
Awareness, Access, and Utilisation of Information Resources and Services by Students and Faculty in a Government First Grade College, Kolar: A Study

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Abstract

The academic environment, effective utilisation of information resources and library services are crucial for supporting teaching, learning, and research activities. This study examines the level of awareness and utilisation of information resources and services among students and faculty of Government First Grade College, Kolar. A descriptive survey method was employed, and data were collected using structured questionnaires focusing on awareness levels, frequency of library use, types of resources accessed, and user satisfaction. The findings reveal a moderate level of awareness and utilization of library resources, with a greater preference for print resources such as textbooks and reference materials over electronic resources. Limited awareness of e-resources, inadequate digital infrastructure, and lack of information literacy training were identified as major challenges affecting effective use. The study emphasises the need for regular user orientation programs, improved digital facilities, and proactive initiatives by library professionals to enhance awareness and optimal utilisation of available resources. The findings provide valuable insights for strengthening academic library services and promoting a resource-literate academic community.

Keywords

Information resources, Library services, User awareness, Resource utilization, Academic libraries

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1. Introduction

In the contemporary higher education environment, the availability, accessibility, and effective utilisation of information resources have become critical determinants of academic quality and research productivity. Academic libraries serve as central knowledge hubs, providing access to a wide range of print and electronic information resources that support teaching, learning, and scholarly research. In institutions such as Government First Grade College, Kolar, assessing the extent to which students and faculty are aware of and utilize these resources is essential for evaluating library effectiveness and institutional academic support systems. Despite the expansion of digital information resources, several constraints, such as inadequate digital infrastructure, limited information literacy skills, and insufficient user orientation programmes, continue to impede optimal utilisation. While conventional resources, including textbooks and reference materials, remain heavily used, electronic resources such as e-journals, online databases, and web-based services are comparatively underutilised. This study systematically examines levels of awareness, patterns of information resource use, and user satisfaction with library services among students and faculty members. It further seeks to identify barriers to effective utilisation and to propose evidence-based strategies to improve information access, enhance information literacy, and strengthen the college library's role in academic and research activities.

2. Objectives of the Study:

- To determine the level of awareness among students and faculty regarding the information resources and services available in the college library.
- To analyse the frequency and purpose of library usage among students and Faculty.
- To identify the types of information resources most commonly utilised by students and Faculty.
- To assess the level of user satisfaction with library facilities, services, and professional assistance.
- To examine the challenges and barriers faced by users in accessing and effectively using library resources and services.
- To evaluate the information literacy competencies of students and faculty in locating, evaluating, and using information resources.

- To propose strategies for enhancing awareness, accessibility, and effective utilisation of library information resources and services.

3. Review of Literature

Mahadeva, & Krishnamurthy. (2025). conducted a comprehensive review of literature on awareness and utilization of electronic resources in higher education institutions, highlighting that although e-resources offer significant support for teaching and research, awareness levels vary widely, and barriers such as lack of training and poor infrastructure persist. Talawar.,& Naikar. (2024). investigated awareness and use of electronic resources by research scholars at Karnatak University, Dharwad, noting that while many research scholars were aware of e-resources, actual utilization depended on researchers’ academic needs and technical competence. Bulau., & Elbadawy. (2025). examined undergraduate students’ information literacy skills, accessibility, and the use of digital library resources in Yobe State, reporting that despite digital literacy programmes, many students still underutilize available digital resources due to limited awareness and access. Patel et al. (2025). explored user satisfaction with library resources and services among users affiliated with colleges under Solapur University, finding generally positive satisfaction but emphasizing the need for continuous enhancement of service quality and infrastructure to meet evolving user needs.

4. Methodology

A survey method using a structured questionnaire was adopted for data collection. A total of 420 questionnaires were distributed to students and faculty at Government First Grade College, Kolar, of which 405 were returned, yielding a response rate of 96.43%. Among the respondents, 340 (83.95%) were students and 65 (16.05%) were Faculties.

5. Scope and Limitations of the Study

This study evaluates the awareness and utilization of information resources and services among students and Faculties of Government First Grade College, Kolar, with a primary focus on resources available within the college library. While the study offers valuable insights into user behavior and patterns of library utilization at the institutional level, its findings are confined to a single college and therefore may not be generalizable to other colleges or academic

institutions in the region. Furthermore, the study is based on self-reported data collected through structured questionnaires, which may be subject to response bias. The research does not extensively examine the use of information sources beyond the college library. Additionally, time and resource constraints limited the inclusion of in-depth qualitative analysis, which could have provided deeper insights into user perceptions and experiences.

6. Analysis and Interpretation of Data

The collected data were systematically tabulated in Microsoft Excel. Following careful data cleaning and editing, the data were analyzed to derive meaningful results. The observations and interpretations were presented in tabular form and, where appropriate, supplemented with bar diagrams to enhance clarity and understanding.

Table 1: Number of Questionnaires Distributed

Designation	Questionnaires Distributed	Questionnaires Received	Percentage (%)
Students	350	340	97.14%
Faculties	70	65	92.85%
Total	420	405	96.43%

Table 1 above indicates that a total of 420 questionnaires were distributed to students and Faculty of Government First Grade Degree College, Kolar, of which 405 were completed, yielding an overall response rate of 96.43%. Of the total questionnaires distributed, 350 were issued to students, and 340 were returned, resulting in a response rate of 97.14%. Similarly, 70 questionnaires were distributed to the Faculties, of which 65 were received back, accounting for a response rate of 92.85%. Among the total respondents, students constituted 340 (83.95%), while faculty members accounted for 65 (16.05%).

Table 2: Frequency of Visit to the Library

Frequency	No. of Students	Percentage (%)	No. of Faculties	Percentage (%)
Daily	170	50.00	30	46.15
Twice a week	80	23.53	15	23.07
Once a week	50	14.71	10	15.38
Once in	20	5.88	5	7.69

fortnight				
Occasionally	15	4.41	5	7.69
Never	5	1.47	0	0.00

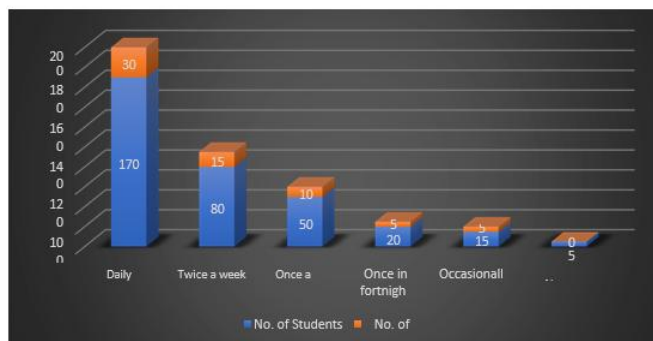


Figure 1: Frequency of Visit to the Library

Table 2 and Figure 1 indicate that 50% of students and 46.15% of Faculties visit the library daily. Additionally, 23.53% of students and 23.07% of Faculties visit the library twice a week, reflecting regular engagement with library resources.

Table 3: Purpose of Visit to the Library

Purpose	No. of Students	Percentage (%)	No. of Faculties	Percentage (%)
To study and collect reading material	320	94.12	60	92.31
To read newspapers and magazines	300	88.23	62	95.38
To read books and journals	280	82.35	55	84.62
To borrow/return books	250	73.53	58	89.23
To use internet	190	55.88	45	69.23
To refer previous year question papers	260	76.47	57	87.69
To keep up to date in subjects	180	52.94	50	76.92

Table 3 reveals that the primary purpose of visiting the library for both students (94.12%) and faculty (92.31%) is to study and collect reading materials. Furthermore, a substantial number of respondents

visit the library to read newspapers and magazines and to borrow or return books.

Table 4: Use of Information Resources

S. N.	Information Sources	Students No.	Students (%)	Faculties No.	Faculties (%)
1	Textbooks	315	92.65	63	96.92
2	Reference Books	275	80.88	58	89.23
3	Newspapers & Magazines	300	88.24	62	95.38
4	Previous Year Question Papers	250	73.53	60	92.31
5	Competitive	180	52.94	40	61.54
6	E-Resources	200	58.82	50	76.92

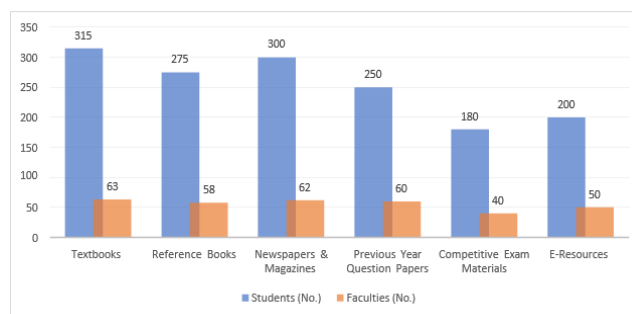


Figure 2: Use of Information Resources

Table 4 and Figure 2 show that textbooks are the most frequently used information resources among both students and Faculties, followed by newspapers/magazines and reference books. The use of electronic resources is moderate among students but comparatively higher among Faculties.

Table 5: Using Library Services

S. N.	Services	Students No.	Students (%)	Faculties No.	Faculties (%)
1	Reference Service	230	67.65	40	61.54
2	Circulation Service	280	82.35	55	84.62
3	Newspaper Clipping	260	76.47	50	76.92
4	Internet Services	320	94.12	45	69.23
5	Photocopy Service	140	41.18	25	38.46
6	OPAC	160	47.06	45	69.23

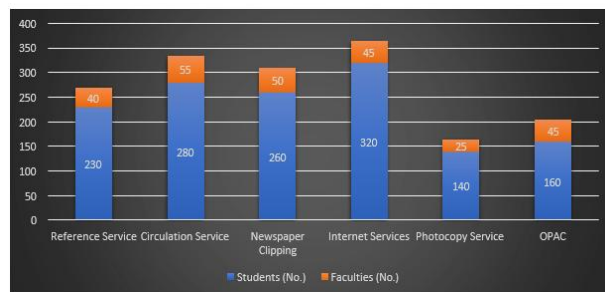


Figure 3: Using Library Services

Table 5 and Figure 3 indicate that internet and circulation services are the most widely used library services among both students and faculty. In contrast, the use of photocopying services and OPAC is comparatively lower.

Table 6: How Do You Find Required Information

Technique	Students (No.)	Students (%)	Faculties (No.)	Faculties (%)
Direct search in shelves	110	32.35	20	30.77
Take help of library staff	160	47.06	30	46.15
Searching catalogue/OPAC	35	10.29	15	23.08
Take help of friends	35	10.29	0	0.00

Table 7: Problems Faced in Gathering Information

Problems	Designation	Frequently	Sometimes	Rarely	Never
Inadequate resources in the library	Students (n=340)	137(40.16%)	100 (29.50%)	36 (10.56%)	67(19.67%)
	Faculties (n=65)	21 (32.20%)	19 (28.81%)	9 (13.55%)	16(25.42%)
Information scattered in library	Students	92 (27.04%)	128 (37.70%)	95 (27.87%)	25(7.37%)
	Faculties	13 (20.33%)	25 (38.98%)	21 (32.20%)	6 (8.47%)
Lack of skills in searching info	Students	103(30.33%)	114 (33.60%)	75 (22.13%)	48(13.93%)
	Faculties	15 (23.73%)	23 (35.59%)	15 (22.30%)	12(18.64%)
Non-cooperation of library staff	Students	17 (4.91%)	42 (12.29%)	117(34.42%)	164(48.36%)
	Faculties	2 (3.39%)	7 (10.17%)	20 (30.50%)	36(55.93%)

Table 7 indicates that inadequate resources and scattered information are the major problems faced frequently or occasionally by both students and

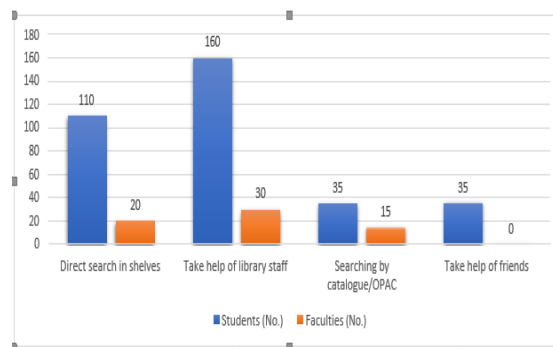


Figure 4: Using Library Services

Table 6 and Figure 4 reveal that the majority of students (47.06%) and Faculties (46.15%) seek assistance from library staff to locate required information. Direct shelf browsing is the next most commonly adopted method.

Faculties. In contrast, non-cooperation from library staff is reported as the least problematic issue.

Table 8: Opinion about Facilities in College Library

Facilities	Designation	Very Good(%)	Good (%)	Average (%)	Poor (%)	Very Poor (%)
Reading Room	Students	19.67 (67)	45.90(156)	13.93 (47)	17.21(59)	3.27(11)
	Faculties	23.73 (15)	35.59(23)	32.20 (21)	10.16(6)	1.69 (1)
Library Location	Students	14.75 (50)	26.22(89)	48.36 165)	4.09(14)	6.56(22)
	Faculties	18.64 (12)	38.98(25)	11.86 (8)	23.73(15)	10.17(6)
Lighting/Ventilation	Students	34.43 (117)	41.80(142)	9.84 (33)	7.38(25)	5.74(20)
	Faculties	23.72 (15)	55.93(36)	8.47 (5)	5.08 (3)	6.78 (4)
Furniture/Equipment	Students	17.21 (59)	44.26(152)	22.95 (79)	9.01(31)	7.37(25)
	Faculties	22.03 (14)	45.76(30)	10.16 (7)	8.47 (6)	13.56(9)
Computer Facility	Students	22.13 (75)	47.54(161)	9.01 (31)	1.63 (6)	3.28(11)
	Faculties	13.11 (8)	20.49(13)	2.46 (2)	9.83 (6)	4.09 (3)
Printing Facilities	Students	7.37 (25)	23.77(81)	11.47 (39)	35.25(119)	22.13(75)
	Faculties	4.09 (3)	10.65(7)	7.38 (5)	14.75(10)	13.11(8)

Table 8 shows that the majority of students and faculty expressed satisfaction with core library facilities, including the reading room, lighting/ventilation, and furniture and equipment. The reading room was rated as good by 45.90% of students and 35.59% of faculty, while lighting and furniture facilities received predominantly positive ratings from both groups. The library location was rated average by 48.36% of students, whereas 38.98% of Faculty rated it as good; however, 23.73% rated it as poor. Computer facilities received moderate satisfaction, with 47.54% of students rating them as good compared to only 20.49% of faculty. In contrast, printing facilities were rated poorly by 35.25% of students and 14.75% of faculty, indicating an Area Requiring Immediate Improvement.

7. Major Findings of The Study:

1. High Frequency of Library Visits

A substantial proportion of students (48.36%) and Faculties (44.06%) visit the library on a *daily basis*, which shows a strong reliance on the library for academic and reference purposes.

Additional visits were recorded weekly or bi-weekly, indicating that the library plays a consistent role in the academic routines of both groups.

2. Primary Purpose of Library Use

The majority of users visit the library to study and collect reading materials

(students: 95.08%, Faculties: 91.53%).

Reading newspapers and magazines was also a common activity (students: 91.80%, Faculties: 98.30%).

Referring to previous year question papers, borrowing books, and accessing the internet were also among the main purposes.

3. Use of Library Resources

Textbooks were the most frequently used resource by students (92.62%) and Faculties (96.61%). Reference books, newspapers and magazines, and previous year question papers followed closely. E-resources were more utilized by Faculties (81.36%) than students (58.19%), suggesting a gap in awareness or digital skills among students.

4. Library Services Accessed

Internet service was the most used among students (89.34%).

Circulation services and newspaper clipping services were heavily used by both students and Faculties. Photocopying services and OPAC were less utilized, suggesting a need for awareness or system enhancement.

5. Information Searching Methods

A large number of students (45.90%) and Faculties (45.76%) rely on library staff assistance to find materials.

Direct shelf browsing was the second most common method.

Use of OPAC and catalogue systems was lower among students, indicating a need for training in using library search tools.

6. Problems Faced in Accessing Information

Students (40.16%) and Faculty (32.20%) frequently reported inadequate library resources. Scattered information and lack of search skills were also identified as recurring issues.

However, a majority of respondents did not report any problem with library staff cooperation, showing good user-staff relationships.

7. Evaluation of Library Facilities

Facilities like reading rooms, lighting/ventilation, and furniture/equipment were generally rated as *good* by both students and Faculties.

Library location received mixed reviews—students largely rated it as *average*, while Faculties had more divided opinions.

Computer and printing facilities were rated poorly, especially printing services (rated *poor* by 35.25% of students and 14.75% of Faculties), signaling a need for urgent improvement in digital and technical infrastructure.

8. Need for Digital Literacy and Infrastructure Enhancement

The low usage of OPAC and e-resources among students, along with their reliance on staff for information retrieval, underscores the need for digital literacy training.

Upgrading printing, computer, and internet services is essential to meet growing academic demands.

8. Suggestions

Based on the findings of the study, the following suggestions are proposed to enhance the effective utilisation of information resources and library services:

- ✓ Library infrastructure should be improved by providing comfortable seating, adequate lighting, proper ventilation, and ergonomic furniture.
- ✓ Availability and access to digital resources such as e-books, online journals, and databases should be increased by providing sufficient computer terminals and reliable internet connectivity.
- ✓ Regular user awareness programs, workshops, and orientation sessions should be organized to educate users about available library resources and services.
- ✓ Library collections should be continuously updated and enriched with recent textbooks, reference books, competitive examination materials, and previous years' question papers.
- ✓ Library services such as OPAC, circulation, reference assistance, internet access, and photocopying should be actively promoted through demonstrations and awareness campaigns.

- ✓ Information literacy programs should be conducted to help users develop skills in searching, evaluating, and ethically using information resources.
- ✓ Library staff should be provided with regular training to enhance technical competencies and improve the quality of user support and customer service.
- ✓ Systematic feedback mechanisms, including suggestion boxes and periodic surveys, should be established to collect user feedback and improve library services.
- ✓ Library working hours should be extended, particularly during examination periods, including evenings and weekends, to better accommodate user needs.
- ✓ Faculty members should be encouraged to integrate library resources into teaching and assignments to promote regular library use and strengthen students' research skills.

9. Conclusion

Information is fundamental to academic, research, and societal development, and academic libraries play a crucial role in facilitating access to information resources in both print and electronic formats. The present study assessed students' and faculty members' awareness and utilisation of information resources and services at Government First Grade College, Kolar. The findings indicate regular library use, with greater reliance on print resources than on electronic resources. While core library facilities and services are satisfactory, limited awareness of digital resources and moderate use of advanced services highlight the need for improvement.

The study emphasises the importance of enhancing digital infrastructure, strengthening user orientation and information literacy programs, and promoting effective utilisation of available resources. Continuous evaluation and user-centred planning are essential for improving library services. By addressing these aspects, academic libraries can better support teaching, learning, and research activities and contribute to the development of a resource-literate academic community.

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