9. Use of Internet-Based Electronic Resources by the Faculty and Students of Kles Lingaraj College Belagavi

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Abstract:

Electronic information resources are important for the academic community. The paper seeks to examine the awareness and use of internet-based electronic resources among the students and faculty of KLEs Lingaraj College Belagavi. Google questionnaire used to collect the data and used Microsoft office excel to analyze the data. The study finds that e-books and e-newspapers are very popular and used by responders. Google is the most preferred search engine by responders to access resources. 40.19% of responders are aware of the e-resources through friends. The purpose of using e-resources by responders is to update Knowledge, study for competitive exams, and prepare assignments and notes. 61% of respondents are satisfied in using e-resources.

Keywords:

Electronic resources, Internet, Library, Responders, Belagavi.

9.1 Introduction:

The number of resources available in electronic form is growing every day, libraries are interested in subscribing to e-resources considering their advantages over print media. The advent of the internet helps to provide e-resources in the fiction of the second. It helps to get their required information online. E-resources are material in digital format. it is in many forms e-books, e-journals, e-database, e-theses and dissertations, e-images, CD/ROMs, etc. e-resources will be accessed through electronic devices for example computers, mobile, note-pad, etc. e-resources can be accessed from many places. Nowadays e-resources play a vital role. It becoming more important for the academic community. Electronic resources provide extensive links to explore additional resources or related content by using various search techniques. In addition, electronic resources are convenient to use since users can access information from the library, internet café, offices, or at times from the comfort of

their homes at any time of the day (Dadzie, 2005). Modern libraries changed the entire library system, library invented many new techniques for the storage of data which stores the documents in an electronic form. Which saves the physical storage space of the library.

9.2 Objectives:

a. To know the use of e-resources by the students and faculty.
b. To know the frequency of using e-resources by the students and faculty.
c. To identify the purpose of using the e-resources by students and faculty.
d. To identify the difficulties faced while accessing the e-resources by students and faculty.
e. Find out the satisfaction in using the e-resources among students and faculty.

9.3 Review of Literature:

Lucky Oji Akpojotor CLN study investigates the awareness and usage of –resources among postgraduate library and information science in Southern Nigeria. Study used the descriptive survey design. A study finds that Library science students had skills, that how to access e-resources. Based on the findings his study concluded that e-resources are important tools for empowering postgraduate students (Akpojotor, 2016). Ali did a study on the use of electronic resources in IIT Delhi Library. He used the questionnaires and also observation to fetch the data The survey reveals that 60% of users face difficulties while browsing e-resources. Users needed the training to access e-information (Ali, 2005).

Perpetua S. Dadzie investigate the use of electronic resources by students and faculty in Ashesi University, the study found that to access the e-resources they use computers and some internet resources were also used more, while the use of scholarly databases was quite low. A study is based on a survey method and It consisted of 16 questions, to know what type of information is accessed, find outs the library's communication tools, identify the problems while accessing the electronic resources, and ways to improve the provision of electronic information in the community (Dadzie, 2005). Halima did a study to investigate the awareness, level of use of electronic resources, the perceived impact of the use of electronic resources on the academic productivity of teachers, and problems faced by researchers while using electronic resources at the University of Lagos (Unilag) Library (Egberongbe, 2011). Study shows that the use of e-resources is common among research scholar and Lecturers. It also showed that the more number of research scholars and teachers are dependent on e-resources to get desired and relevant information (Egberongbe, 2011).

Ahmed did investigate the perception and use of e-resources in the United Arab Emirates University. He used the questionnaire to collect data and used the SSPS Statistical package to analyze a data (Ibrahim, 2004). Margam investigates the Usage of e-resources by research scholars. The study concludes that electronic resources have become an integral part of the information needs of research scholars at Kurukshetra University. Further, 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 (Madhusudhan, 2010).

9.4 Methodology:

The survey was conducted among the undergraduate students and faculty of KLE's Lingaraj College, Belagavi. To collect the data used google questionnaire and used the MS-excel to analyze data for final report.

9.5 Result and Discussion:

Table No. 9.1: Shows the Demographic Information:

Gender	Male	40(39.2%)
	Female	62(60.8%)
	Total	102(100%)
Designation	Faculty	13(12.7%)
	Students	89(87.3%)
	Total	102(100%)

Table number 9.1 shows the status of responders. 39.2% of males and 60.8% of females responded. In that 12.7% of faculty and 87.3% of students are responded.

Table No. 9.2: shows the type of e-resources used by respondents

E-resources	Yes		No	
	Frequency	%	Frequency	%
E-Book	98	96.07	04	3.92
E-Journal	75	73.52	27	26.47
E-Newspaper	94	92.15	08	7.84
E-Magazines	74	72.54	28	27.45
E-database	55	53.92	47	46.07
CD/ROMs	41	40.19	61	59.80
E-Thesis and Dissertation	47	46.07	55	53.92
E-Reference books	74	72.54	28	27.45

There are various types of e-resources available that helps everyone to access anytime. Table no 9.2 shows that 98(96.07%) responders are aware and using E-Book and 94(92.15%) responders are using E-Newspapers.

The Study finds that 61(59.80%) responders are not aware of CD/ROMs resources. 55(53.92%) responders are not using E-Thesis and Dissertation.

Table No. 9.3: Shows the Frequency Use of E-Resources:

	Frequency	%
Daily	39	38.23
Twice a week	12	11.76
Once a week	25	24.50
Fortnightly	9	8.82
Once a month	11	10.78
Rarely	6	5.88

Table no 9.3 shows the frequency of use of e-resources by responders. 38% of responders are using daily, 12% are using twice a week, 24% 0f responders are using once a week, 9% are using fortnightly, 38% are using once a month and 11% of responders are using rarely.

Table No. 9.4: Shows the Sources that Made Respondents to Access E-Resources:

Values	Frequency	%
Self by trial and error	08	7.84
Through friends	41	40.19
Through library	27	26.47
Through lecturers	22	21.56
Though workshop	01	0.98
Others	03	2.94
Total	102	100

Table no 9.4 shows how responders first time come to know about thee-resources. The more number of responders responded that they know about these resources through their friends. 41(40.19%) are through their friends and 27(26.47%) are aware through the library.

Table No. 9.5: Shows the Type of Search Engine Used by Responders to Access E-Resources:

Search Engines	Frequency	%
Google	102	100
Yahoo	61	59.80
Altavista	15	14.70
Bing	24	23.52
Others	9	8.8

Table no 9.5 shows the maximum number of responders using the Google search engine to access the e-resources and a minimum number of students responded that they are using the AltaVista search engine.

Table No. 9.6: Shows the purpose of using E-resources:

Purpose	Yes		No	
	Frequency	**%**	**Frequency**	**%**
Update Knowledge	96	94.11	06	5.88
To study for a competitive exam	85	83.33	17	16.66
For preparing assignments and notes	88	86.27	14	13.72
For teaching purpose	48	47.05	54	52.94
To study for the course exam	73	71.56	29	28.43
For research work	72	70.58	30	29.41

Table no 9.6 shows the purpose of using e-resources. 96(94.11%) responders are using the e-resources to update knowledge, 88(86.27%) responders used for preparing assignments and notes, 85(83.33%) are using to study for competitive exams, 73(71.56%) to study for course exam, 72(70.58%) are for research work and 48(47.05%) are using for teaching purpose.

Table No. 9.7: Shows the Reasons for Using E-Resources:

Reason	Yes		No	
	Frequency	**%**	**Frequency**	**%**
Less expensive	82	80.39	20	19.60
Easy to use	91	89.21	11	10.78
Unavailability of print resources	57	55.88	45	44.11
Multi-access	76	74.50	26	25.49
Up-to-date information is available	82	80.39	20	19.60
Comfortable than print resources	70	70.58	32	31.37
Mobility can carry/access anywhere	78	76.47	24	23.52
Saves physical space in storing	79	77.45	23	22.54
Wide range of information in one place	84	82.35	18	17.64

Table no 9.7 shows the purpose of using e-resources. 91(89.21%) responders are using e-resources because it is easy to access and use. 84(82.35%) responders are using it because a wide range of information can get in one place, 82(80.39%) responded that e-resources are less expensive and they get Up-to-date information,79(77.45%) responded that e-resources save the physical space in storing, 78(76.47%) are using because e-resource is accessed from anywhere and anytime, 76(74.50%) are using because it is Multi-access, 70(70.58%) responders are Comfortable in using e-resources than print resources, 57(55.88%) are responded that Unavailability of print resources they are using e-resources.

Table No. 9.8: Shows the problems faced while using e-resources:

Problems	Yes		No	
	Frequency	**%**	**Frequency**	**%**
Lack of knowledge about E resource	73	71.56	29	28.43
Poor/No internet facility	72	70.58	30	29.41
Lack of quality information	54	52.94	48	47.05
Slow working and slow network of computers	51	50	51	50
unavailability of a full-text database	63	61.76	39	38..23
Require electronic devices to access information	55	53.92	47	46.07
Lack of computer knowledge	57	55.88	45	44.11

Table number 9.8 shows that what are the problems faced by responders while using or accessing the e-resources. 73(71.56%) responders responded that because of a lack of knowledge about E resources they are not using e-resources, 72(70.58%) responders are facing poor internet connectivity, 63(61.76%) responded for unavailability of the full-text database, 57(55.88%) are facing lack of computer skills, 55(53.92%) are required electronic devices to access information, 54(52.94%) are responded there are not getting quality information, and 51(50%) are responded slow network of computers they couldn't able to access the e-resource.

Table No. 9.9: Shows the Need of Training to Accessing the E-Resources:

	Frequency	**%**
Strongly agree	41	40.19
Agree	40	39.21
Neutral	20	19.60
Disagree	1	0.98
Strongly disagree	-	-

Table no 9.9 shows the need of training in accessing the e-resources. Users don't aware and don't know how to access e-resources. 40% strongly agree about the need for training in accessing e-resources.

Table No. 9.10: Shows the Satisfaction in Using E-Resources:

	Frequency	**%**
Fully satisfied	17	16.66
Satisfied	63	61.76
Somewhat satisfied	19	18.62
Not satisfied	3	2.94

Table no 9.10 shows the satisfaction level of respondents to using the e-resources. 16.66% of responders are fully satisfied and 61.76% of responders are satisfied.

9.6 Conclusion:

The library and information services of the 21st century are fast changing. With the rapid development of electronic publishing, libraries are not only acquiring reading materials such as printed books and journals but also arranging for providing access to various learning resources in electronic form (Kenchakkanavar, n.d.). The use of e-resources is helpful to ensure exhaustively and pinpointed information. E-resources are easy to use and they will be accessed from anywhere. E-resources also save the physical space of the library. there is no need to come to the library and search the information because users get a wide range of information in one place. The study shows that the maximum number of responders were using the e-resources but some of the responders were did not use e-resources. Responders needed training in using the e-resources.

9.7 Reference:

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