Original Article

# Students' Perceptions of Resource Centers in an International School of Bangkok, Thailand

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**Abstract.** This study examines the use of the Resource Centers at the Singapore International School in Bangkok, Thailand. It addresses the limited research on how international school students perceive library services and resources. It aimed to assess students' awareness of and knowledge of the available library resources, as well as their satisfaction with library services. A quantitative descriptive design was employed with 196 students participating in the study. Descriptive statistics and analysis of variance (ANOVA) were used to determine awareness, satisfaction, and adequacy across campuses. Results showed that respondents were aware of the library's resources and rated their adequacy as 'good', suggesting that the collection sufficiently complements students' academic needs. Moreover, the results revealed no significant differences between the campuses in students' awareness of available resources or in their satisfaction with library services. Lastly, the study also identified the preferences to improve the library services, including inference assistance: in-person, keeping the students updated on new resources: the personalized alerts, library orientation for new students: use of online modules, enhancing library book talks and events: author visits, and selective information dissemination: customized suggestions.

*Keywords: International school; Resource center; Library services; Library resources; Student assessment.*

Libraries have long been vital contributors to society's knowledge infrastructure. Since the nineteenth century, they have supported individuals seeking to expand their educational, recreational, and cultural understanding through both formal and informal learning paths. School, college, and university libraries meet the diverse needs of learners by providing essential resources for teaching, research, and academic enrichment (Rubin, 2020). The term "resource center" refers to the school library at Singapore International School of Bangkok (SISB), which serves as an academic hub providing access to both print and digital collections that support students' learning. Srinivasan (2012) asserts that school libraries function as formally managed learning environments that significantly influence students' academic achievement. The SISB Resource Centers, therefore, reflect this modern concept of a library that consolidates the best of human knowledge while promoting student learning and engagement.

The rapid advancement of technology has dramatically transformed library systems worldwide. This shift has prompted libraries to invest in advanced infrastructures, such as computer systems, digital catalogues, and online storage facilities that extend beyond physical collections. Effective school libraries today are described as dynamic learning environments that bridge access and opportunity for all students (AASL, 2018). SISB libraries in Thailand ensure that their resource centers are integral to students' academic development and literacy. Through diverse book collections, library assistance, and weekly collaborative activities, students are encouraged to maximize the

use of available resources. Despite SISB's extensive collections and modern facilities, student awareness of and satisfaction with the Resource Centers remain under-researched. Previous studies by Al-Musawi et al. (2024) demonstrate that perceived service quality in school learning resource centers can vary significantly, indicating that resource availability does not always align with how students perceive or value these resources.

User satisfaction is a critical indicator of how well library services align with students' needs. As the Lenoir Foundation (2023) notes, libraries are educational ecosystems that enrich academic experiences by providing resources, fostering intellectual growth, and promoting exploration and discovery. By assessing students' awareness, perceived adequacy, and satisfaction, this study will generate evidence-based insights to inform improvements in library management at SISB. Such feedback-based evaluation has been shown to enhance resource allocation and service design in school resource centers (Al Musawi et al., 2024). Moreover, analyzing satisfaction with different service dimensions (basic, performance, excitement) from the Kano model (Galagala, 2024) can guide more nuanced improvements.

Despite the growth of international education, empirical research on international school libraries remains limited, especially in Southeast Asia. Although studies such as Marino & Schultz-Jones (2020) have explored school libraries in Sweden, and Gungon (2020) has documented library marketing in Metro Manila schools, very little is known about how students in international K–12 schools perceive the resources and services available to them. This gap justifies the focus on SISB campuses. Therefore, this study aims to assess students' awareness of, satisfaction with, and perceived adequacy of the resources and services provided by the SISB Resource Centers. The findings will help SISB librarians and administrators evaluate the extent to which their libraries serve students' academic needs. Insights from this study may guide future improvements, such as expanding popular genres, diversifying collections, or increasing access to digital resources, and may also inform practices in similar educational settings. Ultimately, the results will help optimize library management, ensuring that SISB libraries continue to provide users with meaningful and compelling learning experiences.

## Methodology
### Research Design
This study employed a descriptive, quantitative research design and systematically described the population, context, and phenomenon related to students' perceptions of the status of the SISB Pracha Uthit and Thonburi campus libraries. This research design enabled the researcher to collect data and describe the demographics of the research population through statistical analysis.

### Research Locale
This research was conducted in the two libraries of SISB Schools, namely Singapore International School Pracha Uthit and Singapore International Thonburi, located in Bangkok, Thailand. Established in 2001, SISB offers an international perspective alongside a Singaporean-style education. The school emphasizes academic performance, trilingualism in Thai, Mandarin, and English, and a holistic approach to support students in reaching their full potential (SISB Schools, n.d.).

### Research Respondents
The participants of this study were students from the Pracha Uthit and Thonburi campuses of SISB Schools. A proportionate convenience sampling method was used, with 183 target participants from the Pracha Uthit campus and 42 from the Thonburi campus, for a total of 225 target respondents in Grades 7-12. The total enrollment across the campuses was 752 students, and approximately 225 of this population, or 30%, were selected as the research sample. However, the final number of actual respondents collected from both campuses was 196. This respondent group represented a broad range of students, ensuring that the data accurately reflected the experiences, awareness, and satisfaction of SISB learners with their school library.

### Research Instruments
To collect data on the collection and services provided by the resource centers, a self-developed questionnaire was constructed based on the core LibQUAL dimensions, informed by prior use of the LibQUAL model in academic library evaluation (Barfi et al., 2023). A pilot test was conducted at the SISB Nonthaburi Campus with 30 students. To assess the instrument's reliability, Cronbach's Alpha was computed, yielding a coefficient of 0.908, indicating excellent reliability according to standard guidelines, with values above 0.9 considered excellent. For the main data collection, surveys were administered to 225 students from the SISB Thonburi and SISB Pracha Uthit

campuses, focusing on aspects such as collection adequacy, satisfaction with services, and recommendations for development to provide a comprehensive understanding of students' library experiences (Flick, 2018). The final questionnaire was reviewed by the researcher's advisor and panel members to ensure validity.

**Data Gathering Procedure**
Before seeking student participation, the study was reviewed and approved by the SISB Pastoral Care department to ensure that it met the ethical standards and was appropriate for the school context. Upon approval, the researcher provided paper-based survey questionnaires to the students. The survey questionnaire was prepared for distribution at the library entry or exit, enabling respondents to self-report their objective perceptions of their experience and observations. The data collection lasted approximately two weeks, with librarians and their teachers assisting participants in answering questions.

**Data Analysis**
The data were gathered, interpreted, and presented objectively. Items measuring general awareness, satisfaction, and adequacy were analyzed using descriptive statistics, including frequency counts, weighted means, and rankings, to summarize the data. For tests of significant differences between groups, inferential statistics were applied at the 0.05 significance level ($p < 0.05$). At the same time, preferred library service responses were analyzed by grouping similar selections to identify the most frequently suggested enhancements to library services. Additionally, a 4-point Likert scale was used to assess students' perceptions of awareness, satisfaction, and adequacy for each item, and the results were interpreted based on their statistical significance.

**Ethical Considerations**
The study adhered to the ethical standards in conducting the research. SISB Pastoral Care Department reviewed and approved the research proposal to ensure compliance with school policies and protection of student welfare. Participation was entirely voluntary, and informed consent was obtained from all respondents. Students were assured of confidentiality and anonymity, and all data were used solely for this study.

## Results and Discussion

**Level of Awareness of Students on Library Resources**
Table 1 shows an overall mean of 2.91, placing it in the "Aware" category. The findings suggest that most students were familiar with the library's collection. This means that SISB clients at libraries have visible access to and use of library materials, which can be attributed to their on-campus location and their accessibility to students.

**Table 1.** *Students' Level of Awareness of the Library Resources*

| Indicators | Mean | Interpretation | Rank |
|---|---|---|---|
| Fiction Collection | 3.37 | Highly Aware | 1 |
| Non-Fiction Collection | 3.13 | Aware | 3 |
| Reference Collection | 2.82 | Aware | 4 |
| Graphic Novels | 3.31 | Highly Aware | 2 |
| Thai Collection | 2.74 | Aware | 5 |
| Chinese Collection | 2.54 | Aware | 6 |
| Electronic Resources | 2.45 | Slightly Aware | 7 |
| **Overall Mean** | **2.91** | **Aware** | |

SISB librarians ensure that students receive library orientations at the start of each semester to introduce them to various collections and services, fostering awareness that enhances recall and efficiency in locating academic and personal resources. This aligns with the findings of Suthiprapa and Tuamsuk (2021), who emphasized that collection visibility and frequent library use increase student awareness and engagement. Such awareness promotes information literacy, enabling students to become self-sufficient learners. The SISB libraries not only support academic needs but also encourage reading for pleasure through effective marketing of their collections. Results show that fiction (mean = 3.37), graphic novels (mean = 3.31), and non-fiction (mean = 3.13) ranked highest in student awareness, suggesting that library offerings are responsive to student interests. Fiction stimulates imagination and reflection, improving verbal skills and emotional intelligence as highlighted by Dwyer (2019). Similarly, Concepcion-Rubas (2024) found that Filipino students in Grades 7–10 preferred fiction, particularly adventure and fantasy, which are essential for identity exploration and personal growth. Thematic organization of fiction books by genre, such as romance, mystery, fantasy, and adventure, further enhances engagement and critical thinking (Wilhelm & Smith, 2014).

Following fiction, graphic novels rank second in awareness, reflecting students' preference for visually engaging reading materials that combine words and illustrations. This trend supports Pierce's (2025) findings, which indicate that 93% of school and public libraries report a surge in youth interest in graphic novels, particularly manga. At SISB, these materials are organized by series, improving accessibility and browsing. Smith (2021) notes that such an organization reduces search time, whereas Scholastic (2024) highlights that graphic novels enhance motivation and confidence, thereby helping students develop independent reading habits. Non-fiction ranks third, offering factual content that promotes mindful reading and real-world learning through "how-to" books, reference materials, and biographical works. The National Literacy Trust (2022) found that non-fiction encourages young people to explore societal issues and causes, highlighting its role in shaping informed and empathetic learners.

In contrast, Chinese collections (mean = 2.54) and electronic resources (mean = 2.45) received lower ratings for awareness. Studies show that limited motivation and perceived difficulty with Chinese language materials (Zhang & Chinokul, 2023; Liu, 2022) reduce engagement, while misalignment between students' interests and available resources further contributes to low use (Thianthong & Wei, 2024). Similarly, electronic resources are underutilized due to visibility issues, technological anxiety, and inadequate digital literacy. Popoola and Adedokun (2022) noted that computer anxiety leads students to favor print materials. In contrast, Burhansab et al. (2021) emphasized the role of training in improving awareness of and use of e-resources. Despite SISB students having personal devices, their preference for quick, open-access internet content often outweighs the use of structured library databases, a finding consistent with Chang et al. (2023), who observed that convenience and accessibility strongly affect students' resource choices.

### Difference Between the Two Library Campuses on the Students' Level of Awareness

Table 2 shows that there is no significant difference in awareness levels between the two campuses, namely SISB Pracha Uthit (2.90) and SISB Thonburi (2.94), as both have a *t*-value of -.38 and a *p*-value of .705.

**Table 2.** *Students' Level of Awareness of the Resources in the Two Library Campuses*

| Sub-Campuses | Mean | Interpretation | t-value | p-value |
|---|---|---|---|---|
| SISB Pracha Uthit | 2.90 | Aware | -.38[ns] | .705[ns] |
| SISB Thonburi | 2.94 | Aware | | |

**Legend:** ns – not significant; * - significant

Students are generally aware of the library's various resources, regardless of their campus location. Both SISB Pracha Uthit and SISB Thonburi employ similar book-cataloguing systems, ensuring that all students have equal access to information. They would regularly update the students on the information sources and services available to them. Librarians created lists to help students anticipate their reading assignments. Library listings would come in various forms, including, but not limited to, new book acquisitions, bulletin board postings, compilations of research abstracts, lists of new library services, and newspaper clippings. Therefore, the hypothesis that there is a significant difference between the campuses in students' awareness of the library's different resources is rejected.

### Level of Adequacy of Library Resources Complement to Academic Needs

Table 3 shows the adequacy of the library collections in complementing students' academic needs. A significant finding of the study, in terms of fiction collection, was rated as 'excellent' with a mean score of 3.32, followed by graphic novels (3.21) and non-fiction collections (3.03), which were identified as the top three complementary resources to the academic aspect of learning for students. Meanwhile, the reference collection (2.70), Thai collection (2.64), and Chinese collection (2.53) were rated as 'good' complementary resources; however, the electronic resources had the lowest mean score of 2.44.

The findings reveal that fiction ranks first among the seven library resources offered by SISB, reflecting the school's strong integration of fiction into its curriculum. The SISB libraries maintain multiple copies of required literature such as *Macbeth, Little Women,* and *The Great Gatsby*, ensuring that students have access to assigned readings. This practice aligns with international standards, as seen in the US Common Core State Standards (2025), which emphasize reading both classic and contemporary literary works to strengthen comprehension and analytical skills among students in Grades 6–12. Similarly, Gerritsen (2024) highlighted that New Zealand incorporates

fiction, such as *The Boy Who Harnessed the Wind* and *The Hate U Give*, into its curriculum to engage students with themes of social justice and identity. The accessibility of these literary works at SISB encourages students to explore additional library collections, thereby enhancing their engagement with reading and academic growth.

**Table 3.** *Level of Adequacy of Library Resources Complement to Academic Needs*

| Indicators | Mean | Interpretation | Rank |
|---|---|---|---|
| Fiction Collection | 3.32 | Excellent | 1 |
| Non-Fiction Collection | 3.03 | Good | 3 |
| Reference Collection | 2.70 | Good | 4 |
| Graphic Novels | 3.21 | Good | 2 |
| Thai Collection | 2.64 | Good | 5 |
| Chinese Collection | 2.53 | Good | 6 |
| Electronic Resources | 2.44 | Fair | 7 |
| **Overall Mean** | **2.84** | **Good** | |

Graphic novels, ranking second, appeal to students due to their engaging combination of visuals and text. These include popular titles such as *Maus, Saga,* and *Marvel Superheroes*, which attract even reluctant readers. George (2024) noted that students prefer graphic novels because their imagery simplifies complex narratives, thereby improving comprehension. The SISB libraries ensure that graphic novel versions of fiction are available as an alternative for struggling readers, fostering inclusivity in literacy development. Supporting this, Monash University (2019) emphasized that graphic novels enhance analytical and visual literacy through literary elements like inference, sequencing, and metaphor. Furthermore, a study in Chile demonstrated that graphic novels improve English vocabulary retention, while Fenty and Brydon (2019) found that they boost motivation and engagement among students with learning disabilities. Thus, SISB's investment in this genre provides diverse and accessible reading opportunities for its international student body.

Meanwhile, non-fiction books foster mindful reading habits, with young readers showing interest in real-life issues and problem-solving. However, the Chinese Collection ranks sixth with a score of 2.53, indicating adequate yet limited relevance and engagement, possibly due to outdated or misaligned materials. As Zhang and Schwartz (2021) suggest, aligning language-specific resources with course content can enhance their use and academic value. Electronic resources received the lowest adequacy rating at 2.44%, reflecting challenges such as insufficient databases, lack of user training, and low digital literacy. Prior research by Head and Eisenberg (2010) and Julien et al. (2018) emphasized that effective use of digital tools requires continuous literacy training and institutional support. Addressing these issues could significantly improve students' utilization and perception of SISB's electronic resources.

**Level of Satisfaction with Library Services**

Table 4 presents the level of student satisfaction with library services across two sub-campuses. The six salient services that govern the ideal library program were rated by students, with a mean of 2.95 and a descriptive equivalent of 'satisfied.' This means that students are generally content with the services provided. Chen et al. (2022) suggested that friendly librarian service can convey confidence in professional knowledge, strengthen the user's impression, and improve the service quality. Thus, service satisfaction is the hallmark of an academically relevant library institution, in which librarians' services lead to student satisfaction.

**Table 4.** *Students' Level of Satisfaction with the Different Library Services Offered*

| Indicators | Mean | Interpretation | Rank |
|---|---|---|---|
| Circulation Service | 3.39 | Very Satisfied | 1 |
| Reference Service | 3.01 | Satisfied | 2 |
| Current Awareness Services | 2.77 | Satisfied | 5 |
| Library Orientation | 2.99 | Satisfied | 3 |
| Booktalk | 2.92 | Satisfied | 4 |
| Selective Dissemination of Information | 2.58 | Satisfied | 6 |
| **Overall Mean** | **2.95** | **Satisfied** | |

Based on the findings, the Circulation Service of SISB libraries received a "very satisfied" rating, with a mean score of 3.39, indicating high student satisfaction with the system. This satisfaction is attributed to the library's 12 comprehensive circulation services, including book inquiries, borrowing, reservations, returning, and interlibrary loan, as well as modern conveniences such as book delivery and research-writing reservations. The librarians'

helpful, polite service, combined with reminders, flexible renewal options, and accessible counter service, further enhances user satisfaction. Lingnan University Library's (2019) User Satisfaction Survey supports this, showing that interlibrary loan services are strongly correlated with overall satisfaction because they expand access to materials. Likewise, SISB's efforts to maintain convenient operating hours and regular orientations contribute to students' sense of accessibility and support.

The Reference Service ranked second, with a mean of 3.01, indicating that students were satisfied with the professional guidance offered by librarians. In line with the American Library Association's six main functions — supervision, advice, information, instruction, appraisal, and bibliographic services (Ali, 2021) — SISB libraries provide both Ready Reference and Long Range Reference Services to meet diverse student needs. Librarians assist in answering questions, recommending resources, and supporting research projects, especially for senior high school students completing their capstone requirements. Studies have confirmed that service quality, defined by tangibles, reliability, responsiveness, assurance, and empathy, significantly affects student satisfaction (Khalid et al., 2021). This means that competent, approachable, and communicative librarians enhance users' confidence and success in academic research. Library orientation, ranked third with a mean of 2.99, also promotes independent learning. Conducted annually, these sessions help students familiarize themselves with the library's layout, digital resources, and circulation policies. According to Palemo et al. (2020), orientations equip students with research skills and independence. Brown (2017) found that even students who believed they already knew how to use the library benefited from formal orientation, as evidenced by improved comfort and performance.

Meanwhile, Current Awareness Service (CAS) and Selective Dissemination of Information (SDI) ranked lowest in satisfaction, with mean scores of 2.77 and 2.58, respectively. Despite being within the "satisfied" range, these services require improvement, primarily due to limited student awareness and visibility. Alejandro, Alvarez, and Mariano (2023) found that a lack of understanding of CAS and SDI functions often leads to underutilization and lower satisfaction. SISB libraries currently promote CAS through online postings, bulletin boards, and pamphlets to keep users updated on new acquisitions and research resources. To enhance engagement, Acharya and Vagdal (2023) recommend that libraries adopt digital marketing strategies, targeted outreach, and data-driven decision-making. Similarly, SDI at SISB aims to deliver personalized academic content aligned with users' grade levels or research interests, but its success depends on efficient tracking and responsiveness. As Omar et al. (2021) emphasized, students now expect library services to be personalized and modernized; failure to adapt these systems could diminish satisfaction despite the service's inherent value.

**Difference Between the Two Library Campuses on the Students' Level of Satisfaction**
Table 5 shows that there is no significant difference between the two campuses in terms of the level of satisfaction of the students with the six indicators of library services, namely SISB Pracha Uthit (2.96) and SISB Thonburi (2.88), with a *t*-value of .91 and a *p*-value of .362

**Table 5.** *Students' Level of Awareness of the Resources in the Two Library Campuses*

| Sub-Campuses | Mean | Interpretation | t-value | p-value |
|---|---|---|---|---|
| SISB Pracha Uthit | 2.96 | Satisfied | -.91[ns] | .362[ns] |
| SISB Thonburi | 2.88 | Satisfied | | |

**Legend:** ns – not significant; * - significant

There are no significant differences between the two library campuses since both libraries follow the same service framework and librarians' standard workflow. Students across different grade levels have maintained confidence in the library's overall services. Student satisfaction, however, has not yet reached its highest quarter, probably because potential services remain unexplored, such as the efficiency of online search engines and e-resources not covered in this assessment. According to Kaapu (2025), students are largely unaware of the availability and accessibility of e-resources and services. Therefore, the hypothesis that there is a significant difference in student satisfaction with library services across the campuses is rejected.

**Preferences to Improve the Library Services**
*Circulation Services*
Among circulation services, "Self-Checkout" is the most preferred option, accounting for 58.7%, followed by Mobile Checkout at 21.8%. Approximately 3.1% of students preferred not to answer, likely because of the libraries' existing approved circulation services. Other suggestions (10.2%) included various options, and only 3.1% chose not to answer. This reflects students' desire for technology-enabled, self-service access to the library. Lu and Lin

(2025) posited the benefits of online circulation services in libraries, including students' ability to access resources, check them out, read them, and request access to library portals.
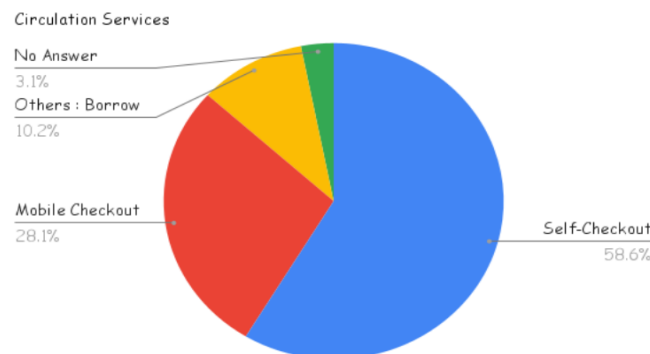
Circulation Services

**Figure 1.** *Preferences to Improve the Circulation Services of the Two Library Campuses*

*Reference Services*

In reference services, participants exhibited a broader range of preferences, encompassing both traditional and new methods. Notably, 31.6% of respondents rated 'In-Person: Ask staff at the library' as the top choice in the reference category of personal preference, indicating that they trust librarians' or staff knowledge. In-person was quickly followed by Online Chat (Get help through online chat) (29.1%) and Messaging Services, including both email and text options (27.0%), suggesting that students are indeed interested in remote, asynchronous support options.
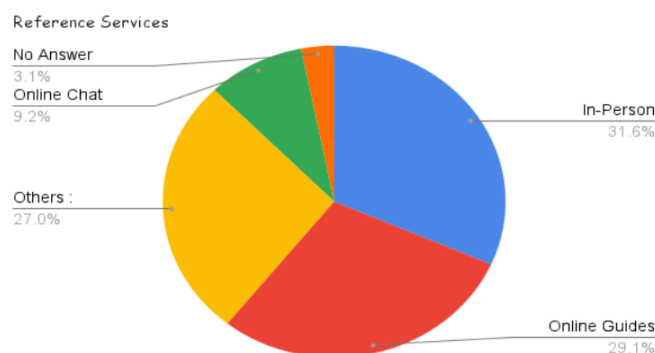
Reference Services

**Figure 2.** *Preferences to Improve the Reference Services of the Two Library Campuses*

It is essential to note that online assistance also signifies a preference for technology and easy access to librarian assistance. 9.2% of respondents did not prefer chat services, indicating that, while students value online support, some do not choose this format. The small number of people who did not respond (3.1%) reported being satisfied with the support they were familiar with, or that they were not aware of other options. Overall, the results indicate that students prefer reference formats that allow in-person contact, as well as some degree of digital accessibility and data flexibility, like the findings of Kim and Lund (2020) and IFLA (2023), which report increased student preference for hybrid reference models and expanded virtual help options in academic libraries.

*Current Awareness Services*

Regarding Current Awareness Services (CAS), students showed a strong preference for individualized updates, with personalized alerts ranked first at 67.9%, followed by the Library News email subscription at 17.3% and the Library Website at 10.2%. 4.6% of the respondents did not answer.
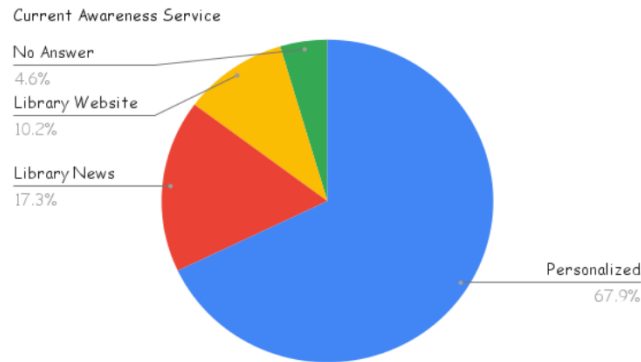
**Figure 3.** *Preferences to Improve the Current Awareness Services of the Two Library Campuses*

Students wanted to connect individually to the library servers to access new resources. They wanted to be the first to receive the latest information available through email or the website. These data indicate that students prefer direct, personalized updates that keep them informed about new resources relevant to their interests or studies. Notifications, especially those sent via email or mobile devices, have become the new norm for sharing information. This makes it even more critical for libraries to communicate quickly and clearly.

*Library Orientation*
In the coofntext to library orientation, students suggested improvements for new students at sub-campus libraries, including the addition of tutorials. 'Use of online modules' ranked first, with 45.4%, followed by virtual tour and face-to-face sessions, with 31.1% and 17.9% respectively. Only 5.6% did not answer, likely due to the libraries' existing orientation program.
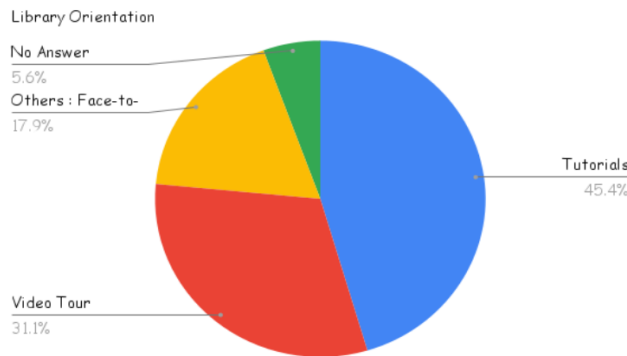


**Figure 4.** *Preferences to Improve the Library Orientation of the Two Library Campuses*

A preference for online modules and free access to orientation, facilitated by smartphones, means students need guidance not only on the facility but also on how to store information for future use. A virtual tour is also a recommended strategy for students to gain a deeper understanding of the library's services and resources. Students are visual learners and would capitalize on their access to the internet and mobile phones to view and learn about the library without being physically present in the venue. This means that students prefer formats that allow them to learn at their own pace and can be used on computers or smartphones. These tools not only help students navigate the library but also provide them with reference materials they can consult later, benefiting students with diverse learning styles. These findings align with higher-education research showing that students expect mobile-friendly, accessible onboarding experiences (Schilling, Hirschberger, & Kauffeld, 2024) and that information and socialization interventions, such as modules and virtual tours, are commonplace in modern digital onboarding practices (Möckel & Sziegoleit, 2022).

*Book Talks*
Book talks serve as a vital forum for authors to engage with readers and share information, thereby benefiting both parties. Book Talks foster profound human connection and intimacy, offering a vivid opportunity to cultivate a passion for reading and the pursuit of knowledge.
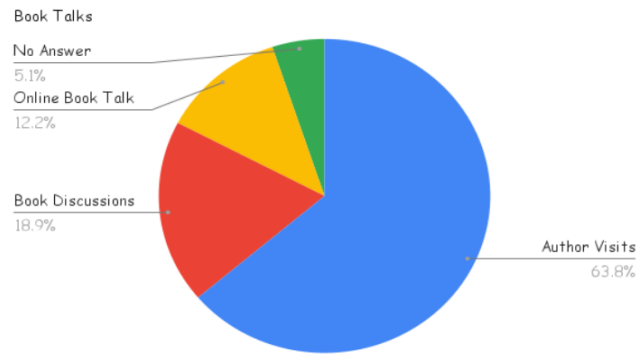
**Figure 5.** *Preferences to Improve the Book Talks of the Two Library Campuses*

Figure 5 illustrates the proposed enhancements for 'Enhancing Library Book Talks' and events at sub-campus libraries featuring Author Visits: Engage with authors and obtain signed books, with 63.8% indicating it as their preferred option. Additional students perceived Book Discussions (Join groups) at 18.9% and Online Book Talks at 12.2% as effective methods for promoting reading and facilitating book discussions. Conversely, 5.1% of students did not respond.

### Selective Dissemination of Information
Selective Dissemination of Information is a viable strategy for librarians to connect with library patrons and fulfill their duty to market their book resources. It takes various forms, depending on how students prefer to receive information.
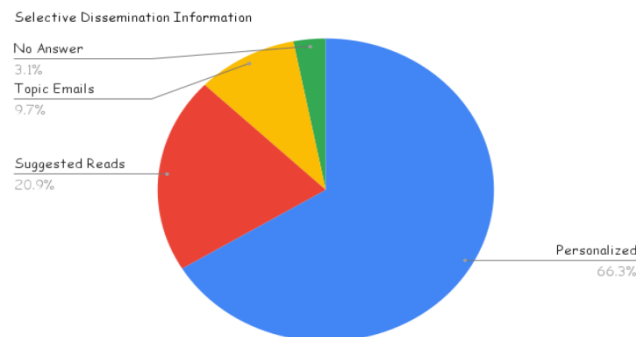


**Figure 6.** *Preferences to Improve the Selective Dissemination of the Two Library Campuses*

The results reveal that the proposed improvement, Selective Information Dissemination of sub-campus libraries with Personalized Suggestions, is the most effective, achieving 66.3%, followed by Suggested Reads (20.9%) and Topic Emails (9.7%). It suffices to infer that students sought personalized information and updates via email. Notification is the new term for dissemination, and through technology, it is easier for libraries to connect with their clients. Nevertheless, 3.1% of respondents did not answer the question. These results indicate that students prefer receiving tailored information and updates directly via email, reflecting an apparent demand for technology-driven, personalized communication. Overall, this trend aligns with Umeozor's (2022) proposed study on mobile-application personalization, which emphasizes that targeted, individualized notifications enhance user engagement and satisfaction in information services.

## Conclusion
Based on the findings, it can be concluded that SISB students are aware of the resources offered by their libraries, and there is no significant difference between the two campuses in students' level of awareness of these resources. The adequacy level was rated "good," indicating that the library resources effectively complement students' academic needs. Additionally, students expressed satisfaction with the library services provided, with no significant differences between the sub-campuses. Furthermore, the students offered several preferences to improve the library services. The findings indicate that implementing digital, user-centered, and hybrid library services can improve engagement, autonomy, and information literacy. The findings highlight the significance of

tailored, technology-enhanced library strategies in international and multilingual educational settings, offering valuable insights for library management, educational practices, and future research aimed at maximizing academic support services.

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## Conflict of Interests
The author declares no conflict of interest.

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