

UTILISATION OF LIBRARY AND INFORMATION SERVICES BY FACULTY MEMBERS: A CASE STUDY OF PRE-UNIVERSITY COLLEGES IN SHIVAMOGGA DISTRICT, KARNATAKA

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ABSTRACT

This study deals with the utilisation of library and information services by the faculty members of the pre-university colleges in Shivamogga district of Karnataka, India. Major objectives are to know the frequency of library visit, the purpose of library visit, to explore the ways of finding information, elicit opinion on services, use of print/electronic resources, identify user satisfaction level and to know the opinion on the library staff. Through questionnaire method, 586 faculty members were studied. It is found that half of the faculty members are visiting the library daily, majority visit the library for reading newspapers, majority approach library staff for finding information, around 3/4th are using print resources, previous question papers preferred most, more than half satisfied with circulation service and around 2/5th expressed satisfaction with the staff of these libraries.

Keywords : *Library Use, Library Resources, Library Services, Information Resources and Services, Lecturers, Faculty Members, Teachers, College Teachers, Information Seeking Behaviour, Library Surveys, Academic Libraries, Academic Library Surveys, User Study, Library Use Studies, Colleges, Pre-University College, Karnataka.*

1. Introduction

The pre-university course or pre-degree course is an intermediate course of two years' duration, refer to class 11th and class 12th. These are called junior colleges conducted by the state education institutions or boards in India (www.en.wikipedia/wiki/pre-university_course). It is a key link between basic and professional education. There are a total of 1891 pre-university colleges in Karnataka state. Among this aided private pre-university colleges are 637, and aided private colleges are 642. The rest are degree colleges, government degree colleges and private degree colleges. A whole list of pre-university colleges in Karnataka running to 40 pages are given in

Wikipedia (www.en.wikipedia.org/wiki/category_pre_university_colleges_karnataka). All the pre-university colleges come under the Department of Pre-University education, Karnataka. A complete list of pre-university colleges in Shivamogga district as on 29/01/2020 is given in the website www.pue.kar.nic.in.

In the pre-university education, library is an important resource. Good quality libraries and library information services support the basic objectives of the pre-university education. Quality of the pre-university education is judged by the quality of the library. It is the prime source for keeping and distributing information as well as

documents for both the faculty members and students. Unfortunately library is ignored in many of the institutions in various states in India and the state of Karnataka is not an exception.

Even though many studies have been conducted on the use of library resources and services in colleges, and not a novel topic, but studies done in junior colleges are less. Further studies done among faculty members are less when compared to other types of clientele in the pre-university set up. Therefore there is a necessity to carry out such a study which will serve as a guide to improving the quality in pre-university education in the state as well as at national level.

2. Review of Literature

A literature search revealed that studies on the utilisation of library and information services by students outnumbered than those of the faculty members. A few of the seminal studies are reviewed here and are arranged here in reverse chronological order.

The authors conducted studies on the faculty members of the pre-university colleges. A recent study is on the user satisfaction of library resources and services of teachers in Karnataka (Narasappa and Dharani Kumar, 2020). Another study was done in Shivamogga district (Narasappa and Dharani Kumar, 2019). The objectives of the above two studies are different from the present one. Former ones were shallow and the territorial jurisdiction were different.

Use of library resources and services of Government Colleges in Manipur state was studied jointly by Tezeeb Singh and Madhuri Devi (2020). Utilisation of library resources and services of 222 academic staffs of Cross River State College of Education, Akamkpa, Nigeria has been reported by Afukidang (2019). Information seeking behaviour of faculty

members in University of Yangon, Myanmar was studied by Oo (2019). Virkus and Mathiesan (2019) in their paper describes the information seeking behaviour of primary school teachers in Estonia, a country in Northern Europe. Issah and Hafiz (2019) investigated the information seeking behaviour of teacher trainees of Evangelical Presbyterian College of Education, Ghana. The study by Shakuntala and Paradkar (2019) focused on the use of engineering college libraries by students and faculty members in Pune city, India.

A study by Oriogu et al. (2018) describes the faculty awareness, perception and use of information resources and services in Afe Babalola University college libraries in Nigeria. Use and awareness of library services among faculty members of two Armenian universities has been done by Donabedian et al. (2018). Another study from Nigeria is by Nwone and Mutula (2018) which is an article derived from a Ph.D thesis awarded at the University of KwaZulu Natal by the first author. This study investigated the information seeking behaviour of the professors in social sciences and humanities in selected federal universities in southwest Nigeria. Fulzele and Sable (2018) reported a study on information use of faculty members in social science of affiliated colleges of Gondwana University, Maharashtra, India. The main purpose of the study done by Ahmad et al. (2018) is to investigate the use of information by the faculty members of Government Degree College, Anantnag, Kashmir.

Use of library resources by faculty members of Landmark University of Nigeria has been studied by Eyilorunsho and Eluwole (2017). A survey was developed and sent out by Queensberry et al. (2016) to the faculty and residents involved with library services and resources of Preston Medical Library/ Information Centre of University of Tennessee, Knoxville, United States.

A total of 187 faculty members of the institutions coming under the Maharashtra Educational Society on information seeking behaviour was studied jointly by Oak and Patil (2014). The results of a study by Malik (2013) is to determine the information seeking behaviour of faculty members of government medical college of Jind, Haryana. The aim of the study by Jamil et al. (2013) was to investigate the utilisation of various libraries of Government College for Elementary Teachers in Multan, Pakistan.

As a part of the MLIS degree, Orgem (2012) studied the utilisation of library resources by lecturers in the University of Agriculture, University of Nigeria. The article by Ahenkorah-Marfo et al. (2011) sought to find the information seeking behaviour of faculty members of College of Science, Kwama Nkrumah University of Science & Technology, Kumasi, Ghana.

A case study jointly done by Yu and Huang (2009) deals with the use of library resources and services of the Jinwen University of Science and Technology, Taiwan. Erdamar and Demivel (2009) studied the use habits of student teachers of faculty of vocational school of Gazi University, Ankara, Turkey.

What are the factors that influence the use of library resources by faculty members? This aspect has been studied by Korabili et al. (2006). The Ph.D research study done by Hashim (2000) submitted to Loughborough university examines the perception of faculty members and students towards educational institutions in Malaysia.

3. Objectives of the Study

The study mainly focuses on identifying utility and library services by the teachers of the libraries of pre-university colleges in Shivamogga District of Karnataka. The specific objectives are:

1. To know the frequency of library visit of teachers of pre-university colleges.
2. To find out the purpose of library visit by the teachers.
3. To explore the ways of searching information by the teachers.
4. To find out the opinion on information resources and services in the libraries.
5. To identify the level of user satisfaction of library services.
6. To know the opinion about the library staff in those libraries.

4. Methodology

The total population consists of 137 pre-university colleges, out of which 51 were government colleges, 19 aided colleges and 67 unaided colleges. This study considered 51 government and 19 aided Pre-university college teachers of seven taluks in Shivamogga district, Karnataka, India. A total of 697 teachers of 70 government and aided pre-university colleges were included in the study. Stratified sampling technique applied. Well-structured questionnaires were personally distributed to 697 teachers of pre-university colleges of Shivamogga district in seven taluks in Karnataka. Out of which 586 filled questionnaires were received and the response rate is 84.97%. The data were further analysed and tabulated through statistical tools such as excel sheet and average simple percentages.

5. Analysis of Data

The data collected from the faculty members were analysed and presented in the following sections.

5.1. Background Information

5.1.1. Gender-wise Distribution

Majority of the respondents (68.1%) were male teachers.

Table 1
Gender-wise Distribution of Respondents

Sl. No.	Gender	No. of Respondents	Percentage
1	Male	399	68.1
2	Female	187	31.9
	Total	586	100.00

5.1.2. Age-wise Distribution

Almost 2/5th (38.1%) of the teachers are between 41-55 years of age and a quarter

(24.4%) of them are in the age range of 36-40 years. Those in the age between 25 to 35 as well as 56-60 years are less.

Table 2
Age-wise Distribution of Respondents

Sl. No.	Age	No. of Respondents	Percentage
1	25-30	63	10.8
2	31-35	74	12.6
3	36-40	143	24.4
4	41-55	223	38.1
5	56-60	83	14.2
	Total	586	100.00

5.1.3. Territorial Background

Majority of the teachers (69.1%)

belongs to rural background and the rest are from urban areas.

Table 3
Territorial Background of Respondents

Territorial Background	No. of Respondents	Percentage
Rural	405	69.1
Urban	181	30.9
Total	586	100

5.1.4. Subject-wise Distribution

It is found that more than half (52%)

of the teachers are from the Arts subject. Those who are teaching science are 21.5%. Teachers from other subject areas are less.

Table 4

Subject-wise Distribution of Respondents

Sl. No.	Subject	No. of Respondents	Percentage
1	Arts	305	52
2	Commerce	80	13.7
3	Science	126	21.5
4	Language	75	12.8
	Total	586	100.00

5.1.5. Teaching Experience

More than a quarter (26.6%) of the faculty have 16-20 years of teaching experience. Almost another quarter (24.4%)

of them have experience in the range of 11-15 years. Thus faculty members having teaching experience between 21-25 years are 14.6% and 26-30 years are 12.2%.

Table 5

Teaching Experience

Sl. No	Teaching Experience	No. of Respondents	Percentage
1	Less than 5	60	10.2
2	6 – 10	47	8.1
3	11- 15	143	24.4
4	16-20	156	26.6
5	21-25	85	14.6
6	26-30	72	12.2
7	Above 30	23	3.9
	Total	586	100.00

5.1.6. Type of Institution

In this sample almost 3/4th (72.2%) of

the teachers are working in government colleges and 27.8% are from aided colleges.

Table 6

Type of Institutions

Sl. No.	Type of Institutions	No. of Colleges	No. of Respondents	Percentage
1	Government	51	423	72.2
2	Aided	19	163	27.8
	Total	70	586	100.00

5.2. Frequency of Library Visit

It is found from the study (table 7) that half of the (50.5%) of the faculty members are visiting the library daily. Those teachers who are visiting the library twice in a week are

22.9% only and those who are visiting once in a week are 13%. Thus it is a good sign that half of the teachers are visiting the library persistently. Even then the authorities have to look into the matter with the rest of the 50%.

Table 7
Frequency of Library Visit by Teachers

Sl. No.	Frequency	No. of Respondents	Percentage
1	Everyday	296	50.5
2	Once in week	76	13.0
3	Twice in week	134	22.9
4	Once in Fortnightly	23	3.9
5	Once in month	23	3.9
6	Occasionally	34	5.8
	Total	586	100.00

5.3. Purpose of Visiting the Library

The results (table 8) showed that majority (63.5%) of the faculty members visit the library for reading newspapers. Next purpose (59.6%) is to borrow and return books from the library. More than half (54.1%) of the

faculty members visit the library to read books sitting inside the library. Around one third (31.9%) of them visit the library to read magazines and 22.2% visit to prepare for class teaching work. Faculty members using journals are less (16.9%). The other purposes of their visit to the library are given in table 8.

Table 8
Purpose of Library Visit

Sl. No.	Purpose	No. of Respondents	Percentage
1	To read the newspapers	372	63.5
2	To borrow/return books	349	59.6
3	To read books	317	54.1
4	To read magazines	187	31.9
5	To prepare for class work	130	22.2
6	To consult journals	99	16.9
7	To use internet	47	8.0
8	To spend leisure time	46	7.8

- Multiple responses allowed

5.4. Finding Information

Majority of the faculty members (57.9%) approach the library staff for finding information. More than half (52.7%) of them

directly search on the shelves to get required documents or information. Those who are searching in the catalogue or OPAC are 21.7%. A meagre percentage (8%) take the help of friends.

Table 9
Ways of Finding Information from Library

Sl. No.	Ways of Finding Information	No. of Respondents	Percentage
1	Approach library staff for help	338	57.9
2	Direct search in shelves	308	52.7
3	Searching in catalogue/OPAC	127	21.7
4	Take the help of friends	47	8.0

- Multiple responses allowed

5.5. Use of Print and Electronic Resources

It is surprising to note that around 3/4th of the teachers (73.9%) are using print

resources and more than a quarter (26.1%) are using electronic resources to update their knowledge.

Table 10
Use of Print and Electronic Resources

Sl. No.	Resources	No. of Respondents	Percentage
1	Print resources	433	73.9
2	Electronic resources	153	26.1
	Total	586	100.00

5.6. Rating the Library Collection

The study found that 26.1% of the teachers opined 'excellent' in the availability of old question papers. Pre-university college libraries have good collection of previous question papers. Those opined 'very good' is 31.6%. Next in the order are text books in which

21.2% opined 'excellent' and 30% as 'very good'. The other library materials rated by them in the decreasing order are atlas/maps, newspapers, reference books, magazines, digests, CET/NEET study materials, audio video materials, annual reports, laboratory manuals, print journals, brochure, pamphlets, e-journals and books.

Table 11
Rating the Library Collection

Sl. No.	Collection	Excellent	Very good	Good	Average	Poor
1	Old question papers collection	153 (26.1)	185 (31.6)	147 (25.1)	53 (9)	47 (8)
2	Text Books	124 (21.2)	176 (30)	204 (34.8)	56 (9.6)	26 (4.4)
3	Atlas/ Maps	118 (20.1)	148 (25.3)	144 (24.6)	85 (14.5)	90 (15.4)
4	News Papers	114 (19.5)	153 (26.1)	230 (39.2)	57 (9.7)	32 (5.5)
5	Reference Books	84 (14.3)	149 (25.4)	208 (35.5)	102 (17.4)	43 (7.3)
6	Magazines	80 (13.7)	124 (21.2)	200 (34.1)	104 (17.7)	78 (13.3)
7	Digests	55 (9.4)	107 (18.3)	126 (21.5)	147 (25.1)	149 (25.4)
8	CET/NEET study materials	54 (9.2)	136 (23.2)	166 (28.3)	121 (20.6)	109 (18.6)
9	Audio/Video materials	50 (8.5)	73 (12.5)	84 (14.3)	154 (26.3)	224 (38.2)
10	Annual Reports	48 (8.2)	109 (18.6)	167 (28.5)	144 (24.6)	118 (20.1)
11	Laboratory manuals	42 (7.2)	83 (14.2)	173 (29.5)	151 (25.8)	137 (23.4)
12	Print Journals	31 (5.3)	83 (14.2)	207 (35.3)	127 (21.7)	137 (23.4)
13	Brochures	24 (4.1)	63 (10.8)	92 (15.7)	200 (34.1)	207 (35.3)
14	Pamphlets	24 (4.1)	55 (9.4)	89 (15.2)	199 (34)	219 (37.4)
15	e-Journals	21 (3.6)	30 (5.1)	54 (9.2)	90 (15.4)	390 (66.6)
16	e-Books	12 (2)	21 (3.6)	67 (11.4)	96 (16.4)	390 (66.6)

5.7. User Satisfaction on Resources and Services

Majority of (58.4%) of teachers are

satisfied with circulation services and expressed as excellent and 52.6% are found as excellent the reference services.

Table 12
Level of Satisfaction of Library Resources and Services

Sl. No.	Library Services	Excellent	Very good	Good	Average	Poor
1	Circulation services	342 (58.4)	57 (9.7)	94 (16)	46 (7.8)	46 (7.8)
2	Reference services	308 (52.6)	76 (13)	98 (16.7)	62 (10.6)	41 (7)
3	Newspapers clippings	137 (23.4)	103 (17.6)	189 (32.3)	80 (13.7)	77 (13.1)
4	Reprographic Services/Xerox	104 (17.7)	96 (16.4)	139 (23.7)	66 (11.3)	181 (30.9)
5	User orientation	85 (14.5)	86 (14.7)	261 (44.5)	54 (9.2)	100 (17.1)
6	Current awareness services	76 (13)	62 (10.6)	246 (42)	90 (15.4)	112 (19.1)
7	Display of new arrivals	70 (11.9)	76 (13)	272 (46.4)	79 (13.5)	89 (15.2)
8	Document delivery service	51 (8.7)	59 (10.1)	292 (49.8)	70 (11.9)	114 (19.5)
9	Inter library loan services	33 (5.6)	33 (5.6)	161 (27.5)	128 (21.8)	231 (39.4)
10	SDI Services	30 (5.1)	33 (5.6)	189 (32.3)	137 (23.4)	197 (33.6)
11	Bibliographic services	28 (4.8)	40 (6.8)	90 (15.4)	148 (25.3)	279 (47.6)
12	Internet browsing	28 (4.8)	27 (4.6)	99 (16.9)	128 (21.8)	304 (51.9)
13	OPAC Service	22 (3.8)	28 (4.8)	74 (12.6)	104 (17.7)	358 (61.1)
14	CD ROM service	13 (2.2)	21 (3.6)	77 (13.1)	110 (18.8)	364 (62.1)

5.8. User Satisfaction on Resources and Services

Majority (56.48%) of the teachers are not

satisfied with the library resources and services provided by the pre-university college libraries. Only the rest 43.52% opined as satisfactory.

Table 13
Opinion on Satisfaction on Library Resources and Services

Sl. No.	Opinion	No. of Respondents	Percentage
1	Satisfied	255	43.52
2	Not satisfied	331	56.48
	Total	586	100.00

5.9. Opinion about Staff

Around 2/5th (40.6%) of the faculty members expressed 'good' about library staff for providing timely library and

information services. Those expressed 'very good' are 11.4%. The percentage of teachers who expressed 'excellent' are very less (8.4% only).

Table 14
Opinion about Library Staff

Sl. No.	Opinion	No. of Respondents	Percentage
1	Excellent	49	8.4
2	Very Good	67	11.4
3	Good	238	40.6
4	Average	99	16.9
5	Poor	133	22.7
	Total	586	100.00

6. Findings of the Study

The following are the major findings of this study.

- a) Half of the (50.5%) faculty members are visiting the libraries daily.
- b) Majority (63.5%) of the faculty members visit the library for reading newspapers and more than half to borrow/return books.
- c) Majority (57.9%) approach the library staff for finding information.
- d) Around 3/4th (73.9%) of the teachers are using print resources.

- e) Old question papers are preferred by them most and a quarter of them opined as 'excellent'.
- f) More than half are satisfied with the circulation services and expressed as 'excellent'.
- g) Around 2/5th of the faculty members expressed 'good' about library staff for providing timely library and information services.

7. Recommendations

- a) It is observed that majority (73.9%) of teachers are using print resource than those of the electronic

resources. Therefore, the faculty members should be made aware of the electronic resources and encourage to use them.

- b) It is found that most of pre-university college libraries does not have enough collection of e-books and e-journals. Hence authorities should take necessary steps to acquire more such e-resources.
- c) Majority of the teachers are not satisfied with the information services provided by pre-university college libraries. Therefore pre-university college libraries should provide efficient information services.

8. Conclusion

Good libraries are needed in all educational institutions for improving the standard and development of higher education. Quality libraries and services are very much essential in the pre-university colleges for the benefit of the students as well as faculty. Libraries have a profound influence in nurturing an academic atmosphere as well as for cultivating reading habits of the academic community. Faculty members need document and information for their teaching as well as imparting to knowledge to their students. Overall study showed that the pre-university college libraries does not have sufficient information resources or facilities. But it is a good sign that at least half of the teachers are visiting the library daily. Faculty like spending their time in the library, but they avoid because of several reasons. They expect libraries to be quiet, clean, tidy and peaceful place to read. They do not approach library staff for help even though needed. This is because library staff are often cold and some of them are indifferent when they approach for help. This arises the need to train the

library staff on human relations and communication. Training programs on the use of e-resources are to be conducted occasionally as it is found that majority of the faculty are using the print resources in this electronic era. Further the quantity and quality of e-resources in these libraries should also be strengthened. The pre-university boards should consider these matters for the improvement of pre-university education in the state.

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