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Factors influencing students' information channel preferences in finding sources for their final academic reports

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ABSTRAK

Pendahuluan. Pemahaman terhadap preferensi saluran informasi mahasiswa dalam menemukan sumber informasi untuk tugas akademiknya merupakan hal krusial untuk peningkatan layanan perpustakaan.
Metode pengumpulan data. Data tentang preferensi saluran informasi dikumpulkan melalui wawancara semi struktur dari 26 mahasiswa tahun terakhir yang sedang menulis skripsi.
Analisis data. Hasil wawancara ditranskripsi dan dianalisis secara tematik. Tema yang sering muncul dari jawaban responden diidentifikasi dan dikategorisasi menjadi suatu preferensi saluran informasi dalam pencarian sumber-sumber informasi.
Hasil dan Pembahasan. Penelitian ini menemukan bahwa faktor yang memengaruhi pemilihan saluran informasi dalam pencarian sumber informasi mencakup kenyamanan, kuantitas, dan kualitas sumber informasi yang tersedia di setiap saluran. Selain itu, keinginan untuk memperoleh tipe tertentu dari sumber informasi dan keinginan untuk mengoleksi sumber-sumber yang ditemukan, juga menjadi faktor penting dalam pemilihan saluran informasi. Oleh karena itu, layanan perpustakaan perguruan tinggi perlu dibangun, dipertahankan, dan dikembangkan dengan mempertimbangkan pengalaman-pengalaman pemustaka dalam mengakses sumber informasi.

Kesimpulan. Dalam dunia akademik saat ini, mahasiswa memiliki beragam preferensi dalam memilih saluran informasi untuk mendapatkan sumber-sumber informasi. Sebagian mahasiswa memilih perpustakaan sementara sebagian lainnya memilih internet sebagai sarana pencarian informasi. Menariknya, sebagian mahasiswa juga menggunakan keduanya sebagai saluran informasi dalam mendapatkan sumber-sumber informasi untuk proyek akhir mereka.

Kata kunci: pemilihan saluran informasi; perpustakaan versus internet; penelusuran informasi.

ABSTRACT

Introduction. *Understanding students' information channel preferences for information sources in academic tasks is crucial for improving library services. This study identifies factors influencing these preferences.*
Data Collection Methods. *Data were gathered through semi-structured interviews with 26 final-year students working on their theses, focusing on their selection of information channels.*
Data Analysis*. The interview results were transcribed verbatim and analyzed thematically. Recurring themes were identified and categorized based on participants' responses, revealing common preferences for information sources.*
Results and Discussion. *This study found that factors influencing the choice of information sources include the convenience, quantity, and quality of information sources provided by different channels. Additionally, users' intentions, such as the need to obtain specific types of academic sources or the desire to personally own the*

acquired sources, also play a significant role. Therefore, academic libraries should ensure that their services are created, maintained, and developed based on users' experiences with existing library services to better meet their academic information needs and support them in completing their academic tasks. Therefore, academic libraries should ensure that their services are created, maintained, and developed based on students' experience-based preferences to better meet their academic information needs and support them in completing their academic tasks.

Conclusion. *In today's academic world, students have diverse preferences for where they find information. Some lean towards the library, while others prefer the internet, especially for their final projects. Interestingly, some see both as useful for their research.*

Keywords: *information channel preferences; library versus internet; information searching.*

A. INTRODUCTION

In the contemporary academic landscape, the means through which students access and utilize information for their assignments have undergone significant evolution. Traditionally, libraries stood as bastions of knowledge, offering a plethora of information sources meticulously curated by librarians. However, with the advent of the internet, a vast digital repository of information has become readily accessible at the fingertips of students worldwide. This shift has sparked a fascinating debate regarding the preferences of students in sourcing literature for their academic endeavors.

Information channel preference refers to the methods and mediums students choose to obtain academic information sources. These channels primarily encompass libraries and the internet, each offering distinct advantages and drawbacks. Libraries provide structured access to scholarly journals, books, and other academic information sources, often with the guidance of trained professionals. On the other hand, the internet offers unparalleled convenience and speed, enabling students to access a diverse array of materials instantaneously.

Understanding student preferences in information channels is paramount for several reasons. Firstly, it sheds light on the evolving dynamics of scholarly research practices in the digital age. Secondly, it aids librarians tailoring their support services to meet the diverse information needs of students effectively. Moreover, such research contributes to the ongoing discourse surrounding the role of library to provide better services to its clients.

Recent studies have explored undergraduate students' preferences for academic information sources. Students tend to use a mix of print and electronic sources, with choices influenced by factors like assignment type, personal knowledge, and motivation "(Heriyanto, 2020). Similarly, Demographic characteristics such as institution, year of study, residential background, and gender can affect preferences for print versus electronic resources in various circumstances (Chohda & Kumar, 2023). On the other hand, it is also found that students consider internet sources because it is more accessible, frequently used, and valuable for academic purposes compared to libraries, although, opinions on reliability remain divided (Sharma et al., 2021). Likewise, Students generally prefer natural language over library jargon when describing information sources, with little consensus on preferred terminology (ONeill, 2022). Despite the trend towards electronic resources, it is reported that some students still prefer print sources, though they recognize the value of electronic sources for coursework and academic performance "(Gunasekera et al., 2021). In addition, Peers, online portals, and educational sources are frequently used, while instructors and textbooks are considered helpful but less frequently consulted (Almaghaslah & Alsayari, 2022).

Despite the wealth of information sources available both in libraries and on the internet, there remains a gap in understanding the factors that influence student preferences when choosing information channels for academic assignments. Although we are aware of the

options students have for gathering information, the specific factors—such as convenience, accessibility, reliability, and familiarity—that guide their choices remain insufficiently explored. While some studies have touched on this issue, there is a need for more comprehensive research that delves deeper into the underlying reasons behind students' choices between libraries and the internet. Therefore, the central research problem addressed in this study is: What factors influence student preferences when selecting between libraries and the internet for sourcing literature for academic assignments?

B. LITERATURE REVIEW

User library studies play a crucial role in understanding the evolving dynamics of information-seeking behavior and the effectiveness of library services in meeting user needs. Within this field, two main paradigms have emerged: the traditional paradigm and the alternative paradigm (Tang et al., 2021). This literature review examines key studies particularly in alternative paradigm, exploring themes such as student information-seeking behavior, the influence of information accessibility and quality, and the selection of information sources by individuals.

The traditional paradigm in user library studies focuses on conventional methods of understanding user behavior within library settings. This approach employs quantitative research methods, such as surveys and usage statistics analysis, to gather data on library patronage, resource utilization, and user satisfaction. Researchers within this paradigm seek to identify patterns, trends, and correlations in user behavior to inform library management practices and service improvements.

However, this paradigm is being challenged by the need to understand user behavior in the digital age. A shift toward a more user-oriented approach to library management, then, is necessary. Consequently, recognizing user needs and preferences has become crucial for enhancing library services (Mclaughlin, 2015). Furthermore, understanding digital user behavior is essential for developing collections and designing services that meet the evolving expectations of modern library users (Aharony, 2016). In addition, research has shown a strong correlation between user engagement with library resources and academic success, highlighting the importance of tailoring library services based on detailed analyses of user interactions (Soria et al., 2017). To address this, libraries must adopt data-driven strategies to better understand user behavior patterns, which can inform decisions regarding resource allocation, service development, and digital content offerings (Park et al., 2020). Ultimately, by leveraging user feedback and data analytics, libraries can optimize their services to align more closely with user expectations and academic needs, reinforcing a user-centered approach (Mahmood & Richardson, 2014).

The alternative paradigm in user library studies embraces qualitative research methods to explore the subjective experiences, perceptions, and socio-cultural contexts of library users. This approach seeks to uncover nuanced insights into user interactions with library spaces, services, and resources studies within this paradigm highlight the complexity of information seeking and the reliance on digital resources due to usability challenges. The multifaceted nature of information-seeking behaviors in academic libraries emphasizes the importance of user-centered design in digital interfaces (Kim, 2016). Furthermore, the need for understanding users' socio-cultural contexts is crucial, as library services must be designed with a deep understanding of community practices and user expectations (Connaway et al., 2015).

Several studies have examined the information-seeking behavior of students, emphasizing their preferences for acquiring information resources. Convenience and ease of access are critical factors, with many students opting for digital platforms such as Google Scholar "(Johnson, Frances; Rowley, Jennifer; Sbaffi, 2015). Academic libraries play an important role in addressing students' diverse information needs, despite their increasing reliance on internet resources (Oliveira, 2017). There is also a need for students to receive

guidance on effectively utilizing library databases and resources, particularly as web-based tools dominate their research habits (Dreisiebner et al., 2021). Library instruction significantly shapes students' information preferences, especially among those in graduate and post-graduate programs (Javed, 2015). Moreover, attending library instruction positively correlates with student success (Rowe et al., 2021). These studies suggest that students' preferences are shaped by factors such as convenience, access to digital resources, and the impact of library instruction.

Students often prioritize the accessibility of academic resources over their quality, especially when under time constraints or faced with overwhelming choices, a trend observed similarly in business and policy-making contexts where immediacy is valued over thorough quality assessments (Woudstra, Lilian; Bart, Van Den Hooff; Schouten, 2015). For instance, many students rely on easily accessible online sources like Google Scholar or Wikipedia rather than more authoritative but less convenient library databases. This pattern reflects similar behaviors found in other fields, such as healthcare, where commissioners may use readily accessible information for quick decision-making rather than verifying the quality or credibility of the data (Wye et al., 2015). The convenience of digital platforms and the pressure to meet deadlines often outweigh concerns about the quality of resources, particularly as students juggle multiple tasks and tight schedules. Research indicates that undergraduate students frequently prioritize ease of access over the quality of academic resources when conducting research, with factors like availability and accessibility of online resources often outweighing considerations of credibility or depth '(Soohyung & Namjoo, 2015). While students recognize the importance of resource quality, their tendency to choose more accessible materials, such as Google Scholar or Wikipedia, underscores the significant influence of convenience in their academic decision-making.

However, when students are explicitly taught about the importance of academic resource quality and how to evaluate it, their decision-making patterns change. For example, students in classes that teach information literacy are more likely to use library resources, even though these may require more time and effort to access, due to their understanding of the quality and credibility of such sources"(Scoulas & De Groote, 2022).

Several studies have explored the impact of information literacy training on undergraduate students' ability to critically evaluate academic resources. Research consistently shows that students who undergo such training demonstrate a higher awareness of the credibility and authority of the resources they use for academic tasks. For instance, the long-term effects of information literacy instruction on undergraduate students' ability to seek, evaluate, and use information was invetigated. This longitudinal study found that students who received information literacy training demonstrated significantly better skills in identifying credible sources and evaluating the authority of academic materials, especially compared to students without such training (Rosman et al., 2016). This finding highlights the importance of integrating information literacy programs into university curricula to foster students' ability to navigate and critically engage with academic resources. Additionally, the structured assignments requiring information literacy skills enable to foster students' development of critical evaluation competencies, especially as they progress through their academic careers ""(Folk, 2021). Moreover, it was found that that students trained in information literacy tend to perform better academically, as they are more likely to seek out authoritative and reliable academic sources rather than defaulting to easily accessible but less credible options "'(Gkorezis et al., 2017). These findings collectively support the notion that information literacy training enhances students' ability to navigate academic resources with a more critical eye, significantly contributing to their academic success.

Research indicates that individuals consider multiple factors when choosing between interpersonal and impersonal

information sources. Task type and source type influence information quality judgments, with websites often perceived as more accurate than interpersonal sources, though the latter can be trustworthy "(Wang et al., 2018). Interpersonal sources are valued for contextualizing queries and providing personalized information, while impersonal sources are seen as more accessible under time constraints (Wang et al., 2017). Despite recognizing the importance of accuracy and currency, students often prioritize accessibility when selecting sources (Dennen et al., 2021). Work-group colleagues and strong ties are frequently consulted for expertise, with social networks significantly influencing organizational expertise-seeking patterns (Hertzum, 2014). Source selection is affected by various factors, including task complexity and importance, with seekers aiming for sufficient quality (reliability and relevance) while considering accessibility. The choice between interpersonal and impersonal sources, then, depends on a complex interplay of factors related to the task, seeker, and context.

Overall, the literature highlights the evolving nature of information-seeking behavior and the need for libraries to adapt their services accordingly. Embracing a user-centered approach that incorporates both traditional and alternative paradigms can help libraries better meet the diverse needs of their users. By leveraging qualitative insights, data-driven strategies, and information literacy training, libraries can enhance their role in supporting academic success and foster more effective user engagement with their resources.

C. RESEARCH METHODS

This study adopts a qualitative research design, utilizing semi-structured interviews to explore the information channel's selection of final year students in the Library Science Department of UIN Alauddin Makassar. Qualitative research allows for an in-depth exploration of participants' perspectives and experiences, providing rich insights into their decision-making processes regarding information channel's selection. The participants in this study were final year students of the Library Science Department at UIN Alauddin Makassar who were in the process of writing their thesis. This selection criterion was chosen due to the participants' significant experience in obtaining information sources, given their thesis writing requirements.

Data were collected through semi-structured interviews conducted with 26 eligible final year students in March - April 2024. The semi-structured format allowed for a balance between guided questions and open-ended responses, promoting both consistency and depth in participants' answers. Participants were approached and asked if they were writing their thesis. Those who confirmed their thesis-writing status were further questioned about their information channel's selection. Interviews were conducted in a naturalistic setting, facilitating open and genuine responses, with participants' responses recorded using a mobile phone to ensure accuracy and fidelity.

To validate the data, a member-checking technique was used, where participants were invited to review their transcribed responses for accuracy. This process helped ensure that the recorded data faithfully represented participants' intended meaning and reduced potential biases. Additionally, responses were systematically coded and cross-verified by multiple researchers to enhance the reliability of the data analysis. This triangulation of responses further strengthened the validity of the findings, contributing to a robust data set.

Recorded interview data were transcribed verbatim and analyzed using thematic analysis. This technique aligns well with my research objectives, which seek to explore the underlying factors influencing students' preferences in using library and interent for their academic assignment. Thematic analysis provides a systematic way to categorize and interpret large volumes of data, ensuring that complex and nuanced insights are effectively captured. Codes were developed based on recurring themes and patterns identified in the transcripts. This process involved categorizing participants' responses according to predetermined codes, allowing for the identification of common themes and insights regarding information

source preferences.

Ethical considerations were paramount throughout the research process. Informed consent was obtained from all participants prior to the interviews, and their anonymity and confidentiality were ensured by omitting personal identifiers from the transcripts. The research was conducted in accordance with ethical guidelines and principles of research integrity.

One limitation of this study is the homogeneity of the participant sample, comprising only final year students from a specific department. As such, the findings may not be generalizable to other populations or contexts beyond the scope of this study. However, this limitation is acknowledged and does not diminish the value of the insights gained from the study participants.

D. RESULTS AND DISCUSSION

In the contemporary academic landscape, the juxtaposition of traditional library resources and the vast expanse of the internet has become a focal point for understanding student preferences in accessing literature for academic assignments. Through interviews with 26 final year students, distinct typologies emerged regarding their information channel preferences.

The first typology reflects a strong inclination towards the library as the primary source for gathering literature pertinent to their thesis. Participant 3, (personal communication, March 4, 2024) articulated this preference, stating, "I searched for books related to my title in the central library and looked for theses in the faculty library". Likewise, Participant 9, (personal communication, March 12, 2024) described this approach explaining, “I went to library to see my seniors' theses before I began writing my research proposal”. Conversely, the second typology highlights the internet as the preferred channel for accessing information sources, particularly for final projects. Participant 16, (personal communication, April 5, 2024), shared "For me, I went straight to the internet first before going to the library, I just typed the title of my thesis a bit then I got many results". Another participant, participant 13, (personal communication, March 23, 2024) noted a similar preference saying “I preferred online resources because they were downloadable”. Interestingly, the third typology underscores a balanced approach where both the library and the internet are viewed as interchangeable channels for obtaining information sources essential for thesis writing. As participant 15, (personal communication, April 4, 2024) explained “I used both library and Internet. I used Internet to find the definitions for concepts I was looking for and library to find books related to my topic”. Similarly, participant 7, (Personal communication, March 8, 2024) shared “I used both the library and the internet but mostly I relied on repository”.

This is consistent with previous findings that some undergraduate students prefer printed library sources, others prefer web-based academic sources, and some utilize both when dealing with their academic tasks (Chohda & Kumar, 2023; Idiegbeyan-Ose et al., 2019). This multifaceted understanding of information channel preferences among students underscores the need for further exploration into the factors shaping their choices including whether external factors, such as the convenience of the channels, and internal demographic factors, such as gender and age, influence their typology.

In exploring why students prefer the library as their primary information source for academic tasks, several key themes emerge from the interview data. Firstly, students highlight the convenience of access, favoring printed materials for their immediate availability without needing stable internet connections (Participant 22, personal communication, April 15, 2024). Secondly, many students express a preference for the physical comfort of printed materials, appreciating the ease of opening and closing books as needed (Participant 6, personal communication, March 7, 2024). Thirdly, there is a notable trust in the reliability of information found in books, contrasting with the uncertainties often associated with online

sources (Participant 16, personal communication, April 5, 2024). Lastly, the influence of habit and skill is evident, with some students citing their familiarity and proficiency in using print sources effectively (Participant 9, personal communication, March 12, 2024). Overall, these findings suggest a multifaceted preference for the library among students, driven by factors such as direct accessibility, physical comfort, and familiarity with print sources. This supports the claim that university students prefer print over digital texts due to better accessibility, reduced eyestrain, tactile engagement, improved focus, and the ability to highlight and take notes (Johnston & Salaz, 2019).

Understanding the factors that drive students to prefer the library as their primary information source offers valuable insights for enhancing library services and meeting the evolving needs of university students. Firstly, the convenience of access is a critical consideration, as some students prefer immediate access to printed materials without relying on stable internet connections (Participant 6, personal communication, March 7, 2024). This finding underscores the need for libraries to ensure the availability and accessibility of printed sources. Additionally, libraries can optimize the layout and organization of printed collections to facilitate ease of browsing and retrieval, aligning with students' preference for the tangible experience of opening and closing books. Moreover, recognizing the challenges students face with unstable internet connections, libraries should prioritize providing a strong and reliable internet connection to support digital access. These insights align with previous research, which highlights the importance of understanding students' preferences, frequent activities, and challenges when using library sources to adapt and enhance library services (Clark, 2015).

Secondly, the emphasis on the physical comfort of printed materials underscores the importance of creating conducive environments within libraries. Providing comfortable seating areas, adequate lighting, and ergonomic workspaces can enhance the overall experience for students, fostering a sense of ease and trust in engaging with print resources. Lastly, recognizing the influence of habit and skill highlights the opportunity for libraries to support students in developing information literacy competencies. By offering a tailored instruction and sources, libraries can empower students to leverage printed resources effectively, building upon their existing familiarity and proficiency. Moreover, incorporating digital literacy components into library services can equip students with the skills needed to navigate both print and online resources seamlessly. Research has shown that a sustained information literacy training assist students to effectively locate, evaluate and use any type of library information resources (Mungwabi, 2019 ; ""Purnell et al., 2020). Enhancing library services to align with students' multifaceted preferences, therefore, should involve addressing factors such as accessibility, physical comfort, and familiarity with print resources. By tailoring services to meet these needs and investing in resources and initiatives that support information literacy development, libraries can better serve university students and foster a conducive learning environment.

In today's academic landscape, however, students increasingly turn to the internet as their primary source of information, driven by a combination of familiarity and ease of use (Participant 7, personal communication, March 8, 2024). The reliance on digital platforms is further reinforced by the universal accessibility they offer, transcending geographical limitations and allowing students to access a wealth of literature and information regardless of their location or the operating hours of university libraries (Participant 13, personal communication, March 23, 2024). Moreover, the internet provides students with the opportunity to own an extensive collection of literature, ensuring a rich and diverse array of relevant sources at their fingertips (Participant 17, personal communication, April 12, 2024). This multifaceted appeal of the internet as an information channel underscores its integral role in supporting students' academic endeavors,

providing them with unparalleled convenience, accessibility, and depth of sources to aid in their scholarly pursuits. Studies have consistently shown that students prefer the internet for its speed and ease of access, often using it for assignments, exams, and research projects, further reinforcing its role in modern academic pursuits(Thindwa et al., 2019).

One type of internet-based or digital source chosen by students to fulfill their academic information needs is open-access scholarly journals. Based on the data provided, it appears that one of the primary reasons students prefer this, is the reliability and accessibility of academic journals. They often opt for journals over blogspot due to their perceived credibility (Partcipant1, personal communication, March 4, 2024). Additionally, the convenience of accessing a wide range of articles is highlighted by the use of Khizanah al Hikmah, an online scholarly journal maintained by library science department of State Islamic University of Alauddin (Participant 13, personal communication, March 23, 2024). Furthermore, the external factors, such as guidance from supervisors, adds to the appeal of using the open access scholarly journal for fulfilling their information need (Participant 12, personal communication, March 21, 2024). Overall, the preference for open-access scholarly journals among students is primarily driven by their reliability, accessibility, and the direction from supervisors.

Since students value the credibility of academic sources, the library can focus on curating high-quality, peer-reviewed content within its collection. This may involve prioritizing subscriptions to reputable journals and databases, as well as providing sources for evaluating the credibility of online sources. Accessibility plays a crucial role in meeting students' information needs. The library can improve accessibility by ensuring that its online catalog and databases are user-friendly and easily navigable. Additionally, offering remote access to electronic sources allows students to retrieve information from anywhere at any time, accommodating diverse learning styles and schedules. Supervisors play a significant role in directing students towards relevant sources for their research. The library can collaborate with faculty members to provide tailored guidance and support for accessing scholarly materials. This may involve offering workshops or tutorials on effective literature searching techniques and promoting awareness of available sources. Research supports these efforts, highlighting the importance of improving internet infrastructure, offering more online training, and enhancing access to digital tools to better meet students' academic needs (Mole, 2017).

The other type of internet-based or digital resource chosen by students to fulfill their academic information needs online repository. Students' preference for online repositories stems from several key factors. Firstly, online repositories offer a vast array of theses relevant to their topics, along with the convenience of downloadable content, enabling students to permanently acquire these sources (Participant 11, personal communication, March 18, 2024). Secondly, as repositories serve as repositories for theses, students favor them for their ability to directly examine the structure, composition, and writing style of theses, aiding them in developing their own thesis structures and compositions (Participant 19, personal communication, April 9, 2024). Additionally, the ease of access and search functionality provided by repositories is highly valued by students, allowing them to efficiently locate pertinent theses for their research needs (Partcipant18, personal communication, April 7, 2024). Collectively, these aspects underline the significance of online repositories as invaluable sources for students seeking relevant theses, providing not only access to a wide range of materials but also support in structuring their own academic work.

The availability of a diverse range of theses relevant to their topics is a key factor driving students' preference for online repositories. To better serve users in academic libraries, it's important to ensure that the e-repository's collection is comprehensive and regularly updated. Librarians can collaborate with academic departments to curate and expand the

repository's holdings, ensuring that students have access to a wide variety of high-quality theses across disciplines. The convenience of downloadable content offered by online repositories is highly valued by students. To enhance user experience, academic libraries can prioritize user-friendly interfaces and intuitive download options within their repository platforms. Additionally, providing access to full-text theses in various formats (e.g., PDF, ePub) accommodates different reading preferences and device compatibility. and user-centered design approaches, such as task-based usability testing, can help libraries evaluate and enhance their interfaces This aligns with research finding that improving usability leads to greater visibility of open-access repositories '(Luca & Narayan, 2016) and user-centered design approaches, such as task-based usability testing, geografi.

Students appreciate online repositories for their ability to directly examine the structure, composition, and writing style of theses, which aids them in developing their own thesis structures and compositions. Academic libraries can support students in this aspect by offering guidance on effective thesis writing and providing sources such as thesis formatting guidelines, writing workshops, and access to exemplary theses within the repository. The ease of access and search functionality provided by online repositories is highly valued by students, allowing them to efficiently locate pertinent theses for their research needs. To optimize information retrieval in academic libraries, librarians can focus on improving search capabilities within the repository platform. Research suggests that institutional repositories should prioritize user-centered design and consider user motivations to enhance the overall user experience, making them more valuable and accessible to students (González-Pérez et al., 2020).

The underlying factors affecting students' preferences in obtaining academic sources in this research highlight the need of academic library to maintain hybrid library collection. Previous research has emphasized the importance of maintaining hybrid library collections to accommodate the diverse learning styles of undergraduate students . Despite the increasing prevalence of digital collections, studies suggest that libraries should continue to support students' varied learning needs by providing accessible learning materials in multiple formats needs(Johnston & Salaz, 2019; Idiegbeyan-Ose et al., 2019). This approach allows libraries to cater to students who benefit from both digital and print resources. Additionally, libraries have adapted their course materials and collection development policies, particularly during the pandemic, to support hybrid learning environments (Soma & Miller, 2022). Such adaptations ensure that libraries remain responsive to the evolving needs of students –(Tyler-Wood et al., 2023).

E. CONCLUSION

Students' preferences for obtaining academic information resources are influenced by several factors, primarily convenience, ownership, resource format, reliability, access to a wide range of sources, and external guidance. Convenience plays a significant role; traditional libraries with printed collections are favored by those who appreciate the tactile experience and ease of handling physical materials, such as turning pages without the need for scrolling or dealing with loading times. Meanwhile, the internet offers the convenience of unrestricted access by space and time, appealing to those familiar with digital formats. This familiarity often guides students towards the channel they are most comfortable with printed sources for library-goers and digital collections for internet users. Ownership is another key factor, as students who wish to have personal copies of academic sources prefer the internet, where they can download articles and materials from open-access journals or online repositories. The type of resource also matters; students who need printed books often turn to libraries, while those seeking journal articles typically use the internet. In terms of reliability, many students perceive traditional libraries as more dependable, trusting the quality of printed publications over internet-sourced information. Additionally, the internet's appeal lies in its vast

and diverse range of sources, offering abundant materials that are easily accessible. Lastly, external guidance from supervisors or instructors can heavily influence students' channel selection. Recommendations to use specific sources or channels can lead students to prefer libraries or the internet depending on the guidance received. Together, these factors—convenience, ownership, resource type, perceived reliability, access to a broad range of sources, and external influence shape the choices students make in selecting their preferred channels for obtaining academic information.

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