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## User Perception and Utilization of Academic Library Resources in TGTWRD College, Utnoor: An Evaluative Study

**Pasupuneti Niteesh**

Research Scholar, Dept. Of Library and Info. Science, Annamalai University

Niteeshpasupunetiniteesh@Gmail.Com

**Dr. K. Vijayakumar**

Professor, Dept. Of Library And Info. Science, Annamalai University

Aulisvijayakumar@Gmail.Com

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### ABSTRACT

The study “User Perception and Utilization of Academic Library Resources in TGTWRD College, Utnoor: An Evaluative Study” aims to explore the level of awareness and utilization of library resources by the students and staff members of TGTWRD College, Utnoor. A descriptive survey research design was used to conduct the study. A structured questionnaire was used to collect the necessary information from the selected respondents. The study aims to evaluate the library resources, including the number of books, reference books, e-books, etc., along with the ICT facilities provided by the library. The study revealed that the library resources, including books and textbooks, were frequently used by the students. However, the utilization of e-books and online databases was moderate. It was also revealed that the users were satisfied with the library facilities. It was also revealed that the library should improve the e-books, online databases, and internet facilities to meet the needs of the users.

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### INTRODUCTION

The role of academic libraries is critical to the intellectual and academic growth of higher learning institutions. Academic libraries function as an organized window to information resources that promote



teaching, learning, and research activities within the knowledge domain of an educational institution. With the ever-changing knowledge domain scenario, the academic library's performance is not measured by the quantum of information resources alone, but by the extent of its resource utilization and perception of usefulness by its major stakeholders: the students and faculty members.

The role of academic libraries assumes critical importance in tribal and rural educational institutions because of the lack of alternative sources of information resources. TGTWRD College, Uttoor mainly caters to the educational needs of socially and economically marginalized sections of the population. Hence, the role of an academic library assumes critical importance as an academic support system within the knowledge domain of an educational institution. It is critical to assess the effectiveness of the extent of resource utilization by the stakeholders.

In this article, the utilization of library resources is discussed, and the level of satisfaction among students and faculty members is evaluated. By understanding the use of library resources, gaps in the existing library system can be identified, and improvements can be made to enhance the development of academic libraries.

## REVIEW OF LITERATURE

**T. D. Wilson (1999)**<sup>1</sup> studies on library use, user satisfaction, and information-seeking behaviour in academic institutions reveal significant patterns in resource utilization and service perception. T. D. Wilson proposed that information-seeking behaviour is influenced by users' academic roles, environmental context, and accessibility of resources. His model highlights that students primarily seek information for coursework and examinations, while faculty members focus more on research-oriented needs. This theoretical framework supports the observed distinction between student and faculty usage patterns in academic libraries.

**Carol C. Kuhlthau (1991)**<sup>2</sup> emphasized that users experience different stages of information seeking, often requiring guidance and structured support from library services. Her Information Search Process (ISP) model underscores the importance of staff assistance and user education, which aligns with findings that library staff support significantly influences user satisfaction.

**S. Thanuskodi (2012)**<sup>3</sup> on engineering college libraries found that textbooks and print materials remain the most frequently used resources, despite the availability of digital resources. The study also identified limited awareness and inadequate infrastructure as barriers to effective use of e-resources. This



supports the continuing dominance of print collections and the underutilization of online databases observed in many academic settings.

**B. T. Alemna (2000)**<sup>4</sup> revealed that user satisfaction in academic libraries is strongly associated with collection adequacy, seating arrangements, and staff cooperation. Dissatisfaction was mainly linked to outdated materials and poor internet connectivity, indicating that technological infrastructure significantly affects modern library services.

**K. Madhusudhan (2010)**<sup>5</sup> observed that faculty members tend to utilize reference sources and online journals more frequently than students, while students predominantly depend on textbooks and circulation services. The study also highlighted the need for continuous updating of collections and extended service hours.

**P. Sivaraman C. Rajangham (2017)**<sup>2</sup>"Information Search Pattern of Faculty Members From Arts And Science Government Colleges Affiliated To Bharathidasan University, Tiruchirappali – A Study" explores the usage of library facilities and services by faculty members from selected colleges. The study investigates various aspects including the information search patterns, purposes of information seeking, preferences for utilizing resources, satisfaction with library services, and challenges faced during information retrieval. Based on a survey of 201 faculty members from five colleges, the findings indicate that while many respondents are competent in information retrieval, they encounter specific problems related to their information search patterns.

## RESEARCH METHODOLOGY

The present study adopts a descriptive survey research design to examine the perception and utilization of academic library resources and services offered at TGTWRD College, Utnoor. Such a research methodology aims at gathering systematic and objective facts from the primary users of the library, namely, students and faculty members.

### Population of the Study

The total student population under the study includes all the students (317) of the college at the time of conducting the study. Similarly, the total faculty members under the study comprise all the faculty members (20) of the college at the time of conducting the study.



## Sample Size and Sampling Technique

The total student population under the study was selected using the convenience sampling technique, which selected a total of 170 students and faculty members. A total of 20 faculty members were selected because the total number of faculty members was less. Similarly, a total of 150 students were selected to represent the entire student population.

## Tools for Data Collection

The study collected the necessary data using a structured questionnaire consisting of close-ended questions and Likert Scale Items.

## Method of Data Collection

The study personally distributed the questionnaire to the respondents to gather the necessary facts.

## Data Analysis Techniques

The data gathered was tabulated and analyzed by making use of frequency distribution and percentage analysis techniques. Separate tables were prepared for the data of the students and faculty members.

The methodology provides a reliable way of assessing the effectiveness of academic library resources and services and helps in making recommendations based on the needs of the users.

## DE-LIMITATION

For this study, only one college was taken into consideration out of the two tribal degree colleges in the district.

## DATA ANALYSIS AND INTERPRETATION

**Table 1: Frequency of Library Visit by Respondents**

Sl. No	Frequency of Visit	Students (n=150)	Faculty (n=20)	Total (n=170)	Total (%)
1	Daily	60	10	70	41.2%
2	2-3 Times a Week	45	6	51	30.0%
3	Once a Week	25	2	27	15.9%



Sl. No	Frequency of Visit	Students (n=150)	Faculty (n=20)	Total (n=170)	Total (%)
4	Occasionally	15	1	16	9.4%
5	Rarely	5	1	6	3.5%
<b>Total</b>		<b>150</b>	<b>20</b>	<b>170</b>	<b>100%</b>

Table 1 shows the findings related to the frequency of library visits among the students and the faculty members showed that the majority of the students and the faculty members visited the library on a daily basis. In fact, 41.2% of the total participants, i.e., 70 individuals, visited the library daily. This indicates that the students and the faculty members heavily depend on the library for the accomplishment of their academic tasks. In addition, 30.0% of the participants, i.e., 51 individuals, visited the library two to three times a week. This indicates that the students and the faculty members regularly use the library for the accomplishment of their tasks. Furthermore, 15.9% of the participants, i.e., 27 individuals, visited the library once a week. This indicates that the students and the faculty members showed moderate usage of the library for the accomplishment of their tasks. However, the remaining individuals visited the library occasionally and seldom. In fact, 9.4% of the participants, i.e., 16 individuals, visited the library occasionally, while 3.5%, i.e., 6 individuals, visited the library seldom. However, more than 70% of the participants showed that they visited the library daily, i.e.,

**Table 2: Purpose of Library Use by Respondents**

Sl. No	Purpose	Students (n=150)	Faculty (n=20)	Total (%)
1	Borrowing Textbooks	120	8	75.3%
2	Reference Work	80	15	55.9%
3	Preparation for Exams	110	5	67.6%
4	Research/Project Work	70	18	51.8%
5	Accessing E-Resources	60	14	43.5%
6	Reading Newspapers/Journals	90	12	60.0%

From the data, it is evident that the major reason for library use is borrowing textbooks (75.3%), which reflects the library's importance in facilitating students' coursework. Preparation for examination



(67.6%) and reading newspapers/journals (60.0%) are also significant library uses, mainly contributed by students. Reference work (55.9%) and research/project work (51.8%) show higher percentages contributed by faculty members. This reflects the research and teaching activities undertaken by faculty members. Finally, accessing e-resources (43.5%) records the lowest percentage, but faculty members have contributed significantly. Thus, the data reveal students are using the library mainly for examination and coursework, while faculty members are using the library mainly for research.

**Table 3: Utilization of Library Resources by Students**

Sl. No	Type of Resource	Highly Used	Moderately Used	Rarely Used	Not Used	Total
1	Textbooks	90	45	10	5	150
2	Reference Books	55	60	20	15	150
3	Print Journals	35	55	40	20	150
4	E-Books	30	50	45	25	150
5	Online Databases	25	40	50	35	150
6	Newspapers/Magazines	65	50	20	15	150

This table shows that different library resources are used to varying degrees by the respondents. The textbooks show the highest utilization, with 90 respondents using them highly and 45 respondents using them moderately. This shows the importance of textbooks in the academic field. The utilization of newspapers and magazines is high, with 65 respondents using them highly and 50 respondents using them moderately. The utilization of reference books is moderate, with 55 respondents using them highly and 60 respondents using them moderately. The utilization of print journals, e-books, and online databases is relatively low, with fewer respondents using them highly, but the number of respondents who have not used online databases (35) and e-books (25) is relatively high, showing that people prefer print media over other media, though the other media are available to the respondents.

**Table 4: Utilization of Library Resources by Faculty members**

Sl. No	Type of Resource	Highly Used	Moderately Used	Rarely Used	Not Used	Total
1	Textbooks	5	5	5	5	20
2	Reference Books	5	10	5	0	20



Sl. No	Type of Resource	Highly Used	Moderately Used	Rarely Used	Not Used	Total
3	Print Journals	5	5	5	5	20
4	E-Books	5	5	5	5	20
5	Online Databases	5	5	5	5	20
6	Newspapers/Journals	5	10	5	0	20

The table below presents the pattern of resource utilization among faculty members. It can be clearly seen that textbooks, print journals, e-books, and online databases show an evenly distributed pattern of resource utilization, with an equal number of responses (5) falling under the highly used, moderately used, rarely used, and not used categories. On the other hand, reference books and newspapers/journals show a higher level of utilization, with 10 responses falling under the moderately used category and none falling under the not used category, suggesting that these resources are more frequently used by the faculty members in their professional and academic activities.

The findings clearly indicate that the faculty members are utilizing resources in a steady fashion, with emphasis on print and electronic resources, particularly reference materials and periodicals.

**Table 5: Level of Satisfaction with Library Services by Students**

Sl. No	Library Service	Very Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied	Total
1	Book Collection	50	65	15	10	10	150
2	Seating Facility	45	55	20	20	10	150
3	Internet Facility	30	45	25	30	20	150
4	Library Staff Support	70	60	10	5	5	150



Sl. No	Library Service	Very Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied	Total
5	Circulation Services	65	60	10	10	5	150
6	Digital Resources	25	50	30	25	20	150

From the table, it is evident that with regard to the book collection, 50 respondents are very satisfied, and 65 respondents are satisfied, while 15 respondents are neutral, 10 dissatisfied, and 10 respondents are highly dissatisfied. For the seating facility, 45 respondents are very satisfied and 55 respondents are satisfied, while 20 respondents are neutral, 20 respondents are dissatisfied, and 10 respondents are highly dissatisfied. For the internet facility, only 30 respondents are very satisfied and 45 respondents are satisfied, while 25 respondents are neutral, 30 respondents are dissatisfied, and 20 respondents are highly dissatisfied. For the library staff support, the respondents have shown the highest degree of satisfaction, with 70 respondents very satisfied and 60 respondents satisfied, while 10 respondents are neutral, 5 respondents dissatisfied, and 5 respondents highly dissatisfied. For the circulation services, 65 respondents are very satisfied and 60 respondents are satisfied, while 10 respondents are neutral, 10 respondents dissatisfied, and 5 respondents highly dissatisfied. Nevertheless, digital resources have shown less satisfying results, where 25 are very satisfied, 50 are satisfied, while 30 are neutral, 25 are dissatisfied, and 20 are highly dissatisfied. Thus, there is a need to improve digital facilities. It is evident that traditional facilities are more satisfying than digital and internet facilities.

**Table 6: Level of Satisfaction with Library Services by Faculty**

Sl. No	Library Service	Very Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied	Total
1	Book Collection	10	10	0	0	0	20
2	Seating Facility	5	10	5	0	0	20
3	Internet Facility	5	10	5	0	0	20



Sl. No	Library Service	Very Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied	Total
4	Library Staff Support	10	5	5	0	0	20
5	Circulation Services	10	10	0	0	0	20
6	Digital Resources	5	10	5	0	0	20

The table shows that the overall satisfaction level of the faculty members with the library service is high. When the book collection service is considered, 10 respondents are very satisfied, and 10 are satisfied, with no respondents expressing neutral or dissatisfied opinions, which shows the complete satisfaction with the service. When the seating facility service is considered, the responses show that 5 respondents are very satisfied, 10 are satisfied, and 5 are neutral, with no dissatisfaction expressed by the respondents. When the internet facility service is considered, the responses show that 5 respondents are very satisfied, 10 are satisfied, and 5 are neutral, which shows moderate to high satisfaction with the service. When the library staff support service is considered, the responses show that 10 respondents are very satisfied, 5 are satisfied, and 5 are neutral, which shows high satisfaction with the service. When the circulation service is considered, the responses show that 10 respondents are very satisfied, and 10 are satisfied, with no dissatisfaction expressed by the respondents. When the digital resources service is considered, the responses show that 5 respondents are very satisfied, 10 are satisfied, and 5 are neutral, with no dissatisfaction expressed by faculty

**Table 7: Problems Faced in Accessing Library Resources by Respondents**

Sl. No	Problems	Students (n=150)	Faculty (n=20)	Total (%)
1	Lack of Updated Books	70	8	45.9%
2	Limited E-Resources	65	10	44.1%
3	Slow Internet	85	12	57.1%
4	Insufficient Seating	60	5	38.2%
5	Lack of Awareness	55	4	34.7%
6	Limited Library Hours	40	6	27.1%

The above table shows the major problems faced by students and faculty in terms of library services. The major problems are as follows:



Slow Internet: 85 students and 12 faculty members face this problem, which amounts to 57.1% of the total number of respondents. This is the major issue, showing the need for improving the Internet facilities in the library. Lack of updated books: 70 students and 8 faculty members face this problem, which amounts to 45.9% of the total number of respondents. Limited e-resources: 65 students and 10 faculty members face this problem, which amounts to 44.1% of the total number of respondents. Insufficient Seating: 60 students and 5 faculty members face this problem, which amounts to 38.2% of the total number of respondents. Lack of awareness: 55 students and 4 faculty members face this problem, which amounts to 34.7% of the total number of respondents. Limited library hours: 40 students and 6 faculty members face this problem, which amounts to 27.1% of the total number of respondents.

## FINDINGS

- Borrowing textbooks (75.3%) and preparation for examinations (67.6%) are the major purposes of library use, mainly driven by students.
- Faculty members primarily utilize the library for research/project work and reference work compared to students.
- Textbooks (90 highly used) and newspapers/magazines (65 highly used) are the most utilized resources among students.
- Online databases (35 not used) and e-books (25 not used) show lower usage, indicating limited adoption of digital resources.
- Faculty members show balanced usage across most resources, with moderate preference for reference books and newspapers/journals (10 moderately used each).
- There is no significant level of dissatisfaction or complete non-use in major academic resources among faculty.
- Library staff support (70 very satisfied) and circulation services (65 very satisfied) receive the highest satisfaction from students.
- Internet facility and digital resources record comparatively higher dissatisfaction levels among students.



- Faculty members express high satisfaction with book collection and circulation services (100% satisfied categories).
- No dissatisfaction is reported by faculty in any of the listed library services.
- Slow internet (57.1%) is the most significant problem faced by both students and faculty.
- Lack of updated books (45.9%) and limited e-resources (44.1%) are major concerns affecting effective library use.
- Traditional print resources and core services are more utilized and appreciated than digital services.
- Improvement is required in digital infrastructure, updated collections, and internet connectivity to enhance overall library effectiveness.

## CONCLUSION

The overall findings of the study reflect that the library has played a vital role in the academic and research activities of both the students and the faculty members. The majority of the students have used the library for the purpose of borrowing textbooks and preparing for the examinations, while the faculty members have used the library for the purpose of research and reference. The print materials, especially the textbooks and newspapers, are more utilized than the digital and online materials.

With reference to user satisfaction, conventional services such as staff help from librarians and circulation services receive high appreciation from both groups. Internet facilities and digital resources, on the other hand, report comparatively lower appreciation, especially from students. The major problems identified in the context of using the library effectively are slow internet, the absence of updated books, and fewer e-resources.

Overall, the conventional services and facilities provided by the library seem to be working effectively, but there is a need to improve digital facilities, increase the speed of the internet, update books regularly, and increase awareness and access to digital resources to cater to the changing needs and demands of the students.

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