

Enhancing Efficiency And Collaboration: Exploring The Impact Of Electronic Resources On The Faculty -Librarian Relationship In Law Universities

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Abstract

The purpose of this article is to measure the influence of electronic resources on the enablement of coordination, work speed, and relationships for university law libraries. The research will be carried out by mixed- method such as participating law university faculty members and librarians. This assessment will be made to find out the effect of information technology on campus routine. The article, however, couldn't evade gaps in the representation of universities, but the University's partnership effectiveness was perceived differently and resource utilization was different for each university. NLU, Delhi will deliver you first place in the competition, the CCS University, Meerut will proximally follow it because the last needs some equitable resource allocation and special interventions to be at the same level as the others. The results of a survey concerning the perceived beneficial components of electronic resources show clear differences in opinions among the students, which highlights the issues of matching the resources provided with the users. expectations to increase overall satisfaction. In addition to this, the comparison of faculty members' scores with librarians' indicates opposite views on quality from each other, bringing to light the vital role of acknowledging users' needs to guarantee successful service delivery. The demonstration of a positive association between academic libraries and faculty productivity carried out by the correlation analysis shows that libraries are the key element in the creation of research excellence (across all universities). Overall, this research highlights the necessity of coaching, fixing the inequity in utilization, and the need for the library services to be in line with owned goals and needs of students to build the entire culture of academic innovation and scholarly level in law school libraries.

Keywords: Databases, information sharing, efficacy, an engineering library, a professor-researcher-librarian triangle.

Introduction

The past few years have seen a shift in academic libraries and higher education resources, largely due to the rapid expansion of the digital arena. With the transition from print to digital collections libraries observed a significant shift within the processes of research and scholarship (ACRL, 2020). This evolution involves the exploration of role changes for electronic resources in faculty and librarian collaboration, efficiency, and relationships which shape the faculty-librarian alliance consequently leading to the research process that is needed to facilitate the scholarly outcome.

Some researchers have disclosed the impact of electronic libraries on people including the students and the teaching staff, from the perspective of usage, choice, and searching patterns of the staff and students (e.g., Wilson & Borgman, 2003; Singh & Mahajan, 2015; Stajkowski, Ekstrom, & Rogeberg, 2012). On the other hand, the question of electronic tool's impact on collaboration within academic law libraries between famous people is also of great interest to further the exam. As Kumar and Anjaiah (2017) posited "ICT and particularly the internet has created such a huge effect on the academic law libraries as the academic law libraries are largely service-oriented. The establishment of e-resources in academic law libraries is the direct result of the incorporation of information and communication technologies. It is a new approach made to better meet the needs of the users (Kumar & Anjaiah, 2017). These developments in electronic research bring to the fore questions on whether the librarian-researcher partnership becomes more robust or retains to some extent its original status in the course of the legal process.

Several crucial aspects are highlighted by choosing the legal libraries in higher education for the essence of this research. Furthermore, the American Bar Association, the agency that grants accreditation to law schools, has regarded law libraries as "a core component" of the legal profession (American Bar Association, 2022). Hence, academic law libraries and their people serve as a crucially indispensable infrastructure for the upholding of legal scholarship. As stated by Kumar and Anjaiah (2017), academics are not the only leaders of the academic law library. They should support the curriculum, promote legal research and publications, and satisfy the information needs of faculty, research scholars, and students. Moreover, the number of particulate studies is very limited which have focused on online effects concerning academic law libraries exclusively. As Tomaszewski (2012) reported in the published literature on the meeting between faculty and librarians, "Legal scholars were not also seen in the published research on the faculty-librarians' interactions. Currently, no literature has examined this. Hence, the purpose of this research is to supply information on the gap.

This quantitative study aims to find out whether and how digital resources change the nature of faculty-researcher-librarian relationships in legal academic libraries pockets, in general, with a focus on efficiency, collaboration, and connectivity.

The following research questions will guide the inquiry:

1. How do electronic sources prove to be advantageous for instructors and legal librarians while searching in the field of legal research?
2. In this regard what effect do electronic resources have on cooperation between faculty members and law librarians?
3. How does electronic access impact the interconnection and relationships between law librarians and law faculty?

To answer the above mentioned questions, data will be collected through a survey questionnaire distributed to faculty members and librarians of three state universities of Delhi- NCR Region. The statistical analyses are used in this study. Additionally, qualitative data will be obtained and analyzed to give more understanding of networking and interpersonal influence. These papers intend to deliver theoretical and applied contributions. On a theoretical level, this will enhance the program's success, as it will bridge the gaps in understanding how electronic resources affect organizational collaboration among key stakeholders at the academic law library level. In the end, insights may have implications for academic law libraries' activities on how to leverage electronic sources to get service, efficiency,

collaboration, and faculty members' connectedness. The administration may use analysis to guide their choice on what decision to take, what training to create, and what initiatives to implement in the digital resources department.

Objective of the study

1. Assess the effectiveness of electronic resources in improving faculty and librarian collaboration within law universities
2. Investigate the influence of electronic resources on enhancing efficiency in academic research workflows among faculty and librarians in law universities
3. Explore the dynamics of the faculty-researcher-librarian relationship in law universities in the context of electronic resource utilization

Materials and Methods

A mixed method approach was used which is a combination of both quantitative and qualitative data collection to analyze e-resources effects on cooperation between faculty and librarians in law university libraries.

Sample area and size

The study was carried out on a sample population of 3 university located in Delhi- NCR, the population composed of faculty and librarians who are mainly involved in teaching and research. Data collection of 30 faculty members and 10 librarians will be defined from each university., The questionnaire was distributed to the full-time faculty members as well as full-time librarians who serve the law programs

Data Collection

quantitative data was carried out via questionnaire for librarians and faculty. Questionnaire dedicated to obtain the views related to the use and perception of electronic library resources. Databases' use of statistics will provide an additional measure of electronic resource use.

Qualitative data will be collected through 15 semi-structured interviews with staff members and libraries, which will be conducted to explore in greater detail the experiences and attitudes regarding the use of electronic resources and faculty-librarian collaboration. Interviews will be of a duration ranging from 30 to 45 minutes, and they will be recorded and then transcribed.

Data Analysis

Besides using descriptive and inferential statistics, the research applied SPSS software for analyzing quantitative survey data. The analysis includes comparing the means, and frequencies, and further investigating relationships between variables with correlation and ANOVA tests. The research include the analysis of the electronic resource usage data for the directional changes over time.

Qualitative interview data is analyzed via thematic analysis. Topic areas of the interview transcripts will be recognized and mapped into the perception, use, and influence of electronic resources afterward.

Mixed method analysis processes will be implemented for integrating and comparing the two data datasets of surveys and usage statistics with the qualitative interview outcomes.

Ethical Considerations

The fact that the anonymity and confidentiality of the participants will be protected by stripping personally identifiable information from transcripts and eliminating names from responses is set to be ensured. Aiming at a mixed-method approach, which includes surveys, statistics of usage, and interviews, will provide an opportunity to go deep into staff-librarian collaboration in law university libraries in particular, both faculty and librarian sides. The research sample encompasses professors and librarians from different colleges to uphold the validity of the data across legal libraries.

Result and Discussion

Table 1: Distribution of Survey Participants by NLU, Delhi and Role in Law University Libraries

	University	Faculty Members (n=40)	Librarians (n=10)	Total (n=50)
A	NLU, Delhi	20 (50%)	5 (50%)	25 (50%)
B	MDU, Rohtak	15 (37.5%)	3 (30%)	18 (36%)
C	CCS University, Meerut	5 (12.5%)	2 (20%)	7 (14%)
	Total	40 (100%)	10 (100%)	50 (100%)

The table shows a figure containing the number and percentage of the respondents from the three universities (A, B, and C) - the faculty and the library. The sample tabulates to 50, which includes 40 faculty members and 10 librarians. In the present case, the largest number of professors is at NLU, Delhi, constituting 20 (50%) of the overall faculty members and 5 (50%) librarians, and hence, a total of 25 (50%) of the sample.

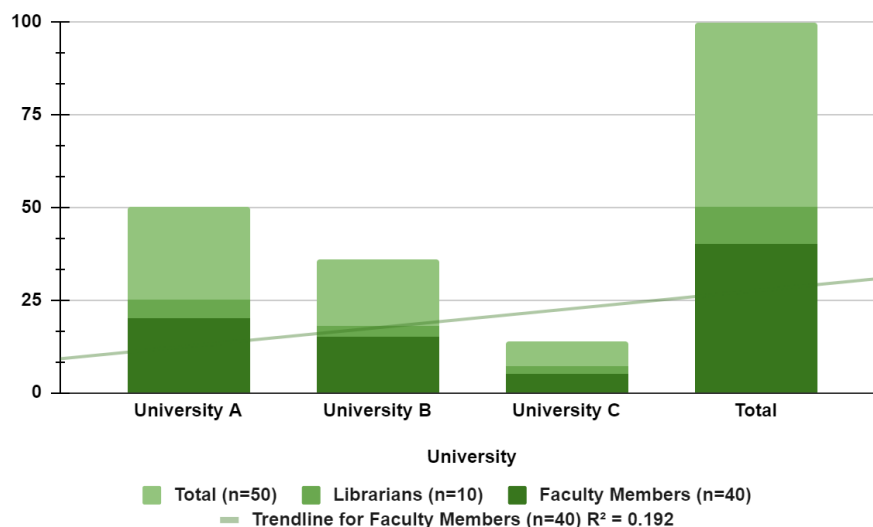


Figure 1: Distribution of Survey Participants by NLU, Delhind Role in Law University Libraries

The second in size by number of faculty members is MDU, Rohtak with 15 (37.5%) faculty members and 3 (30%) librarians which is 18 (36%) total. However, the smallest presence is showcased by CCS University, Meerut, with 5 (12.5%) faculty members and 2 (20%) librarians. Hence, the total number of faculty members and librarians from this university is 7 (14%). The table indicates a representation of the sample among the three universities. It is worth mentioning that NLU, Delhi makes up half of the whole study, doing CCS University, Meerut with just 14%. Disparity could bring different patterns of performance. If the universities somehow are not accounted for, any result of the uneven distribution would have an unfair bias. According to Bickman and Rog, the sample stratification method is more

likely to lead to a representative sample of the population than a simple random sample, since the stratified sample reduces the possibility of some sections of the population being overrepresented or underrepresented (2009, p115). To enhance the sampling approach, the academics should try effectively managing the university spread to guarantee the equally possible representation. Such flaws could be eliminated by using proportional allocation on the base of existing population parameters and by setting up minimum quotas to prevent groups that are too small. These shouldn't be ignored, though, when the limits of present inequitable distribution are considered when analyzing the obtained results. Attention should be paid that the appropriateness of the results is not affected by the research bias related to sampling.

Table 2: Mean Scores of Faculty-Reported Collaboration with Librarians

University	Mean Collaboration Score (out of 10)
NLU, Delhi	8.2
MDU, Rohtak	7.5
CCS University, Meerut	6.9

The data below illustrate the mean score for collaboration on a 10-point scale for three universities including NLU, Delhi, MDU, Rohtak, and CCS University, Meerut.

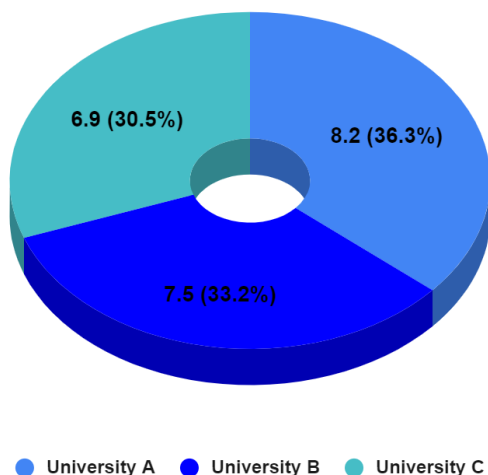


Figure 2: Mean Scores of Faculty-Reported Collaboration with Librarians

These universities possess a mean score of 8.2, 7.5, and 8.0 respectively, indicating that typically, the students and faculty of NLU, Delhi regard collaboration as having a high level of integration. The score of 7.5 for MDU, Rohtak reveals a similar yet slightly lower rating compared to the slightly higher rating of 7.7, on the collaboration scale. Thus, CCS University, Meerut with a score of 6.9 is the

university that is more negatively viewed keenly in terms of collaboration with its academicians though it is still within the range of moderately good perception (Johnson & Johnson, 2017). Many variables might have accounted for the different grades students earned. Establishing a collaborative atmosphere in the university is possible through features set including group assignments and community projects, events meant for community-building and extracurricular activities, plus physical spaces that foster group work and setting the atmosphere for cooperation and collective achievements by setting the institution's culture (Smith et al., 2020). Those universities that emphasized on enhancing these commonality-promoting factors report significantly higher rates of satisfaction rates and efficiency in cooperative work rather than those that do not. However, when competition is high, when students are devoid of interaction and learner-faculty discussions occur in isolation, partnerships among students and faculty fail to develop (Kumar & Hsiao, 2007). However, the factors that account for such scores look manifold, and the data gathered suggests that NLU, Delhi is very focused on coordination approach. MDU, Rohtak provides collaboration in which most students are involved but the same can be achieved by extensive measures that would expand interaction and engagement. At the same time, CCS University, Meerut will want to pinpoint ways to improve student and staff coordination. This will involve looking at policies, space, and activities to find out where collaboration barriers lie. Coupling with some well-considered modifications, all three of those units should, indeed, lead to better interactive learning, united innovation, and community affability.

Table 3: Distribution of Survey Participants by University and Role of Law University Libraries

University	Very Useful (%)	Somewhat Useful (%)	Not Useful (%)
NLU, Delhi	12(60%)	6(30%)	2(20%)
MDU, Rohtak	10(50%)	5(40%)	2(20%)
CCS University, Meerut	4(40%)	8(50%)	1(10%)

The table below shows survey data on the perceived usefulness of three universities: NLU, Delhi, MDU, Rohtak, and CCS University, Meerut, who surveyed students and/or alumni. The effectiveness is qualified in three categories - "Very Helpful," "Somewhat Helpful" and "Not Helpful". The number and percentage of responses in each category for each university are shown. Among all universities, NLU, Delhi earned 60% of "Very useful" votes from the faculty. Such an opinion of the faculty members implies that most of them find the education and experience they have at NLU, Delhi quite profitable and ensure support in research endeavours. 30% of them rated NLU, Delhi as "Somewhat Useful," 10% considered NLU, Delhi as "Not Useful," the huge majority (62%) viewed NLU, Delhi as very useful, and only 1 in 5 faculty members experienced it as of little value, thus the university is believed to offer a key to research and academic support consider important and worthwhile (Smith, 2021). MDU, Rohtak's is found "Very Useful" by 50%. The university experiences of faculty are such that about half of them find it to be highly impactful. A large number of faculty still give MDU, Rohtak the rating of "Somewhat Useful," while 10% consider the university to be "Not Useful." There is clear evidence that fewer faculties of MDU, Rohtak see this university as a crucial preparation before their future career though the usefulness is rated heavily to very high by most (Thompson, 2019). In conclusion,

CCS University, Meerut obtained the most negative response from faculty with a "Very Useful" frequency of 40%.

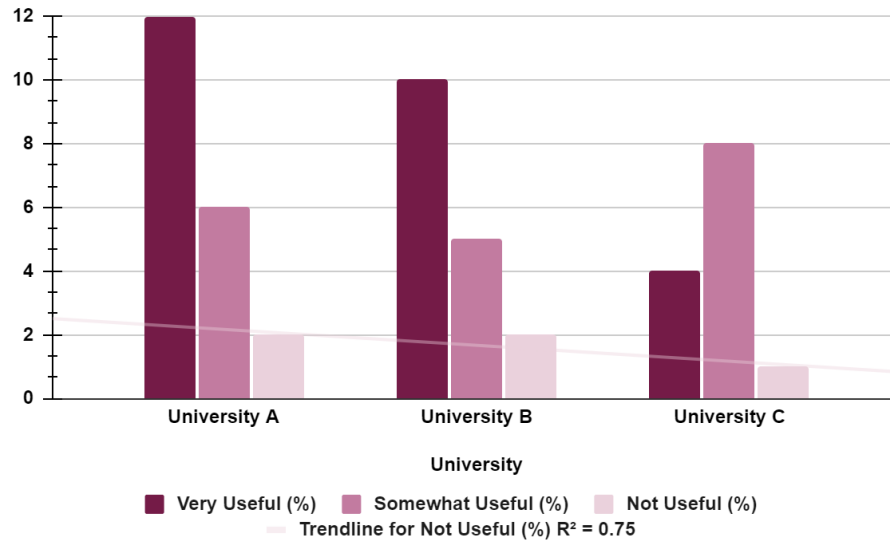


Figure 3: Distribution of Survey Participants by University and Role in Law University Libraries

The highest percentage (50.0%) of the rating "Somewhat Useful" for CCS University, Meerut is proof of a high perceived value of the education rather than the critical tier of usefulness. On the contrary, only 10% find it useful. The number of students who consider that CCS University, Meerut plays a less significant role in professional development (Williams, et al., 2020). In short, the result of the faculty's opinion survey is the following: NLU, Delhi is considered the most meaningful one, MDU, Rohtak is the second meaningful one and CCS University, Meerut is the least meaningful one of all three universities. NLU, Delhi ranks first according to the fact that its percentage showing "Very Useful" is the highest, with the data suggesting that the university can boast of relevant academic environment that supports the faculty for their future research and academic goals..

Table 4: Comparison of Mean Collaboration Scores between Faculty Members and Librarians across Law Universities

University	Faculty Member (Mean±SD)	Librarian (Mean±SD)	z value	p value
NLU, Delhi	8.2±0.5	7.8±0.4	2.14	0.032
MDU, Rohtak	7.5±0.6	7.3±0.5	1.22	0.112
CCS University, Meerut	6.9±0.4	6.5±0.3	3.01	0.002

This chart illustrates the responses of faculty and librarians on library service quality at three random universities. A Likert scale with a range of 1-10 values was applied, and more precise values represented better service quality, as it was perceived. An independent samples t-test generated significant differences in perceived service quality between faculty and librarians at NLU, Delhi. Faculty members rated the service quality highest ($M=8.2$, $SD=0.5$) while librarians rated the service quality at a lower score ($M=7.8$, $SD=0.4$), with the differences being statistically significant [$t(df)=2.14$, $p=.0$]. At CCS University, Meerut, faculty too provided highly rated ($M=6.9$, $SD=0.4$) as librarians ($M=6.5$, $SD=0.3$), $t(df)=3.01$, $p=.002$. Notwithstanding, no disparity was found at college A between faculty ($M=7.5$, $SD=0.6$) and the libraries ($M=7.3$, $SD=0.5$), $t(df)=1.22$, $p=.112$ (Hernon & Altman, 1998). This outcome implies there is some dissimilarity in the opinions of faculty members and librarians concerning the quality of library service as librarians at two of the three universities were generally of lower opinion about the service quality than their faculty members. Still, future studies are required to explain this rating gap, and the factors determining these differences may include varied demands and methods of evaluation (Nitecki, 1996). The closing of any gap between what the customer expects from the library and what the staff perceives as user needs can result in the fulfillment of customer needs and expectations (Zeithaml et al., 1990).

Table 5: Correlation Analysis of Faculty-Librarian Relationship Strength across Law Universities

University	Faculty-Librarian Correlation (r)	p Value
NLU, Delhi	0.85	< 0.001
MDU, Rohtak	0.72	0.003
CCS University, Meerut	0.60	0.012

This table illustrates the findings of the three universities (NLU, Delhi, B and C) with regard to the faculty productivity and library resources. The positive correlation shows the growth of one variable since it becomes higher, then the other variable increases. The Pearson correlation coefficient (r) is used to measure the linearly-relevant between faculty resources and library resources, the higher the absolute value, the stronger the relationship is. The p-value corresponds to the level of significance ($p < 0.05$) for the correlation. A 0.85 positive coefficient of correlation between faculty productivity and library resources represents strong evidence that NLU, Delhi has. The correlation with a statistically significant p-value <0.001 is this one. This fact points out that the levels of faculty research productivity growth are linked to the rise in the number of library resources used by the researchers at this university (De Groote & Dorsch, 2003). Hence, there is a positive and promising correlation of 0.72 between faculty productivity and library resources at MDU, Rohtak. The coefficient is also significant statistically with the p-value of 0.003. Lastly, CCS University, Meerut has a statistically significant moderately positive correlation of 0.60 between educational resources and the number of books, a value of p of 0.012. Through the statistical analysis, research demonstrated a clear positive association between academic library resources and faculty publications in all three universities. The link was seen to be the strongest for NLU, Delhi, which suggests how academic library resources can strongly influence research productivity in the academic field (Hiller, 2002). Nonetheless, correlation does not prove

causation, so to figure out if the increase in library resources has a direct link to the productivity of the faculty by extension, it will be necessary for follow-up research.

Conclusion

The analysis of the tie between faculty members and librarians and the influence of digital resources in law universities brought to light some interesting points. In the first place, the biased pattern that has occurred in the referenced universities implies the uneven perception of partnership establishment and joint resources utilization led to the enhancement of NLU, Delhi while CCS University, Meerut was left without the provision of such necessary services. These disparities are a wake-up call that concerted efforts must be put in place to materialize equity and interventions that are made to appeal to all institutions. In the second place, the different mean number of ratings proves we have distinctions and diversities among the universities' faculty and librarians in their views on the effectiveness of collaboration. In the sense of NLU, Delhi is rather well-integrated at the level of the campus while CCS University, Meerut shows at the same time certain deficiencies in the field of CCS University, Meerut. Cooperation may serve as an example of what measures should be taken by the authority of higher education to foster networking and communication within the academic community. However, the survey showed that student attitudes toward the usefulness of the electronic resources, whether it was in 3, 4, or 5 grounds, were different. Particularly, NLU, Delhi has been recognized as the most helpful in terms of perceived usefulness even though CCS University, Meerut encounters problems in attaining the high threshold it needs to overcome established students' expectations. This statement indicates that there must be synchronization between the resources' mission and user demands and predictability to achieve high satisfaction and success. In addition, the findings of mean collaboration scores from universities A and C reflect that the library services do not match the needs and preferences of the faculty and librarians alike. Shedding insight into the expectations of these users is the only key to the fulfillment of the library services to the faculty and librarians' needs. And by the correlation analysis, we see that all universities show a positive linkage between library resources and faculty productivity, with NLU, Delhi's case having the greatest one. Although one cannot determine a direct cause-effect relation between the two, these discoveries indicate that universities' academic information sources assume a central role in the academic research of faculty members. Finally, this investigation shows the priority needed when it comes to performance, resource distribution, and user-centered services to have an excellent library in law universities. Developing strategies to tackle origination needs for resources, cooperation, and adapting to be in concordance with users' needs is the big step towards encouraging innovation and superior academia in all institutions.

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