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2022

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G. F. Yasanthini

*Swami Vipulananda Institute of Aesthetic Studies, Eastern University, Sri Lanka, yasanthinig@esn.ac.lk*

S Santharooban

*Eastern University, Sri Lanka, santharoobans@esn.ac.lk*

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# Online Resources Utilization of Visual and Performing Arts Undergraduates

G.F. Yasanthini<sup>1</sup>, S. Santharooban<sup>2</sup>

<sup>1</sup>Swami Vipulananda Institute of Aesthetic Studies , Eastern University, Sri Lanka

yasanthinig@esn.ac.lk

<sup>2</sup> Faculty of Health-Care Sciences, Eastern University, Sri Lanka

santharoobans@esn.ac.lk

## Abstract

Even though the performance-based academic materials are useful for visual and performing arts studies, their availability is comparatively low in virtual space which makes difficult to find appropriate online resources to enrich their theoretical and practical knowledge. This study investigated the online resource utilisation and its barriers among visual and performing arts students of Swami Vipulananda Institute of Aesthetic Studies, Eastern University, Sri Lanka. A questionnaire survey was conducted among 246 randomly selected undergraduates and focus group discussion was conducted among sixteen students. The results revealed that the students mainly use social media, google applications, mobile applications and websites for their academic purposes. These online resources are significantly associated with students' academic disciplines. Instagram, Google slide share, Google art and culture, Google photo, Google drive, Art Gallery and Museum collection are significantly associated with Visual Technological Art students ( $p < 0.05$ ). Viber and YouTube are significantly associated with the discipline of dance ( $p < 0.05$ ), while Carnatic Music Apps and YouTube are significantly associated with the discipline of music ( $p < 0.05$ ). However, the drama and theatre students mainly use general google search, university and library websites significantly, and YouTube ( $p < 0.05$ ). The major barrier to accessing media content was poor internet connectivity. The loss of traditional teacher-student relationships and creativity were identified as consequences of online resource usage in performance-based studies. The study recommends that the library should play a role in making aware of the appropriate online performance-based resources among students to support the present curricula.

**Keywords:** Carnatic Music Apps, Google applications, Information sharing, Mobile applications, Online resources, Visual and Performing Arts

## **1. Introduction**

The emergence of the internet and Information Communication Technology (ICT) significantly reshaped higher education to facilitate academic teaching and learning. ICT provides easy access to a wide range of required information through the internet and an opportunity to use online learning materials at any time in different formats (Hong & Jo, 2017). Thus, the proliferation and availability of online information sources dominate printed materials for the learning process (Tariq, 2016), and it also limits the tendency of more users to go to the library and access library resources. Generally, undergraduate students have used online resources to meet their information needs for academic purposes (Renuka & Gurunathan, 2021; Manasijevi et al., 2016) in different formats like online journals, magazines, databases, web information, electronic books, online archives, research reports, newspapers, government gazettes, social networking sites, thesis and dissertation and past exam papers (Deng, 2010). They use these resources to update the theoretical, traditional, and historical knowledge into practical knowledge. Moreover, the online information sources make it easy to provide updated knowledge and the latest tools relevant to their respected discipline for effective academic performances.

According to Hunsaker (2021), artistically educated students have well-equipped with aesthetically creative skills and artistic representation needed to connect the world and their lives through aesthetic creation, problem-solving, critical thinking, communication, and collaborative skills. Hence, they use online resources not only for their academic needs but also to combine emotion, cognition, pleasure, intuition, and artistic experiences to enhance the social relationship and handle personal needs by releasing tension (Salubi & Muchaonyerwa, 2018). In addition, online resources allow them to quickly link to other relevant information and web resources depending on their information needs (Orsu, 2017).

The online resources make it possible to rapidly retrieve most information, including audio, images, maps, music, paintings, and videos beyond the plain text. While the resources allow for information downloading, recording, storing, and sharing (An, 2019; Nikolic, 2015; Colon, 2015) and expose the students' perfect personalities and values (An, 2019) through artistic performances, and helps to bridge the gap between the artists and community. The ability of aesthetic students to find and use required information from different online sources depends on their discipline of study, academic year, gender, availability of material, and skills in information retrieval. Though, the students use online resources to find disciplinary information freely and easily without considering the quality and reliability of the information. For students to effectively select and use information resources for learning and research

purposes, they need to know how to search, evaluate, and select and use relevant disciplinary information resources as per their needs (Leader & Shaw, 2016). In this regard, academic libraries are responsible for rendering efficient information services for effective visual and performing art education for their user community.

Academic libraries are the place that provides information services for students to fulfill their needs and future expectations for teaching, learning, and research development relevant to the discipline that they serve. It needs to expand its library services by providing printed collections and online services like e-books, journals, databases, magazines, digitised institutional collections, etc., to support the user community in teaching, learning, and research development in their respective discipline. However, under the pressure of poor funding, most academic libraries in the university system cannot provide these online information services to their users. Further, due to the current pandemic, the education process rapidly shifted into online strategies for teaching and learning (Apuke & Iyendo, 2018). Undergraduates are becoming more inclined towards online resources than ever before.

The online resources allow the students to have global access to massive information in many web portals and mobile and software applications for accessing disciplinary materials. However, they face difficulties identifying the availability and proper use of appropriate online resources to enrich their theoretical and practical knowledge in their respective fields. There are barriers to accessing and using such online sources of information when students are unaware or lack awareness of them. Further, a librarian needs to identify the barriers students encounter in accessing and using online resources, which will help them provide valuable online related services to their users. Therefore, this research study was intended to analyse the online resources utilisation among visual and performing art students and the barriers they face in finding and using online resources. The specific objectives are,

- To identify the online information sources, channels, and methods used by visual and performing art students to find information
- To find out the purpose of seeking and using online resources by the visual and performing art undergraduate students
- To explore the barriers and consequences encountered in accessing and using the online resources by visual and performing art undergraduate students

## 2. Methods

A cross-sectional study designed with mix method approach was used to achieve the research objectives. All undergraduate students from each discipline, excluding the first-year students from Swami Vipulananda Institute of Aesthetic Studies, Eastern University, Sri Lanka, were selected as the population for this study. Further, in order to get an in-depth understanding of online resources utilisation by undergraduates for their theoretical and practical-based academic learning, a focus group discussion was conducted with sixteen immediate passed-out students who are currently working as temporary instructors in their respective fields. The sample size was drawn through Krejcie and Morgan's (1970) formula (Table 1)

Table 1: Population and Sample size

<b>Discipline</b>	<b>Population</b>	<b>Sample size</b>
Dance	159	57
Music	233	84
Drama	140	50
VTA	154	55
<b>Total</b>	<b>686</b>	<b>246</b>

The sampling units were selected using stratified random sampling techniques from each discipline. A self-administrated questionnaire survey was used through google. The questionnaire was designed to collect the respondents' demographical data, skills related to the use of ICT technology, type of online resources used by students, perception of online resource utilisation, and difficulties in using online resources. A pilot study was conducted to check the appropriateness of the questionnaire among 15 selected students from all disciplines, who were then excluded from the final data collection. The reliability of the questionnaire was tested using Cronbach alpha, and the alpha for the questionnaire was 0.73. The data was analysed for descriptive statistics. The association between categorical variables was analysed using the Chi-square test and correspondence analysis. The data was analysed using SPSS version 28 and CRAN R version 4.1.1.

## 3. Result and Discussion

### 3.1. Respondents' Profile

The survey received 86.9% of the response. There were 40 (18.7%) male students and 184 (81.3%) female students responding. Enrollment of a higher number of female students in performing subjects has impacted the gender distribution of respondents. The majority of the respondent was from the discipline of music (31.8%), followed by Visual Technological Art

(28.5%), then Drama & Theatre (21.0%), and only 18.7% from the discipline of Dance. Further, based on the distribution of the academic year, 36.9% of students came from the third year, 33.6% from the final year and 29.4% from the second year responded.

As per data analysis of devices used for online access, the highest percentage (85.8%) of students have used smartphones to access online resources, while only 14.2% have used other devices such as laptops, desktops, and iPad/tablets. Smartphones make it convenient, portable, and easy to search, find, download, use, and share audio, video, and images from online resources at any time. A study among the undergraduate of the Adamawa state university in Nigeria by Ahamed and Burgar (2016) stated that most students used mobile phones to access the internet to utilise online resources for educational and entertainment purposes.

According to the result of information and technological skills related to computer-related activities, 35.5% of respondents have a good level of information and technological skills which is slightly higher than the percentage of respondents who have an excellent (33.6%) level of information and technological skills. Further, 20.6% of them have satisfactory levels, remaining 10.3% have below-average levels of skills in information technology (Table 2 ).

Table 2: Demographic Information of the Respondents

<b>Demographic features</b>		<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>	Male	40	18.7
	Female	174	81.3
<b>Discipline</b>	Music	68	31.8
	Visual Technological Art (VTA)	61	28.5
	Drama & Theatre	45	21.0
	Dance	40	18.7
<b>Year of Study</b>	Second Year	63	29.4
	Third Year	79	36.9
	Final Year	72	33.6
<b>Access to Internet</b>	Mobile Device	205	85.8
	Laptop	23	9.6
	Desktop Computer	8	3.4
	Tablet (iPad)	3	1.3
<b>Level of IT Skill</b>	Excellent	72	33.6
	Good	76	35.5
	Satisfactory	44	20.6
	Below average	22	10.3

### 3.2. Usage of Email and Social Network Sites

Among the social media usage, WhatsApp (96.3%) and YouTube (91.6%) dominate other social media and email. Email is in third place in usage 76.6% of the respondents have an e-mail account to share information with others. Only 4.2% use Twitter for information sharing (Table 2). Social networking sites such as WhatsApp, Facebook, Instagram, and email help students/learners update their knowledge and make them active learners by providing new techniques or inspiration and educational information (Okpa & Daniel, 2021).

Table 3: Using Email and Social Network Sites

<b>Applications</b>	<b>Count</b>	<b>Percentage</b>
WhatsApp	206	96.3
YouTube	196	91.6
Email (g mail, yahoo mail, ..)	164	76.6
Facebook	102	47.7
Google slide share	83	38.8
Viber	49	22.9
Instagram	45	21.0
IMO	38	17.8
Twitter	9	4.2

The use of social networking sites was compared to the discipline of respondents using Pearson's Chi-squared test. There was a significant association between social networking sites and discipline ( $\chi^2 = 44.44$ ,  $df=24$ ,  $p=0.0068$ ). Correspondence analysis was performed to explore the association between social networking sites and discipline. Accordingly, Instagram and Google slide share is significantly associated with the discipline of VTA, and Viber is significantly associated with the discipline of Dance. At the same time, there is no significant association between respondents' discipline and access to other social networking sites.

In a focus group discussion, the participants from Visual Technological Art revealed that they preferred to share their creative artworks on Instagram rather than on Facebook. Exhibiting students' creative artworks in public forums allows others to see, comment, appreciate and recognise students' artists in professional venues. They mentioned that Instagram enables student artists to post their work on their pages and receive comments, appreciation, and critiques for their work from similarly interested groups. Further, they said it allows interaction with professionally interested groups, following the legendary collections, professional artists, and institutions, and learning new knowledge, skills, and artistic experiences.

### 3.3. Use of Online Resources

#### 3.3.1. Accessibility and Usage of Online Resources for learning purposes

Respondents were asked whether online resources were accessed and used for learning purposes. Ninety-six percent (96.7%) of respondents accessed and used online resources for learning purposes, while only 3.3% of them have not accessed and not used online resources for learning purposes.

#### 3.3.2 Use of Google applications for students learning

The Pearson's Chi-squared test was performed to compare the use of Google applications between disciplines for students learning. There is a significant association between google applications and discipline ( $\chi^2 = 28.5$ ,  $df=12$ ,  $p=0.005$ ). Correspondence analysis was performed to explore the association between google applications and discipline.

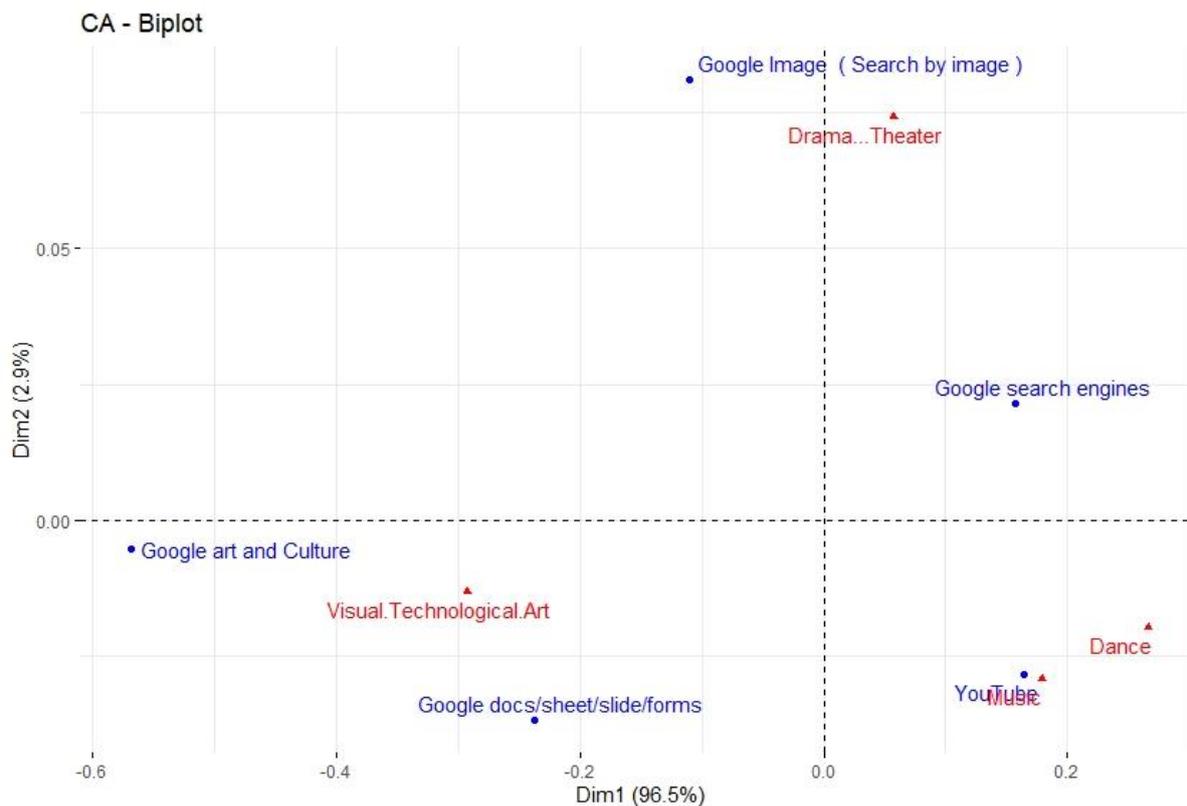


Figure 1: Two-dimensional factor map between google application and students' discipline

According to the Biplot (Fig 1), Visual Technological Art students significantly use Google art and culture, and Google slides more than other sources. The students from the discipline of Dance and Music are significantly using YouTube. Although, the students from the discipline of Drama and Theater are significantly using Google search engine.

In a focus group discussion, the students from the discipline of VTA revealed that most of them use the google art and culture website for viewing the massive collection of historical resources, museum and gallery collections of art and photographs, and cultural sites. It allows them a virtual tour of the museum and utilises the artwork images and videos with high-resolution technology so that they can zoom any artworks on the site to understand the artwork by viewing the contextual and physical information of an artwork. Also, the mobile version of Google Arts and Culture allows them to take pictures of a person's face with the "selfie" option and easily search to find an identical image of that particular image in thousands of works of art online. Further, artistic students described that google slides help to make their art gallery for showcasing their artworks and sharing with others to exhibit their talents and creative skills. It allows them to manage each slide according to their wish and helps them to create real artistic experiences by designing slide background, theme and colour settings, image frames, etc., which are not available in MS-Power points

During the focus group discussion, the performing art students highlighted that YouTube offers the access to view, download, and use different types of video performances from traditional, legendary, professional institutions and other University YouTube collections. Most of the dance students mentioned that they often have access to YouTube for the song choices and different types of dance forms required for their dance performances inside and outside the institution. Further, they felt that the cost of musical instruments for the event is lower when they use the downloaded song. Some students pointed out that they can see and learn the traditional dance forms of different countries and the differences between the dance forms and the properties used for them from here, such as Kathak, Odissi, Kathakali, Kuchipudi, etc.

Students from the discipline of music described the inclusion of YouTube music performance collections in musical education as motivating and encouraging them to find new and creative compositions, instrument use, and style and voice modulation of legends. They revealed that they could find the same songs with different compositions, a collection of songs with a specific melody and rhythm, and a legendary collection of traditional songs of Carnatic music, such as Muthuswami Dikshitar, Syama Santri, Tyagaraja, M.S. Subalakshmi, M.L.Vasanthakumari, and D.K.Pattammal, etc. Clark and Evans (2015) also reported that majority students use YouTube and other audio streaming services for their learning purpose. Similarly Lai (2013) also indicated that the undergraduates from the discipline of music preferred to use YouTube for the preparation of music lesson or the performance rehearsal.

In discussion with Drama and Theatre art students, they shared their experiences regarding using the google search engine for learning purposes. Most of the students not only accessed a practical performance collection but also accessed online text-based materials such as online journals, magazines, e-books, and databases through the Google search engine. Clark et al. (2018) stated that dance and theatre art students preferred to access more high-quality electronic resources (Robinson, 2016) due to a lack of time for visiting the library. Whereas, a result of an overall discussion on the use of Google applications revealed that in the discipline of music, dance, and visual technological art, students highly accessed performance-based online materials such as audio, video, images, maps, and short films than the access of text-based disciplinary online resources. Nevertheless, the use of performance-based and text-based online resources is comparatively similar to the discipline of drama and theatre art.

### 3.3.3. Use of mobile and desktop applications for students learning

Respondents' use of mobile or desktop applications for student learning was compared with the respondents' discipline using a chi-square test. There was a significant association between the respondents' discipline and the use of mobile or desktop applications for student learning ( $\chi^2 = 235.61$ ,  $df=33$ ,  $p\text{-value} = 0.000$ ). The association between the use of mobile or desktop applications and respondent discipline was explored using correspondence analysis (Fig 2).

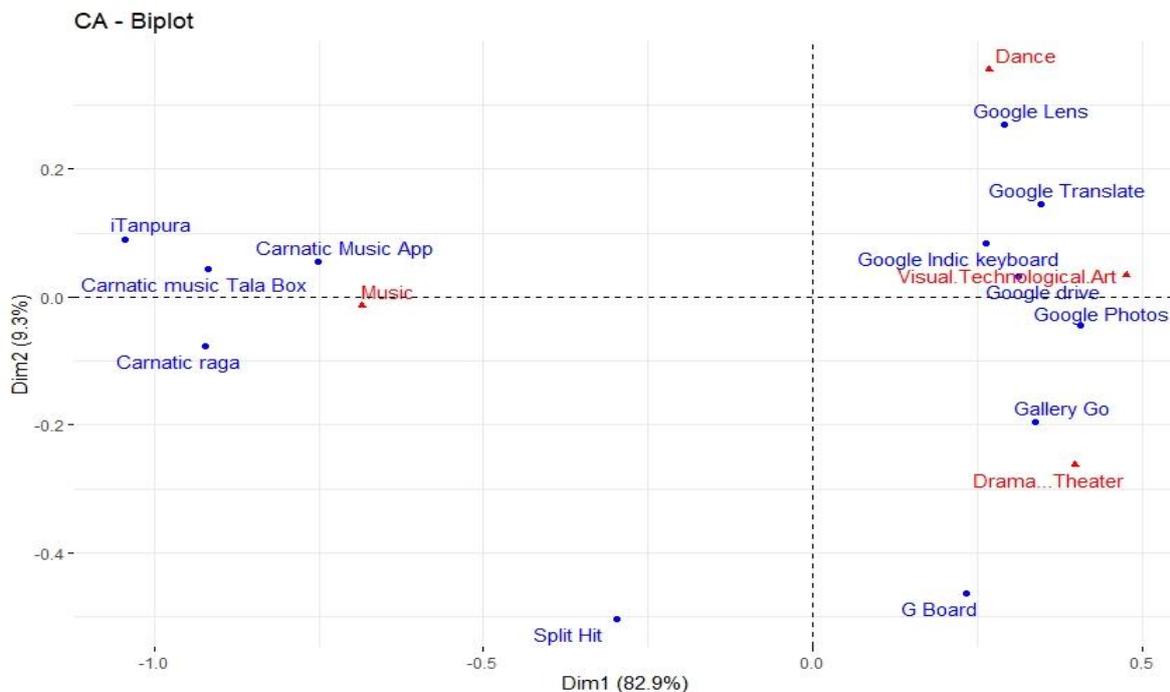


Figure 2: Two-dimensional factor map between mobile or desktop applications and students' discipline

Accordingly, music students are significantly using Carnatic Music App (Carnatic music, Carnatic lessons & shruti box), iTanpura, Carnatic music Tala Box, and Carnatic raga more than other sources. The students from the discipline of VTA are significantly associated with google photo and google drive.

Students from the discipline of music in the focus group discussion indicated that they use the Carnatic music mobile app, especially for their practical-based performances and the learning process. It helps them learn music independently, and music lessons are used to recognise the *tala* and *raga*, and students practice many songs through these Carnatic apps daily. They also pointed out that these apps free them from the burden of carrying the Shruti box daily to their practical classroom. Further, they also explained that when using iTanpura, Carnatic music Tala Box and Carnatic raga applications, it can adjust the pitch, tune, scale, and tempo to suit their individual needs and abilities. As Dougan (2012) mentioned that music students frequently utilise digital score/notation from non-library sources.

Most of the VTA students highlighted using Google photos, and Google drive during the discussion. They indicated that Google Photos provide unlimited storage for photos and videos free of charge in cloud space, and anytime they can upload view, store, share, and edit videos and photos. Moreover, they mentioned that they could create photo albums and share them with their friends. They said that google drive uses as an archive for them to store their art collection without any loss of pixels and retrieve them anywhere at any time.

### **3.3.4. Use of websites or software for student learning**

There are many disciplinary-related websites or software used by the visual and performing art students to support, especially the practical-based learning, per the needs of their respective disciplines. Websites or software access between the students' discipline were compared using a chi-square test. Utilising different websites was associated with students' discipline ( $\chi^2 = 94.203$ ,  $df=27$ ,  $p=0.000$ ), and this association was further explored through correspondence analysis. The results showed that the VTA students used Art Gallery, Museum Collection, and Artspace significantly, while the drama and theatre art students used university and library websites significantly. There is no other significant relationship between the website's use and other disciplines (Fig 3).

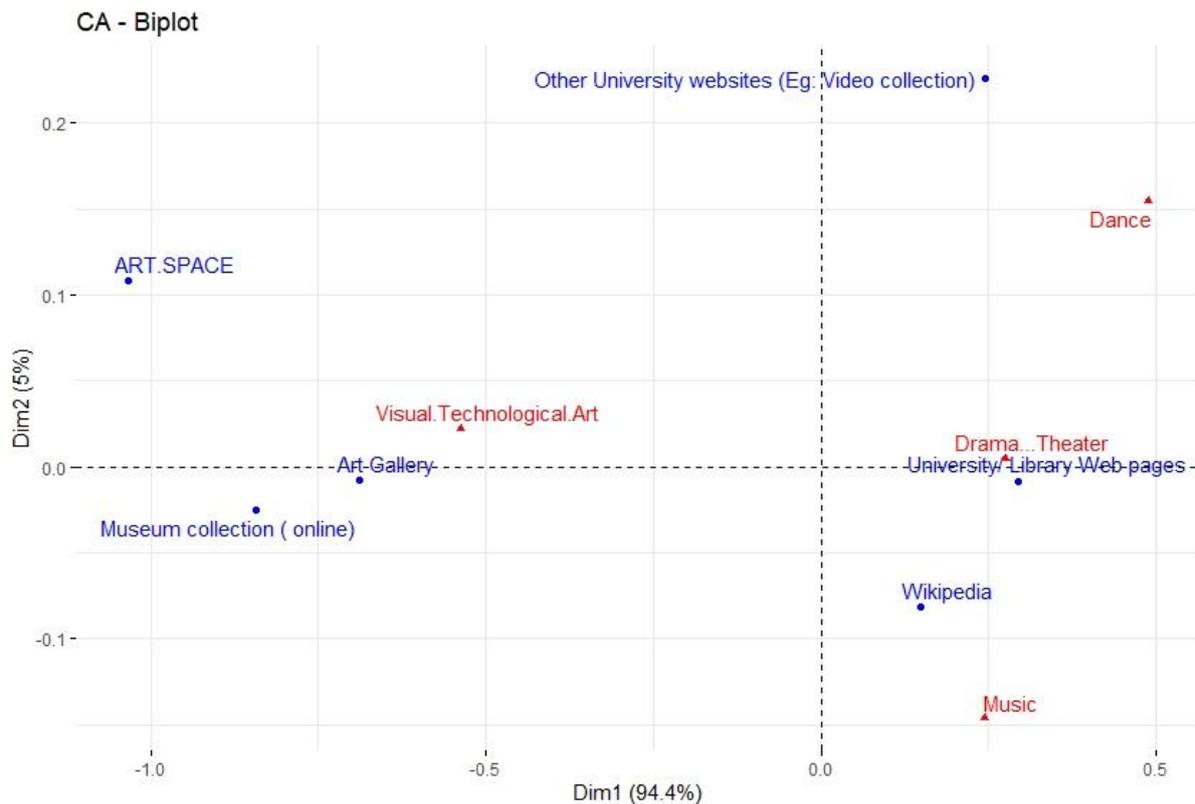


Figure 3: Two-dimensional factor map between websites or software and students' discipline

In the focus group discussion, students stated that since their courses are offered in the Tamil medium, they prefer to access reference materials in the Tamil medium. Thus, they often browse Noolaham.com ( www.noolaham.org) to access most text-based Tamil materials. Further, since the current pandemic forced everyone to switch to online teaching and learning, the students are also using the Learning Management System to access their study materials and attend the assessments.

In the focus group discussion, VTA students explained that they use virtual art galleries and museums to study new approaches and recognize creative works in the professional artist collection. They also pointed out that this site is helpful for their learning and creative works during the pandemic as many physical galleries restricted the access. In a line, Lin (2020) stated in his study that the current pandemic situation would likely accelerate the virtual art gallery to give a space for displaying the artistic works.

Moreover, they pointed out that some art galleries in Sri Lanka, like the Sri Lankan Art Gallery, provide the chance for artists to exhibit their creative artwork in their gallery free of charge. Additionally, the museum's collection allows the students to interact with art, art history, and the unique abilities to acquire and preserve artworks. Further, the VTA students also mentioned that they also use the ARTSPACE gallery management system that allows student artists to

upload a maximum of ten artwork through a student account and showcase their creative ideas worldwide.

In the focus group discussion, the drama and theatre art students said they accessed other universities' and libraries' home pages to retrieve the thesis and dissertations and access short video clips, short films, and street drama performances. Moreover, as per the discussion, the use of online research articles, eBooks, and open-access databases among drama and theatre art students is high compared to students in other disciplines.

### 3.3.5. Purposes for Utilising Online Resources among the visual and performing art students

The purpose of online resource usage is summarised in table 4. The table reveals that most visual and performing art students (80%) use online resources to see the performance collections in the field of music, dance, theatre art, and visual art. It has been pointed out by the students in the focus group discussion that these online resources not only help them to access discipline-related performance collection but also help to relax and refresh their minds amidst the study workload. Relaxation and refreshed minds are essential to developing creative artistic performance.

Table 4: Purposes for Utilising Online Resources

Purpose/s	Count	%
Like to see the performances (Dance, music, drama, and art )	173	80.8
Practical understanding of theoretical concepts and components	155	72.4
Learn different variety/types of performances and their techniques used	146	68.2
Find the traditional performance collection	116	54.2
The course of study (Online teaching, Presentation, completion of notes, preparation for assignment and examination, writing a research report, etc...)	115	53.7
Know the latest development in the discipline	112	52.3
Send an email and submit an assignment	111	51.9
Access Social Networks	111	51.9
Able to view, download and use the legendary and academic collection	105	49.1
Download videos and audios	103	48.1

Entertainment	91	42.5
Download articles and related materials	86	40.2
Get the idea of stage arrangements, costumes, makeup, and jewel selection	81	37.9
Update the current knowledge/ News/ Documentary	79	36.9
Online platforms to exhibit creative performances and artwork	77	36
Avoid unnecessary costs for musical instrument	71	33.2
Create a unique reputation beyond the institutional community	70	32.7

A study among the performing art students by Clark et al. (2018) found that performing art students such as dance, music, and theatre art students most commonly accessed and used video content during their course programme.

Visual and performing art students accessed online resources for the purpose of practical understanding of theoretical concepts and components and to learn different types of performances in each discipline and the techniques used for each performance. The undergraduate pointed out that since visual and performing art institutions offer 62 to 80% of practical-based curricula, they use online resources to guide them to understand the theoretical concepts through performances easily.

During the discussion, dance students explained that they could view, learn, visualise, and experience different dance forms (such as Sward dance, *Karakam*, etc.), the way they handle properties, and their costumes when they see the actual performance online.

Theatre art students also explained that when seeing historical and traditional stories online, they get ideas for the costume selection, makeup tips, background, and stage setup based on that period of the story.

Dougan (2018) pointed out that UNESCO shared cultural materials such as music and performing art through YouTube. In addition, the music historian Druesedow (2008) also found that YouTube is a valuable online source for the collection of rare and historical music recordings.

Moreover, only 32.7% of students are aware and use these online platforms effectively to create a unique reputation beyond the institutional community through their performances. It was discussed with students from all disciplines that artist needs an opportunity or stage to expose their talent. Thus, they get recognition for them from society as an artist. However, the undergraduate artist gets less opportunity for such exposure. At the end of their degree

programme every student is allowed to produce a physical stage performance individually, and visual art students are conducted physical art exhibitions with a limited audience. However, most students are aware and use online platforms effectively to exhibit their artistic performances to attract a wider audience in the community in the latter part of the academic year, such as YouTube, Instagram, Facebook, Galleries, etc.

### **3.3.6. Barriers to the use of Online Resources by visual and performing art students**

Identifying the barriers to access and use of online resources by visual and performing art students is vital for librarians to find ways to overcome the barriers that students face. The barriers indicated by students are summarised in table 5. As per this study, the longer time required to download the file (71.5%), like videos, audio, images, etc., is the primary barrier faced by the students when using online resources. The poor internet connectivity is the reason for a long time of downloading media content.

During the discussion, the students pointed out that most of them come from remote areas and low-income family backgrounds, and they do not have enough savings to buy proper high-quality devices. Therefore, the university should provide the students with the IT-related basic and essential infrastructure. The language barrier is another problem for half of the visual and performing art students accessing information from e-journals, magazines, and e-books. They preferred to seek text-based materials, especially research articles in the Tamil medium. However, most of the text-based online sources are in the English language. They were unable to extract the whole idea from that particular source. In this line, Kanchana (2015) stated that visual art and other subject-related information sources are in English, Sanskrit, and Hindi. Hence, the students of visual performing art face difficulties in finding information in Sinhala. Girakaduwa (2019) indicated that 63.6% of visual and performing art students face a language barrier in English for access to electronic resources and services.

Only 36.4% of respondents mentioned a lack of time for browsing. Visual and Technological students stated that when they were drawing or painting, or designing a model, it takes more time to complete a single artwork. Students from the discipline of dance, theatre art, and music mentioned that after finishing the lecture, they spend their leisure time practising the performances with their peers to improve their skills in that particular lesson. Thus, they have less time to browse the internet.

Table 5: Barriers to Utilising Online Resources

<b>Barriers</b>	<b>Frequency</b>	<b>Percentage</b>
Long download time for large files ( Video, Images, Artistic Work...)	153	71.5
Difficult to organise the wide range of collection	146	68.2
to find and view information	136	63.6
Unsuitable software available for integrating audio or video	128	59.8
Language Barrier	106	49.5
Lack of training for seeking and using available information	94	43.9
Difficult to handle electronic devices	90	42.1
Lack of time for browsing	78	36.4

### 3.3.7. Consequence due to the usage of Online Resources among visual and performing art students

The visual and performing artistic representation traditionally relate to the personal skills, individuality, creativity, and value of aesthetic culture. It enables students to constantly present positive and constructive ideas to society, better understand the world and people, maintain, guide, and enjoy healthy relationships with others and preserve the community's traditional cultures and historical values.

Moreover, through their creative artworks, they can gain recognition for themselves in their academic achievements. While online resources can help the students excel in their academic performances, there are many consequences to using online resources when looking at the traditional and cultural aspects. Table 6 summarises the consequences indicated by students of using online resources in teaching and learning.

Table 6: Consequences for the use of online resources

<b>Consequence</b>	<b>Frequency</b>	<b>Percentage</b>
Unable get the experiences of learning directly from a <i>Guru</i> /teacher	174	81.3
This leads to a loss of creativity or uniqueness in their performance due to the reflection of what they have seen	159	74.3
Loss of traditional relationship between the teacher and the student	152	71
Unreliable information on the Internet	144	67.3

Misuse of performance when shared them on the public domain	138	64.5
Lack of awareness of disciplinary information sources	115	53.7

The performance-based education is mainly passed from generation to generation through the traditional teacher-student relationship. Therefore traditionally, the teacher-student relationship is highly appreciated in performance-based education, and the *Guru* is highly venerated in such tradition. However, such aspects are highly diluted when using the online system.

The students from the dance discipline pointed out that the students intentionally or unintentionally imitate or copy the dance movements and attributes seen on YouTube while they are performing. Ultimately viewing the performance through YouTube may lead to a loss of creativity.

Visual Technological art students pointed out that while they upload and share digital images on social networking sites without any protection, those content might be misused by illegal sharing or unauthorised sharing. Due to that, they may lead to losing their recognition or creditability for their creative work in the community. In the early part of the academic year, most of the students are unaware or lack awareness regarding the use of online disciplinary resources. They wish to listen and learn anything through the voice of their lecturers. Later in the academic year, they are interested and inclined to explore new ideas, try them out for their performances, and create work. That was discussed in focus group discussions with the immediate pass-out students from each discipline. Thereby, they explained the utilisation of online resources with an appropriate disciplinary example.

#### **4. Conclusion**

An online resource is a powerful tool for recording, storing, retrieving, and sharing information. The accessibility and usage of online disciplinary resources empower the user community for effective teaching, learning, and research development. In this regard, the study revealed that the majority of visual and performing art students are accessing and using more disciplinary performance and practical-based online resources for academic achievements and showcasing their creative skills and talents to the world. However, most students in the early part of the academic year are unaware of the online disciplinary resources, and they do not use them in

their learning process effectively to gain better academic achievement compared to the students in the latter part of the academic year.

Moreover, the students use different Google applications, mobile/desktop applications, Social networking sites, and Websites/software to satisfy their performance-based disciplinary needs and showcase their artistic talents. Only a few students accessed open-access databases, university webpages, and other institutional repositories to retrieve text-based disciplinary information. Further, the study identified different purposes for accessing and using online resources by the visual and performing art students. Like to see the visual and performance collection like audio, video, and images were the primary purpose for all disciplinary students to use online resources. Further, finding the innovative techniques, different variety of performances and properties used practical understanding of the theoretical component and getting traditional and historical collections are some of the purposes of the students for using online resources. There are some barriers and consequences for students to use online resources effectively.

The study recommends that the academic library has to take the responsibility to organise user orientation and training programmes to make aware undergraduates to identify, access, and use the appropriate disciplinary related online sources and to improve information searching skills for learning. It needs to expand its role in supporting practical-based curricula with unique, aesthetically pleasant library collections by introducing performance-based electronic resources. Further, lecturers should insist on students using online resources for coursework, introduce information literacy in academic curricula for first-year students, and upgrade the internet facility by the university for effective learning. Furthermore, the academic libraries need to insist the students be aware of copyright law and fair use of a digital object to some extent to avoid copyright infringement and illegal sharing.

## **5. Acknowledgement**

The authors acknowledged the Director, Swami Vipulananda Institute of Aesthetic Studies, Eastern University, Sri Lanka for allowing to carry out this study.

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