



ADVANTAGE OF PRINT RESOURCES AND RESOURCE LITERACY AS CORRELATES OF PRINT RESOURCES UTILIZATION

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ABSTRACT

The study determined the correlates of print resources utilization and their resource literacy with their utilization of print resource in the library. Descriptive–correlational research design was used. The instrument adapted and used the survey questionnaire of Mateo (2016) which was based on Tool for Real-Time Assessment of Information Literacy Skills (Kent University Libraries, 2015). The participants consisted of 200 students from one of the Dominican Schools in the City of Cotabato. Data were organized using frequency counts, percentage, mean, and standard deviation to determine the advantages of print resource and resource literacy as well as the utilization of print resources, and Pearson r was also utilized to ascertain the significant association between advantages of print resources and print resource literacy. Findings reveal that majority of the participants assessed as highly advantageous the print resources in terms of both functionality and quality of information. The participants rated their print resource literacy in terms of locating resources, retrieving resources, and evaluating resources as “fair”. The participants’ extent of utilization of the print resources in the library was rated as “moderate”. This study found that the print resource literacy of the participants was fair. While the print resources in the library were considered as highly advantageous, the print resource literacy was fair. The study recommends the review and assessment of all the print resources to determine the library instruction sessions so they will have a working knowledge of the research process and develop more their information literacy.

Keywords: *Print Resources, Print Resource Literacy, Locating resource, Retrieving Resource, Evaluating Resource*

INTRODUCTION

With electronic resources dominating the communications landscape, many experts have gone so far as to announce “Print is dead.” Such a declaration, however, is not only premature but downright wrong (McKerns, 2014). For many centuries, people have used print formats to document their ideas, history and culture – the Sumerian cuneiform, Chinese calligraphy, and Irish illuminated manuscripts. Statistics have also shown that there is still an audience for the print format. A Pew Research Center report (January 3-10, 2018) showed that print books remain a more popular format for reading in the United States of America. How about the Philippine readers? A 2017 survey conducted by the National Book Development Board revealed that Filipinos still prefer reading printed books with 76.75% of adults and 84.99% of the youth reading print books over e-books. However, for the past decades, because of information technology, the digital format has been in ascendance and continues to evolve. While this is the case, some pundits are convinced that print will continue to have a “reach and accessibility that is unparalleled by digital efforts” (Cull, 2011). This is a topic that researchers in many fields have been investigating for several years.

With so many electronic resources and digital libraries sprouting almost every day, is print resource an important resource for students? Students, nowadays, normally prefer the fastest way that would lead to satisfactory results when studying or conducting research and more often they surf the internet instead of using the print resources that are available in the library. In the researcher's institution, the library has been acquiring and purchasing books and journals to provide the students' academic needs in the radiology technology, and midwifery courses. Based on the library's statistics on borrowing, there has not been a decline in the use of the print resources although there has not been a surge in utilization of such materials.

Taking the aforementioned scenario into perspective, the researcher was interested to investigate the utilization of print resources and their advantages that make the students use such resources amid the proliferation of various electronic resources. What could be the contributory factors that lead students to continue patronizing and borrowing print resources? This study hopes to answer these questions to provide bases for the library administration to make informed decisions regarding print collection development efforts of the library. In addition, this will be an important contribution to user studies in the local setting and hopes to fill any gap in the literature, especially on resource utilization behavior and its influential factors.

Theoretical and Conceptual Framework

This study assumes that the advantages of print resources and print resource literacy are associated with the utilization of print resources. This assumption is anchored on the Theory of Planned Behavior by Icek Ajzen (1985). This theory posits that a person's intention to perform a behavior is the immediate determinant of the action. Behavioral intention is a function of three basic determinants: attitude toward performing the behavior, subjective norms regarding the behavior, and perceived behavioral control. Attitude toward performing the behavior is a person's judgment that performing the behavior is good or bad, that he or she is in favor or against performing the behavior. It is a function of beliefs that performing the behavior will lead to certain consequences and the person's evaluation of those consequences.

The social component of Ajzen's model, the subjective norm, is a person's perception of whether most people who are important to the person think that he or she should perform the behavior in question. Subjective norms are a function of whether significant others think they should perform the behavior. Ajzen (1985) explained that perceived behavioral control reflects the individual's perception of personal control over the behavior of interest. It is a function of the individual's control beliefs as to how easy or difficult it will be to perform the behavior and the perception of both opportunities and resources to perform the behavior.

The theory of planned behavior derives from its assumption that all other sources of influence on behavior are mediated by the advantage of print resources, resource literacy and utilization of print resources predictor variables. Thus, one could predict intent through knowledge of that individual's attitude towards utilizing a print material, the subjective norm the student holds, and how much control the student believes he or she has over utilizing the print material. According to the theory, other variables, such as demographics, attitudes toward people or institutions, or personality traits, are not important in the explanation of behavior (Ajzen and Fishbein, 1980). In sum, using the theory of planned behavior, the present study seeks to predict and explain why students utilize print resources.

In this study, the behavior intention refers to utilization of print resources of the library by the students. This utilization of print resources is preceded by attitudes, beliefs or values regarding the advantages of the print resources and the print resource literacy of the students. In terms of attitude, the students were asked of their attitudes towards print resources by assessing their advantages in terms of functionality and quality of information.

Functionality, as derived from library literature, relates to usability and usefulness of the print material. It refers to the functional quality in terms of features such as accessibility, readability, convenience, and flexibility (Brady & Cronin, 2001). Sathe et al. (2002) noted that print formats are simply easier to handle and read, with better graphic quality, easier to browse, were the most cited advantages of the print format.

Quality of information includes authoritativeness, credibility, currency and trustworthiness of the material (Fritch and Cromwell, 2001) as perceived by the library user when choosing or selecting an information resource to use. Dilevko

and Gottlieb (2002) indicated that print resources were still vital components because of their completeness, accuracy, and in-depth nature.

Another source of influence on the behavior to use print resources is the print literacy of the students. Print literacy refers to locating print resources, retrieving and evaluating them. *Locating* the resource refers to searching for a resource in the library. Locating is usually a process of sifting and sorting through a maze of print resources and eventually picking out the relevant resources needed. Locating means browsing, scanning and monitoring print resources (IFLA, 2008) through the use of finding tools like online catalog or index. Having located the needed print material, the next step is retrieving the materials for reading or borrowing.

Retrieving the resource is being able to selectively recall the print resources relevant to the query or the topic requested. It is the ability to find the needed resources and then actually use them. Retrieving requires proper skills to navigate and select the appropriate print type and re-use the material effectively (Gui, 2007). This involves the skills of knowing where and how to efficiently retrieve accurate, relevant, and up-to-date articles or chapters stored in print publications (Herring, 2010; Xie, 2007).

Evaluating the resource is the ability to use effectively the retrieved resource, i.e., being able to appropriately extract information that matches the information need. It includes evaluation for authenticity, accuracy, currency, relevancy, value, and bias of the print material (CILIP, 2012). In addition, evaluating comprises understanding, comparing, combining, annotating, and using the information found and recognizing that there may be a possible need for further information searching (CILIP, 2012; SCONUL, 2011).

The behavior in this study is represented by the dependent variable of utilization of print resources. The theory of planned behavior posits that certain variables can explain a behavior and this study shall investigate the students' attitude towards a behavior, and that is the behavior of utilizing print resources. Studies have shown that print resources are still popular with the students. Suleiman and Jimah (2018) found out that books, journals, magazines and newspapers still have a wide readership among Indian university students; the study by Yamson, Appiah and Tsegah (2018) revealed that majority of the students of some universities in Ghana always preferred print resources format for their academic work; while the survey of Salubi, Okemwa and Nekhwehva (2018) showed that majority of generation Z students of South Africa frequently used print books and journals.

The aforementioned discussions formed the conceptualization of the study, the schema of which is shown in Figure 1. The advantages of the print resources and resource literacy are the independent variables correlated to utilization of print resources which is the dependent variable. The print resource literacy course is determined by locating, retrieving and evaluating resources.

Statement of the Problem

This study focused on the advantage of print resources and resource literacy as correlates of print resources utilization. Specifically, it sought to answer the following questions:

1. How do the participants assess the advantages of print resources considering:
 - 1.1 Functionality; and
 - 1.2 Quality of information?

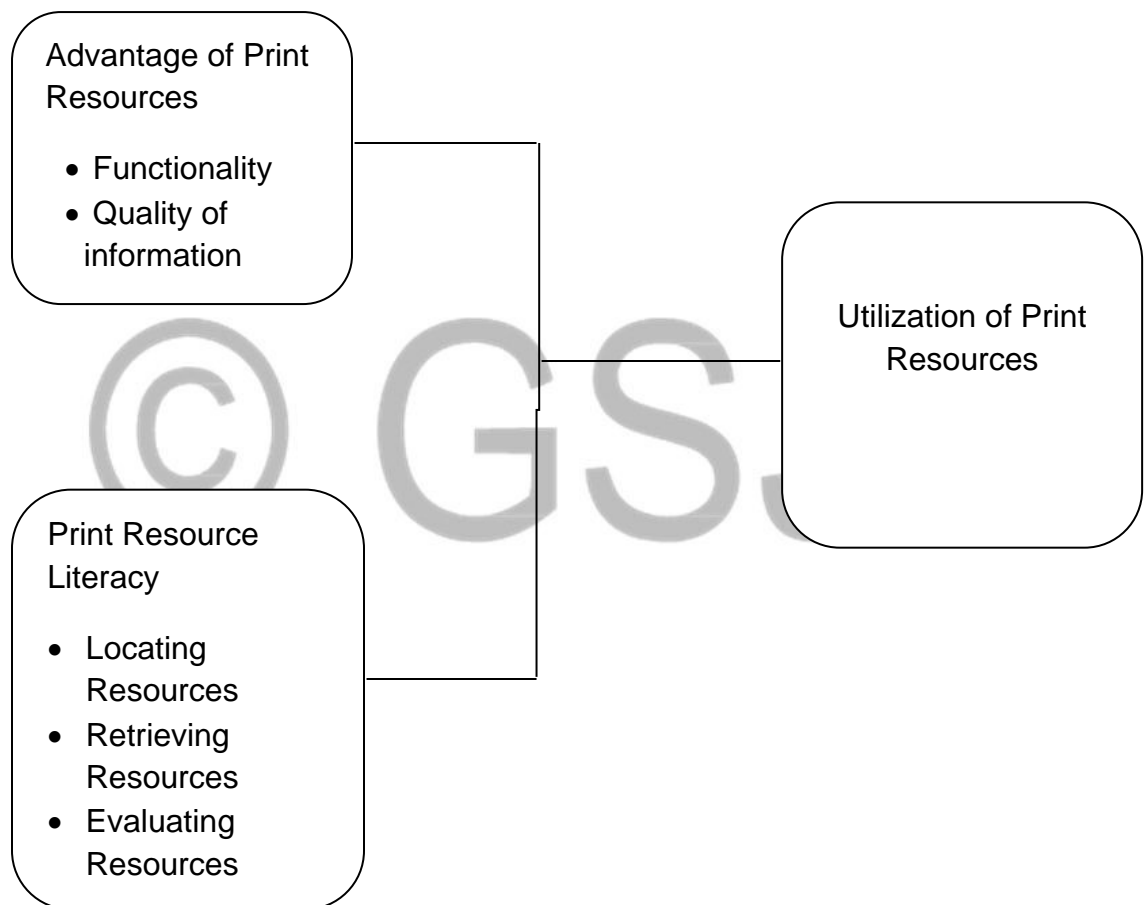


Figure 1 .Schematic Presentation of the Variables of the Study

2. What is the participants' level of resource literacy in terms of:
 - 2.1 Locatingresources;
 - 2.2 Retrieving resources; and
 - 2.3 Evaluating resources?

3. What is the participants' extent of utilization of the print resources in the library?
4. Are the participants' assessment of the print resources and their resource literacy significantly associated with their utilization of print resources in the library?

METHODS

The researcher used the descriptive-correlation survey research methodology. This design is used for analyzing data and examining the relationship of the study (Creswell, 2012). This is deemed appropriate to the study because it described the association between advantage of print resources, print resource literacy and utilization of print resources.

The participants of this study were all of the 200 college students enrolled in a private, Catholic higher education institution in Cotabato City during the second semester, Academic Year 2018-2019. The participants represented the total population of the college which offers only two programs: Associate in Radiologic Technology and Bachelor of Science in Midwifery.

This study adapted the survey questionnaire of Mateo (2016) which was based on Tool for Real-Time Assessment of Information Literacy Skills (Kent University Libraries, 2015). The instrument had three parts: the first part dealt with the students' perception of the advantage of print resources considering the categories: of functionality and quality of information; the second part determined the students' print resource literacy in terms of: locating the resource, retrieving the resource, and evaluating the resource; and the third part determined the extent of the participants' utilization of print resources.

RESULTS AND DISCUSSION

Problem 1. How do the participants assess the advantages of print resources considering:

1.1 Functionality; and

1.2 Quality of information?

Tables 1 shows the frequency, percentage, and mean distributions of the participants' assessment of the advantages of the print resources considering their functionality. Functionality of the print resources was rated as highly advantageous with the overall mean of 3.93. Data reveal that 43.5% of the students rated the extent of functionality of print resources as "*highly advantageous*"; followed by 30% of them rating these resources as "*moderately advantageous*" and "*very highly advantageous*" by 25% of the students.

Table 1. Frequency, Percentage and Mean Distribution of Participants' Assessment of the Advantages of Print Resources (Functionality)

Range	Interpretation	F	%
4.51 – 5.0	Very Highly Advantageous	50	25
3.51 – 4.50	Highly Advantageous	87	43.5
2.51 – 3.50	Moderately Advantageous	60	30

1.51 – 2.50	Less Advantageous	3	1.5
1.0 – 1.50	Not advantageous	0	0
Total		200	100.0
Overall Mean		3.93	
Interpretation		Highly Advantageous	
SD		0.65	

	Functionality of the Print Resources	M	Interpretation	SD
1.	The resources are easily accessible and retrievable on the shelves because of its logical arrangement	4.07	Highly Advantageous	0.85
2.	The resources cause less strain on the eyes	3.84	Highly Advantageous	0.86
3.	These can be used without special equipment	3.99	Highly Advantageous	0.92
4.	The resources are easy in terms of flipping pages back and forth	3.96	Highly Advantageous	0.85
5.	These remain fixed for all time	4.01	Highly Advantageous	0.84
6.	Information is not easily recorded nor monitored	3.73	Highly Advantageous	0.88
7.	The resources have long term preservation; not prone to sudden deterioration	3.84	Highly Advantageous	0.89
8.	These carry unique international numbering to avoid counterfeiting	3.89	Highly Advantageous	0.81
9.	It is easy to consult several print resources at the same time	4.03	Highly Advantageous	0.82

The print resources were rated highly advantageous because of the indicators specified above especially on their being accessible and retrievable on the shelves because of its logical arrangement” receiving the highest mean (4.07). This is followed by the indicator “easy to consult several print resources at the same time” (M=4.03) and then the indicator “these remain fixed all the time” (M=4.01). The students find the print resources easy to use, and durable and stable. For instance, students have direct access to the books, they can retrieve the book needed and present to the counter for takeout. This is in contrast to electronic texts where use is dependent on hardware and where information may sometimes disappear or may be removed from the database by the publisher.

Table 2 presents the frequency, percentage, and mean distribution of participants’ assessment of the advantages of print resources in terms of quality. Data reveal that (47%) of the students assessed the quality of information of print resources as “*highly advantageous*”; followed by 32% of them rating these resources as “*very highly advantageous*” and “*moderately advantageous*” by 21% of the students. Overall the participants rated the print resources as highly advantages as shown in the over-all mean of 4.09.

Table 2. Frequency, Percentage and Mean Distribution of Participants’ Assessment of the Advantages of Print Resources

(Quality of Information)

Range	Interpretation	F	%
4.51 – 5.0	Very Highly Advantageous	64	32
3.51 – 4.50	Highly Advantageous	94	47
2.51 – 3.50	Moderately Advantageous	42	21
1.51 – 2.50	Less Advantageous	0	0
1.0 – 1.50	Not advantageous	0	0
Total		200	100.0
Overall Mean		4.09	
Interpretation		Highly Advantageous	
SD		0.62	

Data reveal that all indicators were rated as highly advantageous. Among the indicators, the highest mean ratings were on providing broad, conceptual

<i>The Print Resources...</i>		M	Interpretation	SD
1.	Provide broad, conceptual research, or background information	4.15	Highly Advantageous	0.78
2.	Have table of contents which allows for quick searches to locate applicable information	4.14	Highly Advantageous	0.77
3.	Have readily located terms, important concepts and related topics in print index with their controlled vocabulary and synthetic structures.	4.04	Highly Advantageous	0.76
4.	Ensure guarantee copyright in changes or updating by reprinting, supplementation, or errata inserts	4.02	Highly Advantageous	0.79
5.	Are deterrent to plagiarism	3.95	Highly Advantageous	0.88
6.	Are reliable sources of information	4.13	Highly Advantageous	0.80
7.	Have accuracy of information	4.14	Highly Advantageous	0.81
8.	Have contents that are easily verifiable	4.12	Highly Advantageous	0.76
9.	Have existing bibliographies and references which are evidences of well-researched resources	4.11	Highly Advantageous	0.85

research, or background information (M=4.15), presence of table of contents which allows for quick searches to locate applicable information (M=4.14) and having accurate information (M=4.14). These are indicative of the quality of print resources. Tannery (2007) the initiation of access to the library's electronic resources, students turned to colleagues and print resources like journals to satisfy their information needs. Student found that the printed books gave them the needed overview or background information that they needed when doing research work or assignment, that the table of contents allowed them to expedite

their browsing of subject content, or that they found the subject matter discussed in the reliable, authoritative and valid.

Problem 2. What is the participants' level of print resource literacy in terms of:

- 2.1 Locating resources;**
- 2.2 Retrieving resources; and**
- 2.3 Evaluating resources?**

Tables 3 shows the frequency, percentage, and mean distributions of the participants' level of print resource literacy specifically with regard to locating resources. The data reveal that 40% of the participants rated "good" their literacy of locating print resources while 26.5% rated their literacy as poor and 21.5% gave a rating of fair. Over-all, locating resources was noted as "fair" as indicated in the over-all mean of 3.63. The data indicate that there are still individuals who lack the skill on how to locate the resources in the library or still have to be familiar with techniques and strategies to be able to access library resources. In the study of Doyle (1992) the amount of available information grows in geometric proportions, it has become impossible to stay current with general interests much less a specialized subject. A shift in focus is needed from static to process from accumulation of facts by memorization to proficiency in the skills of information literacy.

Table 3. Frequency, Percentage and Mean Distributions of Participants' Level of Print Resource Literacy (Locating resources)

Range	Interpretation	F	%
6-7	Very Good	24	12.0
4-5.99	Good	80	40.0
2-3.99	Fair	43	21.5
0-1.99	Poor	53	26.5
Total		200	100.0
Overall Mean		3.63	
Interpretation		Fair	
SD		1.59	

Table 4 shows the frequency, percentage and mean distributions of the participants' level of print resource literacy specifically on retrieving resources. Data show that 39.0% rated as fair their literacy in retrieving resources while 34.5% rated their locating literacy as good while 21.0% gave a rating of fair. As a whole; the participants rated locating resources as "fair" as supported by the over-all mean of 3.63. This is indicative that there are still a number of participants who haven't down pat the skill of retrieval and still are unable to effectively and accurately retrieve print resources in the library. Agboola (2010), recommends restructuring library resources by increasing the number of textbooks to meet the information use and retrieval needs of students.

Table 4. Frequency, Percentage and Mean Distributions of Participants' Level of Print Resource Literacy (Retrieving Resources)

Range	Interpretation	F	%
6.0	Very Good	11	5.5
4-5.99	Good	69	34.5
2-3.99	Fair	42	21.0
0-1.99	Poor	78	39.0
Total		200	100.0
Overall Mean		3.15	
Interpretation		Fair	
SD		1.47	

Table 5 shows the frequency, percentage, and mean distributions of the participants' level of print resource literacy specifically in evaluating print resources. Data reveal that 39% rated as fair their literacy in evaluating print resources, 34.5% gave a rating of good, while 21% rated their retrieving literacy as fair.

In general, participants rated evaluating resources as fair ($M=3.13$). This is indicative that there are more participants who lack the competency to evaluate the resources.

They are still unable to determine whether a particular book or journal article is authoritative, accurate, current and appropriate to their information need. OED Online (2016), the term 'credible' refers to information that is not just believable but information that is convincingly true, accurate and reputable.

Table 5. Frequency, Percentage and Mean Distributions of Participants' Level of Print Resource Literacy (Evaluating Resources)

Range	Interpretation	F	%
6-7	Very Good	12	6.0
4-5.99	Good	69	34.5
2-3.99	Fair	58	29.0
0-1.99	Poor	61	30.5
Total		200	100.0
Overall Mean		3.21	
Interpretation		Fair	
SD		1.55	

Whether one has sourced his/her evidence from the Library or the web, one has to consider these questions when assessing the credibility of the evidence, Meriam Library, California State University (2010).

Problem 3. What is the participants' extent of utilization of the print resources in the library?

Table 6 presents the frequency, percentage and mean distributions of participants' extent of utilization of the print resources in the library. Data reveal that 43.5% rated as moderate their extent of utilization of the print resources, The

overall mean of 3.45 (moderate) reflects such rating. It is also shown that 31% said they utilized the print resources in the library to a high extent.

Of the specific indicators, 5 print resources were highly utilized: theses (M=3.59), yearbook (M=3.57), reference books (M=3.55), magazines (M=3.53), newspapers (M=3.53). The lowest mean (M=3.27) yet rated as moderate is for the utilization of reserve books.

Table 6. Frequency, Percentage and Mean Distributions of Participants' Extent of Utilization of the Print Resources in the Library

Range	Interpretation	F	%
4.51 – 5.0	Very High	23	11.5
3.51 – 4.50	High	62	31
2.51 – 3.50	Moderate	87	43.5
1.51 – 2.50	Low	25	12.5
1.0 – 1.50	Very Low	3	1.5
Total		200	100.0
Overall Mean		3.45	
Interpretation		Moderate	
SD		0.84	

	Utilization of the Print Resources in the Library	M	Interpretation	SD
1.	Books on Reserve	3.27	Moderate	1.02
2.	Books on Reference	3.55	High	1.00
3.	Books on Circulating	3.35	Moderate	1.09
4.	Books on Fiction	3.41	Moderate	1.08
5.	Local journals	3.33	Moderate	1.00
6.	Foreign journals	3.34	Moderate	1.11
7.	Magazines	3.53	High	1.06
8.	Newspapers	3.52	High	1.12
9.	Theses	3.59	High	1.09
10.	Yearbook	3.57	High	1.02

The theses referred here are those that are written by undergraduate students. Since the faculty require their students to refer to theses when doing their formal writing, it is understandable that this print resource will have the higher utilization over the other print resources. There is high utilization of yearbooks, magazines and newspapers since these are displayed openly in the reading area.

Table 7 shows the mean distribution on the purposes of utilizing print resources. The purpose that got the highest mean (3.94) was for research on a specific topic, followed by for subject assignment (M=3.93), and preparing for a test/exam (M=3.81). This finding validated the highest mean rating (M=3.59) for the extent of utilization of theses as shown in Table 6. When doing a research

on a specific topic, for subject assignment, or preparing for a text/exam, the participants will utilize theses and reference books. Liu (2004) posited that the proliferation of electronic resources and digital libraries have as of currently affected and adjusted the means students and researchers utilize print resources and traditional libraries.

Table 7. Mean Distribution of the Purposes of Print Resources Utilization

	Purposes:	M	Interpretation	SD
1.	Subject assignment	3.93	High	0.83
2.	Research on a specific topic	3.94	High	0.90
3.	Preparing for a test/exam	3.81	High	0.92
4.	Literature search	3.75	High	0.93
5.	Recreational reading	3.72	High	0.84
6.	Encouraged by teacher	3.79	High	0.88
7.	Encouraged by librarian	3.67	High	0.93
8.	Study for a test/exam	3.75	High	0.88
9.	Reference search	3.79	High	0.87
10.	Get a citation	3.62	High	1.01

Table 8 shows the mean distribution of the reasons of print resources utilization. Data reveal that the reason with the highest mean (4.11) is that print resources are easy to read, followed by accessibility (M=4.02), then accuracy of information (M=4.00). These reasons find support with the study of Dilevko and Gottlieb (2002) who asked students why they used print books. They received the following answers: books are “more reputable”, “give a thorough analysis of the specific topic”, “offer good background material”, “more reliable”, or “give good historical perspective”.

Table 8. Mean Distribution of the Reasons for Print Resources Utilization

	Reasons for the Utilization	M	Interpretation	SD
1.	I am more used to print materials	3.90	High	0.91
2.	These are easier to find	3.96	High	0.71
3.	Easier to read	4.11	High	0.71
4.	Accessible	4.02	High	0.73
5.	I can take it anywhere	3.96	High	0.78
6.	Information is accurate	4.00	High	0.76
7.	Information is complete in itself	3.92	High	0.72
8.	Easy to compare information among all gathered sources	3.97	High	0.77
9.	Facilitate annotation	3.87	High	0.74
10.	Cost effective	3.87	High	0.78

Problem 4. Are the participants’ assessment of the print resources and their resource literacy significantly associated with their utilization of print resources in the library?

H0₁: There is significant association between the utilization of print library and print resource literacy with their utilization of print resources in the library.

Table 9 presents the result of the test of relationship between the participants' assessment of the print resources, resource literacy and their extent of print utilization. Data reveal that functionality, quality of information and locating resources are significantly associated with utilization of print library resources ($r=.477^{**}$; $p=.000$; $r=.409^{**}$; $p=.000$, and $r=.215^{**}$; $p=.002$) thus, the null hypothesis is can be rejected. But print resource literacy in terms of retrieving and evaluating is not significantly associated to the utilization of print library resources ($P=.085$, $P=-.014$, and $P=.122$). Thus, the null hypothesis can not be rejected.

Table 9. Result of the Test of Relationship between Participants' Assessment of the Print Resources, Resource Literacy and Their Extent of Utilization of Print Resources

Advantages of Print Resources	Utilization of Print Library Resources	
	Pearson Correlation	Sig. (2-tailed)
Functionality	.477**	.000
Quality of information	.409**	.000
Print Resource Literacy		
Locating resources	.215**	.002
Retrieving resources	.085	.229
Evaluating resources	-.014	.845
Overall Information Literacy	.122	.084

***significant at 0.01 level*

This is indicative that the accessibility of print resources, the reliable, authoritative and valid information provided therein, and the ability to locate the said resources can influence the utilization of print resources. As Peter (2014) explained that information quality and accessibility significantly contribute to the use of library resources. On the other hand, the lack of print literacy in terms of competency to evaluate the print format and skill to retrieve a print resource may not make a difference to the utilization of the resource. Whether one can evaluate or retrieve print resources, there will still be utilization of such resources. The study of Yamson, Appiah and Tsegah (2018) found that students, with or without the library orientation or instruction, will use library resources no matter what so long as they are able to fulfill the requirements of their assignments or research work.

Findings. The following are the relevant findings of the study:

1. The participants assessed as highly advantageous the print resources in terms of both functionality and quality of information.
2. The participants rated as fair their print resource literacy in terms of locating resources, retrieving resources, and evaluating resources.
3. The participants rated as moderate the extent of utilization of the print resources in the library. The primary purposes for utilizing print resources are for research on a specific topic, for assignment and preparing for a test or exam. The primary reasons for utilizing print resources include easy reading, accessibility, and accuracy of information.
4. The advantages of print resources (functionality and quality of information) and print resource literacy in terms of locating resources are significantly associated with utilization of print library resources. The print resource literacy in terms of retrieving and evaluating resources are not significantly associated with the utilization of print library resources.

Conclusion

Notwithstanding the ubiquitous presence of electronic sources, it appears that there is a definite place in the library collection for print materials. The print collection allows the patron to browse the shelves and discover sources where the keywords (in online use) could not be anticipated. Physically scanning of shelves of library books that are arranged in a logical sequence and as Dalton & Charnigo (2004) shared, stumbling across relevant materials while going through the shelves is also a valuable research technique. Print materials have portability advantage: they are easy to use and handle and one can read them in any situation without special equipment. They are also valued for their in-depth treatment of the subject (Herring, 2001; Dilevko & Gottlieb, 2002). Mann (2001) argued that print materials, especially books, are the best method that the human race has formulated for exchanging knowledge and understanding, as contrasted to the disparate facts and information found on the Internet.

In conclusion, the advantage of print resources provides easily accessible and retrievable on the shelves. Moreover, print resource literacy the user needs more skills on how to locate, retrieve and evaluate the resources in the library. However, the utilization of print resources contributes to the satisfaction of their research needs because the print resources are able to fulfill the requirements of their assignments or research work, stability, longevity, and ease and comfort of use.

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