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EDITORIAL

It is heartening to see that the eleventh issue of the VICHARA AN INTERNATIONAL JOURNAL OF MANAGEMENT has been brought out successfully. An educational journal is a platform where knowledge gets amplified and disseminated; research results and innovations are documented and unique experiences are shared for enhancement of knowledge. The design architecture of Vichaara is made in such a way that it becomes a comprehensive document to reflect the different dimensions of Management discipline. Business Research forms the core part wherein original, empirical based research papers are included. This issue comprises articles on recent issues in business world from different disciplines. These articles show a methodological way of conducting a research and presenting their findings. Findings on technology influence, cultural changes in the organizations, behavioural changes among the consumers and their expectations have been presented with relevant facts. We invite scholarly articles and research papers and write ups on robust cases. Suggestions and views from readers and scholars are solicited for the qualitative improvement of the Journal.

USER EDUCATION AND DIGITAL SERVICES IN ACADEMIC LIBRARY IN COIMBATORE DISTRICT: EMPIRICAL STUDY

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Abstract

The integration of digital libraries into educational systems has transformed the way knowledge is accessed, stored, and shared. This paper explores the role of digital libraries in enhancing user education, focusing on how students, educators, and researchers leverage digital resources for academic excellence. It examines the advantages of digital libraries, including their accessibility, cost-effectiveness, and vast repositories of information. Additionally, the study highlights challenges such as digital literacy gaps, technological barriers, and issues related to information authenticity. By evaluating case studies and recent advancements in digital library infrastructure, this paper provides insights into how institutions can optimize digital library usage through targeted educational programs and improved digital resource management. The findings suggest that a well-structured digital library system, coupled with user education, significantly enhances the learning experience, fosters research efficiency, and promotes lifelong learning.

Keywords: *Digital Libraries, Educational System, Digital literacy, Knowledge Management, Information Accessibility*

1. Introduction

Academic libraries have evolved from traditional spaces for physical books to digital hubs supporting learning and research. The rapid advancement of technology has transformed how users access information, with a growing reliance on digital services like online databases, e-resources, and mobile accessibility. Information Access Behaviour, which refers to how individuals find and evaluate information, has shifted towards digital content, such as e-books and online journals, driven by the tech-savvy younger generation. Libraries now offer digital services such as online databases (e.g., JSTOR, ProQuest, EBSCO), digital repositories for sharing research, and library management systems (e.g., Koha, Alma) to streamline operations.

They also play a key role in digital preservation, virtual reference services, e-learning, and supporting open access initiatives. However, challenges like the digital divide, copyright issues, and data security remain.

Despite these challenges, the integration of digital services has expanded access to academic resources, making libraries more flexible and central to academic communities worldwide. Additionally, libraries play a key role in digital preservation, virtual reference services, e-learning, and supporting open-access initiatives. However, challenges such as the digital divide, copyright issues, and data security persist. Despite these challenges, the integration of digital services has expanded access to academic resources, making libraries more flexible and central to academic communities worldwide. Open-access initiatives. However, challenges like the digital divide, copyright issues, and data security remain. Despite these challenges, integrating digital services has expanded access to academic resources, making libraries more flexible and central to academic communities worldwide.

2. Review of Literature

B. Jeyapragash and Muthuraj (2024) examined the awareness and usage of electronic resources (e-resources) among faculty members at Sri Ramakrishna Engineering College. Primary data was collected from 277 randomly selected faculty members across thirteen departments via a questionnaire. The study assessed awareness, usage patterns, and satisfaction with e-resources. The results showed that most faculty members were highly aware of e-resources like IEEE (86.17%), Springer Open (50.59%), and O'Reilly (35.97%). Additionally, 80.24% expressed satisfaction with NPTEL resources. The study emphasizes the importance of e-resources in academic libraries and recommends improving digital library infrastructure, subscribing to more e-journals, and offering training programs to enhance faculty access. It highlights the need for libraries to better support teaching, research, and development activities through digital resources.

Bala, P. Balasubramanian, and Vanitha, A. (2020) carried out a study aimed at assessing the adoption and utilization of information and communication technologies (ICT) and electronic resources within university libraries, specifically targeting engineering colleges in Tamil Nadu. The results demonstrate that university libraries have effectively incorporated modern ICT tools and electronic resources, which are actively used by the academic staff. Additionally, the study highlights that engineering colleges are equipped with advanced technologies that enhance both teaching and research efforts. Government initiatives have significantly contributed to the enhancement of digital library infrastructure, thereby increasing resource accessibility. Moreover, the research underscores the significance of user satisfaction in evaluating the use of library e-resources and e-services. It advocates for ongoing digitalization and the integration of electronic resources as vital for broadening information access and fostering academic development.

Bhanu Partap (2016) conducted a study at Chhaju Ram Memorial Jat College, Hisar, to assess library patrons' information needs, search behaviours, and satisfaction, focusing on the digital age. The research, based on a questionnaire distributed to 200 students with a 91.5% response rate, explored the effectiveness of library resources and user satisfaction with services and staff. The study recommends that library professionals analyse user behaviours to enhance services and suggests further research to adapt library offerings to evolving digital demands.

Rajender Kumar and Dinesh K. Gupta (2023) studied the impact of restructuring on resource and service usage at the IIT Roorkee library. The survey-based research focused on users' preferences for electronic vs. traditional resources and how restructuring affected their awareness, usage, dependency, and satisfaction. Results showed increased usage and dependency on library services, with positive changes in e-resource awareness and satisfaction. However, further improvements are needed to better meet user needs. The study highlights the importance of adapting library services to digital demands and suggests that other libraries consider similar restructuring strategies.

3. Objectives of the study

- To analyze the user preference for library information services in E-resources.
- To know the allied specialization in different disciplines of student members.
- To understand the different user patterns followed by student members.
- To examine the different factors that facilitate information sources/services for the student members.
- To understand the information-gathering behavior of student members.

4. Research Methodology

The Primary data was collected by contacting the respondents in person by using a questionnaire. The information and particulars were gathered by making on-the-spot entries in the questionnaires. The study is mainly based on the secondary data collected from the students through a well-designed questionnaire. The secondary data was collected from sources like textbooks, reference books, national and international journals, and magazines. The simple random sampling was used.

5. Analysis & Interpretation

Table 4.1. No of respondents and percentage.

Level of Satisfaction	No. of Respondents	Percentage
Low	52	34.67
Medium	57	38
High	41	27.33
Total	150	100

The sample students were divided into three groups in accordance with their satisfaction sources. Accordingly, out of one hundred fifty students, fifty-two students (34.67%) fall under the 'less satisfied' category; fifty-seven students (38%) belong to the 'medium satisfied' category, and the remaining forty-one students (27.33%) belong to the 'highly satisfied' category.

Table 4. 2. Specialization of Student Course and Level of Satisfaction

Specialization	No. of Respondents	Percentage	Level of Satisfaction		
			Low	Medium	High
Finance	63	42.0	14 (27.45%)	25 (49.02%)	12 (23.53%)
Marketing	68	45.3	26 (36.62%)	26 (36.62%)	19 (26.76%)
Human Resource	19	12.7	12 (44.44%)	6 (22.22%)	9 (33.34%)
Total	150	100.0	52	57	41

The above table can be inferred that the percentage of students with a low level of satisfaction is the lowest (27.45%), and the percentage of students with a high level of satisfaction is the highest (33.34%) among the HR students. Hence, it can be inferred that marketing students derive a higher level of satisfaction than the students who belong to finance and HR.

Table 4.3 Frequency of Visits the Students and Level of Satisfaction

Visit	No. of Respondents	Percentage	Level of Satisfaction		
			Low	Medium	High
Daily	52	34.7	13 (29.55%)	19 (43.18%)	12 (27.27%)
Weekly once	57	38.0	20 (40)	16 (32%)	14 (28%)
Monthly once	4	2.7	2 (12.5%)	8 (50%)	6 (37.5%)
If required	37	24.7	17 (42.5%)	14 (35%)	9 (22.5%)
Total	150	100.0	52	57	41

The above table indicates that the percentage of respondents with a low level of satisfaction in the lowest (12.5%) and the percentage of respondents with a high level of satisfaction is the highest (37.5%) among the monthly once of students. Hence, it can be inferred that weekly students derived a higher level of satisfaction than the students who belong to daily, monthly once and if required.

Table 4. 4 Satisfaction with Library working Hours and Level of satisfaction

Working Hour	No. of Respondents	Percentage	Level of Satisfaction		
			Low	Medium	High
Yes	146	97.3	45 (36.89%)	48 (39.34%)	29 (23.77)
No	4	2.7	7 (25%)	9 (32.14%)	12 (42.86)
Total	150	100.0	52	57	41

The above table indicates that the percentage of students with a low level of satisfaction is the lowest (25%), and the percentage of students with a high level of satisfaction is the highest (42.86%) among the students are satisfied library working hours no'. Hence, it can be inferred that the 'yes' students derive a higher level of satisfaction than the 'no' students.

Table 4. 5 Awareness of E-Resources in the Library and Level of Satisfaction

Awareness of Resource	No. of Respondents	Percentage	Level of Satisfaction		
			Low	Medium	High
Yes	105	70	38 (34.23%)	40 (36.03%)	33(29.74%)
No	45	30	14 (35.90%)	17 (43.59%)	8 (20.51%)
Total	150	100.0	52	57	41

The above table indicates that the percentage of awareness of resources in library 'yes' students is higher than that of the 'no' students. It also shows that the percentage of students with low level of satisfaction is lowest (34.23%) and the percentage of students with a high level of satisfaction is the highest (29.74%) among the 'yes' students. Hence, it can be inferred that the 'yes' students derive a higher level of satisfaction than the 'no' students.

Table 4. 6 Awareness of Online Database and Level of Satisfaction

Online Database	No. of Respondents	Percentage	Level of Satisfaction		
			Low	Medium	High
Yes	115	76.7	37 (34.58%)	37 (34.58%)	33 (30.84%)
No	35	23.3	15 (34.88%)	20 (46.51%)	8 (18.61%)
Total	150	100.0	52	57	41

The above table indicates that the percentage of the awareness of online data base ‘yes’ students is higher than that of the ‘no’ students. It is also indicates that the percentage of students with low level of satisfaction is lowest (34.58%) and the percentage of students with high level of satisfaction is the highest (30.84%) among the ‘yes’ students. Hence, it can be inferred that the ‘yes’ students derive higher level of satisfaction than the of ‘no’ students.

Table 4.7. Subject E-Books available in Library and level of satisfaction

Subject Books	No. of Respondents	Percentage	Level of Satisfaction		
			Low	Medium	High
Satisfied	146	97.3	43 (35.54%)	45 (37.19%)	33 (27.27%)
Not satisfied	4	2.7	9 (31.03%)	12 (41.38%)	8 (27.59%)
Total	150	100.0	52	57	41

The above table indicates that the percentage of satisfaction of subject books available ‘satisfied’ students is higher than that of the ‘not satisfied’ students. It also indicates that the percentage of students with a low level of satisfaction is the lowest (31.03%) and the percentage of students with a high level of satisfaction is the highest (27.59%) among the ‘not satisfied’ students. Hence, it can be inferred that the ‘satisfied’ students derive a higher level of satisfaction than the ‘not satisfied’ students.

Table 4. 8 General Books Available in the Library and Level of Satisfaction

Subject Books	No. of Respondents	Percentage	Level of Satisfaction		
			Low	Medium	High
Satisfied	131	87.3	42 (40%)	39 (37.14%)	24 (22.86%)
Not satisfied	19	12.7	10 (22.22%)	18 (40%)	17 (37.78%)
Total	150	100.0	52	57	41

The above table indicates that the percentage of the satisfaction of general books available in the library ‘satisfied’ students is higher than that of the ‘not satisfied’ students. It is also indicates that the percentage of students with low level of satisfaction in the lowest (22.22%) and the percentage of students with a high level of satisfaction is the highest (37.78%) among the ‘not satisfied’ students. Hence, it can be inferred that the ‘satisfied’ students derive a higher level of satisfaction than that of ‘not satisfied’ students.

Table 4.9 Internet Use in Library and Level of Satisfaction

Internet	No. of Respondents	Percentage	Level of Satisfaction		
			Low	Medium	High
Satisfied	71	47.3	24 (36.36%)	25 (37.88%)	17 (25.76%)
Not satisfied	79	52.7	28 (33.33%)	32 (38.10%)	24 (28.57%)
Total	150	100.0	52	57	41

The above table observed that the percentage of satisfaction with Internet use in library 'not satisfied' students is higher than that of 'satisfied' students. It is also indicates that the percentage of students with a low level of satisfaction is the lowest (33.33%) and the percentage of students with high level of satisfaction in the highest (28.57%) among the 'not satisfied' students. Hence, it can be inferred that the 'not satisfied' students derive higher level of satisfaction than that of 'satisfied' students.

Table 4.10 Indian Journals Available in Library and Level of Satisfaction

Indian Journal	No. of Respondents	Percentage	Level of Satisfaction		
			Low	Medium	High
Satisfied	134	89.3	45 (38.46%)	43 (36.75%)	29 (24.79%)
Not satisfied	16	10.7	7 (21.21%)	14 (42.42%)	12 (36.37%)
Total	150	100.0	52	57	41

The above table indicates that the percentage of satisfaction with Indian Journals available in the library 'satisfied' students is higher than that of 'not satisfied' students. It also indicates that the percentage of students with a low level of satisfaction is the lowest (21.21%) and the percentage of students with a high level of satisfaction is the highest (36.37%) among the 'not satisfied' students. Hence, it can be inferred that the 'satisfied' students derive a higher level of satisfaction than the 'not satisfied' students.

Table 4.11 International Journal available in the library and Level of Satisfaction

International Journal	No. of Respondents	Percentage	Level of Satisfaction		
			Low	Medium	High
Satisfied	99	66.0	30 (33.33%)	36 (40%)	24 (26.67%)
Not satisfied	51	34.0	22 (36.67%)	21 (35%)	17 (28.33%)
Total	150	100.0	52	57	41

The above table indicates that the percentage of satisfaction of International Journals available in library ‘satisfied’ students is higher than that of ‘not satisfied’ students. It also indicates that the percentage of students with the low level of satisfaction is the lowest (33.33%) and the percentage of students with high level of satisfaction is the highest (28.33%) among the ‘not satisfied’ students. Hence, it can be inferred that the ‘satisfied’ students derive higher level of satisfaction than that of ‘not satisfied’ students.

Table 4.12 No. Of Magazines and Level of Satisfaction

International Journal	No. of Respondents	Percentage	Level of Satisfaction		
			Low	Medium	High
Satisfied	137	91.3	44 (34.38%)	49 (38.28%)	35 (27.34%)
Not satisfied	13	8.7	8 (36.36%)	8 (36.36%)	6 (27.28%)
Total	150	100.0	52	57	41

The above table indicates that the percentage of satisfaction with No. of Magazines available in the library ‘satisfied’ students is higher than that of ‘not satisfied’ students. It also indicates that the percentage of students with a low level of satisfaction is the lowest (34.38%) and the percentage of students with a high level of satisfaction is the highest (27.34%) among the ‘satisfied’ students. Hence, it can be inferred that the ‘satisfied’ students derive a higher level of satisfaction than the ‘not satisfied’ students.

Table 4.13 E-News papers available in the Library and Level of Satisfaction

News Papers	No. of Respondents	Percentage	Level of Satisfaction		
			Low	Medium	High
Satisfied	141	94.0	46 (35.11%)	50 (38.17%)	35 (26.72%)
Not satisfied	9	6.0	6 (31.59%)	7 (36.84%)	6 (31.57%)
Total	150	100.0	52	57	41

The above table indicates that the percentage of satisfaction of E-News papers available in the library ‘satisfied’ students is higher than that of ‘not satisfied’ students. It also indicates that the percentage of students with a low level of satisfaction is the lowest (31.59%) and the percentage of students with a high level of satisfaction is the highest (31.57%) among the ‘not satisfied’ students. Hence, it can be inferred that the ‘satisfied’ students derive a higher level of satisfaction than the ‘not satisfied’ students.

Table 4.14 Cleanliness in the Library and Level of Satisfaction

Cleanliness	No. of Respondents	Percentage	Level of Satisfaction		
			Low	Medium	High
Satisfied	148	98.7	49 (36.30%)	50 (37.04%)	36 (26.66%)
Not satisfied	2	1.3	3 (20%)	7 (46.67%)	5 (33.33%)
Total	150	100.0	52	57	41

The above table indicates that the percentage of satisfaction of cleanliness in the library 'satisfied' students is higher than that of 'not satisfied' students. It is also indicates that the percentage of students with a low level of satisfaction in the lowest (20%) and the percentage of students with a high level of satisfaction in the highest (33.33%) among the 'not satisfied' students. Hence, it can be inferred that the 'satisfied' students derive higher level of satisfaction than that of 'not satisfied' students.

Table 4.15 Maintenance of Silence and Level of Satisfaction

Maintenance of Silence	No. of Respondents	Percentage	Level of Satisfaction		
			Low	Medium	High
Satisfied	144	96.0	42 (34.43%)	49 (40.16%)	31 (25.41%)
Not satisfied	6	4.0	10 (35.71%)	8 (28.57%)	10 (35.72%)
Total	150	100.0	52	57	41

The table indicates that the percentage of satisfaction of maintenance of silence in library 'satisfied' students is higher that that of 'not satisfied' students. It is also indicates that the percentage of students with the low level of satisfaction in the lowest (34.43%) and the percentage of students with high level of satisfaction in the highest (35.72%) among the 'not satisfied' students. Hence, it can be inferred that the 'satisfied' students derive higher level of satisfaction than that of 'not satisfied' students.

Table 4.16 No. of Books Issued and Level of Satisfaction

Books Issued	No. of Respondents	Percentage	Level of Satisfaction		
			Low	Medium	High
Satisfied	85	56.7	29 (32.22%)	33 (36.67%)	28 (31.11%)
Not satisfied	65	43.3	23 (38.33%)	24 (40%)	13 (21.67%)
Total	150	100.0	52	57	41

The above table indicates that the percentage of satisfaction of no of books issued in library ‘satisfied’ students is higher than that of ‘not satisfied’ students. It also indicates that the percentage of students with the low level of satisfaction is the lowest (32.22%) and the percentage of students with high level of satisfaction is the highest (31.11%) among the ‘satisfied’ students. Hence, it can be inferred that the ‘satisfied’ students derive a higher level of satisfaction than that of ‘not satisfied’ students.

6. Factors influencing the satisfaction derived by the students

In order to find out the influence of factors relating to the sample students such as course, specialization, frequency of visit, library working hours, awareness of resources in the library, online data base, subject book available, general book available, fictions, reference books, annual reports, capital line data available, EBSCO data, OPAC, internet use, Indian journal available, international journal available, no of magazines, news papers, back volumes, arrangement of books, cleanliness, maintenance, specialization, and no of books issued on the satisfaction derived by the students, null hypotheses were formulated that these factors do not significantly influence the satisfaction derived by the students.

The null hypotheses were tested with the help of chi-square test and the result of the same is presented in table 4.18.

Table 4.18 factors influencing the satisfaction derived by the students

Sl.No	Factor	Calculated Value	Table Value	Significance
1	Specialisation	29.080	9.49	Significant
2	Frequency of visit	45.680	12.6	Significant
3	Library working hours	134.427	5.99	Significant
4	Resources in the library	24.000	5.99	Significant
5	Online database	42.667	5.99	Significant
6	Subject E-books available	134.427	5.99	Significant
7	General books available	83.627	5.99	Significant
8	Fictions	36.507	5.99	Significant
9	Reference Books	80.667	5.99	Significant
10	Annual reports	20.907	5.99	Significant
11	Capital line data	54.000	5.99	Significant
12	EBSCO	20.907	5.99	Significant

13	OPAC	3.840	5.99	Not Significant
14	Internet use	0.427	5.99	Not Significant
15	Indian journal available	92.827	5.99	Significant
16	International Journal	15.360	5.99	Significant
17	No. of Magazines	102.507	5.99	Significant
18	News papers	116.160	5.99	Significant
19	Back volumes	54.000	5.99	Significant
20	Arrangement of books	105.840	5.99	Significant
21	Cleanliness	142.107	5.99	Significant
22	Maintenance of silence	126.960	5.99	Significant
23	Specialisation	80.667	3.841	Significant
24	No.of Books issued	10.920	3.841	Significant

The result of the chi-square test indicates that the factors such as except OPAC and internet use, significantly influence the satisfaction derived by the students, and the factors, namely OPAC and internet use, do not significantly influence the satisfaction derived by the students.

7. Findings

- The majority (45.3%) of the respondents derive high-level satisfaction with marketing specialization
- The most (97.3%) of the respondents are highly satisfied with the library's working hours. The majority (70.00%) of the respondents have awareness of resources in the library.
- The most (76.7%) of the respondents have awareness about online databases in the library. The majority (97.3%) of the respondents derive a higher level of satisfaction with subject books in the library. Most (87.3%) of the respondents derive a higher level of satisfaction with general books in the library.
- The majority (86.7%) of the respondents derive a higher level of satisfaction with reference books in the library.
- The most (68.7%) of the respondents derive a higher level of satisfaction with the availability of annual reports in the library.

- The majority (68.7%) of the respondents derive a higher level of satisfaction with the EBSCO database system in the library. Most (87.0%) of the respondents derive a higher level of satisfaction with the OPAC data base system in the library. The majority (89.3%) of the respondents derive a higher level of satisfaction with the Indian journals available in the library. The most (66.0) of the respondents derive a higher level of satisfaction with the International journals available in the library. The majority (92.0%) of the respondents derive a higher level of satisfaction with the arrangements in the library.
- It was found out from the chi-square test that the factors such as except OPAC and internet usage, significantly influence the satisfaction derived by the respondents

8. Suggestions:

In view above findings and conclusion, some suggestions are made. There is a need for the library to:

- User education and Information Literacy programmes will be effective in creating and handling electronic sources.
- Develop the skills required for systematic study and reading, provide special user instructions (subject-oriented) regarding the organization/structure of subject literature to create awareness and promote the use of information sources-general and subject.
- Provide training to the students and faculty members, and research scholars in the art of literature searching and locating information.
- Create awareness regarding the facilities and services through publicity.
- Encourage the students and faculty members, and research scholars to use the resources and services of other libraries and staff, and to provide systematic orientation to the students, faculty members, and research scholars to its services in order to overcome the difficulties faced by them in the use of information.

- Use of non-book material CD-ROMs, for bibliographical searches should be encouraged and improved. The users should be educated on the new information technology, followed by the libraries. The library collection needs to be enriched. There is a need to customise the libraries as early as possible.
- Proper training should be given to the library personnel in handling user queries and retrieving information. There should be proper rules and regulations to enrich the library collection and to improve the library services.

The students have no habit of publishing articles in journals. Management should encourage publishing interim reports of research by the students.

9. Conclusions

User education of users in a library is perhaps one of the most effective methods of understanding their information requirements. Most of user gives the priorities to book trade catalogues, bibliographies, indexes, and abstracts, and in addition, lists issued by library book reviews in newspapers and periodicals to manage to know the current literature in the field of interest due to availability in libraries. And the least ranking given to interest, e-journals and CD-ROMs because it is not available in most of the libraries and require skill to use these electronic sources. Mostly the users seek advice from the librarian for the selection of problem because the librarian has the knowledge about the literature, available references related to the selected topic, review of literature, methodology to be used for research and if any previous research work submitted related to topic available in the library or other libraries etc. For networking, all the libraries should be computerized with connectivity. It is also found that very few users possess the skills in using catalogues and electronic data bank. Each of the library users must have the knowledge to handle these electronic devices and the techniques of the database. User education will become important for using the library resources heavily whereby library services will get activated. However, there are problems which hinder the effective and efficient implementation of these programmes.

Problems cited are a shortage of professional staff to handle large numbers of users, inadequate time allocated for user education, and a lack of cooperation between library staff and faculty. Librarians have to work together to come up with strategies to ensure effective and efficient user education programmes.

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