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Evaluation of Information Sources and Services of B-School Libraries in Greater Hyderabad: A User Study



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ABSTRACT:

In the present period, School Libraries are playing vital role in the electronic resources. All changes demand development of modern skills to both library professionals as well as users. Today, all information available in digital form requires new and modern methods for its handling. The present study deals with Evaluation of Information Sources and Services in Business School Libraries.

Keywords: ALA glossary of Library and Information Science defined library, Machlup and Manafield defined Information (and) Knowledge.

Introduction:- Information is an important and key resource for every organization and is an essential input for all types of organizations. Libraries are organized information centers as they have limited resources with which they have to satisfy the information needs of the users. Therefore, libraries have to build their collections and facilities to meet users' satisfaction.

The exponential growth of information and knowledge in the present era has made the task of libraries more challenging for providing the right information to the right user at the right time.

Today, we are living in the age of information. The information is a dynamic and unending resource that affects all disciplines and walks of life. Over last decade, electronic resources have become increasingly substantial components of academic library collection. This is due to the continuous development of Information Technology and its impact on library collection development policies due to changing demand of users for the pin pointed and exhaustive information within a short time.

Information today is considered to be one of the most vital resources for success and development. In a highly competitive modern world, knowledge of the new developments in the field in which one chooses to be active has become one of the prerequisites for success. Hence, it has become imperatives and profession to update their knowledge to take right decision at the right time. The need to know or sometimes the urge to know what is new may be the result of person's self-interest to keep himself abreast of the developments in areas concerned or necessitated by the activity he is involved in, for instance, research activity.

Literature is one of the primary sources of information and traditionally libraries and information centers have been responsible for identifying, collecting and organizing a wide

variety of Information resources. Besides maintaining and enriching these vast resources, they have a more important role, which is that of ensuring that these resources are optimally utilized by their users. To ensure this, they need to design and develop appropriate information system and services. By generating Information services, the libraries/information centers attempt to inform their users regularly the new development in their areas of activity.

Information:-Definitions of Information:-

It is very difficult to define Information precisely as the concept of Information is vital and versatile. However, the ideas and views of various philosophers are presented below:

ALA Define Information as “a properly of data resulting from or produced by a process that produces the data transmission or data analysis”.

Hayes defines Information as the “Result of data, usually formalized in processing” which shows the relation between thinking and process of data sullied”.

According to Bell, information is new, facts, statistics, reports legislation, tax codes, judicial decisions and resolution.

Information and Knowledge: Information and knowledge are often used synonymously. There is a difference. Information may be single fact of many unrelated facts, whereas knowledge is ordered and structured information.

Machlup and Manafield have differentiated information from knowledge and defined it as:

- I. Information is piecemeal, fragmented and particular, whereas knowledge is structural, coherent and universal.
- II. Information is timely, transitory, perhaps even ephemeral, whereas knowledge of enduring significance.
- III. Information is a flow of message, whereas knowledge is a stock largely resulting from the flow, in the sense that the input of information may affect the stock of knowledge by adding to it, restructuring it or changing it in any way.

What is Information?:-

Information is an essential ingredient in decision making and useful in our daily lives.

What are Information Sources?:-

- Information sources are the various means by which information is recorded for use by an individual or organization.
- These are means by which a person is informed about something or knowledge is provided or shared with someone, a group of people or an organization.
- Information sources could be observations, people, organizations, speeches, documents, pictures, art work.
- Information sources could be in print or non-print formats.

Formats of Information Sources

Information is of great diversity and in various formats.

The two main formats are:

- Print
 - Books, periodicals, bibliographies, maps, indexes and abstracts, photographs, government documents, technical reports, etc
- Non-print

- Audio visual, multimedia, microform and electronic books and journals, images, texts/records from the Internet, Web documents, etc

To Find Information Sources:

Information could be obtained from:

- Human sources
- Archives
- Library
- Internet

What is Information Service?:-

Agency or department responsible for providing processed or published information on specific topics to an organization's internal users, its customers or to the general public.

Management Education and B-Schools in India

Management education is exploding like India's population, and the segment is now overwhelmingly overcrowded. There are over 1800 institutions offering management education in the country, and this tribe is growing each day. Management education started in the early fifties and the pioneering effort came from the government in setting up the Indian Institute of Management. The growth of institutions has been so phenomenal that many seem to have lost their sheen. The focus of management education underwent a change in the mid-eighties after the National Policy on Education (1986) was announced.

- The rapid change in science and technology mandated the change in the way out industry and infrastructure were managed, and so business education must focus on the changing environment.
- The relevance of management in the non-corporate sector was discussed and efforts to give a fillip to this area were identified.
- The Indian experience of managing business was unique, and also the way the business in unorganized sectors was managed was different. The policy undertook to document this diversity and make a new stream of knowledge.

Corresponding developments did occur. Growth both in numbers and status of B-schools happened during the 1990s. A large number of multinational companies entered India, and sought to hire business graduates for their management training positions. Domestic companies, trying to compete with multinational corporations, followed suit too.

What is a Business?:-

A business ...

- ... is an organization engaged in producing goods and services to make a profit;
- ... is an organization that combines inputs of labor, land, capital and enterprise skills to produce outputs of goods and services that satisfy customers' needs in an order to earn a profit;
- ... includes every form of trade, commerce, craftsmanship, calling, profession or any activity carried on for the purpose of gain.

A business is an *information system*.

What is Business Information:-?

Information on those factors outside and largely beyond the control of the business which have a direct commercial significance Information which assists in the buying and selling of goods and services and the means—through the application of economics and management techniques—of their production (Campbell,)

Information: Where?

- Books/eBooks

- Directories
- Annual Reports
- Biographical Sources
- Magazines and Journals
- Newspapers
- Advertisement
- Conference Proceedings
- Brochures and Catalogs
- Newsletters
- Patents
- Government Publications
- Reports—market, country, *ad hoc*
- Press Releases
- Interviews and Webcasts
- Company Websites; Newsgroups
- Databases: CD-ROM and Online
- Management Information System
- Broadcast Media (Television, Radio, etc.)
- Products (e.g., through reverse engineering)
- Almanacs, Encyclopedias, Dictionaries, Travel Guides
- Bibliographies
- Dissertations/Theses/Academic Exercise
- Speeches
- Trash (e.g., “dumpster diving” by hackers)
- People
- Executive Diaries

With the information superhighway on its way, we are currently witnessing a paradigm shift from modernity to cybernetic. In this new age, old established theories, frameworks and concepts are under challenge and a fresh breeze of discourse is blowing. There are epoch-making times for the management education and research, which is entering a new era the Mind Extension era. Aurora’s Business School library is one of the models among the top B-Schools in Andhra Pradesh, India, which is trying its best in these regards.

Definition of Library

International Organization for Standardization defined library as “irrespective of the title, any organized collection of printed books and periodicals or of any other graphic or audio visual materials, and the services of a staff to provide and facilitate the use of such materials as are required to meet the informational, research, educational or recreational needs of its users.

ALA glossary of Library and Information Science defined library as “a collection of materials organized to provide physical, bibliographic, and intellectual access to a target group, with a staff trained to provide services and programs related to the information needs of the target groups.

Harrod’s Librarian’s Glossary gives a simple meaning to library, i.e., “A collection of books and other literary material kept for reading, study and consultation”.

Types of Information Requirements:

It is generally accepted that there are four different types of Information requirements or approaches by the user community. They are:

1. Current Approach
2. Everyday Approach

3. Exhaustive approach and
4. Catching up approach.

Information Sources: Literature of subject is its foundation. It presents a record of achievement of human race. Literature is diverse, complex and multilingual in nature. It is becoming more and more interdisciplinary. It is growing at a fast pace. In Sciences, it is almost doubling itself in every 5 years. In social sciences, it is doubling at the rate of every 8 to 12 years. Literature serves the information need of various kinds of users. It terms as sources of information.

Sources of information have a multidimensional character. They also have a multi-subject base. The sources of information appear in a variety of formats.

- Documentary Sources: Primary, Secondary and Tertiary sources
- Non-Documentary sources: Formal and Informal sources.

Information Services:

The concept of information services in the modern sense started in late 1950's and early 1960's in the libraries of the western world. Indian business school libraries started realizing this concept even much latter and as such in the business school library set up information services are just on the threshold.

Types of Information Services:

Information services are of innumerable kinds. Some of the most popular, traditional and electronic advanced services are explained here under:

Reference Service: SR Ranganthan elaborated reference service as “contact between the right reader and the right book at the right time and in the right personal way”.

Reference Service is divided into following types:

1. Ready Reference Service
2. Long-Range Reference Service
3. Reprographic Service
4. Inter-Library Loan Service
5. Document Delivery Service
6. Current Awareness Service

Methods of Current Awareness Service

In libraries CAS can be provided through the following methods:

- a) Routing of Periodicals
- b) Current Contents Service
- c) Library Bulletins
- d) Announcements of Research–in Progress
- e) Daily Intelligence Service
- f) Newspaper Clipping Service
- g) Display Method
- h) Notification of Forth Coming Meetings
- i) Telephone Calls and Personal Contacts
- j) Selective Dissemination of Information
- k) Literature Search Service
- l) Bibliographic Service
- m) Translation Service
- n) Referral Service
- o) Information Technology-based Information Services
- p) CD-ROM
- q) On-Line Searching

- r) Internet
- s) Electronic Resources

Business School Library:-

Business School Libraries play an important role in providing the right direction to the business management education and technological development of a nation. The library is an indispensable source of information for students, researchers and teaching staff of business schools. Every library exists to serve the needs of its community of users. The evaluation of a library is based on how well it serves these needs. Meeting user needs necessitates a study of those needs.

Purpose of the Present Study:-

The purpose of the present study is to know the user awareness and perception of using different types of information sources and services. It is intended to study in detail the information needs of users, their satisfaction with the various facilities and to assess user characteristics associated with use of sources and services at the Business School Libraries.

Limitations of the Study:-

The limitation of the study is confined to assess the use of information sources and services by students' of Business School Libraries, Hyderabad.

Objectives of the Study:-

The following are the specific objectives of the study:

1. To know the awareness, utilization and level of satisfaction among the users of business school libraries under study, relating to Information resources available in their respective libraries.
2. To evaluate the Information sources provided by the libraries of Business School Libraries in terms of quality and quantity basing on the opinions of the users.
3. To study the differences, if any relating to awareness, on Information sources and services among the users of business school libraries under study.
4. To identify the specific problems faced by the users while consulting Information sources.
5. To identify difficulties faced by the users relating to the Internet facility and utilizing the same in their libraries.
6. To know the satisfaction of users regarding the efficiency and co-operativeness of the library staff in providing right information at the right time.
7. To know the opinions of the respondents with regard to necessity and suitable methods of orientation.
8. To recommend measures if any to the authorities of business school libraries to improve the Information Services on the findings of the study.

Hypotheses

The following hypotheses have been set up for the present investigation:

1. The users of the Business School Libraries are aware of Information sources and services provided by their respective Libraries. They utilize those sources and services frequently but are not satisfied with them.
2. The users of the Business School Libraries feel that the Information sources available in their respective libraries are adequate in terms of quality and quantity.
3. There are no differences all the users of various Business School Libraries awareness on information sources and services.

4. Lack of awareness on the availability of various reference sources is the main problem of the users in utilizing them.
5. The users of the Business School Libraries are satisfied with the efficiency and co-operativeness of the library staff in providing right Information at the right time.

RESEARCH METHODOLOGY

As the sample units are scattered, the researcher will adopt questionnaire method to collect data, which is the most suitable without this type of study.

A structured questionnaire was prepared keeping in mind the objectives of the study. Then the questionnaire was distributed to the users of library who use the sources and services. The collected data were tabulated and then analyzed with the applications of suitable statistical tools.

Data collection

The investigator collected data from business management students, i.e., PGDM, by employing well-designed questionnaire.

As the respondents are highly conversant with the English language, the questions were prepared in that language.

The questions were prepared in a very simple language so that the respondents could understand them easily. The questions were of the type of specific information questions which call for a specific item of information or questions with yes or no answers or multiple answers.

Data Analysis

The data collected from the respondents was analyzed according to the objectives and hypotheses formed.

Descriptive statistics such as percentages and averages were used according to the objectives stated and hypotheses formulated. To find significant difference between opinions, Chi-square test was carried out.

Presentation of Data

The data were presented in the form of tables and bar diagrams whenever necessary. The bibliographic details of references cited in each chapter were given at the end of the chapter.

Table 1: Distribution of respondents according to College wise

S.No	Name of the Colleges	Respondents	
		In number	In percentage
1	Institute of Public Enterprise - IPE	353	55.5
2	Siva Sivani Institute of Management SSIM	216	34.02
3	Aurora's Business School - ABS and	21	3.30
4	ICBM Business School - ICBM		
5	VJIM Business School and. Narsee Monjee Institute of Management-	45	7.18

	NMIMS		
	Total	635	100

2: Frequency of visit to library

Frequency	Status		Colleges				Total n=635
	PGDM Students-I n=491	PGDM Students-II n=144	IPE n=353	SSIM n=216	ABS ICBM n=21	and NMIMS n=45	
Daily	354 (72.09)	123 (85.41)	273 (77.33)	155 (71.75)	18 (85.71)	30 (66.66)	477 (75.11)
Twice in a Week	94 (19.14)	16 (11.11)	57 (16.14)	40 (18.51)	2 (9.52)	8 (17.77)	110 (17.32)
Thrice in a week	40 (8.14)	4 (2.77)	20 (5.66)	3 (1.38)	1 (4.76)	7 (15.55)	44 (6.92)
Occasionally	3 (0.61)	1 (0.69)	3 (0.84)	4 (1.85)	4 (19.04)	1 (2.22)	4 (0.62)

Note: Figures in parentheses denote percentages

Abbreviations: IPE, Institute of Public Enterprise; SSIM, Siva Sivani Institute of Management; ABS, Aurora's Business School; ICBM, ICBM Business School; NMIMS, Narsee Monjee Institute of Management.

1. χ^2 (PG-II) :10.892 df: 3 TV: 7.82 Sig at 0.05 level
2. χ^2 (IPE – SSIM) :8.16 df: 3 TV: 7.82 Sig at 0.05 level
3. χ^2 (IPE – ABS & ICBM) :7.36 df: 3 TV: 7.82 not Sig at 0.05 level
4. χ^2 (IPE – NMIMS) :4.98 df: 3 TV: 7.82 not Sig at 0.05 level
5. χ^2 (SSIM – ICBM & ABS) :2.17 df: 3 TV: 7.82 not Sig at 0.05 level
6. χ^2 (SSIM – NIMS) :2.25 df: 3 TV: 7.82 not Sig at 0.05 level
7. χ^2 (ABS & ICBM -NMIMS) :3.09 df: 3 TV: 7.82 not Sig at 0.05 level

Table 3: Awareness on the availability of periodicals

AWARENESS	Status		Colleges				Total n=635
	P.G.D.M. Students-I n=491	P.G.D.M. Students-II n=144	IPE n=353	SSIM n=216	ABS and ICBM n=21	NMIMS n=45	
Available	410 (83.50)	121 (84.02)	292 (82.71)	188 (87.03)	15 (71.42)	34 (75.55)	531 (83.62)
Not Available	39 (7.94)	3 (2.08)	27 (7.64)	15 (6.94)	2 (9.52)	1 (2.22)	42 (6.61)
No Idea	42 (8.55)	20 (13.88)	34 (9.63)	13 (6.02)	4 (19.04)	10 (22.22)	62 (9.76)

Note: Figures in parentheses denote percentages

Abbreviations: IPE, Institute of Public Enterprise; SSIM, Siva Sivani Institute of Management; ABS, Aurora's Business School; ICBM, ICBM Business School; NMIMS, Narsee Monjee Institute of Management.

1. χ^2 (PG-II) :9.02 df: 2 TV: 5.99 Sig at 0.05 level
2. χ^2 (IPE– SSIM) :2.50 df: 2 TV: 5.99 not Sig at 0.05 level
3. χ^2 (IPE – ABS & ICBM) :3.34 df: 2 TV: 5.99 not Sig at 0.05 level
4. χ^2 (IPE – NMIMS) :11.43 df: 2 TV: 9.21 Sig at 0.01 level
5. χ^2 (SSIM– ABS & ICBM) :6.06 df: 2 TV: 5.99 Sig at 0.05 level
6. χ^2 (SSIM – NMIMS) :17.45 df: 2 TV 9.21 Sig at 0.01 level
- 7 χ^2 (ABS & ICBM-NMIMS) :0.295 df: 2 TV: 5.99 not Sig at 0.05 level

Table 4: Opinions on adequacy of periodicals

RESPONSES	Quality			Quantity		
	P.G.D.M. Students <i>n</i> =421	P.G.D.M. Students <i>n</i> =110	Total <i>n</i> =531	P.G.D.M. Students <i>n</i> =421	P.G.D.M. Students <i>n</i> =110	Total <i>n</i> =531
Adequate	262 (62.23)	68 (61.82)	330 (62.14)	240 (57.01)	65 (59.09)	305 (57.43)
Not Adequate	61 (14.49)	12 (10.91)	72 (13.55)	85 (20.19)	13 (11.82)	98 (18.46)
Cannot Say	98 (23.28)	30 (27.27)	128 (24.11)	96 (22.80)	32 (29.09)	128 (24.11)

Note: Figures in parentheses denote percentages

Table 5: Opinions on adequacy of reference sources

RESPONSES	Quality			Quantity		
	P.G.D.M. Students <i>n</i> =358	P.G.D.M. Students <i>n</i> =133	Total <i>n</i> =491	P.G.D.M. Students <i>n</i> =351	P.G.D.M. Students <i>n</i> =140	Total <i>n</i> =491
Adequate	306 (85.47)	114 (85.72)	420 (85.53)	312 (88.08)	118 (84.28)	430 (87.57)
Cannot say	52 (14.53)	19 (14.28)	71 (14.47)	49 (11.92)	12 (8.57)	61 (12.42)

Note: Figures in parentheses denote percentages

Table 6: Opinions on adequacy of E-Journals

RESPONSES	Quality			Quantity		

	PGDM Students n=391	PGDM Students n=116	Total n=507	PGDM Students n=391	PGDM Students n=116	Total n=507
Adequate	206 (52.69)	96 (82.76)	302 (59.57)	210 (53.71)	99 (85.34)	309 (60.95)
Not Adequate	185 (47.31)	20 (17.24)	205 (40.43)	181 (46.29)	17 (14.66)	198 (39.05)

Note: Figures in parentheses denote percentages

Table 7: Opinions on adequacy of Internet facility

RESPONSES	Quality			Quantity		
	P.G.D.M. Students n=380	P.G.D.M. Students n=97	Total n=477	P.G.D.M. Students n=380	P.G.D.M. Students n=97	Total n=477
Adequate	296 (77.89)	76 (78.35)	372 (77.99)	301 (79.21)	78 (80.41)	379 (79.45)
Not Adequate	84 (22.11)	21 (21.65)	105 (22.01)	79 (20.79)	19 (19.59)	98 (20.55)

Table 8: Frequency of consulting books

RESPONSES	Status		P.G.D.M. COLLEGES				Total n=635
	PGDM Students n=491	PGDM Students n=144	PGDM Students n=353	PGDM. Students n=216	PGDM Students n=45	PGDM Students n=21	
Frequently	374 (76.17)	128 (88.89)	274 (77.62)	171 (79.17)	39 (86.67)	18 (85.71)	502 (79.05)
Rarely	79 (16.09)	6 (4.17)	52 (14.73)	31 (14.35)	1 (2.22)	1 (4.76)	85 (13.39)
Never	38 (7.74)	10 (6.94)	27 (7.65)	14 (6.48)	5 (11.11)	2 (9.52)	48 (7.56)

Table 9: Frequency of consulting periodicals

RESPONSES	PGDM Students	PGDM Students	PGDM Students	PGDM Students	PGDM. Students	NMIMS n=24	
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	n=396	n=135	n=326	n=163	n=18		
Frequently	295 (74.49)	105 (77.78)	260 (79.75)	117 (71.78)	09 (50.00)	14 (58.33)	400 (75.33)
Rarely	46 (11.62)	20 (14.81)	28 (8.59)	26 (15.95)	05 (27.78)	07 (29.17)	66 (12.43)
Never	55 (13.89)	10 (7.41)	38 (11.66)	20 (12.27)	04 (22.22)	03 (12.50)	65 (12.24)

CONCLUSION

Libraries in higher education institutions occupy an important position. One of the most important components of library is “The user”. To satisfy the changing information requirements of the user is the key responsibility of libraries in general and professional libraries in particular. They should offer required services to ensure the effective use of the resources available. Assessing the needs and requirements as well as the satisfaction of the students, researchers and teachers with regard to the library and information services is highly necessary. The functioning of the library should be user focused and librarian should be the interpreter of thought and content and user satisfaction should guide the libraries. Basing on the above, the present study has been conducted to evaluate the information services offered in Business School Libraries at Hyderabad. The data were received with the help of a structured questionnaire and the analysis is presented. Based on the analysis, the following conclusions are drawn relating to awareness of print/electronic sources, adequacy of collection of documents in terms of quality and quantity, information sources, awareness on information services, utilization of information services, satisfaction on information services, Current Awareness Services, News paper clipping services, and IT-based service.

FINDINGS

- ❖ More research scholars (82.41%) visit the library frequently compared to P.G.D.M. students (72.09%) and Siva Shivanai and Aurora’s Business School (85.71%) respondents visit library more frequently than the respondents of other Business School libraries.
- ❖ P.G.D.M. Students are spending on an average 1–2 hours in library and the same trend can be found in all the universities.

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