary framework and should think about usability with regards to different parts of online data frameworks. Client impression of library frameworks as hard to utilize hang out rather than different apparatuses that understudies use to find assets on the web, like Google Scholar, Google Image Search, or Wikipedia. View of value was recognized in this review as a second and interrelated element of clients' goal to embrace computerized assortments. Scholastic libraries were related with insightful printed materials and the review members did to be sure utilize the library site to find

books and diary articles for their examination. Notwithstanding, they didn't see scholarly libraries as a helpful wellspring of computerized pictures and went to the Web while looking for visual assets. It merits recalling that discernments are clients' emotional suppositions and don't be guaranteed to reflect objective reality (Davis, 1998). As Bland portage (2006) called attention to, advanced libraries have extraordinary potential for training since they give 'confided in data' in a climate where such a lot of data is unsure. The way that this potential isn't completely investigated is amusing, particularly considering different discoveries of this concentrate on that demonstrate clients' interests about the quality and dependability of Web assets.

Conclusion

Advanced libraries are currently new phenomena and, in the same way as other new and rising data frameworks, face difficulties of exposure, acknowledgment, and usage. Advanced assortments of pictures, guides, and essential sources offer a wide cluster of exceptional and possibly valuable computerized assets for educating and learning. In the cases noticed for the review, nonetheless, the capability of advanced assortments was not completely investigated. The consequences of this study demonstrate a connection between impression of scholarly libraries and disclosure of computerized picture and guide assortments. This investigation discovers that individuals view of effectiveness and convenience particularly saw usability, assume a significant part in user goals to take on and utilize digital libraries for scholastic learning and instruction.

Moreover, university libraries need to address the usability of their websites and provide more integrated and continuous resource discovery tools that allow users to search across multiple online components.

By looking at the utilization of advanced library assets in the regular study hall setting and investigating showing personnel and undergraduates' insights in a more extensive data setting, the review gives another point of view on exploration of user acknowledgment of computerized libraries. With observational proof of real practice, the review adds to a superior comprehension of insights that influence the manner in which individual take on and utilize instructive computerized libraries. Utilization of instructive advanced libraries addresses another area of research and their undiscovered potential requires further examination.

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