

A case study: An awareness and expectation of user of Great Lakes Institute of Management in Chennai.

A.Kumar. Research Scholar, Bharathiar University, Coimbatore, Tamil Nadu

Dr. M. Nagarajan (mnagarajanlib@gmail.com)

Dr. S. Latha (latha073@gmail.com)

***Abstract:** The purpose of this study is to a case study: an awareness and expectation of user of Great lakes institute of management in Chennai. A descriptive survey research design was adopted. Random sampling technique was used and data was gathered from overall 235 users of Out of 260 respondents 235 questionnaire were received back resulting in response rate 90.38 percent(235/260*100). The part unique consists of demographic information questions, and part two consists of expectancy questions. It is established based on hypothesized factors, and measured by using a Likert five point scale. The analysis of data assist the Chi square test and ANOVA to use this study. This study also working the SPSS 20 software for data analysis.*

***Keyword:** User expectation, Great lakes institute of management, awareness, ICT.*

Introduction

Academic libraries have changed extremely over the past period with the aim of improving recital in their specialized functions and roles. With the aid of modern digital technology and information resources, university students and staff can access their libraries' collections remotely and conveniently to get the information they require. User are given as prime importance in the entire library activities. The librarian role is vital the new knowledge and obtaining updating every day, the user needs or demand the information, the right time or immediately provide the particular information, now very advance development of ICT product, hence the librarian should have sufficient good knowledge attainment, to the adopt all new technology tools and their operate of ICT based on their library users awareness and expectation future needs.

Resource Centre Currently Collection Position

The Resource Centre holds at presently 22621 volumes of print documents and subscribed 113 titles of current journals, and five databases ISI emerging markets, Indiastat, EBSCO, ProQuest ABI / INFORM and Emerald Management plus. The Resource Centre also holds more than 2299 AV resources, 672 Course Materials, 1395 Case study, 1957 Back volume, 445 project reports and 102 Research project and 105 annual reports scattering to different thought contents. Resource Centre users can access journal database. E-journals and other e-resources from any terminal within the institute campus. The Resource

Centre regularly purchases good number of books and students and faculty suggestions books, subscribes to a large number of print and electronic journals, and other reading materials to cater to the needs of the students, faculty members, Non-teaching and other staff members of this institute.

User awareness

In recently most of library or resource Centre to equip and implement of the new technology, it has digital repository documents, the library resources to use the users remotely that means of library web portal to access authorization (IP address – Individual login ID and password). Hence the user to handle the proper way, how to retrieve the information or utilize the information and access the information. Management students in their reacting to such motivations ought to be aware of the availability of such as resources to support them their academic pursuit. Presently the advance technology in the field of library and information science the maximum documents or information to publish are e-publish and full text. More over the management library has been some authorization databases and free online information, such as Emerald management database, Science direct, ISI emerging Markets, Pro Quest, EBSCO, online public access catalogue (OPAC), CD-ROMs (Compact Disc-Read Only Memory), e-books collections, e-journals cover a variety of subjects, and most important bibliographic databases.

Users and Their Expectations

Each user group has different needs and expectations. The private-public library's role is to provide accurate information quickly to any individual or group. (M. Christina Vasanthi, 2002)

User Expectations and Information Technology

In the modern age to very rapid change in technology environment, there is an enormous surplus of resources due to non-use and misuse in all types of libraries. This presents a great challenge. Educating the user is the proper solution. With shrinking budgets, libraries must encourage users to make greater and better use of available resources. In addition, educating the library user improves the quality use information. User education aims to make available knowledge and skills necessary for a user to find his way.

Statement of problem

The very recent year to advance development in ICT technology. It has a very vital role to play in meeting the dynamic demands for information and knowledge of students, teaching staff and non-teaching staff. The management college library or resource Centre to assign the huge amount of the budget in every year on the procurement, document process and digital storage of information resources to serve, its user community. But now the enormous information available both online and offline resources have made both library professional and user community to acquired confused in locating proper information, when

required. The study of a case study an awareness and expectation of user's needs, resource Centre user has great impact of awareness of resources and users satisfactions. Any institution to measures the user needs and expectation, it is the librarian duty and periodic study are known the good collection and providing information resources and services to support teaching, learning research community services. This will help to study collection of development policy and design innovative library facilities in this digital age.

Review of literature

Romero Otero, Irene Sofía, Iglesias Fernández, Esperanza; Giménez Toledo, Elea (2013). Studies on users have always been necessary to determine which expectations of the readers have been achieved and those which have not, and as a result, to identify possible improvements in library management. Studying the behaviour of users with regard to a particular resource such as the e-book, allows, in addition, to bring to the surface matters which are not strictly library related, such as the format of e-books or the characteristics of the edition and its functionalities.

Appleton, Leo (2004). Investigated "The use of electronic books in midwifery education: the student perspective". Interestingly, the group found more disadvantages than advantages. On the launch of Edge Hill's electronic books collection, Learning Services had evaluated the new service with staff and student users. As an innovative resource, the majority of users had spoken enthusiastically of the potential and the advantages of electronic books.

Akpojotor, Lucky O (2016). Focused awareness and usage of electronic information resources to use the postgraduate students, the result is an average calculated mean of 4.60 and standard deviation of 0.66, it shows that postgraduate library and information science students use electronic information resources. This is because both the aggregate/item calculated statistical mean are greater than the criterion mean of 3.00. They use e-journal (mean = 4.76), e-database (mean =4.73) and e-magazines (mean = 4.70) and other electronic resources to a very large extent. This implies that postgraduate library and information students in southern Nigeria universities make use of electronic information resources to a very large extent in their academic work.

Suseela (2011). Established in his survey on application of usage statistic for assessing the use of e-journal in university of Hyderabad that the usage reports and the significance of usage and usefulness of the e-journals in the library cannot be overemphasized.

Thanuskodi (2012). Studied electronic resources deliver the collection of information as full text (aggregated) databases, e-journals, image collections, multimedia in the form of CD, tape, internet, web

technology, etc. E-resources include e-journals, e-discussions, e-news, data archives, e-mail online chatting, just to mention but a few. Electronic information source are a widespread range of products going from electronic periodicals to CD-ROMs, from mailing list to databases, all of them having a common feature of being used and sometime modified by a computer.

Thanuskodi and Ravi (2011). Studied the awareness is paramount if postgraduate students' are to harness these resources. Survey on use of digital resources by faculty and research scholars of Manonmaniam Sundaranar University, investigated utilization of electronic information resources by postgraduate and research scholars. The end result shows that 67.14% of the faculty is familiar by means of the use of electronic information resources.

Sivathaasan, Achchuthan and Kajanathan (2013). Investigated on demographic variables and usage of electronic information resources discovered that there are significant mean differences among age group, teaching language and experiences of teachers on the usage of electronic information resources, however mean usage of electronic information resources do not differ significantly among five different faculties ($F = 2.075, p > 0.05$).

Sivathaasan and Velnampy (2013). Conducted on use of EIRs and academic performance of university teachers, it was found that usage of electronic information resources has a strong positive association with academic performance ($r = 0.623, p < 0.01$) and it has an impact on academic performance at the rate of 38.8 % ($R^2 = 0.388$).

Iqbal, Jafar, Ali, Amjad, and Khan, Rais Ahmad (2016). Investigated ICT applications and user satisfaction the investigators have received a total of 160 responses from respondents showing an overall response rate of 80% and same have been included for the study. The study shows that majority of respondents (46.87%) visit the library daily, 38.12% respondents are frequently using online Journal lab, 86.87% respondents are using online journal lab for research purpose, a very high percentage of respondents (93.12%) claim that they are aware about ICT based services provided by Maulana Azad Library.

Saini, Bhakar and Singh (2014). Observed that the user satisfaction of engineering colleges of City of Jaipur. They concentrated on criteria like collection of text books, reference books, periodicals, online resources, thesis and dissertations, newspapers etc. and services to get the information about users' satisfaction. Found that mainstream of the students (95%) visits the library for the main purpose of issuing of library books for their studies.

K. Tamilmani (2009). Observed that users expectations about the role of R&D Library examines the expectations of users from their library in promoting and discovering research and asserts that researches

are depending upon library services to a great extent. Finding of the study are based upon a case study of Orchid library and argues for an integrated training programme for the users as well as the library staff for an effective utilization of services. A regular feedback from the scientist will also go a long way in improving the library services.

Eze, Eberechukwu Monica (2016). Studied awareness and use of Web 2.0 tools by LIS Students, the study revealed that the most frequently used Web 2.0 tools are Facebook, followed by YouTube and Wikis. The UNN LIS students indicated communicating with friends/family, exchanging opinions/news for their personal life, and acquaintances/meet people as the top reasons for joining social networks.

Rifai, Agus (2016). Conducted exploring user expectancy with Regard to the Use of Institutional Repositories, study indicated that the levels of reliability and validity of the instrument are high, and acceptable. Indicator reliability and internal consistency or composite reliability are above 0.7 while convergent validity is above 0.7, and discriminant validity is higher than the correlation among the other latent variables.

Obiora, Nwosu & Ogbomo, E.F (2013). Investigated of awareness of lecturers in south-south federal universities, three research questions and two null hypotheses were formulated for the study. The descriptive survey research was employed in the study. Simple percent and mean were used to answer the research questions while ANOVA was used to test the hypotheses at 0.05 levels of significance. The study revealed that there is significant difference in the level of awareness of IR among lecturers from different faculties in South-South federal universities in Nigeria. This study also recommended that need for university management and university library management to promote activities geared towards creating awareness such as internet debate, institutional brochures and through workshops.

Omeluzor, Saturday U, Akibu, Alarape Asimi , and Akinwoye, Olusipe Abiodun(2016). Observed that students' perception, use and challenges of electronic information, It shows that users' perception influences use of electronic information resources in academic libraries with ($\beta = .214, p < .05$). From the findings, it is deduced that users' perception influences use of e-resources in academic libraries, while lack of awareness, lack of training, unreliable Internet connectivity, insufficient e-resources in various study areas, unavailability of e-resources on 24/7 and difficulty of identifying relevant information to meet users' needs are challenges hindering use of e-resources. Result from the study indicated that user's perception influences level of electronic information resources usage in academic libraries.

Aghwotu Tiemo, Pereware and Alaowei Ateboh, Benedict (2016). Observed users' satisfaction with Library Information Resources and Services, 180 was sample selected through random sampling technique that library users were satisfied with the following library services: Lending services, renewal

of library materials, and longer hours of internet services in the library, suitable opening hours, downloading and printing of online resource services. It was also perceived that library users were dissatisfied with the enquiry/reference services, full access to subscriber database resources, library catalogue to locate materials, document delivery services, current awareness services, weekend library services, notification of new arrival of library materials.

Wei Xia (2003). Studied that the digital library services: perceptions and expectations of user communities and librarians in a new Zealand, A proportional stratified sample was used to choose users in the three categories of users such as undergraduates, postgraduates, and academic staff, though simple random sampling was selected the librarians. The librarians were selected on the basis that they were involved in executing and arrangement of digital facilities or their work was affected by digital services.

Shri Ram, John Paul Anbu K, Sanjay Kataria (2011). Investigated that the responding to user's expectation in the library: innovative Web 2.0 applications, the researcher also revealed that The emergence of digital technologies and information and communications technology (ICT) tools in libraries has encouraged the implementation of a wide range of applications, such as digital libraries, video on demand, reference services and database services into library services. The advent of next-generation web technologies, known as Web 2.0 applications, has prompted a number of other pertinent services to be implemented to enhance the information literacy skills of the existing services. A survey method was used to understand the basic awareness and expectations of library users, and the usability of resources.

Mas Ervina, Samsuddin et al (2015). This study intends to investigate the awareness, motivation and readiness for professional accounting education among accounting students in Malaysia. The study it has been results to increase the numbers of candidate entering the professional accounting education programs particularly in UITM, students' awareness of the higher accounting education programs should be enhanced.

Namugera, Lydia (2014). Investigated this study users' awareness, perceptions and usage of Makerere library services in the main and selected branch libraries, it has been this study recommended further promotion and marketing of library services using diverse approaches in order to enhance users' awareness and increase Usage of all library services; continuous enhancement of the end-user training programmes and make sure that there are sufficient networked computers with fast Internet connectivity.

Objectives of the study

The primary objective of the present study a case study: an awareness and expectation of user of great lakes institute of management in Chennai.

The other objectives of the study are as given below:

- To know user's frequency of visiting resource Centre
- To know users time spending in resource Centre
- To find out the purpose of visiting resource Centre
- To find out awareness about ICT based management database
- To find out the Usage of search engines
- To find out Methods of searching Information by Resource Centre
- Assessment of user satisfactions with Electronic Resources

Methodology

The present study is based on questionnaire method to collect data from great lakes institute of management in Chennai. The investigators have randomly selected, the questionnaire were distributed among the students, teaching and non-teaching staff of great lakes institute of management at Chennai and were asked to go through each set of question. Out of 260 respondents 235 questionnaire were received back resulting in response rate 90.38 percent. The part unique consists of demographic information questions, and part two consists of expectancy questions. It is established based on hypothesized factors, and measured by using a Likert five point scale. This study also working the SPSS 20 software for data analysis.

Data analysis and interpretation

Table -1 Gender * Designation

		Designation			Total
		Non - Teaching Staff	Teaching Staff	Student	
Gender	Male	26 49.1%	20 55.6%	108 74.0%	154 65.5%
	Female	27 50.9%	16 44.4%	38 26.0%	81 34.5%
Total		53 100.0%	36 100.0%	146 100.0%	235 100.0%

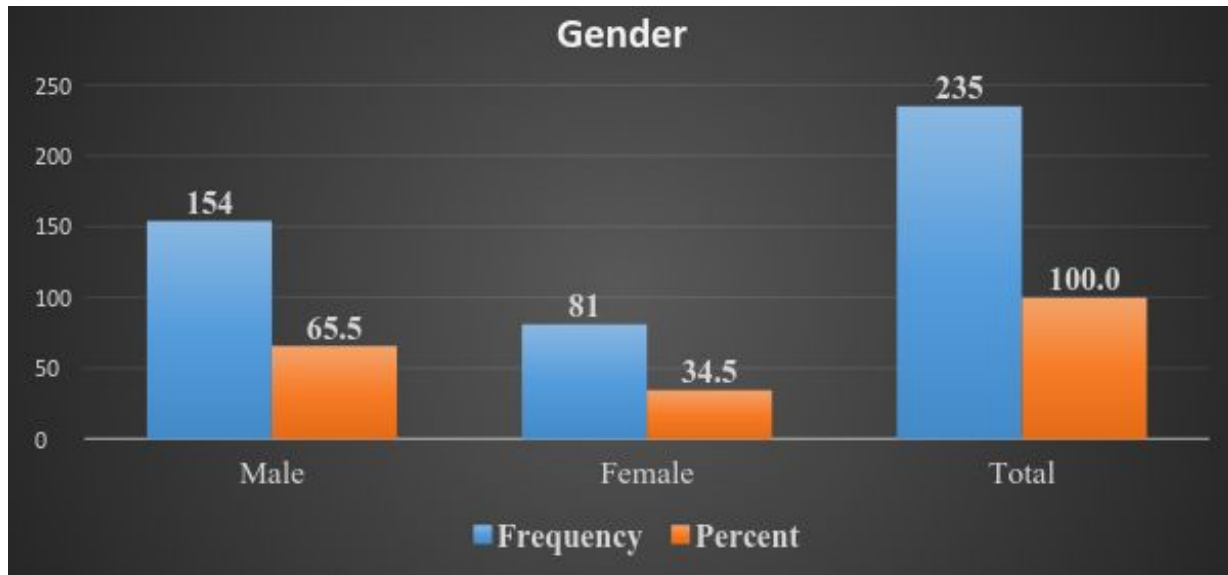


Figure -1 Gender

In this study endeavor the researcher has been made to analysis and interpretation. A case study: an awareness and expectation of user of Great lakes institute of management in Chennai. The questionnaire were distributed among the students, teaching and non-teaching staff of great lakes institute of management at Chennai and were asked to go through each set of question. Out of 260 respondents 235 questionnaire were received back resulting in response rate 90.38 percent. Table 1 revealed that 154 (65.5) respondents are 'Male' and remaining 81 (34.5) respondents are 'Female'.

Table -2 Frequently Visit * Designation

Frequently Visit		Designation			Total
		Non - Teaching Staff	Teaching Staff	Student	
Frequently Visit	Daily	26 49.1%	35 97.2%	56 38.4%	117 49.8%
	More than once in a week	17 32.1%	1 2.8%	56 38.4%	74 31.5%
	Once in a month	10 18.9%	0 0.0%	21 14.4%	31 13.2%
	Occasionally	0 0.0%	0 0.0%	13 8.9%	13 5.5%
Total		53 100.0%	36 100.0%	146 100.0%	235 100.0%

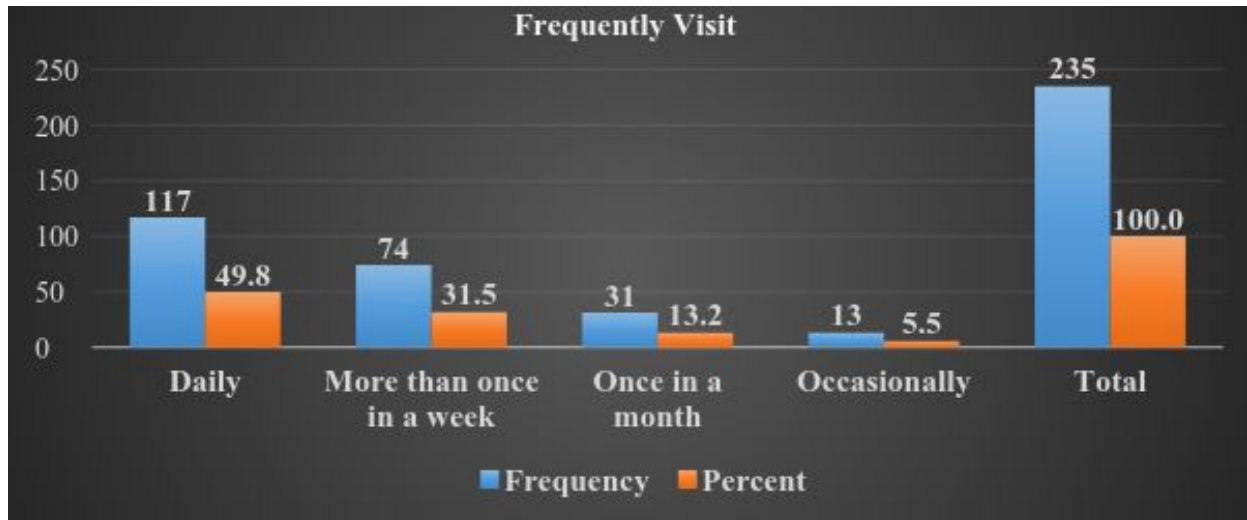


Figure -2 Frequency visit

Table 2 revealed that the frequently visit the resource Centre the inclusive the majority of respondents 117(49.8) percent of ‘Daily’, 74(31.5) percent of ‘More than once in a week’ similarly 31(13.2) percent of ‘Once in a Month’ and remaining 13(5.5) very few percent in ‘Occasionally’.

Table -3 Time spent per day * Designation

Time spent per day		Designation			Total
		Non - Teaching Staff	Teaching Staff	Student	
Time spent per day	Less than an hour	0 0.0%	0 0.0%	29 19.9%	29 12.3%
	Two hours	7 13.2%	13 36.1%	29 19.9%	49 20.9%
	Three hours	34 64.2%	7 19.4%	25 17.1%	66 28.1%
	More than 5 hours	12 22.6%	16 44.4%	63 43.2%	91 38.7%
Total		53 100.0%	36 100.0%	146 100.0%	235 100.0%

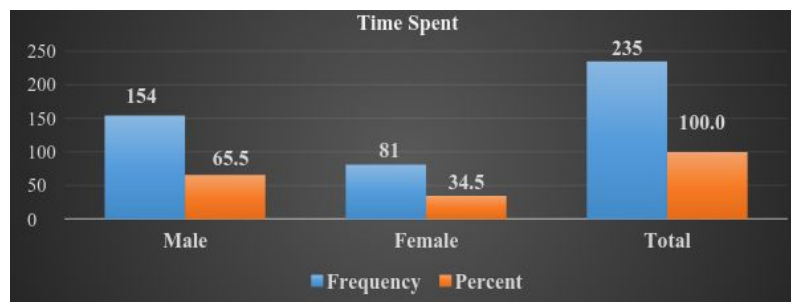


Figure -3 Time spent

Table 3 shows that the overall the time spent in the resource Centre three cadre of respondents student, teaching staff and non-teaching staff. The majority of 29(12.3) percent of ‘Less than an hour’, 49(20.9) percent of ‘Two hours’, 66(28.1) percent of ‘three hours and similarly 91(38.70) percent of ‘More than 5hours.

Table -4 Purpose of visit * Designation

		Designation			Total
		Non - Teaching Staff	Teaching Staff	Student	
Purpose of visit	To Borrowing books	6 11.3%	18 50.0%	51 34.9%	75 31.9%
	To Refer journal article	3 5.7%	0 0.0%	26 17.8%	29 12.3%
	To Reading Newspapers/Magazines	9 17.0%	10 27.8%	28 19.2%	47 20.0%
	To Access Reference sources	22 41.5%	5 13.9%	6 4.1%	33 14.0%
	To Access Back volume	0 0.0%	0 0.0%	3 2.1%	3 1.3%
	To Read Projects	5 9.4%	0 0.0%	0 0.0%	5 2.1%
	Online Journals / online data bases (ISI Emerging Markets,Indiastat.EBSCO,)	0 0.0%	3 8.3%	20 13.7%	23 9.8%
	AV resources (CD/DVD)	1 1.9%	0 0.0%	7 4.8%	8 3.4%
	To know New arrivals	7 13.2%	0 0.0%	5 3.4%	12 5.1%
	Total	53 100.0%	36 100.0%	146 100.0%	235 100.0%

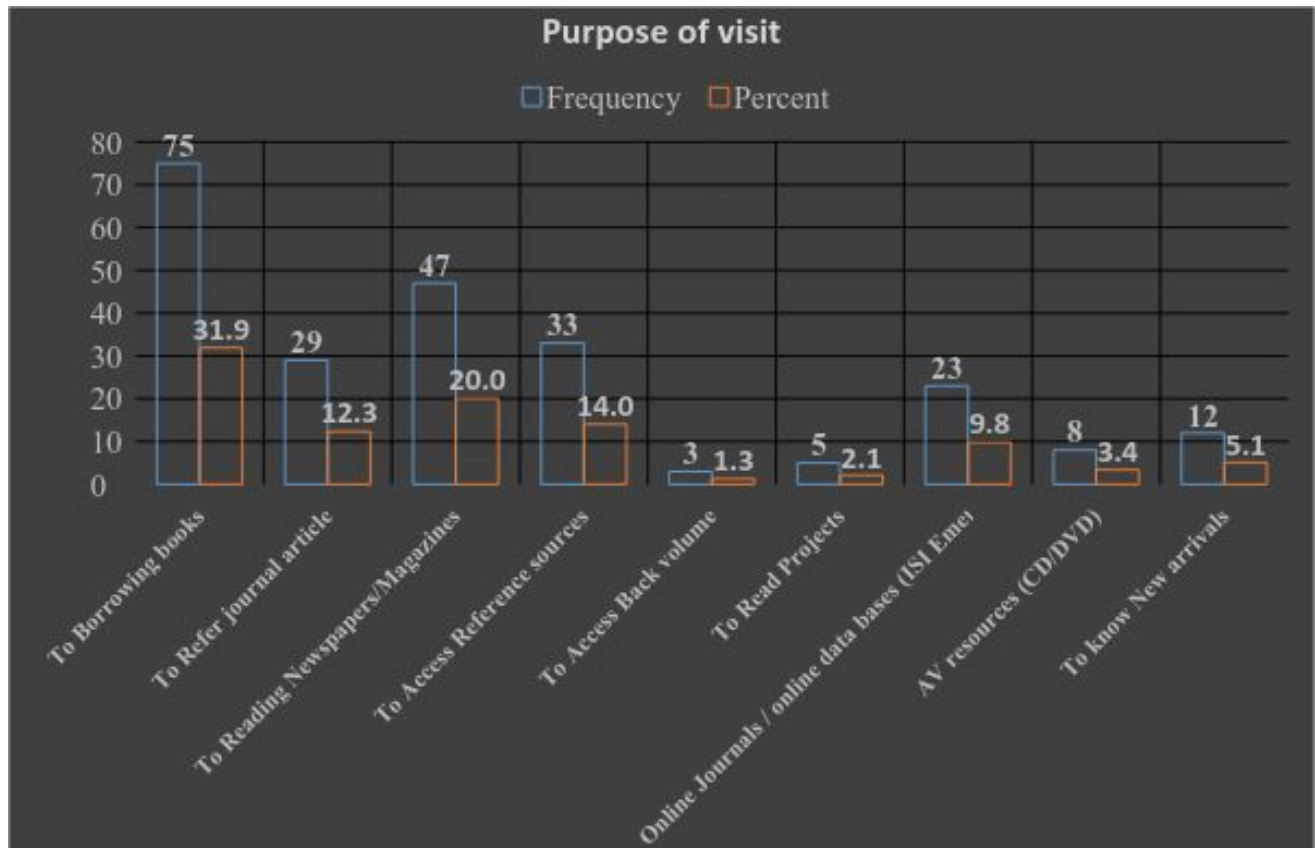


Figure - 4 Purpose of Visit Resource Centre

Table 4 shows that the purpose of visit the resource Centre, the overall the respondents to use the resources, 75(31.9) percent of 'To Borrowing books', 29(12.3) percent of 'To refer journals article' and similarly 47(20.0) percent of 'To reading newspapers/ Magazines', 33(14.0) percent of 'To access reference sources', a very few 3(1.3) percent 'To access back volume', 5(2.1) percent of 'To read Project', 23(9.8) percent of 'Online Journals / online data bases (ISI Emerging Markets, Indiatat and EBSCO)', 8(3.4) percent of 'AV resources (CD/DVD)' and finally the consist of 12(5.1) percent 'To know new arrivals'.

Table -5 Awareness about Resource Centre Rating * Designation

		Designation			Total
		Non - Teaching Staff	Teaching Staff	Student	
Awareness	Not good	0 0.0%	5 13.9%	0 0.0%	5 2.1%
	Just fine	1 1.9%	0 0.0%	2 1.4%	3 1.3%
	Good	3 5.7%	2 5.6%	11 7.5%	16 6.8%
	Very good	23 43.4%	11 30.6%	67 45.9%	101 43.0%
	Excellent	26 49.1%	18 50.0%	66 45.2%	110 46.8%
Total		53 100.0%	36 100.0%	146 100.0%	235 100.0%

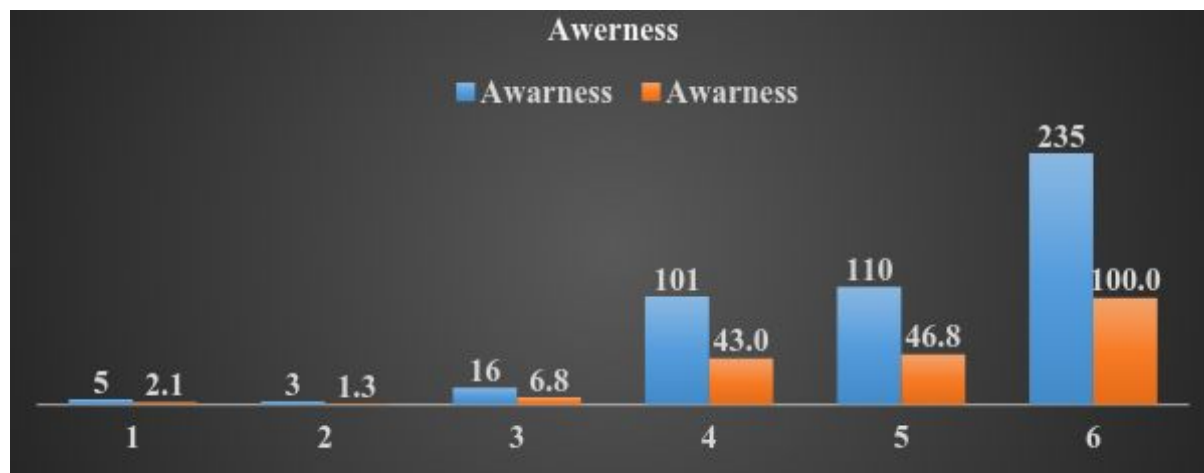


Figure 5.1 Awareness about Resource Centre Rating

Table 5 shows that the Awareness about Resource Centre Rating overall the majority of respondents 110(46.8) percent of 'Excellent', 101(43.0) percent of 'Very good' and similarly 16(6.8) percent of 'Just fine' and 5(2.1) percent of 'Not good'.

Table -6 Resource Centre Environment * Designation

		Designation			Total
		Non - Teaching Staff	Teaching Staff	Student	
Resource Centre environment	Just Ok	2 3.8%	7 19.4%	8 5.5%	17 7.2%
	Appealing	6 11.3%	3 8.3%	3 2.1%	12 5.1%
	Tidy	3 5.7%	3 8.3%	26 17.8%	32 13.6%
	Homely	11 20.8%	9 25.0%	49 33.6%	69 29.4%
	Cozy	31 58.5%	14 38.9%	60 41.1%	105 44.7%
Total		53 100.0%	36 100.0%	146 100.0%	235 100.0%

Table 6 shows that the resource Centre environment whole respondents the majority of 105(44.7) percent of 'Cozy', 69(29.4) percent of 'Homely' and similarly 32(13.6) percent of 'Tidy', 12(5.1) percent of 'Appealing' and remaining 17(7.2) percent of 'Just Ok'.

Table -7 Methods of searching Information * Designation

		Designation			Total
		Non - Teaching Staff	Teaching Staff	Student	
Methods of searching Information	Ask the library staff	21 39.6%	12 33.3%	28 19.2%	61 26.0%
	Use OPAC (Online public Access Catalogue)	6 11.3%	12 33.3%	5 3.4%	23 9.8%
	Ask faculty	10 18.9%	2 5.6%	21 14.4%	33 14.0%
	Ask friends	12 22.6%	4 11.1%	46 31.5%	62 26.4%
	Search on the Internet	4 7.5%	6 16.7%	46 31.5%	56 23.8%
Total		53 100.0%	36 100.0%	146 100.0%	235 100.0%

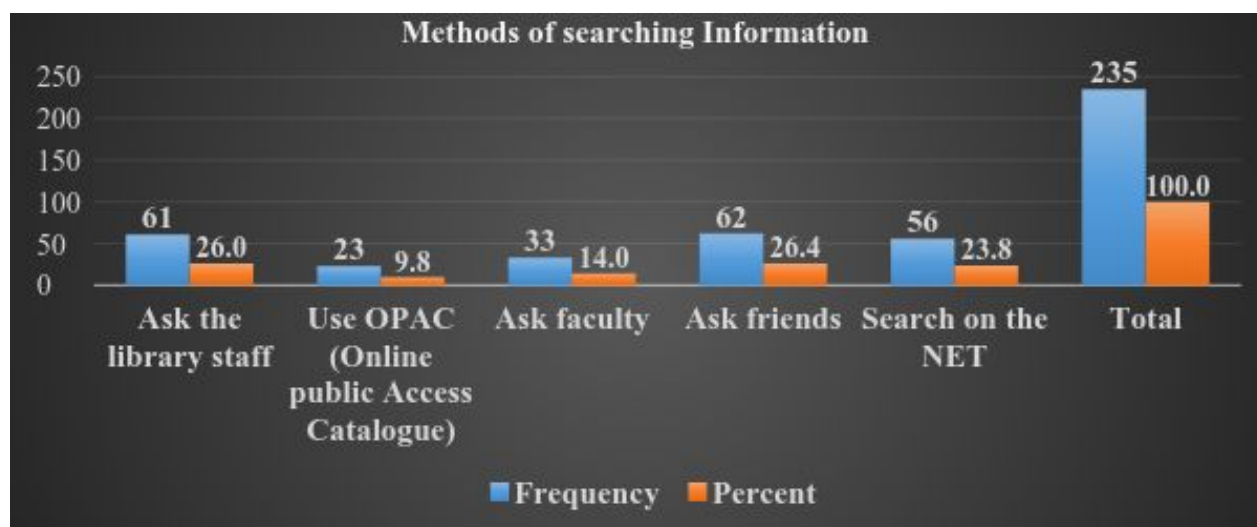


Figure 7.1 Methods of searching Information

Table 7 shows that the methods of searching information activity the overall the respondents 61(26.0) percent of 'Ask the library staff', 23(9.8) percent of 'Use OPAC (Online public Access Catalogue)', 33(14.0) percent of 'Ask the faculty' 62(26.4) percent of 'Ask friends' and similarly 56(23.8) percent of 'Search on the internet'.

Table -8 Quality of Journal collections * Designation

		Designation			Total
		Non - Teaching Staff	Teaching Staff	Student	
Quality of Journal collections	Not Good	9 17.0%	1 2.8%	7 4.8%	17 7.2%
	Just fine	4 7.5%	2 5.6%	3 2.1%	9 3.8%
	Good	1 1.9%	2 5.6%	11 7.5%	14 6.0%
	Very good	18 34.0%	4 11.1%	39 26.7%	61 26.0%
	Excellent	21 39.6%	27 75.0%	86 58.9%	134 57.0%
Total		53 100.0%	36 100.0%	146 100.0%	235 100.0%

Table 8 shows that the resource Centre quality collection of journals the overall the respondents responses 134(57.3) percent of 'Excellent', 61(26.0) percent of 'Very good', and remaining the respondents 14(6.0) percent of 'Good', 9(3.8) percent of 'Just fine' finally 17(7.2) percent of 'Not Good'.

Table -9 Quality of Book Collections * Designation

		Designation			Total
		Non - Teaching Staff	Teaching Staff	Student	
Quality of Book Collections	Just fine	11 20.8%	1 2.8%	23 15.8%	35 14.9%
	Good	17 32.1%	8 22.2%	57 39.0%	82 34.9%
	Very good	14 26.4%	4 11.1%	11 7.5%	29 12.3%
	Excellent	11 20.8%	23 63.9%	55 37.7%	89 37.9%
Total		53 100.0%	36 100.0%	146 100.0%	235 100.0%

Table 9 shows that the resource Centre quality collection of books the overall the respondents responses 89(37.9) percent of 'Excellent', 29(12.3) percent of 'Very good', and remaining the respondents 82(34.9) percent of 'Good', 35(14.9) percent of 'Just fine'.

Table -10 Circulation services * Designation

		Designation			Total
		Non - Teaching Staff	Teaching Staff	Student	
Circulation services	Bad	4 7.5%	6 16.7%	19 13.0%	29 12.3%
	Just better	13 24.5%	3 8.3%	34 23.3%	50 21.3%
	Better	16 30.2%	5 13.9%	30 20.5%	51 21.7%
	Useful	20 37.7%	13 36.1%	23 15.8%	56 23.8%
	Excellent	0 0.0%	9 25.0%	40 27.4%	49 20.9%
Total		53 100.0%	36 100.0%	146 100.0%	235 100.0%

The researcher infers that the table shows the circulation service in resource Centre the overall the majority of 49(20.9) percent of 'excellent', 56(23.8) percent of 'Useful'. Similarly 51(21.7) percent of 'Better', and remaining 50(21.3) percent of 'Just better', 29(12.3) percent an opinion of 'Bad'.

Table -11 Reference Services * Designation

		Designation			Total
		Non - Teaching Staff	Teaching Staff	Student	
Reference Services	Bad	20 37.7%	13 36.1%	59 40.4%	92 39.1%
	Just better	11 20.8%	1 2.8%	41 28.1%	53 22.6%
	Better	4 7.5%	0 0.0%	20 13.7%	24 10.2%
	Useful	1 1.9%	0 0.0%	10 6.8%	11 4.7%
	Excellent	17 32.1%	22 61.1%	16 11.0%	55 23.4%
Total		53 100.0%	36 100.0%	146 100.0%	235 100.0%

The researcher infer that the table shows the reference services in resource Centre the user opinion about that the majority of 55(23.4) percent of 'excellent' 11(4.7) percent of 'Useful' 24(10.2) percent of 'Better' 53(22.6) percent of 'Just better' and remaining 92(39.1) percent of 'Bad'.

Table -12 Reservation Services * Designation

		Designation			Total
		Non - Teaching Staff	Teaching Staff	Student	
Reservation Services	Bad	3 5.7%	0 0.0%	6 4.1%	9 3.8%
	Just better	0 0.0%	3 8.3%	1 .7%	4 1.7%
	Better	3 5.7%	0 0.0%	2 1.4%	5 2.1%
	Useful	24 45.3%	8 22.2%	53 36.3%	85 36.2%
	Excellent	23 43.4%	25 69.4%	84 57.5%	132 56.2%
Total		53 100.0%	36 100.0%	146 100.0%	235 100.0%

The researcher infer that the table shows the reservation service in resource Centre documents the user opinion about that the majority of 132(56.2) percent of 'excellent' 85(36.2) percent of 'Useful' 5(2.1) percent of 'Better' 4(1.7) percent of 'Just better' and remaining 9(3.8) percent of 'Bad'.

Table -13 Lending Services * Designation

		Designation			Total
		Non - Teaching Staff	Teaching Staff	Student	
Lending Services	Bad	0 0.0%	3 8.3%	12 8.2%	15 6.4%
	Just better	0 0.0%	3 8.3%	2 1.4%	5 2.1%
	Better	11 20.8%	6 16.7%	18 12.3%	35 14.9%
	Useful	29 54.7%	22 61.1%	61 41.8%	112 47.7%
	Excellent	13 24.5%	2 5.6%	53 36.3%	68 28.9%
Total		53 100.0%	36 100.0%	146 100.0%	235 100.0%

The researcher infer that the table shows lending service in resource Centre, the majority of respondents has been responses 68(28.9) percent of 'Excellent', 112(47.7) percent of 'Useful' and similarly the respondents 35(14.9)', and remaining 5(2.1) percent of 'Just better', 15(6.4) percent of 'Bad', reservation services.

Table -14 Referral Services * Designation

		Designation			Total
		Non - Teaching Staff	Teaching Staff	Student	
Referral Services	Bad	0 0.0%	0 0.0%	2 1.4%	2 .9%
	Just better	2 3.8%	1 2.8%	7 4.8%	10 4.3%
	Better	13 24.5%	9 25.0%	41 28.1%	63 26.8%
	Useful	27 50.9%	18 50.0%	49 33.6%	94 40.0%
	Excellent	11 20.8%	8 22.2%	47 32.2%	66 28.1%
Total		53 100.0%	36 100.0%	146 100.0%	235 100.0%

The researcher infer that the table shows referral service in resource Centre, the majority of respondents has been responses 66(28.1) percent of 'Excellent', 94(40.0) percent of 'Useful' and similarly the respondents 63(26.8)', and remaining 10(4.3) percent of 'Just better', 2(0.9) percent of 'Bad', reservation services.

Table -15 Current awareness services * Designation

		Designation			Total
		Non - Teaching Staff	Teaching Staff	Student	
Current awareness services	Bad	0 0.0%	0 0.0%	5 3.4%	5 2.1%
	Just better	7 13.2%	1 2.8%	9 6.2%	17 7.2%
	Better	10 18.9%	6 16.7%	28 19.2%	44 18.7%
	Useful	11 20.8%	22 61.1%	67 45.9%	100 42.6%
	Excellent	25 47.2%	7 19.4%	37 25.3%	69 29.4%
Total		53 100.0%	36 100.0%	146 100.0%	235 100.0%

The researcher infer that the table shows current awareness service in resource Centre, the majority of respondents has been responses 69(29.4) percent of 'Excellent', 100(42.6) percent of 'Useful' and similarly the respondents 44(18.7)', and remaining 17(7.2) percent of 'Just better', 5(2.1) percent of 'Bad', reservation services.

Table -16 Photocopy services * Designation

		Designation			Total
		Non - Teaching Staff	Teaching Staff	Student	
Photocopy services	Bad	5 9.4%	0 0.0%	5 3.4%	10 4.3%
	Just better	11 20.8%	1 2.8%	19 13.0%	31 13.2%
	Better	19 35.8%	9 25.0%	32 21.9%	60 25.5%
	Useful	9 17.0%	8 22.2%	49 33.6%	66 28.1%
	Excellent	9	18	41	68

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		17.0%	50.0%	28.1%	28.9%
Total		53	36	146	235
		100.0%	100.0%	100.0%	100.0%

The researcher infer that the table shows photocopy service in resource Centre, the majority of respondents has been responses 69(29.4) percent of 'Excellent', 100(42.6) percent of 'Useful' and similarly the respondents 44(18.7)', and remaining 17(7.2) percent of 'Just better', 5(2.1) percent of 'Bad', reservation services.

Table -17 Electronic information services (e.g. Emerald, EBSCO.) * Designation

		Designation			Total
		Non - Teaching Staff	Teaching Staff	Student	
Electronic information services (e.g. Emerald, EBSCO.)	Bad	1 1.9%	0 0.0%	0 0.0%	1 .4%
	Just better	24 45.3%	11 30.6%	41 28.1%	76 32.3%
	Better	10 18.9%	19 52.8%	53 36.3%	82 34.9%
	Useful	9 17.0%	3 8.3%	44 30.1%	56 23.8%
	Excellent	9 17.0%	3 8.3%	8 5.5%	20 8.5%
Total		53 100.0%	36 100.0%	146 100.0%	235 100.0%

The researcher infer that the table shows electronic information services in resource Centre, the majority of respondents has been responses 20(8.5) percent of 'Excellent', 56(23.8) percent of 'Useful' and similarly the respondents 82(34.9)', and remaining 76(32.3) percent of 'Just better', 1(0.4) percent of 'Bad', reservation services.

Table -18 Usage of search engines * Designation

		Designation			Total
		Non - Teaching Staff	Teaching Staff	Student	
Usage of search engines	Google	21 39.6%	25 69.4%	63 43.2%	109 46.4%
	Yahoo	17 32.1%	3 8.3%	61 41.8%	81 34.5%
	Google scholar	15 28.3%	8 22.2%	22 15.1%	45 19.1%
	Total	53 100.0%	36 100.0%	146 100.0%	235 100.0%

The table shows that three cadres of user usage of the search engine, the majority of respondents has been highly responses 109(46.4) percent of 'Google' and similarly 81(34.5) percent of 'Yahoo' and remaining 45(19.1) percent of 'Google scholar.

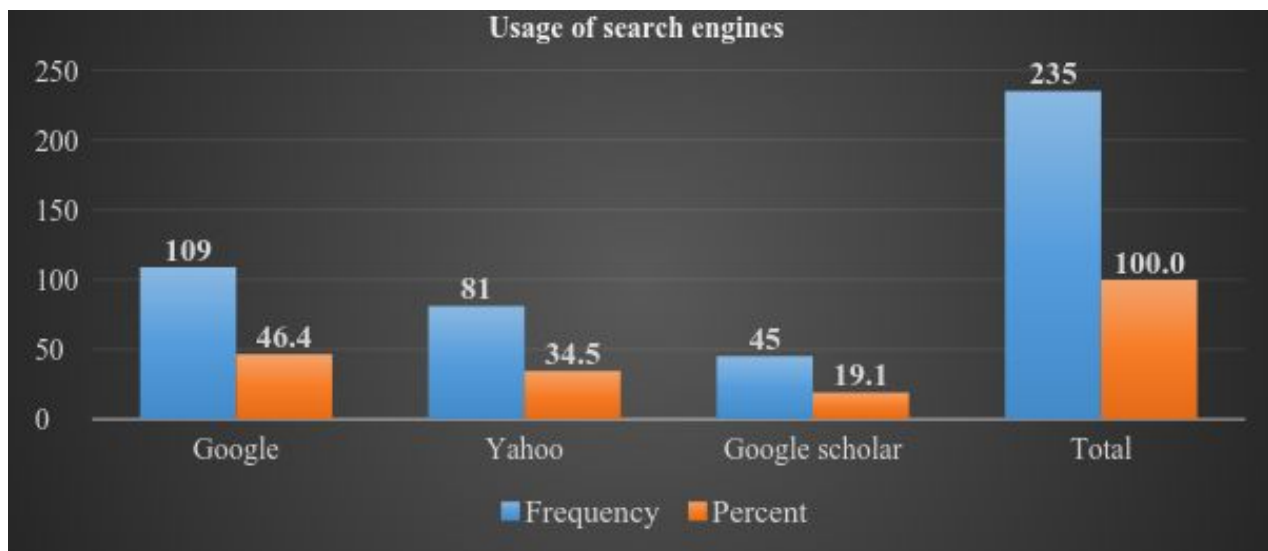
**Figure 18.1 Methods of searching Information**

Table -19 Assessment of user satisfactions with Electronic Resources E-Books * Designation

		Designation			Total
		Non - Teaching Staff	Teaching Staff	Student	
Assessment of user satisfactions with Electronic Resources-E-Books	Very Dissatisfied	9 17.0%	0 0.0%	6 4.1%	15 6.4%
	Dissatisfied	7 13.2%	1 2.8%	15 10.3%	23 9.8%
	Undecided	10 18.9%	5 13.9%	29 19.9%	44 18.7%
	Satisfied	16 30.2%	9 25.0%	23 15.8%	48 20.4%
	Very satisfied	11 20.8%	21 58.3%	73 50.0%	105 44.7%
Total		53 100.0%	36 100.0%	146 100.0%	235 100.0%

Inclusive this table the researcher infer that three cadres of respondents has been responses the assessment of user satisfactions with electronic resources the e-Books 105(44.7) percent 'Very satisfied', 48(20.4) percent of 'Satisfied' 44(18.7) percent of 'Undecided' 23(9.8) percent of 'Dissatisfied' and respectively 15(6.4) percent of 'Very Dissatisfied'.

Table -20 E-journals * Designation

		Designation			Total
		Non - Teaching Staff	Teaching Staff	Student	
E-journals	Very Dissatisfied	3 5.7%	11 30.6%	0 0.0%	14 6.0%
	Dissatisfied	12 22.6%	0 0.0%	18 12.3%	30 12.8%
	Undecided	2 3.8%	1 2.8%	25 17.1%	28 11.9%
	Satisfied	13 24.5%	14 38.9%	36 24.7%	63 26.8%
	Very satisfied	23 43.4%	10 27.8%	67 45.9%	100 42.6%
Total		53 100.0%	36 100.0%	146 100.0%	235 100.0%

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Inclusive this table the researcher infer that three cadres of respondents has been responses the e-journals 100(42.6) percent 'Very satisfied', 63(26.8) percent of 'Satisfied' 28(11.9) percent of 'Undecided' 30(12.8) percent of 'Dissatisfied' and respectively 14(6.0) percent of 'Very Dissatisfied'.

Table -21 AV- Resource * Designation

		Designation			Total
		Non - Teaching Staff	Teaching Staff	Student	
AV- Resource	Very Dissatisfied	0 0.0%	10 27.8%	5 3.4%	15 6.4%
	Dissatisfied	5 9.4%	2 5.6%	1 .7%	8 3.4%
	Undecided	7 13.2%	1 2.8%	36 24.7%	44 18.7%
	Satisfied	19 35.8%	8 22.2%	48 32.9%	75 31.9%
	Very satisfied	22 41.5%	15 41.7%	56 38.4%	93 39.6%
Total		53 100.0%	36 100.0%	146 100.0%	235 100.0%

Inclusive this table the researcher infer that three cadres of respondents has been responses the AV resources 93(39.6) percent 'Very satisfied', 75(31.9) percent of 'Satisfied' 44(18.7) percent of 'Undecided' 8(3.4) percent of 'Dissatisfied' and respectively 15(6.4) percent of 'Very Dissatisfied'.

Table -22 Online Database * Designation

		Designation			Total
		Non - Teaching Staff	Teaching Staff	Student	
Online Database	Very Dissatisfied	8 15.1%	4 11.1%	2 1.4%	14 6.0%
	Dissatisfied	0 0.0%	9 25.0%	10 6.8%	19 8.1%
	Undecided	20 37.7%	2 5.6%	14 9.6%	36 15.3%
	Satisfied	8 15.1%	14 38.9%	39 26.7%	61 26.0%
	Very satisfied	17 32.1%	7 19.4%	81 55.5%	105 44.7%
Total		53 100.0%	36 100.0%	146 100.0%	235 100.0%

Inclusive this table the researcher infer that three cadres of respondents has been responses Online databases 105(44.7) percent 'Very satisfied', 61(26.0) percent of 'Satisfied' 36(15.3) percent of 'Undecided' 19(8.1) percent of 'Dissatisfied' and respectively 14(6.4) percent of 'Very Dissatisfied'.

Table -23 Internet Services * Designation

		Designation			Total
		Non - Teaching Staff	Teaching Staff	Student	
Internet Services	Very Dissatisfied	13 24.5%	13 36.1%	4 2.7%	30 12.8%
	Dissatisfied	0 0.0%	12 33.3%	39 26.7%	51 21.7%
	Undecided	4 7.5%	0 0.0%	40 27.4%	44 18.7%
	Satisfied	18 34.0%	0 0.0%	17 11.6%	35 14.9%
	Very satisfied	18 34.0%	11 30.6%	46 31.5%	75 31.9%
Total		53 100.0%	36 100.0%	146 100.0%	235 100.0%

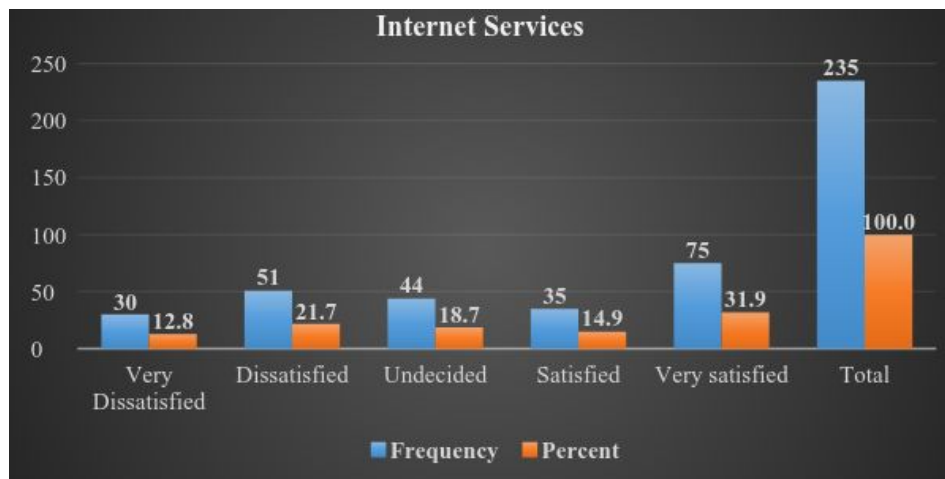


Figure -23.1 Internet service

Inclusive this table the researcher infer that three cadres of respondents has been responses Internet services 75(31.9) percent 'Very satisfied', 35(14.9) percent of 'Satisfied' 44(18.7) percent of 'Undecided' 51(21.7) percent of 'Dissatisfied' and respectively 30(12.8) percent of 'Very Dissatisfied'.

CHI-SQUARE TEST

The chi-square test has been employed to test the relationship between the personal characteristics, particularly, gender, educational status, and the like. To what extent, these propositions hold good in the sample would have to be tested determined the statistical analysis. Hence, the chi-square test was applied for the purpose of examining the significance of relationship between levels of perception towards an awareness and expectation of user.

Null Hypothesis H_0 :

There is no association between respondents' a case study: an awareness and expectation of user of great lakes institute of management in Chennai, on the basis of user behavior of characteristics of the study.

Table -24 Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Gender	235	1.00	2.00	1.3447	.47628
Designation	235	1.00	3.00	2.3957	.83255
Frequently Visit	235	1.00	4.00	1.7447	.88839
Time spent day	235	1.00	4.00	2.9319	1.04372
Purpose of visit	235	1.00	9.00	3.3362	2.43939
Awareness	235	1.00	5.00	4.3106	.82773
Resource Centre environment	235	1.00	5.00	3.9915	1.20182
Methods of searching Information	235	1.00	5.00	3.1234	1.53230
Quality of Journal collections	235	1.00	5.00	4.2170	1.18020
Quality of Book Collections	235	2.00	5.00	3.7319	1.12111
Circulation services	235	1.00	5.00	3.1957	1.32206
Reference Services	235	1.00	5.00	2.5064	1.59425
Reservation Services	235	1.00	5.00	4.3915	.91983
Lending Services	235	1.00	5.00	3.9064	1.04583
Referral Services	235	1.00	5.00	3.9021	.88855
Interlibrary loan services	235	1.00	5.00	3.7404	1.26957
Request for book services	235	1.00	5.00	3.5957	1.19578
Library instruction services	235	1.00	5.00	3.8553	1.22139
Current awareness services	235	1.00	5.00	3.8979	.97741
Photocopy services	235	1.00	5.00	3.6426	1.15465

Electronic information services	235	1.00	5.00	3.0766	.95770
Quality of Resource Centre services	235	1.00	5.00	3.7191	1.20799
Usage of search engines	235	1.00	3.00	1.7277	.76396
Assessment of user satisfactions	235	1.00	5.00	3.8723	1.26114
E-journals	235	1.00	5.00	3.8723	1.25775
AV- Resource	235	1.00	5.00	3.9489	1.13865
Online Database	235	1.00	5.00	3.9532	1.20980
Internet Services	235	1.00	5.00	3.3149	1.43625
Valid N (listwise)	235				

Table 25 Chi-square Test

	Chi-Square	df	Asymp. Sig.
Gender	22.677 ^a	1	.000
Designation	89.523 ^b	2	.000
Frequently Visit	110.447 ^c	3	.000
Time spent day	35.281 ^c	3	.000
Purpose of visit	168.468 ^d	8	.000
Awareness	245.660 ^e	4	.000
Resource Centre environment	131.872 ^e	4	.000
Methods of searching Information	27.106 ^e	4	.000
Quality of Journal collections	238.255 ^e	4	.000
Quality of Book Collections	49.443 ^c	3	.000
Circulation services	9.234 ^e	4	.056
Reference Services	84.043 ^e	4	.000
Reservation Services	292.043 ^e	4	.000
Lending Services	161.660 ^e	4	.000
Referral Services	132.340 ^e	4	.000
Interlibrary loan services	69.319 ^e	4	.000
Request for book services	59.915 ^e	4	.000
Library instruction services	92.383 ^e	4	.000
Current awareness services	126.936 ^e	4	.000
Photocopy services	55.234 ^e	4	.000
Electronic information services	106.213 ^e	4	.000
Quality of Resource Centre services	82.766 ^e	4	.000
Usage of search engines	26.281 ^b	2	.000
Assessment of user satisfactions with Electronic Resources-E-Books	105.830 ^e	4	.000
E-journals	102.213 ^e	4	.000
AV- Resource	116.043 ^e	4	.000

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Online Database	118.170 ^e	4	.000
Internet Services	26.426 ^e	4	.000

- A. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 117.5.
- B. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 78.3.
- C. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 58.8.
- D. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 26.1.
- E. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 47.0.
- F. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 33.6.

The result reveals that the calculated value of socio-economic characteristics and respondents' a case study: an awareness and expectation of user of great lakes institute of management in Chennai and Chi-square values are significant at 0.01 level of its degree of freedoms. So, the stated hypothesis is rejected. Therefore it is concluded that there is an association between respondents' a case study: an awareness and expectation of user of great lakes institute of management in Chennai on the basis of user behavior of characteristics of the study.

ANOVA

Analysis of Variance (ANOVA)

It is also proposed to examine whether the average level of respondents' perception relating to a case study: an awareness and expectation of user of great lakes institute of management in Chennai has been identified for the study, differs significantly among the respondents. For this purpose the ANOVA of one way classification is carried out and the null hypothesis is tested.

Null Hypothesis

There is no significant difference between the respondents' level a case study: an awareness and expectation of user of great lakes institute of management in Chennai for the study and each factors of the study.

Table 26 an awareness and expectation of user (ANOVA)

	Sum of Squares	df	Mean Square	F	Sig.
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Gender	Between Groups	2.837	2	1.419	6.550	.002
	Within Groups	50.244	232	.217		
	Total	53.081	234			
Frequently Visit	Between Groups	24.094	2	12.047	17.404	.000
	Within Groups	160.587	232	.692		
	Total	184.681	234			
Time spent day	Between Groups	3.578	2	1.789	1.651	.194
	Within Groups	251.333	232	1.083		
	Total	254.911	234			
Purpose of visit	Between Groups	79.061	2	39.530	6.983	.001
	Within Groups	1313.382	232	5.661		
	Total	1392.443	234			
Awareness	Between Groups	3.487	2	1.744	2.579	.078
	Within Groups	156.836	232	.676		
	Total	160.323	234			
Resource Centre environment	Between Groups	9.090	2	4.545	3.206	.042
	Within Groups	328.893	232	1.418		
	Total	337.983	234			
Methods of searching Information	Between Groups	62.934	2	31.467	15.006	.000
	Within Groups	486.487	232	2.097		
	Total	549.421	234			
Quality of Journal collections	Between Groups	17.958	2	8.979	6.764	.001
	Within Groups	307.974	232	1.327		
	Total	325.932	234			
Quality of Book Collections	Between Groups	18.378	2	9.189	7.732	.001
	Within Groups	275.732	232	1.189		
	Total	294.111	234			
Circulation services	Between Groups	4.708	2	2.354	1.351	.261
	Within Groups	404.288	232	1.743		
	Total	408.996	234			
Reference Services	Between Groups	49.359	2	24.679	10.498	.000
	Within Groups	545.382	232	2.351		
	Total	594.740	234			
Reservation Services	Between Groups	2.623	2	1.311	1.557	.213
	Within Groups	195.360	232	.842		
	Total	197.983	234			
Lending Services	Between Groups	8.215	2	4.107	3.847	.023
	Within Groups	247.726	232	1.068		
	Total	255.940	234			
Referral Services	Between Groups	.021	2	.010	.013	.987
	Within Groups	184.728	232	.796		
	Total	184.749	234			
Interlibrary loan services	Between Groups	3.673	2	1.836	1.141	.321
	Within Groups	373.493	232	1.610		
	Total	377.166	234			

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Request for book services	Between Groups	17.794	2	8.897	6.516	.002
	Within Groups	316.801	232	1.366		
	Total	334.596	234			
Library instruction services	Between Groups	17.746	2	8.873	6.213	.002
	Within Groups	331.334	232	1.428		
	Total	349.081	234			
Current awareness services	Between Groups	1.541	2	.770	.805	.448
	Within Groups	222.008	232	.957		
	Total	223.549	234			
Photocopy services	Between Groups	26.275	2	13.138	10.668	.000
	Within Groups	285.699	232	1.231		
	Total	311.974	234			
Electronic information services	Between Groups	1.224	2	.612	.665	.515
	Within Groups	213.397	232	.920		
	Total	214.621	234			
Quality of Resource Centre services	Between Groups	2.647	2	1.323	.906	.406
	Within Groups	338.817	232	1.460		
	Total	341.464	234			
Usage of search engines	Between Groups	2.791	2	1.395	2.420	.091
	Within Groups	133.779	232	.577		
	Total	136.570	234			
Assessment of user satisfactions	Between Groups	31.913	2	15.956	10.880	.000
	Within Groups	340.257	232	1.467		
	Total	372.170	234			
E-journals	Between Groups	15.134	2	7.567	4.945	.008
	Within Groups	355.036	232	1.530		
	Total	370.170	234			
AV- Resource	Between Groups	11.032	2	5.516	4.377	.014
	Within Groups	292.356	232	1.260		
	Total	303.387	234			
Online Database	Between Groups	42.115	2	21.057	16.264	.000
	Within Groups	300.370	232	1.295		
	Total	342.485	234			
Internet Services	Between Groups	24.930	2	12.465	6.317	.002
	Within Groups	457.768	232	1.973		
	Total	482.698	234			

From the above results researcher has been summarized as per the hypothesis framed for the study. The significance of the twenty seven parameters of the study to evaluate at 1 per cent and 5 per cent level and the respondent a case study: an awareness and expectation of user of great lakes institute of management in Chennai has been identified for the study. The result is that there is significant difference between the average levels of opinion of impact a case study: an awareness and expectation of user of great lakes institute of management in Chennai. All the hypotheses of the above ANOVA table are rejected except

AV resources, e-journals, search engines etc.. factors. Hence most of the respondents are significantly not differed in their views on responsiveness to the factor.

Findings and Recommendations

- Revealed that 154 (65.5) respondents are 'Male' and remaining 81 (34.5) respondents are 'Female'.
- The majority of respondents 117(49.8) percent of 'Daily
- Time spent is highly respondents 91(38.70 percent of 'More than 5hours.
- The overall the respondents to use the resources, 75(31.9) percent of ' To Borrowing books', 29(12.3) percent of ' To refer journals article' and similarly 47(20.0) percent of 'To reading newspapers/ Magazines'
- Awareness about Resource Centre Rating overall the majority of respondents 110(46.8) percent of 'Excellent', 101(43.0) percent of 'Very good'.
- Resource Centre environment whole respondents the majority of 105(44.7) percent of 'Cozy', 69(29.4) percent of 'Homely'.
- Methods of searching information activity the overall the respondents 61(26.0) percent of 'Ask the library staff', 23(9.8) percent of 'Use OPAC (Online public Access Catalogue)'.
- Quality collection of journals the overall the respondents responses 134(57.3) percent of 'Excellent'
- Quality collection of books the overall the respondents responses 89(37.9) percent of 'Excellent'.
- The circulation service in resource Centre the overall the majority of 49((20.9) percent of 'excellent', 56(23.8) percent of 'Useful'. Similarly 51(21.7) percent of 'Better', and remaining 50(21.3) percent of 'Just better'.
- Reference services in resource Centre the user opinion about that the majority of 55(23.4) percent of 'excellent'.
- Lending service in resource Centre, the majority of respondents has been responses 112(47.7) percent of 'Useful'.
- Referral service in resource Centre, the majority of respondents has been responses 66(28.1) percent of 'Excellent', 94(40.0) percent of 'Useful'.

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- Current awareness service provide the resource Centre, the majority of respondents has been responses 69(29.4) percent of 'Excellent', 100(42.6) percent of 'Useful'.
- Photocopy service in resource Centre, the majority of respondents has been responses 69(29.4) percent of 'Excellent', 100(42.6) percent of 'Useful'
- Electronic information services in resource Centre, the majority of respondents has been responses 56(23.8) percent of 'Useful' and similarly the respondents 82(34.9)', and remaining 76(32.3) percent of 'Just better'.
- Search engine, the majority of respondents has been highly responses 109(46.4) percent of 'Google' and similarly 81(34.5) percent of 'Yahoo'.
- The assessment of user satisfactions with electronic resources the e-Books 105(44.7) percent 'Very satisfied', 48(20.4) percent of 'Satisfied' 44(18.7) percent of 'Undecided' 23(9.8) percent of 'Dissatisfied' and respectively 15(6.4) percent of 'Very Dissatisfied'.
- E-journals 100(42.6) percent 'Very satisfied', 63(26.8) percent of 'Satisfied'.
- AV resources 93(39.6) percent 'Very satisfied'.
- Online databases 105(44.7) percent 'Very satisfied'.
- Internet services 75(31.9) percent 'Very satisfied', 35(14.9) percent of 'Satisfied' 44(18.7) percent of 'Undecided'.
- Chi-square values are significant at 0.01 level of its degree of freedoms. So, the stated hypothesis is rejected.
- All the hypotheses of the above ANOVA table are rejected except AV resources, e-journals, and search engines etc., factors. Hence most of the respondents are significantly not differed in their views on responsiveness to the factor.

Conclusion

This study showed a case study: an awareness and expectation of user of Great lakes institute of management in Chennai, It is manifest in this study that use of e-resources has increased compared to its usage in recent year, which means that users' awareness of the resources and expectation has significantly changed. Result from the study indicated that user's awareness and e expectation influences level of

electronic information resources and assessment user satisfaction, usage in academic resource Centre. Use of e-resources is extremely dependent on availability of Internet connection; therefore, academic resource Centre must try to create hotspots and Wi-Fi in addition to the networked computers and lap top to enable users to have access to resources in the entire campus, room remotely, affected by some challenges new paradigm in field of library and information science which are not insurmountable, this include lack of awareness, lack of preparation, unreliable Internet connection and insufficient e-resources in some field of study. Therefore, librarians must endeavor to create awareness of available e-resources and online database, more over to new user to teach the resource Centre rules and regulation then method of access all resources, training of all level of users, improve Internet access and make sure succeeding subscription to relevant purchase of text books, national and international journals, magazine, e-resources and databases in different fields of study. That will without doubt change the user awareness and expectation that users have about the resource Centre and they will be stimulated in exhausting resources.

Recommendations are made:

- ❖ Electronic information resources should be made accessible on a 24/7 bases. This will motivate usage as well as changing users' awareness of information resources s in academic resource Centre.
- ❖ Training of all level of users (students, teaching and No-teaching staff, and researchers) requirement be taken completely to confirm that they make suitable use of the resources.
- ❖ Resource Centre must carry out an all-encompassing awareness movement using every available opportunity such as user education, use of resource Centre orientation class, congregational meeting, seminar, workshop, resources in the resource Centre. This will construct awareness of the available information resources in the resource Centre.
- ❖ Librarians had better assist resource Centre users on probable ways to navigate through e-resources to accomplish better search results.
- ❖ Resource Centre must provide an OPAC of subscribed electronic information resources to enable laptop the users to easily identify and access relevant electronic information resources tailored to their information need.
- ❖ Resource Centre should carry out needs assessment to ascertain users' information needs in mandate to subscribe to electronic online database resources.
- ❖ Internet connectivity and Wi-Fi must be improved in academic resource Centre for in effect use of e- Information resources by Resource Centre users.

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