Available online at http://www.ijims.com
ISSN: 2348 – 0343

Information required for e –resources services provided by academic library

K .Rassiya[1*] and K. Chinnasamy[2]

1 Assistant Librarian, PRIST University,Tamilnadu, India.
2 Head, Department of Library and Information Science, and Additional Controller of Examination
Madurai Kamaraj University, Madurai, Tamilnadu, India.
* Corresponding author: K .Rassiya

Abstract

E-Resources have great importance in libraries and amongst the library users. The present study has been undertaken with an attempt to information the usage pattern of electronic resources. The faculties of students are mainly drawn from different parts of affiliated colleges of Barathidasan University and few from other parts of the country which represent truly cosmopolitan population. For that purpose, survey method has been adopted by the investigators, which comprises of administration of questionnaire, observation of the participants, and interview of some of the participants for knowing the opinion of the respondents in respect of information of electronic resources for their academic and research activities. The paper highlights the important survey findings in respect of information and Awareness, Use Pattern and services towards the electronic resources,

Key words: electronic resources, e-resources accessing and services, impact of e-resources

Introduction

E–Resources are now emerging as vital source of information for all recent and emerging thoughts and ideas coming into existence in the area of research. Emergence of internet and World Wide Web (WWW) have provided a platform to display these resources globally. The features inbuilt in the search and retrieval of these resources have made the usage to the maximum. Information and Communication Technology (ICT) has a major impact upon the materials for search. E-resources can provide the enhanced forms of research resources, as e-resources' and is changing the shape of both the primary resources like texts, images and data, and secondary resources like catalogues. Libraries are subscribed to various bibliographic and full text databases which are of interest to the users. Libraries have changed its face with the emergence of ICT. They have assumed the role of educators by training the users to find, evaluate and the usage of information in the library and also through electronic networks. Libraries have E-resources in general and computer technology in particular, to automate a wide ranges of administrative and technical processes and provide better services to their users. In the age of information explosion, e-resources are progressively replacing the old methods of information collection, storage and retrieval. Academic Library System is a major beneficiary of e-resources. The electronic resources are the systems in which information is stored electronically and made accessible through electronic systems and computer networks. These resources include OPAC, CD-ROMs, Online- Databases, E-journals E-books, Internet resources etc. Multiple accesses speed, richer in content, reuse, timeliness, anywhere access is some of the features of e-resources.

Review of related literature

Prabhavathi D (2013), The aim of this study is to analyze the use of the internet and related issues among the teachers of Sri Padmavathi Mahila Visvavidyalayam (SPMVV) University, Tirupati. A well structured questionnaire was distributed among the 120 faculty members from 5 faculties. The response rate was around 80%. The present study demonstrates and elaborates the various aspects of internet use such as frequency of internet use, purpose for which the internet is used, time spent in internet section, problems faced in internet section, preferences of using search engines and satisfaction with the internet facilities provided in the SPMVV library. It was found out that internet has become a vital instrument for teaching, research and learning process of these respondents. Some suggestions have been set forth to make the service more beneficial for the academic community of the institution under the study. **Sowemimo Ronke Adekunmisi (2013)**, This study was carried out in order to determine Internet access and usage by the undergraduate students of Olabisi Onabanjo University, Nigeria. A review of literature was done on information and communication technologies (ICTs) and its importance in education. A description of Internet and its actual use by the lecturers as well as the students were also reviewed. **Dillip K Swain (2013),** This paper aims to evaluate the pattern of publications of Internet Research (IR) from 2008 to 2012 and to reveal the research influence of this journal from the citing and cited references of the papers through appropriate bibliometric measures. The study analyses five volumes of Internet Research from the year 2008 to 2012. Citations to each of the published articles are explored through Google Scholar for assessing average impact of individual paper. **Thanuskodi, S (2013)**, In today's work environment there is a drastic change in the way how information is shared as well as networking and socializing take place in every society. No doubt that the Internet has become a powerful tool for communication purposes, to exchange ideas, and even used in participation in local, national and international networking. The history of the Internet emerges back in 1960s when several computer scientists were hired by Pentagon to build a system to decentralize communication network. As a result the Arpanet was born. Over time the network grew rapidly to interconnect numerous universities, research centers as well as commercial organization. **Rubina Bhatti (2014),** This study reports the Internet usage, purposes, difficulties while using internet by the Post Graduates students at Nishtar Medical College (NMC), Multan and also identifies the usage of different health related websites and databases to supplement learning by PGS. This study is based on comprehensive literature review and pre-tested questionnaire that was distributed among 210 PGS. The study concludes the need of awareness, orientation and trainings to utilize different databases for seeking scholarly information. **Kumbhar K.P. (2014),** retiring Information is growing day by day it's important for the library services. In this paper internet is the important Tool for library, various library services are getting through the internet, all type of library services is provided to the reader, through internet and library software.

Objectives of the study

The following are the important objectives of the study:

1. To find out the frequency of accessing e- resources among the academic users.
2. To study the purpose of using e- resources for the users.
3. To find out the most preferred features among the users.

Data collection

Primary data were collected through a structured questionnaire, which was distributed among the library user (respondent) in affiliated colleges of Barathidasan University, Tirucy. The questionnaire contained open-ended questions and it also incorporated various parameters that were identified for analysing those parameters.

Sample size

The sample size consists of 369 respondents who had used E resources. Convenience sampling technique was used for a period of 2 months (January–February 2014).

Research design

Question-wise analysis was carried out with the help of Microsoft Excel Workbook and SPSS version 15.0. The questionnaire was based on difference variables, which were considered to be significant while using social network. Some analytical techniques like tables, percentage and co-efficient of correlation were used to analyse the collected data

Analysis and Interpretation

Gender-wise, Out of 369 respondents, 248 (67.21%) respondents are male and the remaining 121 (32.79%) are female. Among the Age-wise users in the sample area, a total of 297 (80.49%) respondents belong to the age group of below 20 years, 52 (14.09%) belong to the age group between 21 and 22 years and the remaining 20 (5.42%) belong to the age group of above 22 years. An analysis of faculty-wise users shows that 192 (52.03%) respondents are Social Science and the remaining 177 (47.97%) are Science faculty.

The table 1 shows the faculty wise distribution of frequency of accessing e-resource. 170 respondents go to the library daily; 86 respondents visit the library in alterative days and 45 respondents use the library twice in a week; 29 respondents thrice in a week; 24 respondents visit the library once in a week and 15 respondents go to the library once in a month. From this tables its is understood that most of the respondents visit the library daily. The information cleanly says that most of the faculties have the thirst to acquire the latest information by updating their knowledge.

The table 2 shows seven categories of places of internet connectivity for accessing internet sources through their library is 359, Wi-Fi (available place) is 238, Accessing from their residence is 171, using at the Department is 142 and at Private browsing centre is 84, Mobile Connectivity is 68 and getting from their friends' place is 36. This result shows that average usage of respondents based on framed criteria. From this analysis it is exposed that more than 90 percent of the users access the internet in the library. The respondents have given second option of the place and the choice is Wi-Fi connectivity. It is followed by their residence, Department, private browsing centre, mobile connectivity and their friends' places were leading very least number respondents' place of accessing internet connectivity.

The table 3 shows the respondents out of acquiring information through various e-resources services. The table also focuses the two different of department namely social science and science. 84 respondents of social science and 74 respondents of science department acquire information for through OPAC and the Co-efficient of correlation result is significant. 128 respondents of social science and 157 respondents of science department acquire information for through Bibliographic data and the Co-efficient of correlation result is not significant. 154 respondents of social science and 170 respondents of science department acquire information for through online searching data and the Co-efficient of correlation result is not significant. 165 respondents of social science and 54 respondents of science department acquire information for through full text sources and the Co-efficient of correlation result is not significant. 38 respondents of social science and 27 respondents of science department acquire information for through E-book and the Co-efficient of correlation result is significant. 182 respondents of social science and 169 respondents of science department acquire information for through E-journals and the Co-efficient of correlation result is significant. 138 respondents of social science and 124 respondents of science department acquire

information for through Social Network and the Co-efficient of correlation result is significant. From the interpretation of the table 3 it is understood that majority of the respondents use E-journals, from this e-journal their update knowledge to face the competitive world. It is identified form the above that more than 90 percentages of social science and science respondents preferred the online services of OPAC. Bibliographic data, Online Searching and Full text sources.

The table 4 shows the faculty wise analysis of various e-resources and it also focuses the tow different department of social science and science. 182 respondents of social science and 178 respondents of science department acquire information with help of expertise and this coefficient of correlation result is significant. 187 respondents of social science and 174 respondents of science department acquire information with help of relevance subject information and this coefficient of correlation result is significant. 176 respondents of social science and 162 respondents of science department acquire information with help of uner friendly and this coefficient of correlation result is significant. 168 respondents of social science and 162 respondents of science department acquire information with help of simple search strategy and this coefficient of correlation result is significant. 154 respondents of social science and 138 respondents of science department acquire information with help of fast connectivity and this coefficient of correlation result is not significant. 143 respondents of social science and 123 respondents of science department acquire information with help of social networks and this coefficient of correlation result is not significant. From the interpretation of the above it is evident that majority of the respondents acquire information through relevant subject information. It is found from the above analysis that most of the respondents (including social science faculty and science faculty respondents) mentioned the highest factors for preferring the familiar search of major reasons expertise, relevance subject information, user friendly, and simple search strategy and fast connectivity.

Findings

Based on the findings of the study the following recommendations are made:

- Speed of internet and intranet connection should be increased for quick access to available e- resources.
- Use and usability of e- resources by the Students should be made on regular basis
- Tendency to use electronic resources among the academic library is high
- Most of the Students preferred the online services of OPAC, Bibliographic data, online searching and Full text sources.
- Highest factors for preferring the familiar search of major reasons are expertise, relevant subject information, user friendly, simple search strategy and fast connectivity.
- Academic libraries should take steps to arrange various training and orientation programmes for the students and the faculty members to use the availability of e- resources.

Conclusion

In this scientific modern world using the various e-resources has become the order of the day among the research students now-a-days, because various electronic information sources and the internet provide plenty of updated information which is highly useful to the researches of different field. It has become one of the most important tools for effective teaching and research. These facilities enable the faculty members to make use of the available electronic sources and internet facility for their teaching and research work. Majority of the academic do self-searching to locate information from the internet. Yet the

use of searching mechanisms and tools has been catered on a particular set of popular tools. Open access e-resources are used by the academics as an alternative to commercial e-resources. Due to the impact of internet technology and other electronic resources students depend on e-resources and they prefix printed materials for their academic work. E-resources provide many opportunities and potentials for academic libraries. Out of the advantages and disadvantages of e-resources librarians should have the ability to balance the factors that would make e-resources a success or failure in their libraries.

References

Dr. Dillip K Swain., "Journal Bibliometric Analysis: A Case Study on Internet Research", Library Philosophy and Practice (ejournal). 2013; Paper 985. http://digitalcommons.unl.edu/libphilprac/985

Kumbhar K.P. "Library Internet Services: Responsibilities of Information Centers" Asian Journal of Multidisciplinary Studies, 2014; 2(3): Available online at www.ajms.co.in, ISSN: 2321-8819

Prabhavathi D, The value of IT in university library for teaching, research and learning process: A case study of Sri Padmavathi Mahila Visvavidyalayam (SPMVV) University in India, International Journal of Library and Information Science, 2013;5(1):14-19,Available online http://www.academicjournals.org/ijlis DOI: 10.5897/IJLIS11.052

Rubina Bhatti and Muhammad Waqas Javed, "Experience of Internet Utilization by Post Graduate Students at Nishter Medical College, Multan, Pakistan". Library Philosophy and Practice (e-journal). 2014; Paper 1081. http://digitalcommons.unl.edu/libphilprac/1081

Sowemimo Ronke Adekunmisi et al, "Internet Access and Usage by Undergraduate Students: A Case Study of Olabisi Onabanjo University, Nigeria" Library Philosophy and Practice (e-journal), 2013;Paper 848. http://digitalcommons.unl.edu/libphilprac/848

Thanuskodi, S, "Gender Differences in Internet Usage among College Students: A Comparative Study", Library Philosophy and Practice (e-journal)., 2013; Paper 1052. http://digitalcommons.unl.edu/libphilprac/1052

Table 1: Faculty wise distribution of Frequency of accessing e-resource

S. No	Particulars	Social Science (n=192)		Science (n=177)		Total (n=369)	
		No.	%	No.	%	No.	%
1	Daily	81	21.95%	89	24.12%	170	46.07%
2	Alternative day	48	13.01%	38	10.30%	86	23.31%
3	Twice in a week	27	7.32%	18	4.88%	45	12.20%
4	Thrice in a week	15	4.07%	14	3.79%	29	7.86%
5	Once in a week	13	3.52%	11	2.98%	24	6.50%
6	Once in month	8	2.17%	7	1.90%	15	4.07%
Mean		**96**		**88.5**		**184.5**	
Medium		**21**		**16**		**37**	
SD		**65.64**		**62.56**		**128.61**	

Table 2: Faculty wise places of accessing E-resources

S. No	Particulars	Social Science (n=192)		Science (n=177)		Total (n=3698)	
		No.	%	No.	%	No.	%
1	library	186	50.41%	173	46.88%	359	97.29%
2	Wi-Fi (available place)	113	30.62%	125	33.88%	238	64.50%
3	Residence	84	22.76%	87	23.58%	171	46.34%
4	Department	75	20.33%	67	18.16%	142	38.48%
5	Private browsing centre	42	11.38%	42	11.38%	84	22.76%
6	Mobile networking	32	8.67%	36	9.76%	68	18.43%
7	Friends' place	15	4.07%	21	5.69%	36	9.76%
Mean		**273.5**		**275.5**		**549**	
Medium		**75**		**67**		**142**	
SD		**174.3**		**174.4**		**348.61**	

Table 3: Faculty wise distribution of respondent's information required of E –resources services

S. No	Particulars	Social Science (n=192)		Science (n=177)		Total (n=369)		Co-efficient of Correlation	
		Yes	%	Yes	%	□	%	ϒ =	Result
1	OPAC	84	43.75%	74	41.81%	158	42.82%	1	Significant
2	Bibliographic data	128	66.67%	157	88.70%	285	77.24%	-1	No Significant
3	Online searching	154	80.21%	170	96.05%	324	87.80%	-1	No Significant
4	Full text sources	165	85.94%	54	30.51%	219	59.35%	-1	No Significant
5	E books	38	19.79%	27	15.25%	65	17.62%	1	Significant
6	E-journals	182	94.79%	169	95.48%	351	95.12%	1	Significant
7	Subject Gateways	87	45.31%	75	42.37%	162	43.90%	1	Significant
8	Online database	24	12.50%	11	6.21%	35	9.49%	1	Significant
9	Online shopping	78	40.63%	68	38.42%	146	39.57%	1	Significant
10	Social network	138	71.88%	124	70.06%	262	71.00%	1	Significant
11	Alerting service	74	38.54%	84	47.46%	158	42.82%	-1	No Significant
12	Online subscription	92	47.92%	108	61.02%	200	54.20%	-1	No Significant
13	SW development	83	43.23%	71	40.11%	154	41.73%	1	Significant
14	Web congregation	85	44.27%	77	43.50%	162	43.90%	1	Significant
15	Network training	72	37.50%	76	42.94%	148	40.11%	-1	No Significant

16	Web page creation	65	33.85%	64	36.16%	129	34.96%	1	Significant
17	Database creation	61	31.77%	57	32.20%	118	31.98%	1	Significant
18	Electronic archives	56	29.17%	36	20.34%	92	24.93%	-1	No Significant
19	Document delivery service	48	25.00%	34	19.21%	82	22.22%	1	Significant
20	Open source software	37	19.27%	28	15.82%	65	17.62%	1	Significant
21	Online Tutorial	23	11.98%	17	9.60%	40	10.84%	1	Significant

Table 4: Faculty Wise analysis Impact of E-resources

S. No	Particulars	Social Science (n=1923)		Science (n=1775)		Total (n=3698)		Co-efficient of Correlation	
		Yes	%	Yes	%	□	%	ϒ =	Result
1	**Expertise**	182	94.79%	176	99.44%	358	97.02%	1	Significant
2	**Relevance subject information**	187	97.40%	174	98.31%	361	97.83%	1	Significant
3	**User friendly**	176	91.67%	162	91.53%	338	91.60%	1	Significant
4	**Simple Search strategy**	168	87.50%	162	91.53%	330	89.43%	1	Significant
5	**Fast Connectivity**	154	80.21%	138	77.97%	292	79.13%	-1	No Significant
6	**Social networks**	143	74.48%	123	69.49%	266	72.09%	-1	No Significant
7	**Free access sources**	138	71.88%	124	70.06%	262	71.00%	1	Significant
8	**Time consuming**	129	67.19%	119	67.23%	248	67.21%	1	Significant
9	**Communication amenities**	108	56.25%	95	53.67%	203	55.01%	1	Significant
10	**Business information**	98	51.04%	85	48.02%	183	49.59%	1	Significant
11	**Entertainment**	86	44.79%	73	41.24%	159	43.09%	1	Significant
12	**Regional language facility**	54	28.13%	66	37.29%	120	32.52%	-1	No Significant