# UTILIZATION OF LIBRARY SERVICES AND RESOURCES BY INTERNATIONAL STUDENTS AT ANDHRA UNIVERSITY, VISAKHAPATNAM, ANDHRA PRADESH.

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## ABSTRACT

International students join there host institutions from different backgrounds. They are expected to pick up and live to their academic objectives alongside the local students. The university provides different support services that are meant to compliment the teaching, learning, research activities besides making the university life worth. Libraries and information services forms one of the essential services that a student needs to complete their academic cycle. International students are a special category of library users who share a myriad of experience while seeking library services. This research set out to assess the utilization of library services and resources by international students at Andhra University (AU) with specific objectives of establishing the library services and resources and AU, assessing there awareness of library services and resources, establishing the extend of utilization of these services and resources and lastly understanding the challenges experienced and suggesting possible solutions to the challenges. A total of 150 international students on scholarship drawn from all legible colleges were purposively selected to participate in the research which attracted a response rate of 131 successful responses. A hybrid approach of both online and printed questionnaires was used alongside interviews and observation methods. The findings reveal that most of the international students do not visit to seek for library services frequently. Those who visit do so only to prepare for exams, study textbooks, leisure and reference services. For most of the library visits, they spent less than 3 hours in the library. They prefer to buy own textbooks and use online resources. They admitted to never undergoing any orientation, user education, library tour or any other service to induct them to library use.  Among other challenges experienced includes lack of knowledge where the library is located on campus, difficulty in locating materials from the shelves, lack of dedicated library staff to guide whenever called upon, lack of up to date textbooks, guidebooks, manuals and other important resources. From the   foregoing, the study recommends among others; engagement of adequate professional library staff, introduce user education programmes like library orientation to be carried out continuously for international students, acquisition of updated library resources and consider the possibility of empowering departmental libraries to help serve students at the grassroots level.

**(Key words: Library services and resources, Andhra University, Dr. V. Krishna Library, international students)**

## BACKGROUND OF THE STUDY

International students are defined by the UNESCO Institute of Statistics as individuals who have crossed a national or territorial border for educational purposes and are now enrolled outside their home country. According to a recent UNESCO report, the number of students studying in higher education institutions abroad is expanding (United Nations, 2016). The report highlighted the United States, the United Kingdom, Australia, France, Germany, and Russia as the most popular nations for these students. On the other hand, the report identified China, India, Germany, Korea, France, Saudi Arabia, and the United States as having the most student mobility.

According to Yi (2007), the United States remained particularly appealing to international students due to the country's high level of technical and scientific progress. Along with an increasing number of international students in the United States and overseas, research indicate that an increase in immigration patterns will have an effect on the demographic composition of academic institutions, particularly in the United States.

According to the Ministry of Education in India (2020), India hosted more than 47,000 foreign students in 2019 and planned to grow that number to 200,000 by 2023. Nepal had the most of the international students in 2019/2020, accounting for 26.88 percent of the total. Afghanistan accounted for 9.8%, Bangladesh 4.3 percent, Sudan 4.2 percent, Bhutan 3.8%, Nigeria 3.4 %, the United States 3.2 percent, Yemen 3.2 percent, Sri Lanka 2.6 percent, and Iran 2.3%. During the period, the state of Karnataka had the most international students, at 10,023. Maharashtra came in second with 5003 students, followed by Punjab with 4533, Uttar Pradesh with 4514, Tamil Nadu with 4101, Haryana with 2872, Delhi with 2141, Gujarat with 2068, Telangana with 2020, and Andhra Pradesh with 2094 as the top Indian states for attracting international students (Ministry of Education, India 2020)

Andhra University (AU) in Andhra Pradesh offers over 78 programmes for which international students are eligible. The majority of international students are as a result of being awarded fellowships by their home nations. During 2020-2021, AU received a record number of applications from international students from 42 nations. According to a July 8th 2021 Sunday Chronicle, around 3,600 applications for courses were received through the Indian Council for Cultural Relations at the Centre (ICCR). AU selected 24% of applicants. 12% of the candidates who were chosen for the programme confirmed their enrollment in the programme right away (Rao, 2021).

AU has a diverse range of amenities across its campuses that are meant to supplement student support and make there university experience as seamless as possible. Library and

information service is one of the vital facilities that students and educators routinely use to support their learning and teaching requirements.

### 1.1.1   Library Services at Andhra University.

Dr. V.S. Krishna Library is AU's primary library, with two branch libraries under its control: (i) Engineering College Library and (ii) Law College Library.

Dr. V.S. Krishna Library has a carpet area of 60,000 square feet (5574.18 square metres). Apart from the work and storage facilities, each section has seating and reading sections that allow the user to comfortably select and refer to the books. Each room is big and well-ventilated. Different seating arrangements are available based on necessity and convenience. The seating arrangement is straightforward. A seminar/group discussion area is offered to facilitate optimal interaction among users. The library can accommodate 500 users at a time. The library is open every day of the year, including Sundays, except for national holidays and University-designated holidays. The library operates on a three-shift system.

The Engineering College Library, located on the North Campus, is 8,000 square feet (743.22 square metres) in size and has a seating capacity of 150. The Engineering College Library contains a collection of 64,407 volumes and 96 computers. Dr. B.R. Ambedkar Law College is located on the South Campus and features a plinth area of 3400 square feet (315.87 square metres) with a seating capacity of 61. The Law College Library contains around 16,500 books.

Besides the highlighted libraries, every department hosts a departmental library that comprises of different collections that include; research reports, thesis and dissertations, guidebooks, manuals among other resources that are directly linked to the courses and programmes being offered by the department.

AU has access to electronic access to academic resources in all areas of learning through the University Grants Commission (UGC) under the management and oversight of Information and Library Network (INFLIBNET). The programme significantly enhanced the resources available to the university population for research and instruction. It provides the academic community with the best current and archived periodical literature from throughout the world. The E-Journals programme encompasses all areas of study relevant to various universities, including the arts, humanities, and social sciences, physical and chemical sciences, life sciences, computer science, mathematics, and statistics. The available literature includes journals with research articles, book reviews, and abstracting databases. Everyone on the university's network has access to the system via the Internet Protocol.

## 1.2     Statement of the Problem

Academic Libraries are designed to support the teaching, learning and research objectives of their parent institutions. They are patronized in a variety of ways by the different varied users, including the international students. Vardaman and Miller (2010) assert that the university library serves as a safe and important meeting place for international students. International students make up a sizable percentage of library users. Thus, the international students' perspectives of libraries and librarians differ significantly. This owes to the fact that they are drawn from different backgrounds. While they bring unique abilities and perspectives to their host university, relocating mostly includes overcoming unfamiliar library processes and technologies. Libraries are not only known to be critical in connecting these international students to the university environment, but also in equipping them with the information literacy skills necessary for their success. In turn, librarians who are cognizant of international students' strengths and shortcomings can play a crucial role in supporting them in becoming successful library users and learners.

It is worth noting that library users, whether in-person or online, must be studied in order to better meet their needs and provide services that will entice them to visit the library more frequently. Recognizing the success of library initiatives is crucial for higher education. Effective and efficient library services require an understanding of how users actually use their resources.

It is necessary to ascertain whether or not university libraries are genuinely achieving their objectives of supporting the  mission of the parent institutions. Among its objectives is to successfully provide satisfying services to a diverse spectrum of users'. As a result, the researcher set out to assess how international students at Andhra University utilize library services and resources. The findings are supposed to aid library staff, managers, and librarians in examining how various factors affect the utilization of library's services and resources by international students at Andhra University.

## 1.3     General Objective

To assess the utilization of library services and resources by international students at Andhra University.

## 1.4     Specific Objectives

[1]     Establish the available library services and resources at Andhra University.
[2]     Establish the awareness of international students about the library services and resources at Andhra University.
[3]     Assess the extent of utilization of Library services and resources.
[4]     Discover challenges faced by the international students and to suggest possible solutions to the challenges.

### 1.5      Research questions

[1]      What are the library services available at Andhra University?
[2]      What is the level of awareness of international students about the library services at Andhra University?
[3]      What is the extent of utilization of Library services?
[4]      What are the challenges faced by the international students?

### 2.0.      LITERATURE REVIEW

### 2.1      University Library Services and resources

Altman and Hernon, (1998) notes that academic libraries will perish and fail to fulfil their ultimate purpose if there are no users. They will only serve as a place to store books and equipment for the time being. Library users are the best judges of their own services, so it is crucial to hear what they have to say about the library's services. As a result, all users of academic libraries, including international students, have a right to receive up-to-date, high-quality library services, as well as improved human resources that are tailored to their specific needs and requirements.

According to Fayose (2000) in Suleiman et al... (2017), library resources are materials that enable libraries to efficiently perform their roles of providing resources to patrons, such as books and other media. Additionally, it comprises everything necessary to offer the client with the required information service. According to Kent and Lancour (1971) in Jimo et al...(2016), library resources include, but are not limited to, books, manuscripts, magazines, government publications, brochures, catalogues, reports, and files, as well as microfilm, microfiche, micro card, punched cards, computer tapes, and other forms of media.

Adeoye and Popoola (2018) notes that library resources include printed and electronic materials such as textbooks, magazines, notebooks, summaries, periodicals and other printed media, as well as databases on CD-ROM, the Internet and e-mail, as well as media on videotapes and floppy discs.

Maidabino and Ladan (2015), observes that a university library is established to amass a need-based, balanced, and current collection of reading materials in both print and electronic formats, allowing the library to act as a repository for scholarly literature. Aina (2004), contends that the primary function of a university library is to support the university's mission in the areas of teaching, research, and service. Mabawonku (1992) emphasizes the importance of university libraries to students and faculty. To function effectively and to meet users' information demands, the library must own information resources (both print and electronic items such as CD-ROM data bases, e-journals, and the internet), provide various services, and maintain facilities for optimal service delivery.

Chakrabarti and Pramanik (2014) describe the services provided by university libraries to their users as Current Awareness Service (CAS), Selective Dissemination of Information (SDI), interlibrary loan, access to national and international databases via the internet or another network, answering reference queries and providing reference service via phone, fax, or personal contact, and so on. In a similar vein, Motiang, Wallis, and Karodia (2014) discovered that university libraries provide a variety of services to its users, including internet access, database access, photocopying services, book loans, and a working library website. While Ishola & Olurotimi (2014) observed in their research that interlibrary loans (1.9 percent), library websites (5.6%), bibliographical services (1.7%), abstract and indexing services (5.4%), documentation services (3.7%), current awareness services (4.7%), selection and dissemination services (2.8 percent), reference services (3.8%), online services (1.8%), and publishing services (4.6%) as some of the services offered at the university library.

According to Ogbuiyi & Omeluzor (2013), in order for libraries to contribute to the advancement of knowledge, they must not only provide the necessary materials but also ensure that those materials are utilised effectively. According to Shodele (2013), libraries give access in a variety of ways, including an online public access catalogue (OPAC), an author or subject catalogue, open access sources, a site map, shelf guides, information about holdings, self-explanatory signs, a help desk, the library's website, current contents, and the presentation of newly arrived materials.

Onifade, Ogbuiyi, and Omeluzor (2013) revealed that students utilized the internet more frequently than they did on other library resources while conducting a research on the types of information resources used by students at a private university in Nigeria. This accounted for 65 (20%) of all responses, followed by textbooks and monograph materials (60 (18%) and e-journals and e-books (56 (17.1%) of total responses.

Sohail, Pandye, and Upadhyay (2012) examined students' use of library resources at the University of Kalyani. The authors discovered that students required assistance in utilising library resources and services to meet their information needs. Additionally, they discovered that students' primary sources of knowledge were magazines, textbooks, and lecture notes. They recommended that the library obtain the most recent editions of textbooks and reference materials, as well as provide assistance to users in utilising the library's resources.

Dickenson (2006) determined that four academic library services remained outstanding, while others need improvement, based on feedback from library users during the previous year. Among the most noticeable are computer access (77%), electronic databases and article indexes (76%), traditional printed materials (75%), and meeting and study space (70%).

Saikia and Gohain (2013) asked respondents to voice their opinions about the library facilities and services they were offered in a study on the use and satisfaction of library resources and services. 42.77% (68) of respondents held that circulation services were excellent, followed by 38.99% (62) who thought book reservation services were excellent. Online book renewals were excellent by 36.48% (53) of respondents; OPAC/Web OPAC was

excellent by 33.33% (53) of respondents; reprographic services by 32.07% (51) of respondents; content page alert services for current journals were rated as excellent by 30.19% (48); training and demonstration on electronic resource retrieval and reference and information services were rated as excellent by 29.56% (44) while the orientation programme was rated as outstanding by 25.78% (41).

### 2.3    Awareness and Utilization of Library services and resources

Goudy and Moushey (1984) conducted a study of academic librarians at 44 colleges and universities in the United States and discovered that libraries were offering unique programmes and services to address the needs of international students. Numerous respondents stated that programmes assisting international students in acquiring and utilising information should be implemented. They acknowledged that students from foreign nations face a variety of challenges, including language proficiency and confidence in utilising reference services (Goudy and Moushey, 1984).

Yi (2007) found in his study that international students at Texas Woman's University (TWU) have distinct information demands and behaviours. According to his prior research, 75% of PhD students, 58.1 % of graduate students, and 38.9 % of undergraduate students' indicated that they required additional resources and help in utilising information resources.

Ziming Liu (1993) undertook research at the University of California, Berkeley with 54 students from developing countries to gain a better understanding of the factors affecting their ability to effectively use academic libraries. Significant difficulties discovered were a lack of English proficiency and unfamiliarity with library facilities and services in the United States. Ethical concerns about information use were also raised, as students were unfamiliar with citation formats and guidelines.

Mu (2007) carried out a survey and opinion of foreign students of marketing academic library resources and information services to international students from Asia. This study sought to determine whether or not Asian international students have any first-hand knowledge of academic libraries in the US, and whether or not they are aware of the services and resources accessible to them when studying.

Ademodi (2011) discovered that international students are often hesitant to approach reference librarians because they do not want to be a nuisance and are unaware of the reference librarian's role. His research analyses how to improve reference services for overseas students in compliance with the Association for College and Research Libraries' standards (ACRL).

Gyau et al. (2021) notes that library's users should be well-versed on its resources so that they may get the most out of every search they conduct. However, the information searching techniques demonstrate that the user's search behaviour is subject-specific, since they employ them to locate the required information. However, they note that majority of students

complete their education without ever visiting or using a library. International students at all levels, in particular, frequently begin their searches with Google rather than using library resources. This is because the majority of these students utilise their home libraries less because they are insufficient to suit their needs. Recognizing this pernicious scenario, they recommend that it is critical for students at all levels, particularly international students, to receive library-user education so that they do not lose valuable learning time searching through the library and can also make good use of library resources without assistance. As a result, make library resources more user-friendly and accessible to users in order to boost patronage (Gyau et al 2021).

Thus, Gama (2013) notes that the university library must ensure proper provision of current information, services, and facilities in order to suit its users' informational needs. Simmonds and Andeleeb (2001) highlighted several elements that can influence customer satisfaction, including responsiveness, knowledge and reassurance, tangibles and resources.

Jackson (2005), reports that the majority of international students, particularly those from East Asia, have prior experience and a well-established habit of using libraries as study spaces, though they must still adjust to organisational differences, such as signposts, rules and regulations, and library communications, such as voice announcements. According to a recent survey performed at Durham University, 52% of Taiwanese students visit a library at least once a week, and over 90% visit at least once a month. It is critical for libraries to foster a friendly environment and to tailor library space to accommodate varying learning styles, cultures, and languages. International students may also be deterred from entering and using the library as a study and social area by anxiety in a foreign setting.

Mahawar, Verma, and Narayan (2010) conducted a study and discovered that the majority of library customers are fairly satisfied with library services. Further authors argued that libraries ought to embrace technology improvements in order to keep their services up to date with the most recent advancements.

Khan and Khan (2016) conducted a case study on the awareness and usage of library resources and services at IIT Delhi. This study evaluates how IIT Delhi Library's materials and services are used. The study discovered that faculty members, postgraduate students, and undergraduate students were all positive toward information and extremely satisfied with the services and facilities given by the IIT library. The study recommended that libraries employ current approaches to improve document search and to expand their network for information exchange (Khan & Khan, 2016).

## 2.4    Challenges and Solutions to library utilization by users.

International students may face personal or academic hurdles at their host university as a result of language limitations and new social - educational norms. International students frequently encounter obstacles with library use and relations with library personnel.

International students face three interconnected factors when it comes to library use: environmental, cultural-linguistic, and affective.

Bruce and Hughes, (2010) examined the experiences of 25 overseas students at two Australian institutions who were using online information resources, using a relational model of information literacy. They discovered that the participants' lacked familiarity with journal databases and other resources which hampered their capacity on utilising online library resources, despite their sophisticated digital abilities. Additionally, they demonstrated an inability to use internet resources critically or strategically, as well as unfamiliarity with citation and referencing styles

Morrissey and Given (2006) conducted in-depth interviews with eight Chinese graduate students at the University of Alberta to gain a better understanding of their library experiences. Students and academic libraries that serve overseas students face a range of challenges, including limited English language proficiency and information literacy skills, as well as the need for specialised training in library technologies.

Mu (2007) conducted study at New Zealand's University of Canterbury Library and concluded that many students were uninformed of the facilities available to them. In light of these findings, he recommended that library staff should develop programmes that accommodate a diverse range of learning styles, irrespective of cultural or linguistic limitations. Mu (2007) further argues that universities' libraries must devise fresh methods for promoting their holdings to international students in order to remain competitive.

Carlile (2007) in his study noted that many students suffer library anxiety due to a perceived lack of expertise in using the library. While international students frequently visit the library and attend orientations, they are not necessarily aware of the full range of library services available, including research assistance and online chat.

The study by Mahwasane and Mudzielwana (2016) focused on the many obstacles that students confront when trying to find information at the library. The ability to retrieve information in a variety of formats from the library's collection is critical to one's success. User problems include a lack of effective information retrieval skills training, insufficient user education, a lack of computer knowledge and Information Communication Technology (ICT) in accessing library information. The study also advised that first-year students be required to take information literacy skills training in order to progress to the next level and become information literate. University curricula should incorporate Library Education as well. It is critical to have ICT specialists with a focus on library issues.

According to Amsberry (2009), training library staff in cross-cultural communication, specifically listening to accented oral communication, as well as a better understanding of cultural values and conventions regarding body language and learning methods, can help international students make more effective use of library facilities and services. Koeningstein (2012) asserts that librarians can employ a variety of tactics to reduce international students'

culture shock and library anxiety, including more targeted education in ethical information use, reference services, and research procedures.

According to Peacock (2009), libraries should do more to assist international students in adjusting to their new surroundings, including more proactive engagement with international student organisations and determining the most effective method for preparing and presenting information about library services and resources.

## 3.0    RESEARCH METHODOLOGY

This was a qualitative study was conducted at Andhra University, Visakhapatnam, Andhra Pradesh State in India. It targeted 150 respondents from the entire international students' population on scholarship programme with an exception of those who joined in October 2021. From the 300 students' population the researcher purposively sampled the 150 participants which is half of the population. The study's respondents were drawn from all the levels of study i.e. undergraduate, postgraduate and PhDs all drawn from all the legible departments of study of Andhra University. Questionnaires, interviews and observation were used for the study. The researcher relied on online google forms due to Covid 19 situation which were sent to respondents via *Whatsapp* groups. The questionnaire was divided in two major sections comprising of demographic characteristics of respondents and specific objectives. Further, others respondents were interviewed and while observing the operations in libraries. The feedback from the google forms was exported to Excel, then coded in SPSS for finer analysis with results being presented in tables and charts. The researcher adhered to ethical research considerations that include informed consent, interview ethics and anonymity of respondents.

## 4.0    RESULTS AND DISCUSSION

### 4.1    Response rate

The study targeted 150 international students drawn from the different departments in Andhra University. The response to the questionnaire and interviews was 131 responses. The results represent 87% response rate which is very good. Creswell (2014) observed that a 50% response rate is appropriate, a 60% response rate is good, and a response rate of more than 70% is extremely good when determining the minimum response rate percentage. Based on this claim, the current study's response rate of 89% is very good.

### 4.2    Demographic Data of the respondents.

This section presents data on distribution of respondents according to gender, age, college of study and level of study.

**Demographic characteristics**

| | | Frequency | Percent (%) | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Gender | Male | 81 | 59.6 | 61.8 | 61.8 |
| | Female | 50 | 36.8 | 38.2 | 100.0 |
| | **Total** | **131** | **96.3** | **100.0** | |
| Age | 15-25 years | 91 | 66.9 | 69.5 | 69.5 |
| | 26 to 35 years | 36 | 26.5 | 27.5 | 96.9 |
| | 36 to 49 years | 3 | 2.2 | 2.3 | 99.2 |
| | 50 and above | 1 | .7 | .8 | 100.0 |
| | **Total** | **131** | **96.3** | **100.0** | |
| Level of study | Undergraduate | 62 | 45.6 | 47.3 | 47.3 |
| | Postgraduate | 59 | 43.4 | 45.0 | 92.4 |
| | PhD | 10 | 7.4 | 7.6 | 100.0 |
| | **Total** | **131** | **96.3** | **100.0** | |
| College of Study | Arts and Commerce | 46 | 33.8 | 35.1 | 35.1 |
| | Science and Technology | 31 | 22.8 | 23.7 | 58.8 |
| | Engineering | 43 | 31.6 | 32.8 | 91.6 |
| | Pharmaceuticals | 7 | 5.1 | 5.3 | 96.9 |
| | Law | 2 | 1.5 | 1.5 | 98.5 |
| | Other | 2 | 1.5 | 1.5 | 100.0 |
| | **Total** | **131** | **96.3** | **100.0** | |

For gender, the results indicate that out of 131 respondents sampled and who responded, 62% were male while 38% were female. Given that respondents were proportionately sampled; the implication of the findings is that may be that there are more male international students than female students in the study area.

In terms of age of the respondents (69.5%) fall within 15-25 years of age. Since this is the optimal age category for most people to join college and university. Another percentage 27.5% was within 26-35 years of age while 2.3% percent were at 36-49 years. 50 and above years attracted 0.8% respondents. The implication is that there is a proper age distribution of the respondents across the students.

The study also sought to establish the level of study of the respondents. Results indicate that 62 (47.3%) of the respondents were pursuing Undergraduate programmes, 59 (45%) were Postgraduate/ Masters while 10 (7.6%) of the respondents were pursuing PhD programmes. The results imply that most of the international students in the AU are pursuing undergraduate courses in different departments than Masters and Doctoral courses.

Regarding the distribution of the respondents per College of study in Andhra University. The Arts and Commerce college registered 46 (35.1%) respondents, Science and Technology 31 (23.7%), Engineering 43 (32.8%), Pharmaceuticals 7 (5.3%), Law 2 (1.5%) while other 2 (1.5%) respondents. From the results other colleges indicated Alliance College which is an affiliate college of Andhra University.

## 4.3    Response per objectives

In this section, the study sought to answer the specific objectives of the study. The study objectives were analyzed and presented chronologically as outlined in the objectives. The interpretation and discussions of the findings was inbuilt in the presentation of the research findings.

### 4.3.1   Visit to the Library

The respondents were asked whether they visit Dr. V. S.Krishna Library - Central Library of Andhra University, College, Departmental or any other library in Andhra University for library services. 90 (68.7%) of the respondents acknowledged that they had visited a library in Andhra University, whereas 41 (31.3%) said they had never visited one. The researchers dug deeper into the reasons for the 31.3 % who had never visited a library. Numerous responses were gathered, including a lack of time to visit the library, ignorance of the locations of libraries throughout the university, fear of Covid 19, and distance from the hall of residence. Other astounding reasons for not using libraries include the purchase of own course books and a preference for using Google in conjunction with other online resources. This implied that this subset of users primarily relied on course reading lists and rarely ventured out to read additional related texts. That is, they relied heavily on Google and other online resources to supplement the course textbooks and saw no need to visit the library for this purpose. For instance one person responded during a random interview;

*"I have acquired my course textbooks and therefore do not find any need to visit the library. I also download other resources incase I miss anything from the textbooks…Google makes my work easy…"*

Another respondent retorted;

*"I download books so I never find a reason for long walks to the library"*

The most interesting response was by this respondent who said;

*"I don't know where the library is"*

The above responses are a pointer to the fact that this category of users has found a way to survive around without necessarily visiting the library. Some simply download related materials that come in handy for classwork and assignments. The fact that some respondents do not even know where to find any library services points to lack of any basic orientation.

### 4.3.2   Purpose of library Visit

The researcher attempted to ascertain the reason for library visits among individuals who admitted to visiting any AU library. The researcher presented several of the services that library patrons seek. The respondents were asked to identify the services that influenced or compelled them to visit the library. On each of the purpose, the respondents were to choose either any of the services and add any services and resources sought in the library. The response is summarized in Table 1.

**Table 1: Purpose of Visit to the library**

| Purpose of Library Visit | Responses | |
|---|---|---|
| | N | Percent |
| For research and research publishing | 21 | 8.8% |
| Using Internet browsing and electronic resources | 17 | 7.1% |
| Study to prepare for examination | 46 | 19.2% |
| For completing assignments | 11 | 4.6% |
| Using Library Computers | 14 | 5.8% |
| Self-guided study, Leisure and Personal Development | 29 | 12.1% |
| Obtaining general information | 20 | 8.3% |
| Reference | 25 | 10.4% |
| Study Textbooks | 39 | 16.3% |
| Current affairs | 18 | 7.5% |
| **Total** | **240** | **100.0%** |

**Source**: Researcher, 2022

International students admitted to visiting the library with intention of seeking assorted services. According to table 1, 46(19.2%) of the respondents indicated that they visit the library for studies while preparing for examination. 39(16.3%) visited to study textbooks, 29 (12.1%) indicated they that go to the library for self-guided study, leisure and personal development. In this case, they utilized the library beyond academic objectives. 25(10.4%) of the respondents indicated that they only went to the library for reference services. 21(8.8%) of the respondents who were mainly postgraduate and PhD students indicated that they used

the library for research and publishing purposes. 18 (7.5%) showed that they visited the library for current affairs through newspapers and magazines. Other reasons for visiting the library include 20(8.3%) for obtaining general information, 17(7.1%) internet browsing, 14(5.8%) using library computers and 11(8.4%) used the library for completing class assignments.

From the findings, the library service usage is affected by the visits. The few times that the respondents visit they is when they are preparing for examination, studying textbooks, self-guided study, reference and working on assignments in that order. However according to the feedback, the usage is far much below.

### 4.3.3  Frequency of library visit

The number of times a user visits the library serves as an indicator of their needs and satisfaction with the library's services and resources. When users visit the library regularly, it can be presumed that they use it to the fullest extent possible, in comparison to users who visit the library rarely. The researcher sought to establish the frequency with which the international students visit the library.
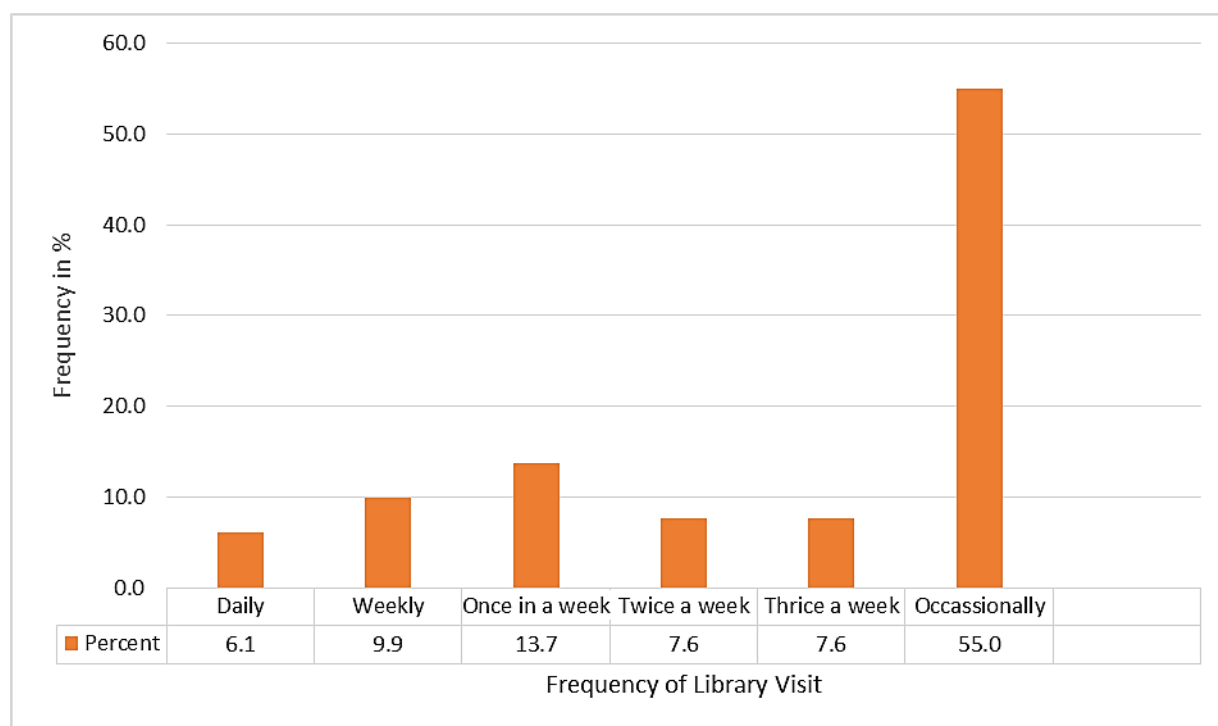


| | Daily | Weekly | Once in a week | Twice a week | Thrice a week | Occassionally |
|---|---|---|---|---|---|---|
| Percent | 6.1 | 9.9 | 13.7 | 7.6 | 7.6 | 55.0 |

Frequency of Library Visit

**Figure 1: Frequency of visit**

*Source*: *Researcher, 2022*

From the analysis in figure 1, international students in Andhra University visited the library at different frequencies. From figure 4.4 it is clear that most of the students visit the library

occasionally at 55%. 13.7% of the students indicated that they visit the library once in a week. Weekly visit comes third with 9.9%. Twice and thrice a week tied at 7.6% while daily visits had 6.1% rank. Frequent user visits to the library are an indicator of maximum utilization. The least visits may translate to poor or underutilization. From the findings, over half of the respondents have atleast visited a library service. However, the frequency of the international students visiting the library is way below.

### 4.3.4   Frequency of time spent in the library

The researcher found it important to seek the frequency of time spent in the library. The results are illustrated in table 2.

**Table 2: frequency of time spent in the Library**

| Time spent | Frequency | Percent | Valid Percent |
|---|---|---|---|
| 1-2 hours | 88 | 67.1 | 67.2 |
| 2-3 hours | 27 | 20.6 | 20.6 |
| More than 3 hours | 12 | 9.2 | 9.2 |
| Never | 4 | 3.1 | 3.1 |
| **Total** | **131** | **96.3** | **100.0** |

*Source*: *Researcher, 2022*

From table 2, 88(67.1%) respondents indicated that they utilize the library between 1-2 hours of their visit, 27(20.6%) indicated that spent 2-3 hours, 12 (9.2%) spent more than 3 hours in the library while 4(3.1%) indicated that they never visit the library after all. The results indicate that most of the respondents spent less than 3 hours in the library. This concurs with the earlier response that the respondents visit for the purpose of preparing for exams, reference purposes, consulting textbooks among other services that doesn't require a lot of time in the library.

### 4.3.5   Library user education programmes

The researcher set out to establish whether the respondents have undertaken any user education programmes which are aimed at enabling them to utilize the library maximally. These programmes ideally are targeted at introducing the users to the services, norms, practices and different aspects of library use. This goes hand in hand with library user registration. The services identified by the researcher for this study included library orientation, library user education; library information literacy and library user tour. The respondents were expected to choose any of the programme they have undergone. The results are summarized in table 3.

**Table 3: Library user education programmes**

| User Education Programme | Responses | |
|---|---|---|
| | **N** | **Percent** |
| Library User Orientation | 6 | 4.4% |
| Library User Education | 5 | 3.7% |
| Library Information Literacy | 8 | 5.9% |
| Library User tour | 5 | 3.7% |
| None | 111 | 82.2% |
| **Total** | **135** | **100.0%** |

a. Dichotomy group tabulated at
value 1.
*Source*: *Researcher, 2022*

The results in table 3 indicate that 8(5.9%) of the respondents agreed to have undergone library information literacy, 6(4.4%) agreed that they have undergone user orientation. 5(3.7%) admitted to have undertaken library user education while 5(3.7%) indicated that they underwent library user tour. A total 111 (82.2%) indicated that they have never undergone any of the library education programmes.

From the findings, the highest percent of the respondents have no or little information about library user programmes which are meant to enable them understand how to utilize the library as well as become independent library users. The few who indicated to have undergone the listed programmes had it at a personal level and not exclusively. Some users admitted to hearing about these user programmes for the first time from the study.

### 4.3.6   Awareness of Library services

The researcher sought to establish whether the users in the study are aware of the different services that are offered by the library. The level of awareness would imply that the users are informed about the services and thus able to seek or benefit from the services in times of need. Among the many different library services, the respondents were asked to choose from Books loan services, Online resources e.g. e-journals, e-books, e-indexes e.t.c., Reference services e.g. Dictionaries, Directories, Handbooks e.t.c, Multimedia services, Serials and Periodicals e.g. Newspapers, Magazines, Selective Dissemination of Information, ICT Services, User education programs and Current awareness services. The feedback from the respondents is summarized in table 4.

**Table 4: Awareness of Library services**

| Library Services | Responses | |
|---|---|---|
| | **Frequency (f)** | **Percent** |
| Book loan services | 47 | 12.0% |
| Online resources e.g. e-journals, e-books, e-indexes e.t.c. | 45 | 11.5% |
| Reference services e.g. Dictionaries, Directories, Handbooks e.t.c | 46 | 11.7% |
| Multimedia services | 38 | 9.7% |
| Serials and Periodicals e.g. Newspapers, Magazines | 37 | 9.4% |
| Selective Dissemination of Information (SDI) | 31 | 7.9% |
| ICT Services | 34 | 8.7% |
| User education programs | 31 | 7.9% |
| Current awareness services | 32 | 8.2% |
| Never | 51 | 13.0% |
| **Total** | | **100.0%** |

a. Dichotomy group tabulated at value 1.
*Source*: Researcher, 2022

According to table 4, respondents' level of awareness about book loan services is 47(12%). Online resources that include e-journals, e-books e.t.c. is 45(11.5%), Reference services 46 (11.7%), multimedia services 38 (9.7%), serials and periodicals 37(9.4%), SDI 31 (7.9%), ICT services 34(8.7%), User education programmes 31(7.9%) while current awareness services 32 (8.2%). 51(13%) of the respondents indicated to be having no awareness of the library services and resources listed.

From the response, the level of awareness of the library services and resources is below. Less than half of the respondents admit to be aware of the listed basic library services and resources.

### 4.3.7   Preferred Mode of access

Traditionally, libraries are known to house only printed type of information resources. However the advent of information technology has caused a new trend of resources and services in libraries. There is an upsurge of electronic and digital resources which have come with immense advantages. Studies indicate that there is a rise in the demand for electronic resources by users by day. The researcher therefore sought to establish the preferred mode of access to library resources and services by international students in Andhra University. The respondents were asked to choose between Online/ Electronic resources, Print resources or both. The feedback is presented in figure 2.
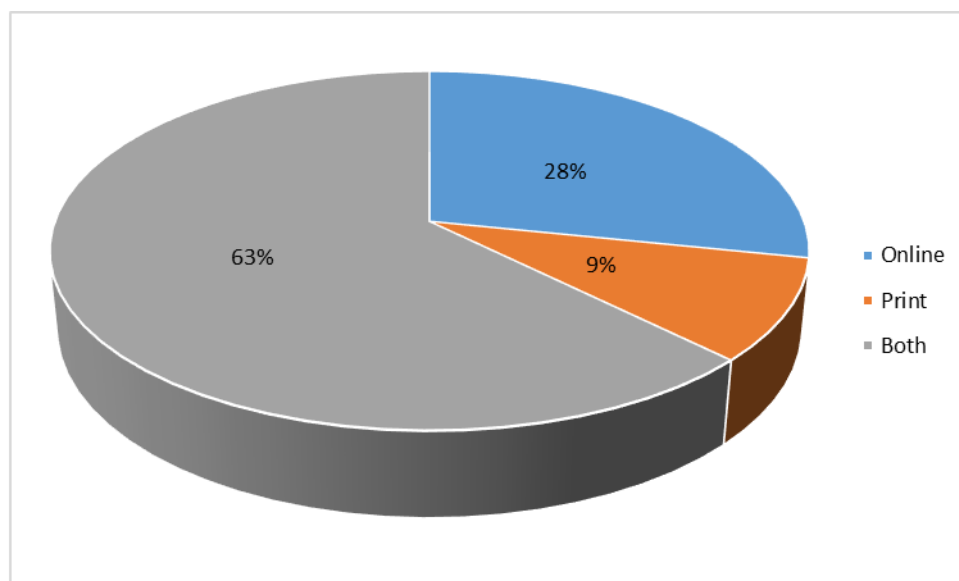
**Figure 2: Preferred Mode of access**

*Source*: *Researcher, 2022*

Figure 2 indicates that 28% of the respondents preferred to use online resources, 9% preferred print resources while 63% preferred using a combination of both online and print resources.

From the results, most of the respondents prefer online resources over print resources and services. This explains the reason as to why the students prefer online searches. However, a larger percent of the respondents prefer a combination of both print and online resources. These print resources largely include the class textbooks that the students use for coursework.

### 4.3.8   Ease of accessibility to library resources

Accessibility is a key determination on the way users utilize library resources. Ease of access can be achieved in different ways that include organization on shelves, availability of retrieval tools, availability of stable internet and power backup among so many other determinants. This means in an ideal situation, there should be uninterrupted accessibility to library resources and services so that users can have the best services. The researcher set out to establish the level of accessibility of library resources. The respondents rates the services as easily accessible coded as (1), occasionally accessible (2) and not accessible (3). The results are summarized in table 5.

**Table 5: Ease of accessibility to library resources**

|  | Frequency | Percent (%) | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Easily accessible | 74 | 54.4 | 56.5 | 56.5 |
| Occasionally accessible | 46 | 33.8 | 35.1 | 91.6 |
| Not accessible | 11 | 8.1 | 8.4 | 100.0 |
| **Total** | **131** | **96.3** | **100.0** | |

*Source*: *Researcher, 2022*

From table 5, 75 (54.4%) of the respondents indicated that library resources and services they have interacted with were easily accessible. 46(33.8%) contracted by showing that they were occasionally accessible while 11 (8.1%) indicated that they were not accessible.

Accessibility is the best motivation for library use. The easier the access to library resources and services the higher the usage. From the response, it is notable that the resources are generally accessible to the users whenever needed.

### 4.3.9   Level of satisfaction with library services

User satisfaction is an essential metric for measuring service quality in libraries, and it serves as a useful tool for libraries to evaluate and improve their services to patrons. The objective of the researcher was to establish the level of satisfaction of international students with library services and how they are offered. The respondent was to rank the services as either strongly satisfied coded as (1), Satisfied (2), Neutral (3) and strongly dissatisfied (4). The services to be rated were library facilities, services and staff, quality of library services, Adequacy of print materials (book form), Adequacy of Online resources and IT enabled services. The results are summarized in the table 6.

**Table 6: Level of satisfaction with library services**

|  | Strongly satisfied (ss) | | Satisfied (s) | | Neutral (n) | | Strongly Dissatisfied (SD) | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
|  | f | N % | f | N % | f | N % | f | N % | f | Mean |
| Library facilities, services and Staff | 26 | 19.8% | 59 | 45.0% | 41 | 31.3% | 5 | 3.8% | 131 | 2 |
| Quality of library services | 22 | 16.8% | 66 | 50.4% | 37 | 28.2% | 6 | 4.6% | 131 | 2 |
| Adequacy of print materials (book form) | 24 | 18.3% | 67 | 51.1% | 36 | 27.5% | 4 | 3.1% | 131 | 2 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Adequacy of Online resources | 21 | 16.0% | 57 | 43.5% | 46 | 35.1% | 7 | 5.3% | 131 | 2 |
| IT enabled services | 20 | 15.3% | 59 | 45.0% | 49 | 37.4% | 3 | 2.3% | 131 | 2 |

*Source: Researcher, 2022*

From Table 6, respondents indicated that in terms of library facilities, services and staff, they were strongly satisfied with a feedback of 26 (19.8%), 59 (45%) satisfied, 41 (31.3%) while 5 (3.8%) were strongly dissatisfied. Concerning quality of library services, 22 (16.8%) were strongly satisfied, 66(50.4) were satisfied, 37 (28.2%) were neutral while 6 (4.6%) were strongly dissatisfied. 24 (18.3%) were strongly satisfied with the adequacy of print resources e.g. books, 67 (51.1%) were satisfied, 36 (27.5%) were neutral while 4 (3.1%) were strongly dissatisfied. On the adequacy of online resources, 21 (16%) were strongly satisfied, 57 (43.5%) were satisfied, 46 (35.1%) were neutral while 7 (5.3%) were strongly dissatisfied. When asked about the IT enabled services, 20 (15.3%) were strongly satisfied, 59 (45%) were satisfied, 49(37.4%) were neutral while 3 (2.3%) were strongly dissatisfied.

The study's findings indicate that only a small percentage of international students who use the library are extremely satisfied with the services with the library facility, services, and staff leading. A sizeable number of respondents were satisfied with all the listed elements. However, it is noticeable that over half of the respondents were satisfied with the adequacy of print resources e.g. books and quality of library services. The number of respondents who remain undecided almost equaled those who were satisfied. This demonstrates that the libraries are meeting the requirements of its customers and are well-equipped to do so.

Despite this, there is need to for improvement in library facility, services and staff; quality of services, adequacy of print materials, adequacy of online resources and ICT based services.

### 4.3.10  Relevance of library resources and services

The researcher sought to investigate the relevance of library resources to the international students as library users. The listed services and resources include textbooks, journals, manuals, newspaper/ magazines, reference resources, handbooks, reports/ projects/ thesis/ dissertations and multimedia resources. The respondents were to indicate whether the resources were not relevant (1), relevant (2) and highly relevant (3). The results are summarized in Table 7.

**Table 7: Relevance of library resources and services**

| | Not relevant | | Relevant | | Highly relevant | | Total | |
|---|---|---|---|---|---|---|---|---|
| | f | % | f | % | f | % | f | Mean |
| Text Books | 16 | 12.2% | 70 | 53.4% | 45 | 34.4% | 131 | 2 |
| Journals | 14 | 10.7% | 89 | 67.9% | 28 | 21.4% | 131 | 2 |
| Manuals | 19 | 14.5% | 84 | 64.1% | 28 | 21.4% | 131 | 2 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Newspaper/ Magazines | 36 | 27.5% | 63 | 48.1% | 32 | 24.4% | 131 | 2 |
| Reference materials | 43 | 32.8% | 52 | 39.7% | 36 | 27.5% | 131 | 2 |
| Handbooks | 41 | 31.3% | 54 | 41.2% | 36 | 27.5% | 131 | 2 |
| Reports/ Projects/ Thesis/ Dissertations | 49 | 37.4% | 48 | 36.6% | 34 | 26.0% | 131 | 2 |

***Source****: Researcher, 2022*

From table 6, journals are indicated as being 89 (67.9%) relevant, followed by manuals at 84 (64.1%), textbooks at 70 (53.4%), newspapers and magazines at 63 (48.1%), handbooks at 54 (41.2%), reference materials at 52 (39.7%) and reports/projects/thesis/dissertations at 48 (36.6%). Textbooks are rated as highly relevant with 45 (34.3%), trailed by reference materials and handbooks at 36 (27.5%). Reports, theses, and dissertations come in at 34 (26%), newspapers at 32 (24.4%), and journals and manuals at 28 (21.1%) each.

The results indicate that the information materials are relevant to the international student's needs. However, the number of respondents that ranked services as highly relevant is low especially for journals and manuals which are among critical sources of information. Thus a respondent retorted;

"*The library should Update books with new upcoming books and also improve providing books to students when needed*"

Another respondent commented;

"*There is urgent need to improve study materials, maintain them better than present and updated with latest editions of books*"

### 4.3.11  Challenges experienced in seeking services

The researcher set to establish whether these respondents encountered any challenges while utilizing library resources and services in Andhra University. A list of notable challenges was enumerated by the researcher and the respondents were to either choose between Agree coded as (1) or Don't Agree (2) against the challenges listed. This was necessary to enable the researcher take not of these bad experiences and seek possible solutions with a view of suggesting the best practice and solutions. The feedback from the respondents is outlined in table 4.11.

**Table 8: Challenges experienced in seeking services and solutions to the challenges**

| | Agree | | Don't Agree | | Total | |
|---|---|---|---|---|---|---|
| | f | Row N % | f | Row N % | Count | Mean |
| Lack of adequate books in my area of study | 64 | 48.9% | 67 | 51.1% | 131 | 2 |
| Noise from other students | 25 | 19.1% | 106 | 80.9% | 131 | 2 |
| Limited sitting space | 55 | 42.0% | 76 | 58.0% | 131 | 2 |
| lack of skills to retrieve books | 66 | 50.4% | 65 | 49.6% | 131 | 1 |
| Inadequate staff in the library to help in assisting when needed | 74 | 56.5% | 57 | 43.5% | 131 | 1 |
| Inadequate power points for laptops and other electronic gadgets | 81 | 61.8% | 50 | 38.2% | 131 | 1 |
| Poor arrangement of library materials/ books | 44 | 33.6% | 87 | 66.4% | 131 | 2 |
| lack of current books | 55 | 42.0% | 76 | 58.0% | 131 | 2 |
| Location of the library | 34 | 26.0% | 97 | 74.0% | 131 | 2 |
| Library Opening Hours | 49 | 37.7% | 81 | 62.3% | 130 | 2 |

*Source: Researcher, 2022*

From table 4.11, 64 (48.9%) agreed that lack of adequate books in the area of study was a challenge while 67 (51.1%) disagreed. 25 (19.1%) agreed that noise from other students was a challenge while 106 (80.9%) found it not a challenge. Limited sitting space attracted 55(42%) who agreed while 76 (58%) disagreed it being a problem. 66 (50.4%) agreed that lack of skills to retrieve books was a problem while 65 (49.6%) disagreed. 74 (56.5%) agreed that there were inadequate library staff to assist students whenever needed while 57 (43.5%) disagreed. 81 (61.8%) agreed that there was a challenge of inadequate power points for laptops and other electronic gadgets while 50 (38.2%) found it not a challenge. 44 (33.6%) agreed that poor arrangement of library materials especially books was a challenge while 87 (66.4%) disagreed. Asked about lack of current books, 55 (42%) agreed while 76 (58%) disagreed. Other challenges posed to them are location of the library, where 34 (26%) agreed while 97 (74%) disagreed. 49 (37.7%) agreed that library opening hours were a challenge while 81 (62.3%) disagreed.

The results reveal that lack of adequate books in the area of study, lack of skills to retrieve books and inadequate library staff to assist students whenever needed were ranked as major problems. Lack of current books also came up as a challenge. The challenge of lack of skills to retrieve library books may be due to lack of proper orientation and induction on how to use the library. When users have proper orientation, information literacy skills and other soft skills on library use, they make proper use of resources with minimum support from the

library staff. This finding is in line with the findings of Nwezeh and Shabi (2011), who stated that traditional library orientation for freshmen needs to be revamped in order for students to grasp how to use the library and its resources.

A respondent wrote;

*"The library services should be well promoted because very few students know about the services that are being offered by the Libraries"*

Another respondent suggested that;

*"Each section should have adequate sitting space. The staffs should be supervising and ready to help spontaneously and each of the staff members should have adequate knowledge on where and how to find the books necessary and how to operate the computer to find books that have been borrowed; the same knowledge to make it quick and simple should be provided to each and every student and instructions are to be made available in the library of the same. Opening hours should be longer since the library is open almost at the same time as all colleges and closes at the same time if not early so mostly we can't even go to the library after our classes to study since it's closed for the day so perhaps have it open from 8am to 8pm could provide some flexibility and availability to the services that are available . The staffs should also cross check the arrangement of every book whether it's in place after each day or every 2-3 days to maintain order and reduce loss and the amount of time it takes to find misplaced books."*

Another suggestion read;

*"The administration should help avail the latest text books that are needed for our proper study like, I looked for required class text book but failed to get after searching for like 1 hour."*

*"More books and a better arrangement of the study materials would do better"*

## 5.0.    SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### 5.1.    Summary

The study established that Andhra University has different library services and resources housed at the Dr. V. S.Krishna Library the central library of Andhra University, College and Departmental libraries and information centres. The following were deduced;

- The services and resources provided include Book loans services, online resources, reference services, multimedia services, serials and periodicals, selective

dissemination of information, ICT services, and user education programs among other services.

- The study attracted respondents from College of Arts and Commerce, Science and Technology, Engineering, Pharmaceutical, Law among others.

- The services and resources are partially known to the international students. This is indicated through the few responses in favor of those who are aware and use these services.

- The study findings point to no or little library orientation that is conducted to the international students after admission. This leaves most of the students to rely heavily on online resources and particularly using searches using 'Google" that may or may not be reliable.

- From the findings, some students only utilize departmental libraries which are not be sufficient for their needs.

- The few students who manage to get access to the central library fail to be accorded the much necessary user education, user guidance, information literacy and other literacy services to familiarize them with the library services and resources. Yet these are key programmes for new library users especially for international students.

- The poor levels of awareness of library services and resources in AU as indicated from the findings are the main contributors to the low frequency of library visits, less frequency of time spent in the library and largely low usage of the many different services and resources.

- This has further affected the satisfaction level of library services and resources in the University.

### 5.2.   Conclusion

From this, it can be concluded that

AU has library services to support the academic, teaching and research of students. However, the services and resources need to be well planned and organized with an aim of meeting the needs of its diverse users including international students. The resources should be updated as pointed out by respondents. Most of the book materials on the shelves were published many decades ago and some international students found them not reflecting the current trends in their areas of study. The organization on the shelves is no up to date. Thus locating the resources is a long walk in the park. Shelving and shelf reading are continuous processes that ensure that whatever is reflected in the OPAC is also on the shelves for ease of location and retrieval. This goes a great way in saving the time of the user and towards ranking the accessibility as highly accessible.

International students coming from different backgrounds require adequate orientation on the different library services and resources. This will welcome them into the system of being ardent library users. The struggle and perceptions by the international students is courtesy of lack of proper orientation for the international students. This may be applying to all other library users where the library staffs assume that the students know how to use to the library.

Information literacy, library user education, user tours and others should be conducted to all library users' especially international students. This will go a long way in integrating these users into library system.

User education is important as it will give the users the best practices and tricks of carrying online research through both subscribed and open access resources. This will in turn enable the students to maximize on the usage of the rich online resources instead of just searching using Google which gives a lot of results.

## 5.3.    Recommendations

Based on the findings of this study, the following recommendations are put forward to improve the utilization of library services and resources by international students of Andhra University;

- There is need for the library to have adequate and fully skilled staffs that are committed to provision of sources and resources.
- Library to embark on acquisition of new library resources which are in tandem with the courses on offer.
- Library should institutionalize library orientation for international students to help them know the library services and how well to utilize them. There should be policy indicating how the orientation and other user education programmes should be carried out with proper targets and expected outcomes.
- Library should to carry out massive publicity on availability of services and resources to create awareness among the target users especially international students community.
- The central library should empower and enhance services at the departmental libraries in the bid to make services available at the users' doorstep.
- Library should offer continuous induction and information literacy to international students and rest of the user community for improved library use and use of online resources.
- Library resource organization is key for the access and retrieval, therefore shelf management of resources should be improved and always checked to enable a match between the OPAC details and the location of the resources on the shelf.

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