

University Library Information Resources as a Basis for Enhancing Educational and Professional Programmes in Information, Library and Archival Studies

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Abstract

The article aims to explore the role of information resources provided by university libraries in strengthening educational and professional programmes in the field of Information, Library and Archival Studies based on the Scientific Library of Kyiv National University of Culture and Arts. The purpose of this study is to investigate how these resources can contribute to the overall growth and development of students and professionals in the field. Using a descriptive and analytical research methodology, the study examines the diverse range of information resources available in the library, including digital databases, online journals, e-books and other relevant materials. The findings reveal that these resources serve as a solid foundation for enhancing knowledge, skills and competencies required in the field. The practical implications of this research emphasize the importance of utilizing the rich information resources of university libraries to design and implement effective educational and professional programmes. By utilizing these resources, educational institutions and professionals can strive for continuous improvement, staying updated with the latest trends and advancements in the field. This study highlights the critical role of university library information resources in augmenting educational and professional programmes in Information, Library and Archival Studies. The findings underscore the need for collaboration and strategic utilization of these resources to shape well-rounded professionals capable of meeting the evolving demands of the information age.

Keywords

Information studies; Information science; Library studies; Digital databases; Information resources; Digital development; University library; Archive.

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1 Introduction

The field of Information, Library and Archival Studies encompasses the principles and practices that drive effective management, preservation and accessibility of information across diverse domains (Katu, 2016). In today's digital age, where the volume and complexity of information continue to grow exponentially, the importance of this field has become more evident than ever before (Bachynska et al., 2021, 2022). Information professionals specializing in this area are tasked with developing strategies and systems to organize, categorize and retrieve information efficiently (Trace & Karadkar, 2017). They work towards safeguarding valuable historical records, ensuring the seamless flow of information in libraries, archives and other information repositories and promoting open access to knowledge resources. Through their expertise, they contribute to the collective knowledge of society and enable individuals, organizations and communities to make informed decisions and advancements.

The dynamic nature of the field necessitates continuous learning and professional development. It is essential for students and professionals in Information, Library and Archival Studies to have access to relevant and comprehensive educational and professional programmes (Horban et al., 2023). These programmes should equip them with the necessary skills, knowledge and competencies to navigate the complexities of today's information landscape. Hence, the *purpose* of this research article is to examine the significance of information resources offered by university libraries as a foundation for enhancing educational and professional programmes in Information, Library and Archival Studies. Using a comprehensive analysis, we aim to explore how these resources contribute to the overall growth and development of students and professionals in the field.

Research assumption: We assume that the availability and effective utilization of diverse information resources in university libraries positively affect the quality and effectiveness of educational and professional programmes in the field of Information, Library and Archival Studies. These resources serve as a basis for enriching theoretical knowledge, fostering practical skills and facilitating research and innovation in the domain.

Main research tasks:

- (1) Identify and analyse the range of information resources available in a university library that is relevant to the field of Information, Library and Archival Studies.
- (2) Examine the utilization patterns and effectiveness of these resources in educational and professional programmes.
- (3) Investigate the perspectives and experiences of students and professionals regarding the impact of information resources on their learning, research and professional development in the field.

Our goal is to gain a better understanding of the benefits and obstacles of incorporating information resources from university libraries into educational and professional programmes focused on Information, Library and Archival Studies. It is imperative that our research endeavours yield insightful and meaningful results that can be utilized for improving curriculum development, allocation of resources and programme enhancements. The study findings are important and practical in ensuring the success and progress of educational programmes.

1.1 Literature Review

The role of information resources provided by university libraries in enhancing educational and professional programmes has been widely acknowledged in academic discourse (Tiurmenko & Bozhuk, 2019). A review of the existing literature reveals several key themes and studies that shed light on the significance of these resources in fostering learning and professional growth in this domain. Firstly, many scholars have emphasized the importance of access to a wide range of information resources in academic

settings (Kaufman et al., 2019; Mackey & Jacobson, 2011; McCombs, 2005). According to Gregory (2019), university libraries serve as repositories of knowledge, providing students and professionals with access to digital databases, online journals, e-books and other relevant materials. These resources enable learners to engage in in-depth research, stay updated with current trends and broaden their understanding of various topics within Information, Library and Archival Studies.

Ekwelem (2022) states that in addition to providing access to a wide range of information resources, university libraries serve as crucial platforms for collaborative learning and knowledge exchange. They offer physical and virtual spaces where students and professionals can engage in scholarly discussions, share ideas and collaborate on research projects. Based on Russell (2022), university libraries often curate specialized collections that cater specifically to the needs of students and professionals in the field of Information, Library and Archival Studies. These collections may include rare books, archival materials, manuscripts and other unique resources that contribute to the preservation and exploration of historical information and cultural heritage. Furthermore, the utilization of information resources from university libraries enhances the educational experience for specialists. According to Williamson (2002), accessing a diverse range of resources, learners are exposed to different perspectives, methodologies and approaches to information management and archival practices. This exposure fosters critical thinking skills, encourages interdisciplinary exploration and promotes a comprehensive understanding of the field.

Information resources provided by university libraries play a vital role in enhancing educational and professional programmes. These resources not only contribute to individual learning and professional development but also facilitate research, collaboration and preservation of knowledge within the discipline (Kobieliev et al., 2022). Information literacy skills, including the ability to search, evaluate and utilize information effectively, are crucial for students and professionals (Ilogho & Nkiko, 2014). According to Owusu-Ansah (2004), university libraries often offer workshops, training sessions and support services to enhance information literacy skills, ensuring that individuals can make the most of the available resources. Additionally, several studies have explored the impact of information resources on the quality and effectiveness of educational and professional programmes in Information, Library and Archival Studies (Iroaganachi & Izuagbe, 2018; Hider, 2012; Saunders, 2020). One study conducted by Tang & Tseng (2013) examined the use of digital databases in university libraries to enhance students' research skills and information literacy. The findings revealed that access to a wide range of digital databases positively influenced students' ability to conduct comprehensive and critical research, resulting in higher-quality academic work.

Similarly, Vasylenko et al. (2022) conducted a study focused on the use of online journals in university libraries. The research indicated that the availability of online journals improved students' access to current and relevant research, enabling them to keep abreast of emerging trends and developments in the field. This, in turn, enhanced their understanding and proficiency in their academic and professional pursuits. Furthermore, a study by Abdullah & Gibb (2008) explored the impact of e-books in university libraries on the learning experiences of students. The findings indicated that the accessibility and portability of e-books provided students with convenient access to essential reference materials, facilitating independent learning and self-paced study.

A contemporary extensive university library boasts an array of educational resources, from textbooks to scholarly publications and reference materials. This priceless collection empowers students and professionals with access to the latest and most comprehensive information on various topics within their field. Journals, available in electronic format, offer the most current research and scholarly articles. By staying up to date with the latest findings and exploring diverse perspectives, individuals can contribute to advancing knowledge in their specialization while also honing their analytical and critical thinking skills. Bansode & Shinde (2019) supported the statement that the convenience and flexibility of online

access increase the accessibility and usability of information resources, making them readily available to users anytime and anywhere.

Regular utilization of information resources reflects their importance in supporting academic coursework, research projects and professional development activities (Gul & Bano, 2019). Access to a diverse range of resources ensures that students and professionals have the necessary tools to explore, analyse and apply information in their studies and professional practice. Constant engagement with information resources promotes lifelong learning and fosters a culture of intellectual curiosity within the field. Students and professionals are encouraged to continuously update their knowledge and skills, keeping pace with the evolving landscape of Information, Library and Archival Studies. The high usage rate of information resources provided by university libraries showcases their importance in enhancing educational and professional programmes (Atuase & Maluleka, 2023). The availability of a diverse collection of books, journals, databases, digital collections and archival materials supports learning, research and professional development, enabling students and professionals to stay informed, contribute to knowledge and excel in their respective endeavours (Keene, 2012).

These studies collectively demonstrate the positive impact of information resources, such as digital databases, online journals and e-books, on the educational and professional programmes in the field of Information, Library and Archival Studies. They highlight the importance of these resources in enriching students' learning experiences, fostering research skills and promoting academic excellence. Researchers have examined the correlation between access to extensive information resources and the development of critical thinking, problem-solving capabilities and research skills among students and professionals in this field. Still, more research is required to assess specific types of resources that are most beneficial, strategies to optimize their utilization and potential barriers or challenges that may impede access or hinder their effectiveness.

2 Research Methods

The *object* of our study is the information resources provided by the university library. We aim to examine the role and impact of these resources in enhancing the educational and professional programmes in the field of Information, Library and Archival Studies (ILAS). This includes a comprehensive analysis of the types of resources available, their relevance to the curriculum and professional development and their effectiveness in meeting the information needs of individuals within the ILAS field.

The *subject* of our study is the field of Information, Library and Archival Studies itself. We specifically focus on the information resources provided by the university library and their impact on enhancing the educational and professional programmes within this field.

The *aim* of this study is to examine the role of information resources provided by the university library in enhancing educational and professional programmes in the field of Information, Library and Archival Studies. The study was conducted at the library of Kyiv National University of Culture and Arts and the participants were selected based on voluntary participation and anonymity, in accordance with the ethical guidelines outlined in the Ethical Code (1990).

The Scientific Library of Kyiv National University of Culture and Arts is a structural unit of the university that contributes to the development of the university's scientific and educational environment, the formation of national self-consciousness and patriotism among students, the support of national traditions and the development of culture and the national language. Students and professionals have access to textbooks, reference books, research monographs and scholarly publications, enabling them to explore various aspects of the discipline (Pashkevich et al., 2020). The structure of the Scientific Library is shown in Figure 1.



Figure 1. Scientific Library organizational structure.

The total number of participants in this study was 180, including individuals from various roles within the field of ILAS, such as students, librarians, archivists, information professionals, educators, researchers and others (the participants were asked to specify their role). The study aimed to gather insights from a diverse range of perspectives within the ILAS community. This research was conducted solely based on the Kyiv National University of Culture and Arts and may not be generalizable to other university libraries or institutions in the field of ILAS. However, the findings and insights gathered from this study can provide valuable information for library administrators and stakeholders to improve the information resources and services offered within their specific contexts.

Data collection for this study was carried out using a questionnaire distributed among the participants via the LimeSurvey free online survey tool. The survey consisted of several sections, including general information, utilization of information resources, library staff and services, user experience and suggestions, and future trends and technologies. The survey questions were designed to gather information about the participants' utilization of information resources, their satisfaction with the range of resources available, their experience with the library staff and services, their suggestions for improvement and their perspectives on future trends and technologies in the field (see Appendix A).

The survey was administered online and the participants were given 10 days after signing the participant consent form to complete and submit their responses. The data collected from the survey were analysed using both quantitative and qualitative methods. Descriptive statistics were used to summarize the quantitative data, providing an overview of the participants' responses. The qualitative data, including open-ended responses, were analysed thematically to identify common themes and patterns among the participants' answers.

To invite participants to the study, a combination of methods was employed. Firstly, an announcement was made within the university campus, specifically targeting individuals affiliated with the field of Information, Library and Archival Studies (ILAS). The announcement was displayed on notice boards, sent through email newsletters and shared on relevant social media platforms. Additionally, the library staff actively reached out to potential participants by directly contacting ILAS students, faculty members and professionals through their respective departmental offices and professional networks. Personal invitations were extended, providing a brief overview of the study and emphasizing the importance of their participation in contributing to the understanding of the role of information resources in enhancing educational and professional programmes (see Appendix B).

Interested individuals were directed to a secure online registration form where they provided their contact details and confirmed their willingness to participate. The registration form included a brief explanation of the study objectives and the expected time commitment. To ensure a diverse representation, efforts were made to include participants from different educational backgrounds, experience levels and specializations within the field of ILAS. This was achieved by targeting various academic programmes, professional associations and industry networks related to ILAS.

All the participants were assured of the confidentiality and anonymity of their responses. They were informed that their participation was voluntary and they had the right to withdraw at any point during the study without any consequences (see Appendix C). The participants for the study were chosen based on specific criteria to ensure representation from various roles within the field of ILAS. The criteria for participant selection included:

1. Affiliation with the ILAS field: participants were required to have a direct affiliation with ILAS, such as being a student, librarian, archivist, information professional, educator, researcher or holding a similar role.
2. Voluntary participation: participants were invited to join the study on a voluntary basis. They were free to choose whether to participate and their decision had no impact on their academic or professional standing.
3. Anonymity: to ensure the privacy and confidentiality of participants, their identities were kept anonymous throughout the study. This was done to encourage open and honest responses.

By considering these criteria, the study aimed to include a diverse range of perspectives within the ILAS field and gather insights from individuals with various roles and experiences. Overall, a purposive sampling approach was used to select participants, aiming to gather insights from individuals with a wide range of experiences and perspectives within the ILAS field.

3 Results and Discussion

The Scientific Library of Kyiv National University of Culture and Arts is accessible to students, graduate students, teachers and employees of the university's structural units. The library's mission is to preserve and organize information resources that correspond to the scientific and educational processes of the university, ensuring the informational and research needs of users based on the principles of informativeness, promptness and accessibility, namely: (1) providing educational process support, scientific research and independent work of students, graduate students and teachers with necessary documents; (2) scientific processing of information sources on cultural and artistic issues, preparation of bibliographic lists on the subject of higher education research and reviews on the development of culture and art in Ukraine and the world; (3) formation of library collections in accordance with the university's profile, utilizing electronic information carriers in conjunction with traditional formats; (4) improving the quality of library services by using modern information technologies; and (5) publishing activities.

During the period 2022-2023, a reconstruction of the library space took place, encompassing several significant developments: the establishment of a co-working centre called SOTA, which includes dedicated conference rooms and meeting spaces; modernization and updating of computer and peripheral equipment; implementation of fibre-optic internet connectivity in the library, enabling uninterrupted network access during power outages; reorganization of the editorial and publishing process, with a primary objective of preparing and publishing scientific achievements not only from Ukrainian scholars but also from international colleagues; integration of artificial intelligence into the library's operations; and a revamp of the library's website.

The most important resource of the library is its multi-disciplinary collection, which is committed to providing diverse information resources (Figure 2).

Research4Life	Archive of old newspapers	Bildindex der Kunst und Architektur	ArXiv	Manuscriptorium	Project Muse Open Access Content
Brill's Open Access Content	Getty Publications Virtual Library	ScienceDirect	Library of Ukrainian literature	BASE	Hindawi
Perseus Digital Library	Science.gov	E-LIS	IOPscience	Web of Science	The library of dissertation abstracts (National Library of Ukraine named after V.I. Vernadsky)
Google Scholar	E-Books Directory	PhilPapers	MathSciNet	Ingenta	Trove
Scopus	Scientific periodicals of Ukraine	Hathi Trust Digital Library	J-STAGE	Project Gutenberg	IEEE Xplore Open Access Content
CiteSeerX	OAster	DANS	AEA Journals	HighWire Press	LIBRARIA
Wiley Open Access	SPN	Cogprints	Journals4Free	Diasporiana	AMS
DOAB	LitDok Ostmitteleuropa	zbMATH	MDPI	Google Books	WDL
OAPEN	DOAJ	Materials of KNUKiM conferences	Monographs and textbooks of KNUKiM	Scientific works of KNUKiM	Scientific periodicals of KNUKiM

Figure 2. Information resources of KNUKiM scientific library.

In addition, the book collection consists of a wide variety of titles relevant to the field, covering topics such as library science, archival studies, information management and more (Horban et al., 2021). The effectiveness of the library's resources in supporting educational and professional programmes in the field of ILAS is represented in the research findings. For the detailed statistics, see Appendix D.

The dominance of students (66.7%) suggests a strong student presence in the ILAS field, reflecting potential interest and engagement among academic individuals. Researchers and educators follow, indicating a balanced mix of practitioners and scholars (Figure 3).

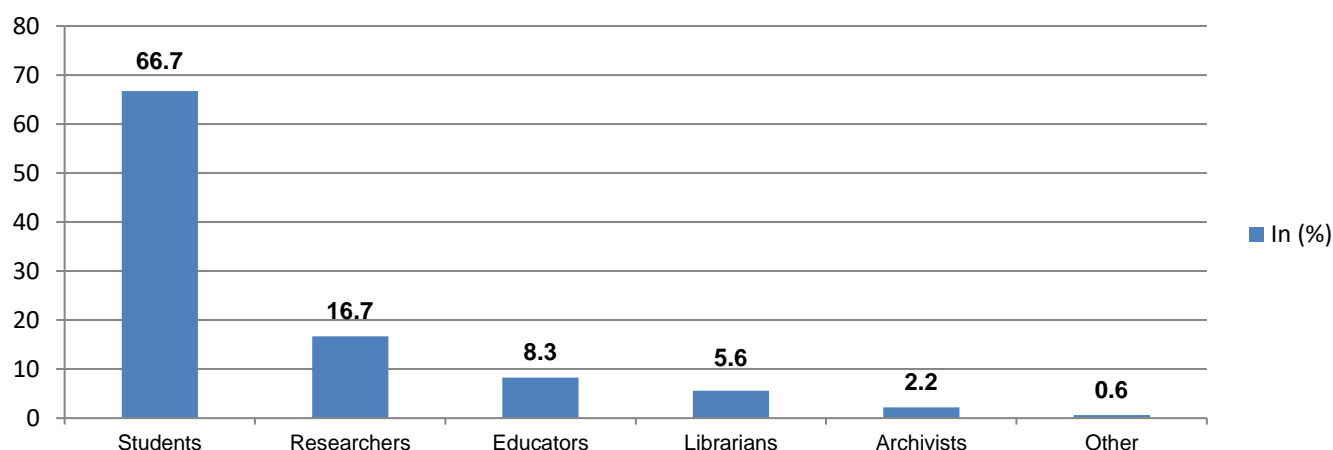


Figure 3. Role distribution.

The survey results showed a diverse usage pattern, with a considerable portion utilizing library resources occasionally (50.0%) and regularly (34.5%). This could imply a variety of research needs and study habits among participants. The reliance on traditional resources such as books and journals, alongside digital collections and databases, suggests a blend of traditional and modern research methodologies within the ILAS field. The interest in archival materials and online resources further emphasizes the importance of historical and digital information sources (Figure 4).

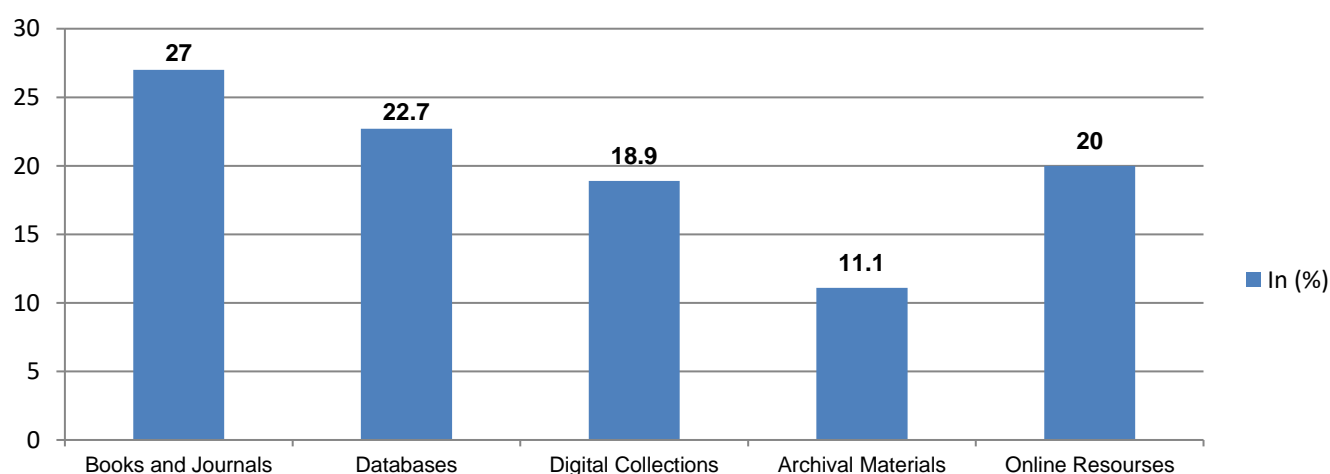


Figure 4. Types of resources used.

The present study investigated the degree of awareness of information resources among participants. The results indicate that only a small proportion of the participants (22.2%) were fully aware of the available resources, while a majority of them (58.8%) had partial awareness. The rest of the participants were not aware of the resources at all. These findings highlight the need for improvement in communicating the full range of available resources. This can be achieved by developing effective communication strategies

that address the participants' information needs and by providing them with easy access to the resources. Efforts to enhance awareness could lead to more informed utilization and potentially increased satisfaction among users. Figure 5 shows that participants expressed a clear interest in e-books and online resources for remote access, highlighting the importance of convenience in accessing materials in today's digital age.

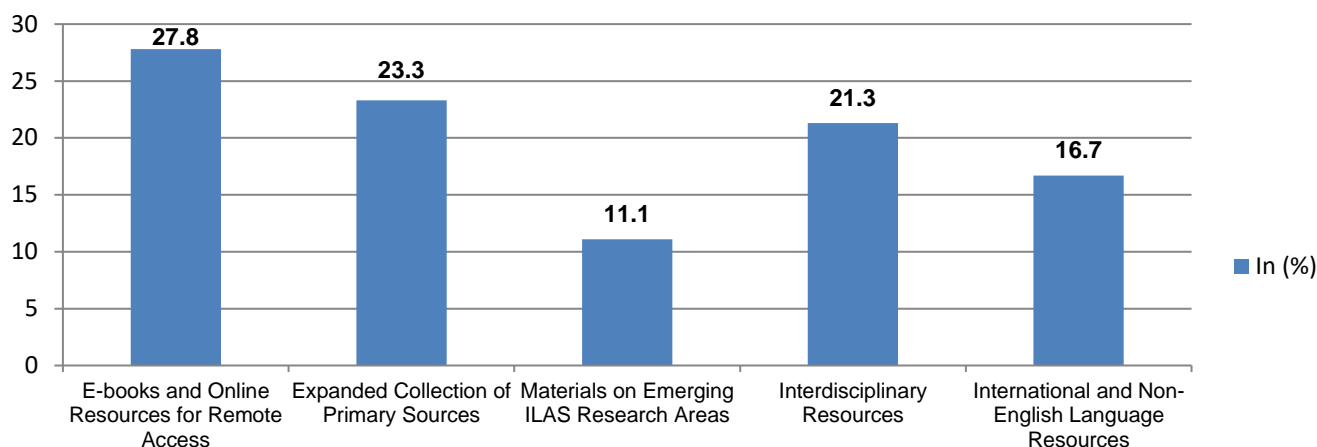


Figure 5. *Desired resources.*

The desire for an expanded collection of primary sources and materials on emerging ILAS research areas underscores the need for diversified content to support research and learning needs effectively.

The data compiled in Figure 6 reveal that 44.4% of the users had received formal training on resource utilization and a significant portion of other participants had not received it. This underscores a potential gap in information literacy skills and highlights the importance of implementing educational initiatives to enhance participants' ability to effectively navigate and utilize available resources. The majority of the participants seek assistance when using information resources (occasional: 55.6%, frequent: 22.7%). This suggests a reliance on library staff for guidance and support, indicating a need for readily available assistance to aid participants in maximizing the utility of the resources at their disposal. The feedback on user support and assistance from library staff is generally positive, with a significant proportion rating the support as good or excellent. This indicates a high level of satisfaction with the services provided, reflecting positively on the staff's ability to assist participants effectively.

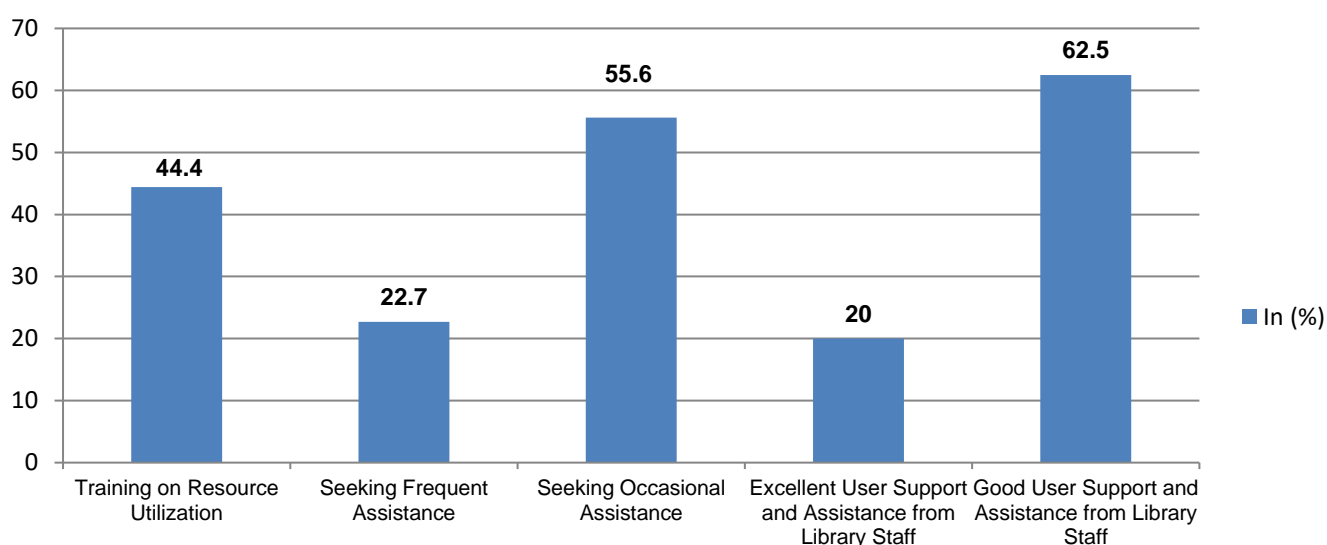


Figure 6. *Training and assistance.*

These findings emphasize the importance of addressing training in resource utilization to enhance information literacy, as well as the value of maintaining a supportive environment where participants feel comfortable seeking assistance when needed. In this regard, we recommend the following solutions:

- *Implement training programmes:* Develop structured training programmes to enhance participants' information literacy skills and improve their ability to effectively utilize available resources. These programmes can cover research techniques, database navigation and effective use of digital materials.
- *Offer regular workshops:* Organize regular workshops or seminars to provide hands-on training and guidance on accessing and utilizing information resources. These interactive sessions can help participants develop practical skills and deepen their understanding of available resources.
- *Provide online resources:* Create online tutorials, guides and video demonstrations to support participants in navigating through digital resources independently. This supplementary material can serve as a valuable resource for self-paced learning and skill development.
- *Enhance staff support:* Ensure that library staff are well-equipped to assist participants effectively. Provide continuous training for staff members on the latest information resources and technologies to enable them to offer timely and knowledgeable support to users seeking assistance.
- *Foster a supportive environment:* Cultivate a welcoming and approachable atmosphere within the library to encourage participants to seek assistance without hesitation. Promote a culture where questions are welcomed and assistance is readily available to support participants in making the most of the library's resources.

The University Library's resources have benefitted most participants, with 50% reporting a very positive impact. This highlights the crucial role that the library's resources play in supporting the participants' needs and activities. Participants found the library staff knowledgeable and helpful. A significant number of participants indicated positive interactions with them. This emphasizes the importance of knowledgeable staff in facilitating effective resource utilization and enhancing the overall user experience. Most participants rated the library support and assistance as good and 62.5% of them expressed satisfaction. This indicates that the support provided by the library aligns well with the participants' expectations and contributes positively to their overall experience. A considerable percentage of participants reported that their specific needs were mostly met (66.7%), which highlights the library's ability to cater to a diverse range of requirements effectively. However, there is still room for improvement to meet all needs fully. Also, the results suggest that the participants are generally satisfied with the range of information resources available, with 40% of them being very satisfied. This indicates that the library offers a diverse and adequate selection of resources to meet the participants' requirements. Moreover, a notable portion of participants rated the online catalogue and digital resources as good, indicating a positive reception of the digital offerings provided by the library. The reliance on books and journals, as well as databases, reflects the importance of these resources in supporting the participants' research and academic endeavours within the ILAS field (Figure 7).

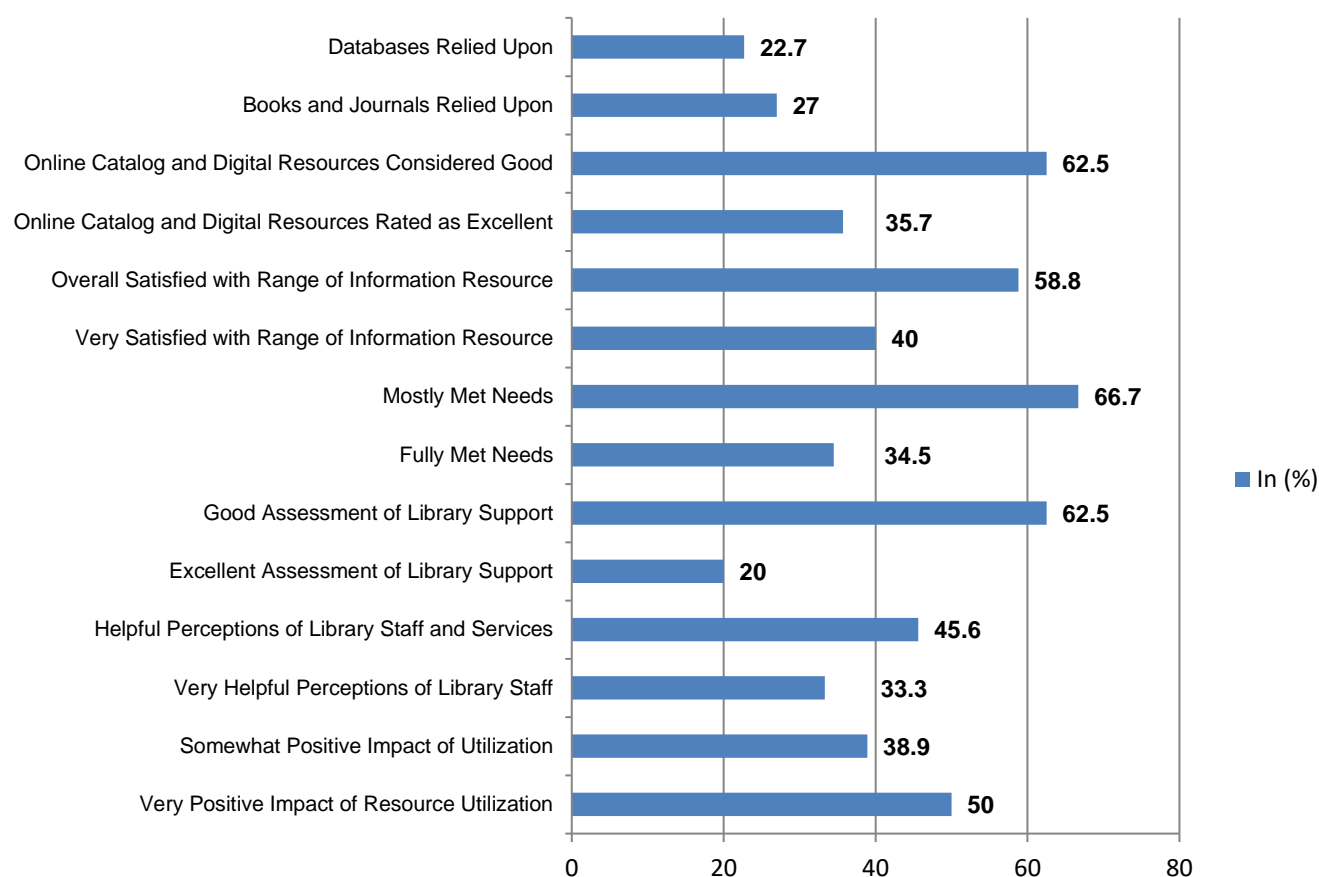


Figure 7. Impact and perception.

The analysis of responses regarding library development and innovation reveals significant insights into their perceptions of current trends, technological preparedness and suggestions for improvement such as better training to use library resources, regular updates and expansion of the library collection, improved online search capabilities, collaborative efforts with faculty and increased communication with users (Figure 8).

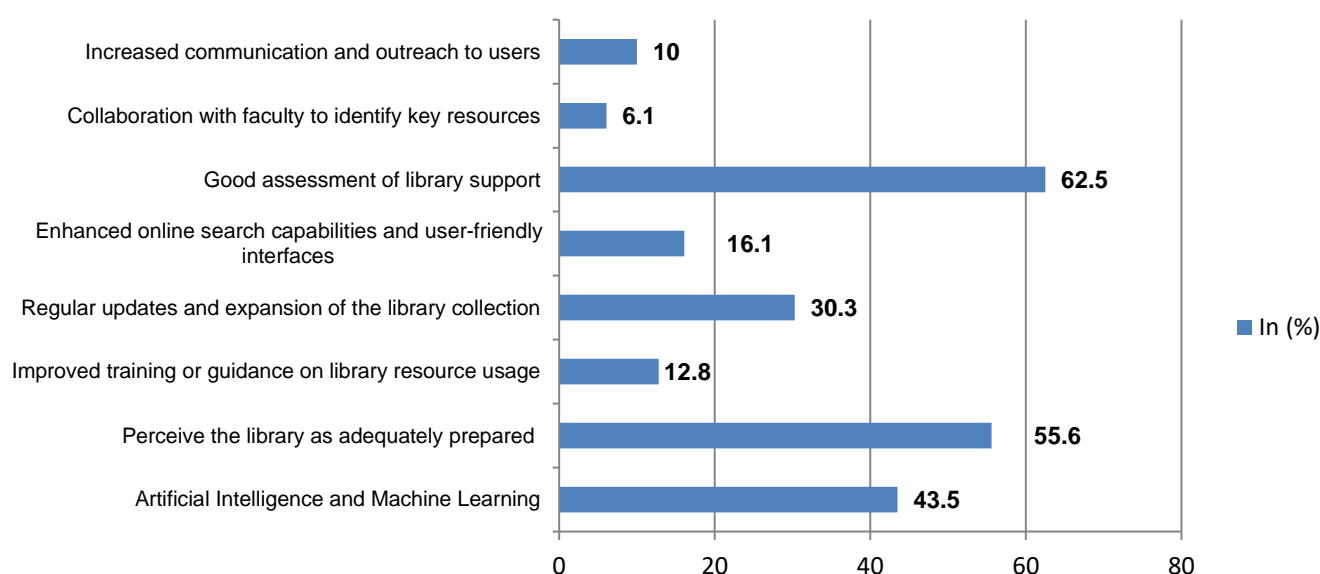


Figure 8. Library development and innovation.

Participants recognized the growing impact of artificial intelligence and machine learning in modern library services, with 43.5% acknowledging its influence. Moreover, the emphasis on open access and open science initiatives, as well as data analytics and big data, underscores an awareness of the evolving landscape of information management and dissemination. While most participants (55.6%) perceived the library as adequately prepared for technological advancements, 14.9% of users expressed concerns about its readiness. This varied perception indicates a potential need for further evaluation and implementation of strategies to address emerging trends effectively.

The main challenges and issues faced by users in the ILAS field are described in Figure 9:

- 17.2% identified restricted access to particular databases or online resources as a significant challenge,
- 8.3% highlighted the inadequacy of seating and study space as an issue affecting their experience.
- 20.4% participants expressed challenges in locating relevant resources within the library,
- 9.4% participants noted extended waiting times for requested materials as an obstacle to efficient resource utilization (Figure 9).

It should be noted that 44.4% of the users did not specify any particular challenges, indicating a more satisfactory experience in this regard.

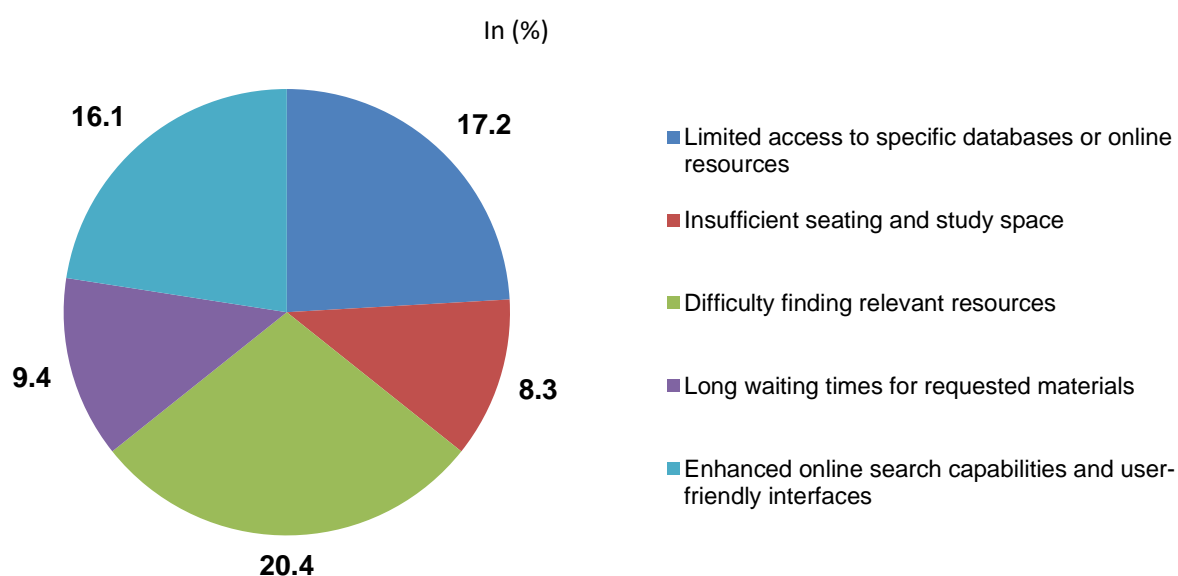


Figure 9. Challenges and issues.

In order to solve the issues faced by users in the ILAS field, there are several strategies that can be implemented. Firstly, it is important to ensure better access to specific databases and online resources. This can be achieved by expanding licensing agreements and setting up proxy servers to ensure uninterrupted access for library network users. Secondly, addressing the problem of insufficient seating and study space is crucial. Increasing study areas and introducing reserved spaces with a reservation system can help accommodate the growing user base and create an optimal learning environment. In addition, it is important to improve resource discovery. This can be done by enhancing cataloguing systems and providing research guides and information literacy sessions to empower users to navigate the library's resources with ease. Another important measure is to reduce waiting times for requested materials. This can be done by streamlining request processes and digitizing frequently accessed materials to expedite access and minimize delays for users. These measures aim to address the challenges faced by users in the ILAS field and improve their overall experience within the library environment.

Students benefit from having access to textbooks, academic journals, research papers and other relevant materials, which supplement their classroom learning and deepen their understanding of the subject matter. Comprehensive resources ensure that students have access to the most recent and relevant information in their field of study. This access enables them to stay informed about the latest developments, advancements and research findings in their respective disciplines. This, in turn, enhances the quality of their academic work. Information resources also help bridge any gaps in knowledge or understanding that may arise during the learning process (Wright, 2012). Students can refer to various resources to gain different perspectives, explanations and examples, which can aid in clarifying complex ideas. This multifaceted approach to learning fosters a deeper comprehension of subject matter and supports students in developing critical thinking and analytical skills.

Continued investment in library facilities, digital resources and innovative technologies that improve access, usability and engagement with the information available is also essential. Through increased research and collaboration among universities, the accessibility, availability and utilization of digital resources can be improved, thereby fostering the development of experts in the field of Information, Library and Archival Studies. The determinations of this study open up avenues for future research and exploration. Several potential areas can be further investigated to enhance educational and professional programmes in this field based on the resources offered by university libraries.

- **Evaluating the effectiveness of information literacy programmes.** Future research can focus on assessing the effectiveness of information literacy programmes provided by university libraries. By understanding the impact of these programmes, educational institutions can refine and tailor their offerings to better meet the needs of students and professionals in the field. This could involve studying the information literacy skills of individuals before and after participating in such programmes to gauge improvements and identify areas for further development.
- **Expanding digital collections and access.** With the increasing digitization of information, it is crucial to explore ways to expand digital collections and improve access to these resources. Future research can focus on assessing the feasibility and effectiveness of digitization initiatives for archival materials and rare collections. This can contribute to the preservation and accessibility of valuable resources, ultimately enhancing educational and research opportunities in the field.
- **Investigating the impact of emerging technologies.** As technology continues to advance, it is important to investigate the impact of emerging technologies on information resources and their role in education and professional development. Future research can explore the integration of artificial intelligence (AI), machine learning and data analytics in library systems to improve resource discovery, personalize recommendations and enhance the overall user experience. Additionally, the use of virtual reality (VR) and augmented reality (AR) can be studied for their potential in creating immersive learning experiences and enhancing research in the field.
- **Assessing outreach and collaboration efforts.** University libraries can further enhance educational and professional programmes by strengthening their outreach and collaboration efforts. Future research can explore the effectiveness of collaborative projects between libraries, academic institutions and professional organizations in creating a vibrant ecosystem for knowledge dissemination and professional growth. This could involve studying the impact of conferences, workshops and webinars organized by libraries in promoting knowledge exchange and networking opportunities among students and professionals.

Future research endeavours can focus on exploring the effectiveness of information literacy programmes, expanding digital collections, investigating the impact of emerging technologies and assessing outreach and collaboration efforts.

4 Conclusion

Accessing the resources offered by a university library plays a vital role in enhancing educational and professional programmes that pertain to Information, Library and Archival Studies. From a scientific perspective, these resources provide students and researchers with access to a wide range of scholarly literature, research papers and reference materials. This enables them to stay updated with the latest advancements, theories and methodologies in the field. By having access to such comprehensive resources, students are better equipped to engage in critical analysis, conduct thorough research and contribute to the overall growth of the discipline.

On a practical level, the availability of information resources in the university library fosters a dynamic learning environment. Students can explore various topics, delve into specialized areas and develop a deeper understanding of the subject matter. They are also encouraged to think critically and creatively, as they engage with diverse perspectives and challenge existing notions. This exposure not only enhances their academic journey but also prepares them for real-world scenarios, where they can apply their knowledge and skills to address information and archival challenges effectively.

The information resources in the university library facilitate the development of well-rounded professionals in the field. Through access to resources such as case studies, best practices and industry reports, students gain valuable insights into the practical aspects of information and archival studies. This hands-on knowledge, coupled with theoretical foundations, equips them to navigate complex situations and make informed decisions in their future careers. In essence, the university library's resources play a pivotal role in fostering both scientific advancement and practical application of educational and professional programmes focused on Information, Library and Archival Studies. With their extensive and diverse range of resources, universities empower students to become well-informed, discerning and innovative professionals in an ever-changing landscape of information. The library's offerings are crucial in preparing students to navigate the complex and dynamic world of information and to succeed in their future initiatives.

Additional Information and Declarations

Conflict of Interests: The authors declare no conflict of interest.

Author Contributions: N.B.: Conceptualization, Methodology. Y.H.: Data curation, Writing – Original draft preparation. T.N.: Visualization, Investigation. V.K.: Supervision, Software. N.G.: Validation, Writing – Reviewing and Editing.

Institutional Review Board Statement: Ethical review and approval were waived for this study due to ethical standards and guidelines set forth by the Constitution of Ukraine, the Law of Ukraine "On Information," and the Law of Ukraine "On Protection of Personal Data." These guarantees of non-disclosure of personal information provide a framework to protect the privacy and rights of the participants.

Informed Consent Statement: Prior to the commencement of the study, informed consent was obtained from all participants. They were provided with complete information about the research objectives, procedures, and potential benefits. This allowed the participants to make an informed decision about their voluntary participation in the study. The research design employed in this study focuses on educational processes exceptionally without involving any invasive procedures or interventions. Our aim is to develop educational and professional programs in the field of 029 "Information, Library, and Archival Studies" based on the Kyiv National University of Culture and Arts, ensuring that the study does not pose any harm or risk to the participants. We have taken careful measures to ensure that the study poses no risks and discomfort to the participants. The research design has

been specifically designed to avoid any physical or psychological harm, prioritizing the well-being and safety of the participants. The personal information and responses provided by the participants have been treated with the utmost confidentiality and anonymity. Measures have been implemented to protect the data from unauthorized access or disclosure. By ensuring confidentiality and anonymity, we aim to maintain privacy and safeguard the identities of the participants.

Appendix A: Questionnaire

Section 1: Respondent Profile

1. Are you currently enrolled in a program related to Information, Library, and Archival Studies?

- a) Yes
- b) No

2. What is your age?

- a) 18-24
- b) 25-34
- c) 35-44
- d) 45-54
- e) 55+

3. What is your current role in the field of Information, Library, and Archival Studies?

- a) Student
- b) Librarian
- c) Archivist
- d) Information professional
- e) Educator
- f) Researcher
- g) Other (please specify)

4. What is the highest level of education you have completed?

- a) High School Diploma/GED
- b) Bachelor's Degree
- c) Master's Degree
- d) Doctoral Degree
- e) Other (please specify)

Section 2: Utilization of Information Resources

3. Have you utilized the information resources offered by the university library?

- a) Yes, regularly
- b) Yes, occasionally
- c) No

4. If yes, please indicate the types of resources you have utilized extensively:

- a) Books and journals
- b) Databases
- c) Digital collections (e.g., digitized manuscripts, images, audiovisual materials)
- d) Archival materials
- e) Other (please specify)

5. Are there any specific resources or materials that you feel are lacking in the library's collection?

Please provide details:

6. Are there any specific types or topics of resources that you would like to see added to the library's collection?

Please provide details:

7. Are you aware of the full range of information resources provided by the university library?

- a) Yes, I am fully aware
- b) I am aware of some resources, but not all
- c) No, I am not aware

8. Have you faced any challenges or difficulties in accessing or utilizing the information resources at the university library? If yes, please elaborate:

9. Have you received any training or guidance on effectively utilizing information resources in your field of study or profession?

- a) Yes
- b) No

10. Have you sought assistance from library staff in finding and accessing information resources?

- a) Yes, frequently
- b) Yes, occasionally
- c) No

11. How do you perceive the impact of utilizing information resources on your educational and/or professional development?

- a) Very positive
- b) Somewhat positive
- c) No significant impact
- d) Negative impact
- e) Unsure/undecided

Section 3: Library Staff and Services

12. How helpful and knowledgeable do you find the library staff in assisting with your information needs?

- a) Very helpful and knowledgeable
- b) Helpful
- c) Neutral
- d) Not very helpful
- e) Not helpful at all

13. How well-prepared do you feel the university library is to adapt to future needs and trends?

- a) Very well-prepared
- b) Well-prepared
- c) Moderately prepared
- d) Not very well-prepared
- e) Not prepared at all

14. How would you rate the support and assistance provided by the library staff in helping you access and maximize the use of information resources?

- a) Excellent
- b) Good
- c) Satisfactory
- d) Poor
- e) Very poor

15. To what extent do you believe the university library's information resources meet the specific needs of students and professionals in the field of Information, Library, and Archival Studies?

- a) Fully meet the needs
- b) Mostly meet the needs
- c) Partially meet the needs
- d) Do not meet the needs
- e) Not applicable

Section 4: User Experience and Suggestions

16. How satisfied are you with the range of information resources available in the university library?

- a) Very satisfied
- b) Satisfied
- c) Neutral
- d) Dissatisfied
- e) Very dissatisfied

17. How would you rate the user interface and ease of navigation of the library's online catalog and digital resources?

- a) Excellent
- b) Good
- c) Average
- d) Poor
- e) Very poor

18. What improvements could be made in the selection, organization, and promotion of information resources within the university library?

Please provide details:

19. What improvements would you suggest to enhance the availability and accessibility of information resources in the university library?

Please provide details:

20. How would you rate the user support and assistance provided by the library staff in helping you access and maximize the use of information resources?

- a) Excellent
- b) Good
- c) Satisfactory
- d) Poor
- e) Very poor

Section 5: Future Trends and Technologies

21. What emerging trends or technologies do you think will have the most significant impact on information resources in the field of Information, Library, and Archival Studies?

- a) Artificial Intelligence and Machine Learning
- b) Virtual and Augmented Reality
- c) Blockchain technology
- d) Open access and open science initiatives
- e) Data analytics and big data
- f) Mobile technologies
- g) Internet of Things (IoT)
- h) Other (please specify)

22. How prepared do you think the university library is to embrace and integrate these emerging trends and technologies?

- a) Very prepared
- b) Prepared
- c) Moderately prepared
- d) Not very prepared
- e) Not prepared at all

Section 6: Conclusion

23. Which types of information resources do you rely on the most?

- a) Books and journals
- b) Databases
- c) Digital collections (e.g., digitized manuscripts, images, audiovisual materials)
- d) Archival materials
- e) Online resources (websites, blogs, etc.)
- f) Other (please specify)

24. In conclusion, do you have any additional suggestions or comments regarding the information resources and services provided by the university library?

Please provide details:

Thank you for your participation!

Appendix B: Invitation to Participate in a Survey on Information Resources in ILAS

Dear Colleagues,

We are conducting a research study on the role of information resources in enhancing educational and professional programs in the field of "Information, Library, and Archival Studies" (ILAS), and we would like to invite you to participate. Your valuable insights and experiences in the ILAS field are crucial to our study. Your participation will help us gain a better understanding of the impact of information resources provided by the university library.

The survey will be conducted online and will take 30 days to complete. Your participation is strictly voluntary, and all responses will be kept confidential and anonymous. The gathered data will be used solely for research purposes and will not be shared with any third parties.

To participate in the survey, please give us your feedback at yurii.horban@proton.me for the further instructions.

Your contribution to this study will greatly contribute to our understanding of the effectiveness and relevance of information resources in ILAS educational and professional programs. Should you have any questions or concerns about the survey or the research study, please feel free to contact us.

Thank you in advance for your time and willingness to participate. We greatly appreciate your support in advancing research in the field of ILAS.

Appendix C: Participant Consent Form

Title of Study: Information Resources of the University Library in Enhancing Educational and Professional Programs in ILAS

Principal Investigators: Nadiia Bachynska, Yurii Horban, Tetiana Novalska, Vladyslav Kasian, Nataliya Gaisynui

Affiliated Institution: Kyiv National University of Culture and Arts

Introduction:

You are being invited to participate in a research study on the role of information resources in enhancing educational and professional programs in the field of "Information, Library, and Archival Studies" (ILAS). Please read the following information carefully before deciding whether or not to participate in this study. You have the right to ask any questions and seek clarification before making your decision.

Purpose of the Study:

The aim of this study is to examine the impact of information resources provided by the university library in the ILAS field. By participating in this study, you will contribute to the understanding of how these resources contribute to educational and professional development in ILAS.

Procedures:

If you agree to participate, you will be asked to complete an online survey that will include questions about your experiences with the information resources provided by the university library. The survey is expected to take approximately 30 days. Your participation is voluntary, and you have the option to withdraw from the study at any time without any negative consequences.

Confidentiality:

Your participation in this study will be kept confidential to the extent permitted by law. Your responses will be anonymized, and no personally identifiable information will be disclosed in any publications or presentations resulting from this study. The data collected will be securely stored and accessible only to the research team.

Risks and Benefits:

There are no anticipated risks associated with participating in this study. By contributing to this research, you will help improve understanding of the role of information resources in ILAS, potentially leading to the enhancement of educational and professional programs.

Consent:

I have read and understood the information provided above. I voluntarily agree to participate in this study and provide responses to the survey questions. I understand that my participation is voluntary, and I have the right to withdraw from the study at any time without penalty.

Please indicate your consent by selecting one of the following options:

- ☐ I consent to participate in the study.
- ☐ I do not consent to participate in the study.

By selecting "I consent to participate in the study", you signify that you have willingly agreed to participate and provide your responses.

Participant Name: _____

Participant Signature: _____

Date: _____

Thank you for considering your participation in this study. If you have any further questions or concerns, please contact the principal investigator at [Contact Information].

Appendix D: Detailed Statistics of Responses from the Survey Conducted

Representation of Participants within the ILAS field		
	Participants	In (%)
Students	120	66.7
Researchers	30	16.7
Educators	15	8.3
Librarians	10	5.6
Archivists	4	2.2
Other roles	1	0.6
Utilization of Information Resources Offered by the University Library		
Regular Utilization	62	34.5
Occasional Utilization	90	50.0
No Utilization	28	15.6

Awareness of Information Resource		
Fully Aware	40	22.2
Partially Aware	103	58.8
Not Aware	37	20.4
Training on Resource Utilization		
Received Training	80	44.4
No Training	100	55.6
Seeking Assistance from Library Staff		
Frequent Assistance	41	22.7
Occasional Assistance	100	55.6
No Assistance	39	21.7
Perceptions of Impact of Utilizing Information Resources		
Very Positive Impact	90	50.0
Somewhat Positive Impact	70	38.9
No Significant Impact	10	5.6
Negative Impact	4	2.2
Unsure/Undecided	6	3.3
Perceptions of Library Staff and Services		
Very Helpful and Knowledgeable	60	33.3
Helpful	82	45.6
Neutral Perception	31	17.2
Not Very Helpful	7	3.9
Library Preparation Perception		
Very Well-Prepared	42	23.8
Well-Prepared	78	43.5
Moderately Prepared	50	27.8
Not Very Well-Prepared	8	4.4
Not Prepared at All	2	1.1
User Support and Assistance from Library Staff		
Excellent	36	20
Good	112	62.5
Satisfactory	27	14.9
Poor	5	2.8
Very Poor	0	0
Satisfaction with Meeting Specific Needs		
Fully Met Needs	63	34.5
Mostly Met Needs	117	66.7
Satisfaction with Range of Information Resources		
Very Satisfied	72	40.0
Overall Satisfied	108	58.8
Rating of Online Catalogue and Digital Resources		
Rated as Excellent	65	35.7
Considered Good	115	62.5


Level of User Support and Assistance from Library Staff		
Rated as Excellent	49	27.0
Deemed Good	131	71.4
Identified Influential Technological Trend		
Artificial Intelligence and Machine Learning	78	43.5
Open Access and Open Science Initiatives	60	33.3
Data Analytics and Big Data	42	23.3
Perception of Library's Preparedness for Technological Advances		
Very Prepared	54	30.3
Adequately Prepared	99	55.6
Not Very Prepared	27	14.9
Types of Information Resources Relied Upon		
Books and Journals	49	27.0
Databases	41	22.7
Digital Collections	34	18.9
Archival Materials	20	11.1
Online Resources	36	20.0
Desired Library Resources		
E-books and Online Resources for Remote Access	50	27.8
Expanded Collection of Primary Sources	42	23.3
Materials on Emerging ILAS Research Areas	20	11.1
Interdisciplinary Resources	38	21.3
International and Non-English Language Resource	30	16.7
Challenges Faced by Users		
Limited Access to Specific Databases or Online Resources	31	17.2
Insufficient Seating and Study Space	15	8.3
Difficulty Finding Relevant Resources	37	20.4
Long Waiting Times for Requested Materials	17	9.4
None	80	44.4
Suggestions for Improvement		
Improved Training or Guidance on Library Resource Usage	23	12.8
Regular Updates and Expansion of Library Collection	55	30.3
Improvement of Categorization and Labeling of Resources	6	3.3
Increasing Communication and Outreach to Users	18	10.0
Collaboration with Faculty to Identify Key Resources	11	6.1
Promotion of Open Access Materials and Alternative Publishing Models	4	2.2
Unsure/Undecided	63	34.5
Enhancements and Additional Suggestions		
Enhanced Online Search Capabilities and User-Friendly Interfaces	29	16.1
Extended Library Hours	25	13.9
More Digital Resources and Online Databases Accessible Remotely	21	11.6

Improved Interlibrary Loan Services	14	7.8
Implementation of Regular User Feedback Surveys	6	3.3
Unsure/Undecided	85	47.6

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