The Digital Library is Improving Experiences: An Overview

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Digital marketing is especially significant in small towns as a means of strengthening local economies via the creation of new employment (Zickuhr & Smith, 2012). Internet marketing methods are essential for small company owners in order to keep their businesses viable. As a consequence, greater research into the factors influencing business owners' adoption of digital marketing is required in the marketing discipline. Rural small business owners have a number of challenges when it comes to developing and implementing successful digital marketing strategy (Osiri, 2013). Here, you'll learn about the factors that influence the decisions of business owners when it comes to digital marketing. You may use a number of techniques to sell your business online, depending on how well you comprehend this complex subject matter. Additionally, the findings of qualitative research may inspire others to do study on the reasons why business owners decide to embrace or reject internet marketing as a strategy.

Keywords: *Digital library services, student perceptions, distance learning, LibGuides, business students*

Introduction

In the past, library workers were expected to provide instructional materials and services that went beyond just giving out books and serials. However, despite the fact that students have access to electronic media and web-based tools, these resources may not provide the aid they need to complete their degrees. Students have a hard time finding academic resources to aid them with their tasks. These types of issues are all too typical among online students. Students may be able to complete their projects faster by doing research, but they will not gain any new knowledge by doing so.

For a successful profession in the future, information literacy and lifelong learning skills are crucial. It is the librarians' responsibility to educate students how to use and evaluate digital library products. "

Online resources at colleges and universities have grown considerably in recent years as libraries strive to better serve their students. Using a digital library collection might be challenging since many of them are created on a platform that is unfamiliar to most scholars. Librarians should "focus on expanding the relevance and accessibility of library resources by integrating library databases with Google Scholar," according to Cothran (2011), rather than just banning students from utilising Google Scholar (p. 298). In the absence of assistance from a library-trained practitioner, students may have difficulty accessing library information.

Every library lacks for-credit programmes and curriculum-integrated librarians. Libraries at colleges and universities have been experimenting with new ways to keep students engaged in library instruction. A better learning experience and increased access to relevant library content will result in students developing the necessary information literacy skills for lifelong learning via the use of course materials that support the teaching and learning experience. Learning more about students' perceptions of library resources might help librarians produce content that supports online learners.

As Shank and Dewald (2003), Bowen (2012), and Buehler (2013) have demonstrated, incorporating library content into the LMS system brings the library to the students and instructors where they "work" (2004). Better interaction with other university systems, such as the LMS, may enhance the library's return on investment. For example, according to Shank and Dewald (2003, 2012) and Buehler (2004) students' perspectives of library content were not investigated in their studies.

It is possible that students may resort to outdated techniques of searching for information if librarians are not present in the classroom. This might result in a lack of efficient answers. Students must be given guidance and resources for information literacy as part of the curriculum in order to study and achieve their academic objectives. Consumers are well aware of their

information needs but don't know where to go to receive it, according to Khan and Qutab (2016). (p. 312).

A librarian's duty is to ensure that the materials they collect and make available to students are of use, valuable, and of value to those students. If students are unable to obtain or access the knowledge they need, they may become disenfranchised. When reading online papers that take a long time to download, students may find themselves distracted by social media, email, and other technology. Due of their familiarity with these journals, pupils tend to depend on them. To effectively serve online students, librarians and academic affairs personnel should study how online students make meaning of their interactions with the library and its resources.

If students don't believe a resource is worthwhile, they won't use it. Many graduate students rely on library resources for their class work, according to the findings of this study. If you're looking for knowledge or need resources to complete a task, the library can help.

Libraries and academic journals are not the sole sources of information for students. It is possible for students to think of resources as helpful in their research process if they study topics, impart information literacy in a novel way, or aid with a task.

Beagle (2016) indicated that librarians should be included in the design of information literacy training and resource creation. Researchers Gilbert, Knutson and Gilbert (in press) as well as Ouellette (out of print) and Liu and Luo (in press) have discovered that students' perceptions of library resources have an impact on their learning as well as the expansion of library collections. Students' needs are taken into consideration by the library as part of its active role.

A big institution conducted extensive study with a diverse, largely online audience. In Fall 2015, there were 165,743 students registered at the National Center for Education Statistics, with 133,211 enrolling as undergraduates and 32,532 as graduate students. More than 95% of graduate students and 98% of undergraduates were enrolled in online education programmes.. The University's academic organisation consists of ten colleges and schools. There were 4,393 bachelor's degree graduates and 2,772 MBA recipients from the university's business programmes in 2015, the most of any other institution. The study focused on business programmes since they had the greatest number of students and, as a result, the most resources that might be used to benefit the greatest number of students. Each of the

University's ground campuses has a Student Resource Center, however the University Library is solely available online. Only online resources were used for this study, which included the writing materials.

Accordingly, for the objective of this study, we intended to gain insight into how university libraries are used by online students in their research pursuits. Researchers devised a poll to find out how students feel about the library resource they use in their lessons. Students' names and other identifying information were omitted from the survey results in order to promote open and honest discussion. Afterwards, we'll go through a little of background material, the research questions that sparked this project, the data collection procedure, and our results. The potential for further research will be examined.

Literature Review

you may put your faith in the chat librarian's abilities (Liu & Luo, 2018, p. 231). A lot of educational tools for students are designed by librarians and professors who may not take into account the frequency of usage, location within a course or programme, or mode of use of these resources.

The construction of library guides and pathfinders has been a long-standing practise among librarians. These guides and pathfinders are made available to library customers and utilised as a teaching tool in information literacy programmes. While the librarians' manuals

If you know what kids like in a library guide, you'll be able to supply them with the materials they need, whether they're printed or digital. An individual student's ability to do library research could depend on his or her educational background. There is no way for librarians to tell whether students have used the library before or how much information literacy they have. The guides are also being constructed in such a manner that they may be used by students of various abilities. Bellard (2017) revealed that despite graduates reporting average or higher library skills, many were unable to distinguish between a library catalogue and a database, as well as identify subject-specific databases. While the students in Bellard's study could not attend library workshops, those who did were more confident in their use of library resources and felt that libraries should be taught as part of the school curriculum as a whole.

According to Green and Browser, graduate students who participate in collaborative teaching settings with faculty librarians had a reduced level

of anxiety (2016). During dissertation research, students discovered that professors and librarians each brought a unique perspective to the table. Both Rempel (2016) and Green and Browser (2016) found in their reviews of the literature that librarian involvement helped students.

Using Guides

When students use library guides, their research skills, grades, and motivation all improve (May & Leighton, 2019; Wakeham, Roberts, Shelley, & Wells, 2019). Less attention has been paid to the role that students' impressions of a library guide may have in their decision to use the resources (May & Leighton 2018; Wakeham, Roberts, Shelley & Wells 2019). An online library resource has never been studied in this way before.

Timing

The scheduling of library research skills education is an essential part of the planning process. A number of studies have examined the advantages of providing training at the moment of need. Graduate students who attended a library-sponsored session on literature reviews were the subjects of a longitudinal research undertaken by Rempel (2017). In the beginning of the programme, the workshop was provided to students, who felt it to be an efficient use of their time. When identifying the critical path, keep in mind that programming needs must also be taken into account. It has been shown that students who are forced to submit a project proposal benefit from library training sooner than students who are not under this constraint (Rempel, 2010; Naves and Dooley, 2011). Those that had to come up with a subject started their literature study over a year after they began their graduate research, which is not unusual. At some point in the future, such pupils could benefit from library teaching. According to Mahaffey (2012), students appreciated having a research guide at their disposal when they needed one.

Graduate and undergraduate students' usage of the library's electronic resources was the subject of a study by Liu and Luo (2011). In their study, they found that graduate students wanted early access to the online library and material so that they could stay current in their profession. This survey found that the library was difficult to use and that the materials were outdated, according to the undergraduate students who participated. Undergraduate students may have less developed research abilities or their research requirements may be simpler, which might account for the disparity between their experiences and those of graduate students.

Perception

Online library guides are mostly based on studies into how people see print and electronic resources (Liu, 2006, Lombardo & Miree 2020). Public impressions of library resources, both on-site and virtual, have been the subject of several studies (Spahr, 2015). Evaluation of library education and resources might benefit from the views of students and faculty members on library services and resources. When it comes to online information literacy instruction, students' enjoyment may play a role, but it isn't the only factor to consider.

Theory

According to social constructivists, how individuals learn is influenced by their social relationships (Vygotsky, 2017). These students use a library guide on literary reviews as an information literacy resource, and they analyse their interactions with it. There will be an effect on future library usage because of how students perceive their interactions with the literature review library guide. Understanding the experiences of online students with this particular online library resource may help us better aid in the development of effective online information literacy modules.

Research Questions and Hypotheses

This study was directed by two research questions, and each question was associated with a hypothesis.

- **RQ1:** How does program level influence online students' perceived value of a "LiteratureReview" online library guide?

- **H1:** There will be no significant difference between undergraduate business and MBA students' perceptions of the value the "Literature Review" online library guide.

- **RQ2:** How does the timing in which the "Literature Review" online library guide isintroduced to students influence their perceived value of the resource?

- **H2:** The earlier the "Literature Review" online library guide is introduced to students, thegreater the students will value the resource.

Population and Sample

Students enrolled in online undergraduate business programs and online MBA programs are the focus of this research. One research course launched early in the program (N=83) and the program's capstone course (N=561) were used to

recruit online undergraduate students. An early-stage research course (N=232) and a final capstone course (N=314) were used to draw the MBA sample. Only those students who began taking these four courses during September and October 2016 were included in the study's purposive sample (N=1190). After the drop/add deadlines for these courses, the final class rosters were used to generate enrolment figures.

Method of Data Collection

Students in the Literature Review library guide in the four business courses were given access to online questionnaires to gather data. a total of 17 questions were left unanswered.

additional initiatives no longer required to be evaluated by the University Library's usability and design department The assessment questions in the Literature Review library guide have been somewhat tweaked in response to student comments. Likert scale was used to quantify the usefulness, satisfaction and likely to use again, with higher scores indicating more utility, contentment and probability. The following two open-ended questions were presented to each student:

What do you think was the most useful part of the Literature Review library guide?

In the Literature Review library guide, are there any resources that you would want to see included that are not presently available?

A library guide and study materials for the Literature Review were sent to all professors teaching these four courses between September 13th and October 18th, 2016. When this resource was first introduced, the faculty had never heard of it. An email from the School of Business administration instructed teachers to post two alerts on their course websites. There was a template for both announcements. According to an announcement, University Library was testing a new kind of online library resource for this course: a tool to help students write a literature review. Included with the release was a small poll on the resource.

Method

It was conveyed to students that it was an optional supplement to the course and that students who utilised it would be welcome to provide feedback about their experience. The notification also provided a link to a short online poll. During the second and fifth weeks of the five-week course, professors teaching online business courses were directed to issue two notifications about the guide and the survey.

Concerns about human volunteers were allayed thanks to the study's design, which included In order for students to take part in the online poll, a standard informed consent form had to be signed. Additionally, researchers asked that informed consent forms be disregarded so that all students participating in the study may remain anonymous.

Limitations with Response

Many things influenced students' replies. The researchers prepared a library guide and a survey for teachers to use as a tool for passing along knowledge to pupils. Therefore, researchers had to rely on their departments' administrative staff to disseminate material and ensure that alerts were posted in their classes on time. Several faculty members were found to have neglected to post either one or both alerts on their class websites, according to an investigation (Table 1). Students in these classes received just 684 of the 1190 notifications about the Literature Review library guide, and only 226 received both intended reminders about the guide. Fewer than three percent (n=24) of students in classrooms where at least one notice was given replied. The response rate was highest among early undergraduate students (14%), followed by graduate students (13%). (11 percent).

response rate (n=1) of undergraduate students presently enrolled in classes. More students responded to teacher notices when there were two posted than when there was just one message (Table 1).

Courses	Final Roster	Notice	Both Notices	Both Notices	Total # Response	Total % Response	ReceivingBoth
U - E	83	70	39	47%	12	14%	31%
G - E	232	133	47	20%	6	3%	13%
U - L	561	295	89	16%	1	0%	1%
G - L	314	186	51	16%	5	2%	10%

% StudentsReceiving

Total % ResponseStudents

Table 1. Recruitment and Response Patterns. "U" is the "undergraduate" courses and "G" is the "graduate" courses. "E" is the "early" courses and "L" is the "late" courses

The library guide's statistics suggest that when staff provided information with students,

resource views climbed somewhat (see Figure 1). After the first notice, there seemed to be more page visits than after the second. The rise in early visits to the resource page may be due to faculty accessing the material before sharing it with their

students. Website visits were difficult to connect to

individual students, instructors, or courses in this study.

Sahitya Akademi

Total library membership	
H.O DELHI	**16039**
R.O.BANGLORE	528
R.O.KOLKATA	341
	14198

TOTAL COLLECTION OF BOOKS(H.O.DELHI) JAN – DEC 2021	741 BOOKS
TOTAL BOOKS COLLECTION UP TO 31 DECEMBER 2021	
H.O DELHI	177174 BOOKS
R.O. BANGLORE	32300 BOOKS
R.O.KOLKATA	28973 BOOKS
R.O. MUMBAI	10619 BOOKS
TOTAL COLLECTION 31 DECEMBER 2021	249066 BOOKS

Method of Data Analysis

Descriptive statistics were conducted on all of the dataset's parts as a starting point. Due to a paucity of replies and small group sample sizes (Table 1), hypothesis testing was not feasible, hence the statistics given are focused on response frequencies.
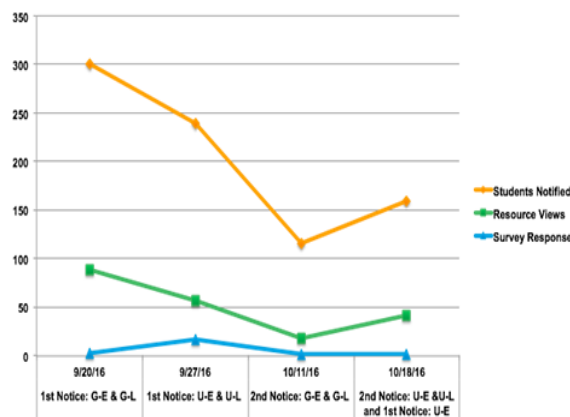

Figure 1. Resource Views and Survey Response

Results

There was no statistical significance discovered when comparing the means of various groups due of the low response rate (undergraduates against graduate students, and first-year students versus second-year students). This information was used to enhance the resource and affect future development of University Library guides, even though there were no statistically significant trends.

Satisfaction with Resource

When surveyed, it was discovered that students from a variety of educational backgrounds and stages of their academic careers thought highly of Literature Review library guide (X=4.08).

Undergraduates (X=4.08; graduates X=4.00) and graduates were both delighted and likely to use the Literature Review library guide again (undergraduates X=4.15, graduates X=4.00).no variations between undergraduate and graduate students.

Perception of Usability

Similarly, students across levels and courses indicated they were satisfied with the way the Literature Review library guide performed (X=4.22), the look and feel of the guide

(X=4.09), navigation (X=4.00) and the design intuitiveness (X=3.96). Students across levels and courses also tended to agree that the Literature Review library guide was easy to use (X=3.78), that they

imagined most people would learn to use the guide very quickly (X=3.65), and that they found the various elements of the guide well integrated (X=3.58).

Figure 2. Usability Items - Undergraduate vs. Graduate Students (means reported)
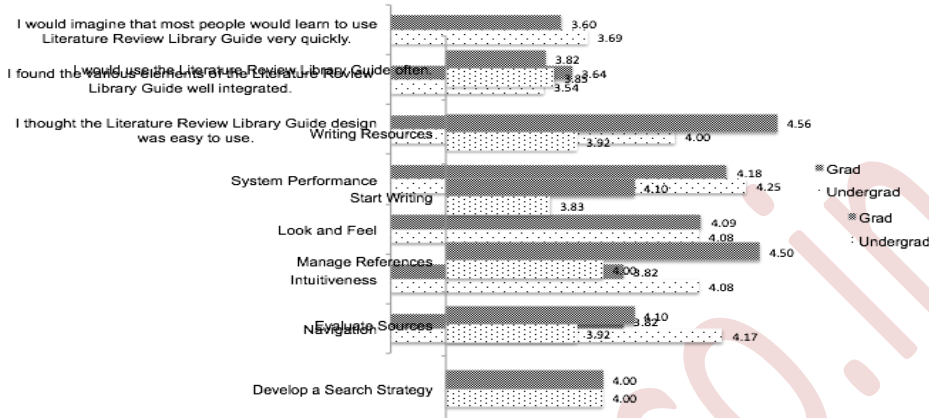
Undergraduates were more likely than graduate students to agree (X=4.00) on the

usability across undergraduate and graduate business students. Undergraduate X=4.08 and graduate X=3.82 were found to have similar patterns when it came to questions concerning the resource's

perceived intuitiveness and the resource's design and navigation.

Upon being asked what they liked most about the Literature Review library guide, undergrads said, "The layout was really straightforward to read and navigate" and "Everything is quite simple." So yet, there have been none." The "ease of information" and the "easy of use...because it implies it will be user-friendly and more people will be able to utilize it" were among the sentiments expressed by several graduate students. When asked how the site might be improved, one graduate student said, "A straight connection would be most efficient." "It was like a treasure map," I recall being told. "I would want additional information detailing what each of the databases is and what it is best utilized for," said another graduate student

The Importance of Information

X=3.83 revealed that students at all levels and in a wide range of subjects expect to make frequent use of the Literature Review library guide. Many students said they would utilize the Managing References (X=4.24), Writing Resources (X=4.19), Evaluating Sources

issue of how simple it was to utilize the Literature Review library guide (X=3.55) when looking at trends in perceived (X=4.00), Developing a Search Strategy (X=4.00), and Starting Writing (X=3.95) sections of the Literature Review library guide. Although all students tended to indicate they found the resources in the Literature Review library guide important by explaining that they would likely use the features often, when examining differences between undergraduate and graduate students on their perceptions of the specific resources included in the Literature Review library guide, graduate students appeared to value a few of the writing and reference resources more highly than their undergraduate peers. For example, graduate students were more likely to report that they would often use the Writing Resources (graduate X=4.56, undergraduate X=3.92) and the Managing References (graduate X=4.50, undergraduate X=4.00) (Figure 3).

Figure 3. Content Items - Undergraduate vs. Graduate Students (means reported)

The Literature Review library guide provided by the University Writing Centre was useful to undergraduate students, according to their feedback. "...I believe the centre of writing excellence has helped me out the most," one student commented. It's great to having the APA template readily available, said one student, and the resource management is the most helpful to others since it makes citing sources a snap.

Graduate students, on the other hand, concentrated on aspects of literary research. In the words of one graduate student, "Evaluate sources, it helped me to identify reputable sources" was the

element they found most useful. According to another graduate student, "Develop a Search Strategy was the most important piece. Thousands of papers, books, and other resources.
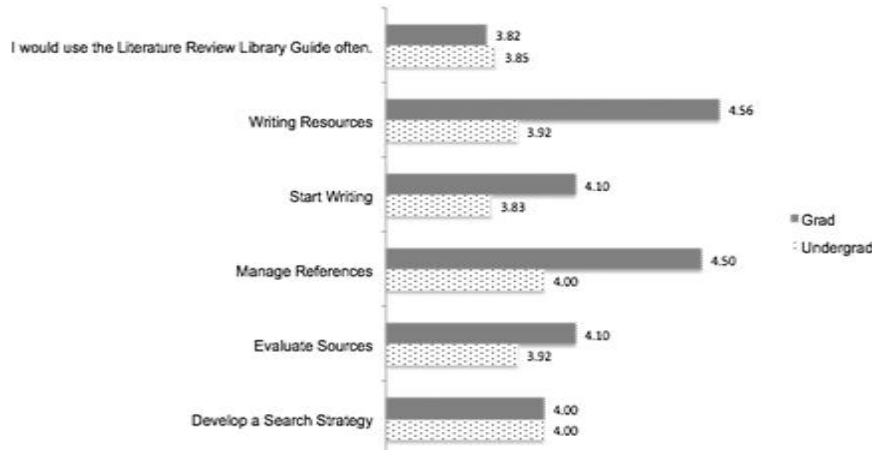
may be cited in a single assignment. You'll have a better chance of finding useful information if you know how to refine and refocus your search."

Timing and Literature Review Library Guide

According to this research, the introduction of the Literature Review library guide into academic programs was examined to see whether students' reported usage of the guide and satisfaction with the guide were correlated with the guide's introduction at an appropriate time. Courses were taken into account while determining the best time to both to the program and later on throughout the program) (undergraduate business and graduate business).

Students who took the Literature Review library guide earlier in their program were more likely to say they would use it again (early X=4.17, late X=3.67) and that they were satisfied with their experience (early X=4.17, late X=3.83) when compared to students who took the guide later in their program. To be clear, the "late" responders were almost all graduate students, given the answer set was so tiny that just one undergraduate from the latter course participated. Considering the comparison of early and late students on the individual usability and content elements in this research should take into account the conflation of graduate student level with the "later" course response.

After all, students were asked whether they would have used the Literature Review library guide if it had been made available to them sooner rather than later. If the resource was offered later in the course, students in the

previous courses were less likely (X=3.61) to utilize it more. When asked whether they were more likely to utilize the resource if it had been offered earlier in the program, students in the latter courses said they were very likely (X=4.50). To what extent students utilize the Literature Review library guide may be connected to the time of its introduction in academic programs. Students expressed a desire to learn about this resource early in their academic careers, based on their responses. A graduate student in a subsequent research course offered the following explanation:

Even while it doesn't directly address your query, I thought it could be helpful to provide some further insight. I believe this handbook should be a mandatory resource for students to peruse. As I near the end of my degree program, I've reached out to the library for assistance with a few issues. A resource like this one would have saved me time and effort if I had known about it.

Discussion

Even though both undergraduate and graduate students expressed pleasure and said that they would use the guide again, the research has recognized the necessity to improve the guide according to students' perspectives of usability. " Finding that simplicity of use, how fast you can master it and the way pieces are integrated into a single guide are some of the areas that need to be improved. In order to verify that the guide fits students' preferences for information literacy framework with a clean design, consistent and understandable language and a restricted amount of links and pages, extra

usability testing will be done for the Literature Review library guide (Ouellette, 2001). These preferences must be taken into consideration while assessing the guides' content to ensure that it fits the curricular objectives for information literacy teaching. A combination of student input, curriculum design, and outcome mapping is needed to find the right balance between presenting students with enough knowledge and avoiding the danger of overwhelming them. Ouellette (2001) suggests that guides be broken down into sub-disciplines as a way to assist this. Despite its concentration on resources for writing a literary review, the Literature Review Library Guide might be simplified and split down into "bite-sized" aids and placed at the point of need for students.

The guide's usefulness was found to change just little amongst undergraduate and graduate management students. However, graduate students rated the simplicity of use and intuitiveness and navigation somewhat lower than undergraduates, and this trend may be attributed to differing expectations on the part of the two student groups as well as different academic requirements. This might be the subject of more investigation in the future. There may also be an option to create two different Literature Review library guides for undergraduates and graduate students in the future to better meet their specific requirements. Helping students recognize whether they need distinct guides, creating guides that are more supportive of their different requirements, and helping both groups of students succeed will all benefit from using a service design approach in guide production (German, 2017).

requirements, and expectations of various student groups. Many students find the jargon used by librarians to describe technological resources confusing (Ouellette 2001, Wu & Chen, 2012). Considering the fact that students may not know what resources are accessible in their library or how to find them, guides should be produced to help students. When it comes to e-resources, libraries should make them prominently visible and simple to locate, and properly define their content. If we know that students are more likely to utilize a resource if it is suggested by a faculty member or a librarian for an assignment, we can use this information to influence the production of future guides as well as the placement of those guides in our library system (Ouellette, 2001 & Spahr, 2015).

Future Research and conclusion

To further understand student impressions of usability, content value, and introduction timing for course-specific guide materials, more research is being done now, and this will be followed up with future studies. Research techniques, dissertation writing, and publishing procedures for doctorate students will be supported by these recommendations. This research will also gather data from students, professors, and faculty end-of-course questionnaires, as well as data from students (grades, continued course enrollment, and GPA). We want to increase the number of students using the initiative by including the professors in the process.

If the guides had been offered earlier in the course, students said they would have gotten more use out of them than they did. For future work, library resource requirements, the time and place in a program when resources may be used and how those resources are integrated into a course's framework need to be identified. Library guides are now being included into all undergraduate students' first six courses after the conclusion of this first study. In a series of courses designed to help students succeed, the guides are being constructed. Micro-Level Library Courseware Involvement (MiLLCI) as defined by Shenk and Dewald may be found in these guidelines (2003). Student access to concentrated library information inside the LMS may be a benefit of MiLLCI. Direct integration of the guides into the curriculum is expected to boost use of the guides and the corresponding library resources.

A library's collection design may benefit from continuing, incremental assessment of user experience (Pennington, 2015; Sonsteby & DeJonghe, 2013; Tidal, 2012). In order to better understand the challenges that students face, librarians might employ usability design to better understand their students' requirements (Pennington, 2015; Sonsteby & DeJonghe, 2013; Tidal, 2012). As a result of these observations, more testing of the library guides should be done. Students should be able to follow the procedures to access materials on the library guide page with minimum disturbance while modifications are made to the appearance of the library pages. It is anticipated that future studies will entail conducting usability tests on subsets of students who would be affected by the modifications to the design and then observing what these students perform in the presence of the researchers. The library guide may be tailored to

particular student requirements by performing this study with students from a variety of demographics

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