# Awareness and Use of E-Resources among B.Ed Students in Shrimahaveera College of Education, Hunsur

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Abstract

*The paper explores the role of Information Communication Technology (ICT) in knowledge sharing and dissemination, specifically focusing on the use of e-resources like e-journals, e-books, databases, and reports among B.Ed students at Shri Mahaveera College of Education, Hunsur. A survey of 110 students revealed that 83.33% used smartphones for accessing e-resources, with 88.89% preferring e-books and 44.44% preferring e-journals. The study aims to understand the awareness, frequency, purpose, reason, and problems encountered while using e-resources for information needs.*

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Keywords
*E-resources,E-Database, E Book*

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## 1. INTRODUCTION

The present development in information technology is significantly changed in information communication. Electronic resources providing the information electronic formi.e., e-books, e-journals, e-magazines, e-Audio/e-images, e-Subject Guide, Electronic exhibitions, e-Conferences proceedings, Newsletters, CD-ROMs, Digital Library Projects, theses, Diskettes, Indexing and abstracting database, Bibliographic databases, Reference database, Numeric and statistical database and other web sites etc. (Padval 2022). E-resources are play a vital role in the 21st century of the library. The traditional sources are available in the four walls of the library, but E-resources role is not only in the library but anywhere. It is challenge to the library professional in identification, Selection, Collection development and management of electronic resources. (Patel & Verma 2023).

E-resources or Electronic resources refer to those materials that require computer access whether though a personal computer, mainframe, or handled mobile device. They may either be accessed remotely via the Internet. E-resources are resolution in higher education sector. Though the electronic resources effect of use, more rapid updating, multiple access, cost-effective. E-resources include items that can be accessed through the Internet in a digital library environment, such as documents in electronic or e-format. E-resources are electronic products that are freely available for use in libraries and information centers i.e. text, image or other multimedia products.

## 2. REVIEW OF LITERATURE

The literature review aimed to determine various variables and dimensions related to the awareness and usage of e-resources across the globe and describe the gaps thereof. In brief, this study presents a review of some works on awareness, usage, and challenges in accessing e-resources in chronological order. Donabedian et. al. (2018) studied the use and awareness of library services among faculty at Yerevan State University (YSU) and the American University of Armenia (AUA). The study aimed to explore how instructional faculty at YSU and AUA use and are aware of various academic library services, such as reference, interlibrary loan, subscription databases, and subject liaisons. It also highlighted the importance of continuous communication between librarians and faculty to

ensure that library services meet the evolving needs of academic staff.

Adeeko&Adetimirin (2021) evaluated the use of library resources and services among undergraduates in Nigerian universities using descriptive survey research and questionnaires. The study found that most students prefer using the university's main library, with only a small number using remote access. The study concluded that while students primarily use the library for studying, there is a need for greater awareness and promotion of other available resources, particularly electronic ones, to enhance the overall utility of university libraries. Ochoa-Alcántar et. al. (2021) conducted a study on the evaluation of library resources and services in higher education and explored the utilization and satisfaction levels of library services among students at the Technological Institute of Sonora in Mexico. The study showed that students were generally satisfied with library services.

Temboge and Gaanda (2022) discussed user satisfaction with library information resources and services at the Federal University of Kashere Library, finding a 342 response rate (97.7%) from 350 users. The study highlights the need for continued evaluation and improvement of library services, particularly in promoting and supporting the use of electronic resources to meet the evolving needs of users in an academic setting. Muzaffar and Hussain (2023) studied the awareness usage and challenges related to e-journals among Ph.D scholars in the social sciences at Kashmir University. The study highlights the importance of developing electronic resources, especially e-journals, and the challenges faced by social science PhD scholars in accessing and using e-journals.

## 3. DEFINITIONS OF E-RESOURCES

***i. According to Library and Information Technology Glossary***

"Term used to describe all of the information products that a library provides through a computer network... .."

***ii. According to Gradman glossary***

"A publication in digital format which must be stored and read on a computer device. There are two types: Direct access: these are physical objects such as CD-ROMs, diskettes, computer tapes, and computer cards, containing text, images.

## 4. NEED OF E-RESOURCES

a. E-resources are quickly to search or browse, download, extract and integrate information;
b. To collect, store and organize information in digital form;
c. The retrieve the data or information is made available anytime and everywhere;
d. The ability to store and retrieve large amounts of information;
e. To stimulate the economical and efficient dissemination of information to all users.

## 5. OBJECTIVES OF THE STUDY

The main purpose and objectives of this survey are following:

1. To find out the level of awareness about E-resources;
2. To identify the frequency of use of E-resources and Services;
3. To study the desire of using E-resources;
4. To examine the reason for using E-resources;
5. To determine the problem encountered while using E-Resources.

## 6. METHODS AND MATRAIALS

The present study was survey-based, and the sample was selected by random sampling to collect the data. A total number of 110 questionnaires were distributed among B. Ed students of the all students of the Mahaveer College of Education, Hunsur. Only 90 students responded to the survey; therefore, the recorded response rate was 81.81%. The data MS-Excel spreadsheetand statistical Package for Social Science (SPSS) softwares were used for the interpretation. The responses furnished till then were used for data analysis and interpretation of the objectives. Themes derived from the literature review and the data formed the basis of the analysis. The data was later presented in the form of tables and figures.

## 7. DATA ANALYSIS AND INTERPRETATION

Data provided by the respondents is presented under the following headings:

### 7.1 Gender wise Distribution

Table 1 shows the gender wise distribution of the respondents. The majority of respondents i.e.,76

(84.44%) of female respondents, while 14 (15.56%) respondents were male.

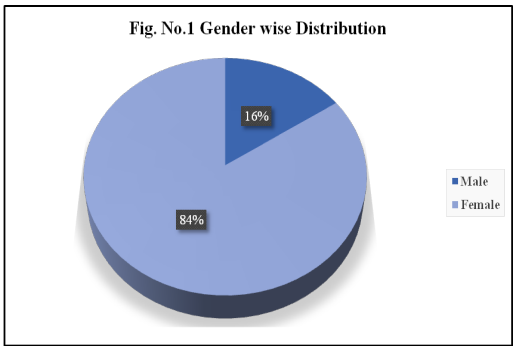



Table 2 analyses the awareness of electronic resources among the respondents. Most respondents, i.e.,85 (94.44%), have an awareness of e-books, followed by 50 (55.56%) respondents, are often aware of electronic journals. 35 (38.89%) respondents were aware of e-databases, E-portals/ Subject Gateways and Electronic Theses and Dissertations 20 (22.22%) and 16 (17.78%), respectively.

Use of electronic resources the highest number of respondents used books i.e., 80 (88.89%), followed by 40 (44.44% %) of the respondents using journals, 22 (38.89%) of respondents using databases and 16 (17.78 %) of the respondents use for E-portals/ Subject Gateways.

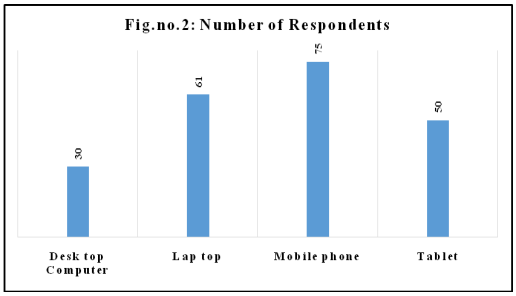
### 7.2 Awareness and Use of E-Resources

**Table 1:** Awareness and Use of E-Resources of Respondents

| Types of E-Resources | Awareness | | Use | |
|---|---|---|---|---|
| | No. of Respondents | % | No. of Respondents | Percentage (%) |
| E- Books | 85 | 94.44 | 80 | 88.89 |
| E-Journals | 50 | 55.56 | 40 | 44.44 |
| E-databases | 35 | 38.89 | 22 | 38.89 |
| E-portals/ Subject Gateways | 20 | 22.22 | 16 | 17.78 |
| Electronic Theses and Dissertations | 16 | 17.78 | 15 | 16.67 |
| E- conference Proceedings | 24 | 26.67 | 20 | 22.22 |
| E- Standards/Specifications | 8 | 8.89 | 5 | 5.55 |
| E-Patents | 12 | 13.33 | 8 | 8.89 |
| E- Drawings and Designs | 70 | 77.78 | 68 | 75.56 |
| E- Reports | 28 | 31.11 | 20 | 22.22 |
| E-Tutorials | 80 | 88.89 | 75 | 83.33 |
| E-Teaching materials | 70 | 77.78 | 65 | 72.22 |
| E-reference resources Dictionaries, Encyclopedias, etc.) OPAC/EPAC/ WebOPAC | 40 | 44.44 | 30 | 33.33 |
| Audio-Video educational resources | 75 | 83.33 | 70 | 77.78 |
| CD's (Provided along with the books) | 35 | 38.89 | 30 | 33.33 |

### 7.3 Use for devices in electronic resources

Fig.no.2 determine the electronic resourcesare used in various devices. The majority of respondents i.e.,75 (83.33%)used smartphones. Followed by 61 (67.78%) used laptops and 30 (33.33%) ofdesktop computers.



### 7.4 Frequency of use of E-Resources

Table 2 determines the number of days that students spend using electronic resources Occasionally i.e.,38 (42.22%) of used students, followed by frequently 28 (31.11%), 13 (14.44%) of used Rarely and 6 (6.67%) of used Very Frequently.

**Table 2:** Frequency of use of E-Resources

| Frequency | Number of Respondents | Percentage (%) |
|---|---|---|
| Very Frequently | 06 | 6.67 |
| Frequently | 28 | 31.11 |
| Occasionally | 38 | 42.22 |
| Rarely | 13 | 14.44 |
| Very Rarely | 05 | 5.56 |
| **Total** | 90 | 100 |

### 7.5 Time Devoted for E-Resources

Table 3 the study was conducted to evaluate how much time students spend using electronic resources. The majority i.e., 36 (40 %) of respondents used 1 hour, followed by Less than 1 hour, 15 (16.67%) of respondents spent in 2 to 3 hours and only very few around 2 (5.5 %) spent more than two hours per day.

**Table 3:** Time Devoted for E-Resources

| Particular | Number of Respondents | Percentage (%) |
|---|---|---|
| I do not access it everyday | 09 | 10.00 |
| Less than 1 hour | 25 | 27.78 |
| 1 hour | 36 | 40.00 |
| 2 to3 hour | 15 | 16.67 |
| More than 3 hour | 05 | 5.55 |
| **Total** | 90 | 100 |

### 7.6 Purpose of using E-Resources

Table 4 determines the purpose of the use of e-resources. Most respondents, 92.22%, mainly use e-resources for presentations such as seminars & class talks. Followed the study course materials (88.89%), used them to prepare project works (80.00%), used useful information resources (77.78%), and met/Supported research works (25.55%).

**Table 4:**Purpose of using E-Resources

| Purpose of Using | Number of Respondents | Percentage (%) |
|---|---|---|
| To Study Course Materials | 80 | 88.89 |
| To Meet/Support Research works | 23 | 25.55 |
| To Prepare Project Works | 72 | 80.00 |
| To find useful information/resources | 70 | 77.78 |
| To Presentations (seminars and Class talks) | 83 | 92.22 |

### 7.7 Reason for using E-Resources

Table 5 indicates the major reasons students use e-resources. The highest number i.e., 70% of respondents used for resources the time saving, Followed by Easy to update (65.55%), Easy to access (56.67%), More informative (44.44%), Less expensive (42.22%) and Access globally (27.79%)

**Table 5:** Reason for using E-Resources

| Reason | Number of Respondents | Percentage (%) |
|---|---|---|
| Easy to access | 51 | 56.67 |
| More informative | 40 | 44.44 |
| Time saving | 63 | 70.00 |
| Easy to update | 59 | 65.55 |
| Less expensive | 38 | 42.22 |
| Access globally | 25 | 27.79 |

### 7.8 Problem encountered while using E-Resources

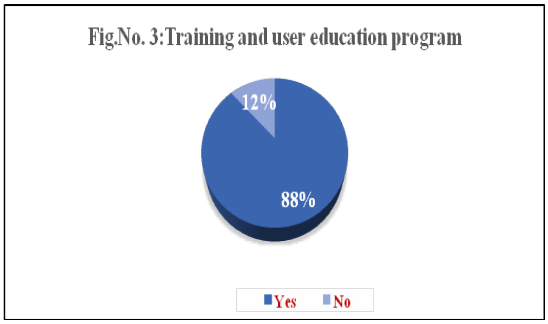
Table 6 reveals the problems that students face while using E-resources. Most respondents (83.33%) had spacing problems and difficulty finding relevant information. Followed by poor infrastructure (75.55%) and lack of network issue (72.22%). Slow access speed (57.78%) and Lack of Support from the Library Staff (30%).

**Table 6:** Problem encountered while using E-Resources

| Problems | Number of Respondents | Percentage |
|---|---|---|
| Lack of Network | 65 | 72.22 |
| Slow access speed | 52 | 57.78 |
| Difficulty in finding relevant information | 75 | 83.33 |
| Infrastructure poor | 68 | 75.55 |
| Lack of Support from the Library Staff | 27 | 30.00 |

### 7.9 Need for Training and User Education Program

Fig.no.3 shows the need for training and user education programs for the students i.e., 87.78% of respondents agree that they need training and user education programs.




## 8. MAJOR FINDINGS OF THE STUDY

The major findings of the study are as follows:

1. The study analyses that most respondents, i.e.,85 (94.44%) are aware of e-books, followed by 50 (55.56%) respondents are often aware of electronic journals.
2. The study identifies that highest % of students i.e.,83.33% used smartphones for accessing e-resources, followed by laptops (67.78%).
3. The study reveals the majority i.e., 88.89% of respondents preferred to use e-books. Additionally, 44.44% of respondents preferred e-journals, with other resources like subject gateways, and e-theses and dissertations also being used.
4. The study defined themost of the respondents i.e., 92.22% of mainly use e-resources for presentations such as seminars & Class talks followed by Study Course Materials (88.89%),
5. The study shows that most respondents (83.33%) had spacing problems and difficulty finding relevant information. Followed by poor infrastructure (75.55%) and lack of network issue (72.22%).

## 9. CONCLUSION

Library and Information centers are electronic resources are developing prominence throughout educational institutions of all types and sizes. In contrast, most libraries will provide both print and digital formats for a duration of time. E-resources are an important part of information centers, and the society starving to get a different type of information through the worldwide resources and services seem to be considered vital in the present era. The e-resources and services of library and information centres play very a significant role in the execution of any academic institution and also the development of nations. To promote the successful and maximum use of present e-resources for institutional libraries, authorities should undertake regular orientation/training programs to maximize the use of electronic sources of information more effectively and efficiently.

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