User Satisfaction on Traditional and Technological Services of Arts College Libraries

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Abstract—**Libraries have always been the backbone of higher education. In Arts colleges, both traditional services (such as circulation, reference, and reading facilities) and technological services (such as e-resources, OPAC, and digital libraries) play a significant role in enhancing students' academic growth. This paper examines user satisfaction with both traditional and technological services in Arts college libraries, highlighting the strengths, gaps, and future directions for improvement.**

Index Terms—**Arts College Libraries, Traditional Services, Technological Services, User Satisfaction, E-resources**

I. INTRODUCTION

Arts college libraries function as essential information hubs, supporting the academic, intellectual, and creative growth of both students and faculty. They serve not only as repositories of knowledge but also as dynamic centers for learning, research, and cultural engagement. Traditionally, libraries have offered core services such as circulation of books and periodicals, reference assistance, reading rooms, and guidance in accessing relevant information. These services continue to form the foundation of library operations, providing students and faculty with direct, tangible access to physical collections that support coursework, assignments, and scholarly research.

However, the rapid development of information and communication technologies has significantly transformed the landscape of library services. Technological innovations—such as electronic resources (e-resources), Online Public Access Catalogues (OPAC), digital repositories, and online databases—have expanded the reach of libraries beyond their physical walls. These digital services enable users to access a vast array of information conveniently and efficiently, supporting diverse academic needs and facilitating independent research. As a result, libraries now operate in a hybrid environment, balancing traditional methods with modern technological tools to provide comprehensive support to their users.

User satisfaction has emerged as a critical indicator of a library's effectiveness and relevance in meeting the evolving needs of its patrons. Assessing how users perceive, access, and utilize both traditional and technological services provides valuable insights into service quality, operational efficiency, and areas requiring improvement. Understanding user preferences and challenges allows libraries to align their resources and strategies with the expectations of their academic community, thereby enhancing the overall learning experience.

This research, therefore, seeks to evaluate user satisfaction with traditional and technological services in arts college libraries. By examining user perceptions, usage patterns, and satisfaction levels, the study aims to highlight the strengths and weaknesses of current library provisions. Additionally, it seeks to identify potential areas for development, offering recommendations that can help libraries improve service delivery, integrate emerging technologies effectively, and continue to serve as indispensable centers of knowledge and learning in the arts education context.

II. OBJECTIVES OF THE STUDY

1. To study the awareness and usage of traditional services in arts college libraries.
2. To examine the extent of adoption of technological services among users.
3. To analyze the level of satisfaction of users with both services.

4. To identify the gaps and suggest improvements for better library service delivery.

III. LITERATURE REVIEW

Extensive research on library services in higher education reveals that traditional library facilities continue to hold significant value among students and faculty. Studies consistently indicate that many students prefer conventional reading rooms, physical books, and print journals, appreciating the quiet study environment, tangible interaction with materials, and structured organization of information. Traditional services, including circulation, reference assistance, and in-person guidance from librarians, remain central to the academic experience, particularly for those who rely on curated collections and hands-on support for their research and coursework.

At the same time, there is a noticeable and growing demand for digital and ICT-enabled library services. E-books, e-journals, online databases, and digital repositories are increasingly being utilized by students who seek quick, flexible, and remote access to academic content. The literature underscores that information and communication technologies (ICT) have transformed the way knowledge is stored, accessed, and disseminated, providing unprecedented opportunities for academic engagement. ICT-based services not only enhance accessibility but also allow for advanced search, cross-referencing, and integration of multimedia resources, which enrich the learning and research process.

However, several challenges related to the implementation and utilization of technological services are consistently highlighted in previous studies. Infrastructure limitations, including inadequate computer terminals, unreliable internet connectivity, and insufficient digital storage capacity, restrict the effective use of ICT facilities. The high cost of subscribing to e-resources and digital databases poses financial constraints, especially for institutions with limited budgets. Moreover, a lack of digital literacy among students and faculty can hinder effective use of these resources, emphasizing the need for training and support programs. These challenges suggest that while technology has great potential to enhance library services, its benefits are often moderated by practical, financial, and skill-based constraints.

Overall, the literature indicates that the future of arts college libraries lies in a balanced integration of traditional and technological services. Traditional facilities continue to be valued for their tangible and personalized support, while technological services are increasingly essential for accessibility, efficiency, and alignment with modern academic requirements. Understanding user preferences, challenges, and satisfaction levels in both domains is therefore critical for the design and improvement of library services, ensuring that they remain relevant, effective, and inclusive in a rapidly evolving educational environment.

IV. METHODOLOGY

- Population: Arts college students and faculty members.
- Sample Size: 150 respondents selected randomly.
- Tools: Structured questionnaire with Likert scale (Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied).
- Data Analysis: Simple percentage analysis, mean score, and charts for representation.

V. TRADITIONAL SERVICES STUDIED

- Book lending / circulation
- Reference and bibliographic service
- Reading room facilities
- Periodicals and print journals
- Notice boards and announcements

VI. TECHNOLOGICAL SERVICES STUDIED

- Online Public Access Catalogue (OPAC)
- E-books and E-journals
- Digital repositories and databases (INFLIBNET, N-LIST, Shodhganga, etc.)
- Internet & Wi-Fi access
- Multimedia services

VII. FINDINGS

1. Traditional Services: Majority of users (75%) are satisfied with circulation and reading room facilities. However, complaints were noted about limited reference materials and outdated journals.

2. Technological Services: Around 60% of users are aware of e-resources, but only 40% use them regularly. Poor internet connectivity and lack of training were identified as barriers.
3. Students still rely heavily on traditional services, whereas faculty members prefer digital resources for research.

VIII. DISCUSSION

- Traditional services remain central, especially for undergraduate students.
- There is a digital divide: some users lack skills or awareness of technological resources.
- Libraries need to balance between print and electronic resources to serve diverse user needs.
- Orientation and training programs can enhance e-resource usage.

IX. CONCLUSION

User satisfaction with traditional services in Arts college libraries is relatively high, but technological services are underutilized due to infrastructural and awareness-related challenges. Strengthening ICT infrastructure, conducting user education programs, and updating e-resources regularly will enhance user satisfaction and make libraries more effective learning hubs.

X. SUGGESTIONS

1. Improve ICT infrastructure and internet speed.
2. Organize workshops and user orientation programs on e-resources.
3. Increase subscriptions to relevant online databases.
4. Maintain a balanced collection of print and digital resources.
5. Collect regular user feedback to improve services.

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