

Comparative Study Of College Library Resource Utilization Among Students From Disadvantaged And Higher Socio-Economic Backgrounds: A Case Study Of Yogoda Satsanga Mahavidyalaya, Ranchi

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Abstract

This study looks at how students from many socioeconomic backgrounds use the college library at Yogoda Satsanga Mahavidyalaya, Ranchi. Using a structured questionnaire and Chi-square testing and ANOVA, the study reveals quite significant relationships between socio-economic background and library usage behavior, happiness, and perceived support from primary data of 382 students. Results show that using library resources presents more challenges for disadvantaged students than for more wealthy ones. Major obstacles are unsuitable library hours, a dearth of literature relevant to courses, and few digital resources. To close these disparities and advance library resource equity, the study advises increasing financing, modernizing resource collections, and growing digital infrastructure. Inclusive classrooms will increase resource satisfaction and academic success.

Keywords: Library Resource Utilization, Socio-Economic Disparities, Digital Divide, Inclusive Education, Higher Education Libraries

Introduction

The extensive collection of print and digital materials made available by libraries is an invaluable asset to students' intellectual development and success in the classroom (O'Neill, 2018). Academic databases, textbooks, and research materials are made available to students through these centers, which enhances their educational experience (Wenborn, 2018). Since the advent of digital technologies, libraries have taken on a more active role in supporting students' academic success. These technologies increase access to resources, foster digital literacy, and help students develop their critical thinking abilities (Timotheou et al., 2023; Higgins et al., 2012).

But students from lower socioeconomic backgrounds sometimes face unequal access to library services. Because of factors such as limited funds, a lack of computer skills, and an incomplete grasp of library resources, students from lower socioeconomic backgrounds sometimes have difficulty making effective use of these resources (Labasano, 2022). Children from low-income families often do not have access to the internet and other necessary technologies, which makes it even more difficult for them to make full use of digital library services, exacerbating the digital gap (Wenborn, 2018). Despite these challenges, academic libraries have implemented inclusive programs and provided specialized support services, which have helped to reduce the gap. Some obstacles have been successfully overcome by strategies such as collaborative learning settings, open-access resources, and workshops on digital resource use (O'Neill, 2018; Wenborn, 2018). In addition, libraries have become dynamic centers for digital and physical education with the integration of advanced technology like virtual learning environments and intelligent data management systems, allowing all students to access and engage with educational resources more effectively (Timotheou, 2023).

To make sure that academic libraries are fair places for students from all socioeconomic backgrounds to learn, it is crucial to equalize the distribution of library resources. This study seeks to delve into these disparities, analyze the difficulties encountered by students from low-income families, and propose solutions to enhance library resource accessibility, thereby creating a more inclusive learning environment.

The Yogoda Satsanga Mahavidyalaya in Ranchi is a great place to see these linkages. About 7% students at this college are Scheduled Caste (SC), 20% are Scheduled Tribe (ST), 43% are Other Backward Classes (OBC), and 20% are general, including Economic weaker Section (EWS), and other. The college has nearly 3,500 undergraduate and postgraduate students. The college's academic support system relies on the library's collection of nearly 36,000 books and INFLIBNET

and National Digital Library Portal access. Despite these provisions, it is important to investigate whether socioeconomic gaps exist in resource use or if all registered students can use them.

Understanding the utilization patterns of library resources and the challenges faced by students from different socio-economic groups is crucial for creating an inclusive and supportive academic environment. Disparities in library resource utilization can lead to unequal academic outcomes, further widening the educational gap between disadvantaged and higher socio-economic groups. This study aims to investigate the extent to which students from SC, ST, and OBC backgrounds differ in their usage of library resources compared to students from affluent socio-economic strata, and to identify the barriers that contribute to these differences.

The primary objectives of this study are:

- To analyze and compare the patterns of library resource utilization among students from disadvantaged socio-economic sections (SC, ST, and OBC) and higher socio-economic backgrounds.
- To identify the key challenges faced by students in accessing and utilizing library resources, both physical and digital.
- To propose recommendations for improving the accessibility and effectiveness of library services, with a focus on catering to the needs of disadvantaged students.

The research questions construed for the purpose of this research are:

1. How do students from different socio-economic backgrounds utilize physical and digital library resources?
2. What are the primary barriers to effective library resource utilization for students from disadvantaged sections?
3. Are there notable differences in the perception of library resources between socio-economic groups?
4. What strategies can be implemented to ensure equitable access to library resources for all students?

Significance of the Study

This study is important as it illuminates the differences in resource allocation within a higher education institution, emphasizing the impact of socio-economic origins on access to library services. The results can guide college administrators and politicians on specific areas requiring targeted initiatives to guarantee equitable access to library resources for all students, especially those from underprivileged backgrounds. The study seeks to rectify these inequities to foster a more inclusive academic environment that ensures equitable opportunities for learning and academic achievement.

This research will offer significant insights for other institutions encountering analogous issues, acting as a reference for formulating efficient library management practices that address varied student populations.

Literature Review

One of the most crucial responsibilities college libraries perform in guaranteeing the academic success and general growth of students is granting access to a wide spectrum of resources, including physical books, digital resources, and cooperative learning environments. To satisfy the different needs of their patrons, libraries have been quite forceful in implementing new technologies and creative projects. To further cost and accessibility of course materials, they have set eTextbook projects and seminars on open educational resources (OER). For pupils from poor backgrounds specifically, this is quite helpful (O'Reilly, 2018). Libraries are also giving more importance on the integration of digital resources, which has been shown to enhance learning results by means of better access to academic materials (Bhat, 2023).

The socioeconomic status of the students considerably influences both their access to and utilization of library resources. Labasano (2022) claims that students from lower socioeconomic strata—that is, those falling into the SC, ST, and OBC categories—often face challenges that limit their capacity to make good use of academic libraries. Among these challenges are digital illiteracy, ignorance, and poor financial means. Moreover, there is still a digital divide; hence pupils from lower-income backgrounds could not have enough access to computers and the internet. For these pupils, this makes it challenging to benefit from digital resources such as INFLIBNET (Wenborn, 2018) and the National Digital Library. By comparing students from poorer socioeconomic backgrounds to those from wealthier socioeconomic backgrounds, such variations help to explain weaker academic interest and performance, hence widening the educational disparity throughout the nation.

Students from socially disadvantaged backgrounds encounter several challenges that hinder their efficient use of library resources. A few instances of these would include technological challenges, poor knowledge of the resources at hand, and budgetary restrictions. Many students can, for example, wrongly think that digital materials are less relevant or lack the direction they need to effectively negotiate complex digital platforms (Bhat, 2023). By means of more outreach and support programs, libraries have endeavored to lessen the influence of these challenges. Among these offerings are access to e-learning resources and seminars on optimizing current resources (O'Neill, 2018). Notwithstanding this, a basic issue must be resolved if we are to ensure that everyone has equitable access to library services. The lack of initiatives clearly meant to assist poor groups is this issue.

Academic libraries have created several strategies to help to achieve the aim of equal access. Among the items that fit under this category are open-access programs, collaboration with sites like INFLIBNET and the National Digital Library, and infrastructure changes emphasizing inclusiveness (Wenborn, 2018). Rutgers University and the University of Washington (O'Neill, 2018) are two institutions that have embraced initiatives meant to cut the cost of instructional

resources. For students registered in their relevant programs, these initiatives provide open textbooks and digital materials right at hand. Academic libraries have also been altering their physical locations to accommodate study areas with technology and cooperative learning zones to satisfy the always shifting needs of the students (Bhat, 2023).

Apart from being dynamic hubs for digital learning and research, university libraries have evolved into reservoirs of knowledge due to the fast development of technology, therefore fundamentally changing the role they perform. To improve the user experience and give access to a greater range of scholarly works, libraries are now utilizing numerous technologies—including smart data management systems, virtual learning environments, and digital archiving—said Wenborn (2018). For example, the use of digital data management technology helps libraries to choose and show pertinent materials in a more effective way, thereby allowing students to have access to materials that fit the demands of their research (Wenborn, 2018).

In essence, customized interventions and awareness of the particular challenges help to close the socioeconomic gaps in the use of library services that students from impoverished families encounter. By implementing inclusive policies that embrace digital technologies, academic libraries can help to close the gap and guarantee that every student has equal opportunity to profit from academic resources.

Research Methodology

The research uses a descriptive and comparative study design with the aim of learning the ways in which college library resources are used by students from a range of socioeconomic backgrounds. The author has used a structured questionnaire to gather primary data for the purpose of this study. The questionnaire concentrated on aspects including the frequency of library visits, the goals of use, the encountered difficulties, and the degree of satisfaction with the given resources. By means of a methodical comparison of library usage between students from lower socioeconomic strata (SC, ST, OBC, and EWS) and those from higher socioeconomic strata, this methodology enables the author to highlight significant variations and similarities between the two groups.

The population for this study consists of about 3,500 students presently enrolled in various undergraduate and postgraduate courses at Yogoda Satsanga Mahavidyalaya, Ranchi. The population consists of a spectrum of socioeconomic levels as already detailed in the introduction part.

Stratified random sampling was applied to ensure that the outcomes reflected reality. Under stratified sampling, the population is first split into homogeneous subgroups based on socioeconomic levels and thereafter a random sample is taken from each of these subgroups proportionately (Creswell & Creswell, 2018). This approach guarantees that the sample fully reflects every socioeconomic level, therefore ensuring more reliable information about patterns of library resource usage. Four hundred pupils were selected to collect statistical data and consider the likelihood of variability. This choice was taken in line with Krejcie and Morgan's (1970) table on sample size recommendations. Out of the four hundred questionnaires distributed, three hundred and eighty-two responses were obtained—a response rate of 95.5%.

Using a systematic questionnaire divided into several sections, each intended to obtain specific data linked to the objectives of the study, helped to compile the main data. The questionnaire combines closed-ended questions based on a Likert scale, questions with multiple choice answers, and questions based on the factors under full data collecting.

Demographic data obtained from respondents for this study included key aspects like the respondents' gender, age, year of education, and socioeconomic background. It also enquired over the frequency of library visits as well as the use of library resources for diverse purposes—such as studying, book borrowing, and accessing digital resources—formulate patterns of library resource use. Other key issues addressed through questionnaire included the degree of Library Service Contentment: a determination of how satisfied people are with the presence of physical books, digital tools, and physical facilities; issues about the use of Resources, the process of spotting challenges like ignorance, limited digital access, or the lack of required tools.

To ensure the validity, dependability, and clarity of the questionnaire, a small group of thirty students was used for a pilot test of it. In accordance with the suggestions given by Dillman, Smyth, and Christian (2024), appropriate changes were made in the questionnaire to better the language and question arrangement depending on the feedback obtained during this test.

To satisfy the preferences of the students and increase the volume of responses gathered, both online and in-person survey administration was conducted. A survey questionnaire created using Google forms was sent via WhatsApp while in-person polls were conducted in the library and other shared areas on the college campus. Each participant had informed permission prior to data collecting, and they were given a thorough overview of the objective of the research together with guarantees that their involvement would remain anonymous.

It was conducted over three weeks to make sure students from all years of study had the chance to participate in the poll. Google Forms was used for the online version to record the answers; the physical versions were then digitized to guarantee consistency in the upkeep of database information.

On the acquired data, both descriptive and inferential statistical methods were applied to perform an analysis. Descriptive statistics were applied to produce a succinct overview of demographic data and broad trends of library use. Among these numbers were standard deviations, means, and frequency distributions. Comparative research was done using cross-tabulations to look at the differences in library use habits among several socioeconomic levels.

Inferential statistics, such the Chi-square test, were applied (Pallant, 2020) to ascertain whether there are notable relationships between socioeconomic background and library use patterns. Furthermore, an analysis of variance

(ANOVA) test was conducted to look at the variations in degrees of contentment with library resources seen among several socioeconomic classes. These tests let one verify whether the observed variations are statistically significant.

Limitations of the Study

Though it provides insightful analysis of the trends of library use among students from a range of socioeconomic backgrounds, this study has certain restrictions. First, the fact that the conclusions rely on self-reported data raises the possibility of social desirability bias existing. The second restriction of the study is that it was limited to one institution, so it is challenging to extend the results. Future research could incorporate several institutions, therefore extending the range of the results and increasing their relevance.

Data Analysis and Findings

1. Demographic Analysis

The demographic profile of the respondents reflects the diverse student body of Yogoda Satsanga Mahavidyalaya, ensuring that the sample adequately represents different socio-economic backgrounds. Out of the 382 responses, most respondents belong to the Other Backward Classes (OBC) category, accounting for 43% of the sample, followed by 20% from the Scheduled Tribe (ST) category, 7% from the Scheduled Caste (SC) category, and 20% from the General and Economically Weaker Sections (EWS). This distribution closely mirrors the overall demographic composition of the college, thereby ensuring the reliability and validity of the results.

2. Frequency of Library Visits

The study utilized a **Chi-square test** to examine whether socio-economic background has a significant association with the frequency of library visits. The results indicated a statistically significant association between students' socio-economic backgrounds and their library visit frequency (Chi-square value = 23.47, $p < 0.05$). This finding suggests that students from the SC, ST, and OBC categories visit the library less frequently compared to their counterparts from higher socio-economic strata, highlighting a disparity in library engagement.

Key Findings:

- **Daily Visits:** 22% of respondents reported visiting the library daily, with a higher proportion from the General and EWS categories.
- **Infrequent Visits (Once a Week or Less):** The SC and ST students were overrepresented in the "rarely" and "never" visit categories, indicating a need for targeted outreach and support.

3. Purpose of Library Use

A comparative analysis was conducted using **ANOVA (Analysis of Variance)** to determine whether there were significant differences in the primary purpose of library use among different socio-economic groups. The analysis revealed a significant variance in the purpose of library use across categories ($F = 4.56$, $p < 0.01$), with students from disadvantaged backgrounds predominantly using the library for academic research and borrowing books, while students from higher socio-economic strata were more likely to utilize digital resources and engage in personal development activities.

Key Findings:

- **Academic Research and Assignments:** Predominantly reported by SC, ST, and OBC students, accounting for 35% of responses.
- **Digital Resource Use and Personal Development:** General category students were twice as likely to report using the library for digital resources compared to SC and ST students.

4. Satisfaction with Book Availability

The satisfaction levels with book availability were compared using a Chi-square test. The results showed a significant association between socio-economic background and satisfaction levels (Chi-square value = 16.87, $p < 0.05$). Students from SC and ST backgrounds expressed higher levels of dissatisfaction, which can be attributed to the perceived lack of resources relevant to their specific academic needs.

Key Findings:

- **Very Satisfied or satisfied:** 52% of respondents from the General and OBC categories.
- **Dissatisfied or very dissatisfied:** 22% of respondents, predominantly from SC and ST backgrounds.

5. Challenges in Utilizing Physical Library Resources

The Chi-square test was employed to analyze the relationship between socio-economic background and challenges in utilizing physical library resources. The findings revealed a significant association (Chi-square value = 21.34, $p < 0.05$), indicating that SC and ST students reported higher challenges due to inconvenient library hours and lack of seating or study space.

Key Findings:

- **Inconvenient Library Hours:** Reported by 25% of SC and ST students.
- **Lack of Seating/Study Space:** 15% of respondents, primarily from disadvantaged backgrounds, highlighted this as a major issue.

6. Challenges in Utilizing Digital Library Resources

ANOVA was used to explore differences in challenges faced while accessing digital resources. The results indicated a statistically significant variance in the challenges faced by different socio-economic groups ($F = 5.23, p < 0.01$). Students from the SC and ST categories cited limited access to computers and internet as a major barrier, while students from higher socio-economic strata primarily faced navigation and technical issues.

Key Findings:

- **Limited Computer/Internet Access:** 35% of respondents from SC and ST backgrounds identified this as a key challenge.
- **Navigation Issues:** Reported by 18% of General category students, indicating a need for technical support and guidance.

7. Perception of Library Support for Socio-Economic Groups

The study used a Chi-square test to evaluate students' perceptions of whether the library adequately supports their academic needs based on their socio-economic background. The analysis revealed a significant association (Chi-square value = 19.56, $p < 0.05$), indicating that students from SC and ST categories were more likely to perceive the library as not being supportive compared to General category students.

Key Findings:

- **Not sure or No Support:** 69% of SC and ST students reported feeling unsure or dissatisfied with the level of support offered by the library.
- **Perceived Adequate Support:** 31% of General and OBC category students felt that the library provided sufficient support.

The statistical tests applied (Chi-square and ANOVA) demonstrate that there are significant disparities in how different socio-economic groups utilize library resources, perceive support, and face challenges in accessing both physical and digital resources. These findings underscore the need for targeted interventions to enhance library accessibility and ensure equitable support for all student groups.

Interpretation of the Findings

This study's results demonstrate that students from diverse socioeconomic backgrounds at Yogoda Satsanga Mahavidyalaya have significantly different patterns of resource consumption, perceptions of support, and problems faced. The application of Chi-square tests and ANOVA confirmed the presence of statistical differences in several key areas, demonstrating that socio-economic status significantly affects library resource consumption.

1. Fluctuations in Library Usage

- The Chi-square test indicates a significant association between the frequency of library visits and students' socioeconomic position. Students belonging to the SC, ST, and OBC socioeconomic categories exhibit a lower propensity to regularly utilize library resources compared to their counterparts in the General and EWS categories. This condition may involve various socioeconomic variables, including insufficient understanding of available resources, diminished confidence in academic endeavors, and an inhospitable atmosphere regarding the use of library services (Creswell & Creswell, 2018).
- The ANOVA test results demonstrated that students use the library for multiple purposes, hence reinforcing these findings. Students from lower socioeconomic origins are more inclined to use library resources for research and textbook borrowing, whereas students from higher socioeconomic backgrounds are more prone to employ digital resources for academic endeavors and personal development. This indicates that the library meets the fundamental educational requirements of students from SC, ST, and OBC, although it neglects their broader personal and social development needs.

2. Obstacles in the Utilization of Physical and Digital Resources

- The findings indicated that students from diverse socioeconomic backgrounds had different barriers in accessing digital and physical resources. The Chi-square test reveals that students from low-income homes are more prone to face physical access barriers, such as a lack of available seating and inadequate library hours. This research, along with prior studies, indicates that children from low-income families face more external responsibilities that hinder their capacity to adhere to rigid schedules (Labasano, 2022).
- The ANOVA test indicated that the SC and ST groups encounter considerably greater challenges in accessing digital resources due to the restricted availability of computers and inferior internet speeds. The digital divide prevents these students from fully utilizing resources like INFLIBNET and the National Digital Library, adversely affecting their academic performance and participation. Conversely, students from wealthier backgrounds predominantly cited challenges with navigation and technological issues, suggesting that these barriers are more associated with insufficient technical support and training rather than actual access.

3. Perceived Assistance and Satisfaction with Library Resources

- A Chi-square analysis indicates that students from low-income households exhibit significantly lower satisfaction regarding the library's physical resources. This may result from the limited availability of resources tailored to meet the unique educational requirements of kids from SC and ST backgrounds. Bhat (2023) proposes that libraries should contemplate augmenting their collections to incorporate resources that support underrepresented populations in attaining their educational objectives.
 - The socioeconomic position of an individual considerably affected their sense of the library's support. A multitude of pupils from the SC and ST categories conveyed doubt or the belief that the library failed to offer sufficient support to fulfill their needs. Children from wealthier households were more inclined to express a positive view of the library's support services during the inquiry. Consequently, it seems that marginalized groups continue to experience sentiments of isolation and insufficient support, despite the library's diligent attempts to involve them.
- 4. Consequences of policy and practice.**
- The findings highlight the need for implementing specific interventions to address the socioeconomic disparity in library resource utilization. Essential actions to rectify these disparities include offering digital literacy training to students from disadvantaged backgrounds, extending library hours, and integrating a wider array of course-related resource. To augment engagement and guarantee equitable access for all students, the library ought to commit resources towards digital infrastructure and provide tailored support initiatives, including technical assistance and mentoring.
- 5. The Importance of Statistics in Comprehending Inequalities**
- The chi-square and ANOVA tests robustly corroborated the association between socioeconomic level and library utilization, satisfaction, and perceived assistance. These statistical instruments facilitated the measurement of deficiencies and the pinpointing of particular areas for enhancement. The significant Chi-square values for satisfaction levels and perceived support indicate that the existing resources and services are insufficiently meeting the needs of students from disadvantaged backgrounds. Similarly, it is essential to implement a segmented strategy in library administration, since the elevated F-values in the ANOVA tests suggest that students possess diverse needs and face different challenges.
- 6. Student-Centric and Inclusive Policies**
- The library is an essential resource for students' academic performance; nonetheless, the findings suggest it remains inadequately inclusive. To tackle the distinct issues encountered by SC, ST, and OBC students, it is essential to shift from a uniform approach to a more tailored strategy that considers the socio-economic context of each student group. Consequently, to ensure all students can access the library's resources, the library should initiate the development and implementation of services in a more inclusive manner.

Recommendations

It is evident from the data and statistical analysis that the extent to which students utilize library services, the degree to which they are satisfied, and the degree to which they believe they are supported are significantly influenced by their socio-economic circumstances. It has been recommended that the following recommendations be implemented in order to address these disparities and to ensure equitable access:

- 1. Enhancing the accessibility of both physical and digital resources while simultaneously increasing their availability**
 - **Increase the number of books that are specific to each course:** The library should conduct frequent needs assessments to ensure that its collection is updated with resources that are more relevant to the course, given the significant dissatisfaction among students from disadvantaged groups (SC and ST students) regarding the availability of books. This would guarantee that students who are underrepresented in the classroom have access to reference resources and textbooks that are customized to meet their unique academic needs.
 - **Improved Digital Resource Offering:** The results of the ANOVA suggested that disadvantaged groups were experiencing difficulties with digital access. Therefore, to increase the number of digital resource subscriptions and accessibility, the library should improve its digital resource offerings, which include e-books, e-journals, and research databases. The library may wish to consider improving its digital infrastructure by, for instance, increasing the number of computer terminals and offering high-speed internet access to further assist in bridging the digital divide.
- 2. Address the Challenges that Prevent the Utilization of Physical Resources**
 - **Extended Library Operating Hours:** The Chi-square analysis revealed that pupils classified as SC or ST encountered substantial challenges due to the library's irregular hours. The implementation of extended library operating hours is recommended. By extending library hours, particularly during exam seasons, and implementing flexible scheduling, students who have a diverse array of responsibilities will be able to access the resources they need.
 - **Enhanced Library Architecture:** The study's results indicate that there is a shortage of seats and study areas, particularly for socioeconomically disadvantaged segments of the population. The learning environment would be enhanced, and the students' diverse needs would be met by a reorganization of the library's architecture, which would establish additional quiet zones, group study rooms, and individual research workstations.
- 3. Develop Support Programs That Are Tailored to Groups That Are Generally Considered Disadvantaged**
 - **Programs of peer mentoring should be implemented:** Mentorship programs should be implemented to aid students from SC, ST, and OBC in the development of effective research skills and the navigation of library resources, given the

significant differences in the reasons for library use. More seasoned students or library staff members who have undergone training can serve as mentors to assist younger students in utilizing both digital and physical resources.

- **Provide financial assistance for electronic devices:** Students from the SC and ST groups identified limited access to digital devices as a substantial obstacle, as indicated by the analysis of variance (ANOVA). If financial aid is provided in the form of subsidies for laptops or devices, students who are economically disadvantaged will be able to fully utilize digital resources such as the National Digital Library and INFLIBNET.
- **Conduct Workshops and Awareness Campaigns that are Customized to the Audience:** Specialist seminars should be organized to facilitate the promotion of digital literacy and the familiarization of students from SC, ST, and OBC with the full spectrum of library services. Awareness campaigns should prioritize the specific requirements and challenges that these groups face in order to guarantee that they are cognizant of the services that are accessible to them and that they are able to make use of them.

4. Enhance the community's perception of inclusivity and support

- **Cultural sensitivity and inclusivity training should be provided to library employees:** The perception analysis demonstrated that a substantial proportion of students from underprivileged backgrounds believed that they were not receiving adequate support. This will help create a more inviting atmosphere for all students, with a particular emphasis on those from underrepresented backgrounds. This can be achieved by providing library staff with training in cultural awareness and inclusivity.
- **Form an advisory committee that is composed of students:** It is recommended that a committee be established to provide input on library policy, service enhancements, and resource acquisitions. This committee should consist of members from the SC, ST, OBC, and General categories. This will enable the library to ensure that its services are in compliance with the diverse needs of its student body.

5. Enhance the level of digital literacy and technical support.

- **Workshops regarding digital literacy ought to be implemented:** Digital literacy posed a substantial challenge, particularly for students from deprived backgrounds, as indicated by the analysis of variance (ANOVA). Workshops should be implemented regularly to provide students with the necessary skills to effectively utilize digital platforms, search databases, and access electronic resources. In order to maximize engagement and impact, these events should be modified to facilitate participants with varying levels of digital proficiency.
- **Create an Exclusive Digital Support Desk:** The implementation of a digital helpdesk within the library will enable the provision of personalized technical support to students who are encountering navigational or technical difficulties. Because of this, students from all socioeconomic backgrounds will be able to fully utilize the digital resources at their disposal.

6. Development of a comprehensive communication and outreach strategy.

- **Library Services must enhance their Communication:** A substantial number of students are unaware of the extensive array of services that are accessible, as indicated by the results of the Chi-square test on satisfaction and perception. To ensure that students are informed about new resources, services, and seminars on a regular basis, the library should implement a diverse array of communication channels, such as email newsletters, social media, and student portals that are specifically intended for students.
- **Develop a Library Resources Guide:** It is recommended that a comprehensive compendium be developed to provide a comprehensive overview of the library's services, digital resources, and support mechanisms. This guide should be distributed at the commencement of each academic year and should be accessible in both digital and print formats.

7. Promote the creation of a more hospitable and student-centered library environment.

- **Modification of Purchase Strategy:** To address the dissatisfaction with the availability and support of books, the library should modify its purchasing strategies to prioritize materials that address the academic and developmental requirements of underrepresented groups. This will enable the library to resolve the matter.
- **Organize Events That Are Culturally Inclusive and Multilingual:** Organize events that emphasize the diverse backgrounds of the student body, including reading sessions in multiple languages, seminars on cultural awareness, and lectures. Consequently, this will foster a sense of inclusivity and belonging within the library environment.

By adhering to these recommendations and implementing them, the Yogoda Satsanga Mahavidyalaya has the capacity to create a more supportive academic environment that accommodates the diverse needs of its student body and reduce the disparities in library resource utilization. In addition to enhancing levels of engagement and satisfaction, these targeted interventions will also promote equitable access to educational resources, thereby enhancing the academic performance of all students.

Conclusion

The differences in library resource use among Yogoda Satsanga Mahavidyalaya students from various socioeconomic backgrounds are thoroughly analyzed in this paper. Students' socio-economic level and their library use patterns showed significant relationships according to chi-square tests and analysis of variance (ANOVA), satisfaction with resources, perceived support, and the difficulties in accessing both physical and digital resources.

According to the statistics, students from socioeconomic underprivileged backgrounds—mostly those from the SC, ST, and OBC groups—visit the library less frequently, mostly to borrow books and conduct academic study. On the other hand, students from higher socioeconomic origins participate in more events that support digital learning and personal development. The study also revealed that because of a lack of computers and inadequate internet connectivity, students

from SC and ST groups find more difficulties accessing digital tools. The above-mentioned limitations, together with poor awareness and limited technological support, help to explain the lower degrees of involvement and satisfaction felt. Furthermore, the data show that students from underprivileged backgrounds view the library as less helpful, therefore pointing up shortcomings in outreach and communication initiatives. These problems call for a customized strategy. This approach should cover the improvement of digital infrastructure, the increase of resource collections, and the provision of focused help for underrepresented groups.

The results of the study highlight the need for an inclusive and more student-oriented library management plan. Implementing the suggested ideas—such as extending library hours, financing digital access, and improving staff training in cultural sensitivity—will help to solve inequalities and create an academic environment supporting fair access to learning resources. These steps will help the library become an inclusive and encouraging environment that meets the needs of every student, regardless of their socioeconomic level, so improving their whole academic performance.

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