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# **Use of Electronic Resources and Services by the Faculty Members and Students of Pre - University Colleges in Bengaluru City: A Study**

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## ***Abstract***

The present paper examines the existence of electronic resources and services by the faculty members and students of Pre - University Colleges in Bengaluru city, Karnataka. The study also highlights different types of electronic resources used by faculty and students , purposes and frequency of using e - resources and problem faced by the students while accessing and using the e - resources in the colleges The survey was conducted through a structured questionnaire distributed among 510 students and faculty members, out of which 431 dully filled in questionnaires were received back giving an overall response rate of 84.50% per cent. The study found that electronic resources have become an important part of the information needs of faculty member & students.

***Key Words:*** E- resources, Pre - University, Library services, Academic, Information retrieval.

## ***1. Introduction.***

Today the E- resources plays a important role in the teaching and learning process. It is assumed that the Pre-University students and teaching faculty in Bengaluru day by day feel more dependent on the E- resources for their academic assignment and for the updated information of their subject areas then print resources of information. Electronic resources have given us the power to get information timely and manage information more effectively and also the means to dissolve barriers and offer equity of access to knowledge and information. Further, electronic resources can meet the instant desire of users to have an access to information.

These can be used for efficient retrieval and meeting information needs. (Shivakumara, 2019)<sup>5</sup>. An electronic resource describe as a resource which need computer access or any electronic gadget that delivers a collection of data, be it text referring to, E - journals, full text bases, image collections other multimedia products and numerical, graphical or time based etc.

## ***2.Objectives of the Study***

1. To find out the frequency of usage of the E- resources
2. To examine the purpose of reading E-resources
3. To explore the use, awareness and importance of the E- resources among the students and faculty members
4. To know the problems faced by the faculty members and students while retrieving and using electronic resources and services.

## ***3. Methodology***

Keeping in view the above objectives, structured questionnaire was administered to collect the data and distributed among students and faculty members of Pre - University Colleges in Bengaluru city, Karnataka. A total of 510 questionnaires were distributed among the Students and faculty members, out of which 431 filled questionnaires were received back and the response rate is 84.50%. Out of 431 complete questionnaires, 294 (84%) respondents were students and 137 (85.62%) respondents were faculty members.

## ***4. Scope and Limitations of the Study***

The study is confined only to selected Government and Aided Pre-University colleges functioning in Bengaluru city. Private Pre-University colleges will not come under of this study.

## ***5. Review of Literature***

In order to understand the selected research topic broadly, below mentioned three research articles have been reviewed.

Devi, R., & Keshava, J. (2020)<sup>3</sup>." observed that the use of e-resources by the stack holders of 23 Ayurvedic Medical College libraries of Karnataka north zone. A structured closed end questionnaire was distributed to the Undergraduate, Postgraduate students and the faculty

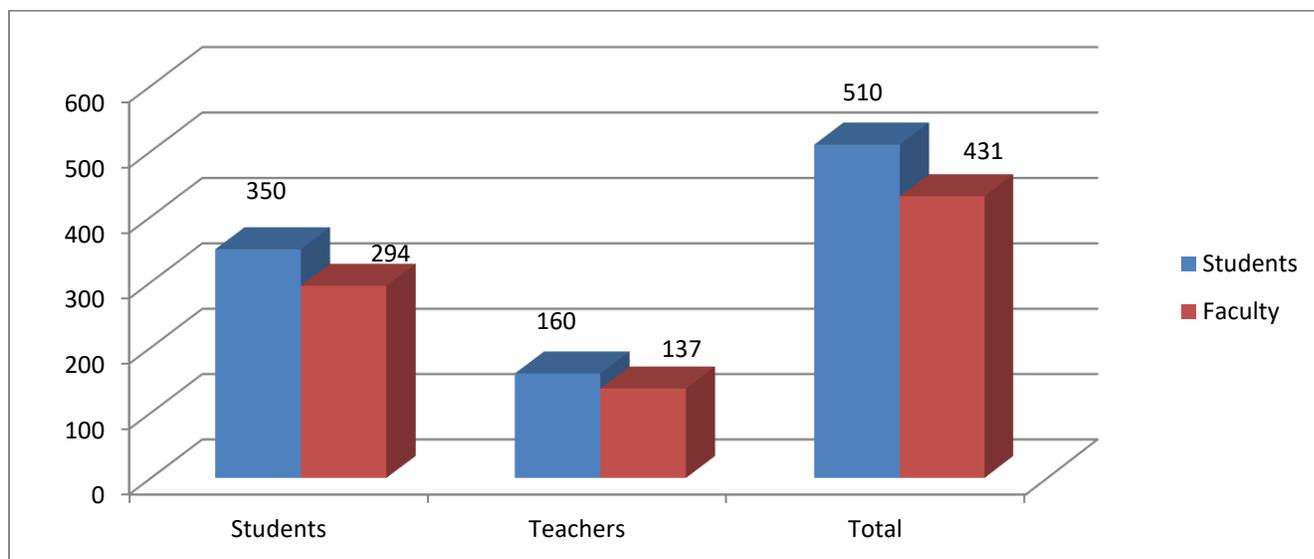
members of 23 Ayurvedic Medical College Libraries of Karnataka north zone to get required information. The study identified awareness among the users about the availability of e-resource in the particular library; satisfaction with the availability & using of e-resources and need of professional training to increase the usage of e-resources". Binu, P. C. (2020)<sup>1</sup>. "This study aims to investigate the Electronic resources in libraries have made remarkable changes in the users' point of view towards print resources. A survey among 421 respondents in six state universities in Kerala reveals that the use of e-resources is considered as an advantage and it benefits the academic community. While analyzing the use of e-resources compared to the print resources, the statement 'E-resources affect the reading habit so it is not be encouraged' is rejected because it is not an advantage". kumar .(2018)<sup>4</sup>. "Shows that the usage statistics help in study and evaluating the users behavior in an online environment the library services can be extended and modified to reflect user interest suiting the users the most, in the light of the evaluation and analysis done".

#### ***6. Analysis and Interpretation of Data***

The data obtained was carefully tabulated using Excel & SPSS application software's. After thorough cleaning and editing of the data, analysis of the same was carried-out. The observations and interpretation were carefully tabulated and supplemented with bar diagrams, wherever felt necessary.

**Table 1: Number of Questionnaires Distributed**

<b>Designation</b>	<b>Questionnaires Distributed</b>	<b>Questionnaires Received</b>	<b>Percentage</b>
Students	350	294	84%
Teachers	160	137	85.62%
<b><i>Total</i></b>	<b><i>510</i></b>	<b><i>431</i></b>	<b><i>84.50%</i></b>



**Figure 1: Number of Questionnaires Distributed**

*Table & Figure 1* indicates that 510 questionnaires were distributed to the students and teachers in various Pre-University Colleges, and 431 (84.50%) filled-in questionnaires were received back. Out of 510 questionnaires, 350 (68.63%) were distributed to students and received back 294 (84%), and 160 were distributed to teachers and received back 137 (85.62%) questionnaires.

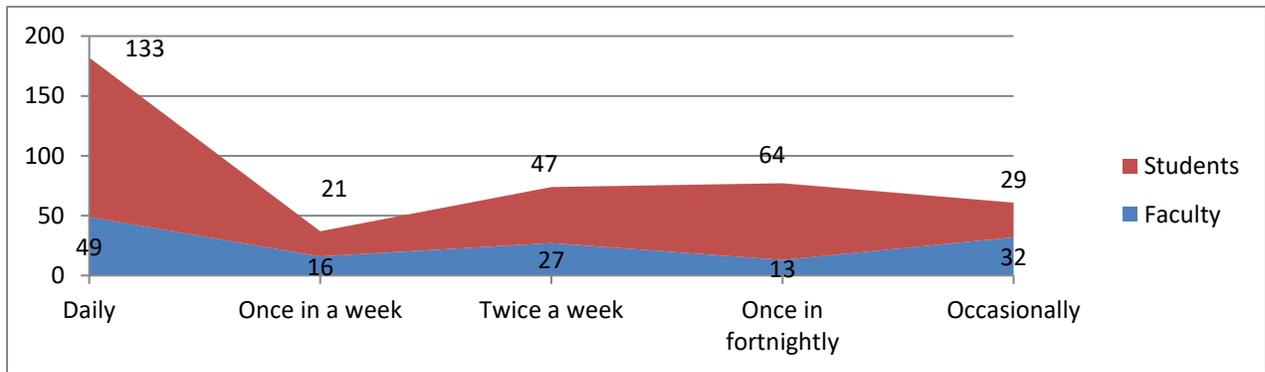
**Table 2: Gender and Academic Status of the respondents**

Respondents	Male	Female	Total
Students	127 (29.47%)	167 (38.75%)	294 (68.21%)
Faculty Members	54 (12.53%)	84 (19.49%)	137 (31.79%)
<b>Total</b>	<b>181 (41.99%)</b>	<b>251 (58.24%)</b>	<b>431 (100)</b>

*Table 2.* It shows that out of 431 respondents, 294 (68.21%) are students and the remaining 137 (31.39%) are faculty members. Among 251 female respondents 167 (38.75%) are students and 84 (19.49%) are faculty members. Out of 181 male respondents 127 (29.47%) are students and 54 (12.53%) are faculty members.

**Table 3: Frequency of use of Electronic Resources**

Frequency of Visit	Faculty Members	Students
Daily	49 (35.77%)	133 (45.24%)
Once in a week	16 (11.67%)	21 (7.14%)
Twice a week	27 (19.71%)	47 (15.99%)
Once in fortnightly	13 (9.49%)	64 (21.77%)
Occasionally	32 (23.36%)	29 (9.86%)

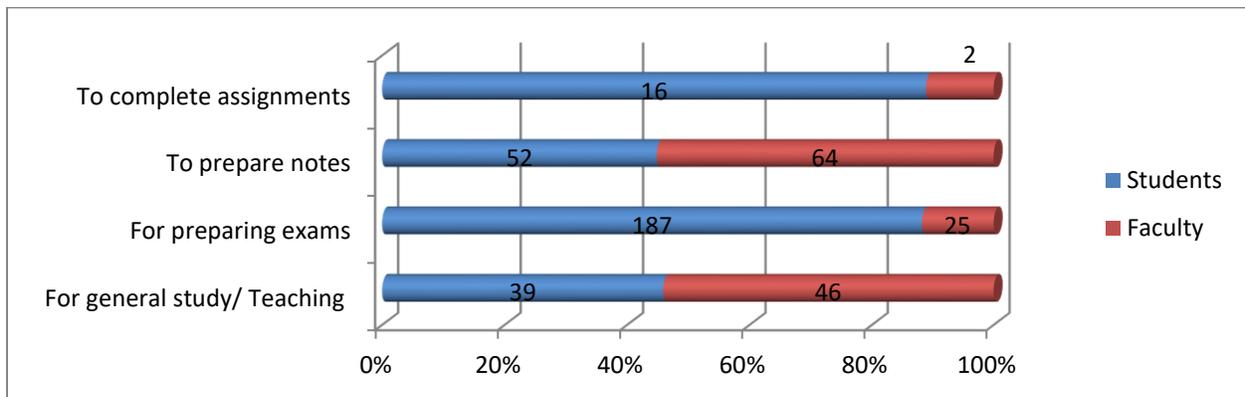


**Figure 2: Frequency of use Electronic Resources**

The **table 3 & figure 2** found from 133 (45.24%) students use electronic resources daily, while 64(21.77%) use Once in fortnightly, and 47(15.99%) students use Twice a week. 29(9.86%) of the students are found to be using Occasionally, while 21 (7.14%) of the respondents reported that they used Once in a week. On the other hand 49(35.77%) faculty members use electronic resources daily, while 32(23.36%) use Occasionally and 27(19.71) faculty members use these resources Twice a week, 16 (11.67%)of respondents use electronic resources Once in a week, and 13(9.49%)use Once in fortnightly.

**Table 4: Purpose of Using Electronic Resources**

Purposes	Students	Percentage	Faculty	Percentage
For general study/ Teaching	39	13.27%	46	33.58%
For preparing exams	187	63.61%	25	18.25%
To prepare notes	52	17.69%	64	46.72%
To complete assignments	16	5.44%	2	1.46%



**Figure 3 Purpose of Using Electronic Resources**

Table 4 & Figure 3 indicate that the purpose of using electronic resources shows that 187(63.61%) students used it for preparing exams, 52 (17.69%) students were using them in order to prepare their notes. It followed by 39 (13.27%) respondents use the library electronic resources for general study purpose and least response is 16 (5.445%) of students were using them to prepare their assignment. At the same time table 4 indicates that 64 (46.72%) of faculty members use electronic resources for to prepare notes, 46(33.58%) respondents use electronic resources for teaching purposes, 25(18.25%) faculty members use electronic resources for preparing exams least responses was 2(1.46%) respondents using for to complete assignments.

**Table 5: Influence Factor to use e-resources**

<b>Factors</b>	<b>Respondents</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Easy and free access	Students	69(23.46%)	140(47.62%)	37(12.59%)	42(14.29%)	6(2.04%)
	Faculty	46(33.58%)	53(38.69%)	5(3.65%)	19(13.86%)	14(10.21%)
Accessible anywhere any time	Students	48(16.33%)	197(67.00%)	26(8.84%)	21(7.14%)	2(0.68%)
	Faculty	109(79.56%)	17(12.40%)	00(0%)	11(8.02%)	00(0%)
Less expensive and time saving	Students	81(27.55%)	112(38.09%)	33(11.22%)	52(17.69%)	16(5.44%)
	Faculty	29(21.16%)	63(45.98%)	16(11.67%)	25(18.25%)	4(2.91%)
Saves Physical Space	Students	207(70.40%)	84(28.57%)	00(0%)	3(1.02%)	00(0%)
	Faculty	92(67.15%)	19(13.86%)	8(5.84%)	11(8.02%)	7(5.10%)
Simultaneously number of users can access	Students	139(47.28%)	141(47.56%)	00(0%)	14(4.76%)	00(0%)
	Faculty	23(16.79%)	79(57.66%)	5(3.65%)	22(16.05%)	8(5.83%)

**1. Strongly Agree 2. Agree 3. Uncertain 4. Disagree 5. Strongly Disagree**

The above *table 5* inferred that 207(70.40%) of the students are Strongly agreed Influence Factor to use of electronic resources are Saves Physical Space, 197(67.00%) of students agreed electronic resources are Accessible anywhere & any time, 141(47.56%) students agreed that electronic resources are Simultaneously number of users can access. It followed by 140(47.62%) of the respondents agreed electronic resources are time saving and 112(38.09%) agreed Less expensive and time saving.

Additionally, Table 5 indicate that 109(79.56%) of faculty members Strongly agreed Influence Factor to use of electronic resources are Accessible anywhere any time, 92(67.15%) Strongly agreed e resources Saves Physical Space, 79(57.66%) of faculty members agreed electronic resources are Simultaneously number of users can access it followed by 63(45.98%) of respondents agreed electronic resources are Less expensive and time saving and 53(38.69%) of faculty members agreed electronic resources are Easy and free access.

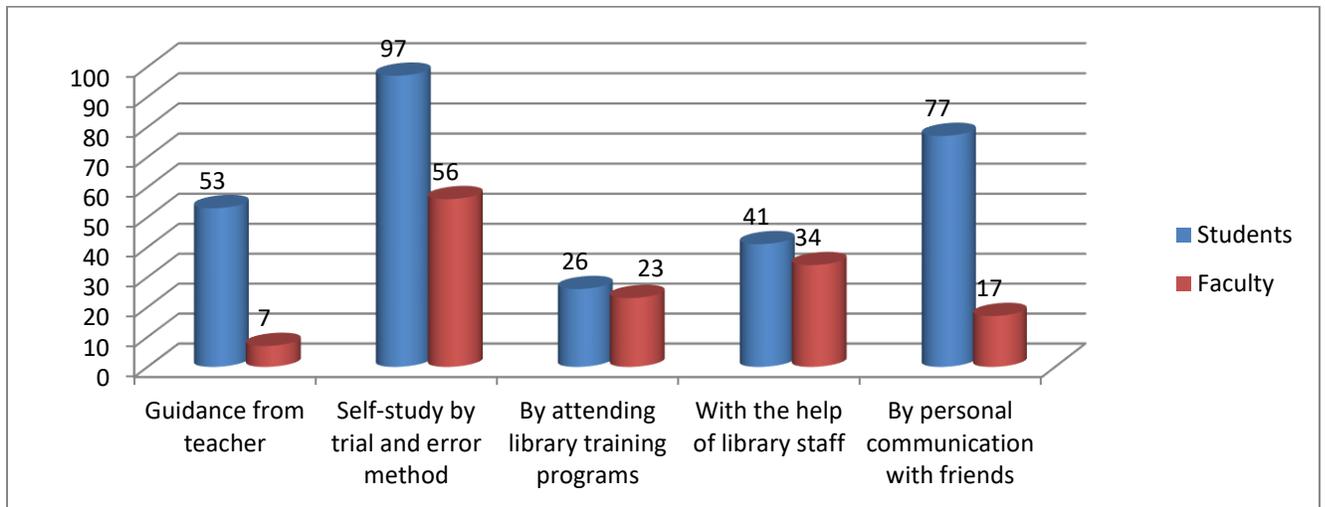
**Table 6 : Impact of E- Resources on study/teaching.**

Sources	Students	Faculty Members	Total
Better learning experience	104 (35.37%)	38 (38.74%)	142 (32.95%)
Improved academic competence	77 (26.19%)	42 (30.66%)	119 (27.61%)
Online reading has improved	84 (28.57%)	27 (19.70%)	111 (25.75%)
Teaching/ study skills has improved	29 (9.86%)	30 (21.89%)	59 (13.69%)

It is found from the *Table 6* that, 142 (32.95%) of the respondents indicated as using of E-Resources in their academic activities has brought a better learning experience, followed by 119 (27.61%) of them responded as it has improved their academic competence, 111 (25.75%) of them agreed as it has improved their Online reading has improved and 59 (13.69%) of them indicated as it has improved Teaching/ study skills has improved.

**Table 7: Methods used to obtain skills of use of e-resources**

Methods	Students	Faculty Members
Guidance from teacher	53 (18.02%)	7 (5.10%)
Self-study by trial and error method	97 (32.99%)	56 (40.87%)
By attending library training programs	26 (8.84%)	23 (16.79%)
With the help of library staff	41 (13.95%)	34 (24.82%)
By personal communication with friends	77 (26.19%)	17 (12.41%)



**Figure 4 : Methods used to obtain skills of use of e-resources**

The above table 7 & figure 4 indicates that 97 (32.99%) of student responded they obtained use of e resources skills through Self-study by trial and error method, 77 (26.19%) of students responded they are learning By personal communication with friends, 53 (18.02%) of responded they taking Guidance from faculty members. It followed by 41 (13.95%) of students responded With the help of library staff and 26 (8.84%) of responded through By attending library training programs.

In the same way, 56 (40.87%) of faculty members responded they obtained use of e resources skills through Self-study by trial and error method; 34 (24.82%) of responded they obtained With the help of library staff; 23 (16.79%) of respondents search the information through By attending library training programs; and finally 17 (12.41%) of faculty members take help of friends to use e resources.

**Table 8: problems faced while accessing and using e-resources**

Problems	Respondents	1	2	3	4	5
Information Overload/irrelevance	Students	19 (6.46%)	51(17.35%)	33(11.22%)	168(57.14%)	23(7.82%)
	Faculty	26 (18.97%)	34(24.82%)	21(15.33%)	39(28.47%)	17(12.40%)
Lack of academic related information on my topic	Students	42 (14.29%)	79 (26.87%)	24(8.16%)	82(27.89%)	67(22.79%)
	Faculty	20 (14.59%)	27(19.71%)	31(22.63%)	56(40.87%)	3(2.19%)
Slow access speed	Students	83(28.23%)	92(31.29%)	59(20.07%)	36(12.24%)	24(8.16%)
	Faculty	42(30.65%)	49(35.77%)	16(11.68%)	19(13.87%)	11(8.02%)
Non availability of full text documents	Students	68(23.12%)	86(29.25%)	44(14.97%)	52(17.69%)	44(13.97%)
	Faculty	28(20.44%)	57(41.60%)	22(16.06%)	17(12.41%)	13(9.49%)

**1. Strongly Agree 2. Agree 3. Uncertain 4. Disagree 5. Strongly Disagree**

The respondents were asked to furnish details regarding any problems faced while using electronic resources and services and their indications are provided in *table 8*. 168(57.14%) of students disagreed that they are facing Information Overload/irrelevance, 92(31.29%) of students agreed that they are facing Slow access speed, and 86(29.25%) of respondents agreed that they are facing Non availability of full text document, 82(27.89%) of respondents disagreed that they are facing Lack of academic related information on my topic.

In other hand, 57(41.60%) of facilities agreed that they are facing Non availability of full text documents, 56(40.87%) of respondents disagreed about Lack of academic related information on my topic, 49(35.77%) of facilities agreed that they are facing Slow access speed and 39(28.47%) of respondents disagreed about Information Overload/irrelevance.

## ***7. Summary of Findings:***

- ❖ Out of 510 questionnaires were distributed to the students and teachers in various Pre-University Colleges, and 431 (84.50%) filled-in questionnaires were received back. Out of 510 questionnaires, 350 (68.63%) were distributed to students and received back 294 (84%), and 160 were distributed to teachers and received back 137 (85.62%) questionnaires.
- ❖ Out of 431 respondents, 294 (68.21%) are students and the remaining 137 (31.39%) are faculty members. Among 251 female respondents 167 (38.75%) are students and 84 (19.49%) are faculty members. Out of 181 male respondents 127 (29.47%) are students and 54 (12.53%) are faculty members.
- ❖ A maximum of 133 (45.24%) students use electronic resources daily, while 64(21.77%) use Once in fortnightly, and 47(15.99%) students use Twice a week. In the same way, a maximum of 49(35.77%) faculty members use electronic resources daily, while 32(23.36%) use Occasionally and 27(19.71) faculty members use these resources Twice a week.
- ❖ A maximum of 187(63.61%) students used it for preparing exams, 52 (17.69%) students were using them in order to prepare their notes. A maximum of 64 (46.72%) of faculty members use electronic resources for to prepare notes, 46(33.58%) respondents use electronic resources for teaching purposes.
- ❖ A maximum of 207(70.40%)of the students are Strongly agreed Influence Factor to use of electronic resources are Saves Physical Space, 197(67.00%) of students agreed electronic resources are Accessible anywhere any time. A maximum of 109(79.56%) of faculty members Strongly agreed Influence Factor to use of electronic resources are Accessible anywhere any time, 92(67.15%) of faculty members Strongly agreed e resources Saves Physical Space.
- ❖ A maximum of 142 (32.95%) of the respondents indicated as using of E- Resources in their academic activities has brought a better learning experience.

- ❖ A maximum of 168(57.14%) of students disagreed that they are facing Information Overload/irrelevance, 92(31.29%) of students agreed that they are facing Slow access speed. A maximum of 57(41.60%) of facilities agreed that they are facing Non availability of full text documents, 56(40.87%) of respondents disagreed about Lack of academic related information on my topic.

## **8 Suggestions:**

In order to increase use of library both by students and teachers, suggested below mentioned probable suggestions.

- User's education programmers should order to familiarize the library services.
- Libraries need to increase the quantity of e-sources, consisting of e-journals, e-books and online databases in their collection.
- Libraries should provide login based remote access facilities to users
- There is a need to organize orientation classes and training programs in accessing, searching and downloading of electronic sources efficiently
- The library staffs have to cooperate with the users and help them in overcoming the technical problems faced while using electronic resources.

## **9 Conclusion:**

The library is the main source for accumulating and using our intellectual information heritage. Formal academic activities can be conducted effectively and efficiently only with well furnished libraries. emerging technologies have dynamically changed the way information is gathered, accessed, stored, consumed and organized. E- Information resources are need for academic activates and it helps faster access and retrieval of information in various disciplines activities. The library staff requires professional training in managing the e-information resources and users need an orientation programmes for using them.

The librarian role has to be redefined in view of technological developments keeping in mind the best interest of users and retrieval efficiency. (Chinnasamy, 2008)<sup>2</sup>. The study examined that the uses of e- resources are very popular among the faculty members and students of college libraries. It also indicated that majority of faculty members and students of college are dependent on e-resources to get desired and relevant information.

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