Awareness and Usage of Electronic Resources among Students of Arvindbhai Patel Institute of Environmental Design

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Abstract - *The main purpose of this study was to examine the use of electronic resources by students of Arvindbhai Patel Institute of Environmental Design and with a view of giving recommendations based on findings. A structured questionnaire containing various questions pertaining to the awareness and use of e-resources were distributed online through e-mail/WhatsApp to the students. A total of 150 questionnaires were distributed, out of 150 questionnaires distributed, 116 valid questionnaires were collected and then data was analyzed, tabulated, interpreted, and presented in the form of this paper. The study shows that the majority of the respondents (81.03%) were aware of e-resources, Majority of the students (42.24%) get information about e-resources from library staff, About (43.97%) of the respondents were preferred to use both printed as well as e-resources equally, Majority of (38.79%) respondents were using twice in a week, about (41.38%) said that e-resources are the most important, (25.86%) of respondents prefer to use e-resources due to the advantage of being more informative, majority of respondents (37.93) are highly satisfied.*
Keywords: *Awareness, Usage, Electronic Resources, Environmental Design.*

Introduction

The use of ICT has the potential to radically change the way we build and operate society. This social change will in turn force our educational institutions to react and change. Recent developments in information technology have brought about dramatic changes in information scenarios, reflecting the availability of information. Modern libraries are now seeking to source more and more information resources in digital form to meet the diverse information needs of students, teachers, scientists, and researchers in the shortest possible time. With the proliferation of computers and other ICT applications, libraries and information centers have completely changed, from in-house activities to visiting services.

Arvindbhai Patel Institute of Environmental Design: A Brief: The Arvindbhai Patel Institute of Environmental Design (A.P.I.E.D.) was first founded in 1980. The campus is placed in the serene and congenial educational environment of Vallabh Vidyanagar, Anand, Gujarat. A.P.I.E.D. is an affiliated with S. P. University. It offers a Bachelor of Architecture programmer of five years duration with an annual intake of 60 students every year and Planning and Interior Design programmer also. Highly Developed Library of the Institute has around 7000 books, regularly updated with periodical magazines, journals, thesis, reference books, audio visual collections and RSP Drawings.

Literature Review

Akuffo, M.N., & Budu, S. (2019) revealed that high awareness levels, adequate computer competencies, derivation of multiple benefits, use of e-resources for academic purposes, and inadequate search skills of most respondents because of the dearth of training. Constraints to e-resources usage were access problems, search and retrieval problems, and staff-related problems. Partap, B., & Ranga, M. (2022). On "Awareness and Use of e-Resources at Chandigarh College of Architecture, Chandigarh, India: A Study" revealed that more than 90 percent of the

respondents were aware about the use of electronic resources, about 46 percent of the respondents were preferred to use only e-resources, 31 percent of the respondents were preferred to use both printed as well as e-resources equally and more than 95 percent respondents were satisfied with the use of e-resources. Osinulu, L.F. (2020) found in his study of students of the college of health sciences in Olabisi Onabanjo University, Nigeria, that a significant proportion of the respondents were not well-informed of the available electronic information resources which largely resulted in low awareness and usage. The low usage is attributed to inadequate computers, erratic power supply, poor network, and slow internet speed. Shivaraju, T. C., & Sivasami, K. (2019). shows in his study all respondents are aware about e-resources, the majority of respondents come to know about the e-resources of their professional colleagues, teachers, and guides, majority of the respondents feel electronic resources are easy to search. Wijetunge, P. (2017). Findings revealed that 65% frequently use open access material for their research, and the majority 33% use them for their research, 60% believed that the available e-resources fulfilled their needs. Vinod Kumar Singh (2013). conducted study on "Use of E-Resources and Services by Users at Indian Institute of Management Bangalore: A Study" revealed that the majority (94.59%) of respondents using e-resources for writing articles/research papers, (78.38%) of the respondents stated that e-resources increase the productivity of their academic work.

Ankrah, &Atuase (2018) & Chhtrapati *et al.,* (2021) find that most respondents are aware of the e-resources, e-resources were not utilized to their fullest by postgraduate students because of low publicity, inadequate training, restrictions of access such as passwords and usernames, and other limitations such as poor internet connection, inadequate computers. Kwadzo, G. (2015) & Trivedi et al., (2021) observe that the students have heard about the databases, they knew the university provides access to these and in general, they use them, Awareness level was generally greater than usage, Students need to know more of the databases, especially those that are very relevant to their subject areas. Nwagwu, W. (2022) study shows that the internet was the most used resource (77.56%), books are the most used resources (e-books 72.44%), and (reference books 75.28%) in the libraries. the fewest number of students reporting using the e-resources for more than five years, Currency of information and availability of help are the major reasons for which the students use the library e-resources.

Madhusudhan, M. (2010) it finds that e-resources can be good substitutes for conventional resources, if the access is fast, and more computer terminals are installed to provide fast access to e-resources. Google is the most widely used search engine for locating information electronically. Soni, N., Gupta, K., & Shrivastava, J. (2018). Found out in the study that shodhganga' was most used (95 %) by LIS research scholars, It is found that most of the LIS research scholars using e-resources for completing their PhD work (95.5 %), majority of research scholars are satisfied (86.4 %). Muthurasu, C., & Kannan, S. P. (2019) shows that majority of the respondents - 82.59% of respondents having 1-2 years' experience, followed by less than one year (11.08%), 3-5 years (3.48%), and only 2.85% of respondents stated more than five years - have experience of using e-resources.

Objectives of the Study
The main objectives of the present study are
1. To find out the user's awareness of e-resources.
2. Analyze the frequency and purpose of using e-resources among the students
3. To evaluate the importance of using e-resources in academic and research work
4. To identify the types of e-resources used by the users
5. To understand the problems faced by the users while using the e-resources
6. To assess the level of satisfaction of users regarding the use of e-resources.

Scope and Limitation of the Study

The scope of the present study is limited to the utilization of e-resources by the students of Arvindbhai Patel Institute of Environmental Design.

Methodology

The research design used for this study is a survey research method, a structured questionnaire was prepared to collect data from the users of e-resources in APIED. To fulfilling the objectives, a survey was conducted with the help of a structured questionnaire containing various questions pertaining to the awareness and use of e-resources. were distributed online through e-mail/WhatsApp to the students. A total of 150 questionnaires were distributed, out of 150 questionnaires distributed, 116 valid questionnaires were collected and then data was analyzed, tabulated, interpreted, and presented in the form of this paper.

Data Analysis and Interpretation

The collected data were arranged and interpreted in the following tables.

TABLE I GENDER-WISE DISTRIBUTION OF RESPONDENTS

Gender	Respondents	Percentage
Male	86	74.14
Female	30	25.86
Total	116	100

In table I, it is shown that of all the respondents who can use e-resources available through the library for different purposes, 74.14% of the population studied were males and only 25.86% were females.

TABLE II AWARENESS ABOUT ELECTRONIC RESOURCES

Awareness	Respondents	Percentage
Yes	94	81.03
No	22	18.97
Total	116	100

Table II shows that a majority of students 94 (81.03%) are aware of e-resources. However, 22 (18.97%) are not aware of them.

TABLE III HOW DID YOU COME TO KNOW ABOUT E-RESOURCES?

Sources of awareness	Respondents	Percentage
Teachers	12	10.34
Library staff	49	42.24
Social media	21	18.1
Library Website	34	29.31
Total	116	100

Analysis of Table III shows that 49 (42.24%) of the respondents were learned about e-resources from library staff, 34 (29.31%) respondents were known about the e-resources from the library website, 21 (18.1%) respondents were known about the e-resources from the social media, 12 (10.34%) of the respondents were learned about e-resources from their teachers.

TABLE IV WHICH RESOURCE OF INFORMATION IS USEFUL FOR YOU?

Resources of information	Respondents	Percentage
Printed	25	21.55
Electronic	40	34.48
Both equally	51	43.97
Total	116	100

From table IV, it can be seen that the majority of 51 (43.97%) of the respondents indicated that they preferred to use both equally, while 40 (34.48%) respondents that they use electronic resources, 25 (21.55%) of the respondents use printed resources.

TABLE V FREQUENCY OF ACCESS TO ELECTRONIC RESOURCES

Frequency of using e-resources	Respondents	Percentage
Daily	17	14.66
Twice in a week	45	38.79
Weekly	27	23.28
Monthly	27	23.28
Total	116	100

The respondents were asked about the frequency of access to e-resources. Table III clearly indicates that most of the students 45 (38.79%) were accessing e-resources twice a week, The remaining 27 (23.28%) of the respondents were using e-resources on a weekly and monthly basis, and only 17 (14.66%) of the respondents using e-resources on daily.

TABLE VI PURPOSE AND USE OF ELECTRONIC RESOURCES

Purpose	Respondents	Percentage
For studying coursework	37	31.9
For research work	20	17.24
For Class assignment	23	19.83
For Project work	18	15.52
For writing papers	18	15.52
Total	116	100

The purpose of using e-resources among the students is shown in Table IV, it is evident from the above table that the highest number of respondents i.e., 37 (31.9%) were used for studying coursework, among the respondents 23 (19.83%) of the respondents were using e-resources for purpose of their for a class assignment, 20 (17.24%) of the respondents were using e-resources for research work, 18 (15.52%) were accessing e-resources for project work and writing papers.

TABLE VII HOW IMPORTANT E-RESOURCES ARE FOR YOUR STUDY?

Importance of E-Resources	Respondents	Percentage
Most important	48	41.38
Important	14	12.07
Neutral	46	39.66
Not important	5	4.31
Least important	3	2.59
Total	116	100

The respondents were asked to indicate their importance of the usefulness of e-resources in their academic as well as research work. Table VII shows that e-resources are Most important for 48 (41.38%) respondents, 46 (39.66%) of the respondents said that e-resources are neutral, 14 (12.07%) of the respondents were said that e-resources are important, 5 (4.31%) said that not important and 3 (2.59%) are said least important.

TABLE VIII WHAT WERE THE MOST FREQUENTLY USED ELECTRONIC RESOURCES

Information Sources	Respondents	Percentage
Online databases	26	22.41
E-books	29	25
E-journals	29	25
Direct from search engines	32	27.59
Total	116	100

As shown in table VIII, 32 (27.59%) respondents among students prefer to use directly from search engines, followed by 29 (25%) of the respondents who give preference to E-journals and E-books and 26 (22.41%) prefer to use online databases.

TABLE IX PROBLEMS FACED WHILE USING E-RESOURCES

Types of Problem	Respondents	Percentage
Finding irrelevant information	16	13.79
Time-consuming	16	13.79
Lack of staff assistance	19	16.38
Problems in searching	36	31.03
Too much information is retrieved	29	25
Total	116	100

The respondents were asked about the problems faced while using e-resources. Table IX clearly indicates that 36 (31.03%) mostly respondents were facing problems in searching, whereas 29 (25%) were facing too much information is retrieved, 19 (16.38%) respondents were facing a lack of staff assistance, and 16 (13.79%) respondents facing finding irrelevant information and time-consuming.

TABLE X ADVANTAGES OF USING E-RESOURCES

Advantages of Using E-Resources	Respondents	Percentage
Time-saving	16	13.79
Easy accessibility	20	17.24
More informative	29	25
Easy to store and retrieve	21	18.1
All above	30	25.86
Total	116	100

Table X elaborates that a majority of the 30 (25.86%) respondents prefer to use e-resources due to the advantage of being more informative, easy to store and retrieve easy accessibility, and time-saving, 29 (25%) respondents said that more informative, 21 (18.1%) were feel that easy to store and retrieve, 20 (17.24%) who find it easy accessibility, 16 (13.79%) who feel are using e-resources are time-saving.

TABLE XI SATISFACTION OF ACCESSING E-RESOURCES

Level	Respondents	Percentage
Highly Satisfied	44	37.93
Satisfied	40	34.48
Average	25	21.55
Not satisfied	7	6.03
Total	116	100

The presented data in Table VIII shows the satisfaction level of respondents regarding the use of e-resources. It was found from the study that 44 (37.93%) of the respondents were highly satisfied, 40 (34.48%) respondents were marked as satisfied, 25 (21.55%) of the respondents were average, and on the other hand, a very small portion 7 (6.03%) of the respondents was not satisfied.

Findings of the Study
1. The response received from the respondents regarding awareness of e-resources shows that almost all the students were aware of the e-resources and the majority of students (81.03%) were aware of e-resources.
2. Majority of the students (42.24%) get information about e-resources from library staff and (29.31%) were respondents were known about the e-resources from the library website.
3. About (43.97%) of the respondents were preferred to use both printed as well as e-resources equally, while (34.48%) of the respondents were preferred electronic only.
4. Majority of (38.79%) respondents were using twice in a week, (23.28%) of the respondents were using e-resources on a weekly and monthly basis.
5. About (31.9%) of the respondents were using e-resources for their studying coursework, and (19.83%) of respondents were using e-resources for their class assignment.
6. Majority of the respondents (41.38%) said that e-resources are the most important.
7. 31.03 % of the respondents were facing problems in searching, about (25%) of respondents were facing too much information is retrieved.

8. About (25.86%) of respondents prefer to use e-resources due to the advantage of being more informative, easy to store and retrieve easy accessibility, and time-saving.
9. Majority of respondents (37.93) are highly satisfied, about (34.48) respondents were satisfied.

Conclusion

In the changing information environment electronic era, ICT and its electronic information resources are claiming its importance in research activities. On the basis of the aforesaid results of the study, it may be said that the fast growth of information and communication technologies and electronic resources, has changed the total scenario of research, storage, retrieval and communication of scholarly information. Library services and e-resources play a significant role in the operation of every academic institution and federal building. It is essential to leverage and adequately use these resources and services. The present study reveals that most of the respondents who were participated in this survey are aware of electronic resources have a positive impact on students. It is apparent from the study that the majority of students use e-resources in support of their academics and particularly for studying course work and class assignments. Some of the problems have also been identified during the study, which is faced by the respondents like problems in searching and too much information retrieved. Most students are highly satisfied with e-resources. The rapid development of information and communication technology has facilitated the convergence of new electronic devices and formats.Still, it is not hard to find the respondents who are unaware and have not used online theses, OPAC, online databases, and other resources which are very relevant for their study and research. It is therefore imperative for the library to take initiatives in organizing more orientation programs, lectures, workshops, and user awareness programs in this area to maximize their understanding.

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