

Utilization of Print and Electronic Resources in a Private University

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DOI: <https://doi.org/10.51244/IJRSI.2025.1208004122>

Received: 08 Oct 2025; Accepted: 15 Oct 2025; Published: 24 October 2025

ABSTRACT

The integration of print and electronic resources in Philippine academic libraries has gained importance as students' learning preferences evolve. Rodriguez (2020) observed that while learners appreciate the convenience of digital resources, they continue to value print materials for deep reading and note-taking. Similarly, Esposito-Betan and Fresnido (2022) highlighted that academic libraries in the Philippines adopted hybrid service models during the COVID-19 pandemic, emphasizing institutional readiness and resource investment as key factors influencing sustainable digital engagement. This study examined the factors affecting students' use of print and electronic resources at the STI West Negros University (STIWNU) Library. Employing a descriptive-quantitative research design and survey method, data were collected from 371 students across seven colleges. Results revealed that most respondents were young adults aged 17–20, predominantly male, and enrolled in various academic programs. Internet resources ($M = 3.77$) and books ($M = 3.66$) were the most utilized, while CDs and DVDs were least used. The most influential factor in resource use was relevance to academic needs ($M = 4.10$), with unstable internet connectivity ($M = 3.21$) and overcrowding ($M = 3.16$) identified as major challenges. The findings affirm that accessibility, infrastructure, and resource relevance significantly shape library utilization. It is recommended that the STIWNU Library enhance internet connectivity, expand study spaces, strengthen user training and faculty collaboration, and allocate increased funding to update print and electronic collections, upgrade technologies, and improve facilities to better support learning and research needs.

Keywords: Library, Use, Print, Electronic, Resources, Students, academic libraries.

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INTRODUCTION

Nature of the Problem

Over the centuries, libraries have been the keepers and distributors of books, journals, maps and other materials that are used by users in the learning process. Libraries function as a vital central component in any

academic institution which serves information needs of its clientele.

Information is an important aspect of strengthening human knowledge. Information in the treatment of the library means preserved knowledge for use. Users acquire knowledge from library sources. A library is a collection of sources, resources and services. The library is a central part of the university and is an important academic body, the scholar workshop etc. The activity of reading has undergone, recently, some technological changes. A large number of library are available electronically in the second half of the 20th century dominated the information world with the electronic revolution. The role of the library has been changing with the passage of time, in the past human beings used to record information on clay tablets, papyrus rolls, palm leaves, bamboo etc. After the advent of the printing press when the production and multiplication of the documents became easy, the role of a library changed to the promotion of the use of documents. Rapid technological development promoted the information needs of the users. Users get a vast amount of information in different formats that provide the options to meet their information needs. (Mohan and Mini, 2021).

The rapid growth of web information technology has expanded the range of information sources available to users. University libraries collect a variety of materials for preservation and use. These resources include print-on-papers media like books, journals, newspapers and maps but also audiovisual materials like records, audiocassettes, videocassettes and project. Libraries maintain collections that include not only printed material but also are reproductions, map, photographs, microfilms, CD-ROMS, computer software, online databases, internet, electronic books and e-journals and also other media. The thriving growth of electronic publications is reshaping the nature of collectors and the mode of delivering and accessing information by students for academic purpose. The traditional print resources nowadays take challenges from their electronic counterparts in faster and timely delivery of information, as well as unimproved access.

Print resources, including books, journals, and other tangible materials, remain essential components of academic libraries, particularly in facilitating deeper, more concentrated reading. In recent years, despite the dominance of digital resources, print materials have continued to be valued for their reliability, accessibility, and ease of use in extended reading contexts. Many students still prefer print resources for academic purposes, citing better focus, comprehension, and retention when reading printed materials compared to digital versions. In addition, print resources are preferred because they are more reliable and long-lasting than electronic resources, which are more vulnerable to technical problems like computer breakdowns. For subscription suspensions. Students report fewer distractions when reading from print resources, which helps them concentrate better during challenging research assignments, according to a study by Baron (2021).

Electronic resources have revolutionized academic research by providing users with quick, convenient access to a wealth of information. These resources, which come in the form of databases, multimedia, e-books, and online journals, have completely changed how researchers and students interact with information. According to Keshavarz et al. (2022), students place a high value on electronic resources because of their immediate information retrieval capabilities, accessibility, and ease of use. Large volumes of data are available to students at any time and from any location, which improves the effectiveness of their research and the flexibility of their learning.

Libraries are essential educational resources that give users access to a vast range of resources both print and electronic that promote learning, research, and personal growth. The library at STI West Negros University (STIWNU) provides a wide range of resources, including books, scholarly journals, electronic resources like e-books (EBSCOhost, Wiley Online Library) and e-journals (ProQuest), as well as research support services adapted to the needs of researchers, faculty, and students. It has been observed that for how many years, most of the students of STIWNU prefer to use print formats compared to electronic formats available in the library. With this blended learning modalities, the researchers find the importance to investigate whether print formats are still the preferred choice of students compared to the electronic formats.

With this concern, the researchers feel that only an investigation will unravel the mystery, whether the students prefer to use the print or the electronic resources available in the library.

Current State of Knowledge

The integration of print and electronic resources in Philippine academic libraries has been a growing area of research, particularly as students' learning preferences evolve. Rodriguez (2020) conducted a study on resource usage in various universities in the Visayas region and found that students appreciate the convenience of electronic resources but still value print materials for deep reading and note-taking purposes. The study highlighted that students prefer print resources when conducting in-depth research, as they feel less distracted compared to when using digital formats. However, the increasing accessibility of electronic resources, such as e-books and databases, has been essential for quick access to research materials, especially during the COVID-19 pandemic when physical libraries were closed (Rodriguez, 2020).

Building on this, Esposo-Betan and Fresnido (2022) examined how Philippine academic libraries adapted during the pandemic. Their study, *COVID-19 and Philippine Academic Libraries*, revealed that most institutions adopted hybrid models that blended digital and physical services. Digital resources gained prominence as students and faculty increasingly relied on online databases and e-books for research and learning. However, challenges related to funding, staffing, and collection development limited the full implementation of digital initiatives. These findings highlight that institutional readiness and adequate resource investment are crucial mediators in determining whether digital literacy shifts translate into sustained changes in resource preference.

Similar trends have been observed internationally. Alshammari and Alzahrani (2023), in their study *Preferences for Printed Books versus E-books among University Students in a Middle Eastern Country*, found that while majority of students preferred e-books in terms of portability, ease of access, and up-to-date content. However, a substantial portion still preferred printed books because they found them more comfortable for note-taking, extended reading, and overall study efficiency. This supports the idea that digital literacy alone doesn't fully shift preference: other factors like learning habits, ergonomics, and reading format also matter. In *"Investigating Students' Perceptions of Digital vs. Print Reading Materials"* by Fenny and Perdhani (2024), students in Indonesia showed a slight preference for digital materials, citing convenience, update-ability, and ease of access. But students also acknowledged advantages of print in terms of note-taking, concentration, and possibly retention. This mixed preference highlights that post-pandemic shifts in literacy may lead to more balanced use of both formats, depending on purpose and context.

Since many databases are available from anywhere in the world, Howard and Yates (2021) point out that the use of electronic resources has also increased collaboration and research sharing throughout institutions. However, while the convenience of electronic resources is undeniable, some studies suggest that students may experience digital fatigue, especially when engaging in long periods of reading or research. Baron's (2021) research reveals that while electronic resources are favored for quick access and search ability, many students still prefer print for deep, focused reading, highlighting the need for a balanced approach in academic libraries.

Baron (2021) contributes to this conversation by examining the effects of electronic reading on students' cognitive functions. Her research revealed that many students prefer print materials for more focused and prolonged reading efforts, even though electronic resources are faster and more convenient, especially for tasks like searching for specific themes or keywords. According to Baron's study, learners who use electronics for extended periods of time frequently experience "digital fatigue," which is a major factor impacting their decision between print and electronic resources. Students may also feel overwhelmed or distracted as a result of this.

On the other hand, Smith and Jones (2021) explored the dichotomy between print and electronic preferences among library users. Their research indicated that while digital resources are popular for quick information access, many students' still value print books for immersive reading and better concentration, particularly in academic settings. In addition, Hindagolla (2021) states that in today's digital age, academic libraries are crucial in facilitating teaching, learning, and research activities. With the global digital revolution, the landscape of academic libraries has significantly transformed. A growing collection of electronic resources now complements traditional physical resources like printed books and journals. Keshavarz et al. (2022)

conducted a study to investigate the efficacy of electronic resources in higher education environments. Their findings indicated that although electronic resources offer crucial advantages like instantaneous updates and comprehensive search functionalities, they may not be optimal for all types of learners. According to this, libraries should keep a balance between print and electronic resources to accommodate a range of academic activities, including research and in-depth study.

Williams (2022) reviewed multiple studies that assessed learning outcomes associated with print and electronic resources. According to the results, students who used print books instead of e-books did better on retention tests overall, which suggests that using print materials during study sessions may improve comprehension and attentiveness. It is possible to optimize access to knowledge and accommodate various learning styles by utilizing both printed and electronic resources. Libraries can serve their communities more effectively, encourage a love of reading, and improve educational outcomes by utilizing the most beneficial aspects of each format. However, Johnson's (2023) in an increasingly digital world, research examined the print books' continued significance. According to this study, some populations—such as older persons and people living in remote places with poor internet access—continue to rely heavily on print books.

Statement of the Problem for Quantitative

The purpose of this study is to examine the use of print and electronic resources by students in a private university. Specifically, this study finds answers to the following questions:

1. What are the extent of utilization of students on print and electronic resources when grouped according to their demographic profile?
2. What preferred resources used by Students for their study and research?
3. What factors determine the choice of students in the use of library resources?
4. What are the different challenges encountered using the following:
 - 4.1. Print resources?
 - 4.2. Electronic resources?
5. Is there a significant difference in the student's utilization of print and electronic resources when group according to their demographic profile?

Methods

This section presents the research design to be used, the subject of the investigation, the sources of data utilized to serve the purpose of the study, the data gathering procedure, conduct of the study, analytical scheme and the statistical data.

Research Design

This paper used the descriptive research design to determine the extent of library utilization and challenges in the new normal. Descriptive research design is a research method that aims to accurately and systematically describe a population, situation, or phenomenon without manipulating variables. This type of research design involves observing and describing the behavior of a subject without influencing it in any way. Descriptive research design is often used to gather information about the characteristics of a particular group or to measure trends within a population (Prime, 2024).

This study is a descriptive research design employing a survey method to measure the library utilization of print and electronic resources. The measurement tools consisted of different parts, including the demographic profile and library utilization of print and electronic resources.

Descriptive Research The main purpose of descriptive research is to describe the state of view as it exists at present. Simply stated, it is a fact finding investigation. In descriptive research, definite conclusions can be arrived at, but it does not establish a cause and effect relationship. This type of research tries to describe the characteristics of the respondent in relation to a particular product.

Subject-Respondents

The respondents of this study are the 371 students of STI West Negros University who are using the print and electronic resources of the library. These students are from the STI West Negros University students are currently enrolled for the school year 2024-2025. This study used Cochran formula.

Research Instrument

This research instrument of the study will utilize a survey method using a self-made questionnaire, which comprises five (5) parts, namely: I—demographic profile of STI West Negros University students; II—preferred resources used by the students in the library; III—factors that determine the use of resources in the library; IV—challenges encountered by the students in using electronic resources; and V—challenges encountered by the students in using print resources and is measured through a scale of (5) strongly agree, (4) agree, (3) neither agree nor disagree, (2) disagree, and (1) strongly disagree. The questionnaire is designed in English format, and it consists of standardized questions and Likert scale questions.

Validity and Reliability Testing

Validity is a measuring instrument is said to be valid if it measures what its purports to measure. Validity may be defined as the extent to which an instrument or a test does the job desired. Determining an instrument's validity is difficult because there are different kinds of validity. The kind of validity and the extent or degree to which it should be established are the major consideration while establishing validity.

Reliability is a test like measuring instrument. One of the important characteristics of any instrument or evaluation device is how reliably it measure. In simplest term, reliability means consistency. If the instrument is reliable, it should give consistent results.

In order to make sure that its scope and content were adequate and that it consistently produced findings, the self-made instrument was put through validity and reliability testing. Three (3) validators with expertise in library research were presented with the survey questionnaire to provide further review, feedback, and recommendations. Everything is rated as "essential" by all experts. Since all experts agree that it is essential, this indicates that the item has the highest content validity and that it's essential. This study's data were counted and processed using the relevant statistical methods. After consulting a coding manual, the raw data was converted into numerical code. Due to this, tabular presentation, statistical derivations, and computer processing were made possible. Statistical Package for Social Sciences (SPSS) was utilized to process the encoded data on a computer.

Data Collection

In gathering the data, the researchers distributed copies of the survey questionnaire to 115 students from the College of Hospitality and Tourism Management (CHTM), 71 students from the College of Criminal Justice Education (CCJE), 49 students each from the College of Information and Communication Technology (CICT) and the College of Business Management and Accountancy (CBMA), 40 students from the College of Education, 28 students from the College of Engineering, and 19 students from the College of Arts and Sciences (CAS), representing the sample population of the study. A total of 371 completed questionnaires were retrieved. All responses were treated with the utmost care and confidentiality. The statistical results from the respondents were summarized and interpreted, and a descriptive statistical technique was employed to analyze the collected data.

Ethical Consideration

For ethical consideration of this study, participants will receive a thorough briefing and essential information about what the study is all about before it begins. By obtaining informed consent, the researchers make it clear that joining the study is completely voluntary. To ensure that everyone's identity is kept safe and to prevent any potential harm, their personal information will be handled with care, and all collected data will be kept confidential. This is in line with RA 10173, commonly referred to as the Data Privacy Act.

Data Analysis/Statistical Treatment

The analysis and interpretation of the acquired data will be performed using the following statistical tools.

Objective1, Used to determines the demographic profile of the STI West Negros University students in terms of identified variables, frequency, percentage, and table were used.

Objective 2, Used to determines the preferred resources used by the students in the library in terms of printed and electronic resources. Mean and standard deviation were used. To interpret the results, the following scale and Interpretations were used.

Scale Interpretation

3.21- 4.00 ----- Very High
2.41- 3.20 ----- High
1.61- 2.40 ----- Average
0.81- 1.60 ----- Low
0-0.81 ----- Very Low

Objective 3, Used to determines the factors that determine the use of resources in the library. Mean and standard deviation were used. To interpret the results, the following scale and Interpretations were used.

Scale Interpretation

3.21- 4.00 ----- Very High
2.41- 3.20 ----- High
1.61- 2.40 ----- Average
0.81- 1.60 ----- Low
0-0.81 ----- Very Low

Objective 4, Used to determines the challenges encountered by the students in using the electronic resources. Mean and standard deviation were used. To interpret the results, the following scale and Interpretations were used.

Scale Interpretation

3.21- 4.00 ----- Very High
2.41- 3.20 ----- High
1.61- 2.40 ----- Average

0.81- 1.60 ----- Low

0-0.81 ----- Very Low

Objective 5, Used to determines the challenges encountered by the students in using the print resources. Mean and standard deviation were used. To interpret the results, the following scale and Interpretations were used.

Scale Interpretation

3.21- 4.00 ----- Very High

2.41- 3.20 ----- High

1.61- 2.40 ----- Average

0.81- 1.60 ----- Low

0-0.81 ----- Very Low

RESULTS AND DISCUSSION

This section presents, analyzes and interprets the data that were gathered to carry out the objectives of the study.

Variable	Groupings	Frequency	Percentage
Age	17 – 20 years old	169	45.6
	21 – 22 years old	132	35.6
	23 years old or above	70	18.8
Sex	Male	227	61.2
	Female	144	38.8
Course	1	116	31.3
	2	29	7.8
	3	49	13.2
	4	19	5.1
	5	69	18.6
	6	42	11.3
	7	47	12.7
Year Level	First Year	75	20.2
	Second Year	104	28.0
	Third Year	89	24.0

	Fourth Year	103	27.8
	Total	371	100.0

Table 1. Profile of the Respondents

The demographic data shows that among the 371 sample respondents, 169 (45.6%) are aged between 17 – 20 years old, 132 (35.6%) aging 21-22 years old, while 70 (18.8%) are 23 years old or above. For sex, 227 (61.2%) of the respondents are male, while 144 (38.8%) are female. In terms of the respondent's course, 116 (31.3%) are in "course 1", 29 (7.8%) in "2", 49 (13.2%) in "3", 19 (5.1%) in "4", 69 (18.6%) in "5", 42 (11.3%) in "6", and 47 (12.7%) in "7". Moreover, 75 (20.2%) of the respondents are first-year students, 104 (28.0%) are second-year students, 89 (24.0%) are third-year students, and 103 (27.8%) are fourth-year.

Library Resources	Mean	Std. Deviation	Verbal Description
Internet Resources	3.77	1.275	High
Books	3.66	1.185	High
Theses and Dissertations	3.46	1.284	High
Journals	3.40	1.216	High
Magazines	3.33	1.254	Neutral
E-journals	3.25	1.283	Neutral
Vertical files	3.16	1.285	Neutral
E-Books	3.13	1.272	Neutral
Newspapers	3.10	1.282	Neutral
CD's/DVDs	2.82	1.319	Neutral

Table 2. Preferred Resources Used by the Students in the Library

Table 2 illustrates the resources used by students in the library. Internet resources are the most favored, with a mean score of 3.77 (highly preferred), followed by books with a mean score of 3.66 (highly preferred), while CDs/DVDs are the least used. This suggests that, on average, respondents prefer to used Internet resources and books over other materials, aligning with previous studies showing that students prioritize accessible, current digital resources alongside traditional print materials (Abubakar & Haruna, 2022).

Factor	Mean	Std. Deviation	Verbal Description
Accessibility of Resources	4.01	1.086	Agree
Reliability	4.08	0.997	Agree
Availability	4.08	1.006	Agree
Convenience	4.08	1.006	Agree
Ease of Use	4.08	0.965	Agree

Familiarity	3.94	1.038	Agree
Suitability	4.03	0.960	Agree
Relevance to User Needs	4.10	0.976	Agree
Technological Infrastructure	4.00	1.004	Agree
Quality and Currency	4.04	1.033	Agree

Table 3. Factors that Determine the Use of Resources in the Library

Table 3 indicates that all factors determining library resource usage scored between 3.94 and 4.10—falling within the “Agree” range. Respondents generally view library resources as accessible, reliable, available, convenient, easy to use, suitable, relevant, supported by adequate technological infrastructure, and of good quality and currency. Relevance to user needs had the highest mean score ($M = 4.10$), followed by availability and reliability (both $M = 4.08$), highlighting the importance of both practical access and high-quality information in encouraging resource use. These results align with previous local research showing that student engagement with library services is strongly influenced by how well resources meet their needs and how accessible and dependable they are (Tagarda et al., 2025).

Factor	Mean	Std. Deviation	Verbal Description
Unstable Internet Connectivity	3.21	1.187	Neither Agree or Disagree
Lack of ICT facilities	2.97	1.136	Neither Agree or Disagree
Lack of Skilled ICT Personnel	2.81	1.122	Neither Agree or Disagree
Not easily accessible due to restricted access or complicated login procedures	2.88	1.163	Neither Agree or Disagree
Outdated Technology	2.76	1.163	Neither Agree or Disagree
Lack of Awareness of Available E-Resources	2.71	1.091	Neither Agree or Disagree
Constant Power Failure	2.68	1.071	Neither Agree or Disagree
Lack of Computer Knowledge/Skills	2.66	1.129	Neither Agree or Disagree
High Cost of Internet Access	2.73	1.148	Neither Agree or Disagree
Lack of Devices (laptops, smartphones, etc.)	2.86	1.207	Neither Agree or Disagree

Table 4. Challenges Encountered by the Students in Using the Electronic Resources

Table 4 shows the problems that students face in relation to the use of electronic resources in the library. All factors received “Neither Agree nor Disagree” ratings; however, unstable internet connectivity ($M = 3.21$) and lack of ICT facilities ($M = 2.97$) emerged as the strongest technological limitations. The conclusion indicates that although these situations are not exceedingly difficult, they still pose significant hindrances in terms of fully optimizing the resources available. Other issues include lack of skilled ICT personnel ($M = 2.81$), restricted access and complicated login procedures ($M = 2.88$), and insufficient access to devices ($M = 2.86$), reinforcing the findings of recent local research, which suggests that the accessibility of e-resources continues to be adversely affected by inadequacies in the region’s technological infrastructure and support systems (Lagas & Isip, 2023).

Factor	Mean	Std. Deviation	Verbal Description
Lack of Books in the Library	2.51	1.177	Disagree
Time Consuming	2.70	1.101	Neither Agree or Disagree
Not Easily Accessible	2.55	1.090	Disagree
Obsolete Materials	2.66	1.120	Neither Agree or Disagree
Lack of Assistance from Library Staff	2.49	1.163	Disagree
No Audio/Visual Elements	2.56	1.138	Disagree
Inconvenient Library Hours	2.47	1.118	Disagree
Borrowing Restriction/Library Rules	2.69	1.173	Neither Agree or Disagree
Overcrowding	3.16	1.320	Neither Agree or Disagree
Lack of Awareness of the Available Resources	2.64	1.216	Neither Agree or Disagree

Table 5: Challenges Encountered by the Students in Using the Printed Resources

Table 5 shows the challenges encountered by students in using printed resources in the library. Most of the challenges were rated as "Disagree" or "Neither Agree nor Disagree," suggesting that printed materials are typically well-supported and accessible. However, *overcrowding* ($M = 3.16$) reveals the most common challenge. Lesser yet notable issues such as *time-consuming* ($M = 2.70$) and *obsolete materials* ($M = 2.66$) may make printed resources less appealing compared to the immediate accessibility and up-to-date nature of digital alternatives. These findings are in line with previous studies showing that user satisfaction with physical collections is influenced by space availability and the timeliness of materials (Ezeala & Yusufu, 2011; Ugwu & Okoro, 2020).

CONCLUSION

This study examined the descriptive analysis of library utilization of print and electronic resources in a private university for School Year 2024-2025. It specifically examined the demographic profiles of the students, what resources they preferred, and the challenges they faced while using these resources. The data came from 371 students at STI West Negros University, collected through a carefully crafted questionnaire that went through thorough validity and reliability checks.

The findings showed that most respondents were young adults aged 17 to 20, with a majority being male, and they were spread across various courses and year levels. When it came to resource preferences, internet resources ($M = 3.77$) and books ($M = 3.66$) topped the list, highlighting students' desire for easily accessible and up-to-date information, while CDs and DVDs were the least used. Furthermore, the most influential factor determining library use was the relevance of resources to academic needs ($M = 4.10$), highlighting the importance of aligning library collections with the curriculum and students' learning requirements.

Challenges, however, remain evident. Unstable internet connectivity ($M = 3.21$) was the most frequently reported issue when accessing electronic resources, while overcrowding ($M = 3.16$) was the most significant challenge for using print materials. These results indicate that even though students see the value in both electronic and print resources, issues with infrastructure and accessibility are still impacting their overall learning experience. These findings align with previous research that highlights the importance of accessibility, technological infrastructure, and resource relevance as key factors in effective library use (Aharony, 2020;

Kumar & Singh, 2020; Ngugi & Njue, 2021). By tackling these challenges, the university library can enhance its role as an essential center for learning, research, and academic achievement.

RECOMMENDATIONS

In view of these conclusions, it is hereby recommended that:

1. STI West Negros University Library should enhance the library's internet connectivity so students can easily access e-resources and make the most of the online databases and materials available to them.
2. For more students to have access to both print and electronic resources, STI West Negros University Library should expand the physical facilities to address the overcrowding by providing more seating and study areas.
3. It suggests that STI West Negros University Library strengthen resource alignment. It's important to keep both our print and electronic collections up to date, ensuring they align with academic programs and the changing needs of our students.
4. Additionally, Library of STI West Negros University should faculty members and library staff should be trained regularly on integrating library resources into instruction and guiding students in research and information literacy skills to promote library awareness. Regular orientations, workshops, and training sessions can help students become more aware of and skilled in using the library's resources effectively and also propose and promote programs and activities that will enhance and develop the student's genuine love for reading.
5. Finally, STI West Negros University Library should allocate a higher portion of its annual budget to library operations and development. This funding will support the acquisition of updated print and electronic materials, technological upgrades, and improved physical facilities that meet the learning and research needs of students and faculty.

ACKNOWLEDGEMENT

This endeavor will not become successful without the concerted effort and support of the following personalities. To the Research and Publication Office Staff **Mr. Raymart Abella** and **Dr. Randolph Asistido**, Research Director for their endless effort and time given to the researchers with their helpful insights, suggestions and recommendations which contributed to the betterment of this work; To the respondents, the students of STI West Negros University for giving their precious time and for answering the questionnaires to the best of their abilities; To our beloved respective **families**, for their support and assistance for the completion of this research. And above all, to the amazing **God Almighty**, for sending the Holy Spirit to enlighten the researchers at all times.

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