User perception of library services in VTU Engineering Colleges of Mysuru Region.

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Abstract

The study examined as to how effective user education has been in meeting the information requirements of undergraduate students in engineering college libraries in the Mysore region. A survey method was used in this study.Students and faculty members working at 9 different Engineering Colleges in the Mysore region make up the sampled population. The survey included 654 library registered students and faculties for the 2019-2020 academic year. The study's sample size was 228 users (144 students and 84 faculty members), who were chosen using simple random selection method. The data was composed using self-generated form that was validated by professionals. Percentage and F-Test Two-Sample for Varianceswas used to examine the data. The results indicated that the awareness was good among users. One of the conclusions reached from this research is that, with careful thinking, students require more assistance from library staff in obtaining appropriate information aimed at their learningrequirements. The study also recommends that libraries of engineering colleges in the Mysore region must increase the effectiveness of user education procedures for their students and staff, so that users can take advantage of the library's services and resources.

Keywords: User education, Library facilities and services, User perception, Academic libraries, User satisfaction.

Introduction

The word library comes from the French word "librairie," which means "book" in Latin. The library is vital to our academic success. From classical libraries, which are just collections of books, through automated libraries, and now to electronic or digital libraries, the concept of library and its role is evolving.George Eberhartbrings the ensuing definition in The Librarian's Book of Lists (Chicago: ALA, 2010):

"A library is a collection of resources in a variety of formats that is (1) organized by information professionals or other experts who (2) provide convenient physical, digital, bibliographic, or intellectual access and (3) offer targeted services and programs (4) with the mission of educating, informing, or entertaining a variety of audiences (5) and the goal of stimulating individual learning and advancing society as a whole."

While the essential objective of a library or information centre remains the same, namely to acquire, organise, and provide users with access to knowledge, the techniques by which these activities are carried out have changed considerably. A library's role has evolved from being the exclusive authority and provider of stored information to becoming a system that allows users to access information in any format from any internal and external source. Libraries have been developing or inventing new services to meet the needs of today's high-demand consumers. A library, like mitochondria, provides the essential energy in the form of documents (books, reports, theses, CD-ROMs, e-books, and so on), and it is an important educational component of an institute. A library is a vital part of any organisation.

Users can be classified into four groups based on how they approach information in libraries:

i)*Potential user*: Someone who needs information that specialised services can supply.

(ii) *The expected user*: A person who is known to intend to use specific information services.

(iii) *Actual user*: A person who has utilised an information service in the past, whether or not he benefited from it.

(iv) *The beneficial user*: A person who benefits from information services in a demonstrable way.

Academic libraries are increasingly promoting local user studies as a technique for providing library services that are relevant to the institution's user community.Today's libraries must allow users to travel seamlessly between the physical and virtual worlds.

Librarians are fairly certain, based on their experiences and observations
that most library users make ineffective use of library resources while working without librarian support. Before designing a user trainingprogramme, we must consider the users' behavioral patterns,the user's history with the libraryselfevaluation of a user's library skills and knowledge.

*Streatfield*contrasted the phenomenological approach to library and information service provision with the more traditional positive approach, observing that significant services, presumably including academic libraries, have not been re-organized in accordance with 'the new thinking.' The importance of developing a more personal and productive interaction between information users and service providers is stressed.

The main goal of 'user education' has been to teach current and potential library and information service users where to go for the information they require. Effective library use is not a naturally gifted skill, hence users must be instructed in how to use libraries properly. Or, to put it another way, 'user education' is required either because our libraries are incredibly difficult to navigate; or because users are typically unsophisticated in their approach to libraries, and when left to their own devices, they simply cannot find the information they require; or a combination of both.

User education can be characterised as a method or programme by which potential information users (such as scientists, engineers, technicians, academics, and students) are educated on the value of information and motivated to use it

Jacques Tocatline of UNESCO defines *"user education" as "any effort or programme that will guide and instruct current and potential users, individually or collectively, with the goals of a) recognising their own information needs; b) formulating these needs; c) effectively and efficiently using information services; and d) evaluating these services."*

Academic libraries

Academic libraries belong to academic institutions such as schools, colleges, and universities. The needs of students, researchers, professors, and staff of an academic institution are served by an academic library. An academic library's primary purpose is to give as many learning materials as possible to its patrons so that they can be fully educated at all levels. Academic libraries are divided into three categories: school libraries, college libraries, and university libraries..

Visvesvaraya Technological University standsas one of India's leading technological universities, with 16-year history of engineering and technical teaching, research, and innovation (VTU).

It was founded in 1998 to meet the demand for skilled technical professionals with practical experience and good theoretical understanding in Indian businesses. With 202 affiliated organizations, 1 constituent institution, and 17 autonomous institutions offering undergraduate programmes in 35 disciplines, PG programmes in 94 disciplines, and Ph.D. and M.sc(Engg.) with research programmes in 592 branches, the university enrols about 4 lakh Engineering students.

In several connected colleges, the University maintains 13 Quality Improvement Program (QIP) centres.The university is a multi-level, multi-disciplinary institution that provides a variety of engineering, technology, and management programmes.
The Universityremains gradually improving as well as providing the finest technical educational setting, and it will endure to serve the country in the upcoming years.
VTU is influencing a future of worldwide leadership, service, and preeminence, with its extraordinarily rich resources of a fantastic learner population also faculty, sturdy partnerships with business, government and industry.
The University has established numerous centres with appropriate resources to support innovation and entrepreneurship on campus so that students can strengthen their creative, innovative, and entrepreneurial talents.Mysore, formerly known as Mysuru, is Karnataka's third largest and second most populous city.Mysore was previously the capital of the Kingdom of Mysore, and it is located at the foot of the Chamundi Hills. Mysore's rich cultural atmosphere has earned it the title of
Karnataka's Cultural Capital.

Mysore, in the Indian state of Karnataka, is recognised for its nice weather, friendly people, and affordable living costs. Mysore is also home to some of India's best educational institutions, making it a popular destination for students from all around the country and beyond. In Mysore, students from more than fifty countries are studying for a Bachelor's or Master's degree. Mysore is also home to some of the country's greatest engineering colleges. There are various reputable universities that provide B.Tech/B.E and M.Tech/M.E engineering degrees.

List of Engineering Colleges in Mysore is as below

1. Vidyavardhaka College of Engineering
2. JSS Science and Technology University, Mysuru.
3. NIE Institute of Technology
4. GSSS Institute of Engineering and Technology for Women - Mysuru
5. The National Institute of Engineering
6. Maharaja Institute of Technology Mysore
7. Mysore College of Engineering & Management MYCEM
8. Mysuru Royal Institute of Technology
9. ATME College of Engineering

Literature review

There has been no previous research on User Education at VTU college libraries, necessitating the creation of this case study to explore, assess, and evaluate the pedagogical and informational components of user education in college libraries.

Various aspects of libraries, particularly college libraries, must be investigated, including document collection, library staff, services, physical facilities, student, research scholar, and teacher use of libraries, information seeking behaviour, use pattern, and user satisfaction with library resources and services, among other things. This chapter tries to summarise the most significant and useful papers on the research topic.

*Seth K. Parbie, Rita PhutiMs, KwakuAnhwereBarfiMr (2021)*Present the outcomes of consumers' opinions of library services on service quality Applying the Library Quality (LibQUAL+) model technique by Sam Jonah Library, University of Cape Coast, Ghana The LibQUAL+ methodology was used to review the Sam Jonah Library at the University of Cape Coast in Ghana to assess service quality.. A printed version of the LibQUAL+ questionnaire was used to pull togetherinformation from library patrons. This information was acquired from 400 respondents, comprising 310 UG and PG students and 40 faculties, who responded to both open and closed-ended questions.The questionnaire data was analysedin the form of frequencies and percentages as descriptive statistics.The SPSSversion 21 was used to analyse the data. Association between gender and the adequacy of library resources was also investigated using in ferential statistics.The most people who responded believed that library hada sufficient number of computers to meet their requirements.. The library also had comfortable tables and seats for successful education, as well as a favourable learning environment, according to the respondents. On the other side, postgraduate students did not feel the library setting to be conducive to learning. According to the responders, the library's printing materials were insufficient. Students have higher expectations than their initial impressions of the library. As a result, the researchers pushed for the library to establish knowledge commons for undergraduates and research commons for graduate students.

Most librarians, according to *Chalukya B.V*. (2015), recognise that they must not only provide high-quality information services, but also teach their library patrons how to use those services and products appropriately. In libraries, user training is utilised to provide training and instruction. In this presentation, I show evidence in support of the premise that library teaching and training could be successfully used as a marketing approach or instrument. The goal of this study is to investigate user education in academic libraries. The discussion focus on the development, organisation, and execution of these programmes, as well as the prominence of user training in educational libraries and information centres which may include web-based training also.

*SenthurMurugan .(2013)*investigates user education programmes in academic libraries. This article discusses user education planning, changes in academic library information services, the necessity for user education and how to apply it, as well as web-based user education happeningin academic libraries plus user education programmes in information technology

Several factors, according to RubinaBhatti (2010), limit user education, affecting the library's image, library usage frequency, and library use teaching patterns.The dominance of informal

programmes can be attributed to a lack of policy, resources for a structured programme, as well as collaboration between university administration and library administration

*Neena Singh (2006)*covers the LIS course content taught at the country's 17 agricultural universities. Analyzes the adequacy of these courses for attaining the set objectives and assesses the course content in light of changing circumstances, as well as the necessity to restructure course curricula in the current environment. She also recommends a one-credit course on LIS user education and a separate technical writing course.

*Murphy, J, and Adams, A*emphasizes Lesley Morton's approach of empowering people via means of education and training (2005). They suggest that this case studies analysis show that the idea of educational benefits is wide, and empirical research should take into account both obvious and less obvious benefits.

In Indian academic libraries, *Abdul Rashid* (1997) provides an outline of user education. Before focusing on the program's description on a national level, the author briefly covers the concept's international growth. Analyzes and recommends solutions to the challenges and limits that are causing the program's slow progress.

Objectives of the research

• To investigate the purpose of using library facilities and services by students and faculties.

• To investigate how students and faculty members of engineering colleges in Mysore use resources and services.

• To determine if students and faculty members in the aforementioned engineering college libraries are aware of user education programmes.

Methodology

Primary data is collected from a sampled population of students and faculty members in engineering colleges in Mysore using a self-generated questionnaire titled "User education Practices" that was validated by professionals.A survey method was used in this study. Students and faculty members working at 9 different Engineering Colleges in the Mysore region make up the sampled population. The survey included 654 library registered students and faculties for the 2019-2020 academic year. The study's sample size was 228 users (144 students and 84 faculty members), who were chosen using simple random selection method. Data has also been gathered from published sources such as books, journal papers, and reports, as well as from the internet. For ease and clarity, the data is evaluated using Microsoft excel and presented in tables. For analysis, statistical procedures such as percentages and F-Test Two-Sample for Variances are used to test the variance of two independent populations. The alpha level was set to 0. 05.

Sampling

A survey method was used in this study. Students and faculty members working at 9 different Engineering Colleges in the Mysore region made up the sampled population. The survey included

654 library registered students and faculties for the 2019-2020 academic year. The study's sample size was 144 students and 84 faculty members, who were chosen using a simple random selection technique.

Analysis and outcomes

Table 1 **Purpose of visiting library**

	Students	Teachers
For leisure reading	0	0
To prepare class work/R&D work	42	21
To prepare exam work	81	0
To read reference books	0	42
To read text books	21	21
To use internet facilities	0	0

In table 1 shows that 56% of students visit library to prepare for their exams. 29% visit for R&D work and 15% visit to read textbooks. Whereas 50% if the teachers visit library for referring purpose, 25% to prepare for class and R&D work and 25% to read textbooks

Table 2 **Library services preferred**

	Students	Teachers
Borrowing books	144	63
Browse E Resources	0	21
Know the latest arrivals	0	0

Table 2 represents that every student visiting the library borrows books,while 75% of teachers visit library for borrowing books and 25% to browse E Resources.

Table 3 Usage of library services

	Students	Teachers
Issues and Returns	41	21
Issues and Returns; Digital Library services	20	0
Issues and Returns; Reference services	0	21
Issues and Returns; Reference services; Referral services; Digital Library services; Xerox and printing and scanning etc	83	0
Reference services	0	21
Referral services	0	21

From Table 3 we can understand that 58% of the learners use most of the library services, 28% use only for circulation purpose, 14% for circulation and digital library services. 25% of Teachers

use only circulation service, another 25% use circulation service with reference service, 25% of Teachers use only reference services and 25% teachers use only referral services.

Table 4

Awareness of library services/facilities

	Students	Teachers
Totally aware	144	84
Unaware	0	0

Table 4 states that all students and Teachers are aware about the service/facilities offered by their libraries.

Table 5 **Availability of relevant resources in the library**

	Students	**Teachers**
Always	83	63
Usually	61	21
Never	0	0

Table 5 states that 58% of students and 75% of teachers find relevant resources in the library and 42% of students and 25% of teachers are not sure about the relevancy of their information needs.

Table 6 **Reason for using the available resources through college library**

	Students	**Teachers**
Easy to use	20	42
More informative	61	21
Time saving	63	21

From Table 6 we can understand that 14% of students and 50% of the teachers come to library for getting their learning resources easily. 42% of the students and 25% of the teachers feel that the resources available in the library are more informative. And 44% of students and 25% of teachers feel that using the library saves their time.

Table 7 **Problems faced while seeking library resources and services**

	Students	**Teachers**
Finding out right document	20	21
Internet problem	0	21
Lack of Time	41	21
Lack of Training	42	0
Limited access to computers	0	21

Others	41	0

Table 7 explains that 14% of students and 25% of teachers still have problems in finding the right document. 28% of students and 25% of teachers need more time for finding the relevant information. 28% of students have other problems in seeking library resources. 25% of teachers face internet issue while retrieving resources and 25% feel there is limited access to resources.

Table 8 **Library personnel assistance for searching information**

	Students	**Teachers**
Regularly	42	0
Sometimes	81	84
Not at all	21	0

Table 8 explains that 29% of the students need help from library staff for searching always. 56% of students and 100% of teachers sometimes depend on library personnel for seeking information and 15% of the students do not need library staffs help to search information.

Table 9 **Level of satisfaction with the services available in the library**

	Students	**Teachers**
Excellent	63	21
Good	40	63
Fair	41	0

Table 9 states the level of satisfaction about the service of libraries in their institutions. 44% of students and 25% of the teachers feel the services provided by their libraries are excellent. 28% of students and 75% of teachers feel it is good and 28% of students feel it is fair.

Table 10 **User awareness programme facilitated by the library**

	Students	**Teachers**
Yes	73	63
No	71	21

Table 10 throws light on whether any user awareness programme conducted in libraries.51% of students and 75% teachers have attended the user awareness programme. While 49% of students and 25% of teachers are not so familiar with user awareness programme.

Table 11 **Level of satisfaction with the existing user education programme**

	Students	**Teachers**
High	83	63
Moderate	31	0
Low	30	21

Table 11states that 58% of the students and 75% of the teachers are happy with the existing user education programme conducted by their libraries, 22% of students are dissatisfied with their institute's current user education programme.

	Students	Teachers
Formal	104	63
Informal	40	21

Table 12 states that 29% of students and 75% of teachers need formal user education programmes. 28% of students and 25% of teachers do not want a formal user education programme and 43% of students are not sure whether they require a formal user education programme.

Table 13 Users have a better perspective of the library's resources

	Yes	No	
Awareness of the services/ facilities offered by the library	228	0	
Awareness about E-resources accessible in the library	177	51	
Relevant resources availability in the library	187	41	

F-Test Two Sample for Variances

	Yes	*No*
Mean	197.3333333	30.66666667
Variance	730.3333333	730.3333333
Observations	3	3
df	2	2
F	1	
P(F<=f) one tail	0.5	
F Critical one tail	19	

Table 13 shows some observations made with comparison to awareness towards the services/facilities offered by the library, awareness about the E-resources availability and whether these resources, services and facilities help them to fulfill their information needs of both students and teachers. These observations were made to know whether the awareness of library services and resources is good among the users. The null hypothesis was set as *"Users have a better perspective of the library's resources".*

F-Test Two-Sample for Varianceswere applied to the responses. The alpha level was set to 0.05. The tests results showed that the F value 1 is smaller than the F critical 19. We can accept the null hypothesis.

Table 14

	Yes	No
Awareness about User education programme conducted by the library	136	92
If yes, whether the existing user education program is helpful to you	171	57

Effective user education programmes are implemented by libraries

F-Test TwoSample for Variances

	Yes	*No*
Mean	153.5	74.5
Variance	612.5	612.5
Observations	2	2
df	1	1
F	1	
P(F<=f) one tail	0.5	
F Critical one tail	0.006193959	

Table 14 shows the observation made to know whether the users where aware of the user education programme and how satisfied they were with the existing user awareness programme in their institute libraries. The null hypothesis was set as *"Effective user education programmes are implemented by thelibraries".*

F-Test Two-Sample for Variances was applied and the alpha value was set to 0.05. Tests indicate that the F value 1 isgreater than the F critical 0.006193959. We may reject the null hypothesis.

Conclusion

The study indicated user education stays essential in addressing undergraduate students'data demands in libraries of 9 engineering colleges of Mysuru region, based on the findings. The user training programmes have had a favourable impact on the information needs of learners. Expansion of user training programmes through terms of its quality, depth and instruction styles and methodologies should be considered by librarians as vital to the program's continued success.

One of the furthermostclear implications drawn from the study is, with cautious thinking, students require more assistance from library staff in obtaining appropriate information for their learning needs. This study also suggests that libraries of engineering colleges in the Mysore region must increase the effectiveness of user education procedures for their students and staff, so that users can take advantage of the library's services and resources. According to the poll, the primary reason students and faculty members visit their college library is to borrow books.

The institute libraries may start new initiatives to attract users who are unsure if they are obtaining relevant items and are unaware of the library's user education programmes. Online user education programmes may be implemented in this digital age. User education is important

in satisfying students' information needs, thus librarians should make a deliberate effort to inspire students to take participation, equally it will provide them by means of the essential expertise necessary to succeed in one's educational endeavors.

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