



Utilization of Library Resources and Services among the Faculty Members Vellalar College for Women (Autonomous) in Erode Tamil Nadu

Abstract: This study examines the utilisation of library resources and services among faculty members at Vellalar College for Women (Autonomous), Erode, Tamil Nadu. The college library serves as a central academic support system, offering a wide range of print and digital resources to meet the teaching, learning, and research needs of its faculty. The study explores the frequency of library usage, preferred resources, satisfaction levels, and challenges faced by faculty members. Data was gathered through with a structured questionnaire distributed to faculty across various departments. Findings reveal that while traditional resources such as textbooks and journals remain vital, there is growing engagement with e-resources and digital databases. The study also highlights the status for continuous cognizance programs and training to maximize the effective use of available resources. Recommendations are provided to enhance access and user satisfaction, ensuring the library continues to play a pivotal role in academic advancement.

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1.Introduction:

Academic libraries play a vital role in supporting teaching, learning, and research activities in higher education institutions. At Vellalar College for Women (Autonomous), Erode, Tamil Nadu, the central library serves as a hub of knowledge and academic development for faculty members across various disciplines. With the advent of technology, library services have evolved from traditional print-based systems to include a wide range of digital resources and automated services. This transformation enables faculty members to access relevant and up-to-date information

quickly and efficiently, thereby enhancing their academic productivity. The library at Vellalar College for Women is well-equipped with textbooks, reference materials, national and international journals, e-resources, and access to digital databases such as INFLIBNET, N-LIST, and other open-access platforms. In addition to lending services, the library provides internet access, OPAC (Online Public Access Catalogue), reprographic services, and reading room facilities. These services are designed to cater to the academic and research requirements of the faculty. This study focuses on analyzing the extent to which faculty members utilize the library's resources and services. It examines their level of awareness, frequency of use, preferred types of resources, and satisfaction with the available facilities. Understanding usage patterns and identifying challenges can help enhance service delivery and optimize resource allocation. By assessing faculty needs and expectations, the library can better support academic goals and maintain its role as a critical partner in the institution's pursuit of excellence in higher education.

2.Review of Writing

Kavitha and Chandran (2019) observed that faculty members in high education organisation are increasingly reliant on digital resources, but many still prefer traditional print materials for in-depth reading. Their study emphasized the importance of continuous orientation programs to change the effective use of library services.



Srinivas and Ramesh (2020) analyzed faculty usage of e-resources in autonomous colleges and found that lack of time and insufficient ICT skills were major barriers. They recommended user training and better internet infrastructure to enhance digital resource usage.

A study by Priya and Manimekalai (2021) in Tamil Nadu colleges indicated that academic libraries offering a blend of print and electronic services recorded higher satisfaction among faculty users. The survey as well stressed the need for department-specific resource curation and improved cataloguing systems.

Gopalakrishnan and Devi (2022) emphasized that regular feedback from faculty members helps library administrators tailor services to academic needs, resulting in improved utilization and user satisfaction.

3. Statement of the Problem

The effective utilization of library resources and services is vital for enhancing teaching, research, and overall academic productivity among faculty members. At Vellalar College for Women (Autonomous), Erode, the library provides a wide range of resources, including print materials, e-books, digital databases, and ICT-enabled services to support academic activities. However, the extent to which faculty members utilize these resources remains uncertain. Factors such as lack of awareness, limited digital literacy, insufficient training, and time constraints may hinder optimal usage. Furthermore, assessing faculty satisfaction with the library's resources and services is essential to ensure they align with academic and research needs. This study aims to examine the patterns of library resource usage, identify barriers to effective utilization, and evaluate user satisfaction. The findings will help provide actionable recommendations to enhance library services and better support faculty members in their academic and research pursuits.

4. Methodology

The study employed a survey-based approach to examine the utilization of library resources and services among faculty members at Vellalar College for Women (Autonomous), Erode. A structured questionnaire was designed to collect

primary data on library usage, resource preferences, satisfaction levels, and challenges. The questionnaire was distributed across 15 departments, with 120 questionnaires circulated and 100 valid responses received, yielding an 83.34% response rate. The accumulation was analyzed using statistical tools such as percentage analysis, frequency distribution, Chi-square tests, and Two-Way ANOVA to identify usage trends and relationships between variables. This methodology ensured a reliable and comprehensive assessment of faculty engagement with library resources, helping to provide insights for service improvement.

5. Objectives

1. To assess the frequency of utilization of library resources and services among faculty members at Vellalar College for Women (Autonomous), Erode, Tamil Nadu.
2. To examine the types of library resources (print and digital) preferred by faculty members for teaching, learning, and research purposes.
3. To evaluate the level of satisfaction among faculty members regarding the library services, including accessibility, availability, and quality of resources.
4. To identify the challenges faced by faculty members in utilizing the library's resources and services effectively.
5. To suggest improvements in library services and resource management based on the feedback and requirements of the faculty members.

6. Data Collection

The study purpose to evaluate the utilization of library resources and services among faculty members at Vellalar College for Women (Autonomous), Erode. Information grouping was conducted over a 35-day period using a structured questionnaire to collect primary data. The questionnaire included questions on various aspects of library usage, such as frequency of visits, types of resources accessed (print and digital), satisfaction levels, and challenges encountered. A total of 120 questionnaires were distributed to faculty members across different departments, and 100 valid responses were received, yielding an 83.34% response rate. This

high response rate ensured the reliability and relevance of the data collected. The responses formed the basis for analyzing usage patterns, identifying barriers to effective resource utilization, and providing actionable recommendations to improve library services and enhance faculty engagement.

7. Limitations of the Study

Despite the high response rate, the study had several limitations. The information was collected entirely from faculty members, excluding other library users such as students, which may have limited the generalizability of the findings. The study relied on self-reported information, which could introduce biases or inaccuracies in the responses. Furthermore, the data collection period was constrained to 35 days, limiting the opportunity for a more comprehensive investigation. These limitations should be considered when interpreting the results and applying the findings to broader contexts.

8. Analysis and Interpretation

Table.1 Department wise Respondents

Department wise	Frequency	Percentage
Department of Commerce	10	10.0
Department of Commerce A & F	3	3.0
Department of English	12	12.0
Department of Commerce E-Commerce	4	4.0
Department of Commerce Cooperation	8	8.0
Department of Commerce B & I	4	4.0
Department of Commerce PA	4	4.0
Department of Commerce Corporate Secretary	4	4.0
Department of Commerce CA	10	10.0

Department of Foods& Nutrition	4	4.0
Department of Mathematic s CA	2	2.0
Department of Mathematics	15	15.0
Department of Physics	6	6.0
Department of Tamil	12	12.0
Department of Biochemistry	2	2.0
Total	100	100.0

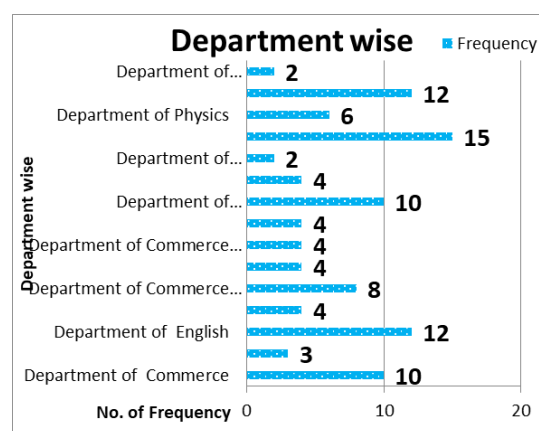


Fig.1 Department wise Respondents

9. Interpretation

It is noted from the above table that 10% of the respondents are commerce department, 3% of the respondents are Commerce A & F department, 12% of the respondents are English department, 4% of the respondents are commerce e-commerce department, 8% of the respondents are commerce cooperation department, 4% of the respondents are commerce B&I department, 4% of the respondents are commerce PA department, 4% commerce Corporate Secretary department, 10% of the respondents are commerce CA department, 4% of the respondents are food and nutrition department, 2% of the respondents are mathematics CA department, 15% of the respondents are Mathematics department, 6% of the respondents are physics department, 12% of the respondents are Tamil department, 2% of

the respondents are biochemistry department. It is found that most of the responsive are from (15%) department of Mathematics.

Table.2 Stream wise Respondents

Stream	Frequency	Percentage
Language	24	24.0
Commerce	47	47.0
Science	29	29.0
Total	100	100.0

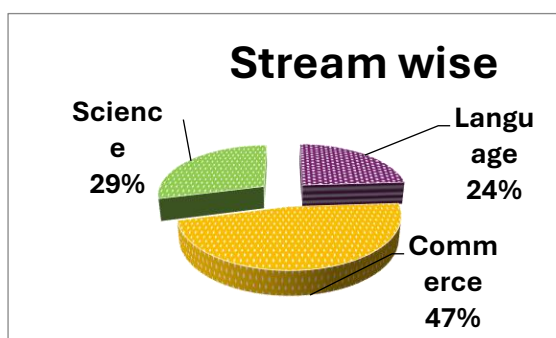


Fig.2 Stream wise Respondents

Table.3 Designation wise Respondents

Designation	Frequency	Percentage
Assistant Professor	80	80.0
Associate Professor	20	20.0
Total	100	100.0

It is indicated from the above table that 80% of the faculties are assistant professors and 20% of the faculties are associate professor. It is established from the analysis that most (80%) of the responsive are assistant professor.

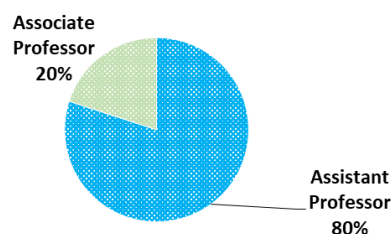


Fig.3 Designation wise Respondents

Table.4 Receive updates from the following sources in the library

Receive updates from the following sources in the library	Very Frequently	Frequently	Occasionally	Rarely	Never
Library Website	8 (8.0)	32 (32.0)	24 (24.0)	32 (32.0)	4 (4.0)
E-Mail Notification	4 (4.0)	44 (44.0)	20 (20.0)	24 (24.0)	8 (8.0)
Library Staff	4 (4.0)	16 (16.0)	20 (20.0)	24 (24.0)	8 (8.0)

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Rows	98	1	98	1	0.391	10.127
Columns	518	3	172.666	1.761905	0.326	9.276
Error	294	3	98	-	-	-
Total	910	7	-	-	-	-

H_0 : There is a significance difference between Receive updates from the following sources in the library within groups.

H_1 : There is no significance difference between Receive updates from the following sources in the library within groups.

10. Analysis of ANOVA Test Results

The two-way ANOVA model is utilized for further analysis. At one point, the computed ANOVA

value is 1, which is greater than its corresponding p-value at the 5% level of significance. Therefore, there is no statistically significant difference in how respondents receive updates from the various sources in the library. At another instance, the computed ANOVA value is 1.761, which also exceeds its p-value at the 5% significance level. This indicates that the variation in how respondents receive updates from different library sources is not statistically significant.

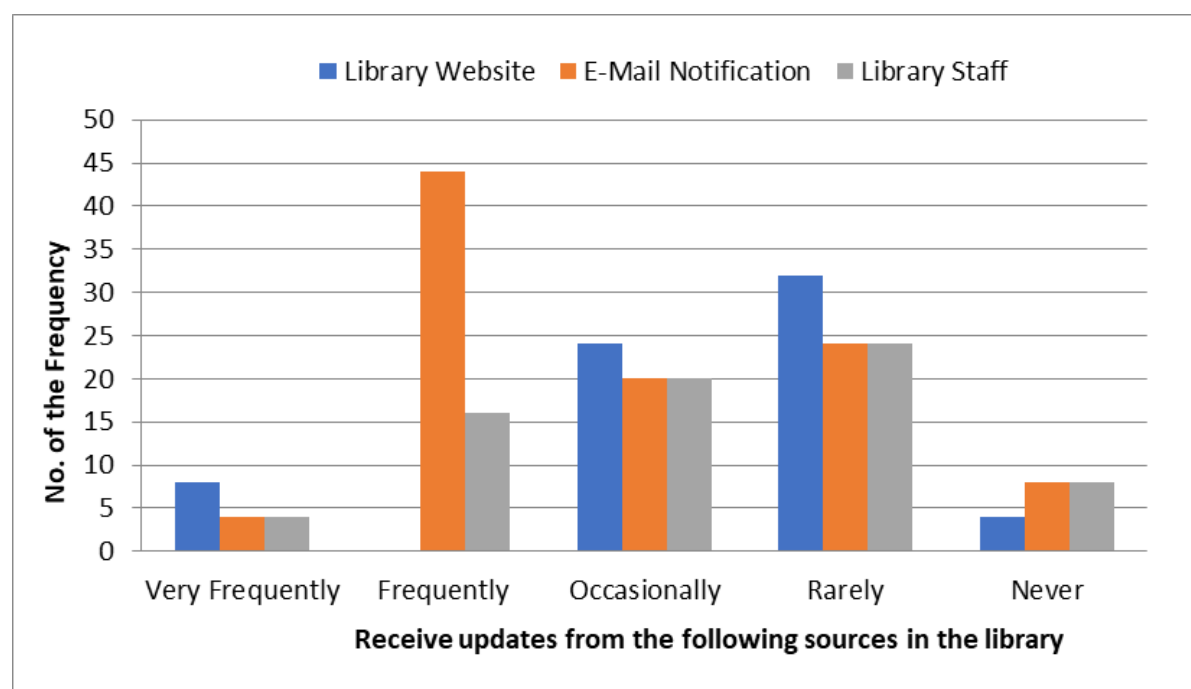


Fig.4 Receive updates from the following sources in the library

Table.5 Collections in the library materials

Collections in the library materials	Very Relevant	Relevant	Occasionally	Rarely	Never
Print books	44 (44.0)	44 (44.0)	8 (8.0)	4 (4.0)	0 (0.0)
Journals	16 (16.0)	40 (40.0)	28 (28.0)	16 (16.0)	0 (0.0)
Magazine	16 (16.0)	48 (48.0)	24 (24.0)	12 (12.0)	0 (0.0)
E-Resources	16 (16.0)	48 (48.0)	12 (12.0)	16 (16.0)	8 (8.0)

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Rows	0	2	0	0	1	5.143
Columns	2905.333	3	968.44	24.761	0.0008	4.757
Error	234.666	6	39.111	-	-	-
Total	3140	11		-	-	-

H_0 : There is a significance difference between collections in the library materials within groups.

H_1 : There is no significance difference between collections in the library materials within groups.

The two-way ANOVA model is applied for further analysis. At one point, the computed ANOVA value is 0, which is greater than its p-value at the 5% level of significance. Therefore, there is no statistically significant difference in the assemblage of library materials among the respondents. However, at another point, the computed ANOVA value is 24.761, which is less than its p-value at the 5% significance level. This point is that the variation in the collections of library materials among the respondents is statistically significant.

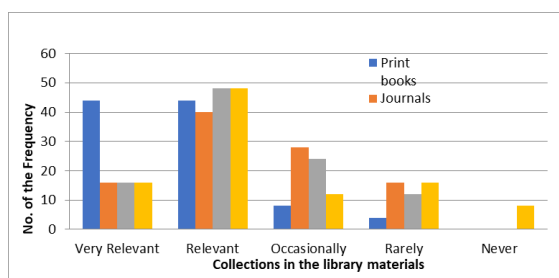


Fig.5 Collections in the library materials

Table.6 Research tools and academic writing

Research tools and academic writing	Frequency	Percentage
No	24	24.0
Yes	76	76.0
Total	100	100.0

It is stated from the above table that 76% of the respondents suggested providing more training or workshops for faculty on research tools and academic writing and 24% of the respondents suggest there is no need for more training on research tools and academic writing. It is found that most (76%) of the respondents suggest for providing more training/workshop on research tools and academic writing.

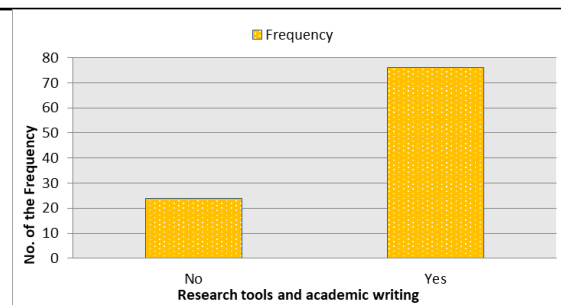


Fig.6 Research tools and academic writing

Table.7 Digital or physical formats for accessing research resources

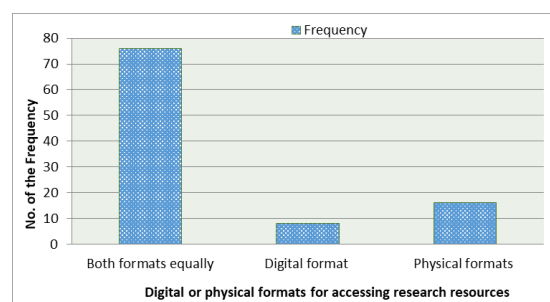


Fig.7 Digital or physical formats for accessing research resources

It is surmised from the above table that 76% of the faculties prefer using both physical and digital formats in library, 8% of the faculties prefer using digital formats and 16% of the faculties prefer using physical formats. It is found that most (76%) of the faculties prefer both formats.

11. Suggestions

To enhance the utilization of library resources and services among faculty members at Vellalar College for Women (Autonomous), Erode, the following suggestions are proposed: Conduct regular orientation and training programs to improve awareness and digital literacy. Update and expand access to digital databases, e-journals, and subject-specific resources. Strengthening internet connectivity and ICT infrastructure within the library. Implement a feedback mechanism to assess user satisfaction and address their needs effectively. Encourage faculty involvement in collection development and resource selection. Promote library services through departmental collaborations and newsletters to ensure continuous engagement and optimal use of available academic resources.



12. Conclusion

The study on the utilization of library resources and services among faculty members at Vellalar College for Women (Autonomous), Erode, Tamil Nadu, show essential visual perception into how academic staff prosecute with the library to support their teaching, learning, and research activities. The collection indicate that while faculty members regularly access traditional print materials, there is a growing reliance on digital resources such as e-journals, e-books, and online databases. However, certain barriers—such as limited awareness of available e-resources, time constraints, and inadequate digital literacy—affect optimal usage.

The study also highlights a generally positive level of gratification with the library's infrastructure and services, although suggestions for transmutation were noted, including the need for advanced ICT tools, regular orientation programs, and better internet connectivity. To enhance the overall effectiveness of library services, it is essential to conduct regular user feedback surveys, provide hands-on training in digital tools, and promote awareness of the full range of library resources.

The library remains a vital component of the academic ecosystem at Vellalar College for Women. With continued investment in resource development, user education, and service innovation, the library can further fortify its role in authorise faculty members and promoting academic excellence.

13. Conflict of Interest Statement: The authors declare no conflict of interest concerning this manuscript.

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