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INFORMATION ACCESS PATTERN BY FACULTY MEMBERS AND STUDENTS IN ELECTRONIC ENVIRONMENT: A STUDY AT MANONMANIAM SUNDARANAR UNIVERSITY CONSTITUENT COLLEGE, KANYAKUMARI

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ABSTRACT

This present study aims to analysis information access pattern by faculty members and students in electronic environment: A study at Manonmaniam Sundaranar University constituent college, Kanyakumari. Totally 842 respondents were participated in the present study, amongst male respondents are 141, female respondents are 701, moreover Assistant Professor are participated 41, Undergraduate Students are participated 130, and Postgraduate Students are participated 671 respondents. The present study reveals that, 37.6 percent of respondents were daily visit the library, 27.8 percent of respondents were visit library Once a week, 15.9 percent of respondents were visits the library Occasionally, 11.4 percent of respondents were visits library Monthly once, 7.2 percent of user are visit the library Fortnightly. Majority of respondents 1 – 2 Hours spend in the Library, preference of Library services among the respondents 59.7 percent of them are prefer to Documents Delivery Services, 44.4 percent of respondents occasionally visit the library to reading text books, 34.6 percent of respondents are faced Lack of knowledge of information sources to use library, Majority of the respondents to know aware e-resources through Teachers / Guide, among the 842 respondents 56.1 percent of respondents using electronic resources to Teaching / Learning purpose, more than 75 percent of respondents are satisfied with access electronic resources.

KEYWORD : *Library services, e-resources.*

INTRODUCTION

Advances in computer applications during the past few decades have brought radical changes in the way information is gathered, store, organized, accessed, retrieved and consumed. The application of computers in information processing has brought several products and services to the scene. The development of Information and Communications Technology (ICT) has produced opportunities challenges.

According to Tsakonas et al., (2006) electronic information resources are information resources provided in electronic form, and these include resources available on the Internet such as e-books e-journals, online database, CD-ROM databases and other computer – based electronic networks, among others. According to Shuling, C. & Wu.H (2007) electronic information has gradually become a major resource in every university library. The emergence of electronic

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information resources, simply referred to as electronic resources, has tremendously transformed information handling and management in academic environments and in University libraries in particular. Information and communication technology (ICT) has affected the way teaching, learning and research is conducted especially in Universities. Research basically involves collecting and processing data and information, and exchanging and using information to improve knowledge. Madhusudham (2007) agrees that the internet makes it possible to access a wide range of information, such as up-to-date research articles, from anywhere in the world. It enables scholars and academic institutions to disseminate information to a wider audience having websites and a way to search them and organise the output.

Tiamiyu (2003) stated that one of the most remarkable developments in the modern society has been what is variously described as information explosion, information revolution, or the advent of information age or information society. Dadzie (2005) writes that electronic resources are invaluable research tools that complement the print – based resources in a traditional library setting. According to her others include: access to information remotely due to geographical location or finances, access to more current information, and provision of extensive links to additional resources related contents. Okiki and Asiru, (2011) defined electronic resources as information stored and transmitted in digital, electronic or computerized formats such as diskettes, CD-ROM databases, DVDs, online public access catalogues (OPAC), bibliographic and full-text databases, electronic journals, scholarly databases, information gateways, e-books, the Internet and electronic mails.

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METHODOLOGY
Population and Sample:
The population for the study is from the fulltime faculty member, Undergraduate (U G) and Postgraduate (P G) students. The sample are Manonmaniam Sundaranar University constituent college, Kanyakumari, totally the 842 respondents were taken for the present study, 79.7 percent respondents are Undergraduate Students, 15.4 percent of respondents are Postgraduate Students, and moreover 4.9 percent of respondents are only faculty members (Assistant Professor).

Data analysis
The data collected were from well structured questionnaire and to analyzed using Statistical Package for Social Sciences (SPSS) 20th version. Descriptive statistics including simple percentage and frequency count were performed. The qualitative data collected were analyzed and variables are focused in each of the research question.

Objectives
The following objectives are framed, in according the questionnaire:
- To find frequency of use electronic resource by the respondents
- To find out respondents access the electronic resource location
- To know respondents preference to Library services

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- To find purpose of using electronic resources
- To find out access e-resources by the respondents

Limitation of the present Study

This study is made Manonmaniam Sundaranar University constituent college, Kanyakumari full time faculty member, Undergraduate (U G) and Postgraduate (P G) students. The samples are only;

Analysis and Interpretation

Table 1 Gender wise respondents

Sl. No.	Gender	No. of Respondents	Frequency	Percentage	Cumulative Percent
1	Male	141	16.7	16.7	16.7
2	Female	701	83.3	83.3	100.0
	Total	842	100.0	100.0	

Table 1 shows that gender wise respondents, totally 842 respondents for this study, amongst 83.3 percent of respondents are female, 16.7 percent of respondents are male.

Table 2 Status wise respondents

Sl. No.	Status	Frequency	Percent	Valid Percent	Cumulative Percent
1	Assistant Professor	41	4.9	4.9	4.9
2	P.G Students	130	15.4	15.4	20.3
3	U.G. Students	671	79.7	79.7	100.0
	Total	842	100.0	100.0	

Table 2 shows that, status wise respondents for the present study, among the 842 respondents, 79.7 percent respondents are Undergraduate Students, 15.4 percent of respondents are Postgraduate Students, and moreover 4.9 percent of respondents are only faculty members (Assistant Professor).

Table 3 Status wise respondents' frequency of library visit

Sl. No.	Status	Daily	Once a week	Fortnightly	Monthly	Occasionally	Total
1	Assistant Professor	14 (1.7)	13 (1.5)	5 (0.6)	5 (0.6)	4 (0.5)	41 (4.9)
2	P.G. Students	47 (5.6)	41 (4.9)	8 (1.0)	13 (1.5)	21 (2.5)	130 (15.4)
3	U.G. Students	256 (30.4)	180 (21.4)	48 (5.7)	78 (9.3)	109 (12.9)	671 (79.7)
	Total	317 (37.6)	234 (27.8)	61 (7.2)	96 (11.4)	134 (15.9)	842 (100.0)

Table 3 indicates that the Status wise respondents' frequency of library visit, among the 842 respondents, 37.6 percent of respondents were daily visit the library, 27.8 percent of respondents were visit library Once a week, 15.9 percent of respondents were visits the library Occasionally, 11.4 percent of respondents were visits library Monthly once, 7.2 percent of user are visit the library Fortnightly.

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Table 4 Status wise respondents' hours spend in the library

Sl. No.	Status	Below one hour	1 – 2 Hours	2 – 3 Hours	Three and above hours	Total
1	Assistant Professor	9 (1.1)	21 (2.5)	8 (1.0)	3 (0.4)	41 (4.9)
2	P.G. Students	44 (5.2)	54 (6.4)	23 (2.7)	9 (1.1)	130 (15.4)
3	U.G. Students	243 (28.9)	281 (33.4)	104 (12.4)	43 (5.1)	671 (79.7)
	total	296 (35.2)	356 (42.3)	135 (16.0)	55 (6.5)	842 (100.0)

Table 4 shows that status wise respondent' hours spend in the library; amongst 842 respondents 42.3 percent of respondents are 1 – 2 Hours spend in the Library, 35.2 percent of respondents are spend in the library Below one hour, 16. 0 percent of respondents are spend in the library 2 – 3 Hours, and moreover only 6.5 percent of respondents are spend in the library Three and above hours per visit.

Table 5 status wise respondents' preference of Library services

Sl. No.	Status	Indexing and Bibliographies	Reference books and Journals	CAS/SDI Services	Inter-library Loan	Documents Delivery Services	Total
1	U.G. Students	6 (0.7)	164 (19.5)	78 (9.3)	24 (2.9)	399 (47.4)	671 (79.7)
2	P.G Students	1 (0.1)	28 (3.3)	13 (1.5)	4 (0.5)	84 (10.0)	130 (15.4)
3	Assistant Professor	5 (0.6)	6 (0.7)	3 (0.4)	7 (0.8)	20 (2.4)	41 (4.9)
	Total	12 (1.4)	198 (23.5)	94 (11.2)	35 (4.2)	503 (59.7)	842 (100.0)

Table 5 indicates that status wise respondents' preference of Library services amongst, 59.7 percent of respondents are prefer to Documents Delivery Services, followed by Reference books and Journals second level preference with 23.5 percent of respondents, CAS/SDI Services has third level with 11.2 percent, Inter-library Loan has fourth place with 4.2 percent, and Indexing and Bibliographies has fifth place with 1.4 percent respondents.

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Table 6 Respondents purpose of visit the library to reading text books

Sl. No.	Status	Not Required	Very Rarely	Rarely	Occasionally	Frequently	Total
1	U.G. Students	65 (7.7)	38 (4.5)	30 (3.6)	299 (35.5)	239 (28.4)	671 (79.7)
2	P.G Students	10 (1.2)	5 (0.6)	5 (0.6)	69 (8.2)	41 (4.9)	130 (15.4)
3	Assistant Professor	1 (0.1)	17 (2.0)	10 (1.2)	6 (0.7)	7 (0.8)	41 (4.9)
	Total	76 (9.0)	60 (7.1)	45 (5.3)	374 (44.4)	287 (34.1)	842 (100.0)

Table 6 shows that, respondents' purpose of visiting library to reading text books, amongst 287 respondents, 44.4 percent of respondents occasionally visit the library to reading general / text books, followed by 34.1 percent are visited Frequently, 9.0 percent of respondents are Not Required visit the library to reading text books, and 7.1 percent of respondents are visit the library to Very Rarely.

Table 7 respondents face difficulties to use library

Sl. No.	Status	Difficulties							Total
		Lack of time	Lack of access to all the information	Lack of reading materials	Lack of knowledge of information sources	Lack of knowledge in use of library, its services	Unfriendly library staff	Information scattered in too many sources	
1	Assistant Professor	2 (0.2)	10 (1.2)	11 (1.3)	5 (0.6)	7 (0.8)	3 (0.4)	3 (0.4)	41 (4.9)
2	P.G Students	41 (4.9)	34 (4.0)	10 (1.2)	40 (4.8)	2 (0.2)	2 (0.2)	1 (0.1)	130 (15.4)
3	U.G. Students	227 (27.0)	109 (12.9)	51 (6.1)	246 (29.2)	13 (1.5)	12 (1.4)	13 (1.5)	671 79.7)
	Total	270 (32.1)	153 (18.2)	72 (8.6)	291 (34.6)	22 (2.6)	17 (2.0)	17 (2.0)	842 100.0

Table 7 shows that respondents faced difficulties to use library, amongst 34.6 percent of respondents faced Lack of knowledge of information sources, followed by 32.1 percent of respondents faced Lack of time, 18.2 percent of respondents faced Lack of access to all the information, moreover 2.0 percent of respondents faced Lack of knowledge in use of library and its services, Unfriendly library staff and Information scattered in too many sources respectively.

Table 8 status wise respondents to know about e-resources

Sl. No.	Status	Know through						Total
		Professional Colleagues	Teachers / Guide	Friends	Library staff	Library Orientation Programme	Self-study by trial and error method	
1	U.G. Students	0 (0.0)	308 (36.9)	39 (4.7)	48 (5.7)	66 (7.9)	204 (24.4)	665 (79.6)

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Sl	Status							
2	P.G Students	0 (0.0)	64 (7.7)	6 (0.7)	14 (1.7)	11 (1.3)	34 (4.1)	129 (15.4)
3	Assistant Professor	6 (0.7)	7 (0.8)	4 (0.5)	10 (1.2)	11 (1.3)	3 (0.4)	41 (4.9)
	Total	6 (0.7)	379 (45.4)	49 (5.9)	72 (8.6)	88 (10.5)	241 (28.9)	835 (100.0)

Table 8 indicates that status wise respondents to know about e-resources through, among the 835 respondents, 45.4 percent of respondents to know e-resources through Teachers / Guide, followed by 28.9 percent of respondents to know through Self-study by trial and error method, 10.5 percent of respondents to know through Library Orientation Programme, 8.6 percent know through Library staff, 5.9 percent know through friends,

Table 9 status wise respondents' purpose using electronic resources

Sl. No	Status	Purposes					Total
		Research/ Project Work	Teaching / Learning	Updating current Information	Writing Assignment / publishing articles	Knowledge Updating / Professional development	
1	U.G. Students	0 (0.0)	388 (46.1)	122 (14.5)	101 (12.0)	60 (7.1)	671 (79.7)
2	P.G Students	0 (0.0)	77 (9.1)	23 (2.7)	20 (2.4)	10 (1.2)	130 (15.4)
3	Assistant Professor	7 (0.8)	7 (0.8)	9 (1.1)	15 (1.8)	3 (0.4)	41 (4.9)
	Total	7 (0.8)	472 (56.1)	154 (18.3)	136 (16.2)	73 (8.7)	842 (100.0)

Table 9 shows that status wise respondents purpose using electronic resources, amongst 56.1 percent of respondents using to Teaching / Learning purpose, followed by 18.3 percent are using to Updating current Information, 16.2 percent of respondents using to writing assignment / publishing articles, 8.7 percent of respondents using to Knowledge Updating / Professional development, only 0.8 percent of respondents (Assistant Professor) using to Research/ Project Work.

Table 10 Satisfaction level of access e-resources by the respondents

Sl. No.	Status	Level of Satisfaction			Total
		Fully satisfied	Satisfied	Dissatisfied	
1	U.G. Students	257 (30.5)	264 (31.4)	150 (17.8)	671 (79.7)
2	P.G Students	55 (6.5)	50 (5.9)	25 (3.0)	130 (15.4)
3	Assistant Professor	11 (1.3)	14 (1.7)	16 (1.9)	41 (4.9)
	Total	323 (38.4)	328 (39.0)	191 (22.7)	842 (100.0)

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Table 10 shows that Satisfaction level of access e-resources by the respondents, among the respondents 39.0 percent of them fully satisfied with access e-resources, followed by 38.4 percent are Satisfied, and 22.7 percent of them are Dissatisfied with access e-resources.

CONCLUSION

The study concludes that, 37.6 percent of respondents were daily visit the library, 27.8 percent of respondents were visit library once a week. 59.7 percent of respondents are prefer to Documents Delivery Services, followed by Reference books and Journals second level preference with 23.5 percent of respondents, CAS/SDI Services has third level with 11.2 percent. , 44.4 percent of respondents occasionally visit the library to reading general / text books, followed by 34.1 percent are visited frequently. 34.6 percent of respondents faced Lack of knowledge of information sources, followed by 32.1 percent of respondents faced Lack of time. The study reveals that, 56.1 percent of respondents using to Teaching / Learning purpose, followed by 18.3 percent are using to Updating current Information, 16.2 percent of respondents using to writing assignment / publishing articles, 8.7 percent of respondents using to Knowledge Updating / Professional development. 39.0 percent of them fully satisfied with access e-resources, followed by 38.4 percent are Satisfied and 22.7 percent of them are dissatisfied with access e-resources.

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