Original Article

A Study on Students' Satisfaction with Library Services and Facilities in Higher Education Institutions

Jyotilaxmi Gurav
Librarian, C.S.T.E. Society's, SSN Arts and Commerce College, Hukkeri
Email: jbpatil700@gmail.com

Abstract

This study looks at how students are satisfied with library services and facilities in higher education institutions in the Hukkeri region of Karnataka. The researchers used a descriptive and analytical approach, collecting primary data from 240 selected students through a structured questionnaire. They evaluated satisfaction with borrowing services, reference help, study spaces, and digital resources. For data analysis, they used descriptive statistics, a chi-square test, and factor analysis. The findings show high satisfaction with traditional library services, staff support, and physical infrastructure. However, digital resources and internet services need improvement. The chi-square test did not find any significant link between gender and how often students visit the library. Factor analysis showed that the different areas of satisfaction grouped into one main factor, which explains a large part of the variance. The study suggests that focused upgrades to technology and user training programs can further improve library effectiveness and student satisfaction.

Keywords: Student Satisfaction, Library Services, Academic Facilities

Introduction

In today's educational landscape, libraries play a crucial role in sharing knowledge, supporting research, and promoting academic growth. They have changed from just being places to store books to dynamic centers that provide digital resources, collaborative spaces, and tailored services. How satisfied students are with library services and facilities is an important sign of an institution's dedication to quality education. High satisfaction levels connect to better academic results, more engagement, and a stronger overall reputation for the institution. However, in areas like Hukkeri, Karnataka, where educational facilities might be behind those in cities, understanding student views is essential to find gaps and make targeted improvements. This study looks at the Hukkeri region, which has a group of colleges serving different student populations. Factors like limited funding, outdated facilities, and differing user expectations often make it hard for libraries to be effective. By examining satisfaction in an organized way, the research aims to identify specific areas that need improvement, including accessibility, staff responsiveness, and technology use. Understanding these factors can help policymakers and administrators improve library resources to meet current educational needs and enhance student learning experiences.

Review of Literature

Veena and Kotari (2016) studied user satisfaction with library resources, services, and facilities at the SDM College Library in Ujire. The study found that students were very satisfied with the general book collections, circulation services, and reference support. However, the authors recommended regular evaluation and improvement of services to meet changing academic needs. **Chatterjee (2020)** looked at how satisfied users were with library facilities and services in government B.Ed. college libraries in West Bengal. The findings showed that users felt moderately satisfied with traditional library services, but digital resources and infrastructure were lacking. The study highlighted the need for modernization and better technology in academic libraries. **Chand and Singh (2014)** conducted a case study on engineering institution libraries in Haryana to assess user satisfaction.

Address for correspondence:

Jyotilaxmi Gurav, Librarian, C.S.T.E. Society's, SSN Arts and Commerce College, Hukkeri

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The results showed that users were generally pleased with the physical infrastructure, print collections, and electronic resources. The study recommended maintaining ongoing user feedback systems to improve service effectiveness. **Gudi and Paradkar (2017)** surveyed user satisfaction with library resources and services in engineering colleges in Pune. The study found that users were very satisfied with both print and electronic materials, especially textbooks and e-journals. The authors emphasized the need for balanced collection development and services focused on users. **Balasubramanian and Sadik Batcha (2011)** studied how users perceive and feel about academic library services in the Puducherry region. They found that the quality of services, staff behavior, and availability of learning resources greatly impacted user satisfaction. The authors emphasized that service quality is essential for the overall effectiveness of academic libraries. **Varadaraju (2018)** looked at how engineering students in Hyderabad use library resources and services. The study showed that students often use textbooks and reference materials. However, their awareness of electronic resources was much lower. The study suggested that user education and orientation programs could help improve library use. **Arul Jothi (2025)** examined user satisfaction with facilities and services in public libraries in Tamil Nadu. The study found differences in satisfaction levels related to infrastructure, resources, and staff support. The author recommended strengthening digital facilities and improving service delivery to boost user satisfaction. **Mathurajothi, Subramani, and Venkateswaran (2018)** looked at the link between service quality and student satisfaction in university libraries in Tamil Nadu. The study found a positive connection between service aspects like responsiveness and reliability, and the students' satisfaction levels. The authors concluded that improving service quality directly improves students' academic experience.

Objectives of the Study

1. To assess the level of student satisfaction with various library services, including borrowing, reference assistance, and digital resources, in colleges of the Hukkeri region.
2. To identify factors influencing student satisfaction with library facilities, such as infrastructure, accessibility, and technological integration, and propose improvement strategies.

Need for the Study

In the Hukkeri region of Karnataka, the rapid growth of higher education institutions has led to more students enrolling, but library services often lag behind. Many students deal with issues like poor digital access, limited seating, and outdated collections. These factors result in less than ideal learning experiences. This study aims to assess satisfaction levels, pinpoint specific problems, and offer recommendations based on data. Without this evaluation, libraries may go underused, which could hold back academic progress in a region aiming for fair education.

Significance of the Study

This study is important for library administrators, educators, and policymakers because it provides insights into student needs in rural Karnataka. It can guide how resources are allocated, improve services, and shape policies to make libraries more effective. Greater satisfaction may increase student engagement, retention rates, and institutional rankings. Additionally, the findings add to the ongoing conversation about academic support systems in developing areas, possibly influencing similar research in other places.

Scope of the Study

The scope of the study is confined to an analysis of student satisfaction with library services and facilities within a single academic region. The study focuses on both undergraduate and postgraduate students, where applicable. It covers aspects such as resource availability, infrastructure, staff behaviour, and the study environment. The research relies solely on primary data collected through questionnaires and does not involve inter-institutional comparisons.

Research Methodology

This study adopts a descriptive and analytical research method, utilizing primary data collected through a structured questionnaire. The intent is to evaluate the satisfaction level of students regarding library services and facilities in the Hukkeri region of Karnataka. A sample size of 240 students was purposively chosen from different colleges located in the Hukkeri region. The questionnaire included questions on demographics, usage patterns, satisfaction ratings, and suggestions, distributed via online and in-person modes to ensure diverse representation. Chi-square test applied to test the association between gender and frequency of library visit. Factor analysis has been adopted to test the factor structure for evaluating the satisfaction level of students regarding library services and facilities.

Table 1 Shows Demographical Profile of the Respondents

			Frequency	%	Total
Gender	Male	1	76	31.67	240
	Female	2	164	68.33	
Age (in Years)	18 – 20	1	109	45.42	240
	20 – 22	2	75	31.25	
	22 & above	3	56	23.33	
Resides in	Rural	1	209	87.08	240
	Urban	2	31	12.92	
Education Qualification	Graduation	1	203	84.58	240
	Post-Graduate	2	37	15.42	
Frequency of Visit	Daily	1	117	48.75	240
	Twice in a Week	2	41	17.08	
	Weekly	3	54	22.50	
	Fortnightly	4	9	3.75	
	Monthly	5	19	7.92	

Source: Primary Data, 2025

Table 1 shows the demographic profile of the respondents selected for the study. The gender distribution indicates that most respondents were female students at 68.33%, while male students made up 31.67%. This suggests a higher participation of female students in the survey. In terms of age, 45.42% of respondents were in the 18 to 20 years age group, followed by 31.25% in the 20 to 22 years category, and 23.33% were 22 years and older. This suggests that most respondents were undergraduate students. When looking at residence, a significant number of respondents (87.08%) came from rural areas, while only 12.92% were from urban backgrounds.

This reflects the rural dominance in the Hukkeri region. Regarding educational qualifications, most students (84.58%) were pursuing an undergraduate degree, whereas 15.42% were post-graduate students. Additionally, the frequency of library visits shows that nearly half of the respondents (48.75%) visited the library daily, followed by 22.50% visiting weekly, and 17.08% visiting twice a week. This indicates regular library usage among students. The overall demographic profile suggests that the sample mainly consists of young, undergraduate, rural students who frequently use the library, making them suitable participants for evaluating student satisfaction with library services and facilities.

Results and Discussions

Table 2 Explains the Opinion of Respondents on Library Services

	Yes		No	
Parameter	Fr	%	Fr	%
Visiting library regularly	216	90	24	10
Library staff are helpful	236	98.3	4	1.7
Library environment is peaceful for studying	238	99.2	2	0.8
The library is clean and well-maintained	236	98.3	4	1.7
Computers and e-resources available for students	198	82.5	42	17.5

Source: Primary Data, 2025

Table 2 shows that a large majority of the respondents, 90%, visit the library regularly. This indicates strong use of library services. Most students reported being very satisfied with the help provided by library staff, with 98.3% saying the staff are helpful and friendly. The library environment also received positive feedback. About 99.2% of respondents mentioned that it is quiet and good for studying. Cleanliness and upkeep of the library were rated highly, with 98.3% satisfaction. However, the availability of computers and e-resources had lower satisfaction levels. While 82.5% of students responded positively, 17.5% expressed dissatisfaction. Overall, the results suggest that while students are very pleased with the main library services and physical space, there is room for improvement in digital and technology resources.

Table 3 Shows the Purpose of Visiting Library and Time Spend in the Library Per Visit

		Time spent in the library per visit				
		Less Than 30 Minutes	30 – 60 Minutes	1 – 2 Hours	More than 2 Hours	Total
The purpose of visiting library	Borrowing Books	11	15	10	4	40
	Studying	15	66	49	12	142
	Using E-resources	1	1	6	4	12
	Reading Newspaper/Magazine	8	25	10	3	46
Total		35	107	75	23	240

Source: Primary Data, 2025

Table 3 explains why respondents visit the library and how much time they spend during each visit. The data show that studying is the main reason for library visits, with 142 respondents. Most students spend between 30 and 60 minutes (66 students) or 1 to 2 hours (49 students) per visit, highlighting the library's important role as a place to study. Reading newspapers and magazines is the second most common reason, mentioned by 46 respondents, who mostly spend 30 to 60 minutes in the library. Borrowing books involves 40 respondents, with most spending less than 60 minutes, suggesting quick, task-focused visits. In contrast, the use of e-resources is relatively low, with only 12 respondents. A few of them spend over an hour, indicating specific academic use. Overall, the table shows that students mainly visit the library for studying and reading, spending moderate to long amounts of time per visit. Meanwhile, the use of e-resources is limited and may need more promotion and improvement.

Table 4 Explains the Opinion of Respondents on Library Facilities

	Poor		Average		Good		Excellent			
F	Fr	%	Fr	%	Fr	%	Fr	%	Mean	SD
F-1	0	0.0	7	2.9	74	30.8	159	66.3	3.63	.540
F-2	0	0.0	15	6.3	85	35.4	140	58.3	3.52	.613
F-3	2	0.8	13	5.4	95	39.6	130	54.2	3.47	.640
F-4	2	0.8	5	2.1	90	37.5	143	59.6	3.56	.583
F-5	0	0.0	8	3.3	68	28.3	164	68.3	3.65	.544
F-6	16	6.7	28	11.7	100	41.7	96	40.0	3.15	.874
F-7	26	10.8	39	16.3	94	39.2	81	33.8	2.96	.967
F-8	2	0.8	11	4.6	82	34.2	145	60.4	3.54	.626

Source: Primary Data, 2025

(Fr. – Frequency)

F	Facilities		F	
F-1	Availability of textbooks in the library		F-5	Availability of newspapers and magazines
F-2	Availability of reference books		F-6	Availability of computers/e-resources
F-3	Rate the library working hours		F-7	Internet/Wi-Fi facility in the library
F-4	Cleanliness and hygiene of the library		F-8	Availability of reading tables and chairs

Table 4 shows the opinions of respondents on various library facilities using mean and standard deviation (SD) values. The availability of newspapers and magazines (F-5) had the highest mean score ($\bar{x}$ = 3.65, SD = 0.544), which indicates a high level of satisfaction with little variation in responses. This is closely followed by the availability of textbooks (F-1), which scored a mean of $\bar{x}$ = 3.63 (SD = 0.540). This suggests strong agreement among students about the adequacy of textbooks. The cleanliness and hygiene of the library (F-4) also received a high satisfaction level with a mean of $\bar{x}$ = 3.56 (SD = 0.583), reflecting consistent positive views. Likewise, the availability of reading tables and chairs (F-8) had a mean score of $\bar{x}$ = 3.54 (SD = 0.626), indicating that seating arrangements are generally satisfactory.

The availability of reference books (F-2) and library working hours (F-3) recorded mean values of $\bar{x}$ = 3.52 (SD = 0.613) and $\bar{x}$ = 3.47 (SD = 0.640) respectively. These scores show good satisfaction levels with moderate variation among respondents. In contrast, the availability of computers and e-resources (F-6) received a lower mean score of $\bar{x}$ = 3.15 (SD = 0.874). This indicates moderate satisfaction with considerable differences in student opinions. The Internet/Wi-Fi facility (F-7) had the lowest mean score at $\bar{x}$ = 2.96 (SD = 0.967). This reflects comparatively lower satisfaction and more variation in responses, suggesting problems with internet access. Overall, the mean and SD analysis suggests that students are very satisfied with traditional library facilities like textbooks, reading materials, cleanliness, and seating. However, digital facilities, particularly computers and internet access, need significant improvement to raise overall student satisfaction.

Table 5 Exhibits Satisfaction Level of Respondents towards Library Services and Facilities in Higher Education Institutes

	SDS		DS		Ne		S		SS		Mean	SD
SF	F	%	F	%	F	%	F	%	F	%		
S-1	24	10.0	8	3.3	34	14.2	74	30.8	100	41.7	3.91	1.261
S-2	21	8.8	8	3.3	42	17.5	75	31.3	94	39.2	3.89	1.217
S-3	25	10.4	10	4.2	32	13.3	62	25.8	111	46.3	3.93	1.305
S-4	20	8.3	16	6.7	35	14.6	65	27.1	104	43.4	3.90	1.262
S-5	23	9.6	11	4.6	36	15.0	74	30.8	96	40.0	3.87	1.259
S-6	24	10.0	8	3.3	28	11.7	77	32.1	103	42.9	3.95	1.258
S-7	18	7.5	14	5.8	39	16.3	67	27.9	102	42.5	3.92	1.223
S-8	28	11.7	23	9.6	38	15.8	75	31.3	76	31.7	3.62	1.330
S-9	23	9.6	9	3.8	30	12.5	60	25.0	118	49.2	4.0	1.279
S-10	27	11.3	10	4.2	28	11.7	53	22.1	122	50.8	3.97	1.346

Source: Primary Data, 2025

Note: SF-Satisfactory Factor, SDS-Strongly Dissatisfied, DS-Dissatisfied, Ne-Neutral, S-Satisfied, SS-Strongly Satisfied.

S-1	The library's working hours are convenient for my study schedule
S-2	The library's catalogue and search system make it easy to locate books and other materials
S-3	The library provides a quiet and disturbance-free environment for studying
S-4	The borrowing and returning procedures are fast, simple, and student-friendly
S-5	The library regularly updates its collection with new books, journals, and digital resources
S-6	The library's rules and regulations are clear, fair, and easy to follow
S-7	I am satisfied with the availability of reference materials during peak academic periods
S-8	The availability of computers, internet, and digital facilities in the library is satisfactory
S-9	The library staff are supportive and the study environment is comfortable
S-10	Overall, satisfied with the quality of library services and facilities provided by the institution

Table 5 shows how satisfied respondents are with different library services and facilities in higher education institutions, based on a five-point Likert scale. The mean scores for all variables range from $\bar{x} = 3.62$ to $\bar{x} = 4.00$, reflecting a high level of satisfaction among students. Among the individual variables, S-9 (Library staff are supportive and the study environment is comfortable) had the highest mean score ($\bar{x} = 4.00$, SD = 1.279). This suggests strong agreement among students about the support from staff and the comfort of the study environment.

The overall satisfaction with library services and facilities (S-10) also had a high mean score ($\bar{x} = 3.97$, SD = 1.346), indicating that students are generally pleased with the quality of library services offered by their institutions. Other factors, such as the clarity of library rules and regulations (S-6) and the quiet study environment (S-3), had mean scores of $\bar{x} = 3.95$ (SD = 1.258) and $\bar{x} = 3.93$ (SD = 1.305) respectively, showing positive views with moderate variability. Satisfaction with library hours (S-1) and borrowing and returning procedures (S-4) was also high, with mean scores of $\bar{x} = 3.91$ (SD = 1.261) and $\bar{x} = 3.90$ (SD = 1.262).

On the other hand, S-8 (availability of computers, internet, and digital facilities) had the lowest mean score ($\bar{x} = 3.62$, SD = 1.330), indicating lower satisfaction and a wider range of responses. This suggests a need for improvements in digital infrastructure. Overall, the analysis of mean and standard deviation shows that students are very satisfied with staff support, the study environment, and overall library services, while digital facilities are the main area that needs improvement.

Hypothesis Testing
H₀: *There is no significant association between gender and frequency of visit to the library among students.*
Gender and Frequency of visiting library Crosstabulation

		Frequency of visiting library					Total
		Daily	Twice in Week	Weekly	Fortnightly	Monthly	
Gender	Male	37	14	12	6	7	76
	Female	80	27	42	3	12	164
Total		117	41	54	9	19	240

Source: Primary Data, 2025

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.673[a]	4	.104
Likelihood Ratio	7.345	4	.119
Linear-by-Linear Association	.215	1	.643
N of Valid Cases	240		

The Pearson Chi-Square value is 7.673, with four degrees of freedom and the associated p-value (Asymptotic Significance) is 0.104. The null hypothesis cannot be rejected because the computed p-value is higher than the standard 5% level of significance (0.05). This suggests that the frequency of library visits and gender do not have a statistically significant relationship.The null hypothesis is further supported by the Likelihood Ratio test's p-value of 0.119, which is likewise greater than 0.05. There appears to be no linear relationship between gender and the frequency of library visits, according to the Linear-by-Linear Association value (p = 0.643). Hence the gender and frequency of library visit is independent of each other.

Factor Analysis

$H_{0„1}$: There is no underlying factor structure among the satisfaction variables related to library services and facilities, and the observed variables do not significantly load onto common factors.

KMO and Bartlett's Test[a]

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.964
Bartlett's Test of Sphericity	Approx. Chi-Square	3494.792
	df	45
	Sig.	.000

a. Based on correlations

The data are very appropriate for factor analysis, as evidenced by the KMO value of 0.964, which shows excellent sampling adequacy. The null hypothesis is rejected because Bartlett's Test of Sphericity is significant (χ^2 = 3494.792, p < 0.001), suggesting that there is a strong underlying factor structure among the satisfaction variables.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.516	85.155	85.155	8.516	85.155	85.155
2	.289	2.895	88.050			
3	.249	2.492	90.543			
4	.220	2.196	92.738			
5	.175	1.750	94.488			
6	.147	1.472	95.960			
7	.120	1.202	97.162			
8	.111	1.110	98.272			
9	.093	.927	99.199			
10	.080	.801	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix[a]

	Component
	1
The library's working hours are convenient for my study schedule	.935
The library's catalogue and search system make it easy to locate books and other materials	.913
The library provides a quiet and disturbance-free environment for studying	.889
The borrowing and returning procedures are fast, simple, and student-friendly	.939
The library regularly updates its collection with new books, journals, and digital resources	.939
The library's rules and regulations are clear, fair, and easy to follow	.937
I am satisfied with the availability of reference materials during peak academic periods	.930
The availability of computers, internet, and digital facilities in the library is satisfactory	.876
The library staff are supportive and the study environment is comfortable	.932
Overall, I am satisfied with the quality of library services and facilities provided by the institution	.936

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

The Total Variance Explained table shows that only one factor has an eigenvalue greater than 1, with an eigenvalue of 8.516. This factor explains 85.155% of the total variance, which is notably high for social science research. This result indicates that the satisfaction variables are closely related and represent one dominant underlying concept: overall student satisfaction with library services and facilities. The Component Matrix supports this finding. All ten satisfaction variables have very high factor loadings on the single extracted component, ranging from 0.876 to 0.939. These high loadings suggest that each variable plays a strong and significant role in the common factor. Variables associated with working hours, borrowing procedures, updated collections, staff support, study environment, and digital facilities are all closely related to this underlying satisfaction aspect. Totally, the factor analysis confirms a strong, unidimensional factor structure. This implies that students see library services and facilities as an integrated system instead of separate parts. Therefore, the null hypothesis is rejected. It concludes that student satisfaction with library services and facilities comes from a single, clearly defined latent factor.

Key Findings of the Study

➢ The demographic analysis showed that most respondents were female students (68.33%), primarily aged 18 to 20 years (45.42%), and mostly from rural backgrounds (87.08%). This suggests that rural undergraduate students are the main users of library services in the Hukkeri region.

➢ A large majority of respondents (84.58%) were undergraduate students, and nearly half of them (48.75%) visited the library daily. This highlights frequent use of library services among students.

➢ A large percentage of students (90%) indicated they visit the library regularly, which demonstrates the library's important role in academic activities and student learning.

➢ Most respondents reported satisfaction with library staff support. About 98.3% viewed the staff as helpful, and 99.2% agreed that the library's environment is peaceful and good for studying.

➢ The cleanliness and upkeep of the library received very high ratings, with 98.3% of respondents stating that the library is clean and well maintained. This reflects effective management of the facilities.

➢ The main reason for library visits was studying (142 respondents), followed by reading newspapers and magazines (46 respondents) and borrowing books (40 respondents). This shows that the library mainly serves as a space for study and reading.

➢ Most students spent 30 to 60 minutes to 1 to 2 hours per visit, especially for studying. This suggests they engage with library facilities for extended periods rather than making brief visits.

➢ Mean score analysis indicated high satisfaction with the availability of newspapers and magazines ($\bar{x}$ = 3.65), textbooks ($\bar{x}$ = 3.63), and cleanliness ($\bar{x}$ = 3.56). This shows strong approval for traditional library resources and infrastructure.

➢ Digital facilities like computers and e-resources ($\bar{x}$ = 3.15) and Internet/Wi-Fi ($\bar{x}$ = 2.96) received lower mean scores and had higher standard deviation values. This points to varying user experiences and the need for improvement in technology.

➢ Among satisfaction factors, library staff support and study environment comfort (S-9) stood out as the most significant contributors, achieving the highest mean score ($\bar{x}$ = 4.00). This emphasizes the role of human support and a good atmosphere in enhancing student satisfaction.

➢ Overall satisfaction with library services and facilities was high ($\bar{x}$ = 3.97). This indicates that students generally see the library as effective and supportive of their academic needs.

➢ Despite high satisfaction with traditional services, the study highlights that digital infrastructure and internet facilities are crucial areas needing improvement to meet the changing academic and technology expectations of students.

➢ The chi-square analysis shows that gender does not significantly affect how often students visit the library. Male and female students visit the library with similar frequency in the study area.

➢ The factor analysis shows that all satisfaction variables related to library services and facilities strongly group together under one main factor. This factor accounts for 85.16% of the total variance. This indicates that students see the quality of library services as a single, cohesive concept rather than as separate parts.

Suggestions

➢ Strengthen digital and internet infrastructure by upgrading Wi-Fi, adding more computers, and expanding access to e-resources to support digital learning needs.

➢ Improve user orientation and digital literacy programs with regular training on OPAC, e-resources, and online databases to promote effective usage.

➢ Maintain and enhance the study environment by ensuring cleanliness, enough seating, proper lighting, and quiet spaces during busy academic periods.

➢ Support staff and student-friendly services through ongoing training and motivation to maintain high-quality library service delivery.

Conclusion

The present study looked at how satisfied students are with library services and facilities at higher education institutions in the Hukkeri region. It focused on both service quality and infrastructure. Using a descriptive and analytical approach, primary data was collected from 240 students. The study found that most students were generally very satisfied with traditional library services, staff support, and the study environment. Students often used the library primarily for studying, which shows its important role in academic life. The analysis showed that gender does not significantly affect how often students visit the library, indicating similar usage patterns among male and female students. Factor analysis also confirmed that students view library services and facilities as a single, connected quality dimension. However, the study noted the need to improve digital infrastructure and internet services to keep up with changing academic needs. Suggested improvements could further boost overall student satisfaction.

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