

USER'S BEHAVIOUR FOR USER STUDIES AND USER EDUCATION IN ACADEMIC LIBRARIES

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ABSTRACT

The role of library professionals; in creating awareness and guiding the users in locating the required information, through User Education (UE) programmes Character and objective of the user education and how to educate the user. Need of user education, type of user and User attitudes and behaviours in this planning and programmed of user education different kinds of user education specification if user education nature of user education and information displayed containing information about opening hours. Library information rules, Library timings, staff maintained. Online services practice workshop. Advertising papers, journals, posters, pamphlets Author tries to stress upon the dire need to provide training to the present day end-user to explore the information, which is available in various sources and in different forms, especially in electronic/digital form.

KEYWORDS: User Behaviours, User Education, User Character Type of Users

INTRODUCTION

The main target of every user study is to bring to light the users' perspectives, Exploring users' behaviour, measuring users' satisfaction, meeting users' needs, even before they are expressed, has become an art and a science in a library's quality services. User studies have become the medium for all. The user communities participate in periodic user education programs. The technology and manpower available in the library and its resources are to be made known to users. Users need specific help in information gathering, necessary sources and techniques. Librarians can advise them about the facilities available in the library. User education programs should include bibliographic instruction and organization of reader services. User studies and user education programs improve the professional competencies of librarians.

DATA COLLECTION AND ANALYSIS

Specifically, the transaction logs files provided a record of all different search types that the users have carried out on the system along with the systems' responses in chronological order. Apart from the precise and detailed recording of all search attempts and activities, the transaction logs had another advantage – they provided information about users' behaviour when searching the Online Public Access Catalogue (OPAC) without the user being influenced by the researcher's presence. This guaranteed unbiased research data collection. The information gathered reflects the users' pure reactions to the system, their knowledge and ability to use it, and to what extent, and also the problems and failures they experienced. Through the transaction logs we managed to harvest real user reactions in real time and in real environment and, at the same time, anonymity was secured (as there is no user identification required for the use of OPACs) so the users' personal data were protected.

Librarians have used Transaction Log Analysis (TLA) since 1967. Log analysis at first used to determine system performance. In the late 1970s interest in user behaviour and performance on OPACs began to make use of the unobtrusive nature of transaction log analysis. More recently, work has been done to mine the transaction logs of Web servers and to utilize that analysis for library management information. There have been also studies of users' attitudes and behaviour before and after the implementation of an online catalogue in their library.

USER EDUCATION

Education is a long life process, there is no end. As far as library activities are concerns, the users are illiterates. They need some sought of user education on how to use library resources and services. Because the collection libraries are very complicated to know how to use and what the service available is etc., they must need assistance and guidance. It has its own objectives. Broadly it means to bring the awareness about or to guide the users, about library facilities, collection, services, etc., for new users this type of guidance is necessary.

USER'S CHARACTER

Lehman mentioned 6 user's characteristics that, if evaluate, would help the librarian in his efforts to satisfy user need. They are:

- Personality level.
- Variability level and
- Vocational-a vocational level.
- Capacity level.
- Satisfaction level. Functional reading level.
- Visual level.

Systematic study of user community will reveal the various characteristics of users seeking information. This will give necessary base guidelines to librarians to serve various types of users groups.

OBJECTIVES

In this unit will be able to understand the:

- The definition and character of user and user education.
- Types of library users.
- Need of user education.
- Planning of user education
- User education programmer
- User service and evaluations.

USER ATTITUDES AND BEHAVIOURS

The users' behaviours or information seeking behaviours are complex in nature. The information seeking behaviours are centred on how the users locating information in the library. This behaviour is influenced by number of factor such as information organizational pattern, information products, educational level and social economic profiles of users.

TYPES OF LIBRARY USERS

The users are one type but libraries are different from those of another type. In a public library the users are mainly children, student's, housewives, farmers, retired persons, literates and even also researches. In an academic library the users are students, teachers and researchers, whereas as special groups of users of whom the library is intended. From what is stated above it can be assumed that in the public libraries the users are almost heterogeneous and in academic and special libraries the users are almost homogeneous in nature. For an effective information service as an information manager, he should ascertain about the information requirements of his library users.

SERVICES TO THE USERS

Services to the Users Can be Provided as Follows

- Search assistance
- Dissemination
- Notification
- Reference
- Referral
- Document reproduction and
- Translation

PURPOSE OF A USER STUDIES

The Purpose of a User Study is:

- To examine patterns of library use and identify gaps in use;
- To make book selection systematic;
- To evaluate the resources;
- To introduce / render documentation and information

USER EDUCATION PROGRAMME

Introduction to the Library

Library Timing

Opening and closing hours on week days and holidays close of the day, times for issues and return of books. Layout of library building floor areas, collection etc., location of various sections, services.

Library Rules

Number of books to be issued according to category of borrowers, type of books, loan period of reference books, periodicals, general books and other categories of books, overdue charges, reservation of books.

Staff

Introduction with in charges of each section

Procedures

Membership, registration and borrowing procedure

Introduction of Library Techniques

Scheme of classification, its features and class number, representing subjects, arrangement of subjects, catalogue inner form, author, title, subject etc., of the catalogue, how to use catalogue, how to find book with the use of catalogue. Shelf arrangement and special collections Introduction to information sources

Introduction to Information Sources

Types of reference books and information contained in this e.g., dictionary encyclopaedia, directory of quotations, bibliographical dictionaries, gazetteers, almanacs, subject encyclopaedia, subject biography, abstracts, indexes, several publications, demographic sources, standards, primary and secondary information sources use of non-traditional sources.

ENRICHING FACTORS OF UE (USER EDUCATION) PROGRAM

- General instruction session has to be designed to acquaint new and continuing students, staff and faculty with the resources that are available to them through the libraries.
- Library instruction must be continuous and linked to student course work.
- Develop a comprehensive UE and training program at national level. The UGC, NISSAT, NASSDOC, INSDOC, DESIDOC, university libraries, LIS schools, and library associations can play a pivotal role and such a program can be customized at local level to suit one's own needs.
- UE programs are to be taken up regularly and the target groups are to be the fresher's who enter into the institutions.
- UE programs can be conducted occasionally, whenever the changes take place in the library.
- Suitable and adequate number of teaching aids required for UE program is to be developed. • UE program components are to be incorporated in the LIS school curricula.
- Involving the LIS school faculty in the conduct of UE programs.
- Proper coordination and cooperation is to be established at various levels.
- LIS professionals have to build up good personality with effective communication skills.
- Continuing professional education and training programs for the LIS professionals are to be organized and encouraged.

- Continuous evaluation of the UE program will lead to effective utilization of the library and information sources, resources, and services.

IMPORTANCE USER OF LIBRARY EDUCATION

Having defined library user education and some of its objectives, the next issue is the importance of library user education. Does it make any difference in how people use information? Does effective use of information make a difference in people's lives? While debatable, there is a strong belief that effective use of information is important. It has been said that you will be mentally more powerful if you concentrate on how to find knowledge rather than try to remember everything you have learned. It is widely recognized that the ability to use information is extremely important in today's society and will continue to become more so.

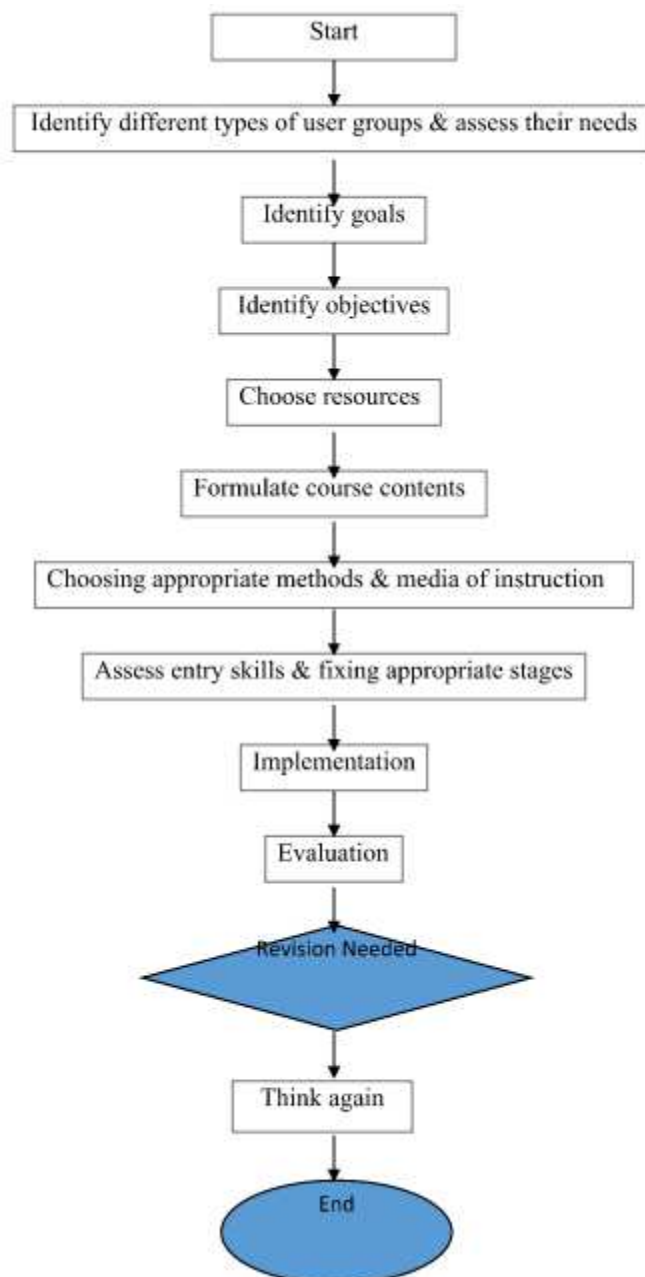
The college library must be viewed as a vital part of the undergraduate experience....The library staff should be considered as important to teaching as are classroom teachers. . . .We further recommend that every undergraduate student be introduced carefully to the full range of resources for learning on campus. Students should be given bibliographic instruction and be encouraged to spend at least as much time in the library-using its wide range of resources- as they spend in classes.

According the Most Common Modules Used in Library

- Basic library skill
- Library briefing
- Library research skill
- Online databases searching skills
- Legal research skills
- Using In-house databases
- Navigating the internet for special purposes
- Searching CD ROM data bases

Special module for research student's skills and how to locate in different languages

USER EDUCATION PROGRAM FLOW CHART



MOTIVATE USERS TOWARDS STIMULATION OF DEMAND FOR INFORMATION

If the staff of the information centres understand the problems of users and give them relevant information, the users are motivated to seek more and more information. The user studies will enable to understand their problem and the information workers follow it up by supplying factual information, the de- sired information is permanently instilled. Once students are assured that the information centre is aware of their problems and needs, and can supply information tailored to their specific needs, the demand for information will swiftly increase. Therefore the interaction with the users to seek more and more information not only increases

The demand for information but also facilities meaningful exchanges between the sources of Information and the users

PRESENT STATUS OF USER EDUCATION

The user education is neglected phenomena in many libraries. This will result into the following consequences: it results into the user utilization or resources available in the libraries. This underutilization has the direct adverse effect on the intellectual creativity of the individuals. This will leads to under development of the country with minimum intellectual works coming from the researcher. The competitive advantages are possible only on the capacity of country to gather analyse and disseminate the information on proper manner. These functions are mostly carried out by libraries. But these functions are only completed if the libraries are come forward to expose their resources to its users. It is not so, the development of country is questionable.

CONCLUSIONS

A large number of information user studies have been made at a variety of levels undergraduate, postgraduate, teaching and research-staff and practitioners in industrial and other Labourites, Nearly all point to tan unsatisfactory state of affairs and widespread ignorance of information reinforced by a lack of interest. Various possible improvements are indicated:

- To excite interest by convincing users of the value of information.
- To involve teachers in instruction, by realizing their role as both source and channel of information.
- To make libraries and information services easier to use.

Have user studies shown up specific ways to improve the situations, e.g., additional services, improved access to user studies? Can one assign priority to the different approaches? Can cost-effectiveness studies may be made in this area? Should all user studies include, as an objective bringing out educational implications?

It is obvious that there is a tremendous change in the library and information environment. The emerging technologies like OPAC, CD-ROM, web, Internet, etc. pose a considerable challenge for LIS professionals. It has now become a compulsory task of the library professionals to teach and assist the end users, who have little exposure to these technologies, in searching literature. It is evident that there is a dire need to provide training to the present day end-user to explore the information, which is available in various sources and in different forms, especially in electronic/digital form.

A time has come to recharge the abilities, efficiencies and skills of the LIS professionals to cope-up with the present day changing information environment.

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