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The Relationship between Information Needs and Collection Utilisation among Library and Information Science Students at Padang State University

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Abstract

Understanding the relationship between students' information needs and library collection use is essential for developing responsive academic library services. This study examined the information needs and collection use of Library and Information Science students at Universitas Negeri Padang Library and analysed the relationship between these variables. A quantitative correlational design was employed, involving 73 respondents purposively selected from a population of 264 students enrolled in the 2023–2025 cohorts. Data were collected using a Likert-scale questionnaire and analysed using descriptive statistics and Pearson's product–moment correlation. The findings revealed that students' information needs were categorised as high, with a mean score of 2.97, while library collection use was classified as very high. The correlation analysis indicated a statistically significant, moderate positive relationship between information needs and collection use ($r = 0.554$, $p < .001$). These findings suggest that students with greater information needs tend to make greater use of library collections. This study provides an empirical basis for academic libraries to improve collection relevance, availability, and currency while strengthening accessibility and promoting information services to better accommodate students' information needs.

Keywords: Information Needs; Library Collection Use; Academic Libraries; Library and Information Science; Information Services

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INTRODUCTION

University libraries play an essential role in supporting academic activities by providing information resources for learning, research, and the development of knowledge within the academic community. The effectiveness of a university library is determined not merely by the number of resources it holds, but also by its ability to provide information that corresponds to users' needs. As learning resource centres, libraries are expected to develop their collections and services to ensure that available resources can be used effectively in academic activities (Febriyanti et al., 2024). The development of university library services also requires adaptation to changes in users' needs and characteristics (Fardi et al., 2024). In this context, library collections constitute an essential component because they provide reference materials that students need to support their academic work. Sulistyo-Basuki (1991) identifies collections as a fundamental element of library operations that must be managed to meet users' information needs. Therefore, the availability of collections should be accompanied by relevance, currency, and suitability to ensure that library resources provide meaningful benefits to users.

Information needs arise when individuals recognise a gap between their existing knowledge and the information required to address a particular problem or situation. Such needs may be influenced by individual activities, environments, and objectives in seeking information (Case & Given, 2016). In higher education, students' information needs are generally associated with coursework, assignments, academic writing, and the development of subject-specific knowledge. Taylor (1968) explains that information needs may develop through an individual's understanding of a problem before being articulated as a specific information request. Wilson (1981) relates information needs to information-seeking behaviour and the factors that motivate individuals to search for information. His model considers information needs, activating mechanisms, information-seeking behaviour, and intervening variables that may facilitate or hinder the search process. Wilson (1997) further conceptualises information behaviour as a broader field encompassing the various ways individuals interact with information sources. Accordingly, students' information needs involve not only the types of information they require but also the processes and conditions that influence how those needs are fulfilled.

Students in Library and Information Science programmes have information needs closely related to their academic disciplines, including librarianship, information

management, information literacy, information technology, and the organisation of information resources. These academic requirements encourage students to seek information from various sources, both printed and digital. Putri et al. (2024) examined the information needs and information-seeking behaviour of university students in Bandung Raya, highlighting the relevance of information-needs research in higher education. Giriwarna et al. (2023) investigated the relationship between students' academic information needs and their information-seeking behaviour through the Universitas Padjadjaran repository. Rodiah et al. (2024) also examined the relationship between information needs and information-seeking behaviour on the Kandaga website of Universitas Padjadjaran. Meanwhile, Nurfadillah and Ardiansah (2021) explored students' information-seeking behaviour in fulfilling their information needs before and during the COVID-19 pandemic. These studies indicate that information needs are closely connected to how students identify, search for, select, and use information resources to support their academic activities.

The fulfilment of students' information needs is closely associated with the availability and utilisation of library collections. Collections that correspond to users' needs can help students obtain appropriate references for their academic activities. Priatmana and Ritonga (2023) examined the influence of library collection availability on the fulfilment of users' information needs at the Faculty of Social and Political Sciences of Universitas Sumatera Utara. Augustine et al. (2021) investigated the relationship between the utilisation of library materials and the fulfilment of users' information needs. Arif (2017) analysed the utilisation of library collections through citation analysis of students' final academic papers. Similarly, Fistiyanti (2024) employed citation analysis to examine the use of library collections in the preparation of postgraduate theses and dissertations. These studies demonstrate that collection utilisation can be examined through the use of library materials in academic work. Consequently, library collections should be evaluated not only in terms of quantity but also in relation to their actual use by library users.

Library collection utilisation may be influenced by the suitability of collection types, accessibility, information currency, and the purposes for which resources are used. Wahyuntini and Endarti (2021) discussed digital challenges and collection dynamics in relation to the utilisation of library collections to support students' academic achievement. Syafi'i and Zulaikha (2024) highlighted the importance of collection development policies in university libraries as part of information resource management. Sakila and Purwaningtyas (2024) examined the information-seeking behaviour of Library Science students in using

electronic resources. Anggraeni and Pramudyo (2025) investigated the information-seeking behaviour of undergraduate students at the Library of the Department of Civil Engineering, Universitas Diponegoro. Oktaria et al. (2025) explored the information-seeking behaviour of Islamic Library and Information Science students when preparing their undergraduate theses. These studies suggest that information resources are utilised through different media and for various academic purposes. Therefore, libraries need to consider users' characteristics and ensure that their collections are appropriate to users' information requirements.

Information-seeking behaviour is also influenced by individuals' ability to identify, search for, and evaluate information. Diana et al. (2024) examined the influence of information literacy skills on the information-seeking behaviour of students in the Library and Information Science programme at Universitas Terbuka. Ellis (1989) described information-seeking behaviour through the stages and characteristics of activities undertaken by individuals during the search process. Reghita (2020) examined information discovery behaviour among members of the Cinematography Student Activity Unit at Universitas Airlangga, illustrating how information-seeking activities may occur within particular organisational and activity contexts. Niedźwiedzka (2003) proposed a general model of information behaviour that considers the mechanisms and factors influencing information-related activities. Vakkari (2003) explained that information searching is often task-based, meaning that information needs and search strategies may change as a task develops. These perspectives underline the importance of understanding the relationship between students' information needs and their utilisation of information resources available in university libraries.

Preliminary observations conducted at Universitas Negeri Padang Library in 2025 recorded 52,468 printed collection titles comprising 250,483 copies, alongside 66,029 digital collection titles. Despite the range of available resources, borrowing transactions declined during the three-month observation period, from 368 transactions in October 2025 to 167 in November 2025 and 40 in December 2025. These figures provide an initial indication of changes in borrowing activity; however, they do not directly explain the level of collection utilisation among students in the Library and Information Science Study Programme. This limitation arises because borrowing statistics are categorised by faculty rather than by study programme, making it difficult to identify programme-specific collection utilisation. In addition, preliminary interviews with six students revealed several obstacles to using the library collections, including limited resources in library and information science, incomplete

availability of textbooks required for coursework, a limited number of copies, and the worn or outdated condition of some printed materials. Three of the six students reported that collections related to library and information science were limited, while two stated that the textbooks required for their courses were not completely available. Consequently, some students relied on external digital information sources to fulfil their academic needs.

These circumstances raise an issue that requires further investigation: whether students' information needs are related to their utilisation of the collections available at Universitas Negeri Padang Library. Previous studies have addressed information needs, information-seeking behaviour, collection availability, and collection utilisation in various library contexts. Nevertheless, the relationship between the information needs of Library and Information Science students and their utilisation of collections at Universitas Negeri Padang Library warrants specific examination. The novelty of this study lies in its research subjects and setting, focusing on students from the 2023, 2024, and 2025 cohorts of the Library and Information Science Study Programme and examining the relationship between their information needs and library collection utilisation within a university library. Accordingly, this study aims to describe students' information needs, identify the utilisation of collections at Universitas Negeri Padang Library, and analyse the relationship between the information needs of Library and Information Science students and their utilisation of the library collections. The findings are expected to provide empirical insight into the relationship between students' information needs and collection utilisation, while offering input for collection development that is more responsive to users' academic requirements.

METHODS

This study employed a quantitative correlational design to examine the relationship between students' information needs as the independent variable (X) and their utilisation of physical library collections as the dependent variable (Y). The quantitative approach was adopted to measure both variables numerically and assess their statistical association. No intervention was administered to participants, as the study focused on identifying the relationship between the variables rather than establishing a causal effect.

The study population consisted of 264 students enrolled in the Library and Information Science Study Programme at Universitas Negeri Padang from the 2023, 2024,

and 2025 cohorts. The population comprised 75 students from the 2023 cohort, 83 from the 2024 cohort, and 106 from the 2025 cohort. Participants were selected through purposive sampling based on the criterion that they had previously used the library's collections for academic purposes. The sample size was calculated using Slovin's formula with a 10% margin of error, resulting in 73 respondents. This eligibility criterion ensured that participants had relevant experience with the collections under investigation.

The primary research instrument was a researcher-developed questionnaire using a four-point Likert scale: strongly agree (4), agree (3), disagree (2), and strongly disagree (1). The information-needs variable was operationalised based on Wilson's (1981) model through four indicators: information need, activating mechanisms, information-seeking behaviour, and intervening variables or barriers. Collection utilisation was examined through five indicators based on the framework attributed to Sulistyo-Basuki (1991): frequency of use, types of collections used, purposes of use, collection suitability, and collection currency. The questionnaire comprised 12 items measuring information needs and 15 items measuring collection utilisation.

Data were collected primarily through questionnaire distribution, supported by observation, interviews, and document analysis. Primary data consisted of respondents' questionnaire responses, while secondary data were obtained from relevant books, scholarly articles, and library documents. Content validity was assessed through expert or academic supervisor evaluation. Construct validity was tested using Pearson's Product-Moment correlation with 30 respondents at a 5% significance level and a critical r-value of 0.361. All questionnaire items met the validity criterion. Instrument reliability was assessed using Cronbach's Alpha, yielding coefficients of 0.773 for information needs and 0.922 for collection utilisation. Both variables therefore met the reliability threshold specified in the thesis.

Data analysis involved several sequential procedures. First, questionnaire responses were verified for completeness and eligibility. The responses were then coded and tabulated according to the two research variables. A Kolmogorov–Smirnov test was conducted to assess normality, using a significance threshold of 0.05. Descriptive statistics were subsequently used to summarise each variable, while Pearson's Product-Moment correlation was applied to determine the direction and strength of the relationship between information

needs and collection utilisation. Statistical processing was performed using IBM SPSS, and the resulting analyses formed the basis for interpreting the findings and drawing conclusions.

RESULTS

1. Normality Test

Table 1. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		73
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	5,27973594
Most Extreme Differences	Absolute	,065
	Positive	,065
	Negative	-,056
Test Statistic		,065
Asymp. Sig. (2-tailed)		,200[c,d]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

source: Compiled by the researcher (2026)

Table 1. Normality Test Results shows that the Kolmogorov–Smirnov test yielded a test statistic of 0.065 and an Asymp. Sig. (2-tailed) value of 0.200. Since the significance value exceeds the threshold of 0.05, the normality assumption is satisfied. Therefore, the residuals are considered normally distributed, indicating that the data meet the normality requirement for further parametric analysis, including the Pearson Product-Moment correlation test.

2. Spearman Correlation Test

Table 2. Spearman Correlation Test

Correlations			
		Information Needs	Collection Utilisation
Information Needs	Pearson Correlation	1	,554**
	Sig. (1-tailed)		,000
	N	73	73
Collection Utilisation	Pearson Correlation	,554**	1
	Sig. (1-tailed)	,000	

	N	73	73
**Correlation is significant at the 0.01 level (1-tailed).			

source: Compiled by the researcher (2026)

Table 2. Spearman Correlation Test shows that the correlation coefficient between students' information needs and collection utilisation is 0.554, with a significance value of 0.000. Since the significance value is below the 0.05 threshold, the relationship between the two variables is statistically significant. The correlation coefficient of 0.554 indicates a moderate positive relationship. This suggests that higher levels of students' information needs tend to be associated with greater utilisation of library collections at Universitas Negeri Padang. Thus, the findings indicate a positive and significant relationship between students' information needs and collection utilisation.

3. Average Scores for Information Needs Indicators

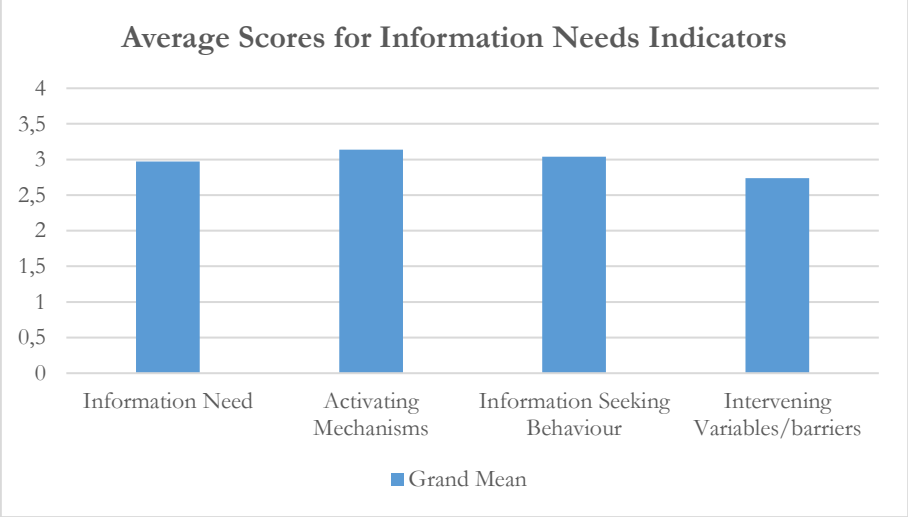


Figure 1. Average Scores for Information Needs Indicators

Figure 1. Average Scores for Information Needs Indicators shows that the Activating Mechanisms indicator has the highest mean score (3.14), followed by Information-Seeking Behaviour (3.04), Information Need (2.97), and Intervening Variables/Barriers (2.74). These results indicate that activating mechanisms received the highest average score, while intervening variables and barriers received the lowest.

4. Average Scores for Collection Utilisation Indicators

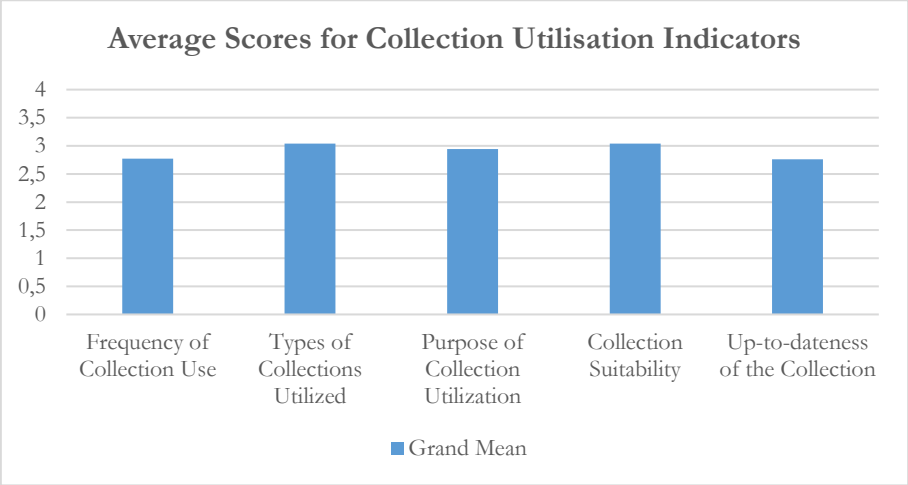


Figure 2. Average Scores for Collection Utilisation Indicators

Figure 2. Average Scores for Collection Utilisation Indicators shows that the Types of Collections Utilised and Suitability of the Collection indicators have the highest mean scores, both at 3.04. These are followed by Purpose of Collection Utilisation (2.94), Frequency of Collection Use (2.77), and Currency of the Collection (2.76). The findings indicate that the types and suitability of collections received the highest average scores, while the currency of the collection received the lowest.

DISCUSSION

The findings indicate that the information needs of Library and Information Science students at Universitas Negeri Padang are associated with their utilisation of library collections. The Pearson Product-Moment correlation analysis produced a coefficient of 0.554, with a significance level of $p < 0.001$, based on 73 respondents. This result indicates a statistically significant, positive, and moderate association between the two variables. In practical terms, students reporting stronger information needs tended to report greater use of library collections. Nevertheless, this association should not be interpreted causally, since the correlational design does not establish that information needs directly cause increased collection use.

Students' information needs were examined through four indicators derived from Wilson's (1997) information behaviour framework: information need, activating mechanisms, information-seeking behaviour, and intervening variables or barriers. Activating mechanisms recorded the highest mean score, at 3.14. This finding suggests that

academic demands and students' awareness of information gaps are important motivations for seeking additional information. Students are prompted to search when they encounter coursework requirements, difficulties understanding lecture materials, or a need for relevant references. Information needs therefore extend beyond recognising a knowledge gap; they may also stimulate active efforts to obtain information.

The information-seeking behaviour indicator recorded a mean of 3.04, suggesting that students generally engage in searching for and selecting information to support their academic activities. Such behaviour includes exploring available sources, continuing searches until relevant information is identified, and selecting materials appropriate to academic tasks. The information need indicator had a mean of 2.97, reflecting students' requirements for additional explanations and references from library resources. Meanwhile, intervening variables or barriers recorded a mean of 2.74. This indicator requires careful interpretation because its questionnaire statements measure experienced difficulties. The score therefore reflects the presence of barriers among some respondents rather than the successful resolution of those barriers. These difficulties may involve locating relevant materials, accessing information sources, or distinguishing useful resources from less relevant ones.

Collection utilisation was assessed through five indicators: frequency, types of collections used, purpose, collection suitability, and currency. The indicators for collection types and suitability both recorded a mean of 3.04. This suggests that students use different forms of library materials and perceive the available collections as reasonably relevant to their academic requirements. Textbooks, reference materials, scholarly works, and digital resources can serve different purposes in supporting coursework and learning. However, the availability of various formats is meaningful only when their content corresponds to users' actual information requirements.

The purpose indicator recorded a mean of 2.94, indicating that students use library collections to complete coursework, obtain academic references, and broaden their knowledge within their field of study. Frequency recorded a mean of 2.77, while collection currency recorded 2.76. These comparatively lower scores suggest that collection use is not necessarily a routine activity for every student and that perceptions of information currency remain an area requiring attention. Notably, the questionnaire statement concerning the availability of up-to-date information recorded a mean of 2.55. This finding highlights an important distinction: a collection may offer diverse materials and relevant subject coverage

without necessarily containing sufficiently current information. Collection evaluation should therefore consider not only the number and variety of materials but also publication dates, subject relevance, and developments within the discipline.

The findings on information needs are consistent with Wilson's (1981) argument that information needs emerge when individuals recognise a gap between their existing knowledge and the information required in a particular situation. In this study, such gaps become apparent when students seek further explanations of course materials or references for academic assignments. Wilson's (1997) broader framework further explains how information needs are associated with activating mechanisms, information-seeking behaviour, and intervening factors. The results suggest that these components are relevant to students' academic information practices.

Regarding collection utilisation, the findings are consistent with Wahyuntini and Endarti (2021), who demonstrate that library collections are used by students to obtain references for academic activities. The relationship between collection use and information fulfilment also reflects Augustine et al.'s (2021) discussion of the role of library materials in meeting users' information needs. Furthermore, Fistiyanti (2024) highlights the contribution of library collections to students' academic writing and research. Collectively, these studies support the understanding that library collections remain academically valuable when they provide information relevant to users' learning requirements. However, the present findings also draw attention to collection currency, suggesting that the usefulness of library resources depends not only on their availability and relevance but also on the currency of their content.

This study extends previous research by examining the association between information needs and collection utilisation within a specific academic programme at Universitas Negeri Padang. Earlier studies have explored information needs, information-seeking behaviour, and collection utilisation from different perspectives. The present study brings these dimensions together by examining four indicators of information needs in relation to five indicators of collection utilisation. The positive and significant correlation demonstrates that these variables are associated within students' academic activities. This contribution is important because it provides empirical insight into why library collection utilisation should be understood in relation to users' information needs, rather than being assessed solely through collection availability or the frequency of library visits.

From a theoretical perspective, the findings provide empirical support for the relevance of Wilson's information behaviour framework in understanding the relationship between information needs and the use of information resources in higher education. Information needs are associated with individuals' decisions to seek and use information sources, while collection utilisation reflects how available resources are used to meet those needs. The positive association identified in this study demonstrates the connection between these dimensions in students' academic activities. Practically, the findings provide a basis for Universitas Negeri Padang Library to review its collection development priorities in relation to students' actual information requirements. Particular attention should be given to collection currency, considering its comparatively low mean and the score of 2.55 for the availability of up-to-date information. The library could periodically assess materials in Library and Information Science, identify literature required by relevant courses, and consider acquiring recent editions and relevant digital resources. Librarians could also strengthen collection promotion and information-search guidance so that students are more aware of available resources and can identify materials appropriate to their academic needs.

For students, the findings emphasise the importance of using library collections purposefully, not only to complete assignments but also to broaden subject knowledge and support continuous learning. Nevertheless, the findings should be interpreted in light of several limitations. The study involved only 73 students from the Library and Information Science programme at Universitas Negeri Padang, specifically from the 2023, 2024, and 2025 cohorts. Consequently, the findings cannot automatically be generalised to all students at the university or to students in other academic programmes. In addition, the data were collected through a Likert-scale questionnaire, meaning that the results represent respondents' perceptions and self-reported accounts of their information needs and collection-use practices. These data do not fully capture actual usage behaviour, which could also be examined through borrowing records or collection-access statistics.

Another limitation concerns the correlational approach, which identifies the direction and strength of the association between the two variables but does not establish a causal relationship. Other potentially relevant factors, including collection availability, ease of access, information literacy, service quality, and preferences for digital resources, were not examined as separate variables in this study. Furthermore, assessments of collection suitability and currency were based on students' perceptions rather than a bibliographic audit of the entire library collection. Future research could involve larger and more diverse

samples, combine questionnaire data with interviews and actual usage records, and directly evaluate the relevance and currency of library materials. Such approaches would provide a more comprehensive understanding of the relationship between students' information needs and library collection utilisation.

CONCLUSION

The analysis indicates that Library and Information Science students at Universitas Negeri Padang have high information needs, with a mean score of 2.97. This finding reflects their need for information to understand course materials, complete assignments, and broaden subject knowledge. The use of library collections was also reported to be very high, indicating that students use print and digital resources to support academic activities. The correlation analysis yielded a coefficient of 0.554 and a significance level of $p<0.001$. This demonstrates a positive, statistically significant relationship of moderate strength between information needs and collection use. Higher information needs therefore tend to coincide with greater use of library collections. The findings answer the central research question by establishing an association between the two variables; however, this relationship does not establish causation. Theoretically, the study contributes empirical evidence to library and information science by examining the relationship between students' information needs and collection use. Practically, the findings may assist Universitas Negeri Padang Library in evaluating its resources. Collection development should consider subject relevance, the availability of print and digital formats, and information currency. The library should also improve access and promote awareness of available resources to encourage effective collection use. Students are encouraged to use different types of collections more actively to support learning and research. Future studies could include a broader respondent population, examine additional factors associated with collection use, and employ qualitative or mixed-methods approaches to develop a deeper understanding of students' collection-use practices across different academic stages and student groups.

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