

## **UTILIZATION OF LIBRARY INFORMATION RESOURCES AMONG THE FACULTY MEMBERS AND STUDENTS: A STUDY OF ST. XAVIER'S COLLEGE OF EDUCATION**

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### **ABSTRACT**

This paper analysed the utilization of library information resources among the faculty members and students of St. Xavier's College of Education, Palayamkottai. The sample consisted of 85 students and 15 faculty members. Survey method was used to collect the data. Mean, standard deviation, and t-test were used to analyse the data. It was found that students utilize the library information resources more than the faculty members.

### **INTRODUCTION**

A library is organized and maintained by a public body, an institution, a corporation, or a private individual. Libraries provide books to individuals who can and/or cannot afford to buy books for themselves. In addition to providing materials, libraries also provide the services of librarians who are experts at finding and organizing information and at interpreting information needs. Modern libraries are increasingly being redefined as places to get unrestricted access to information in many formats and from many sources. They are extending services beyond the physical walls of a building, by providing material accessible by electronic means, and by providing the assistance of librarians in navigating and analysing very large amounts of information with a variety of digital tools.

### **SIGNIFICANCE OF THE STUDY**

The library is one of those resources which are essential to support and strengthen educational quality. Over the centuries, libraries are the source of keeping and distributing the information through books, journals, maps and other resources that are used by students in their learning process. Printed and e-resources are essentially important in preparing teaching activities, lecture notes, students' assignments, conducting their research work, accessing e-journals and web sites, subscription to online journals by teachers and all the students.

Utilization means the act of using. The library can be utilized as an information provider, in updating knowledge base, as effective tools in classroom interaction, since it is helpful in studies, helpful in doing projects and research and helpful in doing assignments.

A network uses various kinds of resource material retrieval systems. The objective is to utilize these assets or resources efficiently so as to maximize staff and students' service levels, minimize lead times, and optimize inventory levels.

Only by utilizing the information resources properly, teaching and learning could be enhanced. Hence the investigator undertook a case study to know how far the faculty members and students of St. Xavier's College of Education, Palayamkottai, use their information resources. The Library at St. Xavier's College of Education, Palayamkottai is known for its rich collection.

### **OBJECTIVES**

1. To find out the level of utilization of library information resources among the faculty members and students in terms of background variables.
2. To find out the significant difference between faculty members and students in the utilization of library information resources and its dimensions.

### **HYPOTHESES**

1. There is no significant difference between faculty members and students in the utilization of library information resources and its dimensions.
2. There is no significant difference between associate professors and assistant professors in the utilization of library information resources and its dimensions.

### **TITLE OF THE PROBLEM**

Utilization of Library Information Resources among the Faculty members and Students: A Study of St. Xavier's College of Education, Palayamkottai

### **METHOD USED FOR THE STUDY**

The investigator used the survey method to find out the Utilization of Library Information Resources among the Faculty Members and Students:

### **POPULATION AND SAMPLE**

The population consists of all faculty members and students of St. Xavier's College of Education, Palayamkottai. The investigator used the simple random sampling technique for selecting the sample from the population. The sample consisted of 85 students and 15 faculty members.

### **STATISTICAL TECHNIQUES USED**

Arithmetic mean, standard deviation, and t-test, were used to analyse the data.

### **ANALYSIS OF DATA**

The level of Utilization of Library Information Resources among the Faculty Members and Students in terms of the background variables.

**Table 1**

**LEVEL OF UTILIZATION OF LIBRARY INFORMATION RESOURCES AMONG THE  
FACULTY MEMBERS AND STUDENTS**

| Variable    | Sub-Variable         | Low |      | Moderate |      | High |      |
|-------------|----------------------|-----|------|----------|------|------|------|
|             |                      | N   | %    | N        | %    | N    | %    |
| Status      | Professors           | 6   | 40.0 | 8        | 53.3 | 1    | 6.7  |
|             | Students             | 19  | 22.4 | 42       | 49.4 | 24   | 28.2 |
| Gender      | Male                 | 20  | 27.0 | 36       | 48.6 | 18   | 24.3 |
|             | Female               | 5   | 19.3 | 14       | 53.8 | 7    | 26.9 |
| Designation | Associate Professors | 2   | 66.7 | 1        | 33.3 | 0    | 0.0  |
|             | Assistant Professors | 4   | 33.3 | 7        | 58.3 | 1    | 8.4  |
|             | B.Ed. students       | 12  | 30.0 | 19       | 47.5 | 9    | 22.5 |
|             | M.Ed. students       | 4   | 11.4 | 17       | 48.6 | 14   | 40.0 |
|             | M.Phil. students     | 3   | 30.0 | 6        | 60.0 | 1    | 10.0 |

It is inferred from the above table that 53.3% of faculty members have moderate and 49.4% of students have moderate level of utilization of library information resources.

48.6% of male members have moderate and 53.8% of female members have moderate levels of utilization of library information resources.

66.7% of associate professors have low and 58.3% assistant professors have moderate levels of utilization of library information resources.

47.5% of B.Ed. students, 48.6% of M.Ed. students and 60.0% of M.Phil. students have moderate levels of utilization of library information resources.

### **Hypothesis 1**

There is no significant difference between faculty members and students in the utilization of library information resources and its dimensions.

**Table 2**

**DIFFERENCE BETWEEN FACULTY MEMBERS AND STUDENTS IN THE  
UTILIZATION OF LIBRARY INFORMATION RESOURCES AND ITS DIMENSIONS**

| Dimension                | Category        | Count | Mean  | S.D   | Calculated 't' value | Remark |
|--------------------------|-----------------|-------|-------|-------|----------------------|--------|
| Resources of information | Faculty members | 15    | 32.73 | 6.065 | 2.560                | S      |
|                          | Students        | 85    | 37.21 | 7.185 |                      |        |
| Library staff            | Faculty         | 15    | 28.87 | 6.675 |                      |        |

|   |                 |    |         |        |       |    |
|---|-----------------|----|---------|--------|-------|----|
|   | members         |    |         |        |       | NS |
|   | Students        | 85 | 29.55   | 5.098  | 0.458 |    |
| Library services                          | Faculty members | 15 | 48.67   | 9.926  | 2.356 | S  |
|   | Students        | 85 | 55.51   | 12.571 |       |    |
| Information from Communication Technology | Faculty members | 15 | 11.20   | 0.862  | 2.484 | S  |
|   | Students        | 85 | 10.52   | 1.485  |       |    |
| Accessibility to resources                | Faculty members | 15 | 16.60   | 1.765  | 0.259 | NS |
|   | Students        | 85 | 16.73   | 1.873  |       |    |
| Library information resources in total    | Faculty members | 15 | 138..07 | 18.702 | 2.151 | S  |
|   | Students        | 85 | 149.52  | 20.636 |       |    |

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is significant difference between faculty members and students in the utilization of library information resources and its dimensions: Resources of information, Library Services, Information from Communication Technology.

It is inferred from the table that the mean value for students (37.21) is greater than that for faculty members (32.73) in the dimension: resources of information; the students' mean value (55.51) is greater than that for faculty members (48.67) in the dimension library services. The faculty members' mean value (11.20) is greater than the students' mean value (10.52) in the dimension: information from communication technology. The students have a higher score (149.25) in library information and resources in total than faculty members (138.07).

## Hypothesis 2

There is no significant difference between associate professors and assistant professors in the utilization of library information resources and its dimensions.

**Table 3**  
**DIFFERENCE BETWEEN ASSOCIATE PROFESSORS AND ASSISTANT PROFESSORS IN THE UTILIZATION OF LIBRARY INFORMATION RESOURCES AND ITS DIMENSIONS**

| Dimension                | Designation          | N  | Mean  | S.D   | Calculated 't' value | Remark at 5% level |
|--------------------------|----------------------|----|-------|-------|----------------------|--------------------|
| Resources of information | Associate Professors | 3  | 32.00 | 2.646 | 0.371                | NS                 |
|                          | Assistant            | 12 | 32.92 | 6.735 |                      |                    |

|   |                      |    |        |        |       |    |
|---|----------------------|----|--------|--------|-------|----|
|   | Professors           |    |        |        |       |    |
| Library staff                             | Associate Professors | 3  | 30.00  | 2.646  | 0.539 | NS |
|   | Assistant Professors | 12 | 28.58  | 7.416  |       |    |
| Library services                          | Associate Professors | 3  | 41.67  | 4.619  | 2.198 | S  |
|   | Assistant Professors | 12 | 50.42  | 10.238 |       |    |
| Information from Communication Technology | Associate Professors | 3  | 11.00  | 1.732  | 0.436 | NS |
|   | Assistant Professors | 12 | 11.25  | 0.622  |       |    |
| Accessibility to resources                | Associate Professors | 3  | 16.00  | 2.646  | 0.645 | NS |
|   | Assistant Professors | 12 | 16.75  | 1.603  |       |    |
| Library information resources in total    | Associate Professors | 3  | 130.67 | 3.786  | 1.461 | NS |
|   | Assistant Professors | 12 | 139.92 | 20.589 |       |    |

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between associate professors and assistant professors in utilization of library information resources and its dimensions: resources of information, library staff, information from communication technology and accessibility to resources. But there is significant difference between associate professors and assistant professors in the dimension library services.

## FINDINGS

1. Only 6.7% and 28.2% of professors and students have a high level of utilization of library information resources respectively.
2. 24.37% and 26.9% of male and female members have a high level of utilization of library information resources respectively.
3. 8.3%, 22.5%, 40% and 10% of Assistant Professors, B.Ed., M.Ed., M.Phil. students have high level of utilization of library information resources respectively.
4. There is significant difference between faculty members and students in utilization of library information resources in toto. From the mean value, it is found that the students have (149.52) a higher score than the faculty members (138.07).
5. There is no significant difference between associate professors and assistant professors in the utilization of library information resources and its dimensions: resources of information,

library staff, information from communication technology and accessibility to resources. But there is significant difference between associate professors and assistant professors in the dimension library services. From the mean value, assistant professors have (50.42) a higher score than the associate professors (41.67) in library services.

### **RECOMMENDATIONS**

1. Since the utilization of library resources is moderate among the students, they could be motivated through seminars and workshops.
2. Since the utilization of library information resources among the faculty members is low, in service programmes can be organized for faculty members.
3. Male members have a lower score than female members. Hence male members must be motivated to make use of the library effectively.
4. Associate professors can be engaged to use library information resources.

### **CONCLUSION**

The investigator conducted a study on the utilization of library information resources among the faculty members and students of St. Xavier's College of Education, Palayamkottai. It was found that the students utilize the library information resources more than the faculty members. Hence the faculty members must be motivated to utilize library information resources.

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