

---

## **User Perception on Electronic Resources Services in Academic Institutions in the Thanjavur District of Tamil Nadu, India: A Study**

**K. RASSIYA**

Assistant Librarian

PRIST University

Vallam, Thanjavur, Tamilnadu

India.

**Dr. K. CHINNASAMY**

Head

Department of Library and Information Science

Additional Controller of Examination

Madurai Kamaraj University, Madurai, Tamilnadu

India

### **Introduction**

Academic and special libraries in India appear to be more benefited by digital environment. The information handling and dissemination activities in the college libraries are changing. Libraries excel or fail to take complete advantage of technology adoption depending on the infrastructure, technical manpower, and financial support provided by their parent organization. Changing Collections: In the past the word collection referred mostly to the print materials. Today a library collection goes beyond the print materials and includes the CD-ROMs, audio videocassettes, e-books, e-journals also. Quality Service: Application of information technology has contributed immensely for the improvement in provision quick and quality services in the libraries. By providing quality service the libraries tries to achieve customers' satisfaction. Automation of Library in-house Operations: Many in-house operations in the library like book ordering, accessing, bill payment, reminders for non-receipt, circulations, subscriptions and renewals are

repetitive in nature. Computers are used in creating databases of information to form a basis for retrieving the relevant information when required by the user. With the automation information about data on books, journals, reports etc are readily available. Creation of such databases save the time of the readers to a great extent as envisaged in the laws of library science. Some of the library packages for automation that are available in the market are SOUL, LIBRIS, EASYLIB, and LIBSYS etc. Resource Sharing: The information technology has helped in establishing networking. The library networks and application of computer and telecommunication technology in information transfer and retrieval process are effective means of resource sharing. Library networks have expanded the limitation of the scope of resource sharing from inter library loan and document supply to sharing materials, functions, services and expertise. Many networks across the globe have been working successfully for the cause of information exchange. In India domain networks like ernet.in, ac.in, nic.in, res.in; gov.in and operational networks like INFLIBNET, NICNET, DELNET and INDEST are in operation. Duties and Responsibilities of the Library Professionals: In this age of information technology the duties of library professionals have changed. Earlier the librarians were considered as the custodian of books or information. The changing environment forces the librarian to restructure their library to suit the requirements of their customers. Today the libraries require a dynamic librarian, who is ready to accept the changes and challenges. Online Search and Remote access: The another impact of modern access to variety of commercial and non-commercial information sources including bibliographic and full text databases, tables of contents of primary journals, electronic and online journals, books and newsletter, library catalogues and Open Public Access Catalog (OPAC), graphics databases etc. Now through network one can access a remote computer and use it interactively as if the local computer were a terminal of that host machine. Communication: The advent of communication technology has revolutionized the activities of library and information system. Today the internet provides a cheap and efficient means of communication. Libraries/librarians use the internet extensively to communicate with vendors of library products and services,

scholars, researchers, and users of the library. The most common method of communication on the internet is electronic mail or in short e-mail. Through this information can be passed very easily and quickly. Statistical Reports: The automation of in-house operations of libraries has helped the staff to generate statistical reports like daily issue and returns of books, books added and amount spent etc. This helps the staff to save the time and can be done quickly and efficiently. Security: The development of technologies has helped the library staff to have a control over the library. By introducing the watching eye one can watch the activities in various sections. With the help of detection devices one can prevent the careless readers from taking the books outside without the permission of the library staff. Reprography: The invention and entry of reprographic or duplicating techniques into the portals of libraries made many things easier for libraries as well as the readers. This helped the readers to get the copies of the documents. The reprography is needed because, for the reproduction of rare, torn out books, to reduce or enlarge a document, to save the library budget spent on purchase of back issued of journals or reprints, to preserve the handwritten manuscripts.

## **Review of Literature**

One of the findings of the study revealed that majority of the academic staff are always using the Electronic sources this corroborated the findings of Ekwelem, Okafor, and Ukoma (2007). It was also discovered that the main objective of using electronic resources is to support the academic staff in carrying out researches since they are in academic environments they are expected to conduct researches for their promotions and also as their own contribution to knowledge. This is in line with the submissions of Aramide and Bello (2010) and Rosenberg (2010) that electronic resources are good instruments that provide helping hands in conducting acceptable researches particularly for the faculty members. Internet was discovered as the most used electronic resources among the academic staff this supported the view of Chisenga (1997) that internet resources gives the faculty members a wide range of opportunities in accessing information. Other findings revealed that offices are the major places where they frequently access

the electronic resources resources; this may be due to the fact that all the universities under study are connected to internet and at the same time they spend most of their time in their difference offices. It was also discovered that low bandwidth is the main problem encountered by the majority of the users; this supported the view of Manda (2006) that low bandwidth is the major constraint to faculty members' use of electronic resources in Tanzania.

## **Objectives of the Study**

The following are the important objectives of the study:

1. To study the available electronic resources in academic institution.
2. To find out in purpose and frequency of accessing electronic resources.
3. To analyze the user perception by using electronic resources.

## **Data Collection**

Primary data were collected through a structured questionnaire, which was distributed among the library user (respondent) in academic Library in Thanjavur district in tamilnadu, india. The questionnaire contained open-ended questions and it also incorporated various parameters that were identified for analysing those parameters.

## **Sample Size**

The sample size consists of 558 respondents who had used E resources. Convenience sampling technique was used for a period of 3 months (March –May 2014).

## **Research Design**

Question-wise analysis was carried out with the help of Microsoft Excel Workbook and SPSS version 15.0. The questionnaire was based on difference variables, which were considered to be significant while using social network. Some

analytical techniques like tables, percentage and Chi- square were used to analyse the collected data

## Analysis and Interpretation

The categories of gender among the respondents covered under the study. It is identified that among the total respondents, 313 (56.09%) of the respondents belong to the male category while the remaining 245 (43.91%) are females. The age-wise distribution frequency of the respondents, 276 (49.46%) respondents who belong to the age group of Less than 20 years are followed by 209 (37.46%) in the age group between 21-35 years. and the remaining 73 (13.08%) of the respondents belong to the category 36 years and above.

**TABLE - 1, Department Wise Respondents**

S.No	Departments	Nos.	%
1.	Engineering	433	77.60
2.	Science	78	13.98
3.	Management	47	8.42
<b>Total</b>		<b>558</b>	<b>100.00</b>

Table 1 shows information regarding the department wise respondents who responded to the study. It is found out that 433 (77.60%) of the respondents who come under the department of Engineering are followed by 78 (13.98%) of the respondents come under the department of Science and remaining 47 (08.42%) of the respondents belong to the department of Management. Majority of the respondents selected for the present survey belong to the department of Engineering.

**TABLE - 2 Occupation Wise Respondents**

S.No	Occupation	Nos.	%
1	Students	383	68.64
2	Faculty	175	31.36
<b>Total</b>		<b>558</b>	<b>100.00</b>

Table2 provides information regarding the Occupation of the users who responded to the study. It is found out that 383 (68.64%) of the respondents who come under the occupation of

Students are followed by 175 (31.36%) of the respondents having faculty.

The analysis of the table 3 shows that 37.28 per cent of the students accessing the ICT Application daily and it is 15.59 per cent in case if faculty members. 08.42 per cent of the students and 8.78 per cent of the faculty members claimed that they accessing the ICT Application at least 'thrice in a week'. For the category 'twice in a week' the frequency was 10.04 per cent in the case of students and 3.58 per cent in the case faculty members. The other categories 'once in a week' were represented by just 12.90 per cent of the students and 3.41 per cent of the staff. It is significant to note that 52.87 per cent of the users are frequency of accessing ICT application daily.

From the table 4 furnishes collecting study material, document exchange, Logging Social Network, Access to current information, Career Development service. It is clearly understood that, majority of the respondents were using these type of the E-resource. And more or less of the respondents were using remaining E-resources averagely. There is significant difference in purpose of using e-resources for Collecting Study Materials , Document exchange, Access to current information, Logging Social Network, Career Development, preparing presentations, proposals and manuscripts their Department wise library user opinion, the hypothesis has been accepted. And there is significant difference in purpose of using E-resources for Expedite research process their Department wise library user opinion, the hypothesis has been rejected.

The information furnished in the table 5 clearly reveals that majority of the students and faculty members considered the e-resources of E-Book, E-Journals, online databases, conference proceedings, reference works, technical reports , E-Mail, World Wide Web (WWW) , search engine, File Transfer Protocols (FTP), virtual reference service, multimedia database, E-Current Awareness services as important for their research study. The information furnished in the table clearly reveals that be more or less of the students and faculty members considered the e-resources of E-Theses and Dissertations as important for their research study. The table clearly reveals that only few of the students and faculty

members considered the e-resources of discussion groups as important for their research study.

**TABLE – 3 Frequency of ICT Access**

S.No	Frequency	Students		Faculty		Total	
		N	%	N	%	N	%
1	Daily	208	37.28%	87	15.59%	<b>295</b>	<b>52.87%</b>
2	Thrice in a week	47	8.42%	49	8.78%	<b>96</b>	<b>17.20%</b>
3	Twice in a week	56	10.04%	20	3.58%	<b>76</b>	<b>13.62%</b>
4	Once in a week	72	12.90%	19	3.41%	<b>91</b>	<b>16.31%</b>
<b>Total</b>		<b>383</b>	<b>68.64%</b>	<b>175</b>	<b>31.36%</b>	<b>558</b>	<b>100.00%</b>

**Table 4 Department Wise Analysis Of Impact Of E-Resources**

Department	Level of Usage			<i>Chi-square Test –Table Value</i> <i>p0.05 – 9.49, df=4</i>	
	Useful	Average	Not Useful	<i>Calculative Value</i>	<i>Result</i>
<b>Collecting Study Materials</b>					
<b>Engineering</b>	69.71%	5.02%	2.87%	<b>3.40</b>	<b>significant</b>
<b>Science</b>	11.65%	1.25%	1.08%		
<b>Management</b>	7.53%	0.54%	0.36%		
<b>Document exchange</b>					
<b>Engineering</b>	72.04%	4.48%	1.08%	<b>9.01</b>	<b>significant</b>
<b>Science</b>	12.37%	0.72%	0.90%		
<b>Management</b>	8.06%	0.18%	0.18%		
<b>Expedite research process</b>					
<b>Engineering</b>	33.87%	28.14%	15.59%	<b>9.61</b>	<b>Insignificant</b>
<b>Science</b>	6.81%	4.48%	2.69%		
<b>Management</b>	5.56%	1.43%	1.43%		
<b>Access to current information</b>					
<b>Engineering</b>	26.88%	24.19%	26.52%	<b>3.68</b>	<b>significant</b>
<b>Science</b>	5.02%	5.02%	3.94%		
<b>Management</b>	3.76%	2.69%	1.97%		
<b>Logging Social Network</b>					
<b>Engineering</b>	42.47%	21.68%	13.44%	<b>5.80</b>	<b>significant</b>
<b>Science</b>	6.45%	4.12%	3.41%		
<b>Management</b>	5.20%	2.51%	0.72%		
<b>Career Development</b>					
<b>Engineering</b>	73.84%	2.33%	1.43%	<b>4.96</b>	<b>significant</b>
<b>Science</b>	13.44%	0.18%	0.36%		
<b>Management</b>	7.53%	0.36%	0.54%		
<b>Preparing Presentations, Proposals and Manuscripts</b>					
<b>Engineering</b>	39.43%	21.33%	16.85%	<b>8.08</b>	<b>significant</b>
<b>Science</b>	8.06%	4.48%	1.43%		
<b>Management</b>	5.02%	2.51%	0.90%		

**Table 5 Require Information For ICT Resources And Services**

Occupation	Not Important	Somewhat Important	Important	<i>Chi-square Test – Table Value p0.05 – 5.99, df=2</i>	
				<i>Calculative Value</i>	<i>Result</i>
<b>E-BOOKS</b>					
Students	25.45%	17.56%	25.63%	19.19	Insignificant
Faculty	5.91%	9.32%	16.13%		
<b>E-JOURNALS</b>					
Students	5.56%	1.97%	61.11%	10.15	Insignificant
Faculty	3.76%	2.51%	25.09%		
<b>ONLINE DATABASES</b>					
Students	3.94%	13.98%	50.72%	2.96	significant
Faculty	1.79%	8.42%	21.15%		
<b>CONFERENCE PROCEEDINGS</b>					
Students	6.63%	17.74%	44.27%	4.40	significant
Faculty	1.43%	9.14%	20.79%		
<b>REFERENCE WORKS</b>					
Students	3.76%	10.57%	54.30%	18.17	Insignificant
Faculty	0.72%	9.50%	21.15%		
<b>TECHNICAL REPORTS</b>					
Students	5.02%	22.22%	41.40%	3.32	significant
Faculty	1.25%	9.14%	20.97%		
<b>E THESES AND DISSERTATIONS</b>					
Students	3.41%	37.81%	27.42%	1.44	significant
Faculty	1.61%	15.59%	14.16%		
<b>E-MAIL</b>					
Students	1.43%	3.76%	63.44%	11.06	Insignificant
Faculty	0.72%	4.30%	26.34%		
<b>WORLD WIDE WEB</b>					
Students	1.43%	3.76%	63.44%	09.07	Insignificant
Faculty	0.72%	4.30%	26.34%		
<b>SEARCH ENGINE</b>					
Students	1.79%	0.54%	66.31%	14.94	Insignificant
Faculty	0.90%	1.97%	28.49%		
<b>FILE TRANSFER PROTOCOLS</b>					
Students	2.15%	8.60%	57.89%	12.14	Insignificant
Faculty	2.87%	5.38%	23.12%		
<b>VIRTUAL REFERENCE SERVICE</b>					
Students	6.27%	25.45%	36.92%	15.36	Insignificant
Faculty	4.12%	6.45%	20.79%		



**Table 5 Require Information For ICT Resources And Services – continues**

Occupation	Not Important	Somewhat Important	Important	<i>Chi-square Test – Table Value p0.05 – 5.99, df=2</i>	
				<i>Calculative Value</i>	<i>Result</i>
<b>DISCUSSION GROUPS</b>					
<b>Students</b>	20.07%	40.86%	7.71%	<b>11.25</b>	<b>Insignificant</b>
<b>Faculty</b>	7.17%	17.38%	6.81%		
<b>MULTIMEDIA DATABASE SERVICES</b>					
<b>Students</b>	6.81%	10.39%	51.43%	<b>2.71</b>	<b>significant</b>
<b>Faculty</b>	1.79%	5.02%	24.55%		
<b>OPAC/ Web OPAC</b>					
<b>Students</b>	6.99%	19.89%	41.76%	<b>7.33</b>	<b>Insignificant</b>
<b>Faculty</b>	5.20%	6.45%	19.71%		

## Findings

1. Majority of the respondents selected for the present survey belong to the department of Engineering.
2. 52.87 per cent of the users are frequency of accessing e resources application daily.
3. collecting study materials , document exchange, Logging Social Network , Access to current information, Career Development service is clearly understood that majority of the respondents were in useful of the E-resource based application mostly.
4. The majority of the students and faculty members considered the e-resources of E-Book, E-Journals, online databases, conference proceedings, reference works, technical reports , E-Mail, World Wide Web (WWW) , search engine, File Transfer Protocols (FTP), virtual reference service, multimedia database, E-Current Awareness services as important for their research study.

## Conclusion

Electronic resources have played a vital role in all fields of human life. These have rapidly changed the way of seeking and disseminating information. It is clear from the study that the speed of availability and the ease of accessibility of information make the faculty members and students use electronic resources more frequently. This study helps the librarian to know the importance of electronic resources in academic

environment. E-resources have increasingly become an invaluable asset in education and information handling which of the great benefits to faculty members. Electronic sources can impact positively on academic development in Nigeria if they are used adequately. Therefore, faculty members should endeavor to embrace this source of information in order for them to catch with the rest of the world. The Librarian must possess sufficient knowledge of new ICT skills such as library automation, e-resources management, content management, organization of information on Internet and Intranet, developing and maintaining digital libraries/institutional repositories, web based library services etc. The academic staff should encourage the use of electronic resources for study and research. Such frequent changes lead to greater requirement of finance, continuous training of staff and up gradation of basic infrastructure available for ICT in the libraries.

## REFERENCES

- Aramide, K. A., & Bello, T. (2009). Accessing electronic databases for curriculum delivery in schools: Implications for school library media specialists. Paper presented at the 24th Annual Conference of the Nigerian School Library Association, held at the Multipurpose Hall, University of Ibadan.
- Babu, B.R., Vinayagamoorthy, P., & Gopalakrishnan, S. (2007). *DESIDOC Bulletin of Information Technology* 27 (6):55-64.
- Chisenga, J. (1999). Implementing and using electronic mail at the National University of Lesotho. *African Journal of Library Archival and Information Science* 7(2).13-24.
- Ekwelem, V. O., Okafor, V. N., & Ukwuoma, S. C. (2009). Students' use of electronic information sources at the University of Nigeria, Nsukka. *African Journal of Library, Archival, and Information Science*.7 (1) 34-45.
- Manda, P.A. (2006). State of ICTs in LIS curriculum in Tanzania. A paper presented at the IFLA workshop on integrating ICTs in LIS curriculum in Africa. 21-23 November 2006 at Safari Court Hotel, Windhoek-Namibia.

K. Rassiya, K.Chinnasamy- **User Perception on Electronic Resources Services in Academic Institutions in the Thanjavur District of Tamil Nadu, India: A Study**

---

Rosenberg, M. J. (2001). **E-Learning: Strategies for delivering knowledge in the digital age.** McGraw-Hill, New York. 343p.