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Use of Electronic Resources at Krishnasamy College of Engineering & Technology Library, Cuddalore

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Introduction

The digital resources available in a library play prominent role in facilitating access to the required information to the user in an expediency manner. Further one need not go to the library to make use of print formats as the digital resources can be made use of by any user through On-line access via networks or authentication methods at any time by comfortably. Now web-based electronic resources have become most popular tools in academic research.

Electronic Resources is one of the emerging environment in libraries & Information communication in the competitive service. E-Resources usually consist of e-books, e-Journals, articles, newspaper, thesis, dissertation, databases and CD-ROMs, which are likely to be the alternative to the print media. Emerald, Ebsco, Scopus are some of the examples of online databases. All updated information is published in these e-resources. The familiarity and use of electronic information resources in the libraries for rapid development is necessary and important.

The aim of this study is to identify how electronic information resources are utilized by academic library users and specific trends that can be seen among faculties and students. Further the study also examine the use pattern, acceptance, perceived importance and satisfaction on electronic resources over print resources.

Objectives

1. To assess the amount of familiarity and frequency in the use of the different types of electronic resources

2. To find the purpose and utilization of the electronic resources and services by the users
3. To know the level of satisfaction on current e-resources
4. To know the difficulties encountered by the users while using e-resources
5. To assess the opinions of users on electronic format over the print format

Limitations

The present study aims to find the use level of e-resources in Krishnasamy College of Engineering & Technology College. The investigator was able to identify the major limitations, such as the present study consists of only the e-resources users.

Review of Literature

Rogers (2001)¹ studied faculty and graduate student use of electronic journals, printed journals and electronic databases was conducted at Ohio State University (OSU) during the years 1998-2000. The surveys were administered three times (once in a year), allowing the researcher to gain insight into the changes of attitudes and adoption over time of electronic services. The findings of the surveys showed that since 1998 there has been a significant progress in the acceptance and usage of electronic journals at OSU. In 1998, only 200 e-journals were available, while in 2000, the number of available e-journals increased to more than 3,000. In 1998, 19% of the respondents used e-journals at least once a week, while in 2000, the percentage increased to 36%. At the same time, the at least weekly usage of printed journals decreased from 45% in 1998 to 34% in 2000.

Weingart and Anderson (2000)² measured the Awareness of the faculty and administrators toward electronic resources² was studied at the University of Utah. The findings showed greater need for publicity and training. The questionnaires were distributed to all faculty and administrators (856 individuals). The return rate was 49.8%. The questionnaire contained a list of 55 databases available to the faculty and administrators. For each database, each respondent was asked to check whether he/she was aware of the existence of the database. For each database the respondent used, he was asked to rank its ease of use. Only 54% accessed the databases remotely, the rest of the respondents accessed them from the library.

Hewitson's³ (2002) study explores the result of an investigation into the awareness and extent to which the university's academic staff use and assimilate Electronic Information Services (EISs) into their work. the research was conducted using two methods: a quantitative study involving a questionnaire mailed to a random stratified sample of 200 university staff and a qualitative study, which addressed four specific areas" the characteristics of the respondents (age, gender, faculty); the perceived level of the information technology (IT) literacy of staff; the frequency of use by academic staff; the extent to which academic staff integrate the use of EISs into students; educational license; and what the university can do to support staff better in their use of EISs. Dadzie (2005)¹ has investigated the use of electronic resources by students and faculty of Ashesi University, Ghana, the level of use, the type of information accessed and the effectiveness of the information communication tools for information research. Igun (2005)² has identified to the challenges faced by the libraries and information centre in Africa in the establishment of electronic publishing. Apart from the information source that can be obtained through the internet and downloaded online, the actual acquisition of electronic books is still not possible. Kumbar Mallinath and Lohar (2005)³, focused on student attitudes toward digital resources and services. It revealed that the majority of the students are using the digital resources frequently.

Information about the Library

The Krishnasamy College of Engineering & Technology Library has total collection of the library is 40,000 volumes of books, 8000 no. of back volume of technical periodicals and technical reports. The library subscribes to over 200 technical periodicals, which includes 75 international. The library also has a Digital Library with 20 computers and online access to IEEE, IEE & ACM and its society publications through membership, and large number of full-text journals from various publishers. Also it stacks nearly 2500 non book materials which include CDs, DVDs and Audio/Video Cassettes.

Methodology

The survey used the questionnaire tool to know the access and awareness of electronic resources among the students & faculties of Krishnasamy College of Engineering & Technology Library. At present there are 1500 undergraduate, 250 postgraduate students and 150 faculty members in this college. Nearly 150 questionnaires were distributed among the faculty and students of Krishnasamy College of Engineering & Technology Library, Cuddalore. But out of 150 Users, 118 (78.7%) were responded.

Data Analysis

A simple percentage analysis was carried out for the major part of the data analysis.

Table 1: Demographic profile of respondents

Particulars	Categories	Student	Faculty	Total
Gender	Male	70 (76.9 %)	11 (40.7 %)	81 (68.6%)
	Female	21 (23.1 %)	16 (59.3 %)	37(31.4%)
Age Group (years)	Less than 19	24 (26.37%)	-	24 (20.3%)
	20 to 29	67(73.63 %)	4 (14.8 %)	71(60.2%)
	30 to 39	-	14 (51.9 %)	14(11.9%)
	40 to 49	-	8 (29.6 %)	8(06.8%)
	50 to 60	-	1 (3.7%)	1(00.8%)
Course wise	CSE/IT	32 (35.2 %)	11 (40.8 %)	43(36.4%)
	ECE / EEE	26 (28.5 %)	8 (29.6 %)	34(28.8%)
	Mechanical	4 (4.4 %)	2 (7.4 %)	6(05.1%)
	MCA	29 (31.5 %)	6 (22.2 %)	35(29.7%)
Mode of Accommodation	Hostel	58 (63.7 %)	7 (25.9 %)	65(55.1%)
	Outside	33 (36.3 %)	20 (74.1 %)	53(44.9%)
	Daily	24 (26.4 %)	6 (22.2%)	30(25.4%)
	Weekly Twice	25 (27.4 %)	8 (29.6 %)	33(27.9%)

Frequency of Library Visits	Weekly Once	28 (30.8 %)	6 (22.2 %)	34(28.8%)
	Two weeks once	8 (8.8 %)	5 (18.5 %)	13(11.1%)
	Rarely	6 (6.6 %)	2 (7.5 %)	08(06.8%)

The respondents personal details were tabulated (Table 1) according to the gender, age group, category, course wise, programme wise, accommodation, frequency of library visit, awareness of e-resources. Of the total, the percentage of males (68.6%) was slightly more than females (31.4%). The majority of the respondents (60.2%) belonged to the age group of 20-29 years and 67 users are students. Fewer respondents from the age of above 50. The highest percentage of users belongs to computer science course (36.4%) P.G. Programme Users is Using E-Resources comparatively more than the U.G. Programme. 44% of respondents are doing Master Degree. (55.1%) of the respondents are staying at hostel. The majority of respondents (34, 28.8%) visits library at weekly once, Most of the respondents (50, 42.4%) preferred print format for reading purpose. 21.2% of the users preferred both type of format.

Table 2 Level of Awareness and use of E-Resources

Awareness Level	Students	Faculty
Aware	75 (82.4 %)	22 (81.5%)
Somewhat aware	11(12.1%)	5(18.5%)
Unaware	5 (05.5 %)	-

Table 2 shows that 5 (5.5%) of users are not familiar with the e-resources available in the library. Highest percentage (82.2%) felt that they considered themselves as "fully aware" and another 13.6% "Somewhat aware" of e-resources in the library.

Table 3 : Frequency of Use

Frequency	Students	Faculty
Daily	15 (17.4 %)	5 (18.5 %)
Weekly twice	23 (36.4 %)	9 (33.3 %)
Weekly once	28 (32.6 %)	6 (22.2 %)
Monthly	11 (12.8 %)	3 (11.1 %)
Rarely	9 (10.5 %)	4 (14.8 %)

Table 3 shows that, majority of the students (32.6%) using e-resources at once in a week, but most of the faculties using e-resources at the interval of weekly twice. 11.5% of the respondents using e-resources rarely

Table 4: Experience in using E-Resources

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Experience	Students	Faculty
< 6 months	15 (17.4 %)	5 (18.6 %)
6 M to 1 year	25 (29.1 %)	12 (44.4 %)
1 to 2 year	26 (30.2 %)	6 (22.2 %)
> 2 year	20 (23.3%)	4 (14.8 %)

In table 4, most of the respondents (32.7%) having one year experience in using e-resources and 28.3% of the responses having two year experience. 17.7 % of the users knowing the e-resources recently.

Table 5: Purpose of Using E-Resources

Purpose	Students	Faculty
For Study	38 (44.2%)	6 (22.2%)
For Research	9 (10.5%)	8 (29.6%)
To update knowledge	14 (16.3%)	7 (25.9%)
Teaching	-	4 (14.8%)
Projects & others	25 (29%)	2 (7.5%)

This table indicates that, most of the students are spending time in library and using electronic resources. (47, 41.5%) respondents use e-resources for study and 9.8% of the respondents for research. 20.4% of users for updating knowledge

Table 6: Preferred Type of E-Resources

E-Resources	Students	Faculty
CDs/DVDs	20 (23.2%)	12 (44.4%)
Online databases	11(12.8%)	2 (7.4%)
E Journals & E Books	51(59.3%)	11 (40.8%)
Other resources	4 (4.7%)	2 (7.4%)

Table 6 reveals that highest percentage of (55%) respondents preferred e-journals & e-books, and (11.5%) respondents are preferred online databases.

Table 7: Users Opinion about the E-Resources

Opinion	Excellent	Very Good	Good	Average	Poor	Total

IEEE	13(61.9%)	10(33.3%)	12(30.8%)	3(20%)	0	38(33.6%)
DELNET	4(19.1%)	9(30%)	11(28.2%)	3(20%)	1(12.5%)	28(24.8%)
QUESTIA	2(9.5%)	5(16.7%)	9(23.1%)	2(13.3%)	2(25%)	20(17.7%)
BCLOnline	2(9.5%)	4(13.3%)	4(10.2%)	2(13.3%)	2(25%)	14(12.4%)
Others	0	2(6.7%)	3(7.7%)	5(33.4%)	3(37.5%)	13(11.5%)
Total	21(18.6%)	30(26.5%)	39(34.5%)	15(13.3%)	8(7.1%)	113

Table 7 shows that 34.5% of respondents are rating e-resources available in digital library are good. And 27% of respondents are rating available e-resources is very good. Only 7% of respondents felt that electronic resources offered by the library are poor.

Table 8: Problems Encountered by the Respondents

Problems encountered	Students	Faculty
Slow speed/ connectivity/PCs & Others	19(22.1%)	8(29.6%)
It takes too long to view/download web pages	29(33.7%)	6(22.2%)
Overload of information on the internet	13(15.1%)	9(33.4%)
Lack of knowledge / training	25(29.1%)	4(14.8%)

In Table 8, (20%) respondents face problems when accessing e-resources due to overload of information on the internet, 31% users said that downloading, 26% due to lack of training

Table 9: Satisfaction Level of E-Resources Usage

Level	Students	Faculty
Satisfied	58(67.4%)	17(63%)
Not Satisfied	28(32.6%)	10(37%)

Table 9 shows that 32% of users expressed that there were not satisfied with e-resources they were accessing in terms of meeting the needs. Rest of them satisfied.

Conclusion

The major findings are students are leading users of e-resources in terms of respondents. 77% of students and 23 % of faculty members. Majority of the users (42%) indicated that they preferred print version of resources for their convenience. 36% of users from the computer science & Information technology. It is higher than others. In the aspect of frequency of visit, 29 % of users visits library at weekly once and 7% of rarely visits to library. Of the total 113 users aware of facilities and services of digital library and make use of it. 30% users visits digital library at weekly once and make use of it. Only 12% of the respondents use e-resources rarely. A total of only 24 respondents indicated they have at least 2

years experience in using e-resources, an indicator that the concept of e-journals is still fairly new phenomenon. Most (45%) of the students using the e-resources for studying and 18.6 % of users for updating the knowledge. Half of the users (55 %) preferred electronic journals and e-books. It is higher than the other types of resources. And 28 % of respondents preferred CDs/DVDs. The highest percentage (34%) of the users access the IEL online. Only 8 respondents felt that poor collection of resources available in digital library. The problems encountered by the users are measured, 31% of the respondents rated that downloading is a major problem. Also 26% of the users said that lack of knowledge is another major problem. Majority (66%) of the respondents satisfied with the e-resources available in the library. They are giving more importance to electronic version of documents. With the availability of more resources through the Internet with high-speed connectivity the demand for E-resources in their specific subject is increasing. Accordingly, the libraries have to evolve more scientific methods to develop a standard collection of E-resources along with print documents assessing the requirements of the users community.

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