

Information Accesses Pattern of Faculty Members: Ananalysis of Selected Universities in Andhra Pradesh, India

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Abstract: The contemporary era is often referred to as a period defined by significant advancements in science, technology, information, and knowledge. This technological progress has led to the development of electronic devices and gadgets that promote library usage, making them accessible in nearly all educational institutions and universities. The growing availability of information online has notably influenced how people access and seek out information. Today, society has access to an overwhelming array of information, stored in various formats and locations, all consolidated in one place (Fidel et al., 1999). It is a well-established fact that, at present, the diversity and variety of information and electronic media available have expanded significantly, providing library users with a broad spectrum of options. The idea of information access patterns pertains to any actions taken by an individual that can be associated with identifying an information user who meets a specific perceived need. In these information access processes, any challenge that alleviates uncertainty is taken into account. This approach aims to clarify and acknowledge the presence of such ambiguity in personal endeavors. Individuals experience information access as a response to external ambiguities that stem from a perceived gap between their current situation and their desired goals, which they aim to fulfil. The research examines information, specifically the utilization of patterns, needs, and seeking behaviors. Information access patterns are areas of significant interest for librarians, faculty members, scholars, and scientists. This paper discusses a study addressing the information needs, the effectiveness of library resources and services, and the challenges faced by faculty and other users from selected universities in Andhra Pradesh.

Key Words: advancements; information; accessible; overwhelming; consolidated; spectrum; associated; perceived; uncertainty; ambiguities; utilization; significant; effectiveness; library.

Introduction:

The term "information access pattern" is defined here as any activity performed by an individual to locate a message that fulfils a specific need. In this framework, information is regarded as any input that helps to alleviate uncertainty. This paper examines the information access patterns in both digital and physical environments among faculty members at various universities in Andhra Pradesh. With the overwhelming influx of information during the internet age, numerous resources are available online; however, many users lack awareness of the information resources, access methods, and services provided by information centres and universities. Such studies are essential for understanding the electronic information needs of faculty members, as these individuals play a crucial role in nurturing young researchers. Moreover, this research aims to inform users about the different categories of digital information resources and services available at universities. In the tangible realm of science, information is fundamental to the existence of humanity; without it, our survival would be jeopardized. It is increasingly acknowledged as a crucial resource. Information serves as an essential raw material for making informed decisions, both on an individual level and in a broader context. Moreover, it is a key component in the social advancement of any nation, particularly for developing countries like India. In today's mechanized world, the progress and expansion of scientific knowledge rely on various factors tied to the methodical accumulation and assessment of information generated by numerous researchers across diverse scientific fields. The organized and cumulative framework of scientific knowledge is influenced greatly by the dynamic mindset of the researcher and their intellectual development. Additionally, the exchange of scientific and technical information, both internationally and domestically, is vital.

This study aims to conduct an in-depth analysis of the information access patterns within a specific community, particularly the faculty of university libraries in Andhra Pradesh. The findings of this research are anticipated to significantly influence future scholars' understanding of library users' information access behaviours and to identify new strategies for addressing library-related issues. In today's intricate society, information serves as a vital resource for all human activities and is recognized as essential for scientific, socio-economic, and cultural growth. Information can be stored in various formats, including both print and digital. A user study is a systematic assessment of the traits and actions of users within an information system (Prasad, 1992). Areas of particular interest for librarians and information scientists include information usage patterns, informational needs, and access behaviours. The key elements of a library and information access pattern system include documents, users, and librarians. There has been a persistent concern that information scientists have overlooked user needs and their quest for information. A primary objective of any information access pattern is to deliver prompt and accurate information services to users. To accomplish this, various types of recorded information are collected in an

information centre, and skilled professionals are hired to facilitate meaningful connections between users and the diverse information found in numerous documents. One practical way to assess a library's performance is through an evaluation, which can help identify current information needs, reshape library collections and services that are geared toward users, and encourage the use of various library resources and services. The hypothesis of data access design has been arising essentially from the idea of client studies. It helps libraries in numerous ways, for example, arranging, future navigation, carrying out, and evaluating the ongoing status of library assets and administrations Natarajan (2012). The fundamental thought process of the scholastic library is to give the necessary data sources and access design inside the time period for their clients. "Information is that diagnosing needs, prescribing a service that meets those needs, implementing that service, and evaluating the outcome of these interactions," is how Grover (1993) defined information needs.

Objectives of the Study:

1. To evaluate faculty members' information needs.
2. To examine how they obtain information from sources.
3. Determine the kinds of information sources that are necessary.
4. To identify whether to use electronic sources of information.
5. To ascertain faculty members' varied perspectives regarding digital information access and services
6. To find out how satisfied the responder is with the facilities and digital information resources.
7. To investigate the faculty member's access restrictions to digital information resources.

Hypotheses of the Study:

1. There is no correlation between the respondent categories and library access facility utilization.
2. There is no correlation between the respondent categories and how frequently they visit different libraries.
3. No correlation exists between the types of respondents and the amount of time they spend in libraries.
4. It is acknowledged that there is no correlation between the responder groups and computer program usage.
5. There is no correlation between the responder groups and the degree of satisfaction with the library's access facilities.

Methodology:

The study is descriptive and formulative in nature and uses a normative survey. It is an evaluative study that describes the state of parameters prevalent in the study environment. The researcher chose the data collection method through structured questionnaire survey and observation. A pilot survey was conducted and the results were used to modify and refine the data collection tool. The data collected through the questionnaire was tabulated and statistical tests such as percentage method, chi-square test and t-test were applied to test the hypotheses.

Sampling:

The respondents were selected randomly. Three universities were selected in Andhra region. Using a questionnaire, the researchers tried to identify the user information access behaviour of faculty members of Andhra University, Acharya Nagarjuna University, and Sri Venkateswara University in India. The three universities have a total of 250 faculty members out of which 210 faculty members were sampled, which is almost 85% of the total population.

Limitations of the Study:

Electronic resources play a vital role in all spheres of human life. Even now, the Indian government is increasingly focusing on digitalization of India. This study shows that majority of university library users access electronic resources for their academic and research activities. This study focuses on assessing the digital resource access behaviour of faculty members of different types of universities. The researchers surveyed Andhra University, Acharya Nagarjuna University and Sri Venkateswara University in Andhra Pradesh, India.

Reviews of the Study:

Global knowledge management and information access in libraries have been completely transformed by the rapid advancement of information technology and the massive expansion of e-resources. Many studies about information needs and information-seeking behaviors have been written in the Information Society age, with a focus on library resources and services in India and throughout the world.

A study on the information demands and searching habits of the staff at Engineering College 150 in the Tiruchirapalli District of Tamil Nadu was attempted by Abrham, Tamizhehelvan, and Sornam in 2015. The study discovered that the most popular resources are books, journals, and the Internet. It also discovered that the preparation of lectures and the publication of articles are the main reasons people access and refer to information resources.

In a study published in 2015, Acheampong and Dzandu examined how agricultural research experts search for information and what information sources they use, as well as the type, timing, location, and aim of their searches. Three library

employees were questioned about how they handle providing the scientists with the information they require, and the researcher used a questionnaire to gather information from 73 Institute scientists. used libraries and information centers for study; while using journal articles, I preferred electronic format over other formats.

In her research paper "Awareness, Access and Usage of E-Journal Resources of the Library by the Students of Yaba College of Technology," Achonna (2008) came to the conclusion that in order to encourage students to use e-journal resources, there is a need for computer labs that are sufficiently equipped, information technology needs to be made more widely known, and training skills must be provided.

In order to ascertain users' perceptions of the quality of various services offered in academic libraries in the Puducherry region, Balasubramanian S. S. and Sadik Batcha M. (2011) conducted a study titled "Users Perception and Satisfaction on the Services of Academic Libraries in Puducherry Region: A Study."

In an attempt to conduct a case study, Chinnaswamy (2016) focused on the information demands and search patterns of 300 users who were Madurai engineering college students. According to this survey, 55.33% of users were using the library to prepare for exams, 38% were using print copies, and 81.33% were using pen drives.

This study was inspired by a survey conducted in 2014 by Fasola and Olabode among students at Ajayi University in Oyo, Nigeria, regarding their methods of information seeking. It was found that the majority of students (66%) looked for information for academic purposes, and that their favourite location to look for and use information resources was the library (62.8%).

According to a study by Mostofa (2013), when a faculty member has a query, half of them consult an expert as a communication channel. For instructional purposes, almost 50% of faculty members rely on library resources.

Natrajan (2012) studied the information-seeking habits of 250 students at Delhi NCR's management institutes. According to the report, the majority of students regularly visit the library, make good use of the resources available, and mostly rely on the Internet for information. The outcome also shows that the majority of users are happy with the services and resources provided by the library.

Ngozi, Uche, and Ejiro (2015) examined how Federal University of Petroleum Resources (FUPRE) faculty members sought for information. The results of the study indicate that books are the respondents' go-to source for information. It was recommended to upgrade the internet infrastructure to support faculty members' research.

In 2018, Nwone and Mutula conducted a survey on the information-seeking habits of 246 academics at a federal institution located in Southwest Nigeria. According to this survey, academics want knowledge in order to create materials for their classes and carry out research.

In his case study, Oluwakemi (2019) evaluated the information-seeking behaviour and information requirement of UG students at Bells University's College of

Management Sciences in Nigeria. There were 420 UG students in the case study. According to this study, 82.4% of respondents used reading lists and lecture notes, and 92.4% of respondents accessed online resources. In addition, 32.4% of respondents said they were looking for help from library employees.

In three districts of Punjab, Partap (2007) performed an inventory of the libraries of eighteen colleges of education. He discovered that the libraries' collection sizes varied greatly and that older colleges had larger collections.

A study on information-seeking behaviour by students at Hyderabad's Muffakham Jah College of Engineering and Technology was conducted by Ramaiah and Shimray (2018). 47% of the college's computer science and engineering professors were the subject of the survey. He discovered that the professors felt their information needs were not met by the collection creation and service policies.

In their 2015 study, Saravanan and Mohammad investigate the effects of users' electronic information-seeking behavior at a few chosen engineering colleges in Thiruvallur. They discovered that 98.55% of users delete e-resources, 99% of users are happy with the service, and 97.17% of users are aware of e-resources.

The information-seeking habits of 500 students at the Theme College of Engineering Boisar were examined by Shaha and Waghchoure (2017). Researchers discovered that 26.41% of library patrons came for academic purposes and that patrons frequently complained about not being able to view the newest book editions.

The electronic information services offered by four fisheries college libraries were examined by Sujatha and Mudhol (2009) in their work, "Evaluation of Electronic Information Services in the Fisheries College Libraries in South India: A Study."

Tucci (2011) made an effort to assess how College of New Jersey faculty members who teach computer science and engineering behave when seeking information.

Research Table Analysis

The following section presents a detailed analysis of the research findings gathered during the course of this study. The analysis aims to delve into the intricacies of the collected data, patterns, trends and insights that contribute to a deeper understanding of the research questions and objectives.

**Table1: Designation and University Wise Respondents
(Data in Percentages)**

(N=210)

Cader	A.U	A.N.U	S.V.U	Total
Professor	34.5	10.2	23.9	24.3
Associate Professor	10.7	18.6	13.4	13.8
Assistant Professor	25.0	40.7	4.5	22.9
Asst.Prof. (Contract)	27.4	28.8	32.8	29.5
Academic Consultant	2.4	1.7	25.4	9.5

**Table 1: Designation and University wise Respondents
(Data in Percentages)**

(N=210)

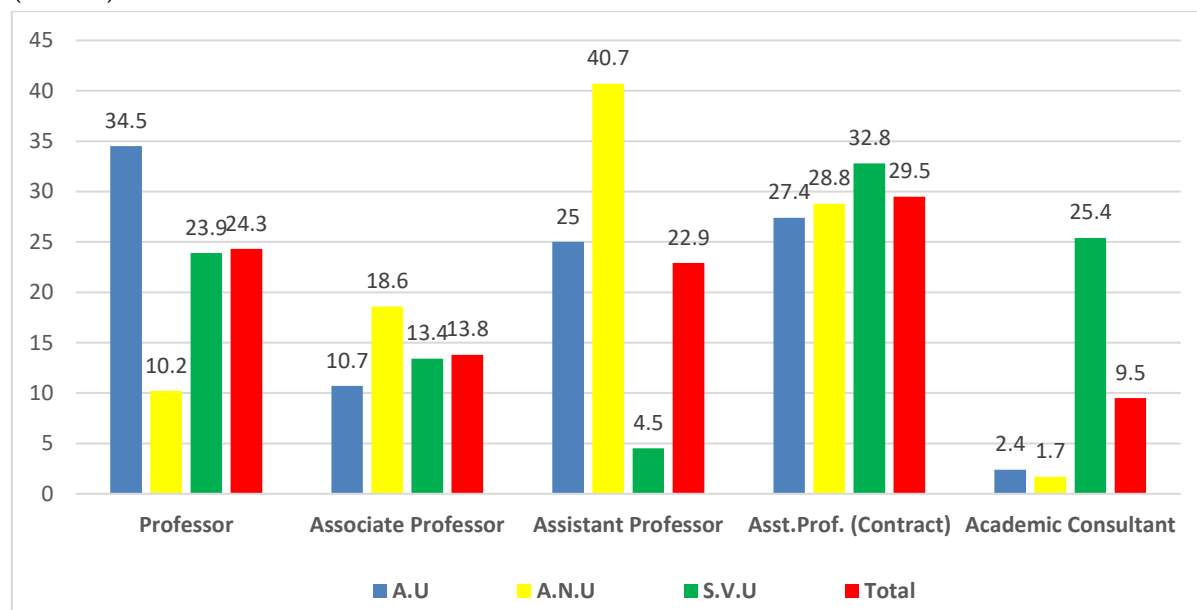


Table 1: Designation and Institution wise respondents

This table presents the designations and corresponding institutions of the participants involved in the study. Designations denote the roles or titles held by individuals, while institutions refer to the organizations or entities they are affiliated. The data presented in this table were gathered through participant surveys and interviews conducted as part of the research process. Each participant provided information regarding their current designation and institutional affiliation, which is summarized below. It may be observed that the highest percent of faculty (29.5%) are contracted based Asst. Professor only. So need to be recruit and fulfill the permanent

faculty post.

**Table 2: Department and University wise Respondents
(Data in Percentages)**

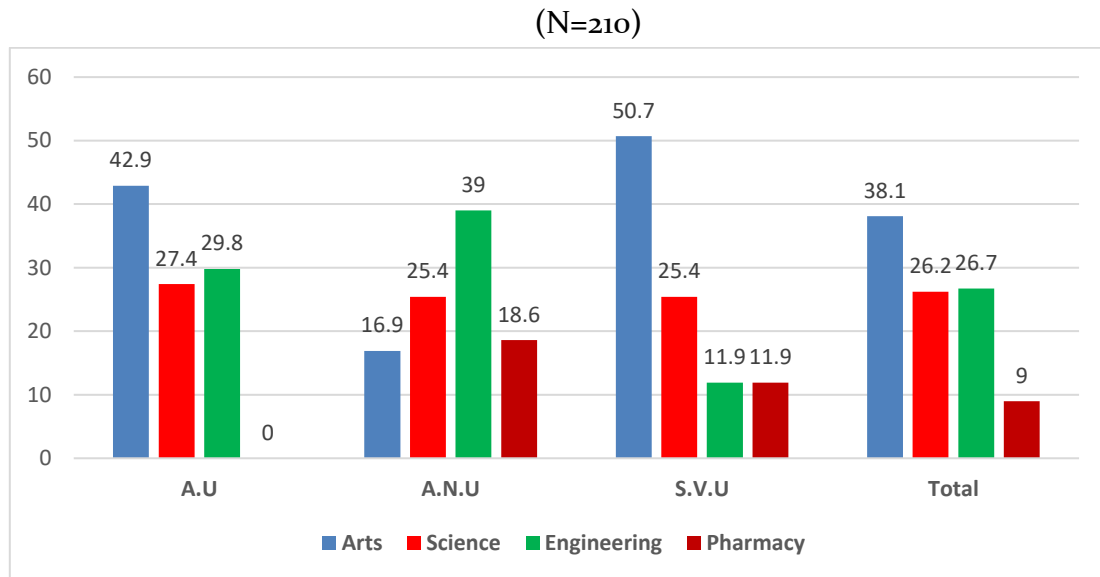


Table 2: Department and Institution wise Respondents

This table provides an overview of the distribution of respondents according to their respective departments and affiliated institutions. Understanding the composition of respondents across departments and institutions is crucial for assessing the representativeness and diversity of the sample population. By the above table, the analysis of data on both Institutional and departmental wise, it reveals that most of the highest (38.1%) belongs to Arts while comparing Science, Engineering and Pharmacy, and lowest percent (9%) in pharmacy.

**Table 3: Gender and University Wise Respondents
(Data in Percentages)**

(N=210)

Gender	A.U	A.N.U	S.V.U	Total
Male	54.8	62.7	71.6	62.4
Female	45.2	37.3	28.4	37.6

**Table 3: Gender and University Wise Respondents
(Data in Percentages)**

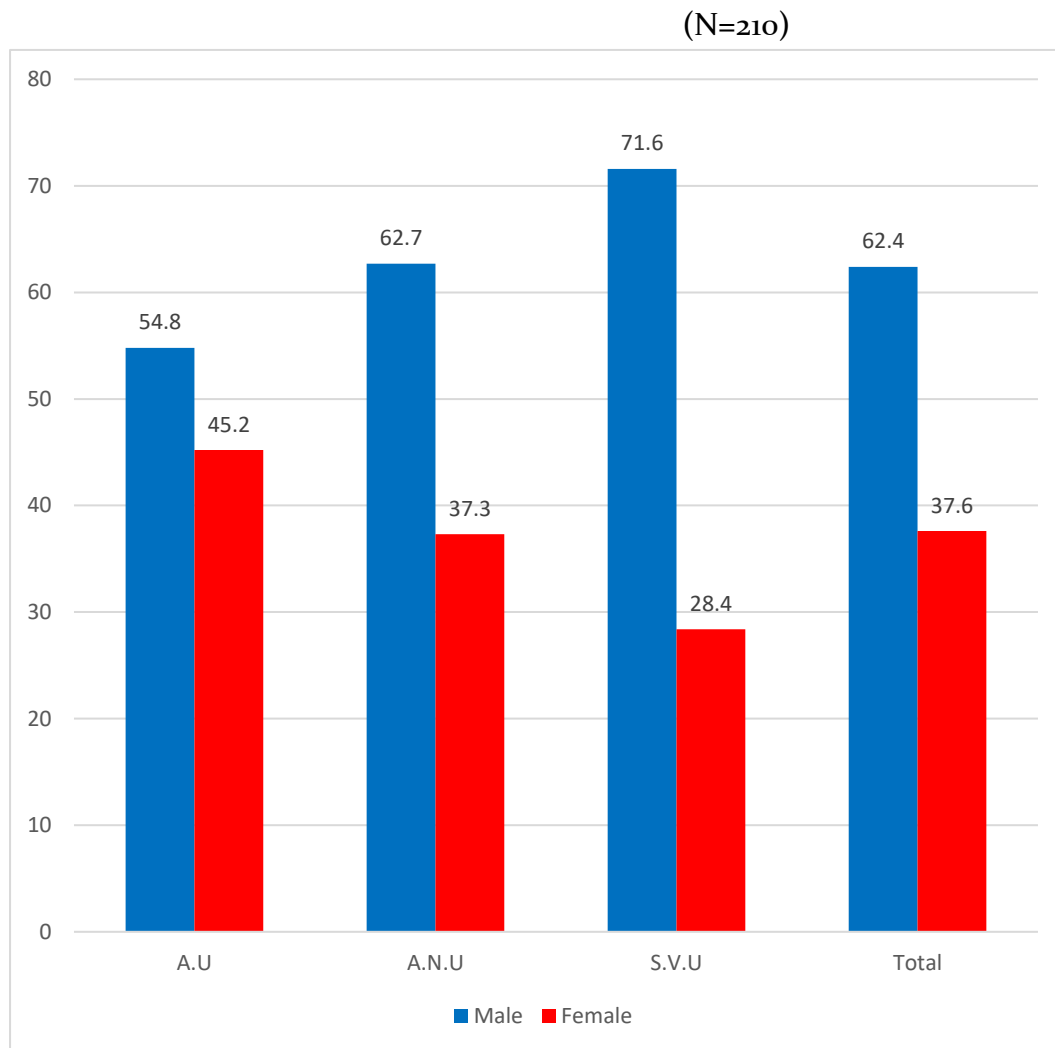


Table 3: Gender and Institution wise respondents

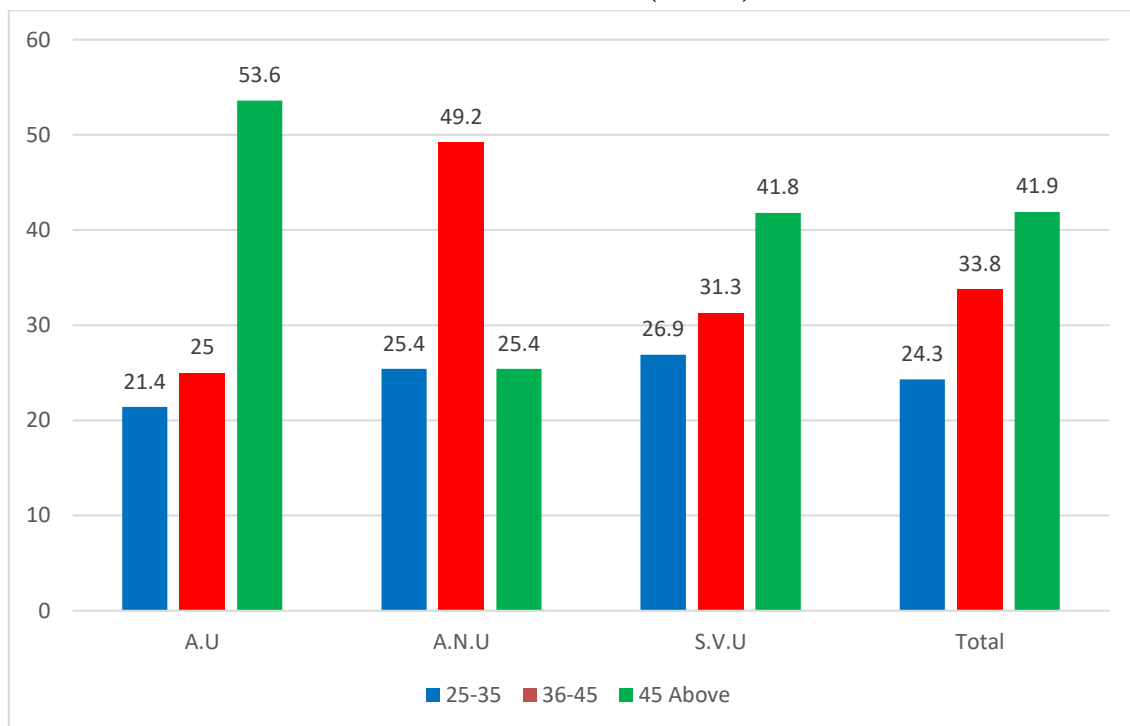
This table offers insights into the distribution of respondents based on gender and their affiliated institutions. Understanding the intersectionality of gender and institutional affiliation provides valuable context for assessing the diversity and representation within the sample population. By the above table it is stated that highest % (71.6%) of males are from S.V.U. and females with (45.2%) in A.U. and overall highest % of both male & female are (62.4%) and (37.6%).

Table 4: Age and Institution Wise Respondents

Age	A.U	A.N.U	S.V.U	Total
25-35	21.4	25.4	26.9	24.3
36-45	25.0	49.2	31.3	33.8
45 Above	53.6	25.4	41.8	41.9
Total	84 100.0%	59 100.0%	67 100.0%	210 100.0%

**Table 4: Age and University Wise Respondents
(Data in Percentages)**

(N=210)



This table provides an overview of the distribution of respondents based on age groups and their affiliated institutions. Understanding the intersection of age and institutional affiliation offers valuable insights into the demographic composition and diversity within the sample population.

Age group wise respondents are:

- (1) 25-35 are 24.3%
- (2) 36-45 are 33.8%
- (3) 45 above are 41.9%

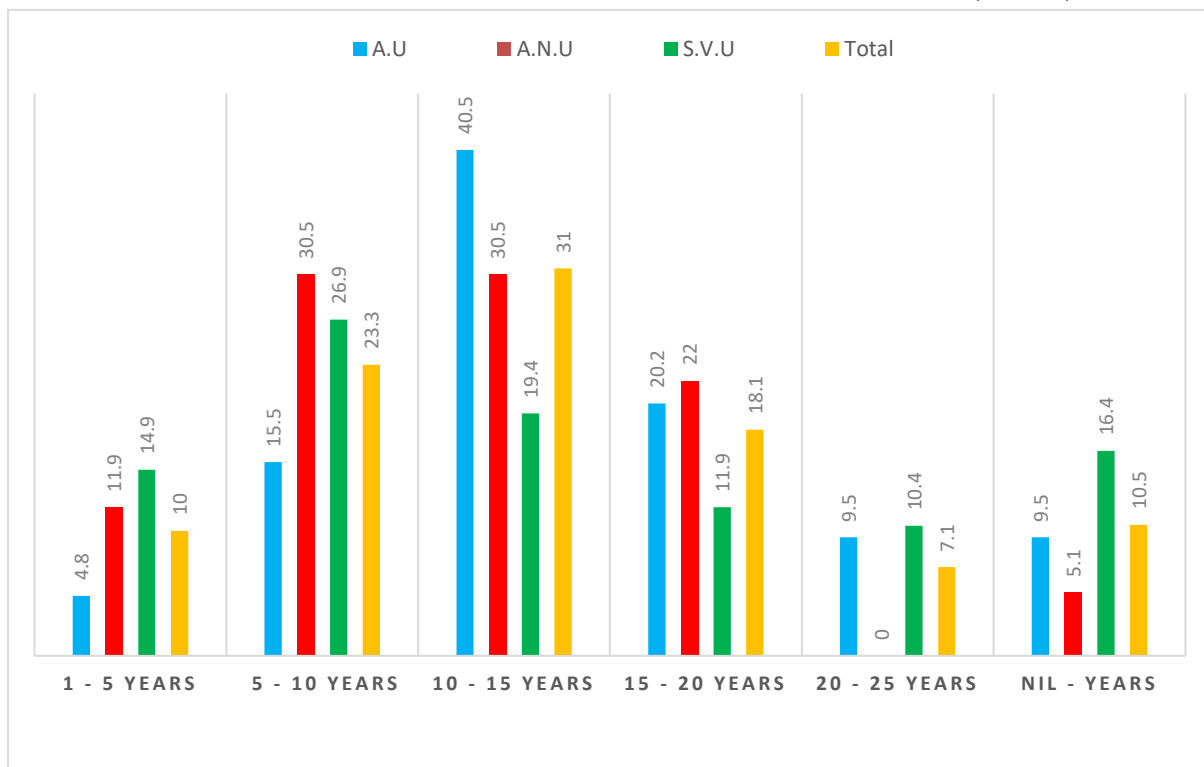
The highest % of data in the above table confirms that highest (41.9%) were above 45 ages than compared to the lowest % of the age between 25-35 with (24.3%).

Table 5: Teaching Experience of Respondents

T. Experience	A.U	A.N.U	S.V.U	Total
1 - 5 Years	4.8	11.9	14.9	10.0
5 - 10 Years	15.5	30.5	26.9	23.3
10 - 15 Years	40.5	30.5	19.4	31.0
15 - 20 Years	20.2	22.0	11.9	18.1
20 - 25 Years	9.5	0.0	10.4	7.1
Nil - Years	9.5	5.1	16.4	10.5

**Table 5: Teaching Experience of University Wise Respondents
(Data in Percentages)**

(N=210)



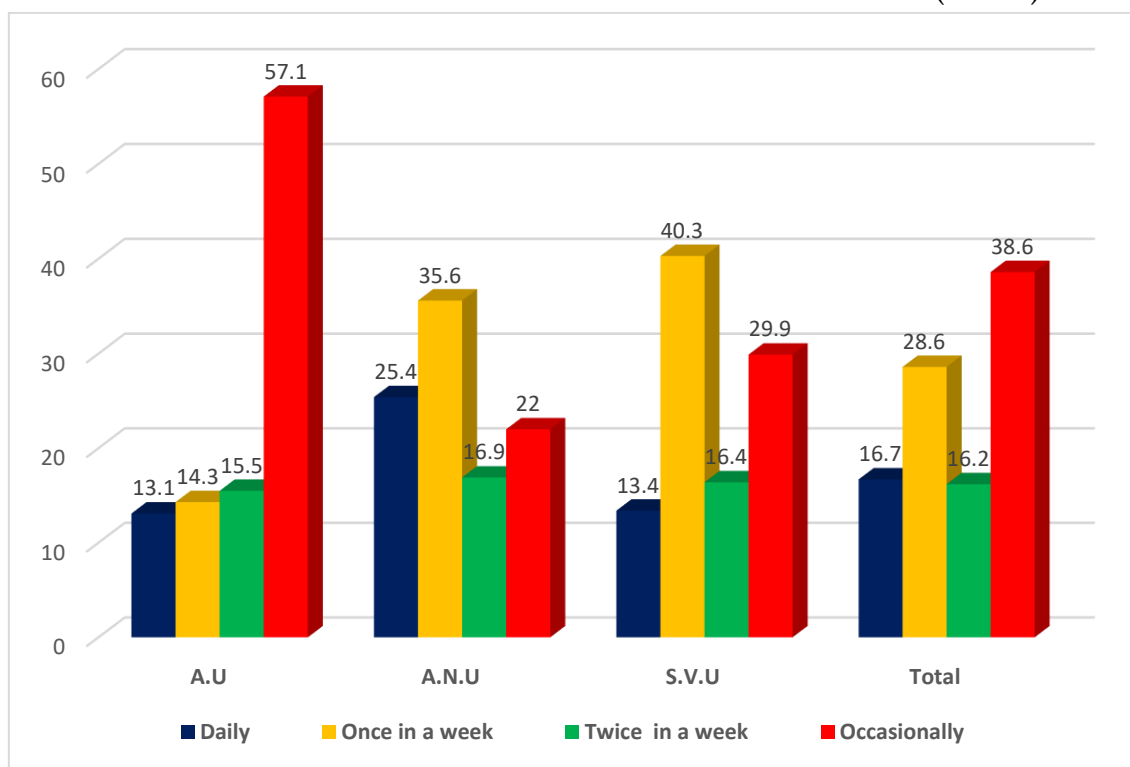
This table provides an analysis of respondents categorized by their teaching experience. Understanding the distribution of teaching experience among respondents offers valuable insights into the expertise and background of the sample population.

Table 6: Frequency of Library Visit

Library Visit	A.U	A.N.U	S.V.U	Total
Daily	13.1	25.4	13.4	16.7
Once in a week	14.3	35.6	40.3	28.6
Twice in a week	15.5	16.9	16.4	16.2
Occasionally	57.1	22.0	29.9	38.6
Total	84 100.0%	59 100.0%	67 100.0%	210 100.0%

**Table 6: Frequency of University wise Library Visit
(Data in Percentages)**

(N=210)



This table provides an analysis of respondents based on the frequency of their visits to the library. Understanding the distribution of library visit frequency among respondents offers insights into their utilization of library resources and facilities for research and academic purposes.

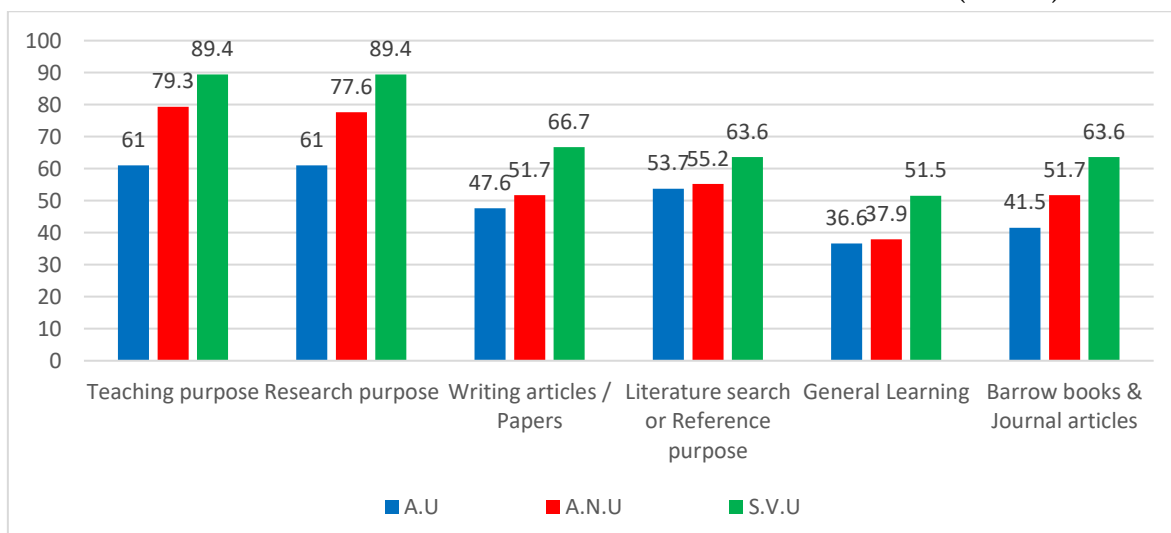
Table 7: Purpose of Visit Library

Purpose of Visit	A.U	A.N.U	S.V.U
Teaching purpose	61.0	79.3	89.4
Research purpose	61.0	77.6	89.4
Writing articles / Papers	47.6	51.7	66.7
Literature search or Reference purpose	53.7	55.2	63.6
General Learning	36.6	37.9	51.5
Barrow books & Journal articles	41.5	51.7	63.60
Total	82	58	66

*Multiple Responses

**Table 7: Purpose of University Wise Visit library
(Data in Percentages)**

(N=210)



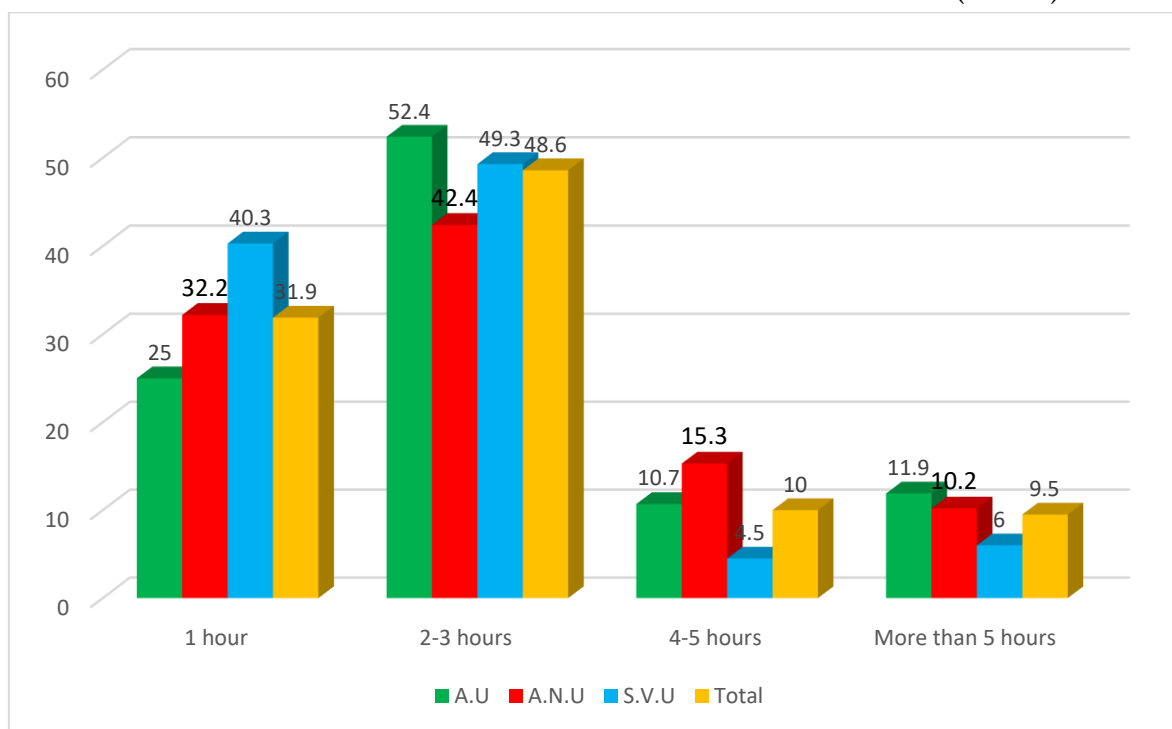
This table offers an analysis of respondents based on the purposes for which they visit the library. Understanding the distribution of purposes for library visits among respondents provides valuable insights into their information needs and research motivations.

Table 8: Time Spend in Online Resources Daily

Time Spend	A.U	A.N.U	S.V.U	Total
1 hour	25.0	32.2	40.3	31.9
2-3 hours	52.4	42.4	49.3	48.6
4-5 hours	10.7	15.3	4.5	10.0
More than 5 hours	11.9	10.2	6.0	9.5

**Table 8: Time Spend University Wise in Online Resources Daily
(Data in Percentages)**

(N=210)



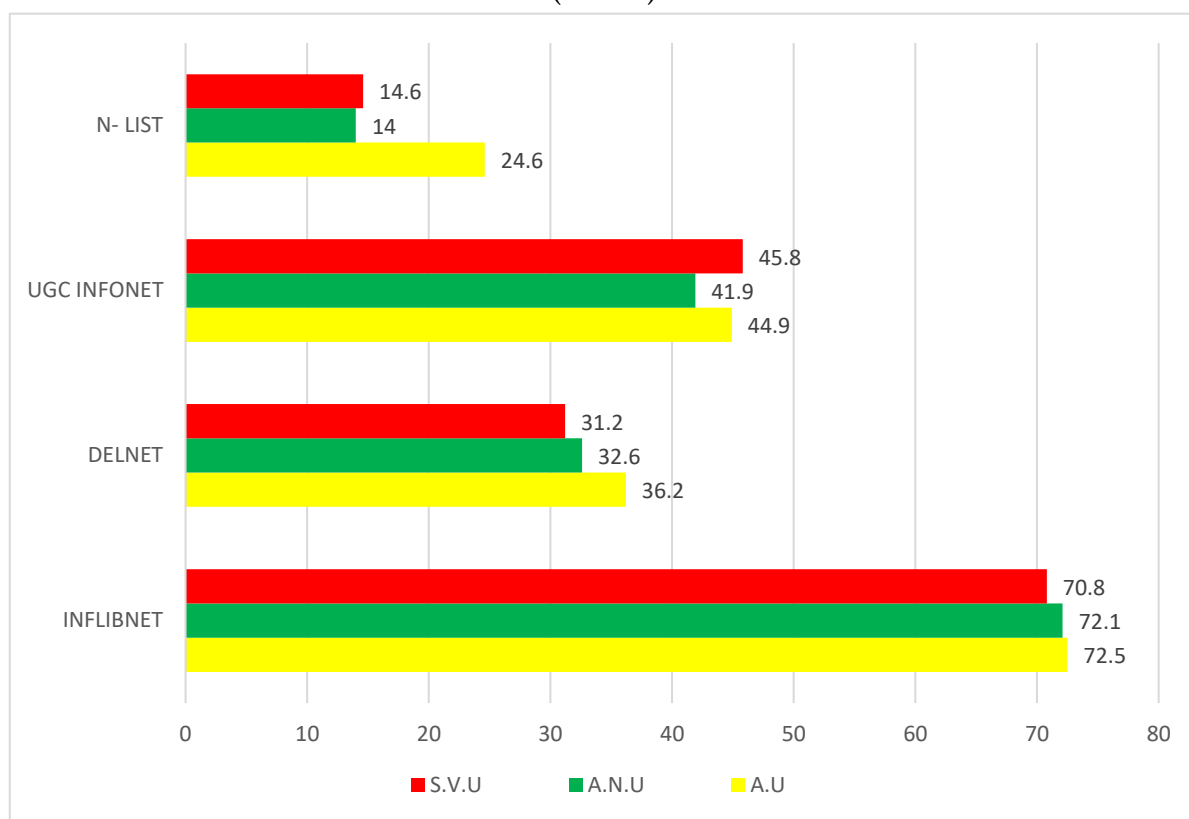
This table provides an analysis of respondents based on the amount of time they spend accessing online resources daily. Understanding the distribution of time spent in online resources among respondents offers insights into their digital literacy, information-seeking behaviors and reliance on digital platforms for research and learning purposes.

Table 9: Institution Wise Resource Sharing Facilities

Facilities	A.U	A.N.U	S.V.U
INFLIBNET	72.5	72.1	70.8
DELNET	36.2	32.6	31.2
UGC INFONET	44.9	41.9	45.8
N- LIST	24.6	14.0	14.6

**Table 9: University wise Resource Sharing Facilities
(Data in Percentages)**

(N=210)

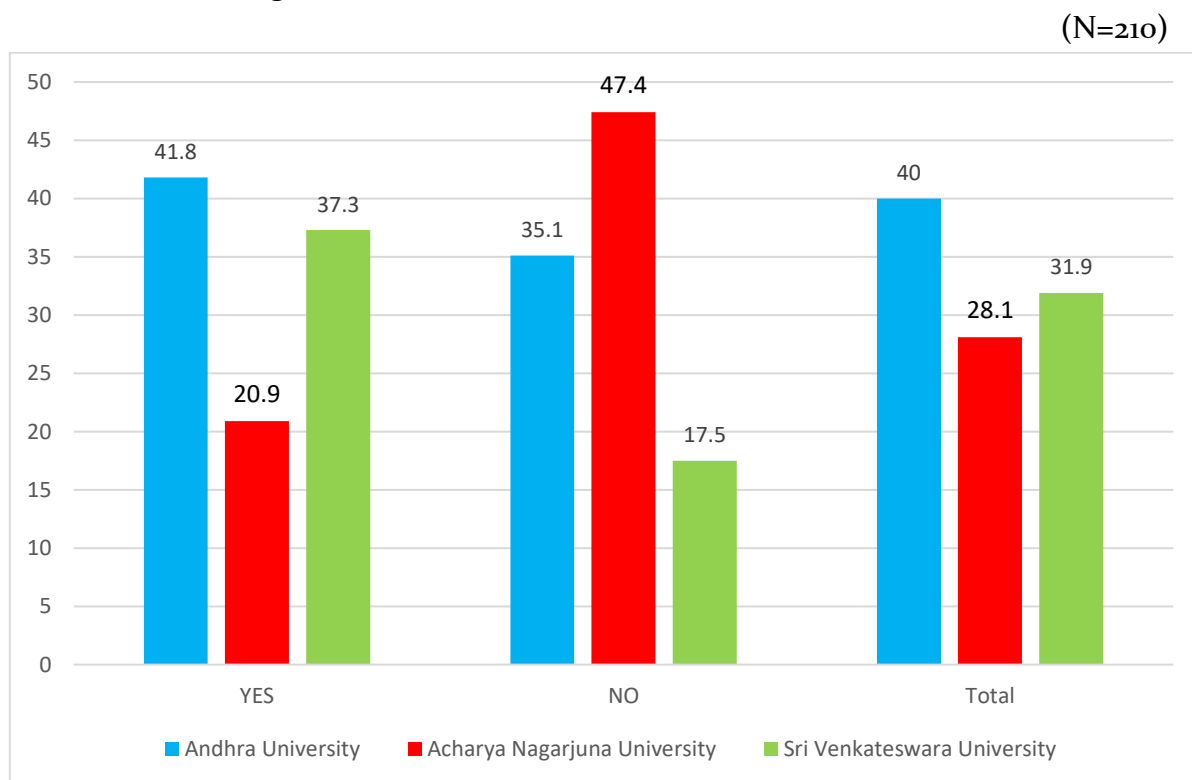


This table provides an analysis of resource sharing facilities offered by institutions. It aims to shed light on the availability and accessibility of resources shared among academic institutions, fostering collaboration and enhancing research and educational endeavors.

Table 10: Opinions on Institution wise E-resources Subscription

E-resources	Yes	No	Total
Andhra University	41.8	35.1	40.0
Acharya Nagarjuna University	20.9	47.4	28.1
Sri Venkateswara University	37.3	17.5	31.9
Total	153 100.0%	57 100.0%	210 100.0%

**Table 10: University Wise on E-resources Subscription
(Data in Percentages)**



This table offers an analysis of opinions regarding institution-wise subscriptions to electronic resources (e-resources). It aims to provide insights into the perceptions, attitudes and experiences of stakeholders, including librarians, educators, researchers and students, regarding the selection, access and utilization of e-resources within academic institutions.

Conclusion:

The objective of the study was to provide a detailed overview of research focusing on the variances in online resource usage among faculty members from various types of universities. To ensure a thorough investigation, the study utilized several criteria to assess the utilization of digital resources, including the frequency of library visits, awareness of digital resources, internet usage habits, preferences for electronic tools and services, user satisfaction, and barriers to digital access. The access patterns observed among the respondents are noteworthy, as they reveal a diverse array of search techniques and approaches adopted by faculty members from the surveyed institutions: Andhra University, Acharya Nagarjuna University, and Sri Venkateswara University, all situated in Andhra Pradesh, India.

The primary way respondents obtain information is by consulting library staff and faculty. They tend to utilize search methods that involve titles, keywords, and journal names, while a smaller group opts to search by author and publisher. On average, both print and electronic resources serve as sources for scientific information. Among electronic formats, e-books, full-text articles, abstracts, models, and designs are the most frequently accessed. The survey highlighted various challenges users encounter, such as insufficient computer skills for navigating e-journals, limited internet connectivity, staff attitudes, and power fluctuations. Overall, the information access patterns of the surveyed researchers, students, and faculty from three prominent universities in Andhra Pradesh are promising, as they exhibit diverse methods and strategies for seeking information. The respondents primarily utilize access to faculty information as the most frequent means of obtaining information. They employ both print and digital resources for scientific research and information.

“The true epochs in a university’s life are not marked by its buildings, its books or even the growth of its members. – They are marked by the great teachers it has possessed.”

Harlod Joesph Laski

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