

Awareness and Use of Information Resources and Services by Students and Teachers of Pre-University Colleges in Bengaluru City: A Study

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ABSTRACT

Main aim of the study is to analyze awareness and use of information resources and services available at Government and Aided Pre-University College Libraries by the users – students and teachers. Researcher found that students and teachers of the colleges shown positive attitude towards access of information resources available in the libraries. The paper mainly focused on how users uses the available information sources in the library and trying to know about what kind of information required for the users to enrich their knowledge. The aim of the research is to know about the knowledge of the stack holders about available information sources in the library and to create awareness to the users about available reading materials in the library like journals ,books, magazines, and other information resources⁵. For this purpose, survey method was used and questionnaire was distributed to students and teachers to gather required information(Shashidhara,2019)⁷. By conducting survey method it helps to know about overall usage of the library by students and Teachers of the colleges and also helps to know about users' attitude towards the library. The study helps to improve services and to develop information sources

.KEYWORDS: Library Services, Facilities, Retrieval, Information Sources, Journals

1. INTRODUCTION

Being an important facilitator, libraries play vital role as an integral part of institutions of teaching and learning by providing resources and services to cater the needs of students and teachers. A effective modern library, with a few exceptions, is regarded as a service instruction. Its aim is to enable the users to make the most effective use of the information resources and services of the library. The Academic libraries are established for the benefit of the teachers and student user. They are real academic parts of every educational institute offering services based upon book materials, non- book materials and modernized digital resources of the various subject for teachers and student

groups like arts, commerce, management and science, others (Kumar, 2019)⁵. Among all these types of libraries evolved by institutions in current era, academic libraries are most popular because of the functions they perform.

2. OBJECTIVES OF THE STUDY

1. To identify the information needs of college students and teachers.
2. To know how frequently users are visiting the library for their study and teaching.
3. To understand the purpose of visit to library and information centre.
4. To identify the priority-wise use of information resources.
5. To ascertain the awareness of various library resources and services being offered by the libraries under the study.
6. To identify the problems encountered in use of information resources by both students and teachers.
7. To suggest the ways and means to improve the access to library resources and services in the college libraries.

3. REVIEW OF LITERATURE

Balakrishnan, R., & Jeysankar, R. (2019)¹ "were aims to investigate the Graduate Library users' information use and awareness about Library and Information Resources in Chennai city. Descriptive survey method and random sampling methods were used to select respondents. The questionnaire included 30 questions, Likert five points rating scale was used. 300 questionnaires were distributed to the respondents, 295 filled questionnaires were received, and 290 questionnaires were selected for analysis. The finding reveals that 50% of the graduate users are using the library for daily / regularly and the female graduate users are using the library for 4 to 6 hours daily. They are well aware about library services and information sources". **Saigal, Anupam. (2019)**⁶."was finding-out the awareness of information resources and their utilization, and how to exploit such resources effectively and efficiently by the users of Jamia Millia Islamia University Library, New Delhi. For collection of data, survey method with structured questionnaire was designed and distributed to 80 respondents. Out of which, 70 (80.5%) respondents sent back the filled-in questionnaires. Major finding of the study was - large number of library users used non-formal information sources available in the library". **Kodi, Thanush. (2013)**³. "study shows that, the majority of 55 (50%) respondents agreed that subject information is the primary purpose of using the library and 41(37.27%) respondents indicated that they are using the library for examination point of view. Around 40 (36.36%) respondents use the library for referring newspapers. It followed by 23 (20.91%) respondents use the library for completing assignments, and about 17 (15.45%) respondents agreed that they use the library for the purpose of seminars". **Devi, Uma., & Suvarn. (2012)**². "observed that information is essential to all kind of human resources. In an education institution, libraries play an unique role to facilitate updated information to its users through different kinds of services. Further, documents used in library, frequency of visit to library, purpose of visit to library are also discussed in detail".

4. METHODOLOGY

Survey method using a structured questionnaire as a tool has been adopted for data collection. A total of 225 questionnaires were distributed to both students & teachers of Pre-University colleges in Bengaluru, and 181 (80.44%) filled-in questionnaires were received. Out of 181 filled-in questionnaires, 122 (67.40%) respondents were students and 59 (32.59%) respondents were Teachers.

4.1. Scope and Limitations of the Study:

The study is confined only to selected Government and Aided Pre-University colleges functioning in Bengaluru city. Private Pre-University colleges will not come under the purview of this study.

5. ANALYSIS AND INTERPRETATION OF DATA

The data obtained was carefully tabulated using MS-Excel software. After thorough cleaning and editing of the data, analysis of the same was carried-out. The observations and interpretation were carefully tabulated and supplemented with bar diagrams, wherever felt necessary.

Table 1: Number of Questionnaires Distributed

Designation	Questionnaires Distributed	Questionnaires Received	Percentage
Students	150	122	81.33%
Teachers	75	59	78.67%
Total	225	181	80.44%

Table 1 indicates that 225 questionnaires were distributed to the students and teachers in various Pre-University Colleges, and 181 (80.44%) filled-in questionnaires were received back. Out of 225 questionnaires, 150 (66.66%) were distributed to students and received back 122 (81.33%), and 75 were distributed to teachers and received back 59 (78.67%) questionnaires.

Table 2: Frequency of Visit to the Library

Frequency of Visit	No of Students	Percentage (%)	No of Teachers	Percentage (%)
Daily	59	48.36	26	44.06
Once in a week	17	13.93	9	15.25
Twice a week	24	19.67	13	22.03
Once in fortnightly	12	9.84	4	6.78
Occasionally	8	6.56	7	11.86
Never	2	1.64	0	00

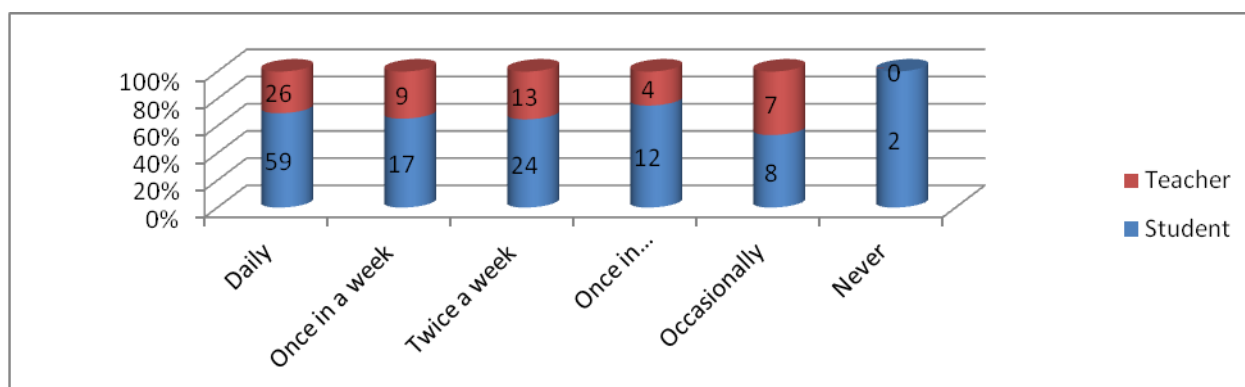


Figure 1: Frequency of Visit to the Library

Table 2 & Figure 1 indicates that 48.36% (59) of students visiting the library daily; 19.67% (24) of students claimed that they visit the library twice in week; 13.93% (17) of students are visiting the library once in a week; 9.84% (12) of students are visiting the library once in fortnightly; 6.56% (8) of students occasionally; and 1.64% (2) of students never visited the library. It indicates that 48.36% (59) of students visit the library daily.

Table 2 & Figure 1 also indicates that 44.06% (26) of teachers visiting the library daily; 22.03% (13) of teachers claimed that they visit the library twice in week; 15.25% (9) of teachers are visiting the library once in a week; and 11.86% (7) are visiting the library occasionally. It indicates that 44.06% (26) of teachers visit the library daily.

Table 3: Purpose of Visit to the Library

Purpose of Visit	No of Students	Percentage (%)	No of Teachers	Percentage (%)
To study & collect reading material	116	95.08	54	91.53
To read newspapers & magazines	112	91.80	58	98.30
To read books & journals	103	84.43	47	79.66
To borrow/return books	85	69.67	52	88.14
To use internet or e-resources	72	59.01	38	64.40
To refer previous year question papers	97	79.50	53	89.83
To keep up to date in subjects	69	56.56	46	77.97

Table 3 indicates 95.08% (116) of students visit the library to study & collect reading material; 91.80% (112) of students visit the library for reading newspapers & magazines; 84.43% (103) to read books & journals; 79.50% (97) to refer previous year question papers; 69.67% (85) to borrow & return books; 59.01% (72) to use internet & e-resources; and 56.56% (69) of students to keep up to date in their subjects. Further, it was observed that that 98.30% (58) of teachers visit the library to read newspapers and magazines; 91.53% (54) of teachers visit the library to study and collect reading material; 9.83% (53) to refer previous year question papers; 88.14% (52) to borrow /return books; 79.66% (47) to read books & journals; 77.97% (46) to keep up to date in their subjects; and 64.40% (38) to use internet & e-resources.

Table 4: Use of Information Resources

S.N.	Information Sources	Students	Percentage (%)	Teachers	Percentage (%)
1	Text Books	113	92.62	57	96.61
2	Reference Books	97	79.50	52	88.14
3	News papers & Magazines	106	86.89	58	98.30
4	Previous Year Question Papers	89	72.95	54	91.53
5	CET/NEET/CA Material	63	51.64	36	61.01
6	E-Resources	71	58.19	48	81.36

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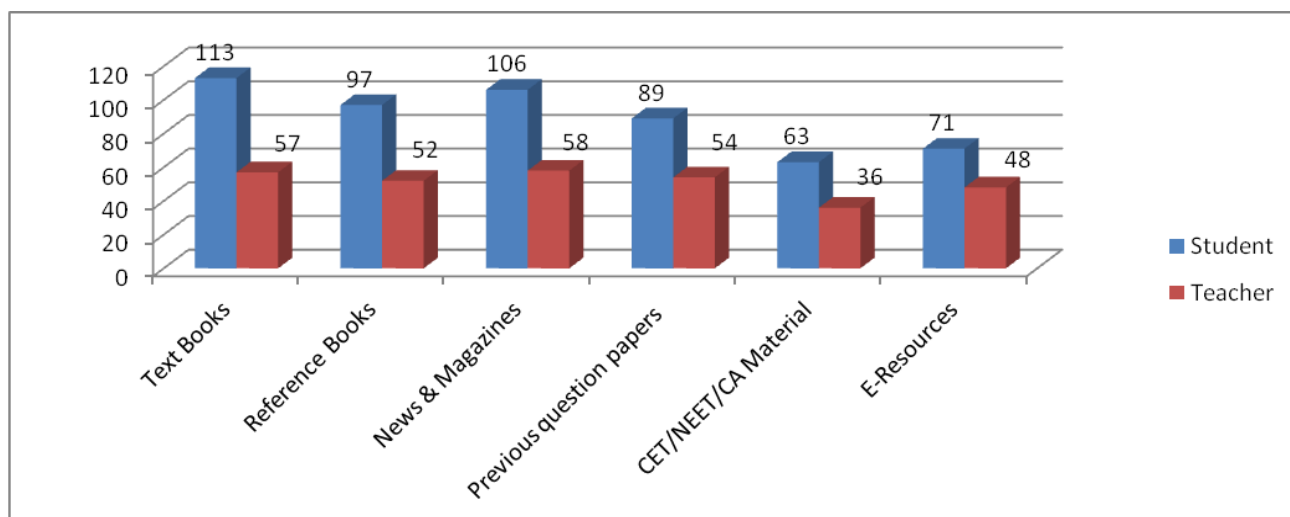


Figure 2: Use of Information Resources

Table 4 & Figure 2 indicate that 92.62% (113) students use library to study more text books; 86.89% (106) of students use News papers & Magazines; 79.50% (97) use Reference books; 72.95% (89) Previous year question papers; 58.19% (71) use E-Resources; and 51.64% (63) use CET/NEET/CA Material. Additionally, **Table 4 & Figure 2** indicate that 98.30% (58) of teachers use library to refer News papers; 96.61% (57) use to study Text books; 91.53% (54) use to refer previous year question papers; 88.14% (52) use to refer Reference books; 81.36% (48) use to study E-Resources; and 61.01% (36) teachers use library to refer CET/NEET/CA Material.

Table 5: Using Library Services

S.N.	Services	Students	Percentage (%)	Teachers	Percentage (%)
1	Reference Service	79	64.75	37	62.71
2	Circulation Service	93	76.22	51	86.44
3	News Paper Clipping Service	87	71.31	49	83.05
4	Internet Services	109	89.34	37	62.71
5	Photocopy Service	53	43.44	24	40.68
6	OPAC	62	50.82	46	77.97

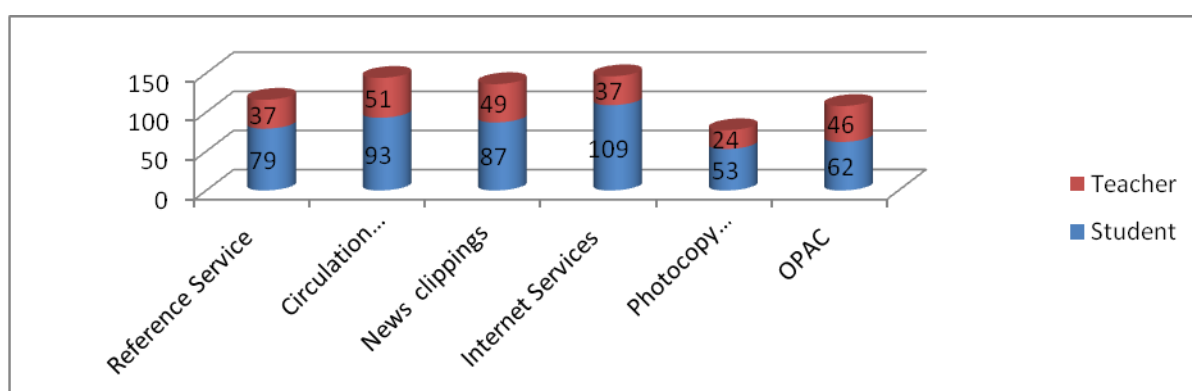


Figure 3: Using Library Services

Table 5 & Figure 3 indicate that 89.34% (109) of students are using library for Internet services; 76.22% (93) are using Circulation service; 71.31% (87) are for News paper clipping service; 64.75% (79) for Reference service; 50.82% (62) for using OPAC; and 43.44% (53) of students visit library for Photocopying service. At the same time, **Table 5 & Figure 3** indicates that 86.44% (51) teachers use library for Circulation purpose; 83.05% (49) to avail News paper clipping service; 77.97% (46) to avail OPAC service; 62.71% (37) to avail Internet facility and Reference service; and 40.68% (24) of teachers visit library to avail Photocopying service.

Table 6: How Do You Found Required Information

Technique	Students	Percentage (%)	Teachers	Percentage (%)
Direct search in shelves	39	31.12	16	27.12
Take the help of library staff	56	45.90	27	45.76
Searching by catalogue/OPAC	8	6.56	15	25.42
Take the help of friends	19	15.57	3	5.08

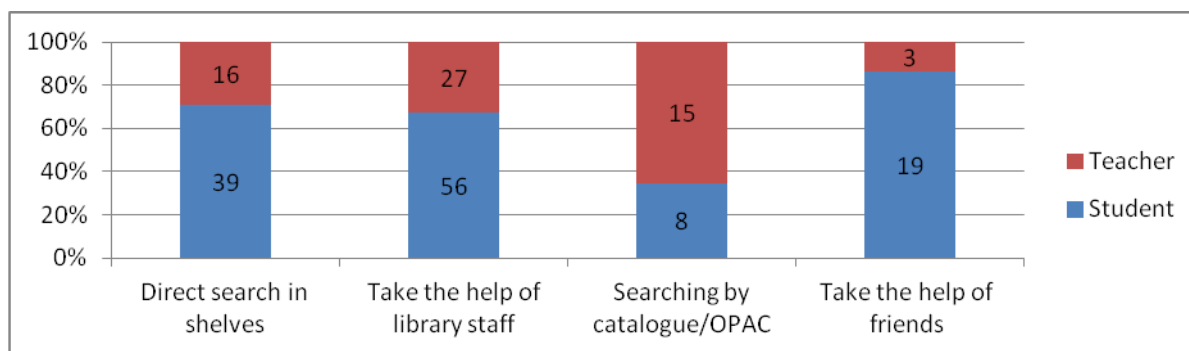


Figure 4: How Do You Found Required Information

Table 6 & Figure 4 indicate that the methods used by both students and teachers to find the required reading material in the library. 45.90% (56) students take the help of Library staff; 31.12% (39) students search directly on the shelves; 15.17% (19) take help of friends; and 6.56% (8) search the required information through library catalogue/OPAC. In the same way, 45.75% (27) of teachers take help of library staff; 27.12% (16) searches directly on the shelves; 25.42% (15) search the library catalogue/OPAC; and finally 5.08% (3) teachers take help of friends to search required information.

Table 7: Respondents Problems Faced to Gather the Information

[Note: Data indicated in brackets is percentage (%)]

Problems	Designation	Frequently	Sometimes	Rarely	Never
Inadequate resources in library	Students	49 (40.16)	36 (29.50)	13 (10.56)	24 (19.67)
	Teachers	19 (32.20)	17 (28.81)	8 (13.55)	15 (25.42)
Information scattered in library	Students	33 (27.04)	46 (37.70)	34 (27.87)	9 (7.37)
	Teachers	12 (20.33)	23 (38.98)	19 (32.20)	5 (8.47)
Lack of skills in searching information	Students	37 (30.33)	41 (33.60)	27 (22.13)	17 (13.93)
	Teachers	14 (23.73)	21 (35.59)	13 (22.3)	11 (18.64)
Non-cooperation of library staff	Students	6 (4.91)	15 (12.29)	42(34.42)	59 (48.36)
	Teachers	2 (3.39)	6 (10.17)	18 (30.50)	33 (55.93)

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Table 7 indicates that 40.16% (49) of students indicated that they are facing inadequate resources in the library, 29.50% (36) as sometimes, 19.67% (24) as never faced the problem, and 10.56% (13) as rarely faced the problem; 37.70% (46) indicated scatted information in the library sometimes, 27.87% (34) as rarely, 27.04% (33) as frequently, and 7.37% (9) as never faced the problem; 33.60% (41) of students indicated that they lack skills is searching information, 30.33% (37) as frequently facing the problem, 22.13% (27) as rarely, and 13.93% (17) as never faced the problem; 48.36% (59) of students never faced the problem of non-cooperation from the library staff, 30.50% (18) indicated rarely, 10.17% (6) as sometimes, and 3.39% (2) indicated that they faced the problem frequently.

In the same way, 32.20% (19) of teachers indicated that they are facing inadequate resources in the library frequently, 28.81% (17) as sometimes, 25.12% (15) as never faced the problem, and 13.55% (8) as rarely faced the problem; 38.98% (23) indicated scatted information in the library sometimes, 32.20% (19) as rarely, 20.33% (12) as frequently, and 8.47% (5) as never faced the problem; 35.59% (21) of teachers indicated that sometimes they face problem of lack skills is searching information, 23.73% (14) as frequently facing the problem, 22.3% (13) as rarely, and 18.64% (11) as never faced the problem; 55.93% (33) of students never faced the problem of non-cooperation from the library staff, 30.50% (18) indicated rarely, 10.17% (6) as sometimes, and 3.39% (2) indicated that they faced the problem frequently.

Table 8: Opinion about Facilities in College Libraries

[Note: Data indicated in brackets is percentage (%). Only maximum and minimum values are indicated and rest falls in between the two values]

Facilities	Designation	Very Good	Good	Average	Poor	Very Poor
Reading room facility	Students	24 (19.67)	56 (45.90)	17 (13.93)	21 (17.21)	4 (3.27)
	Teachers	14 (23.73)	21 (35.59)	19 (32.20)	6 (10.16)	1 (1.69)
Library location	Students	18 (14.75)	32 (26.22)	59 (48.36)	5 (4.09)	8 (6.56)
	Teachers	11 (18.64)	23 (38.98)	7 (11.86)	14 (23.73)	6 (10.17)
Lighting/ ventilation	Students	42 (34.43)	51 (41.80)	12 (9.84)	9 (7.38)	7 (5.74)
	Teachers	14 (23.72)	33 (55.93)	5 (8.47)	3 (5.08)	6 (10.16)
Furniture/equipment	Students	21 (17.21)	54 (44.26)	28 (22.95)	11 (9.01)	9 (7.37)
	Teachers	13 (22.03)	27 (45.76)	6 (10.16)	5 (8.47)	10 (16.94)
Computer Facility	Students	27(22.13)	58 (47.54)	11 (9.01)	2 (1.63)	4 (3.28)
	Teachers	16 (13.11)	25 (20.49)	3 (2.46)	12 (9.83)	5 (4.098)
Printing Facilities	Students	9 (7.37)	29 (23.77)	14 (11.47)	43 (35.25)	27 (22.13)
	Teachers	5 (4.09)	13 (10.65)	9 (7.38)	18 (14.75)	16 (13.11)

Table 8 indicates that a maximum of 45.90% (56) of students and 35.59% (21) of teachers mentioned that reading room facility is Good, and a minimum of 3.27% (4) of students and 1.67% (1) of teachers indicated as Very Poor. A maximum of 48.36% (59) of students and 38.98% (23) of teachers indicated that library location is Average and Good, respectively, and a minimum of 4.09% (5) of students and 5.08% (3) teachers indicated as Poor. A maximum of 41.80% (51) of students and 45.76% (27) of teachers indicated that Lighting/Ventilation is Good, and a minimum of 5.74% (7) of students and 5.08% (3) of teachers indicated as Very Poor and Poor, respectively. Maximum of i.e., 44.26% (54) students and 45.76% (27) of teachers indicated that Furniture/Equipment is Good, and a minimum of 7.37% (9) of students and 8.47% (5) indicated as Very Poor and Poor, respectively. On other hand 47.54% (58) of students and 20.49% (25) of teachers indicated that Computer Facility is Good, and a minimum of 3.28% (4) of

students and 2.46% (3) of teachers as Very Poor and Average, respectively. Further it was observed that 35.35% (43) of students and 14.75% (18) of teachers indicated that Printing Facilities are Poor, and a minimum of 7.37% (9) of students and 4.09% (5) teachers indicated as Very Good.

6. MAJOR FINDINGS OF THE STUDY

- Out of 225 distributed questionnaires, 181 (80.44%) filled-in questionnaires have been received back. Out of 225 questionnaires, 150 (66.66%) were distributed to students and received back 122 (81.33%), and 75 were distributed to teachers and received back 59 (78.67%) questionnaires.
- A maximum of 48.36% (59) students visits the Library daily, and 1.64% (2) of students never visited library. In the same way, 44.06% (26) of teachers visiting the library daily, and 11.86% (7) are visiting library occasionally.
- A maximum of 95.04% (116) of students visit the library to study and collect reading material, and a minimum of 56.56% (69) students visits to keep up to date in their subjects. In the same way, a maximum of 98.30% (58) of teachers visit the library to read newspapers and magazines, and a minimum of 64.40% (38) visits to use internet and e-resources.
- A maximum of 92.62% (113) of students used library to study more text books, and a minimum of 51.64% (63) use for CET/NEET/CA material. A maximum of 98.30% (58) of teachers use library to refer newspapers and magazines, and a minimum of 61.01% (36) of teachers visit to refer for CET/NEET/CA material.
- A maximum of 89.34% (109) students are using library for internet services, and a minimum of 43.44% (53) visit the library to avail photocopying service.
- A maximum of 45.90% (56) students take the help of library staff to find required reading material, and a minimum of 6.56% (8) collects information by referring library catalogue/OPAC. A maximum of 45.75% () of teachers take help of library staff for finding-out required reading material, and a minimum of 5.08% (3) takes help of friends.
- A maximum of 40.16% (49) of students indicated that they are facing inadequate resources in the library. A minimum of 3.39% (2) indicated that they faced the problems frequently. A maximum of 32.20% (19) of teachers indicated that they are facing inadequate resources in the library, and a minimum of 3.39% (2) indicated that they faced the problem frequently.
- A maximum of 45.90% (56) of students and 35.59% (21) of teachers indicated that that reading room facility is Good, and a minimum of 3.27% (4) of students and 1.67% (1) indicated as Very Poor.
- A maximum of 48.36% (59) of students and 38.98% (23) of teachers indicated that library location is Average and Good, respectively, and a minimum of 4.09% (5) of students and 5.08% (3) teachers indicated as Poor.
- A maximum of 41.80% (51) of students and 45.76% (27) of teachers indicated that Lighting/Ventilation is Good, and a minimum of 5.74% (7) of students and 5.08% (3) of teachers indicated as Very Poor and Poor, respectively.
- A maximum of 44.26% (54) of students and 45.76% (27) of teachers indicated that Furniture/Equipment is Good, and a minimum of 7.37% (9) of students and 8.47% (5) indicated as Very Poor and Poor, respectively.

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- A maximum of 47.54% (58) of students and 20.49% (25) of teachers indicated that Computer Facility is Good, and a minimum of 3.28% (4) of students and 2.46% (3) of teachers as Very Poor and Average, respectively.
- A maximum of 35.35% (43) of students and 14.75% (18) of teachers indicated that Printing Facilities are Poor, and a minimum of 7.37% (9) of students and 4.09% (5) teachers indicated as Very Good.

7. SUGGESTIONS

In order to increase use of library both by students and teachers, suggested below mentioned probable suggestions.

- ❖ Local author books could be procured on relevant subject fields.
- ❖ Number of copies of prescribed text books and reference books shall be increased.
- ❖ Internet and computerized facility shall be provided for information searching.
- ❖ Emphasis is to be given to procure/subscribe E-Resources.
- ❖ Digitization shall be initiated for suitable documents as it increases utilization of library effectively by the users.
- ❖ Library orientation or library awareness programmes shall be conducted periodically to encourage both students and teachers to use library.
- ❖ In addition to traditional services, value-added services are to be provided for the readers.

8. CONCLUSION

Information is an essential raw material for all human endeavors in a complex modern society. It is recognized as a prerequisite for scientific, socio-economic and cultural development. Information may be stored in a different ways, including print and electronic formats. Success of any library depends considerably on how best the system has been designed based on a close and accurate understanding of the users.

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