

# Perceptions and Reading Habits of Learners Regarding Digital Resource Usage in Higher Learning Institutions

Martina Gasper Luhwera

## Abstract

*This study examined learners' perceptions towards digital resources and their reading habits. The quantitative descriptive survey was used, with 236 participants randomly chosen from the Tanzania Public Service College in Dar es Salaam Campus. For data analysis, the study used mean, standard deviation, and descriptive statistics. The results confirmed that learners had positive perceptions towards digital resources and how they affected their reading habits. Furthermore, the study confirmed that learners are aware of digital resources provided by the college. Additionally, a significant number of learners use smartphones as a means to access digital resources with search engines and website information being the most frequently accessed resources. The study recommends that the library conduct periodic surveys to ascertain the accessibility and utilization trends of digital resources. In the light of the findings, the library can make informed decisions about which resources to include and exclude in various disciplines; moreover, higher education institutions should provide sufficient computers in the library information resource centres to ensure learners have prompt access to digital resources and the internet.*

**Keywords:** Digital Resources, Learners' Perceptions, Reading Habits, Higher Learning Institutions

## 1.0 Introduction

In recent years, learners can access vast amounts of information and other educational materials, thanks to increased access to the internet and electronic gadgets, including smartphones, laptops, tablets, and other electronic gadgets (Orijji & Torunarigha, 2020). The fast pace of technology and innovation drives the education sector to leverage technology in teaching and information dissemination. For instance, in the past, it was customary for learners to use printed materials and textbooks for learning purposes, but nowadays, they can have access to enormous materials that are in digital form with just a click via electronic devices. Libraries in higher learning institutions are keeping pace with this change by offering a variety of digital resources (Akour & Alenezi, 2022; Benavides et al., 2020; Mawere & Sai, 2018).

Digital resources refer to any information resources that are stored in a digital format and are accessed via the Internet using electronic devices (Chowdhury, 2010). Such resources include website information, e-books, e-articles, e-journals, and online databases. Recently, libraries have incorporated artificial intelligence (AI) tools as part of their digital resources as well. Digital resources have been useful because they provide users with multimedia and

interactive elements and searchability features that enhance learners' learning experiences (Kumari, 2015; Bhardwaj & Sharma, 2015). Digital resources further facilitate quicker and more efficient access to relevant literature, which speeds up the pace of discovery and innovation (Shanmugam, 2017).

However, despite the numerous benefits and increasing adoption of digital resources in higher education, a significant number of learners in Tanzania exhibit reluctance or hesitation in utilizing digital resources (Alphonse & Mwantimwa, 2019; Mollel & Mwantimwa, 2019). The aforementioned studies have indicated that inadequate internet connectivity, limited availability of subscription-based digital resources, insufficient access to computers, and information literacy skills have imposed constraints on the utilization of digital information resources. A study by Isibika and Kavishe (2018) attributed to the underutilization of digital resources to the instability of network connectivity and limited searching skills by users. Interestingly, there is limited empirical literature on the perceptions and reading habits of learners regarding digital resource usage in higher learning institutions in Tanzania. Thus, it is necessary to investigate the perceptions and reading habits of learners towards digital resource usage in higher learning institutions in the country. A lack of knowledge about learners' perceptions regarding digital resources could make these resources remain underutilized and unheeded. Therefore, the study examined learners' perceptions of digital resources and reading habits.

The study had the following specific objectives: (1) To determine the digital resources frequently used by the learners and the type of device used to access them. (2) To ascertain learners' awareness towards digital resources offered by the college, and lastly, (3) To examine learners' perceptions towards digital resources and their reading habits. This study fills in the existing knowledge gap regarding learners' perceptions and reading habits towards the use of digital resources. Furthermore, knowledge from the study could enable higher learning institutions to provide tailored support and user-friendly digital resources aligned with learners' preferences, which will ultimately not only improve reading habits but also enhance learners' engagement.

## **2.0 Literature Review**

### **2.1 Learners' Reading Habits in Higher Learning Institutions**

According to literature learners need to cultivate good reading habits in order to have good academic performance. This involves reading regularly and being able to understand and apply what they have read in their studies. This is supported by a study conducted at Koforidua Technical University in Ghana, where Owusu-Acheaw and Larson (2014) explained that a learner's reading habit has an effect on their academic performance. The research additionally established a connection between reading habits and academic performance. This is supported by Oriogu et al. (2017) whose study findings at Afe Babalola University indicated that reading habits exert a significant impact on academic performance, establishing a clear association between reading habits and academic performance.

Learners' reading habits have changed with the advent of technology (Yusof, 2021). In the past, learners predominantly relied on printed materials and textbooks for learning purposes. However, in recent times, the internet has been widely used as an important

resource for accessing information (Tanjung, Ridwan, & Gultom, 2017). A similar study by Akarsu and Dariyemez (2014) indicated that this change has subsequently made learners' reading preferences shift from printed resources to digital ones. This is due to the ease of accessing information online. A similar finding by Ogunbodede and Sawyerr-George (2023) reveals that at different higher learning institutions in Nigeria, learners are now using digital resources daily. Some studies, for example, Pálsdóttir (2019), indicated that learners used both printed and digital resources; however, learners also preferred print resources to electronic ones. This is because learners prefer reading shorter pieces of content on the screen and larger pieces of academic writing in print.

Thus, to improve academic performance, it is important to cultivate strong reading habits and utilize digital resources such as e-books, papers, journals, and online databases. Additionally, choosing relevant mediums that match with individual learning styles promotes a tailored and effective approach to academic activities.

## **2.2. Learners' Perception Regarding Digital Resource Usage**

A study by Ayiah and Tamakloe (2023) on the users' perceptions towards library e-resources established that learners had a negative perception towards digital resources. Poor signage, unsatisfactory user interface designs for some electronic resources, and infrequent new library service training were all contributing factors to this. Similarly, a study by Mizrachi et al. (2018) established a negative perception towards digital resources and attributed this situation to poor ICT infrastructure, poor internet access, and higher subscription costs.

However, there is inconsistency in the literature about learners' perceptions. Other studies that examine the ways in which learners perceive and utilize digital resources showed that learners had positive perceptions. For instance, a study by Ogunbodede and Atchrimi (2022), showed that learners had positive attitudes toward the use of digital resources and demonstrated high usage of these resources. Furthermore, a notable correlation was observed between learners' perceptions and their level of usage of digital resources. This is contributed by a higher level of learners' awareness and higher satisfaction regarding the digital resources at their disposal.

Additionally, the majority of learners, AlJasser et al. (2021) in a study at King Saud University in Saudi Arabia, acknowledged that digital resources had the biggest impact on students' academic performance. Similar findings are reported in a study by Ogunbodede and Sawyerr-George (2023) who indicated that learners exhibited positive attitudes toward how digital resources changed the way they read. Additionally, there is a positive relationship between how learners feel about digital resources and their reading habits.

As highlighted in the literature review, there is disparity in perceptions among learners from different countries regarding the use of digital resources. The disparity suggests that factors such as institutional support, technology infrastructure, individual experiences and user awareness play a crucial role in shaping learners' perception towards digital resources and their reading habits. However, a very few studies in this regard have been conducted in Tanzania, thus it is important to understand learners' perception towards digital resources and their reading habits.

### **3.0 Research Methodology**

This study was conducted at TPSC Dar es Salaam Campus in Tanzania, and focused on the target population of individuals from the Secretarial and Records Departments. Notably, TPSC Dar es Salaam Campus has only two academic departments. The sampling procedures involved random selection, with 236 participants chosen to participate in the study. This approach minimized the potential bias by ensuring that each respondent in the population has an equal opportunity to be selected for inclusion. This study used quantitative descriptive research technique combined with survey methods utilizing a questionnaire for data collection. This method was chosen for its effectiveness in providing a comprehensive understanding of the opinions and behaviours of the target population.

#### **3.1 Instruments and Data Collection Procedure**

The primary data collection tool was a structured questionnaire the researcher created. The instrument aimed to capture relevant data concerning learners' perceptions towards digital resources and reading habits, the digital resources frequently used by the learners and the type of device used to access them, and learners' awareness of digital resources offered by the college. The questionnaire had three main sections: the introduction section, which explained the objective of the study; the second section, which contained demographic information; and the last section, which comprised questions learners' awareness towards digital resources offered by the college, digital resources frequently used, and the type of device used to access the digital resources. The questionnaire had closed-ended questions. Google Forms was utilized to create and distribute the questionnaire online. Using Google Forms made it easy for the researcher to gather a substantial number of replies within a limited timeframe. The survey link was disseminated via WhatsApp due to the prevalent use of this platform among learners in Tanzania for the purpose of exchanging diverse educational resources. The questionnaire was given to experts who reviewed it before distributing it.

#### **3.2 Data Analysis**

The responses obtained from learners were extracted from the Google form in the form of an Excel sheet and then imported to the Statistical Package for the Social Sciences (SPSS) for analysis. The demographic data of the respondents were analysed using descriptive statistics, frequency, and percentage. The learners' opinions in the questionnaires were evaluated using mean and standard deviations.

### **4.0 Results and Discussion**

#### **4.1 Demographic Information of Respondents**

Respondents were asked to provide their demographic information related to their level of studies, the department to which they belonged, and their gender. Table 1 shows demographic profile of the respondents.

**Table 1: Demographic Profile of the Respondents**

Basis of classification	Category	Frequency	Percentage (%)
Level of study	Bachelor	86	36.5
	Diploma	104	44.1
	Certificate	46	19.5
Department	Secretarial	84	35.6
	Records	152	64.4
Gender	Male	83	35.2
	Female	153	64.8

**Note:** Data collected by the author

As Table 1 indicates, female respondents made up most (64.8%) of the respondents compared to male respondents (35.2%). The respondents from the Secretarial Department were 35.6 per cent, whereas those from the Records Department were 64.4 per cent. Additionally, 36.4 per cent of the respondents were pursuing their bachelor’s degree, 44.1 per cent were at the diploma level, and 19.5 per cent were at the certificate level.

#### 4.2 Types of Digital Resources Used by Respondents

Furthermore, the study aimed to find the digital information resources commonly utilized by learners at the college. Table 2 presents information regarding the types of digital resources used by learners for academic purposes.

**Table 2: Types of Digital Resources Used by Learners for Academic Purposes**

S/N	Types of digital resources	Frequently used		Occasionally used		Never used	
		F	%	F	%	F	%
1.	Website information	154	65.3	64	27.1	18	7.6
2.	Search engines	172	72.9	54	22.9	10	4.2
3.	E-books	124	52.6	82	34.7	30	12.7
4.	E-articles	72	30.5	118	50	46	19.5
5.	E-journals	70	29.7	120	50.8	46	19.5
6.	Online Databases	122	51.7	78	33.1	36	15.3
7.	AI tools and resources	80	33.9	106	44.9	50	21.2

**Note:** Data collected by the author

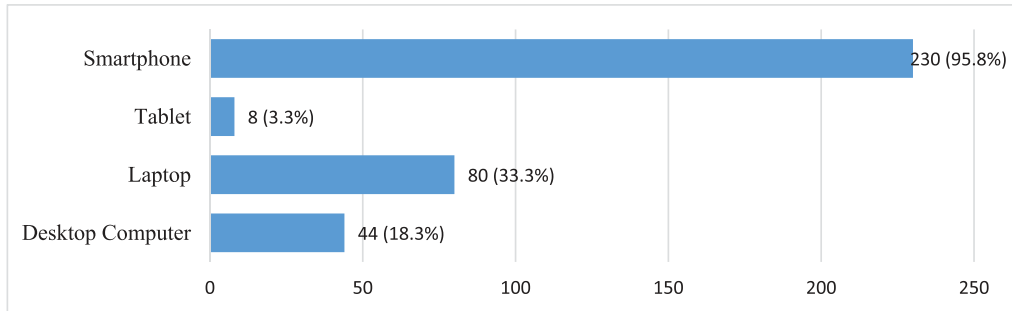
As indicated in Table 2, a significant proportion of the learners rely on website information (65.3%) and search engines (72.9%) to get study materials. Learners moderately use e-books (52.6%) and online databases (51.7%). Learners rarely use e-articles (30.5%), e-journals (29.5%), or AI tools and resources (33.9%).

From the findings, it is evident that learners frequently rely on search engines and website information as a primary source of academic information. The use of e-books, online databases, and various other resources comes right after this. This finding is in line with the finding in a study by Rieger (2009), who indicated that the use of search engines predominated over other types of digital resources. Similarly, Griffiths and Brophy (2005) found that learners primarily use search engines specifically Google, when searching for materials, compared to library catalogues at the university. This was attributed to factors such as ease of access, time taken to search, and the success of finding the information.

### 4.3 Type of Device Commonly Used to Access Digital Resources

This section addresses the type of device commonly used by students to access digital resources. Figure 1 indicates the type of device that respondents frequently use to access various digital resources.

**Figure 1: Type of Device commonly Used by Learners to Access Digital Resources**



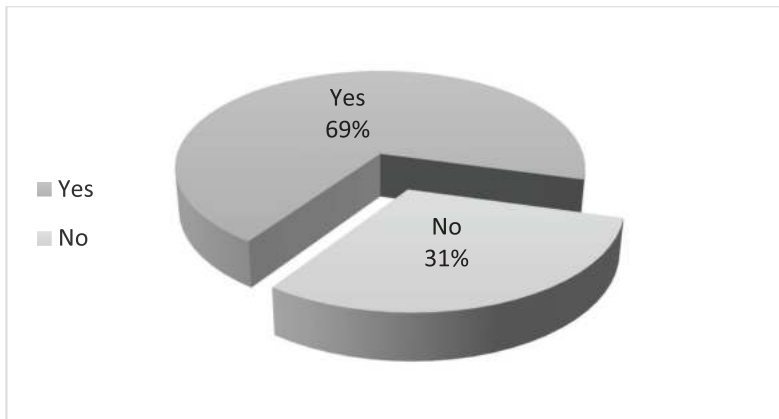
As indicated in Figure 1, the findings show primarily learners use their smartphones (95.8%), and few use laptops (33.3%), desktop computers (18.3%), or tablets (3.3%) while accessing digital resources.

Regarding the type of device commonly used to access digital resources, the descriptive analysis indicated that most of the learners use smartphones to access digital resources compared to laptops, desktop computers, or tablets. Similar findings are reported in other studies (i.e., Koloseni et al., 2021; Chanda, 2021), which indicated that most users access digital resources through smartphones. This is because smartphones are cheaper compared to the rest of the aforementioned devices. Furthermore, smartphones are portable and convenient to use within the class and outside the classroom to enhance learners' knowledge (Wijaya et al., 2021; Chee et al., 2017). Additionally, the inadequate number of desktop computers available in the colleges makes it challenging for learners to use online resources by using the college information resource centre; thus, they rely on their smartphones, which have access to the internet, as a primary means of accessing digital resources.

#### 4.5 Learners Awareness Level Regarding Digital Resources

This section specifically focuses on the level of learners' awareness regarding digital resource, as illustrated in Figure 2. Respondents were asked to indicate whether or not they were aware of the available digital resources at the college library. The question was considered important because awareness is considered a key determinant of the extent to which available resources are used.

**Figure 2: Learners' Awareness of the Available Digital Resources**



The findings in Figure 2 revealed that, 164 (69%) learners are aware of these resources, while 72 (31%) are unaware of them.

Upon examining the participants' awareness of digital resources in the college library, as indicated from the analysis, it was concluded that learners are familiar with the digital resources. Similar findings are reported in other studies including Ankrah (2018) and Vijayalakshmi, Rani, and Sornam (2017), which showed that learners are conscious of digital resources provided by the college.

#### 4.6 Learners' Perceptions and Reading Habits of the Use of Digital Resources

This section presents learners' perception and reading habits towards the use of digital resources. Respondents were asked about their perception towards digital resources and how such resources affect reading habits. This was deemed important because learners' attitudes towards technology could affect their usage and ultimately impact their reading habits. Table 3 presents the findings on this aspect.

**Table 3: Learners' Perceptions and Reading Habits towards the Use of Digital Information Resources**

No.	Impact of digital information resources on reading habits	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Standard Deviation	Comment
1.	Digital resources have increased my access to educational materials.	94 (39.8%)	64 (27.1%)	36 (15.3%)	6 (2.5%)	36 (15.3%)	3.74	1.402	Positive
2.	Digital resources have enhanced my learning experience compared to traditional materials (e.g., printed books).	74 (31.4%)	86 (36.4%)	32 (13.6%)	14 (5.9%)	30 (12.7%)	3.68	1.317	Positive
3.	I use digital resources frequently for my academic reading.	72 (30.5%)	88 (37.3%)	34 (14.4%)	16 (6.8%)	26 (11.0%)	3.69	1.275	Positive
4.	Digital resources make it easier for me to find reading materials.	102 (43.2%)	72 (30.5%)	26 (11.0%)	8 (3.4%)	28 (11.9%)	3.90	1.320	Positive
5.	I like using digital resources.	86 (36.4%)	86 (36.4%)	24 (10.2%)	16 (6.8%)	24 (10.2%)	3.82	1.276	Positive
6.	I prefer digital resources to printed ones.	44 (18.6%)	102 (43.2%)	42 (17.8%)	22 (9.3%)	26 (11.0%)	3.49	1.215	Positive
7.	Digital resources help me complete my assignments, projects, and other tasks.	94 (39.8%)	70 (29.7%)	34 (14.4%)	18 (7.6%)	20 (8.5%)	3.85	1.262	Positive
8.	Digital resources have positively impacted my reading habits.	60 (25.4%)	96 (40.7%)	38 (16.1%)	10 (4.2%)	32 (13.6%)	3.60	1.286	Positive
9.	My general perception of digital resources for academic purposes is positive.	84 (35.6%)	88 (37.3%)	26 (11.0%)	14 (5.9%)	24 (10.2%)	3.82	1.262	Positive



As shown in Table 3, 158 (66.9%) respondents indicated that digital resources have increased their access to educational materials. About 160 (67.8%) respondents believed that digital resources had enhanced their learning experience compared to traditional materials. Most 160 (67.8%) of the respondents acknowledged to have been exposed to frequent use of digital resources for academic reading. The majority 174 (73.5%) of the learners, indicated that digital resources facilitate easier access to reading materials. About 172 (68.8%) acknowledged to have used digital resources, while 146 (61.8%) preferred digital resources over printed ones. Additionally, 164 (69.5%) learners found digital resources helpful in completing academic tasks, and 156 (66.1%) believed that digital resources had positively impacted their reading habits. About 172 (72.9%) learners held a positive perception towards digital resources for academic purposes.

Thus, the study found that respondents had a positive perception towards digital resources in their reading habits. The mean score for each item is above 3.5, indicating that the overall perception of learners towards digital resources for academic purposes is positive. The standard deviation for each item is relatively low, suggesting that the responses are clustered around the mean. This is in line with the findings of Ogunbodede and Sawyerr-George (2023), which showed that learners believed that digital resources had a positive impact on their reading habits.

## **5.0 Conclusion and Recommendations**

The study examined the learners' perceptions and reading habits regarding the use of digital resources in higher education. The study findings have led to the following conclusions: Learners have a positive perception towards digital resources and their reading habits. Learners frequently use search engines to obtain information and other digital resources such as e-journals or online databases. Therefore, to ensure that learners, educators, and other users have access to the appropriate digital resources, the library should conduct periodic surveys that will aid in determining the availability and usage patterns of digital resources. Based on the study findings, the library can make informed decisions about which resources to include and exclude in various disciplines. This can be achieved through orientation sessions and workshops. The study also revealed that learners mostly use their smartphones to access study materials; thus, higher education institutions should ensure that there are enough desktop computers for the users within the library. Furthermore, the study findings revealed that learners are aware of digital resources; however, higher education institutions should promote more awareness among learners on the availability and benefits of other digital resources, such as e-journals and e-articles.

## References

---

- Akarsu, O., & Dariyemez, T. (2014). The reading habits of university students studying English language and literature in the digital age. *Journal of Language and Linguistic Studies*, 10(2), 85-99. <https://dergipark.org.tr/en/pub/jlls/issue/9939/122964>
- Akour, M., & Alenezi, M. (2022). Higher Education Future in the Era of Digital Transformation. *Education Sciences*, 12(11), 784. <https://doi.org/10.3390/educsci12110784>
- Aljasser, R., Alolyet, L., Alsuhaibani, D., Albalawi, S., Manzar, M. D., & Albougami, A. (2021). Perception of E-Resources on the Learning Process among Students in the College of Health Sciences in King Saud University, Saudi Arabia, during the (COVID-19) Outbreak. *Healthcare*, 10(1), 40. <https://doi.org/10.3390/healthcare10010040>
- Alphonse, S., & Mwantimwa, K. (2019). Students' use of digital learning resources: diversity, motivations and challenges. *Information and Learning Sciences*, 120(11/12), 758-772. <https://doi.org/10.1108/ILS-06-2019-0048>
- Ankrah, E., & Atuase, D. (2018). The use of electronic resources by postgraduate students of the University of Cape Coast. *Library Philosophy and Practice*, 1-37. <https://digitalcommons.unl.edu/libphilprac/1632>
- Anyim, W. O. (2020). Students' perception of electronic resources, usefulness and enhancement strategies for effective distance learning programme. *Electronic Research Journal of Engineering, Computer and Applied Sciences*, 2, 102-116.
- Ayiah, E. M., & Tamakloe, E. (2023). Users' Perception of Library Resources in Academic Libraries: A Case of University of Education, Winneba Library. *International Journal of Innovative Science and Research Technology*8, 2, 601-15. <https://ijisrt.com/assets/upload/files/IJISRT23FEB403.pdf>
- Benavides, L. M., Tamayo Arias, J. A., Arango Serna, M. D., Branch Bedoya, J. W., & Burgos, D. (2019). Digital Transformation in Higher Education Institutions: A Systematic Literature Review. *Sensors*, 20(11), 3291. <https://doi.org/10.3390/s20113291>
- Bhardwaj, M., & Sharma, S. (2015). Electronic resources for university library and its advantages. *International Journal of Research in Library Science*, 1(2), 1-11. <https://www.ijrils.in/wp-content/uploads/2015/12/Electronic-Resources-for-University-Library-and-Its-Advantages.pdf>
- Chanda, A. (2021). Awareness of E-resources among the College Students in Assam: A Study. *Library Philosophy and Practice*, 1-16. <https://digitalcommons.unl.edu/libphilprac/6130>
- Chowdhury, G. G. (2010). *Introduction to modern information retrieval*. Facet publishing.
- Griffiths, J. R., & Brophy, P. (2005). Student searching behaviour and the web: use of academic resources and Google. <https://hdl.handle.net/2142/1749>
- Isibika, I. S., & Kavishe, G. F. (2018). Utilisation of subscribed electronic resources by library users in Mzumbe university library, Tanzania. *Global Knowledge, Memory and Communication*, 67(1/2), 109-125. <https://doi.org/10.1108/GKMC-09-2017-0075>
- Ken Nee Chee, Noraffandy Yahaya, Nor Hasniza Ibrahim, & Mohamed Noor Hasan. (2017). Review of Mobile Learning Trends 2010-2015: A Meta-Analysis. *Journal of Educational Technology & Society*, 20(2), 113-126. <http://www.jstor.org/stable/90002168>

- Koloseni, D. N., Mandari, H., & Msonge, V. T. (2021). Extending TAM to Understand Library User Acceptance of E-Books in Tanzania. *International Journal of Library and Information Services (IJLIS)*, 10(2), 46-63. <http://doi.org/10.4018/IJLIS.20210701.oa4>
- Kumari, P. (2015). Procurement, management and use of e-resource in current library trends: common issues. *International Journal of Digital Library Services*, 5(2), 150-159.
- Mawere, T., & Sai, K. O. (2018). An investigation on e-resource utilisation among university students in a developing country: A case of Great Zimbabwe University. *South African Journal of Information Management*, 20(1), 1-7. <https://hdl.handle.net/10520/EJC-f5bc8455a>
- Mizrachi, D., Salaz, A. M., Kurbanoglu, S., Boustany, J., & Group, A. R. (2018). Academic reading format preferences and behaviours among university students worldwide: A comparative survey analysis. *PLOS ONE*, 13(5), e0197444. <https://doi.org/10.1371/journal.pone.0197444>
- Mollel, M. M., & Mwantimwa, K. (2019). Users' Acceptance of E-Resources Usage at the Institute of Finance Management, Tanzania. *International Journal of Education and Development using Information and Communication Technology*, 15(4), 5-21. <https://eric.ed.gov/?id=EJ1239621>
- Ogunbodede, K. F., & Sawyerr-George, O. E. (2023). Digital resources and the reading habits of university students in Nigeria. *International Journal of Professional Development, Learners and Learning*, 5(1). 4. <https://doi.org/10.30935/ijpdll/12748>
- Ogunbodede, K. F., Atchrimi, I. A., & Agina-Obu, R. (2022). Students' Perception and Use of Digital Resources in University of Africa, Bayelsa State, Nigeria. *Information Impact: Journal of Information and Knowledge Management*, 13(2), 75-87. [10.4314/ijikm.v13i2.6](https://doi.org/10.4314/ijikm.v13i2.6)
- Orij, A., & Torunarigha, Y. D. (2020). Digitized education: Examining the challenges of digital immigrant educators in the face of net generation learners. *KIU Journal of Social Sciences*, 5(4), 337-347. <https://ijhumas.com/ojs/index.php/kiujoss/article/view/717>
- Oriogu, C. D., Subair, R. E., & Oriogu-Ogbuiyi, D. C. (2017). Effect of reading habits on the academic performance of students: A case study of the students of Afe Babalola University, Ado-Ekiti, Ekiti State. *Effect of Reading Habits on the Academic Performance of Students: A Case Study of the Students of Afe Babalola University, Ado-Ekiti, Ekiti State.*, 2(5), 1-8. <http://eprints.abuad.edu.ng/id/eprint/222>
- Owusu-Acheaw, M., & Larson, A. G. (2014). Reading habits among students and its effect on academic performance: A study of students of Koforidua Polytechnic. *Library philosophy and practice*, 0\_1. <http://digitalcommons.unl.edu/libphilprac/1130>
- Pálsdóttir, Á. (2019). Advantages and disadvantages of printed and electronic study material: perspectives of university students. <https://informationr.net/ir/24-2/paper828.html>
- Rieger, O. Y. (2009). Search engine use behaviour of students and faculty: User perceptions and implications for future research. *First Monday*, 14(12). <https://doi.org/10.5210/fm.v14i12.2716>
- Shanmugam, A. P. (2017). Issues and Challenges in E-Resource Management—An Overview.
- Tanjung, F. Z., Ridwan, R., & Gultom, U. A. (2017). Reading habits in digital era: A research on the students in Borneo university. *LLT Journal: A Journal On Language And Language Teaching*, 20(2), 147-157. <https://e-journal.usd.ac.id/index.php/LLT/article/view/742>
- Vijayalakshmi, R., Rani, B. S., & Sornam, S. A. (2017). A study on electronic information resources usage pattern among students and faculty in Chennai medical college hospital and research

centre, Trichy. *Journal of Advances in Library and Information Science*, 6(3), 230-235. <http://jalis.in/pdf/6-3/Vijaya.pdf>

Wijaya, R. E., Mustaji, M., & Sugiharto, H. (2021). Development of Mobile Learning in Learning Media to Improve Digital Literacy and Student Learning Outcomes in Physics Subjects: Systematic Literature Review. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 4(2), 3087-3098. <https://doi.org/10.33258/birci.v4i2.2027>

Yusof, D. A. A. (2021). Reading habits among students in the digital era: changes of trends and behaviours. *Journal of Academic Library Management (AcLiM)*, 1(1), 43-54. <https://doi.org/10.24191/aclim.v1i1.5>