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User Satisfaction of Library Resources and Services: A Survey of Pre- University College Teachers in Karnataka, India

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Abstract:

Present study examines the user satisfaction of library resources and services: A survey of pre-university college teachers in Karnataka, India. Well structured questionnaires were distributed among 125 teachers to collect their opinions regarding the frequency and purpose of visit to the library. Study also highlights the available information resources and services. From the study we found that the majority of the respondents 65 (63.73%) are male followed by female respondents 37 (36.27%). It is also observed that 86 (84.31%) respondents are from rural area. About 35.29% respondents are happy with availability of text books in library. It was found that 58.82% of respondents feel good with circulation service. Further an attempt has been made to give few suggestions based on the analysis of the data.

Key Wards: User satisfaction of Library Resources and Services, Library Collection Development

1. Introduction:

Now day's education is essential for the development of the society. The main purpose of Pre-University College libraries is to support education. Libraries are mainly entrusted with a host of predetermined tasks like acquiring, collecting, organizing, preserving, retrieving and disseminating information for effective use. Right from ancient times to the present digital information era, the primary objective of library has always been to achieve the goals. There is a need to use information accurately, precisely and systematically.

The study mainly focuses on use of library resources and services: A survey of Pre-University colleges in Karnataka, India. An academic library always provides valuable support to students and teachers for their learning and teaching process. We can't imagine the education institutions without libraries. Identifying the information resources, services and users needs of Pre-University colleges is present day challenge for LIS professionals. According (Narasappa K C and Dr Dharani Kumar P 2018) sates 'library is a store house of knowledge preserving and dissemination information providing different library services to the usewrs'.[1] In this situation Department of Pre-University Education is responsible for the planning and the overall development of Pre-University college libraries in Karnataka. [1]

2. Review of Literature

There are good number of studies conducted on use of information resources and services in different academic institutions, but user studies on school and college libraries are urgent in need to know the present status of college libraries. Here we made an attempt to discuss few case studies on use of information sources. Under the highlight of these studies we made an attempt to find out the use of library resources and services: A survey of Pre-University colleges in Karnataka, India. Study conducted by **Chikkamanju and Mallinath Kumbar (2015)** investigate the 'Use of Information Resources and Services by the Students of First Grade Colleges Affiliated to Tumkur University, Tumkur: A Comparative Study'. Study highlights that 1663(87.48%) of respondents visit the college library, whereas 388(22.01%) made visit at every day. Further they suggest library should provide orientation and training program for the users at regular interval of time. The library staff should do regular shelf rectification for easy access of misplaced books.[2] Similarly another study conducted by **Chikkmanju and Adithya Kumari (2014)** on 'Use of Information Resources and Services in First Grade Colleges Affiliated to Tumkur University Faculty Members. Study shows that 266 (63.18%) of faculty members visit the library for reading news papers and popular magazines, followed by 247(58.66%) to borrow books and 214(50.83%) for getting photocopies. Majority of faculty members (96.62%) use internet for the purpose of data communication, followed by 228(69.93%) social sites, and for accessing teaching materials (42.33%) and 119(36.30%) seeking jobs portals. Study suggests that libraries should acquire latest editions of books and other information resources. The libraries should create awareness to its users about the scope, coverage and importance of N-List resources and services. [3]

Study conducted by **Parvathamma and Mukesh Shinde (2015)** on use of information resources and services of University of horticulture reveals that majority of the students visit library to borrow text books, general books in Horticulture and allied fields. Reference sources such as dictionaries, encyclopedia are consulted rarely. Majority of the students never accessed bibliographic databases on CD/ROM or DVD and web resources. Study suggest that providing the orientation to the students about information literacy skills to identify, locate, evaluate and use both print and electronic information resources efficiently, so that they can become independent and lifelong learners. [4] Similarly **Biradar and Dharani Kumar (2009)** conducted the study on use of Information Sources and Services in Library of Agriculture Science College, Shivamogga. Study shows that 77.22% of responded visit the library every day. About 88% students visit the library to read journals and magazines followed by to borrow books (87.12%). Studies suggest that agriculture libraries must give more emphasis to e-consortia approach. [5]

Whereas **Sunil Tyagi (2011)** made an attempt to know the use of information resources and services at Delhi Public Library. From the study it is found that Delhi public library is fully equipped with computerized automation, including free internet access, CD/DVD, and an online catalogue using Koha. Study shows that most patrons use the library for reading newspapers and

magazines. About 80% of users are satisfied with the present situation of the library. Study also recommends that library collection should be extends to maximum by acquire multiple copies of heavily demanded books and also improve the reading room facilities. [6] **Narasappa and Dharani Kumar (2019)** study highlights that the pre-university college teachers are suffering inadequate library building, infrastructure facilities, reading materials, computers, internet facility and library automation. Hence concerned authority, necessarily appointment of permanent librarian post and provide basic facilities to pre-university college libraries.[7] Similar kind of another study on public library resources and services is conducted by **Parvathamma and Shanker Reddy (2009)** highlights that use of information resources and services of the public libraries, particularly public libraries in Bidar District, would help in framing appropriate policies related to collection development and improve the quality of library services. [8]

Sumitha and Suresh (2015) study is confined to the all colleges affiliated to Madurai Kamaraj University in Theni district. Study shows that 65.31% of the respondents are in the age group between 20 to 25 years and 100% of the respondents made visit the library. 32.81% of the responded seek information through text books. 99.06% of the respondents use e-resources. Present study reveals that the focus has shifted from print media to e-resources and internet has revolutionized the way of getting information around the world. [9] **Whereas Abdul Mannan Khan (2012)** conducted the study to know the level of use of information sources by faculty members, research scholars and students of the faculty of commerce, Aligarh Muslim University (AMU), Aligarh. Findings show that the maximum number of respondents prefers to consult books and journals. While the faculty members and research scholars prefer journals compared to books. Most of the faculty members as well as research scholars are agreed that e-journal articles are most helpful for their research work. Study also recommends that library should furnish with good computer lab with internet facility. [10]

Naik, L and Kumar, Kishore S (2019) this study investigated the uses, awareness and attitudes towards of library services and facilities with special reference to first grade college libraries in the Bangalore. A survey was carried out on a sample population of 295 students from the three colleges. major activities in the library are reading text books (83.9%), newspapers (67.1%), source information for research or project work (65.8%) and class assignments (65.3%).[11]

3. Objectives of the study

1. To find out the background information about the library users.
2. To know the availability of information resources in Pre-University Colleges in Shivamogga District
3. To know the status of collection development policies in Pre-University College Libraries
4. To identify the problems encountered in the use of information resources by the Teachers.

5. To suggests the suitable recommendations to improve library resources and services of Pre-university College Libraries.

4. Methodology

Keeping in view the objectives of the study the questionnaire method will be adopted for collecting the primary data, supplemented by interviews and face to face interactions with Pre-University College Teachers. In total 125 questionnaires distributed to the responded, among them 102 questionnaires were received back with 81.6% response rate. The data obtained were analyzed using simple excel sheet and generate tables. The present study is limited to shivamogga district in the Indian state of Karnataka, twelve government and two Aided Pre-University college libraries in Thirthahalli and Hosanagar thaluks. The structured questionnaire focuses on use of library resources and services in Pre-University colleges.

5. Data Analysis and Interpretation

5.1. Background information about the library users.

5.1.1 Gender Wise Distribution

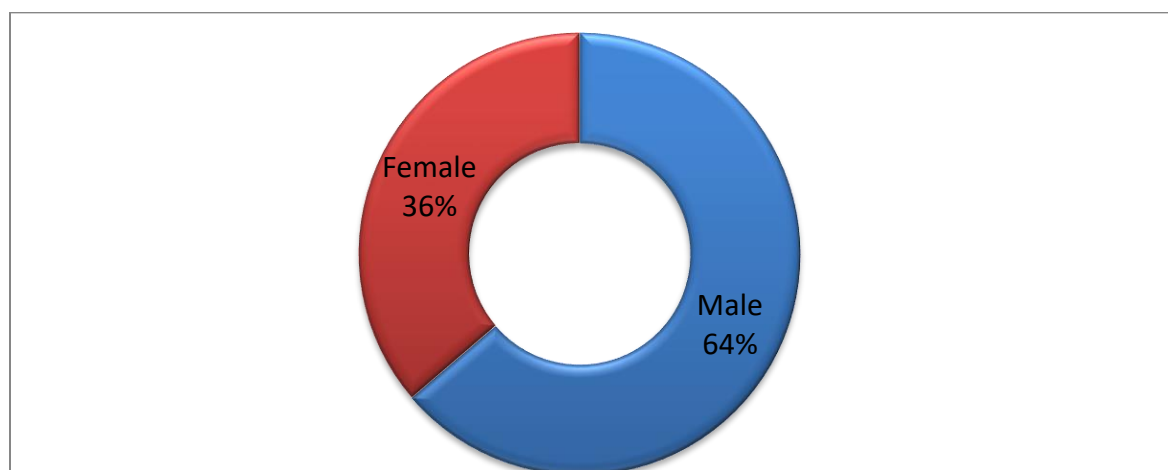| Sl. No.	Gender	Respondents	Percentage
1	Male	65	63.73%
2	Female	37	36.27%
	Total	102	100%

Figure-1

Table **5.1.1** and figure 1 shows the gender wise distribution of the 102 responded, the majority of the responded 65 (63.73%) are Male followed by Female responding 37 (36.27%).

5.1.2 Age wise Respondents

Sl. No.	Age	Respondents	Percentage
1	25-30 age	12	11.77%
2	31-35 age	10	9.81%

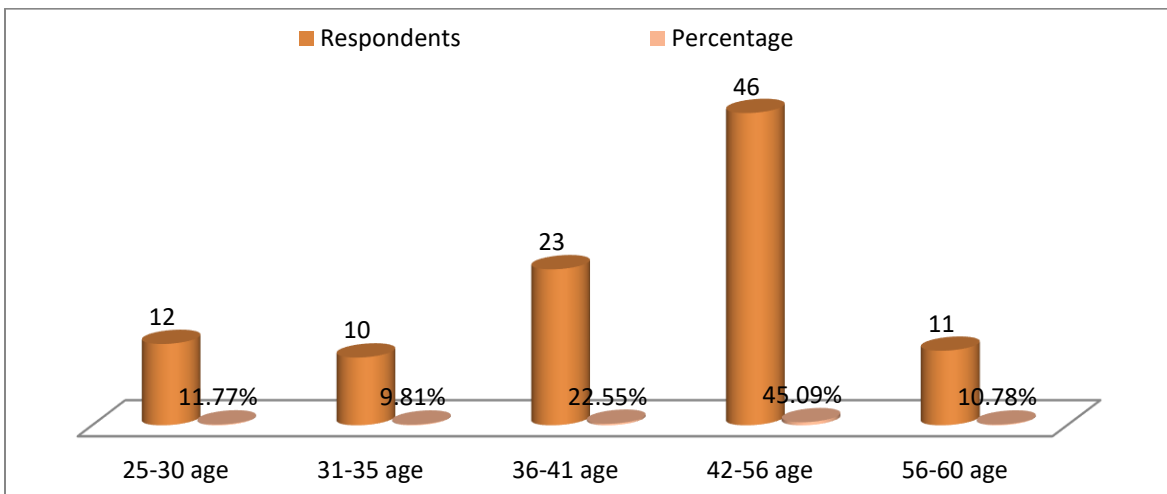|			
3	36-41 age	23	22.55%
4	42-56 age	46	45.09%
5	56-60 age	11	10.78%
	Total	102	100%

Figure .2

Table 5.1.2 and figure 2 shows the age wise distribution of the respondents. Among the 102 respondents, the highest numbers of respondent 46 (45.09%) belongs to the age group of 42 to 56 years. The second majority of the respondents 23 (22.55%) fall under the age group of 36 to 41 years, followed by 12 (11.77%) respondents are in the age group between 25 to 35 years. Study reveals that among the teacher's highest number of respondents are senior faculty members.

5.1.3 Social Background of the Respondents

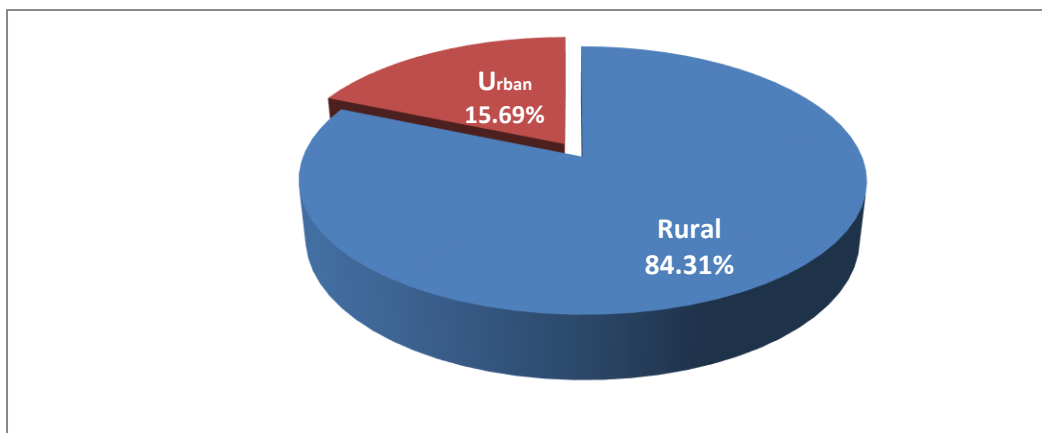| Sl.No	Social background	Frequency	Percent
1	Rural	86	84.31%
2	urban	16	15.69%
	Total	102	100%

Figure 3

Table 5.1.3 and figure 3 highlight the distribution of responded by social background. It is observed that 86 (84.31%) respondents are coming under from rural area and 16 (15.69%) respondents are coming from urban background.

5.1.4 Subject wise distribution of respondents

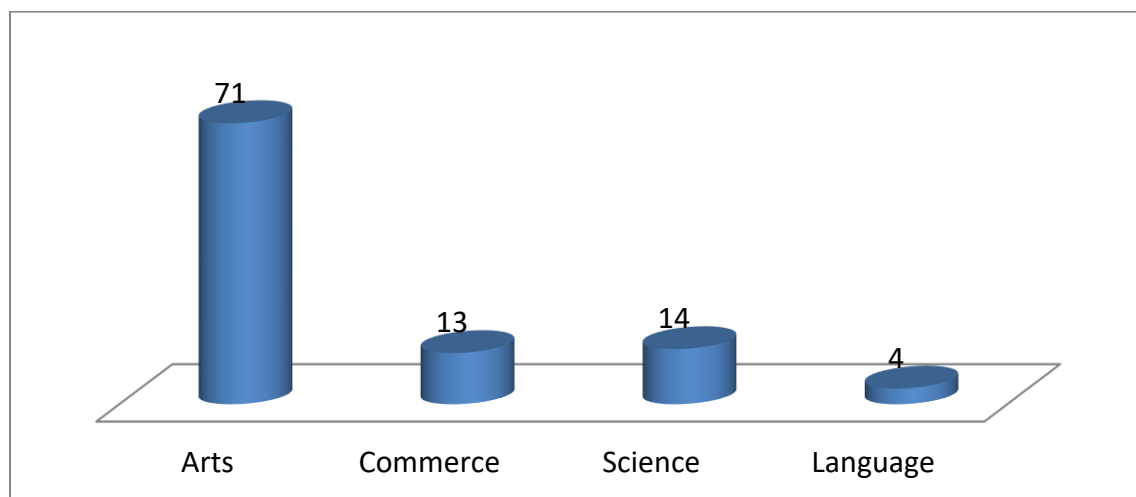| SL.No	Subject	Frequency	Percent
1	Arts	71	69.61%.
2	Commerce	13	12.75%
3	Science	14	13.72%
4	Language	4	3.92%
	Total	102	100%

Figure 4

Table 5.1.4 and figure 4 shows the total number of respondent's according to subject background. Data shows that 71 (69.61%) of respondents are from Arts faculty, followed by 14 (13.73%) are from Science faculty, whereas 13 (12.75%) respondents are from Commerce. Very less percent 4 (3.92%) of respondents are from language Teachers. It is very clear that the majority of respondents are belongs to Arts Teachers.

5.1.5 Type of Institutions Wise Respondents

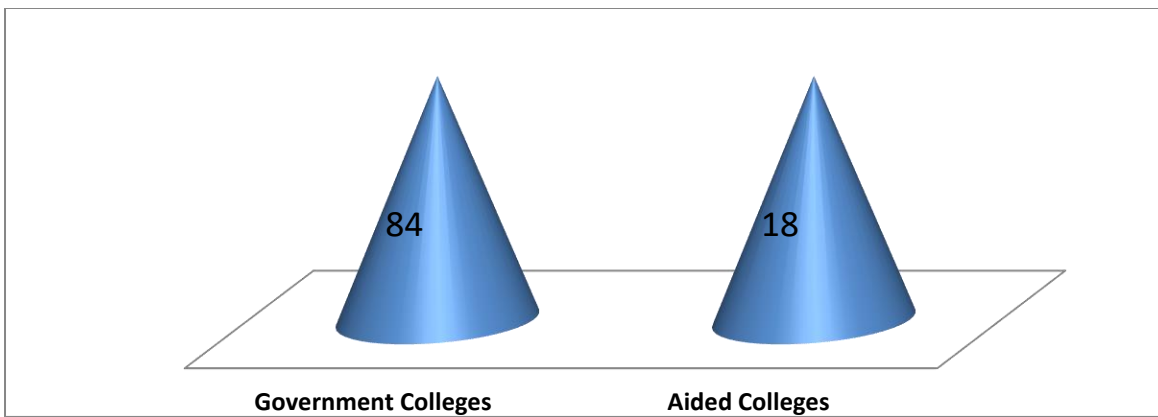| Sl. No.	Type of institutions	No. of Colleges	Respondents	Percentage
1	Government College Teachers	12	84	82.35%
2	Aided College Teachers	2	18	17.65%
	Total	14	102	100%

Figure 5

Table 5.1.5 and figure 5 reveals the institution wise respondents. Data shows that 84 (82.35%) of teachers are working in Government colleges and 18 (17.65%) of teachers are working in Aided colleges.

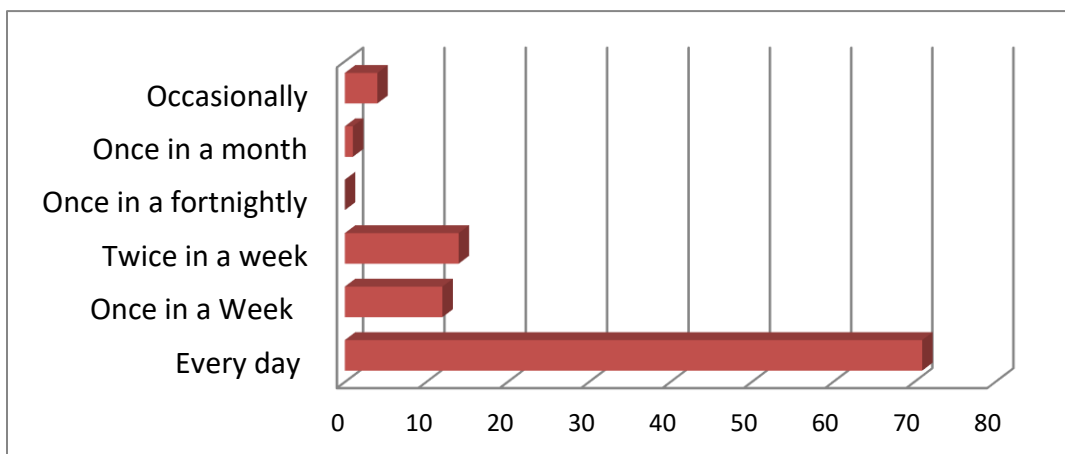## 5.1.6 Frequency of visit to the Library

Figure 6

Figure 6 indicates that frequency of visit to library by Teachers. The data shows that 69.61% of the respondents are made visit to the library every day and 13.73% of teachers made visit to the library twice in week followed by 11.76% of respondents are visit the library once in week.

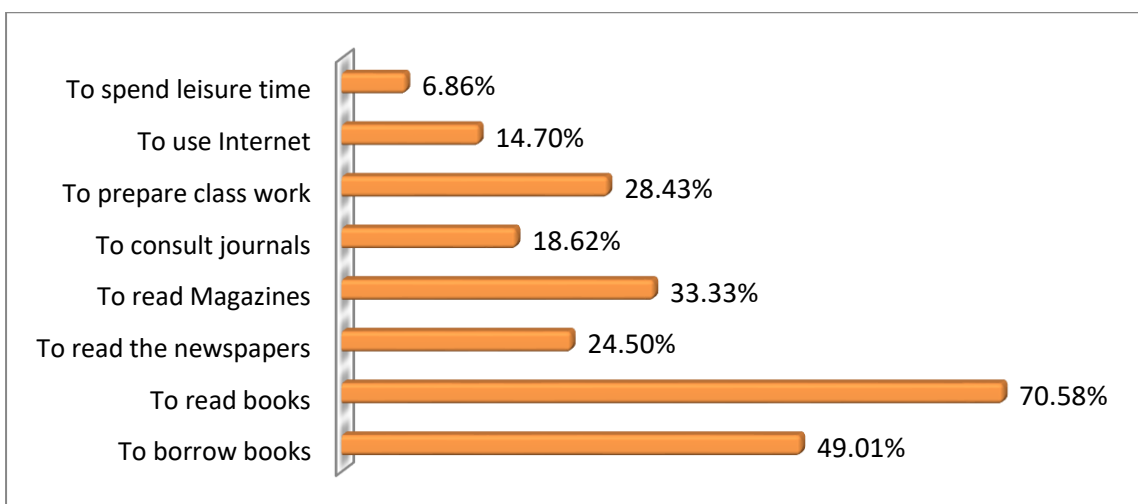## 5.1.7 Purpose of visit to the Library

Figure 7

Figure 7 shows that 70.58% of respondents visit the library to read books and 49.01% of respondents visit the library to borrow books followed by 33.33% of respondents visits the library to read magazines and 28.43% respondents visit the library for the purpose of preparing for class works, whereas 24.50% respondents visit the library to read the newspapers. Data shows that very less percent 8.62% of respondents visit the library to consult journals followed by 14.70% respondents visit the library to use internet.

5.2 Availability of Information Resources and Services

5.2.1 Opinion about availability of library collections

S/N	Opinion availability of library Collection	Excellent	Very good	Good	Average	Poor
1	Text Books	18(17.64%)	27(26.47%)	36(35.29%)	14(13.72%)	9(8.82%)
2	Reference Books	10(9.80%)	30(29.41%)	28(27.45%)	25(24.50%)	10(9.80%)
3	e-Books	3(2.94%)	2(1.96%)	8(7.84%)	9(8.82%)	80(78.43%)
4	Print Journals	8(7.84%)	15(14.70%)	32(31.37%)	28(27.45%)	19(18.62%)
5	e-Journals	2(1.96%)	2(1.96%)	4(3.92%)	12(11.76%)	82(80.39%)
6	News Papers	20(19.60%)	13(12.74%)	46(45.09%)	14(13.72%)	11(10.78%)
7	Magazines	9(8.82%)	12(11.76%)	41(40.19%)	22(21.56%)	18(17.64%)
8	Annual Reports	6(5.88%)	4(3.92%)	20(19.60%)	37(36.27)	35(34.31%)
9	Laboratory manuals	3(2.94%)	3(2.94%)	15(14.70%)	29(28.43%)	54(52.94%)
10	CET/NEET study materials	2(1.96%)	21(20.58%)	40(39.21%)	17(16.66%)	22(21.56%)
11	Brochures	1(0.98%)	3(2.94%)	9(8.82%)	21(20.58%)	68(66.66%)
12	Pamphlets	2(1.96%)	3(2.94%)	11(10.78%)	11(10.78%)	75(73.52%)
13	Digests	3(2.94%)	8(7.84%)	33(32.35%)	22(21.56%)	36(35.29%)
14	Audio/Video materials	1(0.98%)	5(4.90%)	13(12.74%)	11(10.78%)	72(70.58%)
15	Atlas/ Maps	3(2.94%)	31(30.39%)	37(36.27%)	12(11.76%)	19(18.62%)
16	Old question papers collection	11(10.78%)	34(33.33%)	32(31.37%)	12(11.76%)	13(12.74%)

 Table 5.2.1 highlights that opinion of respondents about the availability of library resources and services. Data shows that 35.29% of users says good with text books and only 8.82% users opinion is poor. A good number of respondents 29.41% opinions are very good with the reference books available in the library. Similarly in case of   opinion is e-books 78.43% of teachers says poor collection and only 8.82% of users says average. Data shows that 31.37% respondents opinion are

good with print journals and only 7.84% respondents opinion is excellent in the same. Whereas 80.39% teachers stated e-journals collection as very poor while 45.09% respondents says that news papers collection is good and 10.78% users opinion with news papers availability is poor. 40.19% of respondents opinion with Magazines collection is good. In case of CET/NEET study materials 66.66% of respondents   opinion is good and same respondents opinion on brochures, pamphlets collection is poor. After analyzing the overall opinions of the respondents Audio/Video collection put less and Maps are good in Pre-university libraries.

5.2.2 Library Services

S/N	Library Services	Always	Often	Some times	Average	Poor
1	Circulation service	60(58.82%)	12(16.66%)	8(7.84%)	12(11.76%)	10(9.80%)
2	Reference service	54(52.94%)	16(15.68%)	14(13.72)	8(7.84%)	10(9.80%)
3	User orientation	12(11.76%)	5(4.90%)	53(51.96%)	5(4.90%)	27(26.47%)
4	Document delivery service	8(7.84%)	1(0.98%)	51(50%)	12(11.76%)	30(29.41%)
5	Display of new arrivals	10(9.80%)	5(4.90%)	48(47.05%)	13(12.74%)	26(25.49%)
6	Current awareness service	14(13.72%)	1(0.98%)	23(22.54%)	25(24.50%)	39(38.23%)
7	SDI Service	5(4.90%)	3(2.94%)	7(6.86%)	15(14.70%)	72(70.58%)
8	Inter library loan service	9(8.82%)	6(5.88%)	8(7.84%)	13(12.74%)	66(64.70%)
9	News papers clippings	18(17.64%)	7(6.86%)	46(45.09%)	14(13.72%)	17(16.66%)
10	Reprographic Service/Xerox	17(16.66%)	6(5.88%)	9(8.82%)	12(11.76%)	58(56.86%)
11	Bibliographic service	7(6.86%)	6(5.88%)	5(4.90%)	14(13.72%)	70(68.62%)
12	Internet browsing	4(3.92%)	4(3.92%)	7(6.86%)	13(12.74%)	74(72.54%)
13	OPAC Service	6(5.88%)	3(2.94%)	2(1.96)	6(5.88%)	85(83.33%)
14	CD ROM service	5(7.84%)	1(0.98%)	2(1.96%)	6(5.88%)	88(86.27%)

Table 5.2.2 highlights the major services available in pre-university college libraries. Table shows that circulation service (58.82%) and reference services (52.94%) are always rending pre-university college libraries. Whereas, user orientation (51.96%), document delivery service (50%), display of new arrivals (47.05%) and news paper clipping services (45.09%) are rendered in some time. At the same time some of the respondents opinion that current awareness service (38.23%), SDI Service (70.58%), inter library loan service (64.70%), reprographic service/xerox (56.86%), bibliographic service (68.62%), internet browsing (72.54%) , OPAC service (83.33%) and   CD ROM service (86.27%)   are very poor in pre-university college libraries. The study clearly highlights that majority of the services are very poor and average in pre-university college libraries.

5.2.3 Mode of information access

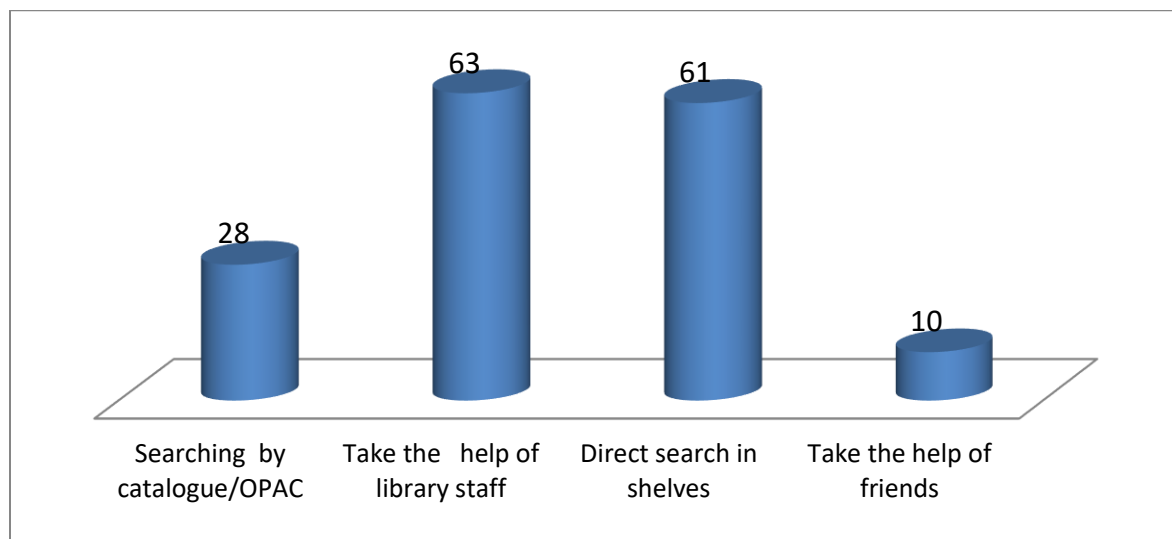| Sl. No.	Mode of Information access	Respondents	Percentage
1	Searching by catalogue/OPAC	28	27.45%
2	Take the help of library staff	63	61.76%
3	Direct search in shelves	61	59.80%
4	Take the help of friends	10	9.80%

Figure 8

Table **5.2.3** figure 8 shows the mode of information access by Teachers in pre-university colleges. The data shows that 63 (61.76%) of Teachers find the needed information in library by taking the help of library staff and 61 (59.80%) of Teachers access the information by direct search in shelves. The study further revels that 28 (27.45%) of Teachers searching the information by catalogue/OPAC and only 10 (9.80%) teachers take the help of friends. From the above analysis it is clear that most popular method of accessing the information is by taking the assistance of library staff.

5.2.4 Relevance of information resources

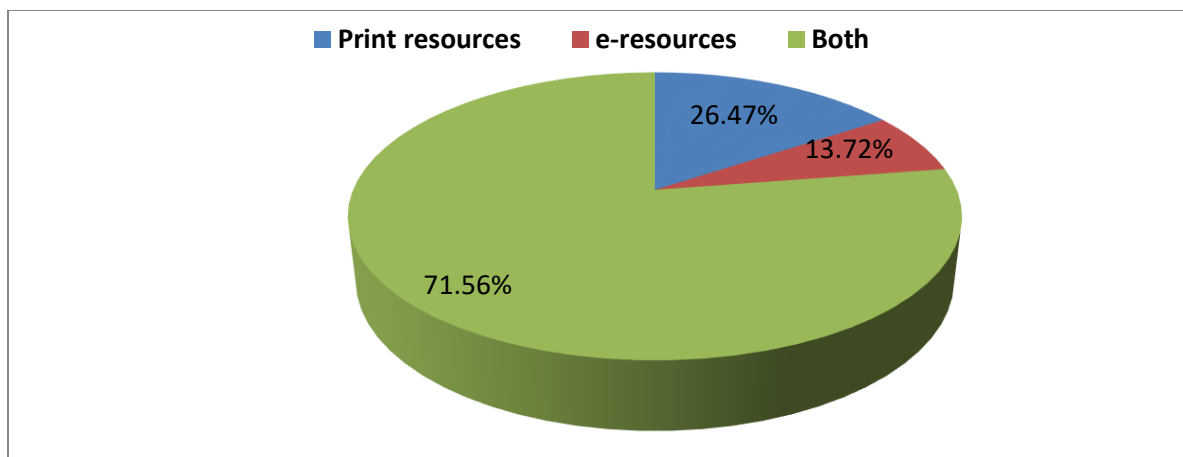| Sl. No.	Relevant of Resources	Respondents	Percentage
1	Print resources	27	26.47%
2	e-resources	14	13.72%
3	Both	73	71.56%

Figure 9

Table 5.2.4 and figure 9 reveals that the relevancy of print V/S e- resources. The study shows that 73 (71.56%) of respondents are interested with both print and e-resources. Whereas 27 (26.69%) of respondents like with print resources and only 14 (6.86%) respondents liked with e-resources.

5.3 Library Collection Development Policy

5.3.1 Member of the library advisory committee

Sl. No.	Advisory committee	Respondents	Percentage
1	Yes	24	23.53%
2	No	78	76.47%
	Total	**102**	**100%**

Table 5.3.1 shows that majority 78 (76.47%) of respondents were not member of the library advisory committee, followed by only 24 (23.53%) of respondents were member of the library advisory committee.

5.3.2 Recommendation of library books

Sl. No.	Recommended for books	Respondents	Percentage
1	Title selected by Principal	35	34.31%
2	Titles suggested by Subject experts	53	51.97%
3	Titles selected by staff	52	50.98%
4	Titles suggested by library advisory committee	15	13.73%
5	Titles suggested by students	25	24.50%
6	Titles suggested by PU Board	26	25.49%
7	Titles selected by self	14	14.71%

Table 5.3.2 presents that majority of respondents 53 (51.97%) are says that recommendation of books by subject experts, followed by 52 (50.98%) of staff selected to books, 35 (34.31%) principal himself, 26 (25.49%) of books suggested by PU board, and almost equal number of

respondents 25 (24.50%), 15 (14.71%) and 14 (13.73%) are expressed that titles recommended by students, library advisory committee and books selected by self.

Hence, majority of respondents opinions that library books suggested by subject experts

5.3.3 Satisfaction of college library collection

Sl. No.	Satisfaction of library collection	Respondents	Percentage
1	Yes	52	50.99
2	No	50	49.1%
	Total	102	100%

The table 5.3.3 indicate that satisfaction of library collection. The analysis shows that 52 (50.99%) of teachers were satisfied with library collection, and 50 (49.1%) of respondents were not satisfied with collection available in the library.

5.4 Problems in the Use of Information Resources

S/N	Problems	Strongly agree	Agree	Can't say	Disagree	Strongly disagree
1	Inadequate library building	17(16.66%)	45(44.11%)	13(12.74%)	13(12.74%)	14(13.72%)
2	Insufficient library collection	15(14.70%)	41(40.19%)	11(10.78%)	19(9.80%)	16(15.68%)
3	Lack of awareness about information sources	11(10.78%)	16(15.68%)	10(9.80%)	51(50%)	14(13.72%)
4	Insufficient library working hours	12(11.76%)	26(25.49%)	15(14.70%)	34(33.33%)	15(14.70%)
5	Lack of support from the library staff	5(4.90%)	17(16.66%)	17(16.66%)	45(44.11%)	18(17.64%)
6	Lack of support from colleagues	2(1.96%)	23(22.54%)	24(23.52%)	34(33.33%)	18(17.64%)
7	Lack of support from management	4(3.92%)	11(10.78%)	20(19.60%)	51(50%)	16(15.68%)
8	Lack of ICT skills	10(9.80%)	29(28.43%)	12(11.76%)	38(37.25%)	13(12.74%)
9	Lack of ICT components	15(14.70%)	44(43.13%)	7(6.86%)	23(22.54%)	13(12.74%)
10	Lack of library automation	34(33.33%)	38(37.25%)	8(7.84%)	11(10.78%)	11(10.78%)

Table 5.4 highlights the problems faced by respondents while using information resources in Pre-University colleges. Data shows that 44.11% of respondents agree with inadequate library building followed by 40.19% of respondents agree with insufficient library collection available in the library whereas, 33.33% respondents opinion is disagree with lack of awareness about information sources in the library. The analysis shows 44.11% of respondents opinion is disagree with lack of support from the library staff whereas 50% of respondents opinion is disagree with lack of

support from management. Data shows that 43.13% of Teachers agree with lack of ICT components and 43.13% of respondents says lack of library automation facilities available in the library.

6. Findings of the Study

The major findings of the study are:

a) Majority of the respondents (69.61%) visit the library every day to meet their required information.

b) Most of the respondents (70.58%) the visit library to read books and 49.01% respondents made visit the library to borrow books for teaching and other works.

c) Major percent of (61.76%) Teachers find the required information by take the help of library staff and 59.80% of respondent's access the information by direct search in shelves whereas 28.56% of respondents searching the information by catalogue/OPAC for locating information.

d) The highest percent (77.45%) of respondents interested both in print and e-resources and second majority of respondents (15.69%) are liked print resources for their study.

e) Majority (35.29%) of respondents agree with availability of text books in library and 29.41% respondents opinion is very good with reference books available in the library and only 9.80% of respondents says poor.

f) It was found that 58.82% of respondents stated circulation service as always available, only 7.84% stated circulation service available some times.

g) About 52.94% of respondents considered that reference service is always available and only 7.84% of respondents opinion is average.

h) The highest respondents opinions 78 (76.47%) were not member of the library advisory committee.

i) Majority of respondents opinions that library books suggested by subject experts

j) Study found that 44.11% of the respondents agree with inadequate library building and only 12.74% respondents disagree with inadequate library building.

7. Suggestions and Recommendations

By considering the summarized opinions of respondents the following suggestions and suitable recommendations are made to improve the library resources and services of Pre-University College Libraries

a) Study will suggest to building the well organized collection with well equipped library building with sufficient books, internet facilities including newspaper and journals etc.

b) Library staff should need to create proper awareness among Teachers about use of e-resources and services in Pre-University colleges.

c) The availability of library collections are very poor, the State Government should provide the financial support and improve the library collection.

d) All the Teachers are not member of library advisory committee, therefore all Teachers are should be take member of library advisory committee to ensure that library resources are increases.

e) The college libraries must conduct the user orientation and awareness programme required for Teachers handling maximum use of computer and library resources.

f) Independent library building in pre-university colleges is urgent in need.

8. Conclusion

The development and delivery of good quality services to users is an important goal for any Pre-University college libraries. The present study was aimed to identify the use of library resources and services by Teachers of the pre-university colleges. Majority of the Pre-University college libraries do not have library building, sufficient text books, reference books, CET study materials, internet and library Automation facility to users. Therefore concerned department improve on the infrastructures facilities such as library building, library collection, computers, internet facilities and financial support to pre-university college libraries. The users of pre-university colleges were from rural area and they were from arts faculty background. However, the users of pre-university colleges are satisfactory with the available circulations and reference services of the library. Finally the provision of the resources, services and facilities is satisfactory to the users of the library.

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