

Utilization of library resources, facilities and services by the teachers of Pre-University Colleges in Dakshina Kannada and Udupi districts

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ABSTRACT: This research investigates the utilization of library resources, facilities and services by teachers in Pre-University colleges in Dakshina Kannada (D.K.) and Udupi districts. Out of 1150 distributed questionnaires, 860 responses were received. The findings reveal that 47.21% of teachers visit the library daily, with the majority (57.01%) being from the science discipline and 78.9% of respondents visit the library to refer or borrow books. Teachers expressed concerns about inadequate library resources, including books, computers, and qualified staff. The study recommends that the Department of Pre-University Board establish minimum standards for libraries, including criteria for librarian recruitment, budget allocation, library automation, book collections, and physical facilities for Pre-University college libraries. This study helps to improve the library facilities and services to maximum utilisation of the users.

KEYWORDS: Information sources, Library facilities, Library services, User satisfaction

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I. INTRODUCTION

The library serves as a knowledge hub in education, both in higher education and in Pre- University education. It plays a vital role in the intellectual growth of society, especially at the pre-university level, by encouraging the acquisition of knowledge through studying and researching. This study comprises resources, facilities, and services such as staff, buildings, documents, and furniture to enhance the knowledge of users in Pre-University college libraries in Dakshina Kannada and Udupi Districts.

Libraries play a vital role in institutions by storing information in an organized manner for easy sharing. They are non-profit organizations that serve as repositories of knowledge, hubs of learning, and the core of academic institutions. A well-equipped library is essential for modern education, as education without library services is incomplete. Libraries are responsible for providing the right information to the right user at the right time, making them the reservoirs of knowledge. It is crucial for libraries to have up-to-date and accurate information about users in order to effectively plan and develop resources and services. (Kumbar, 2006).

Pre-University Colleges in Karnataka

Karnataka is considered one of the most advanced states in education in the country, with a total of 4794 Pre-University Colleges spread across 32 districts. Among these colleges, there are 1203 Government colleges, 795 Aided colleges, 2621 Un-aided colleges, 13 Corporation PU Colleges, and 162 PU Colleges affiliated with degree colleges. These colleges offer two-year courses in arts, science, and commerce in 34 subjects, 11 languages, and 50 combinations based on the National Curriculum Framework (NCF)-2005. The Department of Pre-University in Karnataka currently has 1,162,771 students enrolled.

Pre-University Colleges in D.K. and Udupi districts

Pre-University Education in Karnataka is equivalent to plus two or twelfth standard system of other parts of India. In Dakshina Kannada there are 68,547 students studying in 53 Government, 42 Private Aided and 107 Private Un-aided colleges. In Udupi District there are 28,851 students studying in 43 Government, 18 Private Aided and 44 Private Un-aided colleges.

II. OBJECTIVES OF THE STUDY

1. To know the frequency and purpose of visit to the library
2. To find out the extend use of information resources and services by teachers of Pre-University colleges
3. To know the library facilities and services offered by Pre-University libraries
4. To identify the problems encountered in the use of information resources by the teachers.

III. REVIEW OF LITEATURE

Mozumder (2021) examines the current state of library services offered by undergraduate colleges in Barak Valley, Assam. It reveals that several college libraries are still in the developmental stage concerning infrastructure and library automation. According to Narasappa and Kumar (2019), the study aimed to assess the effective utilization of library services and facilities by the teachers of Pre-University colleges in Shivamogga district of Karnataka. The survey method was employed to collect primary data from teachers. The major findings revealed that 73.80% of Pre-University colleges lacked permanent librarians, relying instead on in-charge librarians. Furthermore, 63.94% of these in-charge librarians possessed qualifications of MA and B.Ed. Moreover, the study highlighted that 52.45% of Pre-University Colleges in Shivamogga district lacked dedicated library buildings. Yugandhar and Naick (2019) attempted to evaluate different library facilities and services in aided degree colleges of Warangal district, in the state of Telangana. The findings will not only be helpful to the higher authorities and but also to the librarians in terms of knowledge about the services and facilities. The study makes an awareness of their strengths and weaknesses and makes an endeavor to know the different facilities and services which are essential to the patrons in the libraries. The outcome of this establishes that the frequency of every day patrons to libraries is in healthy condition and a good number of users prefer to visit 2 to 3 times on weekly basis. Gowridevi, Sasikala, and Ramakrishna (2018) reveals the efficacy and utilization of library resources and services at GITAM University in Andhra Pradesh. A significant proportion of research scholars express high satisfaction levels with the library's resources and services, with 81% of respondents indicating a strong perception of effectiveness in the provision of library and information services. Harilakshmi and Surendrababu (2017) explores the utilization of library resources and services among MCA students at Sri Venkateswara University, Tirupati. The study sample comprised MCA students. Results indicated that 88% of users made use of the borrowing facility, 68% encountered challenges due to limited computer terminals in the digital library, and 58% expressed dissatisfaction with the insufficient availability of subject-specific books. Recommendations derived from the study propose that the university's administration should implement appropriate modifications to address user requirements. Bhyrappa and Sarasvathy (2016) explore the library facilities and services provided to the physically challenged category by academic libraries in Mysore district. They found that the most utilized resource by respondents is 'Textbooks', with a mean score of 3.52. Additionally, 'Book borrowing facility' is heavily relied upon by the majority of respondents, with a mean score of 3.15. 'Reference service' and 'Reading facility' are also commonly used, each with a mean value of 2.56. Among the various software available, respondents prefer tools like Jaws and Dasburg, with a mean score of 2.34. Furthermore, 'Sign language' for hearing-impaired students is considered a crucial service, with a mean value of 1.82, followed by 'Braille translation' (mean=1.79) and 'Help from staff or cooperation' (mean=1.73).

IV. METHODOLOGY

The study focuses on teachers from different teaching disciplines in the D.K. and Udupi districts who utilize library resources for educational purposes. Primary data was gathered through questionnaires, observations, and interviews. Out of 1150 questionnaires distributed, 860 responses were received, resulting in a 74.78% response rate. The data collected was then analysed, interpreted, and visually presented using charts and tables created in Excel.

V. SCOPE AND LIMITATIONS

The study focuses on teachers from Government, Aided and Un-Aided Pre-University Colleges in the D.K. and Udupi districts who utilize library information resources and services. It examines various aspects of teachers' interactions with libraries, such as reasons for visiting, how often they visit, time spent in the library, access to information resources, infrastructure, and the required information needs of library users.

VI. ANALYSIS AND INTERPRETATION OF THE DATA

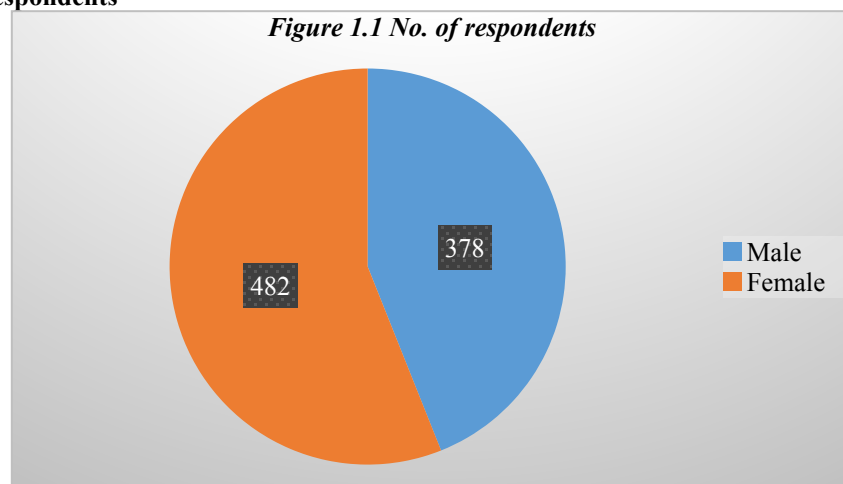
Data analysis is the most important activity in any research, as it gives us a clear picture of the findings of the research. It is regarded as the heart of the research report. The objectives of the study can be attained successfully only by analysing the collected data using appropriate statistical techniques. This study presents the analysis and interpretations of the data collected from the respondents from the libraries of Pre-University Colleges of Dakshina Kannada and Udupi districts using a well-designed structured questionnaire.

The results of survey on resources, facilities and services in Pre-University College libraries in Dakshina Kannada and Udupi Districts of Karnataka state is presented under the study.

Background information about the library user

The study comprises of Pre-University College teachers of various disciplines of the P U colleges of D.K. and Udupi districts. The data analysis by gender, discipline, and the institution.

Gender-wise respondents



The Figure 1.1 shows that the gender-wise distribution of respondents' majority 56.05% were female and 43.95% were male.

Discipline-wise respondents

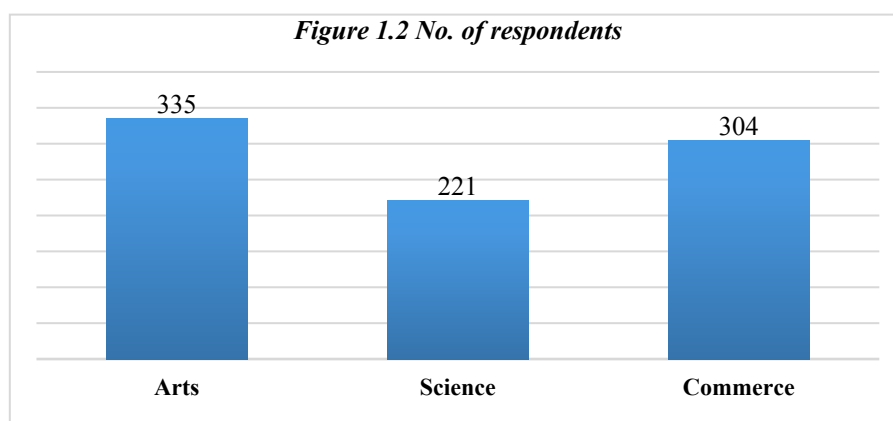


Figure 1.2 indicates the distribution of teachers based on their respective disciplines. The data reveals that 38.95% of teachers are from the arts discipline, while 35.35% are from commerce, and 25.70% are from the science discipline. It is significant that the largest proportion of respondents are teachers in the arts subject area.

Institution-wise respondents

Table 1.1 Institution-wise respondents

Type of institution	No. of Respondents	Percentage
Govt.	297	34.53%
Aided	191	22.21%
Un-Aided	372	43.26%
Total	860	100%

Table 1.1 reveals that the highest 43.26% respondents from un-aided colleges, similarly 34.53% from government followed by 22.21% aided colleges.

Use of information resources and services

The library visit depends upon the availability of resources and facilities and also very important for the requirements of the teaching fraternity. The respondents were asked to indicate how frequently visit to the library are given in the Table 1.2 and Figure 1.3.

The users visit the library with some certain purpose in their mind. The responses on purpose of visit to the library are indicated in Figure 1.4.

Searching information is an important factor to collect the information to the library users. The users use the various modes to know or find the information in their areas of interest or study. In the present study they were asked to mention their preferred modes of finding required information and same is presented in the Figure 1.5.

Frequency of library visit

The frequency of library visit depends upon the availability of library resources, well maintained and provides better service to the users.

Table: 1.2 Frequency of Library visit

Frequency	Discipline			Total
	Arts	Science	Commerce	
Daily	174 (51.94)	126 (57.01)	106 (34.87)	406 (47.21)
Twice in a week	62 (18.51)	33 (14.93)	49 (16.12)	144 (16.74)
Once in a week	26 (7.76)	14 (6.34)	33 (10.85)	73 (8.49)
Occasionally	73 (21.79)	48 (21.72)	116 (38.16)	237 (27.56)
Total	335 (100.0)	221 (100.0)	304 (100.0)	860 (100.0)

Note: Numbers shown in parentheses are percentages

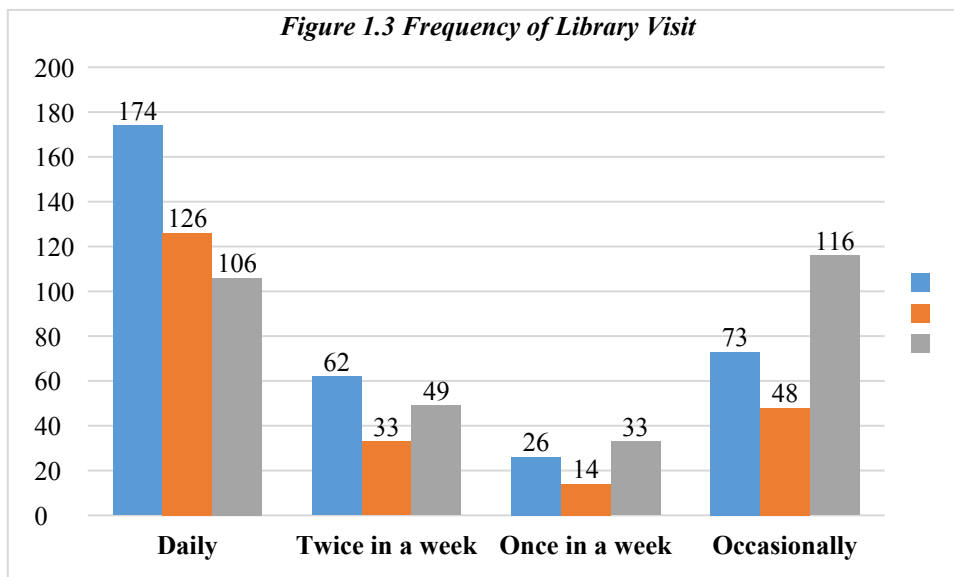
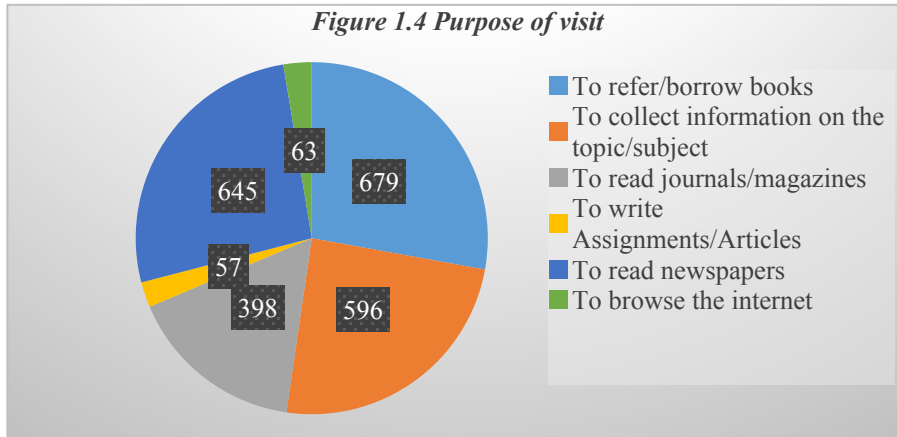


Table 1.2 clarifies the correlation between the frequency of teachers' visits to the library and the availability of resources, which in turn enhances the quality of service provided to users. The data reveals that 47.21% of teachers visited the library daily, while 27.56% visited occasionally. Similarly, 57.01% of science teachers, 51.94% of arts teachers, and 34.87% of commerce teachers visited the library daily. On the other hand, 38.16% of commerce teachers, 21.79% of arts teachers, and 21.72% of science teachers visited the library occasionally.

It also represents the utilization patterns of library services by teachers across different disciplines. For daily library usage, the highest percentage was observed among science teachers at 57.01%, while the lowest was among commerce teachers at 34.87%. In terms of twice in a week visits, arts teachers had the highest percentage at 18.51%, with science teachers having the lowest at 14.93%. Weekly library visits were most frequent among commerce teachers at 10.85%, and least frequent among science teachers at 6.34%. Occasional visits to the library were most common among commerce teachers at 38.16%, and least common among science teachers at 21.72%. The data suggests that a significant proportion of teachers visit the library on a daily basis.

Purpose of visit to the Library

The users visit the library with some certain purpose in their mind. The reasons for teachers visiting the library vary, as indicated in Figure 1.4.



The data shows that teachers visit the library for various purposes. The majority 78.95% of teachers visit the library primarily to refer or to borrow books. Moreover, 75.0% of teachers visit the library to read newspapers as their secondary preference. Browsing the internet in the library is of least interest to them. It is evident that the main reason for their visits to the library is to refer or to borrow books.

Modes of finding required information

The users use the various modes to know or find the information in their areas of interest or study. In the present study they were asked to mention their preferred modes for literature search and same is presented in the Figure 1.5.

Figure 1.5 Modes of finding information

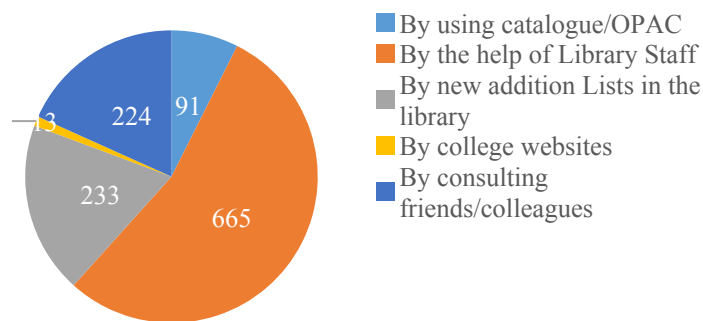
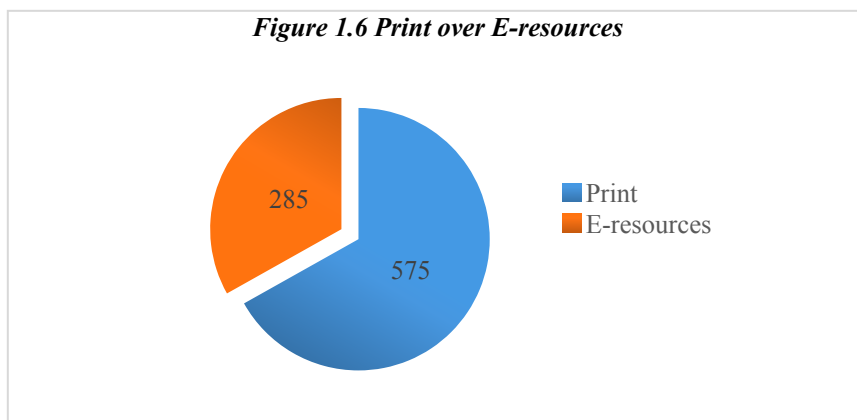


Figure 1.5 illustrates that a significant majority 77.33% of teachers, indicated a preference for seeking required information through the assistance of library staff as their primary choice. Following this, 27.09% of teachers expressed a secondary preference for utilizing new addition lists within the library. Moreover, 26.05% of teachers cited consulting friends or colleagues as their third preference for obtaining information. The use of catalogues or Online Public Access Catalogues (OPAC) and college websites were identified as the fourth and fifth preferences, respectively, among teachers. The data suggests that a considerable number of teachers consistently prioritize seeking necessary information from library personnel.

Using information resources to the teaching work



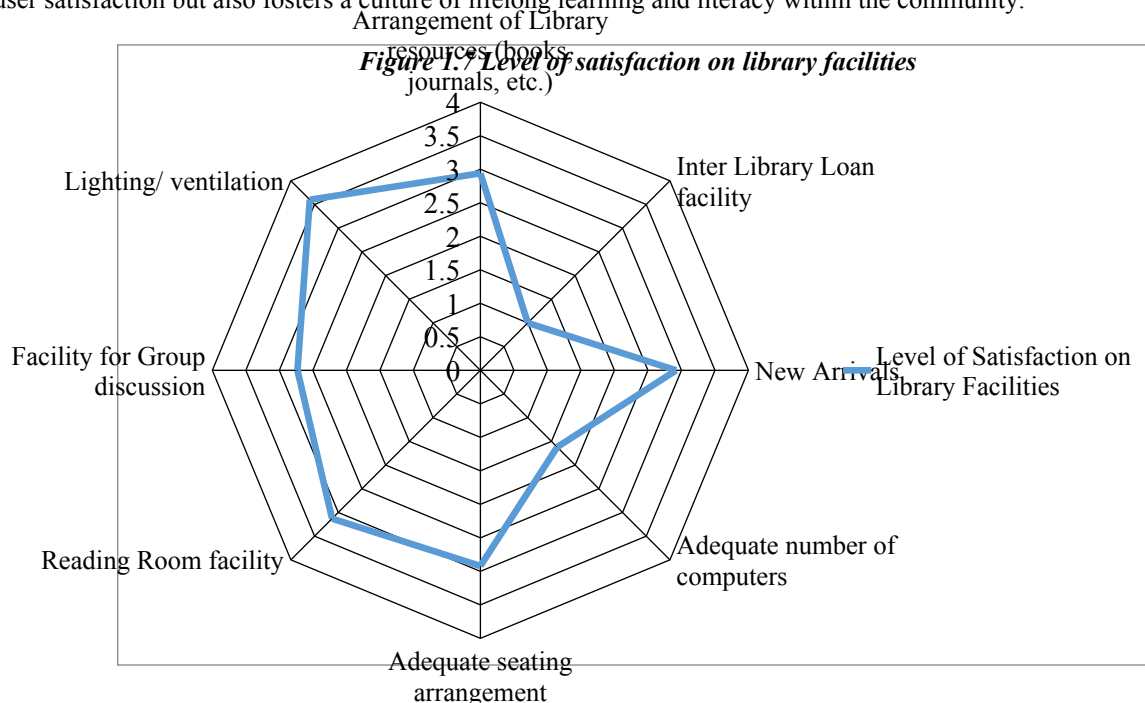
According to the findings presented in Figure 1.6 a significant majority of 66.86% of teachers prefer utilizing print resources for teaching purposes, while 33.14% of teachers expressed a preference for using e-resources in their teaching practices.

Library facilities and services

Users expect adequate library facilities and services to meet their study requirements. The respondents opined their satisfaction level of facilities and services in their respective Pre-University libraries. The findings of this evaluation are illustrated in Figures 1.7 and 1.8.

Opinion about library facilities

The user opinion is important for delivering quality service and enhancing library facilities and services. By considering user feedback, libraries can ensure that their offerings meet the needs and preferences of their patrons effectively. Therefore, continuous advancement in library resources and amenities not only enhances user satisfaction but also fosters a culture of lifelong learning and literacy within the community.

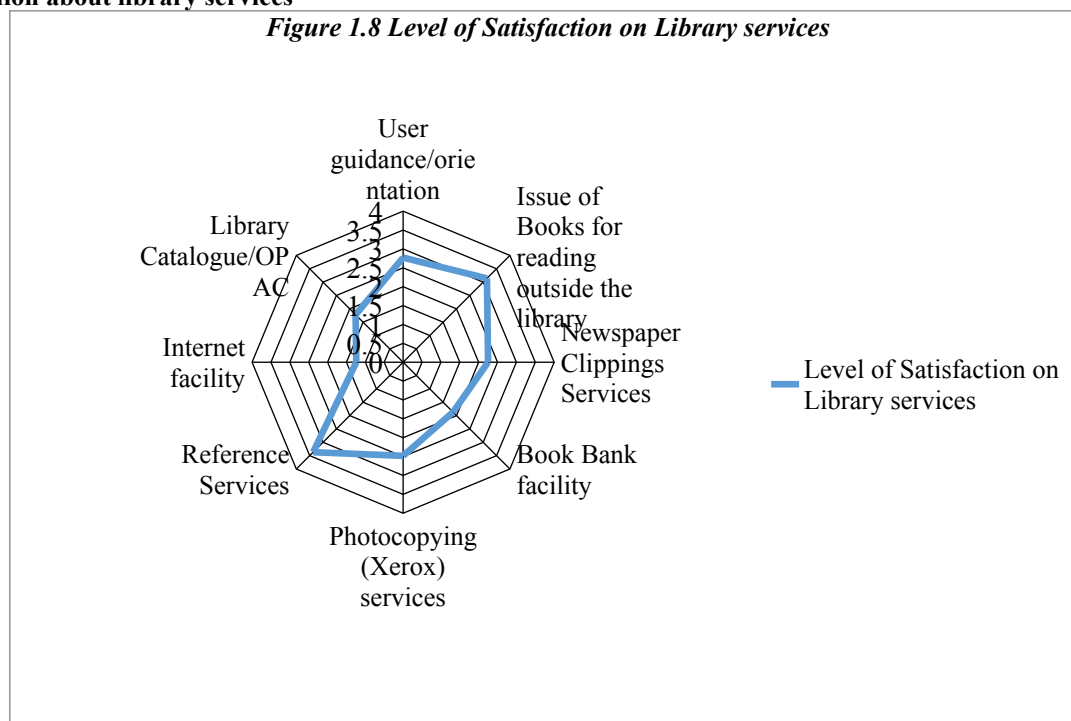


The Figure 1.7 allocates the descriptive statistics on level of satisfaction on library facilities. It consists of level of satisfaction on library facilities available with mean ratings between 3.60 to 1.00. As per the descriptive statistics, lighting/ventilation (3.60) has the greater mean level of satisfaction, reading room facility (3.13), arrangement of library resources (books, journals, etc) (2.94), new arrivals and adequate seating arrangement has the mean value of (2.92), facility for group discussion (2.73), adequate number of computers (1.62), and inter library loan facility (1.00) has the least mean level of satisfaction on library facilities.

Overall, descriptive statistics on level of satisfaction on library facilities show the mean and SD as 4.1119 and 0.29716.

Opinion about library services

Figure 1.8 Level of Satisfaction on Library services



The Figure 1.8 indicates the descriptive statistics on level of satisfaction on library services. It consists of eight level of satisfaction on library services available with mean ratings between 3.37 to 1.24. As per the descriptive statistics, reference services (3.37) has the greater mean level of satisfaction, issue of books for reading outside the library (3.14), user guidance/ orientation (2.77), photocopying (Xerox) services (2.48), newspaper clippings services (2.25), book bank facility (1.87), library catalogue/OPAC (1.78), and internet facility (1.24) has the least mean level of satisfaction on library services.

The respondents were responded the level of satisfaction on library services the respondents were satisfied with reference services (3.37) and issue of books for reading outside the library (3.14). User guidance/orientation (2.77), photocopying (Xerox) services (2.48), and newspaper clippings services (2.25) were little satisfied. Book bank facility (1.87), library catalogue/OPAC (1.78), and internet facility (1.24) were not at all satisfied.

Overall, descriptive statistics on level of satisfaction on library services show the mean and SD as 2.3611 and 0.77025.

VII.FINDINGS

- Among the total respondents' the majority 56.05% of respondents were female and 43.95% were male.
- About 38.95% of teachers are from the arts discipline, 35.35% are from commerce, and 25.70% are from the science discipline teachers use their library resources.
- A maximum 43.26% respondents are working in un-aided colleges, similarly 34.53% are government and minimum 22.21% are in aided colleges.
- A maximum 57.01% of science teachers was use the library daily, while the minimum was among commerce teachers at 34.87%.
- The majority 78.95% of teachers visit the library primarily to refer or to borrow books and 75.0% of teachers visit the library to read newspapers.
- The majority 77.33% of library users depending the assistance of library staff to search or for seeking required information.
- A maximum 66.86% of teachers depend print resources for teaching purposes and minimum 33.14% of teachers prefer for using e-resources in their teaching practices.
- The respondents are satisfied with the available library facilities with lighting/ventilation (3.60) and reading room facility (3.13). Adequate number of computers (1.62), and inter library loan facility (1.00) were not at all satisfied.

- i. The respondents are satisfied with the available library services with reference services (3.37) and issue of books for reading outside the library (3.14). Book bank facility (1.87), library catalogue/OPAC (1.78), and internet facility (1.24) were not at all satisfied.

VIII. SUGGESTIONS

1. It is recommended that a well-organized collection be established in a well-equipped library building along with ample collection of books and internet facilities, including newspapers and journals.
2. Independent library buildings should be provided for Pre-University Colleges, professionally qualified librarians and supported by qualified non-professional staff to be appointed. Periodic library orientation or awareness programs should be conducted to encourage to the users to make effective use of the library.
3. The Department of Pre-University Education Board should establish minimum standards for libraries and provide substantial financial support for the development of library and other basic infrastructural facilities.
4. Library staff in Pre-University Colleges should actively promote the use of e-resources and services among teachers.

IX. CONCLUSION

This study aims to evaluate the utilization of resources, facilities, and services in Pre-University College libraries, it seeks to understand users' awareness, usage patterns, and satisfaction levels to inform policy formulation and bridge existing gaps. The findings reveal significant deficiencies in infrastructure, including library building, qualified staff, book collections, internet, and library automation. Recommendations include enhancing infrastructure, expanding book collections, implementing automation, ensuring internet connectivity, and providing financial support. Moreover, it was observed that the users of these libraries, who predominantly come from rural areas, have limited awareness of the availability and use of library facilities and services.

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