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Distance Learners Satisfaction with Library Resources, Services and Facilities: A Study in Kuvempu University Library

Veena Naik G
Mangalore University, veenagopichand50@gmail.com

Shivalingaiah D
Mangalore University, d_shivaling@yahoo.com

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Veena G
Research Scholar
Dept. of Library and Information Science
Mangalore University
Mangalagangothri
Email-veenanaik50@gmal.com

Dr.D.Shivalingaiah
Professor
Dept. of Library and Information Science
Dean, Science and Technology
Mangalore University
Mangalagangothri-574199

Abstract

The role of the library is vital in all types of education - traditional as well as distance mode. The purpose of this paper is to know the distance learner's satisfaction with library resources, services and facilities in   Kuvempu University Library. This study used questionnaire-based survey method to collect the data from the PG distance students of Kuvempu University. 1435 questionnaires were distributed, out of which 1435 duly filled in questionnaires were received back. The study suggested that advanced training for users at different levels should be started. The contents of the training programs should be (a) introduction to library services and facilities, (b) Using OP AC, (c) Methods and tools for searching information resources, (d) Using the Internet etc.The library should extended library hours with adequate number of staff who can assist in providing the easier access to subject related documents.

Keywords: Distance Education, Distance Learners, Academic Libraries, Library Resources, Library Services, LibraryFacilities.

Introduction

In academic institutions, library plays a major role in disseminating information sources to the user community – be it traditional teaching learning mode or distance mode. The main aim of academic libraries and librarians is to satisfying users' information needs and requirements.The success of any academic library is based on the satisfaction of the information demands of its users (Rodrigues, 1996). The effectiveness of a library service can be evaluated only by the level to which its services and resources are utilized .Therefore,

academic libraries may have to implement a more planned way in which the construction and deliverance of information services to their users.

The present education system can be broadly divided into two categories. The most popular formal system of education and the second one is non-formal system of education. The open and distance education system is a crucial vehicle in the sustained development of a knowledge society (Suja, 2014). Its potential for flexible education delivery, scope for self and life-long learning and cost effectiveness makes it instrumental in meeting the needs of individual and communities at this juncture - in the rapid transition being made from the industrial to the information age.

Distance learning has been recognized as an effective alternative educational system as the conventional face-to-face system of education became inadequate to accommodate the growing needs of the society. Distance learning plays a significant role in providing educational opportunities to the people. It provides accessibility, cost-effective, flexibility to learning and training opportunities to a large number of learners who could not afford to attend the formal education.

Review Literature

Alijani and Khasseh (2015) conducted a study on distance learners' familiarity with the concept of digital library: A case study of Virtual University of Shiraz, Iran, Payame Noor University.This survey examines the familiarity of students at Virtual University of Shiraz (VUS). This research study used descriptive and survey methodology. Findings showed that 66 percent of distance students are not familiar with the concept of digital library.

Wohrley (2015) conducted a study to understand the digital library information sources and services to distance student's .The study suggested that creating a virtual library for distance education students and Librarians have to adapt to new technologies for the purpose of facilitating distance engineering students to use the information electronically.

Primus (2014) in their paper suggests that changes in technology allow distance learners to interact more closely with their learning community. This study recommended that distance learning libraries are taking advantage of these same technologies to reach out to students and faculty to satisfy their need for information and instruction.

Ritterbusha (2014) conducted a survey to know the assessing academic library services to distance learners. The purpose of this study was to evaluate the utilization and effectiveness of library reference and instruction services to distance users.

A study carried out by Molloy (2014) concluded that The Sir Duncan Rice Library provide services to its distance learners include books, journals etc, as well as access to an outstanding collection of electronic resources such as books, academic journals and abstract databases to enable students to read and research course.

Objectives of the study

The main aim of this study is to examine the distance learner's satisfaction with Library Resources, Services and Facilities offered by Kuvempu University. The objectives of the study are;

− To assess the library facilities and services available to and use by distance learners,
− To know the purpose of visiting the library by distance learning students,
− To identify the most often used information sources by distance learning students,
− To identify the problems faced by the distance learners while accessing information in the library.

Distance Education in Kuvempu University

The university has started the distance education in 2002-03, affiliated to UGC DEB (Distance Education Bureau, Govt. of India). The Directorate of the Distance Education of the Kuvempu University has been offering higher education through distance mode to help the student community get a quality higher education. Directorate of Distance Education is located in Parikshanga - DooraShikshanaBhavan. It is a very famous, and one of the top Distance Education Departments among Indian Universities. The university believes that distance education is an equally good avenue to be made available to interested students. The degrees being offered by the Directorate of the Distance Education of the university are equivalent to that of regular degree courses. Currently, the DDE is offering several courses in UG, PG and Diploma levels.

Methodology

This study of the research used questionnaire-based survey method in order to achieve the above objectives.For this purpose a well-structured questionnaire was designed to collect the data from the PG distance students of Kuvempu University. 1435 questionnaires were distributed, out of which 1435 duly filled in questionnaires were received back. The collected data were classified, analysed and tabulated by using statistical methods.

Data Analysis and Interpretation

This chapter deals with the analysis and interpretation of collected data keeping in view the objectives of the study.

Table: 1.Gender wise Distribution

Sl. No	Gender	Discipline			
		Social Science	Science/ Technology	Commerce/ Management	Total
1	Male	329(40.8%)	77(41.1%)	185(41.9%)	591(41.2%)
2	Female	477(59.2%)	110(58.9%)	257(58.1%)	844(58.8%)
3	Test Statistics	$\chi2$ =.127, df=2, p=.939			

It may be seen from the above table that the female respondents are more compared to male respondents in all the three faculties. It shows, the scores are 844 (58.8%) and 591 (41.2%) for female and male respondents in all the three faculties respectively. To have a better view on analysis the $\chi2$-test conducted for 2 d.f. at the 5% level of significance shows that there is no significant relationship between these groups of frequencies($\chi2$=0.127 , p=.939.>0.05).

Table: 2.Age-group wise distribution

Sl. No	Age Group	Discipline			
		Social Science	Science/ Technology	Commerce/ Management	Total
1	Below 25 years	156(19.3%)	33(17.7%)	89(20.1%)	278(19.4%)
2	26-35 years	326(40.4%)	76(40.6%)	177(40.1%)	579(40.3%)
3	36-40 years	281(34.9%)	67(35.8%)	155(35.0%)	503(35.1%)
4	41 –50 years	43(5.4%)	11(5.9%)	21(4.8%)	75(5.2%)
5	Above 50 years	0(.0%)	0(.0%)	0(.0%)	0(.0%)
6	Test Statistics	$\chi2$ =0.840 df=6 p=.991			

The age and Faculty-wise distribution of respondents is shown in the above Table 2.The table indicates that the majority of respondents fall into the age group of 26-35 years

range, scoring579 (40.3%), whereas 503(35.1%) respondents are in the range of 36-40 years of age. This is followed by those who are in the age group of below 25 years of age, scoring 278 (19.4%).The remaining 75 respondents, representing (5.2%), are in the age group of 41-50 years. Hence, only a limited numbers of students above the age of 46-55. The χ2-test conducted for 6 d.f. at the 5% level of significance shows that there is no significant association between these groups of frequencies (χ2=0.840, p=.991.>0.05).

Table: 3. Frequency of visiting the library

Sl. No	Frequency	Discipline			
		Social Science	Science/ Technology	Commerce/ Management	Total
1	Daily	42(5.2%)	7(3.8%)	11(2.4%)	60(4.2%)
2	Weekly	46(5.7%)	16(8.5%)	33(7.5%)	95(6.7%)
3	Fortnightly	86(10.6%)	37(19.7%)	84(19.0%)	207(14.4%)
4	Monthly	270(33.4%)	101(54.1%)	274(62.0%)	645(44.9%)
5	Occasionally	362(45.0%)	26(13.9%)	40(9.1%)	428(29.8%)
6	Test Statistics	χ2 =222.60, df=8, p=.000			

It is evident from the table that 645(44.9%) of respondents visit the library 'once a month' to meet their information needs, followed by 428(29.8%) visit the library 'occasionally', 207(14.4%) visit the library 'fortnightly' and only 60(4.2%) of the respondents visit the library 'daily'. The data distribution is quite evident that the distance learners use the library at their convenient time as they are engaged in one or other activity and obviously to the library daily may not be feasible.The χ2-test conducted for 8 d.f. at the 5% level of significance shows that there is significant difference between these groups of frequencies (χ2=222.60, p=.000<0.05).

Table: 4.Time spent in the library

Sl. No	Time	Discipline			
		Social Science	Science/ Technology	Commerce/ Management	Total
1	Less than 1 hour	21(2.6%)	7(3.7%)	16(3.6%)	44(3.1%)
2	1-2 hours	236(29.2%)	33(17.6%)	72(16.2%)	341(23.8%)
3	2-3 hours	388(48.1%)	64(34.2%)	145(32.8%)	597(41.5%)
4	3-4 hours	147(18.2%)	52(27.8%)	129(29.1%)	328(22.9%)
5	More than 5 hours	14(1.7%)	31(16.5%)	80(18.1%)	125(8.7%)
6	Test Statistics	χ2 =164.170 df=8, p=.000			

The time spent in library in each visit by the respondents' is presented in the table and the key timings are highlighted. It reveal maximum of 2-3 hours is spent by 597(41.5%),

followed by 341(23.8%)of them spending '1-2 hours and the highest number of hours to the extent of 3-4 hours is spent by 328(22.9%) users of the library. It shows only 44(3.1%) spend less than an hour and 125(8.7%) spend more than 4 hours in the library.The χ2-test conducted for 8 d.f. at the 5% level of significance shows that there is significant difference between these groups of frequencies (χ2=164.170, p=.000<0.05).

Table: 5.Types of library visit

Sl. No	Type of library	Discipline			
		Social Science	Science/ Technology	Commerce/ Management	Total
1	University Library	521(64.7%)	123(65.7%)	303(68.5%)	947(66.0%)
2	College Library	398(49.3%)	124(66.3%)	301(70.1%)	823(57.4%)
3	Public Library	655(81.2%)	137(73.2%)	320(72.3%)	1112(77.5%)

The data shows that the distance learners have made of the public library the most with 1112(77.5%) response, the next in the order is the University Library with 947(66.0%) and the College Library with 823(57.4%) . The table has highlighted these data. The responses are quite natural and the public libraries have been "people's university" without any restrictions and are open to all. So the data in their case is obviously high the next is the University library and the users can also seek permission to use them, and the collections of these libraries are vast and varied hence the learners prefer to use them and then comes the college libraries. So all conditions of the type of library use are quite obvious and clear is revealed by the distribution of data.

Table: 6.Purpose of Library Visit

Sl. No	The purpose	Discipline				Test Statistics
		Social Science	Science/ Technology	Commerce/ Management	Total	
1	To Issue/ Borrow Books	346 (43.0%)	118 (63.1%)	280 (63.3%)	744 (51.8%)	χ2 =58.588 df=2, p=.000*
2	To read text books	659 (81.7%)	133 (71.1%)	265 (60.0%)	1057 (73.7%)	χ2 =70.678 df=2, p=.000*
3	To read Reference books	667 (82.8%)	112 (59.8%)	265 (60.0%)	1044 (72.8%)	χ2 =92.793 df=2, p=.000*
4	To read newspapers/Magazines	678 (84.1%)	138 (73.7%)	218 (49.3%)	1034 (72.1%)	χ2 =171.990 df=2, p=.000*
5	To collect old question paper	440 (54.5%)	146 (78.1%)	346 (78.2%)	932 (64.9%)	χ2 =86.646 df=2, p=.000*
6	To use Internet facility	173 (21.4%)	117 (62.5%)	281 (63.6%)	571 (39.8%)	χ2 =257.848 df=2, p=.000*

Note: * p<0.05

The table reveals the data relating to distance learners' purpose of visiting the library. Majority of students visit the library to read books on subject of study with 1057(73.7%) responses. Majority 1044(72.8%) students visit the library for the purpose of to read reference books. The table also shows that majority 1034(72.1%) students visit the library to read newspapers/Magazines. About 932(64.9%) of students visit the library to collect old question paper. It shows that students visit the library for the purpose of borrow and return books 744(51.8%).About 571(39.8%) students opined that they visit the library for using internet facility. The result of Chi-Square test grouped by various purpose of library visitclearly shows that there is a significant association between the distance students with respect to the purpose of library visit(p=.000).

Table:7.Use ofservices available in the library

Sl. No	Services	Discipline				Test Statistics
		Social Science	Science/ Technology	Commerce/ Management	Total	
1	Circulation Service /OPAC(Issue/Return)	638 (79.1%)	156 (83.4%)	370 (83.7%)	1164 (81.1%)	χ^2 =4.612 ,df=2, p=.100
2	Newspaper clipping service	774 (96.1%)	166 (88.7%)	381 (86.1%)	1321 (92.1%)	χ^2 =40.897 df=2,p=.000*
3	Reference service	668 (82.8%)	148 (79.1%)	365 (82.5%)	1181 (82.3%)	χ^2 =1.487 df=2,p=.475
4	Reprographic (Xerox) service	464 (57.5%)	150 (80.2%)	317 (71.7%)	931 (64.9%)	χ^2 =47.280 df=2,p=.000*
5	Internet service	420 (52.1%)	126 (67.3%)	296 (66.9%)	842 (58.7%)	χ^2 =32.711 df=2,p=.000*
6	Current Awareness Service	559 (63.1%)	124 (66.3%)	327 (74.0%)	1010 (70.4%)	χ^2 =4.643 df=2,p=.098

Note: * p<0.05

It is observed from the table that majority of respondents use the types of services available in the library like i.e. Issue/Return1164 (81.1%), Newspaper clipping service 1321 (92.1%), Reference service1181 (82.3%), Xerox service (64.9%), Internet service 842(58.7%), Current Awareness Service1010 (70.4). The services like Xerox and Internet are quite less compared to others as they are also available to anyone outside the institutional premises, whereas others not. The result of Chi-Square test grouped by awareness about various information services available in the library noticeably indicates that there is a significant association between the distance students with respect to use ofvarious information services available in

the library except for the fields Circulation Service (Issue/Return)(p=.100), Reference service(p=.475) and Current Awareness Service(p=.098).

Table: 8. Level of satisfaction using the library collections

Sl. N o	Library collections	Level of satisfaction	Discipline			
			Social Science	Science/ Technology	Commerce/ Management	Total
1	Text Books	Highly Dissatisfied	0(0.0%)	3(2.0%)	7(2.0%)	10(0.9%)
		Dissatisfied	46(7.7%)	9(6.1%)	21(6.1%)	76(6.9%)
		Neutral	71(12.0%)	19(12.8%)	59(16.9%)	149(13.9%)
		Satisfied	477(80.3%)	116(78.3%)	256(73.3%)	849(77.9%)
		Highly satisfied	0(0.0%)	1(0.6%)	6(1.7%)	7(0.6%)
2	Reference Documents	Highly Dissatisfied	18(3.1%)	3(2.1%)	8(2.2%)	29(2.7%)
		Dissatisfied	80(13.5%)	8(5.4%)	14(4.1%)	102(9.3%)
		Neutral	68(11.4%)	30(20.2%)	76(21.7%)	174(16.0%)
		Satisfied	407(68.5%)	90(60.8%)	214(61.3%)	711(65.1%)
		Highly satisfied	21(3.5%)	17(11.5%)	37(10.7%)	75(6.9%)
3	Journals/Perio dicals	Highly Dissatisfied	55(9.2%)	7(4.8%)	22(6.3%)	84(7.7%)
		Dissatisfied	406(68.4%)	11(7.4%)	31(8.9%)	448(41.0%)
		Neutral	86(14.4%)	8(5.4%)	49(14.1%)	143(13.1%)
		Satisfied	29(4.9%)	111(75.0%)	231(66.1%)	371(34.1%)
		Highly satisfied	18(3.1%)	11(7.4%)	16(4.6%)	45(4.1%)
4	Newspapers/M agazines	Highly Dissatisfied	2(.3%)	2(1.3%)	4(1.1%)	8(.7%)
		Dissatisfied	37(6.3%)	5(3.4%)	4(1.1%)	46(4.2%)
		Neutral	47(8.0%)	8(5.4%)	18(5.1%)	73(6.7%)
		Satisfied	106(17.9%)	25(16.9%)	62(17.8%)	193(17.7%)
		Highly satisfied	402(67.8%)	108(73.0%)	261(74.8%)	771(70.6%)
5	Theses/Dissert ations	Highly Dissatisfied	262(44.1%)	70(47.2%)	216(61.9%)	548(50.3%)
		Dissatisfied	155(26.1%)	10(6.8%)	26(7.4%)	191(17.5%)
		Neutral	100(16.9%)	46(31.1%)	70(20.1%)	216(19.8%)
		Satisfied	33(5.5%)	2(1.3%)	0(.0%)	35(3.2%)
		Highly satisfied	44(7.4%)	20(13.6%)	37(10.6%)	101(9.3%)
6	Maps/Atlas	Highly Dissatisfied	22(3.7%)	5(3.4%)	16(4.5%)	43(4.0%)
		Dissatisfied	64(10.8%)	6(4.1%)	16(4.5%)	86(7.8%)
		Neutral	95(16.0%)	23(15.5%)	47(13.5%)	165(15.1%)

		Satisfied	135(22.7%)	68(46.0%)	138(39.6%)	341(31.2%)
		Highly satisfied	278(46.8%)	46(31.0%)	132(37.9%)	456(41.8%)
7	Reports	Highly Dissatisfied	140(23.5%)	33(22.2%)	62(17.7%)	235(21.5%)
		Dissatisfied	313(52.7%)	83(56.1%)	219(62.8%)	615(56.3%)
		Neutral	86(14.4%)	17(11.4%)	39(11.1%)	142(13.0%)
		Satisfied	30(5.1%)	9(6.1%)	15(4.2%)	54(5.1%)
		Highly satisfied	25(4.2%)	6(4.0%)	14(4.0%)	45(4.1%)
8	Question Papers	Highly Dissatisfied	35(6.0%)	9(6.0%)	25(7.1%)	69(6.3%)
		Dissatisfied	70(11.8%)	20(13.5%)	41(11.7%)	131(12.0%)
		Neutral	399(67.1%)	83(56.3%)	221(63.3%)	703(64.5%)
		Satisfied	67(11.2%)	21(14.1%)	33(9.5%)	121(11.1%)
		Highly satisfied	23(3.9%)	15(10.1%)	29(8.4%)	67(6.1%)
9	Newsletters	Highly Dissatisfied	342 (57.6%)	79(53.3%)	189 (54.1%)	610(56.0%)
		Dissatisfied	154(26.0%)	46(31.0%)	101(29.0%)	301 (27.4%)
		Neutral	50(8.4%)	12(8.1%)	24(6.9%)	86(8.0%)
		Satisfied	33(5.6%)	8(5.4%)	24(6.9%)	65(6.0%)
		Highly satisfied	15(2.4%)	3(2.2%)	11(3.1%)	29(2.6%)
10	Conference Proceedings	Highly Dissatisfied	66(11.1%)	6(4.1%)	37(10.6%)	109(10.0%)
		Dissatisfied	371(62.5%)	89(60.7%)	199(57.0%)	659(60.4%)
		Neutral	74(12.4%)	29(19.6%)	71(20.4%)	174(16.0%)
		Satisfied	28(4.8%)	6(4.0%)	12(3.4%)	46(4.2%)
		Highly satisfied	55(9.2%)	17(11.5%)	30(8.6%)	102(9.4%)

The Table 8 indicates students' responses regarding the satisfaction about the information sources available in the library for the study purpose. The majority of students indicated that they were highly satisfied with Newspapers/Magazines i.e. 771(70.6%), Maps/Atlas i.e. 456(41.8%).The majority of students indicated that they were satisfied with the books i.e. 849(77.9%), Journals/Periodicals i.e. 371(34.1%) They are also satisfied with Reference Documents available in the library i.e. 711(65.1%).The students are dissatisfied with Journals/Periodicals available in the library i.e. 448(41.0%), followed by Reports i.e. 615 (56.3%), Conference Proceedings i.e. 659(60.4%). The table also indicated that students are Neutral with Question Papers available in the library i.e.703 (64.5%).Most of

students indicated that they were highly dissatisfied with Newsletters i.e.610 (56.0%) and Theses/Dissertations 548(50.3%).

Table: 9. Problems faced by respondents while accessing information in the library

Sl. No	Problems	Discipline				Test Statistics
		Social Science	Science/ Technology	Commerce/ Management	Total	
1	Arrangement of books are difficult to understand	583 (79.0%)	125 (85.7%)	301 (86.0%)	1009 (81.7%)	$\chi2$ =10.394 df=2,p=.006*
2	Classification and catalogue procedures are difficult to use	283 (38.3%)	76 (52.5%)	178 (50.9%)	539 (43.6%)	$\chi2$ =24.646 df=2,p=.000*
3	OPAC is difficult to use	393 (53.2%)	102 (70.0%)	278 (79.4%)	773 (62.6%)	$\chi2$ =88.735 df=2,p=.000*
4	Unaware of the services offered by the library	293 (39.7%)	83 (56.9%)	196 (56.0%)	572 (46.3%)	$\chi2$ =39.421 df=2,p=.000*
5	Lack of proper guide boards	477 (64.7%)	97 (66.4%)	233 (66.5%)	807 (65.3%)	$\chi2$=.028 df=2,p=.986
6	Library staff does not assist in using library resources	333 (45.1%)	76 (52.1%)	181 (51.7%)	590 (47.8%)	$\chi2$=5.434 df=2,p=.066
7	Latest books are not available in the library	575 (78.0%)	78 (53.4%)	176 (50.2%)	829 (67.1%)	$\chi2$=109.116 df=2,p=.000*
8	Very minimum no. of copies issued	491 (66.5%)	116 (79.4%)	280 (80.0%)	887 (71.8%)	$\chi2$=32.359 df=2,p=.000*
9	Library rules/regulations are strict	392 (53.1%)	82 (56.1%)	191 (54.5%)	665 (54.0%)	$\chi2$=.713 df=2,p=.700
10	Inconvenient working hours	387 (52.4%)	67 (45.8%)	160 (45.7%)	614 (49.7%)	$\chi2$=4.656 df=2,p=.097
11	Permission denied	344 (46.7%)	77 (52.7%)	184 (52.5%)	605 (49.1%)	$\chi2$=4.159 df=2,p=.125

Note: * p<0.05

The data related to problems faced while accessing information in the library shows three major problems encountered in the library by the distance learners. It shows; a majority of 1009(81.7%) respondents stated the problem of 'arrangement of books are difficult to understand' and the next difficulties are; about 807(65.3%) respondents expressed the 'Lack

of proper guide boards', 829(67.1%) students stated 'Latest books are not available in the library', and 887(71.8%) students found the problem of 'Very minimum no. of copies issued 'in the library. The study has further considered other problems such as 'Classification and catalogue procedures are difficult to use, 538(43.5%).In other words 773(53.9%) respondents opined that 'OPAC is difficult to use' next is in the last few overs, a large number respondents opine that the 'Library staff does not assist in using library resources'. About 572(46.3%) respondents revealed that they 'Unaware of the services offered by the library'. About 665(54.0%) students revealed that the 'Library rules/regulations are strict'. The Table also depicts that 614(42.6) students face problem of 'Inconvenient working hours' .About 605(49.1%) students revealed that they face the problem of 'Permission denied 'in the library.

The Chi-Square test has been employed to know the significant differences between the distances students with respect to problems faced while accessing information in the library. The result of Chi-Square test presented in the table clearly shows that there is a significant association between the distance students with respect to problems faced while accessing information in the library Viz Arrangement of books are difficult to understand(p=.006), Classification and catalogue procedures are difficult to use(p=.000), OPAC is difficult to use(p=.000), Unaware of the services offered by the library(p=.000), Latest books are not available in the library(p=.000),and Very minimum no. of copies issued(p=.000).

Table: 10.Users opinion about satisfaction of existing working hours of the library

Sl. No	Opinion	Discipline			
		Social Science	Science/ Technology	Commerce / Management	Total
1	Yes	624(77.4%)	151(80.7%)	358(81.0%)	1133(78.9%)
2	No	182(22.6%)	36(19.3%)	84(19.0%)	30(21.1%)
3	Test Statistics	$\chi2$ =2.613, df=2,p=.271			

The above data shows that majority 1133(78.9%) of the users are satisfied with the existing working hours of the library and remaining 302(21.1%) respondents expressed their dissatisfaction with the present working hours of the library. The $\chi2$-test conducted for 2 d.f. at the 5% level of significance shows that there is no significant association between these groups of frequencies ($\chi2$=2.613, p=.271.>0.05).

Table: 11.Users opinion about facilities available in library

Sl.	Facilities	Opinion	Discipline	Test

No			Social Science	Science/ Technology	Commerce /Management	Total	Statistics
1	Space	Satisfactory	272 (33.7%)	61 (32.6%)	149 (33.8%)	482 (33.5%)	χ2 =.091 df=2,p=.956
		Unsatisfactory	534 (66.3%)	126 (67.4%)	293 (66.2%)	953 (66.5%)	
2	Cleanliness	Satisfactory	318 (39.4%)	75 (40.1%)	178 (40.3%)	507 (35.3%)	χ2 =.089 df=2,p=.957
		Unsatisfactory	488 (60.6%)	112 (59.9%)	264 (59.7%)	864 (64.7%)	
3	Equipment	Satisfactory	340 (42.1%)	76 (40.7%)	187 (42.3%)	603 (42.0%)	χ2 =.170 df=2,p=.919
		Unsatisfactory	466 (57.9%)	111 (59.3%)	255 (57.7%)	832 (58.0%)	
4	Drinking water	Satisfactory	565 (70.1%)	131 (70.2%)	309 (70.0%)	1005 (70.0%)	χ2 =.005 df=2,p=.998
		Unsatisfactory	241 (29.9%)	56 (29.9%)	133 (30.0%)	430 (30.0%)	
5	Washroom	Satisfactory	546 (67.7%)	124 (66.3%)	295 (67.0%)	965 (67.2%)	χ2 =.215 df=2,p=.898
		Unsatisfactory	260 (32.3%)	63 (33.7%)	147 (33.0%)	470 (32.3%)	

It is clear from the above table that majority 1005(70.0%) of the students satisfied with drinking water facility, followed by 965(67.2%) are satisfied with Washroom facility, 603(42.0%) for equipment, 507(35.3%) for Cleanliness, 482(33.5%) for space for reading. The Chi-Square result shows that there is no significant association among the distance students with respect to facilities available in library.

Table: 12.Users opinion about Library Furniture's

Sl. No	Furniture	Opinion	Discipline				Test Statistics
			Social Science	Science/ Technology	Commerce /Management	Total	
1	Reading Carrels	Comfortable	355 (44.0%)	80 (42.7%)	191 (43.2%)	526 (36.6%)	χ2 =.283 df=2,p=.868
		Uncomfortable	450 (56.0%)	107 (57.3%)	251 (56.8%)	909 (63.4%)	
2	Chairs	Comfortable	527 (65.3%)	120 (64.1%)	287 (65.0%)	934 (65.0%)	χ2 =.105 df=2,p=.949
		Uncomfortable	279 (34.7%)	67 (35.9%)	155 (35.0%)	501 (35.0%)	
3	Tables	Comfortable	548 (68.0%)	126 (67.4%)	294 (66.5%)	968 (67.4%)	χ2 =.158 df=2,p=.924
		Uncomfortable	258 (32.0%)	61 (32.8%)	148 (34.5%)	467 (32.6%)	

The above table 12 provides the ratio of user's feeling of comfortable about library in terms of furniture. It shows most 968(67.4%) of the respondents feel comfortable to tables in library, whereas 934(65.0%) of the respondents feel comfortable to Chairs in the library. It is also found that most 909(63.4%) of the respondents feel not comfortable to reading carrels in library. The Chi-Square result shows that there is no significant association among the distance students with respect to furniture's available in library.

Major Findings of the study

➢ It may be seen from the study that, the female respondents are more compared to male respondents in all the three faculties. It shows, the scores are 844 (58.8%) and 591 (41.2%) for female and male respondents.

➢ Majority of respondents fall into the age group of 26-35 years range, scoring579 (40.3%), whereas 503(35.1%) respondents are in the range of 36-40 years of age and only a limited numbers of students above the age of 46-55.

➢ It is evident from the Table that 645(44.9%) of respondents visit the library 'once a month' to meet their information needs and only 60(4.2%) of the respondents visit the library 'daily'.

➢ The time spent in library in each visit by the respondents' is presented in the table and the key timings are highlighted and the highest number of hours to the extent of 3-4 hours is spent by 328(22.9%) users of the library.

➢ The data shows that the distance learners have made of the public library the most with 1112(77.5%) response, the next in the order is the University Library with 947(66.0%) and the College Library with 823(57.4%) .

➢ Majority 1044(72.8%) students visit the library for the purpose of to read reference books, followed by 1034(72.1%) to read newspapers/Magazines, and 571(39.8%) students visit the library for using internet facility.

➢ It is observed that majority of respondents use the types of services available in the library like i.e.   Issue/Return1164 (81.1%), Newspaper clipping service 1321 (92.1%), Reference service1181 (82.3%), Xerox service (64.9%), Internet service 842(58.7%).

➢ The majority of students indicated that they were highly satisfied with Newspapers/Magazines i.e. 771(70.6%), Maps/Atlas i.e. 456(41.8%).

- The students are dissatisfied with Journals/Periodicals available in the library i.e. 448(41.0%), followed by Reports i.e. 615 (56.3%), Conference Proceedings i.e. 659(60.4%).

- Findings shows that, majority of 1009(81.7%) respondents stated the problem of 'arrangement of books are difficult to understand' and the next difficulties are; about 887(71.8%) students found the problem of 'Very minimum no. of copies issued 'in the library.

- The study has further considered other problems such as 'Classification and catalogue procedures are difficult to use, 538(43.5%).In other words 773(53.9%) respondents opined that 'OPAC is difficult to use'.

- About 572(46.3%) respondents revealed that they 'Unaware of the services offered by the library'. About 665(54.0%) students revealed that the 'Library rules/regulations are strict'.

- Majority 1133(78.9%) of the users are satisfied with the existing working hours of the library and remaining 302(21.1%).

- Majority 1005(70.0%) of the students satisfied with drinking water facility, followed by 965(67.2%) are satisfied with Washroom facility, 603(42.0%) for equipment, 507(35.3%) for Cleanliness, 482(33.5%) for space for reading.

- Results shows most 968(67.4%) of the respondents feel comfortable to tables in library, whereas 934(65.0%) to Chairs and909(63.4%) of the respondents feel not comfortable to reading carrels in library.

Conclusion and Recommendations

Distance Learning provides aeconomic use of academic resources to a huge of learners and one can study in any field while in jobs through distance mode and helps in respects to increase job chances. Distance learning has many beneficial factors, such as flexibility and more personalized learning. Therefore, based on the above findings, the study recommended that to conduct regular user education programmes. User education, in general, is the ability to identify, locate, use and interpret information effectively. Hence, it is suggested that advanced training for users at different levels should be started. The contents of the training programs should be (a) introduction to library services and facilities, (b) Using OP AC, (c) Methods and tools for searching information resources, (d) Using the Internet etc. Libraries should come forward to educate its users by training them to use the searching and accessing

the library resources, especially the electronic resources, effectively. The library staff or reference librarians should assist distance learners in better way. The library should extended library hours with adequate number of staff who can assist in providing the easier access to subject related documents.

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