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Graduate Library Users' Information Use Pattern and Awareness about Library and Information Resources in Chennai City: A Study

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Abstract: This study aims to investigate the Graduate Library users' information use pattern and awareness about Library and Information Resources in Chennai city. Descriptive survey method and random sampling methods were used to select respondents. Well structured questionnaire used for data collection. The questionnaire contained (30) thirty questions, Likert five point scale was used. Totally 300 questionnaires were distributed to the respondents, 295 filled questionnaires were received, and 290 questionnaires were selected for analysis. The finding reveals that half of the graduate users are using the library for daily / regularly and the female graduate users are using the library for 4 to 6 hours daily. The information resources usage level is moderate. They are well aware about library and information sources. Half of the respondents have chosen accessibility factor to evaluate internet resources.

Keywords: Graduate Library users, Information use pattern, Awareness about Library and Information Resources

1. Introduction

In the era of information explosion enormous number of information sources are available in the net it is very difficult to find right information at the right time .The information should satisfy factors like accessibility, authenticity, coverage and reliability. For effective utilization of library resources the users should be aware about library and library resources and only if they have the required information literacy skills, then only he/she can identify right information at the right time. Most of the Graduates are accessing the library for their career development and to excel in competitive examinations. Therefore, competitive

examination related resources are inevitable. This study was conducted at Connemara Public Library in Chennai, Tamil Nadu and the respondents are graduate users of this library. This is one of the most popular public library in Tamil Nadu and also one of the repository libraries in India. It was established in 1896, it has textbook section, periodicals section/hall, reference section/room, and video room, an entire floor for books in various Indian languages, Braille Library and a competitive (IAS) study section/centre.

3. Conceptual explanations

Awareness: According to Oxford English Dictionary⁴ awareness means “the quality or state of being aware; conscious.

User awareness means the user is aware about library and information sources.

Information use pattern: Use Pattern: “The state of fact of being used, an advantageous purpose for which a thing can be used”.

-The Chambers Dictionary⁶

“A way of being employed or used, a purpose for which something is used.”

- Webster’s Encyclopedia⁷

Pattern: “the pattern is a model, design or an instruction from which things is to be made”.

- Oxford Dictionary & Thesaurus⁸

Library literacy: An understanding of the different kinds of information resources housed in a library and knowledge about how to access these resources and how to access the information within these resources.

Information literacy: The skills required to find, access, retrieve, evaluate use and communicate information.

Information sources: Generally information sources are of two types one is documentary source and other is non-documentary source. Documentary sources are of three types; Primary sources, this is firsthand information which provides immediate research output like research reports, patents, standards, conference proceedings, theses and dissertations. Secondary sources are developed / derived based on primary sources of information and it includes Dictionaries, Encyclopedias, Textbooks, reference books etc. Tertiary information sources include invisible college, research associations etc. We can further divide it on the basis of format/medium into printed sources of information and digital / electronic and

internet sources of information. Above mentioned sources are divided based on usage of textbooks and reference source. Here the former is fully syllabus oriented and the user must read it thoroughly, while the latter is used for consultations and for further readings.

4. Review of Literature

Jeysankar, Nachiappan & Lavanya (2018) studied the post graduate students of Alagappa University, applied their Information Retrieval skills in accessing electronic resources. The samples are collected from the 252 of four faculties' postgraduate students of Alagappa University. With the help of filled questionnaire, the collected data was further analysed by using simple percentage, standard deviations and Chi-Square test. This study mainly focused on information retrieving skill among graduate students of Alagappa University. Female respondents are more compare than male students. It aspires to measure the postgraduate graduates' use and access of searching the information using web tools, techniques and resources. This study finds that female respondents are high information retrieval skills compared to male. This study also emphasis most of the respondents Searching the electronic catalogue (OPAC) through the author, title and shelf searches.” has highest mean score as far as both male and female respondents 4.54 (S.D. 0.789) and male respondents 4.35 (0.957) are concerned.

Vellaichamy & Jeysankar (2017) assessed academic performances of faculty members of Mother Teresa Women's University and its Affiliated Colleges. A total of 290 questionnaires were distributed among users and 254 duly filled in questionnaires were received, thus resulting into a response rate of 87.59 per cent. Out of 12 institutions, 5 are government, 5 are self-financing and 2 are aided educational institutions. The study found that 163 (64.2%) respondents are assistant professors and 81 (31.9%) respondents are associate professors while just 10 (3.9%) respondents are professors. Thus, majority of the respondents of this study are Assistant Professors. A majority of 65 (25.6%) respondents possess 6-10 years of experience followed by 63 (24.8%) respondents with 1-5 years of experience and 50 (19.7%) respondents with more than 20 years of experience. Most of the respondents are M.Phil holders constituting 52% (132) of the sample. 91 (35.8%) respondents are doctorates while 12.2% (31) of the respondents are just post graduates.

Magdalena et al. (2017) conducted a study “Patterns of library use by undergraduate students in Chilean university”. They found that digital resources are complementary to the

print materials. It shows the influence of the discipline and year of study while predicting the number of print materials borrowed. Digital resources do not replace the use of print materials. **Olubiyo & Ogunniyi (2017)** conducted a study “Awareness and use of information resources for research by final year students in Adeyemi College of Education, Ondo”. They revealed that the final year students’ awareness is high about the availability of the library and information resources. Based on usage level, textbook is the mostly used resources. **Ravichandran & Jeyshankar (2016)** conducted a study “Information Search Pattern of Students in Women Colleges Affiliated to Madurai Kamaraj University” and found that majority of the respondents use internet to search information for their project work, examinations and other academic performances. The majority of the respondents use “Google” search engine to locate information in the internet. **Vijayalakxmi & Maheswarappa (2001)** conducted a study “Information search pattern of post-Graduate Lady Students of Gulberga University” Most of the students used information for the purpose of studying, updating knowledge analyzing and preparing assignments. Mostly used sources were textbooks, Dictionaries and encyclopedias. They were not aware of other primary sources and indexing and abstracting journals.

5. Objectives

- To find the frequency of library usage among the respondents;
- To find the information use pattern of the respondents;
- To identify the information resources usage level of the respondents;
- To know the respondents’ library usage skills and awareness about library;
- To evaluate internet resources based on different parameters and
- To identify the information search skills of the respondents

6. Methodology

The study adopted descriptive survey method of study. Random sampling method was used to select respondents. A well-structured questionnaire was used for data collection and the questionnaires were distributed to the respondents in person. The questionnaire contained (30) thirty questions, Likert five point scale was used and a few questions were based on close ended question type. Totally 300 questionnaires were distributed to the respondents, 295 filled questionnaires were received, and 290 questionnaires were selected

for analysis. SPSS and MS Excel were used for tabulation and analysis. This study is focused on only graduate library users belonging to the age group 18 to 35 years. This study has not considered all the users. The researcher has considered this group as one of the potential user groups.

7. Data Analysis and Interpretation

Table 1: Demographic information of the Respondents

Description		Respondents		Total	%
		Male	Female		
Gender		196	94	290	100
Age	Below 25	99	54	153	52.8
	25-30	91	35	126	43.4
	31-35	06	05	11	03.8
	Total	196	94	290	100
Courses	UG	119	62	181	62.4
	PG	68	29	097	33.4
	M.Phil	09	03	012	04.2
	Total	196	94	290	100
Subject	Arts	37	22	059	20.3
	Science	50	17	067	23.2
	Professional	109	55	164	56.5
	Total	196	94	290	100
Nativity	Rural	80	25	105	36.2
	Urban	116	69	185	63.8
	Total	196	94	290	100

Table 1 describes the socio-demographic profile of the respondents in terms of gender, age, course and subject of study and nativity.

Gender of the respondents: Out of 290 respondents, majorities of about 67% (290, 67.52%) of the respondents are male and the remaining 32% (94, 32.48%) are female. Thus, male users make use of library (competitive exam section) more than the female users.

Age group of the respondents: Slightly more than half of the respondents 52.75% (153)) are below 25 years of age. While 44.4% (126) of the respondents belong to the age group of 25-30 years, just about 3.8% (11) of the respondents are above 30 years. It is inferred that more youngsters make use of competitive exam section of Connemara Public Library.

Course of study: A majority of the respondents who visit the self-study section are Under Graduates (181, 62.4%). One third of the respondents (97, 33.4%) are Post Graduates while just 11, 3.8% of them are M.Phil scholars. Thus, more undergraduates visit the Connemara Public Library to make use of self-study section than that of PG students and M.Phil Scholars.

Subject of study: One fifth of the respondents are pursuing ‘Arts’ courses and another one fifth of the respondents are undergoing Science courses. Nearly 60% of the respondents are doing professional courses (164, 56.6%). Students pursuing professional courses are preparing for competitive exams more than of Arts and Science course pursuing students.

Nativity of the respondents: More than half of the respondents (185, 63.8%) hail from urban area and more one third of the respondents (105, 36.2%) hail from rural areas. Thus, the competitive section of Connemara public Library has more urban visitors than rural visitors.

Table 2: Frequency of library usage (visit)

Frequency of library usage	No of Respondents				Total	%
	Male	%	Female	%		
Daily	121	61.7	45	47.9	166	57.2
Alternative days	044	22.4	36	38.3	80	27.6
Weekly once	021	10.7	03	03.2	24	08.3
When required	010	05.1	10	10.6	20	06.9
Total	196	100	94	100	290	100

Table 2 shows that nearly 60% (166, 57.2%) respondents are daily users of the library, in this 61.7% (166) are male and 47.9 % (45) are female respondents. 27.6%,80 (male 22.4%(44) and 38.3%, (36) female) respondents use library on alternative days. 8.3%, 8 (male 10.7% (21) and 3.2%, (24) female) respondents use library weekly once. 6.9 % 20 (male 5.1% (10) and 10.6 % (10)) female) respondents use library whenever necessary.

Table 3: Library usage in per day / hours

Frequency of library usage	No of Respondents				Total	%
	Male	%	Female	%		
Full day	83	42.3	37	39.4	120	41.4
4-6 hours	80	40.8	41	43.6	121	41.7
2-4 hours	21	10.7	04	04.3	25	08.6
1-2 hours	10	05.1	10	10.6	20	06.9
Less than 1 hour	02	01.0	02	02.1	04	01.4
Total	196	100	94	100	290	100

Table 3 reveals that totally 41%, (120) respondents use the library throughout the day, in gender divide (42.3 % (83) are male and 39.4 % (37) female respondents) are using the library full day. 41.7 %, (121), (female 43.6 %, (41) and 40 % (80) male) respondents are using the library 4 to 6 hours per day. 8.6 %, 25 (male 10.7 % (21) and 4.3 %, (4) female) respondents are using the library 2 to 4 hours per day. 6.9 % (20) (female 10.6 % (20) and 5.1% (10) male) respondents are using the library 1-2 hours per day. Only 1.4% (4) 2 male and 2 female respondents are using the library less than 1 hour per day.

Table 4: Usage level of information resources

Level	No of Respondents				Total	%
	Male	%	Female	%		
Very High	18	09.1	11	11.7	29	10
High	55	28.0	21	22.3	76	26

Moderate	89	45.4	41	43.6	130	44.8
Low	25	12.7	13	13.8	38	13
Very Low	09	04.6	08	08.5	17	05.9
Total	196	100	94	100	290	100

Table 4 discloses the usage level of information resources by the respondents. Out of 290 respondents, 130 (44%) respondents have showed moderate level of information resources usage, 76 (26%) respondents showed high level of usage, 29 (10%) respondents have very high usage level and 38 (13 %) respondents have low level of usage, 17, (0.5 %) respondents have showed very low level of resources usage.

In gender wise analysis 89,(45.4%) male and 41 (43.6%) female respondents have moderate usage level, 55, (28%) male and(21, (22.3%) female respondents have high usage level, 18 (9.1%) male and 11(11.7%) female respondents have very high usage level, 25 (12.7%) male 13 (13.8%) female respondents have low usage level, 09 (4.6%) male and 8(8.5%) female respondents have very low level of usage.

Table 5: Library usage skills and awareness about library

Usage skills and awareness	Response					
	Yes	%	No	%	Total	%
Call number and Book arrangement	200	68.10	90	31.03	290	100
Familiar with OPAC	200	68.10	90	31.03	290	100
Identify required resources without help of staff	126	43.4	164	56.6	290	100
Copyright Issues	132	45.6	158	54.4	290	100

Table 5 shows Library usage skills and awareness about library among the respondents. Out of 290 respondents, three fourth of the respondents are aware of book arrangement system of the library 200, (68.10%), 90, (31.03%) respondents are not aware of Call. Number and book arrangement system followed in the library.

Three fourth of them respondents are aware/familiar about OPAC usage 200 (68.1%), 90 (31.3%) respondents are not aware/ familiar about OPAC searching system. Only less than half of the 126 (43.4%) respondents are able to identify required sources without help of the library the staff, more than half of them 164, (56.6%) respondents are not able to identify required sources without the help of the library staff. More than half of them have not aware

about copyright issues 158 (54.4%), less than half of them 132 (45.6%) respondents are aware about copyright issues.

Table 6: Awareness/ knowledge about information resources

Information resources	Very high			High			Mediocre			Low			Very low			Total
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	
Newspapers	51	21	72	76	41	117	69	32	101	0	0	0	0	0	0	290
Magazines and journals	32	12	44	49	19	68	74	50	124	35	8	43	6	5	11	290
Textbooks	81	42	123	76	38	114	39	14	53	0	0	0	0	0	0	290
Reference Books	35	22	57	67	27	94	62	29	91	19	9	28	13	7	20	290
Competitive Exam Guide	77	41	118	54	29	83	43	13	56	17	9	26	5	2	7	290
Novel and story books	32	24	56	61	21	82	69	26	95	21	15	36	13	8	21	290
e-books	22	11	33	39	12	51	63	22	85	47	22	69	25	27	52	290
e-journals	19	7	26	23	14	37	47	12	59	73	43	116	34	18	52	290

Table 6 explains awareness/ knowledge about information resources. Out of 290 respondents, one third of them have high level knowledge about newspapers 117, (40.3%), 101(34.8%) respondents have mediocre level of knowledge or aware of newspapers, more than one fourth of them have very high level knowledge about newspapers 72, (24.8%), none of them have poor or very poor level knowledge or awareness about newspapers. Slightly half of the 124,(42.6%) respondents have mediocre level of awareness about magazines and journals, 68 (23.4%) respondents have high level of awareness about magazines and journals, 44,(15.2%) respondents have very high level of awareness about magazines and journals, none of them have poor or very poor level of awareness about magazines and journals.

Nearly half of the respondents 123 (42.4%) have very high level awareness about textbooks, 114 (39.3%) respondents have high level awareness about textbooks, 53 (18.3%) have mediocre level awareness about textbooks, while none of the respondents have poor and very poor level awareness about textbooks. 94,(32.4%) respondents have high level awareness about reference books, 91(31.3%) respondents have mediocre level awareness about reference books, 57 (19.6%) respondents have very high level of awareness about reference books, 28 (9.7%) respondents have poor level of awareness about reference books and 20 (6.9%) respondents have very poor level awareness about reference books.

Out of 290, more than one third respondents have very high level awareness about competitive exam guide, 118 (40.7%), nearly one third respondents have high level awareness about competitive exam guide 83 (28.7%). 56 (19.3%) respondents have mediocre level awareness about competitive exam guide, 56 (19.3%) respondents have poor level awareness about competitive exam guide, whereas only 7 (2.4%) respondents have very poor level awareness about competitive exam guide.

Out of 290 respondents, one third of the 95(32.8%) respondents have mediocre level awareness about novel and story books, 82,(28.3%) respondents have mediocre level awareness about novel and story books, 56,(19.3%) respondents have very high level awareness about novel and story books, 36,(12.4%) respondents have poor level, and 21, (07.2%) respondents have very poor level of awareness about novel and story books.

With respect to awareness about e-books, nearly half of the 69, (23.8%) and 52, (17.9%) respondents have poor and very poor level of awareness, 85,(29.3%) respondents have mediocre level of awareness, 51,(17.6%) respondents have high level of awareness, 33 (11.3%) respondents have very high level of awareness.

With respect to awareness about e-journals half of the 11 (40%) and 52 (17.9%) respondents have poor and very poor level of awareness about e-journals, 59 (20.3%) respondents have mediocre level of awareness, 37 (12.7. %) respondents have high level of awareness and 26 (08.9%) respondents have very high level of awareness.

Table 7: Ability to evaluate internet resources

Parameters	No of Respondents				Total	%
	Male	%	Female	%		
Authenticity	32	16.4	19	20.0	51	17.6
Accessibility	97	49.5	37	39.5	134	46.2
Coverage	53	27.0	29	30.9	82	28.3
Reliability	14	07.1	9	09.6	23	07.9
Total	196	100	94	100	290	100

Table 7 explains about the various parameters used for evaluating the internet resources nearly half of the respondents have chosen accessibility 134 (46%), 82 (28.3) respondents have chosen coverage, 51 (17.6%) respondents have chosen authenticity and, 23 (07.9%) respondents have chosen reliability as a parameter for evaluation of internet resources.

8. Major Findings and Conclusion

The finding reveals that nearly out of 290, 60% of the graduate library users are using the library daily / regularly throughout the day while the female graduate users are using the library 4 to 6 hours per day. A moderate level of information resources usage was found. Based on Library usage skills and awareness about library concerned 68% of the graduate users have awareness and familiarity with Call Number and book arrangement system and knowledge about searching the OPAC. But more than 50% of the graduate users are not able to identify/access required information resources without help of library staff and are not aware of the copyright issues. Graduate users have very high level awareness / knowledge about textbooks and competitive exam guide. They have high level awareness about newspapers, periodicals and reference books. As far as novels and story books and e-resources are concerned, they have moderate level awareness except e-journals. For evaluation of e-resources, they have considered accessibility and coverage as the prime factors followed by authenticity. This study could not find much gender deviation in its objectives. This study mainly focuses on graduate library users who are utilizing the library to prepare for competitive exams. So, they are familiar (aware) with competitive exam

related resources and spend their maximum hours in day throughout the year in the library. To improve their awareness about library and its resources, the librarians should conduct orientation programs frequently. The users also should develop themselves to update knowledge and utilize the electronic resources to the maximum extent.

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