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Use of information resources by the faculty members of first grade colleges affiliated to Kuvempu University

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Abstract

The major purpose of the study is to examine the various aspects related to information, sources, information needs, information seeking behaviour and use of electronic resources by the faculties from the degree college libraries affiliated to Kuvempu University, Karnataka. Specifically, the study made an effort to determine the sources consulted and the general pattern of information gathering system by the faculties. The data has been collected from faculties of seventeen colleges. A total of 180 questionnaires have been distributed randomly in the different departments among all the colleges. The data collected were properly analyzed. Study shows large number of respondents visit library to barrow books (78.89%) and 70.56% of respondents prefer both print and electronic resources. The study also explores that 96.67% of respondents use google search engine and about 60% of respondents spent up to 4 hours on internet.

Keywords: information, resources, ICT, faculty

1. Introduction

Information is recognized as a vital sources and the basic need, for the progress of humanity and the development of a nation, as a whole. It means that every piece of information should be extracted from wherever it is available and provided to the users at the right time, in the right proportion, without delay of time. Only then, can that piece of information be put to its maximum use. (Khan J. 2016) [14]. In today's rapid changing globe, information needs of learners and knowledge seekers are met through excess of information resources. The electronic sources available in a library play a prominent role in facilitating access to required information to the users in an easy and expeditious manner.

Libraries are seen as repositories of human experiences and knowledge. Although they have changed significantly over time, their cultural roles have remained essentially the same. Libraries are still responsible for acquiring and providing access to books, periodicals, and other media that meet the educational, recreational and informational needs of their users. Information is the products of human brain in action. It may be abstract or concrete. (Prasher, R.G., 2003) [19].

2. Review of Literature

The term information seeking became widely known through Wilson's (1981) pioneering study on user studies and information needs. With the development of models of information seeking, the above term has received diverse meanings since the 1980s (Case, 2012) [8]. The conceptual setting has become more complex due to the introduction of related terms such as information acquisition and information search that are sometimes used interchangeably with information seeking.

A comparative study of the information behaviour of academics of British Universities was explored by Gardiner (Gardiner, *et al*., 2006) [11]. The scope of the study was confined to three disciplines, namely, Computer and Information Science, Business/ Management and English Literature. The study focused on the information behaviour in the digital age with regards to the use of internet and search engines by academics from different disciplines with special reference to their use, attitude towards printed as well as electronic information resources and the major problems faced by academics in accessing electronic information. The data for the study was collected by means of a web-based questionnaire survey. Ninety seven persons responded to the study. Study shows that there are no significant differences in the use of search engines between disciplines, and about half of the respondents still make frequent use of printed materials. Study also revealed that the use of library books and electronic books varied significantly when broken down by disciplines.

2.1 The Internet as Information resource

Bansode and Pujar (2008) [4] highlight the purpose of use, methods of locating information, and search techniques used in retrieving the information by the research scholars of Shivaji University, Kolhapur. The authors find that scholars use the internet for research and communication purposes, and conclude that more awareness about Internet resources and training in their use should be provided by library professionals. Biradar, *et al*., (2006) [5] conducted a study on Internet use at Kuvempur University. The results indicated that 42 percent of students use the Internet twice a week, and more than 30 percent of faculty use it daily. The majority of students and faculty use the Internet for study and teaching. They use the Internet in the library, as well as in commercial

places. Most respondents are satisfied with Internet sources and services.

Eynon (2005) [10] conducted a study on the use of the Internet in higher education and use of ICTs for teaching and learning. The most common use of ICTs in all subjects was to provide students with the access to a range of online resources. Academics motivations for using ICTs were enhancing the educational experience for their students; to compensate for some of the changes occurring in higher education; and personal interest and enjoyment.

In addition, when we explored the best ways to teach faculty about new technology, we turned to assessments of what faculty thought was the most effective method to learn new technology. Faculty engaged in online learning ranked "one-on -one time with both colleagues/mentors and with instructional designers" as the most effective method. Also, "the availability of online resources and references" was a somewhat to highly effective method of learning (Taylor and McQuiggan, 2008) [20].

One approach to understanding how search engines are used to find online resources involves classification of the queries submitted to web search engines. Broder (2002) [6] created a classification scheme based on the (perceived) intent of the user.

Ali (2005) [2] analyses the uses of ICT and software and the reasons why students fail to use certain of the library's ICT services. The study was carried out in Indian university libraries, which at the time were considered underdeveloped. A lack of trained staff was one of the main reasons in which students did not use the ICT services frequently, as well as a lack of printing facilities.

Mahmood (2009) [18] examined the use of ICT within an academic library and the demographics of library users. The study found that although female respondents had a more positive opinion of ICT than their male counterparts, they used ICT far less than male respondents. The study suggests that the vast majority of students were using the ICT for educational purposes only, not for social or recreational use.

Tenopir has done studies into the reading habits of scientists and has noticed a few trends. Of the reading habits of medical faculty, Tenopir writes, "They tend to read fewer titles; they read perhaps an entire journal; they tend to read higher proportions in print than electronic form than others do, and they tend to spend a very short time per article". She theorized that medical faculty read more in print because it is easier to pick up during breaks (Tenopir, 2002, p.115) [21]. Engineering faculty, however, read fewer articles than medical faculty, but "when they find one or two that are particularly useful, they spend a lot of time reading each individual article" (Tenopir, 2002) [21].

According to Tiwari *et al.* (2015) [22]. The shift from print to digital information has a high impact on all components of the academic library system in India especially the users, services and the staff. Though information is considered as an important resource, the use of ICT tools to collect and disseminate information has been in a slow pace in majority of the libraries this may be due to various factors like insufficient funds, inadequate staff trained in handling computers and software packages, administrative concerns etc.

The study of Jones and Johnson-Yale, (2005) [13] shows that adoption of the internet in teaching, research and communication (Alzamil, 2002) [3], and the impact of the internet on scholarly activities (Chu, 2002) [9].

Harris (2006) [12] suggests adapting Library Thing functionality, so that students can review books they read in order to help teachers assess their reader development.

Adika's (2003) main objectives of the research were to investigate the impact of internet for the use of up-to-date information by university faculty, to find out the level of awareness, strategies adopted in locating information etc. The main purpose of the study of Madhusudhan (2007) [17] was to find out the current trends in information search through internet and problems while searching internet information by the research scholars.

3. Objectives and Methodology

The general objective of the study is to find out the use of information resources and services by the faculty members of the degree colleges affiliated to Kuvempu University, Karnataka. Seventeen colleges across the Shivamogga district are being selected for the pilot study; it includes government, aided and private first grade colleges affiliated to Kuvempu University. To achieve the general objective, the following specific objectives are formulated:

1. To know the purpose of visiting the library.
2. To determine the adequacy of the information resources provided by the first grade colleges and frequency of use.
3. To find out the services being rendered to the users by the college libraries.
4. To know the use of various electronic resources and ICT facilities in teaching and research.
5. To determine the time spent on the use of internet by the Faculties.
6. To highlight the problems faced by the faculties in seeking information resources.

4. Data Analysis

4.1 Gender-wise distribution of the respondents

Regarding the gender of the population is concerned, their frequency distribution is depicted in the table 1 below:

Table 1: Gender wise distribution of respondents

Gender	No. of Respondents	%
Male	98	54.44
Female	82	45.56
Total	n=180	100.00

The table-1 represents the gender wise distribution of the respondents which reveals that the male respondents (54.44%) are more than female respondents (45.56%).

4.2 Age-wise distribution of the respondents

The age group of the participants is represented in the table 2 below:

Table 2: Distribution of respondents according to their age group

Age Group (in years)	No. of Respondents	%
22-31	92	51.11
32-41	50	27.78
42-50	17	9.44
More than 51	21	11.67
Total	n=180	100

From the table-2, it is clear that more than half of the total respondents (51.11%) belongs to the age group of '22-31 years' comprising are Assistant Professors. A sizable number of respondents (27.78 %) are Assistant Professors (Higher AGP) in the age group of '32-41' years. The small percentage of respondents (9.44%) who are from the category of Associate Professors belonged to the age group of 42-50 years.

4.3 Qualification-wise distribution of the respondents

The frequency distribution of respondents according to their qualifications is depicted in the table 3.

Table 3: Distribution of respondents according to their qualifications

Qualification	No. of Respondents	%
Master Degree	117	65.00
M.Phil	34	18.89
Ph.D	29	16.11
Total	n=180	100

Table-3 shows the qualifications of all the respondents. Maximum numbers of respondents are having only Master's Degree (65.00%), followed by respondents P.G. with M.Phil. degree (18.89%) and P. G with Ph.D. degree (16.11%).

4.4 Frequency of visit to the library

The respondents are given five categories to mark the frequency of their visit to the library which is depicted in the table- 4.

Table 4: Frequency of visit to the library

Frequency	No. of Respondents	%
Daily	63	35.00
Once in two days	39	21.67
Twice in a week	46	25.56
Once in a week	24	13.33
Occasionally	8	4.44
Total	180	100

Table-4 indicates the frequency of visit to the library and the percentage of their responses. It is quite evident that maximum respondents visit the library daily, their percentage being 35%, this is followed by twice a week (25.56%), and the percentage of respondents, who visit the library once in two days is 21.67%.

4.5 Purpose of visit to the library

Table 5: Purpose of visit to the library

	Purpose	No. of Respondents	%
1	To consult/ barrow books	123	68.33
2	Information for teaching purpose	141	78.33
3	To refer periodicals	159	88.33
4	To use online resources	51	28.33
5	To read news papers/ magazines	88	48.88
6	To consult Thesis & Dissertations	22	12.22
7	Other purpose	2	1.11
Total		586*	325.53*

Note: * (Percentage may exceed 100 due to multiple responses)

The table-5 shows that 88.33% of respondents visit the library to refer periodicals, followed by obtaining information for teaching purpose (78.33%) and to consult/barrow books (68.33%). The sizable number of respondents visits to read newspapers/ magazines (48.88%).

4.6 Preferences for the sources of information by the participants

The response from the 180 respondents who are using print resources, E-resources and both the type of resources available in their respective libraries is indicated in the table-6.

Table 6: Preferences of the participants on use of resources

Resources	No. of Respondents	%
Print resources	48	26.67
E-resources	5	2.77
Both a & b	127	70.56
Total	180	100

The table-6 indicates that both the print and the e-resources are found to be the 'most preferred' (70.56%) types of information resources to the respondents. Print resources (26.67) being the second choice and only E-resources (2.77%) preferred by the faculties seem to be poor.

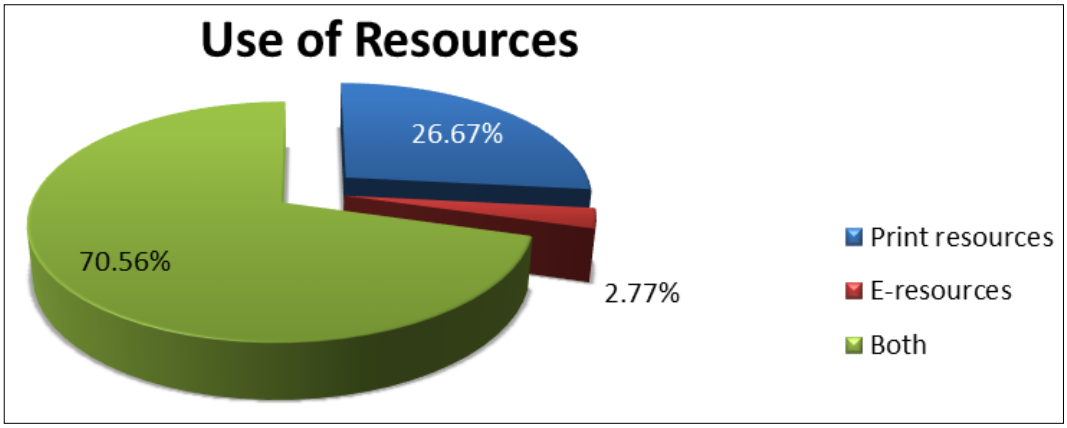

Fig 1

4.7 Adequacy of collection

Table 7: Adequacy of collection

	Collection n=180	Excellent N%	Above Average N%	Average N%	Below Average N%	Very Poor N%
1	Books/Monographs	59 (32.78)	69 (38.33)	47 (26.11)	5 (2.78)	0 (0)
2	Periodicals	28 (15.56)	58 (32.22)	73 (40.56)	14 (7.78)	7 (3.88)
3	Research reports/Bulletins	18 (10.00)	37 (20.56)	68 (37.78)	44 (24.44)	13 (7.22)
4	Thesis/ Dissertation	12 (6.67)	25 (13.89)	62 (34.44)	61 (33.89)	20 (11.11)
5	Seminars/Conference/ Workshops Proceedings	16 (8.89)	44 (24.44)	66 (36.67)	31 (17.22)	23 (12.78)
6	Book Reviews	18 (10.00)	60 (33.33)	59 (32.78)	24 (13.33)	19 (10.56)
7	Reprints/Maps/Globes	9 (5.00)	57 (31.67)	59 (32.77)	36 (20.00)	19 (10.56)
8	Newsletters	32 (17.78)	58 (32.22)	51(28.33)	32 (17.78)	7(3.88)
9	Reference materials	44 (24.45)	52 (28.89)	51 (28.34)	25 (13.88)	8 (4.44)

On a five-point scale (One for the very poor and Five for the excellent), on the combined scores of above average and excellent, the table-7 clearly indicates that books/monographs (71.11%), followed by Reference materials (53.34%), newsletters (50%), periodicals (47.78%) book reviews (43.33), are the top five 'above average' sources of information consulted by the respondents for their information seeking. Thesis/ dissertation is below average and very poor (45%) source of collection. Similar study by Zawawi, and Majid (2001) [24] also revealed that the journal articles are 'most preferred' or 'preferred' by 90.7% of the respondents, whereas textbooks are 'most preferred' or 'preferred' by 61.1% respondents. In contrast, Lakshmi, Chinnasamy, and Venkatachalam (2011) [15] in their paper observed that majority of the respondents (43.10%) preferred to use books, followed by periodicals (31.03%), reference sources (12.07%), theses (8.62%) and conference proceedings (3.45%).

4.8 Frequency of use of Information resources

Table 8: Frequency of use of Information resources

	Frequency n=180	Always N %	Often N %	Some Times N %	Rarely N %	Never N %
1	Books/Monographs	107 (59.45)	35 (19.44)	27 (15.00)	10 (5.56)	1 (0.55)
2	Periodicals	30 (16.67)	61 (33.88)	59 (32.78)	28 (15.56)	2 (1.11)
3	Research reports	14 (7.78)	36 (20.00)	69 (38.33)	51 (28.33)	10 (5.56)
4	Thesis/ Dissertation	7 (3.89)	32 (17.78)	59 (32.78)	65 (36.11)	17 (9.44)
5	Seminars/Conference/Workshops Proceedings	16 (8.89)	40 (22.22)	62 (34.45)	51 (28.33)	11 (6.11)
6	Book Reviews	26 (14.44)	53 (29.45)	60 (33.33)	28 (15.56)	13 (7.22)
7	Reprints/Maps/Globes	8 (4.44)	31 (17.22)	56 (31.12)	55 (30.55)	30 (16.67)
8	Newsletters	32 (17.78)	44 (24.45)	53 (29.45)	35 (19.44)	16 (8.88)
9	Reference materials	65 (36.11)	43 (23.88)	45 (25.00)	20 (11.11)	7 (3.88)

In order to determine the frequency of use of library materials by the faculties, the several type of library materials are categorized under nine major groups and the respondents are asked to rank them into five categories, i.e., 'Always', 'Often' ' Some times', Rarely' and Never' priority as depicted in the table-8. It is evident from the said table that, 59.45% and 36.11% of users use books/monographs and reference materials always. It is also evident that 38.33% some times and 33.88% of users often use research reports and periodicals respectively.

4.9Tools used for information access

Table 9: Tools used for information access

	Methods	No. of respondents	%
1	Library catalogues	09	05.00
2	Conversation with library staff	159	88.33
3	Internet search engines	71	39.44
4	Electronic databases	28	15.56
5	Current awareness services of libraries	39	21.67
6	Printed guide provided by library	22	12.22
7	Guidance from friends/colleagues	48	26.67
	Total	376*	208.89*

Note: * (Percentage may exceed 100 due to multiple responses).

Researchers tried to understand the tools used for accessing information. Data reveals that most of the respondents (88.33%) access information with having conversation with library staff followed by through Internet search engine (39.44) and guidance from friends/colleagues (26.67%). It is interesting to note that just 5% and 12.22% of respondents use library catalogue and printed guide provided by library respondents.

4.10 Services offered by the college libraries

Table 10: Services offered by the college libraries

	Services n=180	Fully Satisfied N %	Satisfied N %	Moderately Satisfied N %	Slightly Satisfied N %	Not at all Satisfied N %
1	Lending/Circulation	75 (41.67)	63 (35.00)	23 (12.78)	14 (7.77)	5 (2.78)
2	Reference	75 (41.67)	51 (28.33)	36 (20.00)	13 (7.22)	5 (2.78)
3	Inter library loan (ILL)	16 (8.88)	26 (14.44)	39 (21.67)	35 (19.45)	64 (35.56)
4	CAS/SDI	66 (36.67)	27 (15.00)	36 (20.00)	40 (22.22)	11 (6.11)
5	Campus wide network	15 (8.33)	36 (20.00)	39 (21.67)	33 (18.33)	57 (31.67)
6	Digital library	21 (11.67)	42 (23.33)	42 (23.33)	43 (23.89)	32 (17.78)
7	Press clipping services	14 (7.78)	31 (17.22)	43 (23.89)	56 (31.11)	36 (20.00)
8	Web and E-mail services	46 (25.56)	42 (23.33)	38 (21.11)	33 (18.33)	21 (11.67
9	OPAC	6 (3.33)	11 (6.11)	16 (8.89)	68 (37.78)	79(43.89)
10	Internet browsing center	46 (25.55)	48 (26.66)	37 (20.56)	30 (16.67)	19 (10.56)
11	Reprographic services	12 (6.67)	32 (17.78)	49 (27.22)	44 (24.44)	43 (23.89)

A question was raised to the respondents about the services offered by their libraries. It is noticed that large number of respondents (41.67% each) are fully satisfied with lending/circulation and reference services, this is followed by CAS/SDI service (36.67%). It is also noticed that substantial number of respondents are not satisfied with OPAC service (43.89%) and ILL service (35.56%).

4.11 Objective of the respondents as a user on use of ICT

Table-11 reflects various objectives for which the respondents use their library's ICT facilities. The responses are sought based on the survey instrument scale from 'Excellent' (5) to 'Very Poor' (1).

Table 11: Objective of the respondents as a user on use of ICT

	Objectives n=180	Excellent N %	Above Average N %	Average N %	Below Average N %	Very Poor N %
1	Computer /Servers	55 (30.56)	58 (32.21)	52 (28.89)	12 (6.67)	3 (1.67)
2	Telecommunication & its Facilities	30 (16.67)	45 (25.00)	67 (37.22)	29 (16.11)	9 (5.00)
3	Photocopying	24 (13.33)	45 (25.00)	75 (41.67)	23 (12.78)	13 (7.22)
4	Microfilm / Microfiche	14 (7.78)	33 (18.33)	57 (31.67)	40 (22.22)	36 (20.00)
5	Internet/Intranet	43 (23.89)	61 (33.89)	53 (29.45)	15 (8.33)	8 (4.44)
6	Online database/E-archive/Journals	27 (15.00)	53 (29.44)	54 (30.00)	30 (16.67)	16 (8.89)
7	Digitization	17 (9.44)	35 (19.44)	67 (37.23)	33 (18.33)	28 (15.56)
8	Satellite/Modem	13 (7.22)	25 (13.89)	60(33.34)	42(23.33)	40 (22.22)
9	Video Conferencing/Video text/Tele text	14 (7.78)	20 (11.10)	59 (32.78)	41 (22.78)	46 (25.56)

Table-11 indicates that as per the combined scores of 'above Average' and 'excellent' computer/servers (62.77%) is ranked to be the foremost objective for using ICT facilities. 'Internet/Intranet is ranked second (57.78%), It can be clearly seen from the above table that video conferencing/video text/tele text and satellite/modem appear lowest in order of objectives grade by the users.

4.12 Use of search engines by the participants

Table 12: Use of search engines by the participants

	Search Engine	No. of Respondents	Total %
1	Google	174	96.67
2	Yahoo	33	18.33
3	Bing	4	2.22
4	AltaVista	0	0.00
5	Google Scholar	17	9.44
6	Others	00	0.00
Total		228	126.66

Note: * (Percentage may exceed 100 due to multiple responses)

The responses of the respondents (n=180) are tabulated in the table-12 is with respect to the search engines used for the information access. The highest number of respondents (96.67%) use the search engine 'Google' followed by Yahoo (18.33%). Google Scholar (9.44%) is in the third place and only 2.22% respondents use the Bing as search engine for their everyday information needs.

4.13 Time spent on the internet by the respondents

The amount of time spent on the use of internet is collected from 180 respondents and their response is given in table-13.

Table 13: Time spent on the internet by the participants

	Time	No. of Respondents	Total %
1	Less than 2 Hours a week	57	31.67
2	2 - 4 Hours a week	53	29.44
3	5 - 6 Hours a week	40	22.22
4	7 - 9 Hours a week	18	10.00
5	10 - 20 Hours a week	8	4.44
6	More than 20 Hours a week	4	2.23
Total		180	100

The table-13 indicates that 31.67% respondents time spent on internet was less than two Hours a week, 29.44 % respondents used internet 2 to 4 hours a week, 22.22 % respondents used internet 5 to 6 hours a week, 10% respondents used internet 7 to 9 hours a week, 4.44% respondents used internet 10 to 20 hours a week and 2.23% respondents access internet more than 20 hours a week.

4.14 Problems encountered while seeking information

The table-14 shows the response of the participants (n=180) as to what type of problems they encounter while seeking information:

Table 14: Problems encountered while seeking information

	Problems n=180	No. of Respondents	Total %
1	Library working hours	44	24.44
2	Lack of time flexibility	65	36.11
3	Some needed information is not available	87	48.33
4	Lack of support from library staff	20	11.11
5	Lack of education/training program from the staff	28	15.56
6	Incompetent & non-qualified staff	17	9.44
7	Lack of ICT tools	88	48.88
8	Unfriendly rules of library	13	7.22
9	Poor arrangement and layout of the collection	41	22.78
10	Old, damaged, mutilated books & journals	36	20.00
11	Language Barrier	11	6.11
Total		410*	249.98*

Note: * (Percentage may exceed 100 due to multiple responses*)*

It is evident from the table-14 that the large segment of the respondents (48.88%) mentioned that their major barrier in seeking information is "lack of ICT tools'. The second most often encountered obstacle is 'Some needed information is not

available' by (48.33%) participants. Large number of respondents (36.11%) also mentioned that "lack of time flexibility' is another problem encounter while seeking information.

A small percentage of respondents varying from 6% -10% faced the problems like 'incompetent and non-qualified staff', 'unfriendly rules of library' and 'language barrier.

5. Findings and Suggestions

5.1 Findings of the study

1. Large number of respondents visit library to barrow books (78.89%) and for reference materials (59.99%).
2. Out of the total 180 respondents, 127 (70.56%) have used the print and e-resources, only 5 (2.77%) of faculty members do not use printed information resource in their college library.
3. 88.33% of users obtain/aceess information through conversation with library staff.
4. 96.67% of respondents use Google search engine.
5. 31.67% of respondents spent less than two hours on internet and 29.44% spent 2-4 hours in a day.
6. Lack of ICT tools (48.88%) is the major barrier in the access of information sources.

5.2 Suggestions

Based on the findings of the study, the following suggestions are offered

1. Libraries should subscribe to more e-resources keeping in view the priorities and preferences of users.
2. A training program for the library professionals should be organized so that they are able to assist the users in accessing e-resources.
3. New arrival of print as well e-resources should be informed to all the users regularly.
4. Digitization of library and high speed internet facility with more computers shall cater the needs of the library users.
5. All the first grade college libraries should concentrate on procuring online databases of journals, books, patents, thesis/projects and others to save the precious time of the users.
6. Library working hours should be extended for user convenient.
7. User friendly environment should be facilitated in the college libraries with spacious place for reading.
8. Proper arrangement of the library collection should be improved.
9. More collection of books/Journals and reference materials to be added to the existing collection.
10. Old and damaged books should be removed from the library collection.

6. Conclusion

The present study indicates that a majority of faculty members visiting the libraries for the purpose of barrowing books and for reference materials. The study provided insight into the information use pattern by the first grade college's faculty belonging to seventeen colleges of Shivamogga district, affiliated to Kuvempu University. Lack of ICT tool is the major barrier in the access of information sources. Both print and electronic information resources playing an important role in fulfilling the information requirements of the users, therefore equal importance should be given in procurements of information resources.

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