

Perception And Approach Of The Users Towards The Library Resources And Services In The Nursing Colleges Of Puducherry Region

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Abstract

This study identified that the user studies help build need-based and balanced collections in nursing college environments. A well-structured questionnaire was used to collect data about the use of information sources by students and faculty members of nursing colleges in Puducherry. This study emphasized the importance of information sources and services among the users of the nursing college environment. The data analysis covers the details about using information sources and services for developing knowledge of the nursing students and faculty members.

Keywords: Resources, services, nursing user awareness, Education, library Users.

Introduction

Education is the backbone of the health and economic development of the country. Education tries to cope with the needs of society. It has met the challenges of an unpredictable changing civilized population. Higher education helps individuals lead better lives and develop new technology. Better nursing education produces the quality nurses and it leads to a better health society in the country.

Importance of Nursing

Nursing encompasses autonomous and collaborative care of individuals of all ages, families, groups, and communities, sick or well, and in all settings. Nursing includes the promotion of health, prevention of illness, and the care of ill, disabled, and dying people.

Nursing, as an integral part of the health care system, encompasses the promotion of health, prevention of illness, and care of physically ill, mentally ill, and disabled people of all ages, in all health care and other community settings. Within this broad spectrum of health care, the phenomena of particular concern to nurses are individual, family, and group "responses to actual or potential health problems" (ANA, 1980, P.9).

Historical Perspectives:

- The history of nursing in India dates to ancient times when the role of a nurse was performed by women in families and communities. However, it was during the colonial period that formal nursing education began in India. The British East India Company established the first nursing school in India in 1867, known as the School of Nursing at the General Hospital in Madras.
- In 1916, the first nursing association was formed in India, called the Trained Nurses Association of India (TNAI). The TNAI was established to advocate for the rights of nurses and promote nursing education and research. The TNAI played a crucial role in the growth of nursing in India, and it remains an active organization to this day.
- In 1947, India gained independence, and the government established the Indian Nursing Council (INC) in 1948 to regulate nursing education and practice in the country. The INC is responsible for setting the standards for nursing education and ensuring that nursing programs meet these standards. It is also responsible for registering and

licensing nurses in India.

Review of Literature

1. K.M.R.K. Amarasekara and M.M.I.K. Marasinghe (2020) discussed User

Satisfaction with Library Resources and Services in a survey conducted in main library of the open university of Sri Lanka. A user satisfaction survey is the most crucial tool for assessing a library's level of service quality. The goals of the research were to determine why people use libraries and to assess how satisfied patrons were with the Open University of Sri Lanka's library website, personnel, resources and facilities. 357 people made up the entire sample, which included both students and employees of the university. There are two methods for using the materials in the library. Utilizing the library's website and going there. As a result, just 17.1 % of the respondents said they went to the library to use its resources. One of the metrics is the frequency of library visits.

2. **Lukmon Adeola Kiadese (2021) investigated the study habits, use of library resources, and students' achievement in junior secondary school business studies in Ogun state, Nigeria.** In order to encourage students to use the library, the author talks about providing resources that are pertinent to their academic needs. The study noted that Ogun State's success story in business studies is a unique one. Resources that help students stand out in their academic endeavours can be found in the school library. The purpose of the study is to determine that, when it comes to solving the issues in business studies, particularly in Ogun State, study habits are not the main concern.

3. **MMm Yashir Ahamed et al. (2024), have analysed, the uses of library resources and services by the nursing students. A case study of College of Nursing, RIMS, Imphal.** The authors talked on how often people visit libraries. Why they visit and which materials and services are most frequently used in the regional institute of medical sciences (RIMS), Imphal, central library. The author gave out 100 randomly selected samples and 86 of them answered the survey. The 86 respondents, 23(26.74%) go to the library once in a week. 53(22%) of the visitors to the library are there to check out or return books. The most often used resources are subject and text books (44.02%). According to 22.38% circulation services are the most utilized. According to the study's findings, nursing students would gain from library resources and services tailored to their interests and requirements.

Objectives of the study

1. To identify the gender-wise distribution of respondents
2. To investigate frequent visits to the library among nursing students, tutors, and faculty members.
3. To evaluate the place of internet access among nursing students, tutors, and faculty members.
4. To analyze the frequency distribution of purpose for library facilities used by nursing students, tutors, and faculty members.
5. To estimate the level of satisfaction regarding ICT facilities in library services.

Hypotheses of the study

1. Hypothesis (H01): There is no significant difference between the gender-wise distribution of respondents.
2. Hypothesis(H02): There is no significant difference between the library visit frequency of nursing students, tutors, and faculty members.
3. Hypothesis (H03): There is no significant difference between internet access to the library by nursing students, tutors, and faculty members.
4. Hypothesis (H04): There is no significant difference between the frequency of purpose for library facilities used by nursing students, tutors, and faculty members.
5. Hypothesis (H05): There is a significant difference between the satisfaction levels of providing library services to nursing students, tutors, and faculty members.

Scope and limitation

The findings of the study apply to the nursing faculties of nursing colleges of Puducherry only. The findings of the study do not apply to other nursing colleges of another state as well as another union territory of India. This study only covers Puducherry and Karaikal. This does not cover Mahi (Kerala) and Yanam (Andhra)to undertake this study in all the nursing colleges of Puducherry is not possible to act at the level of an individual researcher, due to constraints imposed by money,

time, and energy efforts.

Methodology

A survey method of research has been adopted to collect primary data from nursing college library users. The survey was confined to library users of nursing colleges in the Puducherry region.

Puducherry region nursing college covered only Puducherry and Karaikal nursing college library users. This would be examined and enquired as a futuristic study. A simple percentage and chi-square test was done and the results were collected from the respondents for the data analysis and interpretation.

Data Analysis

Table 1 Distribution of Questionnaire and responses on different nursing colleges of the Pondicherry Region

| S. No | Name of Nursing college | Questionnaire distributed | | | | | | | Responses Received | | | | | | |
|-------|--|---------------------------|-----|-------|-----|----------|----|-------|--------------------|----|-------|-----|----------|----|-------|
| | | UG | PG | Tutor | AP | Assoc. P | P | Total | UG | PG | Tutor | AP | Assoc. P | P | Total |
| 1 | Mother Theresa Post Graduate and Research Institute of Health Sciences | 70 | 15 | 0 | 16 | 11 | 10 | 122 | 63 | 11 | 0 | 13 | 9 | 8 | 104 |
| 2 | Sri Lakshmi Narayana College of Nursing | 70 | 0 | 8 | 15 | 13 | 9 | 115 | 61 | 0 | 6 | 12 | 11 | 7 | 97 |
| 3 | East coast institute of medical sciences college of nursing | 58 | 18 | 9 | 10 | 9 | 10 | 114 | 51 | 15 | 7 | 7 | 7 | 8 | 95 |
| 4 | Sabari College of Nursing | 70 | 0 | 11 | 17 | 11 | 10 | 119 | 57 | 0 | 9 | 13 | 8 | 8 | 95 |
| 5 | Raak nursing and Paramedical college | 69 | 0 | 7 | 11 | 10 | 9 | 106 | 54 | 0 | 5 | 8 | 7 | 7 | 81 |
| 6 | Sri Manakula Vinayagar Nursing College | 65 | 17 | 8 | 16 | 10 | 9 | 125 | 53 | 15 | 6 | 13 | 8 | 7 | 102 |
| 7 | Kasturba Gandhi Nursing College | 75 | 17 | 0 | 16 | 10 | 10 | 128 | 69 | 15 | 0 | 13 | 8 | 7 | 112 |
| 8 | Indirani College of Nursing | 71 | 16 | 9 | 14 | 13 | 10 | 133 | 62 | 13 | 7 | 11 | 10 | 8 | 111 |
| 9 | Vinayaka mission's college of nursing, Karaikal | 74 | 17 | 0 | 16 | 12 | 11 | 130 | 64 | 13 | 0 | 10 | 7 | 7 | 101 |
| 10 | Mother Theresa Post Graduate and Research Institute of Health Sciences, Karaikal | 73 | 0 | 0 | 15 | 11 | 9 | 108 | 61 | 0 | 0 | 13 | 9 | 8 | 91 |
| Total | | 702 | 100 | 52 | 146 | 110 | 97 | 1207 | 603 | 82 | 40 | 113 | 84 | 75 | 989 |

Table 1, illustrates that a total of 1207 questionnaires were successfully distributed to both students and faculty members within the institution. From this effort, a substantial number of 997 completed responses were returned, indicating a significant level of engagement and participation from those who received the questionnaires.

Table 2 Questionnaires Distributed and Responses by Gender

| S. No | Name of the college | Male | Female | Total |
|-------|--|---------------|---------------|----------------|
| 1 | Mother Theresa Post Graduate and Research Institute of Health Sciences | 14 (1.4) | 90 (9.0) | 104 (10.4) |
| 2 | Sri Lakshmi Narayana College of Nursing, | 14 (1.4) | 83 (8.3) | 97 (9.7) |
| 3 | East Coast Institute of Medical Sciences: College of Nursing | 18 (1.8) | 85 (8.5) | 103 (10.3) |
| 4 | Sabari College of Nursing | 3 (0.3) | 92 (9.2) | 95 (9.5) |
| 5 | Raak Nursing and Paramedical College | 39 (3.9) | 42 (4.2) | 81 (8.1) |
| 6 | Sri Manakula Vinayagar Nursing College | 77 (7.7) | 25 (2.5) | 102 (10.2) |
| 7 | Kasturba Gandhi Nursing College | 44 (4.4) | 68 (6.8) | 112 (11.2) |
| 8 | Indirani College of Nursing | 36 (3.6) | 75 (7.5) | 111 (11.1) |
| 9 | Vinayaka Mission's College of Nursing | 34 (3.4) | 67 (6.7) | 101 (10.1) |
| 10 | Mother Theresa Post Graduate and Research Institute of Health Sciences, Karaikal | 36 (3.6) | 55 (5.5) | 91 (9.1) |
| Total | | 315 (31.6) | 682 (68.4) | 997 (100.0) |

Table 2, the gender distribution among nursing students in the Puducherry region varies by gender. The Mother Theresa Post Graduate and Research Institute of Health Sciences has 104 (10.4) respondents, followed by Sri Lakshmi Narayana College of Nursing, 97 (9.7), East Coast Institute of Medical Sciences, 103 (10.3), Sabari College of Nursing, 95 (9.5), Raak Nursing and Paramedical College 81 (8.1), Sri Manakula Vinayagar Nursing College 102 (10.2), Kasturba Gandhi Nursing College 112 (11.2), Indirani College of Nursing, 111 (11.1), Vinayaka Mission's College of Nursing, 101 (10.1), and the Mother Theresa Post Graduate and Research Institute of Health Sciences in Karaikal, 91 (9.1). Each institution has distinct demographics, with some colleges hosting a larger proportion of female students. Overall, the data shows a higher number of female respondents compared to male respondents.

Table- 3 Frequency of visits to the library * Academic Status Cross tabulation

| Frequency of visits to the library | | Academic Status | | | | | | Total |
|------------------------------------|--|-----------------|------|-------|------|----------|------|-------|
| | | UG | PG | Tutor | AP | Assoc. P | P | |
| Every day | | 180 | 27 | 2 | 39 | 39 | 30 | 317 |
| | | 18.1% | 2.7% | .2% | 3.9% | 3.9% | 3.0% | 31.8% |
| Once in a week | | 217 | 34 | 9 | 22 | 25 | 32 | 339 |
| | | 21.8% | 3.4% | .9% | 2.2% | 2.5% | 3.2% | 34.0% |

| | | | | | | | | |
|-------|---------------------|--------------|------------|------------|--------------|------------|------------|---------------|
| | Once in a fortnight | 92 9.2% | 15 1.5% | 11 1.1% | 14 1.4% | 12 1.2% | 8 .8% | 152 15.2% |
| | Once in a month | 62 6.2% | 3 .3% | 5 .5% | 27 2.7% | 6 .6% | 4 .4% | 107 10.7% |
| | Very rarely | 52 5.2% | 3 .3% | 13 1.3% | 11 1.1% | 2 .2% | 1 .1% | 82 8.2% |
| Total | | 603 60.5% | 82 8.2% | 40 4.0% | 113 11.3% | 84 8.4% | 75 7.5% | 997 100.0% |

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|----------------------|----|-----------------------|
| Pearson Chi-Square | 1.005E2 ^a | 20 | .000 |
| Likelihood Ratio | 94.374 | 20 | .000 |
| Linear-by-Linear Association | 4.479 | 1 | .034 |
| N of Valid Cases | 997 | | |

a. 2 cells (6.7%) have expected count less than 5. The minimum expected count is 3.29.

Table 3 shows the frequency of visits to the library, 317(31.8%) respondents visit the library every day, 339(34.0%) respondents visit the library once a week, 152(15.2%) respondents visit the library once a fortnight, 107(10.7%) respondents visit to the library once in a month, 82(8.2%) respondents visit to the library very rarely. It was found that 339(34%) of respondents visit the library once a week.

Table- 4 Factors that influence to prefer the place of internet access * Academic Status Cross tabulation

| Factors that influence to prefer the place of internet access | Academic Status | | | | | | Total |
|---|-----------------|------------|------------|------------|------------|------------|--------------|
| | UG | PG | Tutor | AP | Assoc. P | P | |
| Speed of Access | 159 15.9% | 17 1.7% | 12 1.2% | 36 3.6% | 10 1.0% | 31 3.1% | 265 26.6% |
| Provision for downloading and printing out | 132 13.2% | 14 1.4% | 9 .9% | 12 1.2% | 25 2.5% | 21 2.1% | 213 21.4% |
| Cost factor | 131 13.1% | 16 1.6% | 5 .5% | 27 2.7% | 7 .7% | 14 1.4% | 200 20.1% |
| High bandwidth | 93 9.3% | 20 2.0% | 10 1.0% | 20 2.0% | 25 2.5% | 5 .5% | 173 17.4% |
| Convenient hour | 88 | 15 | 4 | 18 | 17 | 4 | 146 |

| | | | | | | | |
|-------|-------|------|------|-------|------|------|--------|
| | 8.8% | 1.5% | .4% | 1.8% | 1.7% | .4% | 14.6% |
| Total | 603 | 82 | 40 | 113 | 84 | 75 | 997 |
| | 60.5% | 8.2% | 4.0% | 11.3% | 8.4% | 7.5% | 100.0% |

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|---------------------|----|-----------------------|
| Pearson Chi-Square | 60.330 ^a | 20 | .000 |
| Likelihood Ratio | 65.076 | 20 | .000 |
| Linear-by-Linear Association | .223 | 1 | .637 |
| N of Valid Cases | 997 | | |

Table 4 Factors that influence to prefer the place of internet access. Among 997 respondents, 265(26.6%) respondents prefer speed of access, 213(21.4%) respondents prefer provision for downloading and get print out, 200(20.1%) respondents prefer cost factor, 173(17.4%) respondents prefer high bandwidth, 146(14.6%) respondents prefer convenient hour. It indicates that the majority of the respondents prefer speed of access.

Table- 5 Purpose of frequency distribution in Which Library Facilities Utilized * Academic Status Cross tabulation

| Frequency Distribution of Purpose for Which Library Facilities Utilized | | Academic Status | | | | | | Total |
|---|--|-----------------|------------|------------|------------|------------|------------|--------------|
| | | UG | PG | Tutor | AP | Assoc. P | P | |
| To borrow and return books | | 73 7.3% | 9 .9% | 6 .6% | 28 2.8% | 9 .9% | 9 .9% | 134 13.4% |
| To read newspapers and magazine | | 92 9.2% | 8 .8% | 8 .8% | 16 1.6% | 13 1.3% | 9 .9% | 146 14.6% |
| To consult reference books. | | 67 6.7% | 6 .6% | 11 1.1% | 5 .5% | 10 1.0% | 4 .4% | 103 10.3% |
| To get reference books | | 77 7.7% | 11 1.1% | 3 .3% | 17 1.7% | 11 1.1% | 19 1.9% | 138 13.8% |
| To read general books | | 50 5.0% | 2 .2% | 5 .5% | 3 .3% | 6 .6% | 10 1.0% | 76 7.6% |

| | | | | | | | |
|--------------------------------------|--------------|------------|------------|--------------|------------|------------|---------------|
| To read subject books | 52 5.2% | 13 1.3% | 6 .6% | 4 .4% | 10 1.0% | 6 .6% | 91 9.1% |
| To complete the classroom assignment | 60 6.0% | 8 .8% | 0 .0% | 13 1.3% | 9 .9% | 10 1.0% | 100 10.0% |
| To copy of materials | 132 13.2% | 25 2.5% | 1 .1% | 27 2.7% | 16 1.6% | 8 .8% | 209 21.0% |
| Total | 603 60.5% | 82 8.2% | 40 4.0% | 113 11.3% | 84 8.4% | 75 7.5% | 997 100.0% |

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|---------------------|----|-----------------------|
| Pearson | 84.258 ^a | 35 | .000 |
| hi- Square | | | |
| Likelihood Ratio | 88.960 | 35 | .000 |
| Linear-by-Linear Association | 1.518 | 1 | .218 |
| N of Valid Cases | 997 | | |

a. 0 cells (.0%) have an expected count of less than 5. The minimum expected count is 5.86.

Table 5, indicates the frequency distribution of purpose for which library facilities were utilized, 134(13.4%) respondents utilized to borrow and return books, 146(14.6%) respondents utilized to read newspapers and magazines, 103(10.3%) respondents utilized to consult reference books, 138(13.8%) respondents utilize to get reference books, 76(7.6%) respondents utilize to read general books, 91(9.1%) respondents utilize to read subject books, 100(10.0%) respondents utilize to complete classroom assignment,, 209(21.0%) respondents utilize to copy of materials in library. It could be seen clearly from the above discussion that 209(21%) of the respondents utilized to copy of materials.

Table- 6 Satisfied with the physical infrastructure and ICT facilities in the library * Academic Status Cross tabulation

| Satisfied with the physical infrastructure and ICT facilities in the library | Academic Status | | | | | | Total |
|--|-----------------|------------|------------|------------|------------|------------|--------------|
| | UG | PG | Tutor | AP | Assoc. P | P | |
| To a Great Extent | 222 22.3% | 24 2.4% | 20 2.0% | 42 4.2% | 30 3.0% | 31 3.1% | 369 37.0% |
| Somewhat Extent | 169 17.0% | 26 2.6% | 2 .2% | 38 3.8% | 25 2.5% | 22 2.2% | 282 28.3% |

| | | | | | | | | |
|-------|--------------------|--------------|------------|------------|--------------|------------|------------|---------------|
| | Very little Extent | 131 13.1% | 26 2.6% | 5 .5% | 24 2.4% | 11 1.1% | 15 1.5% | 212 21.3% |
| | Not at all | 81 8.1% | 6 .6% | 13 1.3% | 9 .9% | 18 1.8% | 7 .7% | 134 13.4% |
| Total | | 603 60.5% | 82 8.2% | 40 4.0% | 113 11.3% | 84 8.4% | 75 7.5% | 997 100.0% |

The data presented in Table 6 reveals that 369(37.0%) respondents indicate that satisfaction is to a great extent, 282(28.3%) respondents indicate that somewhat extent, 212(21.3%) respondents indicate that Very little extent, and 134 (13.4%) respondents indicate that not at all. It was found that the majority of the respondents were satisfied with the great extent of the physical infrastructure and ICT facilities in the library.

FINDINGS

1. It was found that out of 989 respondents, the highest responses(112) were received from Kasturba Gandhi Nursing College.
2. It found that the highest responses from female 682(68.4%) respondents.
3. To indicate that the majority of respondents visit the library once a week 339(34%).
2. It is found that the majority of the users prefer speed of access 265(26.6%) with the place of internet access.
3. It is indicated that 134(13.4%) respondents utilize borrow and return books from the library facilities
4. It is found that the majority of the respondents are satisfied with to a great extent 369(37%) of the physical infrastructure and ICT facilities in the library.

Conclusion

As found that large collection of nursing books, bound journals, current journals and databases (mostly e- journals and e-databases), and theses/dissertations over the years. However, regarding information sources and services. The major criticism is that nursing college library users are dissatisfied with electronic resources followed by textbooks that are not updated. Reference books are insufficient, computers are not sufficient, and competitive books are not sufficient. Based on the various findings of the study. The following suggestions and recommendations are made. The nursing librarian should pay serious attention to the systematic development of the electronic resources for their updating and maintenance on a timely basis. With the emerging scenario (or) trend in view, nursing college librarians should also focus on converting their physical resources into e-format, so that the existing information resources are easily accessible for their effective use resources and services.

Everyone is using the information resources in their day-to-day life. Shortly the information resources and services will be the bread and butter for every educated person for their nursing academic activity. In this way, now the use and perception of user approach are used by nursing college users for the all-round development of their scholastic needs. They have the right information at the right time conveniently, effortlessly, and easily. However, they sometimes feel disgusted to use information resources and services, because of poor facilities, and at the time of their collections, they are not fulfilling their urgent needs. So almost all the care should be taken by the nursing college authority to facilitate the information service provision and effective use by end users.

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