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Information resources, utilization and challenges: A case study

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Abstract

This study indicates how interest in e-resources, especially Open Access Resources, is growing among younger generations. This research investigates 240 students' data on how their information-seeking behaviour (ISB) have changed. While only 24.17 percent of library visits are for research, the majority of students (85 percent) visit them during exams. Nearly half of the students use both print and electronic resources. The majority of students first check for books at the library before moving on to databases and online resources. It is crucial to assist and direct them when they use the library's services and resources to gather information. Most students visit the library on their own to find the information they want. Most students visit the library on their own to find the information they want. Due to developments in information technology, information collecting, utilisation, analysis, and distribution have all reached new levels.

Keywords: ISB, information, information seeking, internet, electronic resources

1. Introduction

The enormous selection of digital and analogue media that are available to students has an impact on their learning preferences. In the past 10 years, there has been a tremendous uptake of digital platforms that let students share knowledge and seek information, including Facebook, Twitter, Blogger, Live Journals, My Space, Instant Messaging and chat rooms, to name a few. Despite the fact that their usage has grown significantly in recent years, previous media including telephones, handwritten notes, and letters sent via the postal system have not yet been totally replaced as a means of communication. Since the beginning of the "Information Age," information technology has played a significant role in our daily lives. In recent years, IT has significantly impacted our daily life. From smart phones to e-book readers to gaming PCs, from corporate storage systems to web applications to quantum computers, from digital imaging and image editing, multimedia applications, and tracking systems, from machine-generated vacuums in the home to customisable self-driving modes in cars and real-time control systems in hybrid electric automobiles, from the world of the internet and the WWW.

1.1 Definitions of Information

Information is everywhere in the comparable manner that energy and gravity are. Information, on either hand, appears to be more sophisticated than other basic aspects or conceptions like matter, energy, or force.

Furthermore, there is no generally applicable definition of information that can be applied to all types of information processes and objects, such as art, symbols, communications, texts, books, and other documents, hypermedia, multimedia, and so on. However, in a nutshell, information can be defined as the outcomes of organised data analysis and organisation.

Belkin (1978) ^[4] 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.

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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”.

Students' use of knowledge networks and applications, such as libraries and databases, along with individuals and frequently available sources of information, such as textbooks and journals, review, and fundamental acts, are all examples of information-seeking. The term refers to a student's use of informal information sources such like personal references for information, such as continuing to call or sending an email to friends and colleagues or distribution partners, having to look for confidential info, attending seminars, scouring the Digital platform, and trying to visit other presumptive libraries or related projects and see what other individuals have attained.

1.3 Information Seeking Behavior (ISB)

ISB is a term used to describe how individuals efficiently find and use information. The expression was originally used in 1981 by Wilson. Information-seeking behaviour (ISB) describes how people perceive their requirement, interest, and application of information.

2. Sri Guru Granth Sahib World University, Sri Fatehgarh Sahib

It is a private university in Fatehgarh Sahib, (Punjab). It came into existence under Punjab State Act 20/2008 (Sri Guru Granth Sahib World University Act) and is recognized by UGC under section 2(f) of the UGC Act, 1956. Bhai Nand Lal Library: The Main Campus library is named after Bhai Nand Lal ji, one of Sri Guru Gobind Singh Ji's fifty-two poets. Since its foundation, the Library has been rapidly expanding and developing to meet the academic and research needs of staff and students. For all library operations, the University Library is well equipped with the most up-to-date technology. The library offers its patrons an Online Public Access Catalogue as well as advanced reprographic services. It now has 19240 volumes in its collection. Annually, the most recent books are added. The SGPC Head Office in Chandigarh has given it a rare and old book collection related to Sikh religion and history. Through the UGC-INFONET Digital Library Consortium and direct from publishers, the University Library subscribes to more than 50 research journals as well as a huge number of e-journals in other fields. The library also has subscriptions to 18 newspapers and around 30 magazines. The Library also has access to all of the major internet databases (IEEE, Pro Quest, J Store, J Gate, etc.). It contains a completely air-conditioned reading room with seating for up to 400 people. For researchers, the Library has established a Religious Studies Center. Users have access to a separate computer lab with 20 computers, Internet access, and the SPSS software package, which is installed on 10 systems in the library. The University Library offers membership to learners, faculty, and personnel. With the assistance of multifunctional integrated LMS, an automation system generates a bar-coded registration card for every member.

3. Literature Review

Atoy, Manny. (2020) ^[25] attempted this research to explore the moderating effect of mindfulness on digital literacy and

tactics used for searching information online in a set of students of a university in Philippines. Structural equation modelling was used to evaluate a hypothesised model and look into the variables that impacted the ISB of 321 students from one of the Philippines' most comprehensive institutions. The results showed that students' strategies for seeking online material had a direct positive relationship with digital literacy. Surprisingly, mindfulness had no impact on the connections between digital literacy and online information-finding tactics. It was shown that one of the key influences on how university students obtain information is their level of digital literacy. The paper analyses how these conclusions may affect library practise and policy.

Gunasekera, Balasubramani and Arumugam (2019) ^[26] conducted this research to examine school teachers' information seeking pattern. Only educators enrolled in the following PG programmes at the Department of Education, University of Peradeniya, Sri Lanka, were included in this study. The survey technique was modified for this purpose, and the questionnaire method was employed as the primary data collection instrument. The data was analysed using SPSS. A total of 440 department of education postgraduates were polled. Face-to-face conversations and mass media, which comprised study curricula, instructors' manuals, student textbooks, and materials available in school libraries, were found to be the most often used communication channels. The majority of teachers look for material with an obvious purpose in mind, and they examine if the information in the paper adequately covers the syllabus subjects. This study also identified a number of problems that instructors run across while looking for information to construct curriculum.

4. Objectives

The purpose of the research is to know:

1. How much people know about library resources and how do make use of them.
2. How often do they visit the library and look for both printed and electronic resources?
3. What is their purpose in using library resources?
4. Which website is visited the most by them?
5. What are the problems encountered by them while they access the resources of the library?

5. Scope

The scope of this research covered a fraction of students from different disciplines studying at Sri Guru Granth Sahib World University, Sri Fatehgarh Sahib.

6. Methodology

The following is the process used to acquire primary and secondary data and information:

6.1 Surveying: Users were surveyed about their actions, preferences, circumstances, values, and/or characteristics, and their answers were collected directly from them. Only 240 of the 300 questionnaires that were given out were filled out by the students, yielding an 80 percent response rate. Statistical methods were used to analyse, group, and tabulate the data.

6.2 Observation: Monitoring user interaction throughout certain situations, tasks, and timeframes, for instances.

6.3 Record analysis: Attaining written records or any other artifacts of earlier communication (like as documents, notes, or stats) and deriving generalizations about clients from these documents is referred to as record analysis.

6.4 Analysis

The ISB of pupils is primarily determined by eight characteristics:

Table 1: Time analysis-Frequency of use of e-library by the students

Frequency of visits	No. of Respondents	% of Visit
Daily	130	54.17
Twice a week	60	25.00
Once a month	34	14.17
Not Visiting	16	6.66
Total	240	100

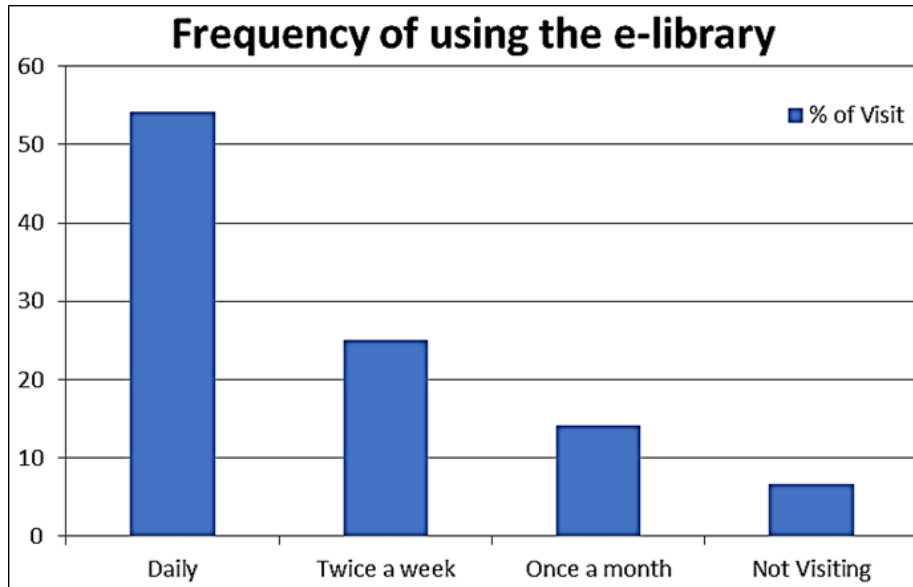


Fig 1: Frequency of usage of e-library by the students

It is observed from the data represented in figure1, that majority of students -130(54.17%) visit e-library to obtain information on daily basis, 60(25%) users visiting it two

times a week, 34(14.17%) of users visit hardly one time in a month and only 16(6.66%) users don't even visit the library.

Table 2: Purpose behind information seeking

Purpose	No. of Respondents	% of Purpose
For Academic Projects	200	83.33
For keeping updated	48	20.00
To write articles	64	26.67
To prepare of exams	204	85.00
For boosting knowledge	55	22.92
For reading Newspaper/Magazines	81	33.75
Using references and back volumes	50	20.83
Research Work	58	24.17

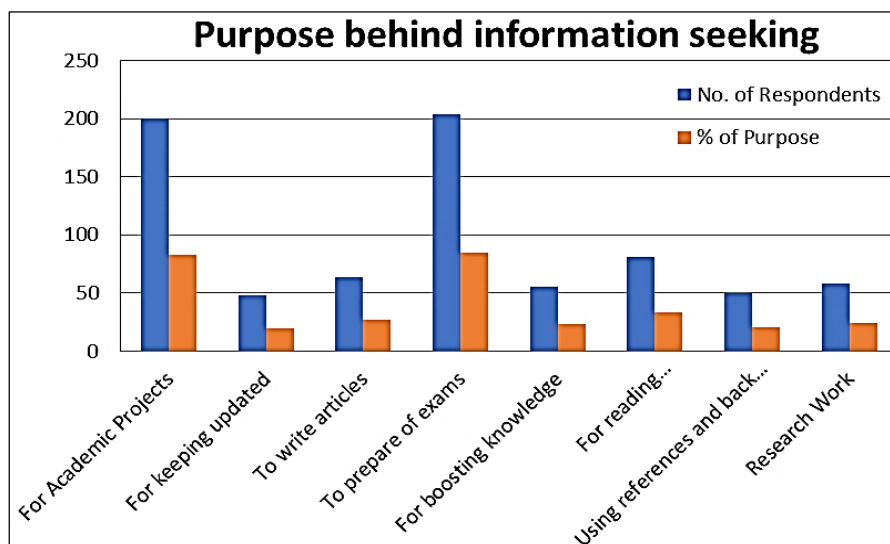


Fig 2: Purpose behind information seeking

It is seen from fig. 2, approximately most of the users visit library to prepare for exams (85%) next being preparation of academic projects (83.33%). Less users use the library for the purpose of research (24.17%). It can be concluded that

the motive behind establishing the e-library & subscribing e-journals hasn't been fulfilled, as very few researchers use e-resources & e-library for their research practice.

Table 3: Type of information source utilized by students

Source	No. of Respondents	% of Respondents using library resources
Print	85	35.42
Online	52	21.67
Both	103	42.91
Total	240	100

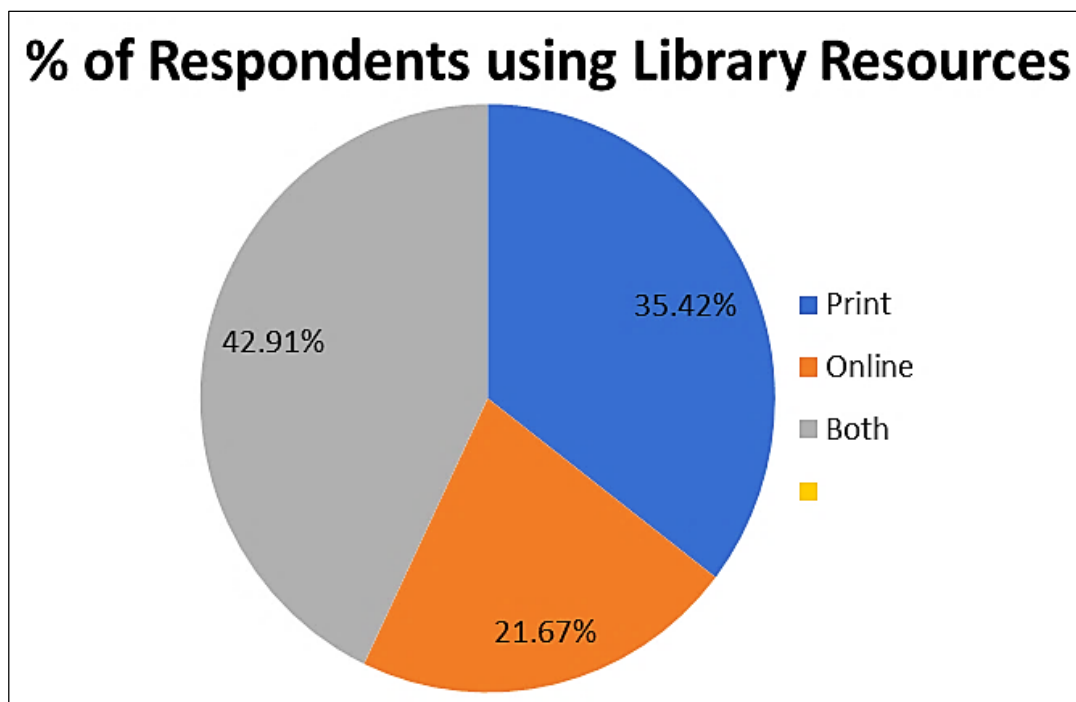


Fig 3: Type of information source utilized by students

As per data in Table & fig. 3, 103(42.91%) users use print as well as online resources, 85(35.42%) utilize print resources & 52(21.67%) use online resources to fulfill their

information needs. Therefore, it's sure that printed resources have significant role in satisfying their requirements in digital environment also.

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	175	72.92
Conference Papers	25	10.42
Journal Articles	45	18.75
Abstracting and Indexing	21	8.75
Thesis and Dissertations	38	15.83
Encyclopedias	26	10.83
Databases Subscribed	84	35
Open Internet Sources	154	64.17

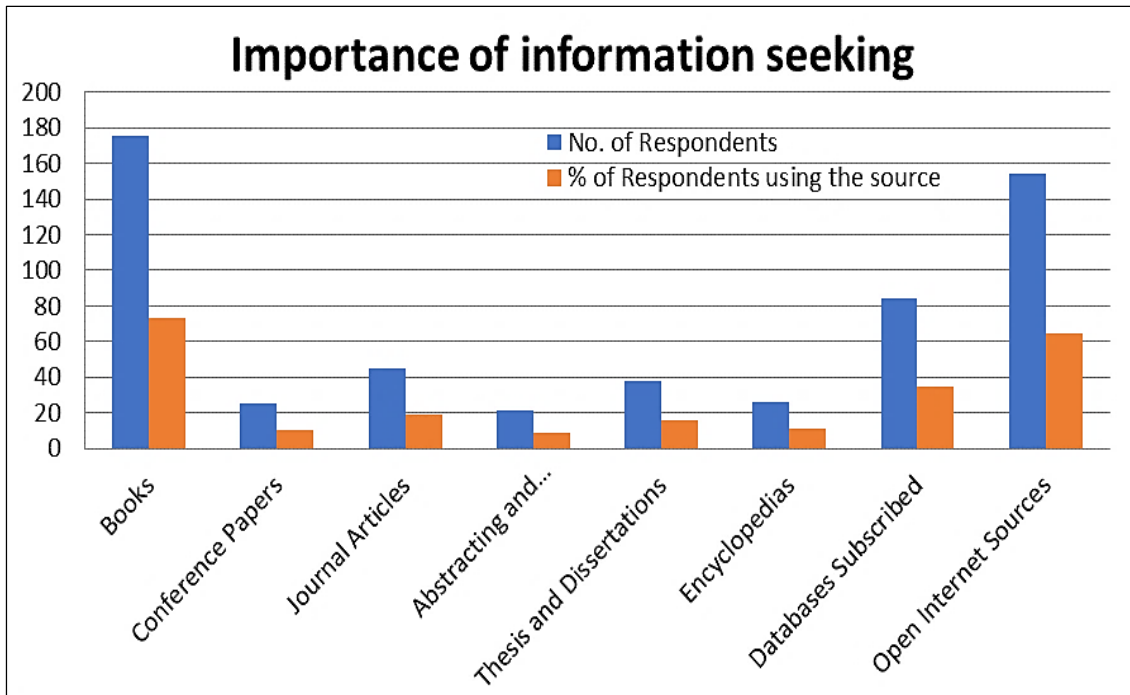


Fig 4: Importance of information sources available in the library for students

According to this data, significance of books is still in more among users: 175 (72.92%), then comes browsing Open Internet sources 154(64.17%) users, databases subscribed 84 (35%) users, Journal articles 45 (18.75%) students,

Encyclopedias 26 (10.83%), Abstracting & Indexing 21 (8.75%), Thesis and Dissertations are significant for 38 (15.83%) users only.

Table 5: Approach used to collect information

Mode	No. of Respondents	Percentage
By personal visit to the institutional library	104	43.33
By E-mail to friends/librarian	26	10.83
Over telephone to a friend librarian	36	15.00
Internet Resources	54	22.5
Any other Mode	20	8.34

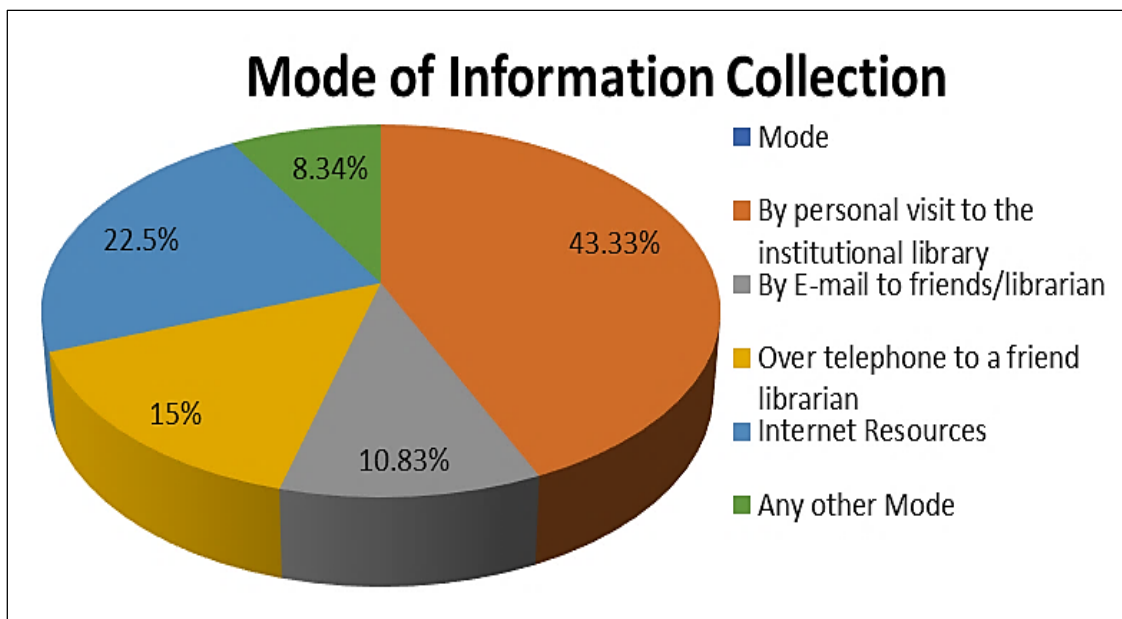


Fig 5: Approach used to collect information

This figure shows that 104 (43.33%) students themselves visit library for collecting the required information, 36 (15%) students gather information through telephone to Librarian/friend, 54 (22.5%) gather using resources

available on Internet, 26 (10.83%) students gather by e-mail to Librarian/a friend and 20 (8.34%) gather information by other modes.

Table 6: Preferred E-information source of students

Preference	No. of Respondents	Percentage
E-Books	33	13.75
E-Journals	27	11.25
Databases	45	18.75
Information Gateways	9	3.75
Open Access Resources	77	32.08
Any other	49	20.42

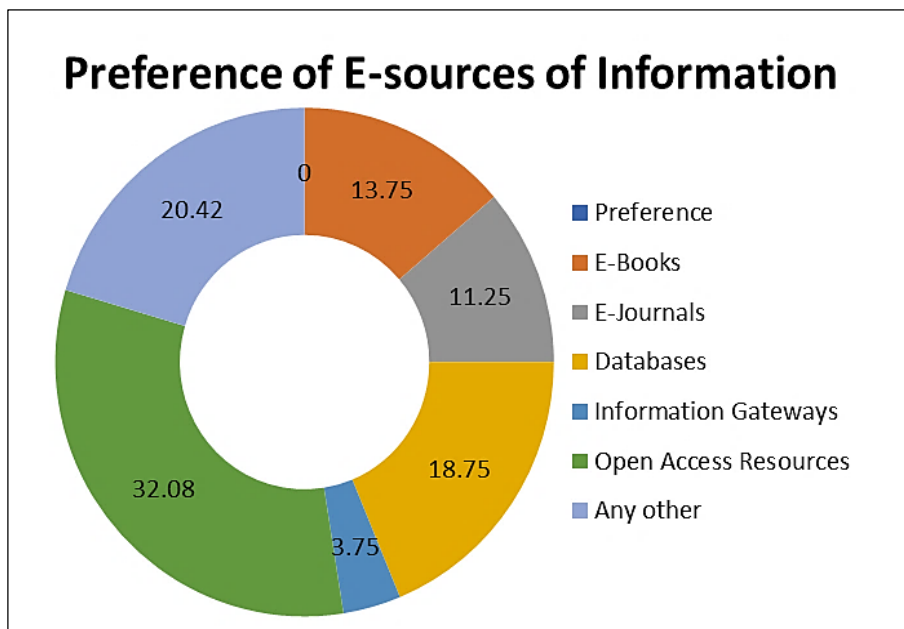


Fig 6: Preferred E-information source of students

It is observed from the above figure that most students prefer OA resources i.e. 77 (32.08%) followed by databases 45 (18.75%), e-books 33 (13.75%), then information

gateways 9 (3.75%), E-Journals in fifth place with 27 (11.25%) students preferring them. So, it is clear that most of the students browse Open Access resources.

Table 7: Satisfaction level of users by library's own e- resources

% of Information Requirement Fulfilled	No. of Respondents	Percentage
Below 10%	24	10.00
10%-30%	34	14.17
30%-50%	133	55.42
50%-80%	43	17.92
Almost 100%	06	2.50

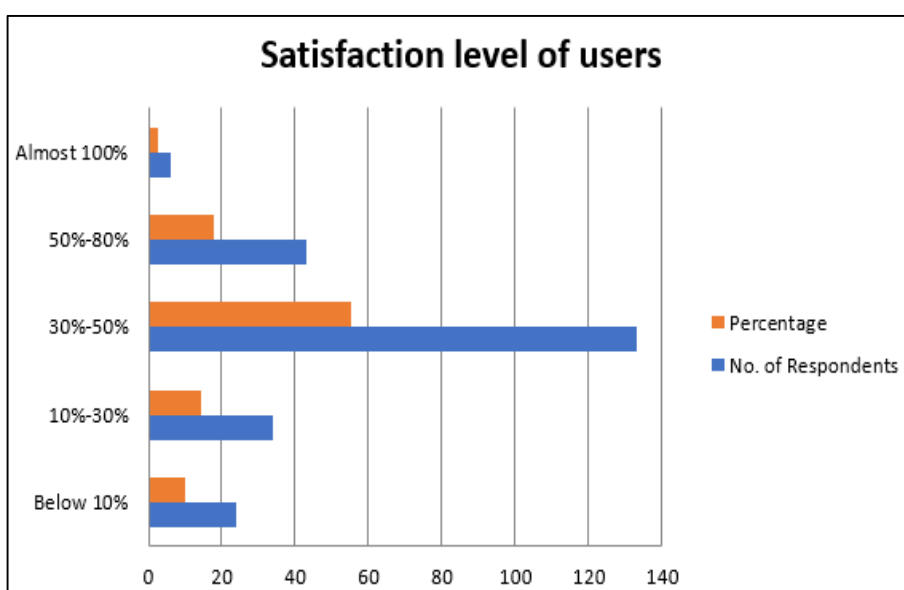


Fig 7: Satisfaction level of users by library's own e- resources

It is clear from this figure, 133 (55.42%) users are 30-50% satisfied by the information from e-resources availed by the library, 24 (10%) users said that their information requirement fulfilled by the library through e-resources is less than 10%, 34 (14.17%) users are 10%-30% satisfied, 43 (17.92%) users' 50%-80% information requirement is fulfilled and only 6 (2.5%) respondents are completely satisfied with information requirements from e-resources.

Table 8: Searching strategy used for searching e-resources

Searching options used	No. of Respondents	Percentage
Title Search	130	54.17
Author Search	28	11.67
Keyword Search	60	25.00
Subject Search	18	7.5
Boolean Operators	04	1.66



Fig 8: 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 54.16%, followed by keyword searching 25%, Author Searching 11.66% and Subject Searching 7.5%. Boolean Operators proved to be the least used searching technique amongst the students, with just 1.66% respondents.

7. Problems faced while using library resources

According to the investigation, students don't fully utilize the library's information resources when they need information. This is due to their lack of familiarity with ICT facilities and the traditional teaching methods used in classrooms, which deters them from using the library's resources. Users' misunderstanding of the values and duties of libraries and information specialists in their research contributes to an increase in the use of a variety of information-gathering strategies that exclude the use of libraries and their professionals.

8. Conclusion

Pupils must exhibit a variety of diverse behaviors and capacities to achieve that competence, according to research on student information competency. It was found that students still rely on traditional methods and techniques to obtain and use information resources in today's environment and that a change in these students' information-seeking habits is necessary because they lack the knowledge to use more sophisticated techniques like Boolean search, etc. It was discovered that the majority of students struggle to select the appropriate keywords, topic headers, and Boolean search techniques when participants were requested to indicate the subject of their current assignment and the term

they employ. Students frequently make the error of relying only on free-text, basic language searching strategies instead of restricting their vocabulary descriptions. In order to steer their search in the proper direction, students need also understand how to apply filtering and broadening strategies. Remembering and summarizing are frequently characterized as enhancing the retrieval of pertinent data while minimizing the retrieval of irrelevant ones. To improve their comprehension of how to use the library's resources and services and to enable them to utilize all of the library's services and resources, students should attend library awareness seminars and workshops.

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