

PATRONS' BEHAVIOUR TOWARDS INFORMATION RESOURCES: A CASE STUDY

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Abstract: This study demonstrates the rising interest among younger generations in electronic resources, particularly Open Access Resources. In this research, data on 152 participants' changing information-seeking behaviour is examined. The majority of patrons (70.39%) visited libraries throughout exam season, although just 15.13% of those visits were for research purposes. The greater part of pupils has used both printed and digital resources. The vast majority of learners use libraries for books, then databases, then online resources. In order to fulfill their information requirements, it is essential to help and direct them in using library resources and services. Most students individually visit the library to gather the necessary information in order to meet their information needs. Digital technology has advanced as a result of developments in information technology, and information gathering, use, analysis, and dissemination have all expanded to new levels.

Keywords: Information, Information seeking, ISB, Internet, E- Resources

1.0 Introduction

The increasing variety of digital and analogue media available to students influences how they seek knowledge. Twitter, Facebook, Blogger, My Space, Live Journals, chat rooms, and Instant Messaging, to name a few, have all witnessed rapid acceptance – and, at times, as rapid abandoning – of digital platforms that allow exchange of information and information seeking amongst students in the last ten years." IT has been an integral component of our daily life since we entered the "Information Age." In recent years, IT has had a significant impact on our daily life. From mobile phones to eBook readers to gaming PCs; from corporate data centres to web services to quantum computers; from digital photography to Photoshop, streaming media, and Navigation system; from home automated vacuum cleaners to adjustable real-time control systems in cars and hybrid vehicles, to automated vehicles on battlefield and in air; from the Internet and the WWW.

1.1 Definitions of Information: Information is ubiquitous in the same way that energy or gravity is everywhere. However, we receive the impression that information is more subtle as compared to other fundamental substances or notions such as matter, energy, or force.

Everybody talks about information and appears to grasp it, but it's unclear how it should be described in a significant way. Moreover, no universally applicable definition of information can be used for all forms of information processes as well as objects, including art pieces, symbols, communications, texts, books & other papers, hypermedia, multimedia, etc. However in a nut shell, information can be defined as results obtained after analyzing and organizing the data in a structured way.

According to Belkin in 1978, he defined information as “the ‘structure’ of any text, which is capable of changing image structure of some recipient”.

1.2 Information Seeking: In 2005 Ingwersen & Järvelin said “Information seeking is a form of human behavior that involves seeking for information by means of the energetic inspection of information sources or information retrieval systems to satisfy the information need, or to solve a problem. In order to acquire information the user has to select information from a particular source, system, channel or service.”

According to Ellis in 2005 “the information-seeking process involves the activities of starting, chaining, browsing, differentiating and monitoring.”

Information-seeking refers to a user's usage knowledge systems and services, like databases, libraries, as well as individual and frequent information sources, including textbooks and periodicals, reviews, and bare acts, among others. The term applies to a student's usage of informal sources of information like personal contacts for information, like calling or emailing coworkers or distributors, looking for personal documents, attending conferences, scouring the Web, and visiting other presumed libraries or related installations to observe what other people have accomplished.

1.3 Information Seeking Behavior (ISB): ISB refers to path that people probe for and make effective use of information. The word was used for the first time in 1981 by Wilson.

2.0 Thapar University

Thapar Institute of Engineering and Technology is a Patiala-based private university (Punjab). The UGC has designated the institute as a deemed-to-be-university. In 2020, the NIRF placed 29th amongst engineering schools, 31st among universities, and 51st worldwide. The NAAC has given Thapar Institute of Engineering & Technology ‘A+’ rating. They offers undergraduate and postgraduate engineering and technology courses, as well as close industrial collaboration with a significant emphasis on basic and applied research.

The Nava Nalanda Central Library is situated in a 25,000-square-foot, centrally air-conditioned facility. It has almost a million books (reference books, course materials, text books etc.). The library comprises works on Engineering, Management, Humanities, Social Sciences, and Fiction, among other topics. The library's collection includes theses, standards, and bound volumes of periodicals in addition to conventional books. To support the institute's research needs, the library has subscribed to over 10,000 e-periodicals, over 40,000 e-books, 3610 e-standards, 5500+ ASTM Standards, 20862 e-proceedings, 3500+ CDs/DVDs, and 85 print journals.

The KOHA Library Management System totally automates library operations. The majority of library functions are automated. The library catalogue (OPAC) can be accessed from anywhere, whereas subscribed e-resources can only be accessed from the Campus. Thesis & Dissertations can be found in the Institutional Repository, which is powered by DSpace and accessible anywhere across the world.

3.0 Literature Review

Currie (2002) attempted this research to comprehend the problem of problematic clients and users. The majority of research on challenging users has focused on the problematic behaviours they display in libraries. Numerous studies have attempted to pinpoint troublesome clients, as well as to guide and direct front-line public service workers. We must first respond to three questions in order to understand the difficult user in academic libraries: – To what extent do we recognize the users? Do we accidentally make consumers more difficult by failing to recognize their needs? Do we view users as difficult because of how they using libraries and carry out their research in contrast to how we feel it should be done? The responses to these inquiries show that we need to reconsider both our users and the services we offer. Instead than being seen as problems, challenging customers should be treated as testing of the library's quality services and goals. A radical change is necessary if we are to rethink how we see our customers, their ISB, and the services we offer to meet their needs. The author offers numerous suggestions for enhancing library staff members' capacity to deal effectively with difficult customers.

Kuri (2016) attempted this study to determine the understanding and use of electronic resources by students, researchers, and academics from various disciplines at Karnatak's VTU. 120 questionnaires were issued to pollees, with 106 of them being returned. The goal of utilising digital resources, regularity of usage, location to access electronic journals, challenges experienced while making use of digital resources, and level of users' satisfaction with these resources were all reported by 88.33 percent of respondents.

4.0 Objectives

The purpose of the research is to know:

1. How well people are aware of library resources and how they use them.
2. How frequently they go to the library and seek both print and electronic resources?

- 3. What are they using library resources for?
- 4. Which website do they visit the most?
- 5. The difficulties they encountered when accessing the resources of library

5.0 Scope

The scope of this research covered a fraction of students from Engineering discipline, Thapar University, Patiala.

6.0 Methodology

The methodology used for collection of primary as well as secondary data and information is mentioned below:

6.1 Surveying: Users were questioned about their behaviour, traits, values, conditions, and/or preferences, and replies were obtained directly from them. A total of 220 questionnaires were issued, however only 152 were filled out by the students, resulting in a response rate of 69.09 percent. Stat based approach was used to evaluate, classify, and arrange the collected data.

6.2 Observation: Observing users' communication behaviour in specific scenarios, practises, and time periods, etc.

6.3 Record analysis: Acquiring written documents or other relics of previous communications (such as papers, letters, or statistics) and drawing conclusions about users from these records.

6.4 Analysis

Studying the ISB of the students mainly depends on eight characteristics:

Table 1: Time analysis – Frequency of using e-library by the students.

Frequency of Visits	No. of Respondents	% of Visit
Daily	78	51.32
Twice a week	34	22.37
Once a month	24	15.78
Not Visiting	16	10.53
Total	152	100

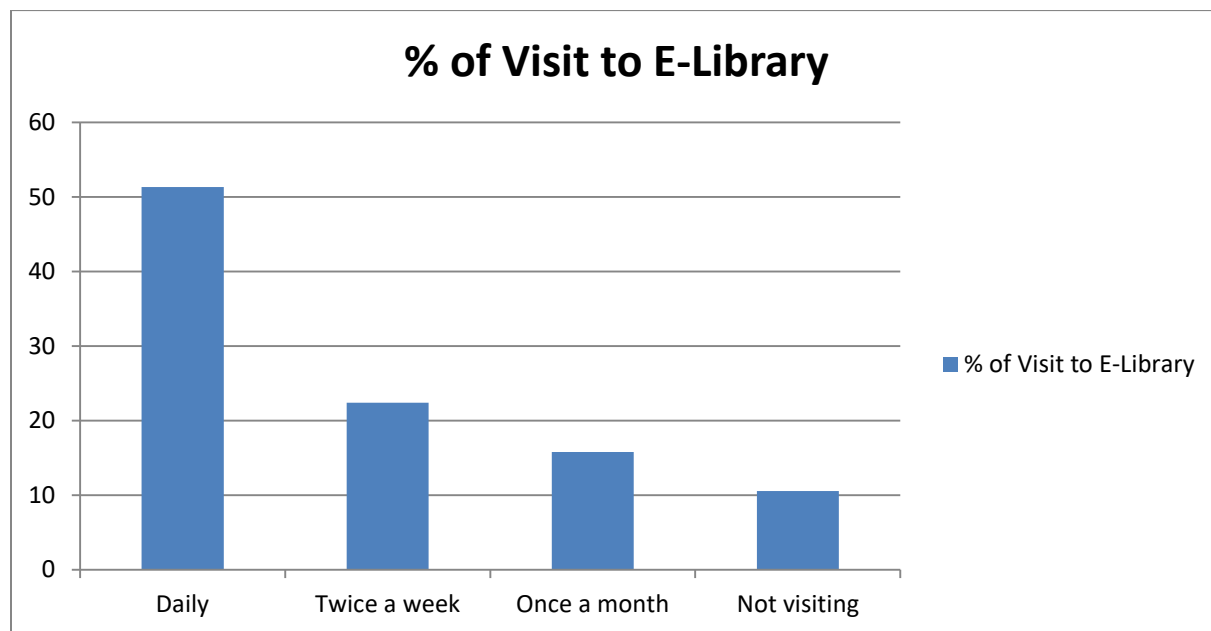


Figure1. Time analysis – Frequency of using e-library by the students.

The data in figure 1 suggests that majority of students-78 (51.32%) visit e-library to search for their daily information needs, followed by 34 (22.37%) students visiting it two times weekly, 24 (15.78%) of users visit the e-library on monthly basis and only 16 (10.53%) users don't visit library at all.

Table 2 Purpose of information Seeking

Purpose	No. of Respondents	% of Purpose
For Academic Projects	98	64.47
To keep updated	36	23.68
For writing articles	37	24.34
For preparation of exams	107	70.39
To boost knowledge	28	18.42
To read Newspaper/Magazines	47	30.92
Using references and back volumes	21	13.81
Research Work	23	15.13

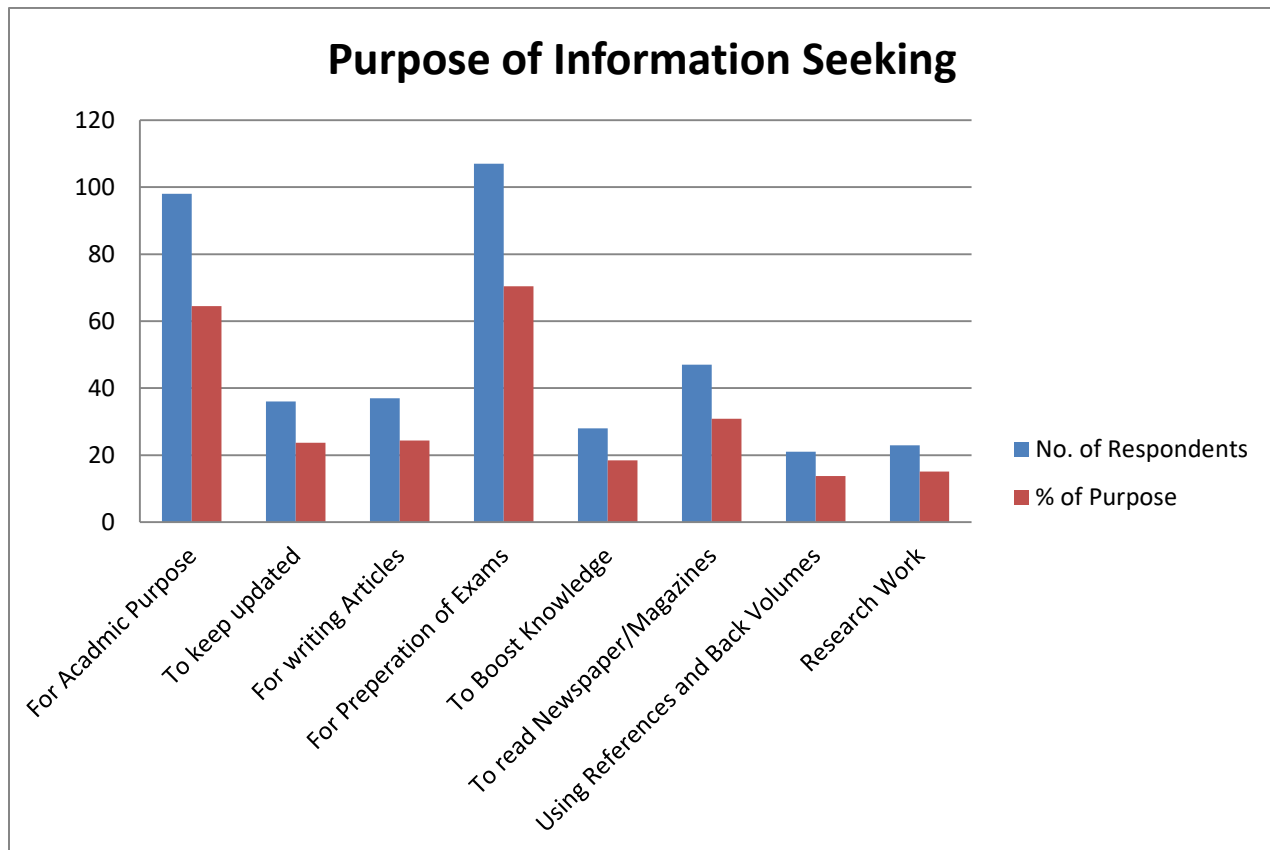


Figure 2 : Purpose of information seeking

It is seen from fig.2, approximately all users visit the library during their exams (70.39%) followed by students who visit library to prepare academic projects (64.47%). Only 15.13% users visit the library for research practices. It can be observed that the reason behind establishing e-libraries and subscription of e-journals is far from being fulfilled as very few researchers use the digital library and its resources for their research practice.

Table 3 Source of information format used by the students

Source	No. of Respondents	% of Respondents using Library Resources
Print	51	33.56
Online	36	23.68
Both	65	42.76
Total	152	100

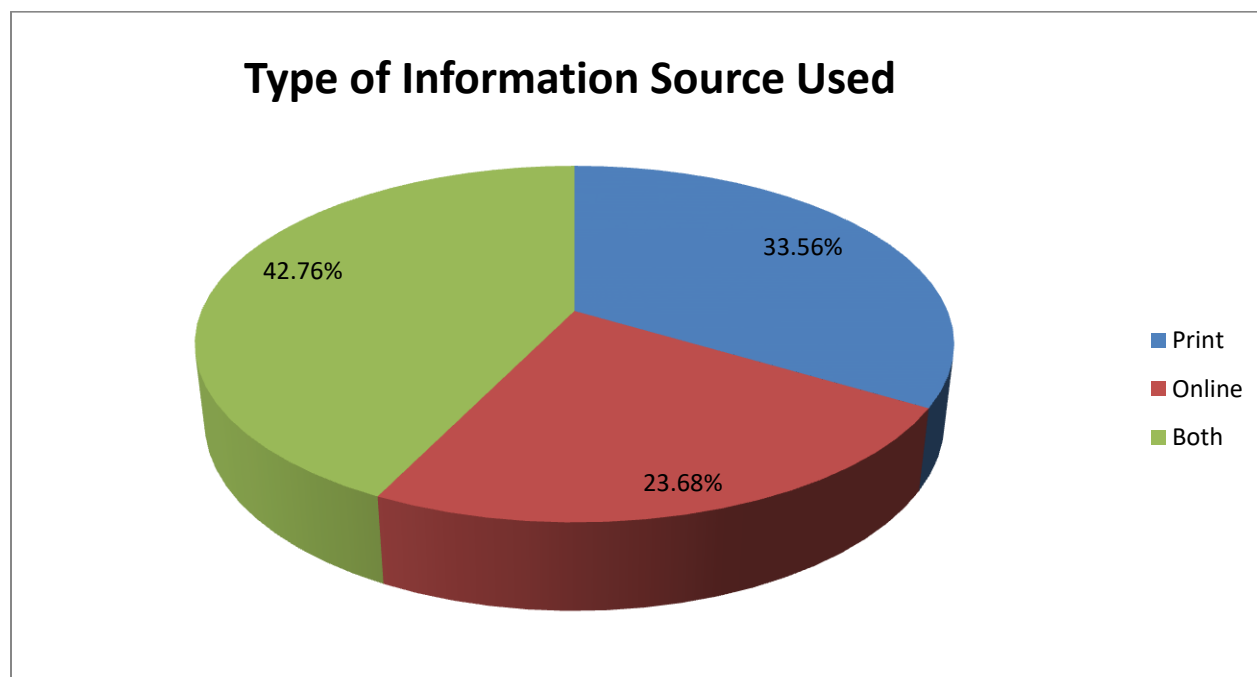


Figure 3: Source of information format used by the students

As per this data in Fig. 3 and corresponding table, 65 (42.76%) users use both print as well as non-print resources followed by 51 (33.56%) respondents use print resources and 36 (23.68%) students use e-resources to satisfy their information needs. Therefore it is clear that print resources have a significant part in satisfying the requirements of users in e-environment.

Table 4. Importance of information sources available in the Library for the students

Source of Information	No. of Respondents	% of Respondents using the source
Books	104	68.42
Journal Articles	34	22.37
Abstracting and Indexing	22	14.47
Thesis and Dissertations	20	13.16
Encyclopedias	26	17.10
Databases Subscribed	61	40.13
Open Internet Sources	92	60.52

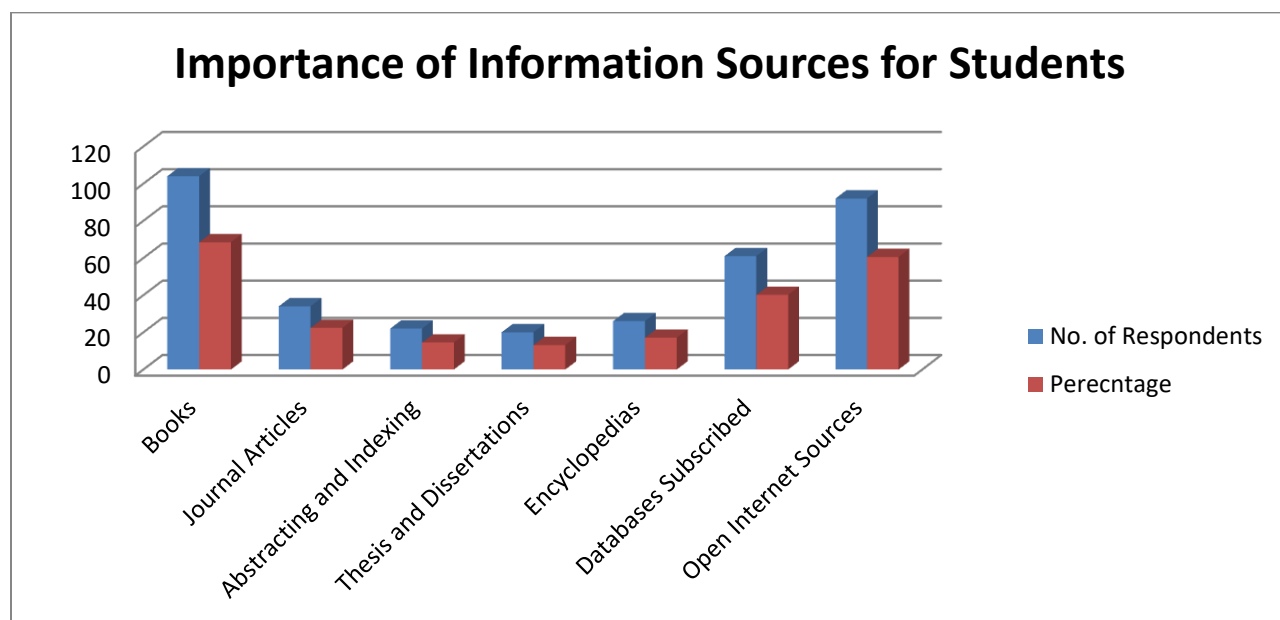


Figure 4 Importance of information sources available in the Library for students

It can be stated the significance of books is very high amongst users: 104 (68.42%), it is followed by browsing of Open Internet sources 92 (60.52%) users, database subscribed by 61 (40.13%) students, Journal articles 34 (22.37%) students, Encyclopedias 26 (17.10%), Abstracting & Indexing 22 (14.417%), Thesis and Dissertations are significant for 20 (13.16%) users.

Table 5: Mode of Information collection from the Library

Mode	No. of Respondents	Percentage
By personal visit to the institutional library	56	36.84
By E-mail to friends/librarian	18	11.84
Over telephone to a friend librarian	31	20.40
Internet Resources	29	19.08
Any other Mode	18	11.84

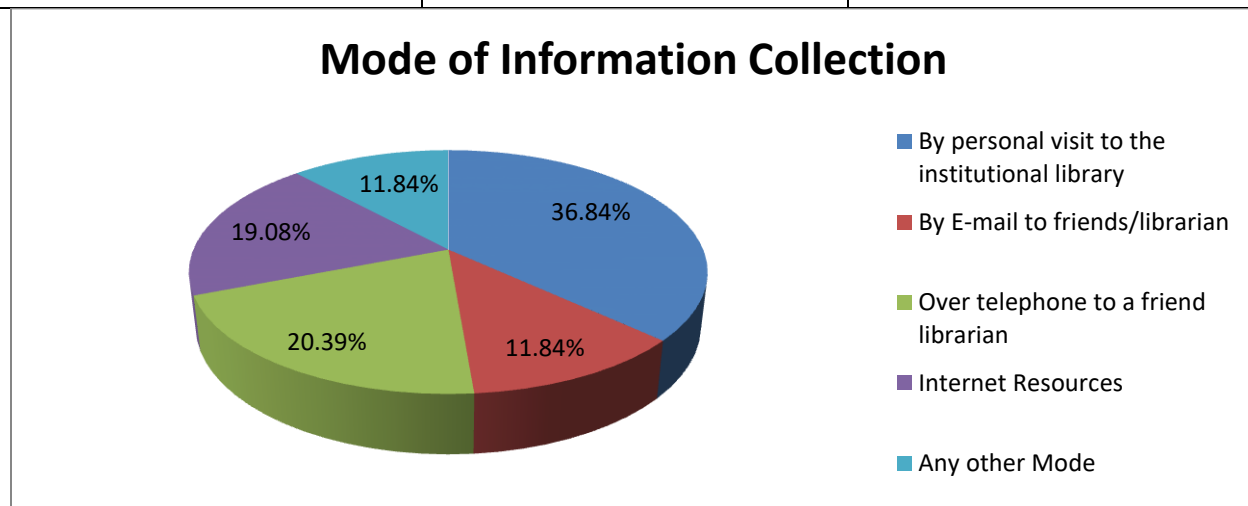


Figure 5: Mode of Information collection from the Library

The table 5 shows that 56 (36.84%) students themselves visit library for collecting the required information, 31 (20.39%) users acquire information through telephone from their friends or librarian, 29 (19.08%) collect rely on internet resources, 18 (11.84%) users acquire the information by e- mail to friends or Librarian and 18 (11.84%) collect information using any other mode.

Table 6: Preference of E-sources of information by the students

Preference	No. of Respondents	Percentage
E-Books	21	13.82
E-Journals	16	10.52
Databases	24	15.79
Information Gateways	18	11.84
Open Access Resources	40	26.32
Any other	33	21.71

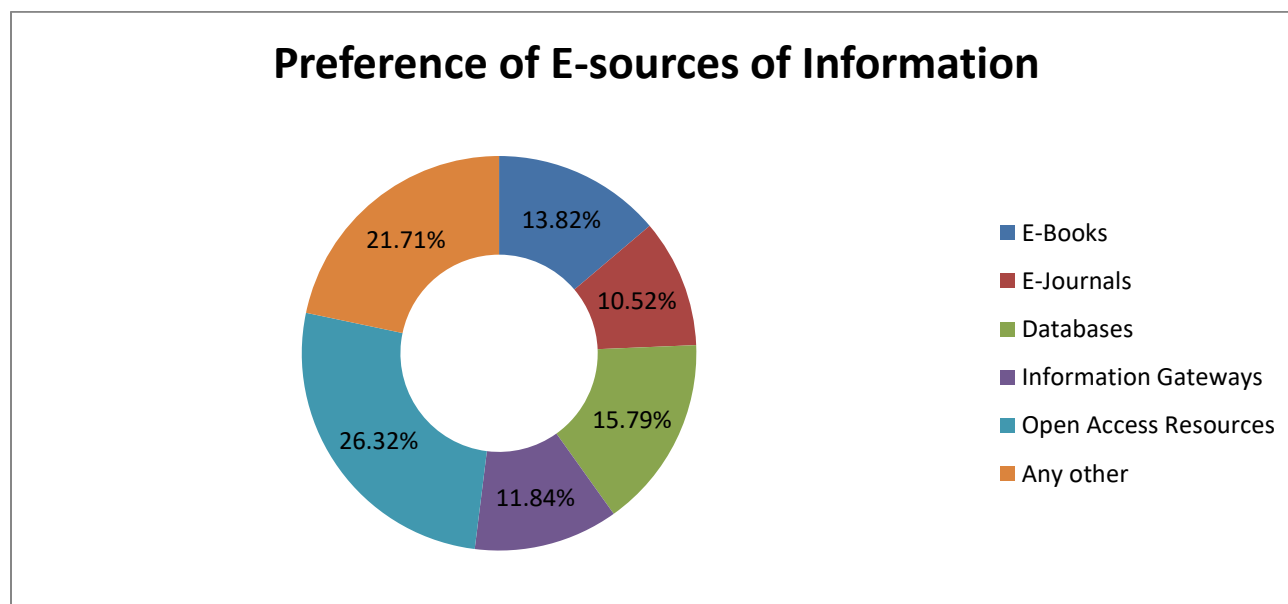


Figure 6: Preference of Electronic sources of information by the students

It can be observed from the figure that most of the users prefer OA resources i.e. 40 (26.32%) followed by databases 24 (15.79%), e- books 21 (13.82%) and information gateways 18 (11.84%) each, e- journals in fourth place with 16 (10.52%) students preferring them. So it is clear that maximum users browse Open Access resources.

Table 7: Percentage of total information requirement fulfilled from library’s own e- resources.

% of Information Requirement Fulfilled	No. of Respondents	Percentage
Below 10%	20	13.16
10%-30%	21	13.82
30%-50%	75	49.34
50%-80%	29	19.08
Almost 100%	07	4.60

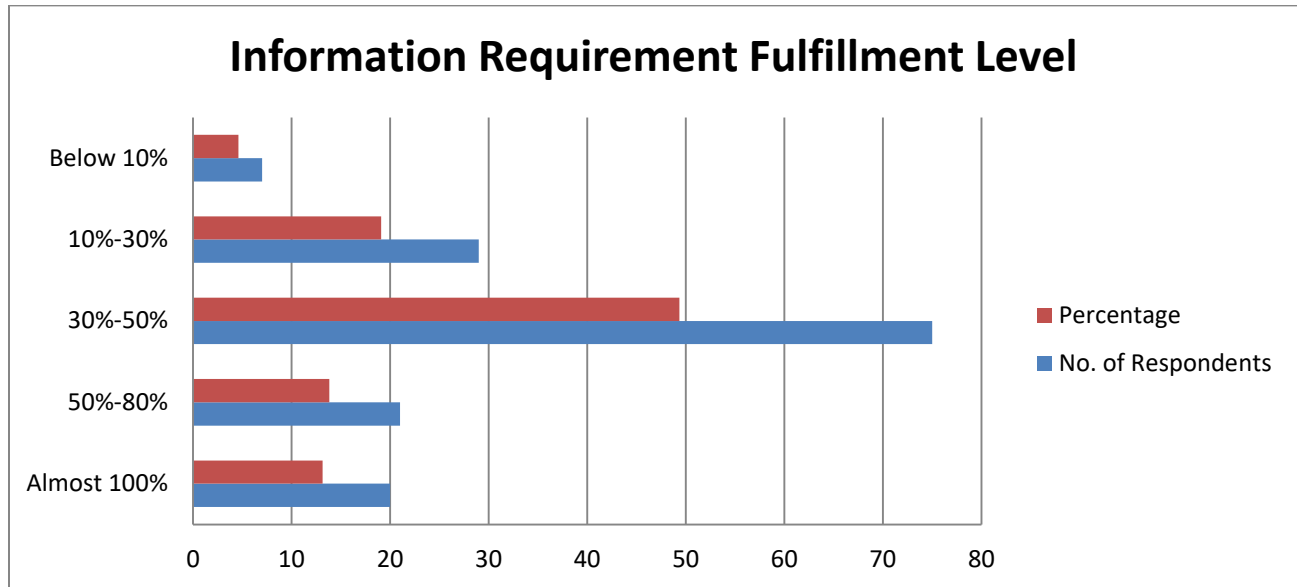


Figure 7: Percentage of total information requirement fulfilled from library’s own e- resources.

It can be observed from this figure that 144(55.38%) users’ believe that their 50% information requirements are satisfied by e-resources, 28(10.77%) users’ have only below 10% information requirements fulfilled by electronic resources, 44(16.92%) users said 10% - 30%, same being for 50%-80% are fulfilled 36(13.85%) and just 8 (3.08%) users said that their all the information needs are satisfied from e-resources.

Table 8. Searching Strategy Used for searching e-resources

Searching options used	No. of Respondents	Percentage
Title Search	71	46.71
Author Search	22	14.47
Keyword Search	35	23.03
Subject Search	18	11.84
Boolean Operators	06	3.95

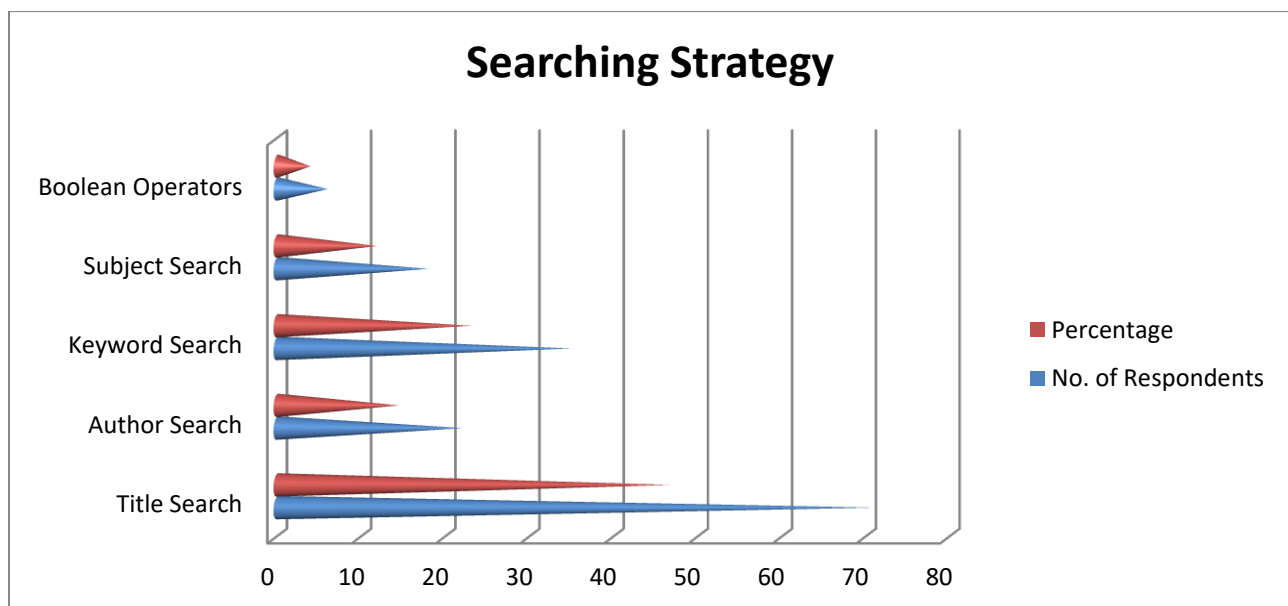


Figure8. Searching Strategy Used for searching e-resources

Careful observation of this data shows that most of the students prefer title search method for searching information (46.71%), followed by keyword searching (23.03%), Author Searching (14.47%) and Subject Searching (11.84%). Boolean Operators proved to be the least used searching technique amongst the students, with just (3.95%) respondents.

7.0 Problems faced while using library resources

According to the investigation, students don't really fully take advantage of the library's electronic resources while seeking information because they are hesitant to use them because they are unfamiliar with the ICT facilities or the traditional teaching methods employed in the classroom. Users' misunderstanding of the roles and values of library and information specialist in their research causes them to utilise information-gathering strategies that do not involve using libraries or library staff.

8.0 Conclusion

According to studies on users information competence, achieving such proficiency requires students to use a number of particular practices and skills. It was discovered that even in the current environment, students still rely on outdated methods and techniques to access and use information resources, and that a change in their information-seeking behaviours is necessary because they are unaware of more effective techniques like Boolean search and other alternatives. The majority of students struggle to select appropriate keywords, subject headings, and Boolean search algorithms, it was observed when pollees were instructed to mention the topic of their most latest projects as well as the keywords they used. Rather than using restrictive vocabulary descriptions, students typically make the mistake of relying exclusively on free-text, simple language techniques. Additionally, users must know how to filter and broaden searches to direct them in the right direction. It's common knowledge that Recall and Precision maximise the retrieval of pertinent facts while minimising the retrieval of irrelevant records. To help patrons better understand how to use library resources and to help them make the most of the library's services and resources, the library should hold orientation seminars and workshops.

Engineering.

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