Use of Electronic Information Resources by the Faculty Members of Science Departments in Shivaji University, Kolhapur: A Critical Analysis

Ronald Bituka
Research Scholar
Department of Library and Information Science
Karnatak University, Dharwad -580 003
bitukajunior@gmail.com

B.D Kumbar
Professor and Chairman,
Department of Library and Information Science
Karnatak University, Dharwad-580 003
bdkumbar@yahool.com

Gururaj S. Hadagali
Assistant Professor
Department of Library and Information Science
Karnatak University, Dharwad-580003
gururajhadagali123@gmail.com

Abstract

The modern information technology has changed the way in which information can be accessed and used. This paper aims to investigate the use of electronic information resources by the faculty members of science departments. The study reveals that Lack of awareness and poor skills results to underutilization of electronic information resources. This study examines the use of electronic information resources by faculty members of science and technology departments of Shivaji University, Kolhapur.

Keywords

EIRS, Faculty members, science and technology, Shivaji University

Electronic access

The journal is available at www.jalis.in

Journal of Advances in Library and Information Science
ISSN: 2277-2219 Vol. 5. No.2. 2016. pp.187-192

INTRODUCTION

The advancement in computer applications during the past few decades has brought radical changes in the way in which information is gathered, stored, organized, accessed, retrieved and consumed by the users. The application of computers in information processing has brought several products and services to the scene. The internet and the web are constantly influencing the development of scholarly communication; their potential for delivering goods is quite vast as they overcome successfully the geographical limitations associated with the print media. The distribution time between product publication and its delivery has been drastically reduced. Internet can be used for efficient retrieval and meeting information needs, thus convincing many libraries to move towards Electronic Information resources which are found to be less expensive and easy to access. Electronic information sources have become more and more popular since they provide multimedia information, full-text searching, reference linking and flexibility in searching and browsing (Shivaraja, 2014). Thus print medium is increasingly giving way to the electronic form of materials. The users need nowadays is towards pin-pointed information which is available quickly at the users' finger tips so that the user needs are met when needed. Looking into the different advantages of Electronic Information Resources compared to their print counterparts, the libraries are switching to Electronic Information Resources.

LITERATURE REVIEW

Rehman and Ramzy (2004) examine the awareness and use of electronic information resources among health academics. The result shows that libraries are widely used for research needs. Most of them are using E-resources. Lack of time is the main reason given for not using electronic resources (37%). Unfamiliarity with computerized searching comes next (22.6 %).Ali (2005) highlights the use of electronic information services among the users of Indian Institute of Technology (IIT) library in Delhi, India. Data was collected from three hundred IIT library users. Results reveal that 95% of users have awareness about electronic information services provided by the library. Doraswamy (2005) studied the use and familiarity of electronic information resources. The findings shows that 61.25% of the students were familiar with electronic information resources, 18.75% of students used online journals rarely whereas 42.50% of the students use e-

resources for communication purposes. Kaur (2006) reports that e-resources could be good substitutes for conventional resources if the access speed was fast, access to all the important e-journals was provided and more computer terminals were installed to provide access to E-resource.Shuling (2007) analyzed the use of electronic resources in Shaanxi University of Science and Technology. It is found that nearly 80 percent of respondents knew little about electronic resources. Nearly half the respondents use both printed and electronic resources, followed by print periodicals.Madhusuudhan (2010) conducts a study on the use of e-resources by research scholars of Kurukshetra University in India. It is found that electronic resources have become an integral part of the information needs of research scholars at Kurukshetra University.Tahir (2010) conducts a study and found that the availability of electronic information databases (Online & CD-ROM), e-journals, e-books, internet, and e-mail has a great impact on the information searching behavior of the humanists. Although they stick to the print resources, they pay a good attention towards electronic technology. Most of them have access to computer and internet at office and home. They are regular users of variety of electronic technology.Hadagali and Kumbar (2011) point out that, in the changing information environment, use of e-resources have dominated the print resources. Users prefer the Electronic Information Resources than the printed ones.Okorie andAgboola (2012) explore the use of electronic resources in Agricultural University Libraries. He found that electronic resources eliminate the boundary of time and place and used for the research in University.Habib and Chowdhury (2012) present an analytic study of the status of electronic resources, facilities and services provided by the Dhaka University Library (DUL) found that majority of the users of Dhaka University Library (DUL) users use e-resources for their learning purpose. It was found that e-resources in DUL are available and users are generally satisfied with these resources.Mostofa (2013) explores the use and impact of e-resources in the Selected Private Universities in Bangladesh. The study highlights the frequency, types of electronic resources and purposes of use. It also explores the problems faced while accessing electronic information resources.

OBJECTIVES OF THE STUDY

The specific objectives of the study are to;

1. study the purpose of use of electronic information by faculty members
2. assess the awareness, accessibility and usefulness of use of electronic resources by the faculty members.
3. find out the problems facing faculty members while accessing and using electronic resources
4. know the faculty members opinions pertaining to their use of electronic information resources
5. study the satisfaction level of the faculty members.

METHODOLOGY

Considering the nature of the problem a survey was conducted to collect the data from the faculty members of science and technology departments of Shivaji University, Kolhapur. A well-structured questionnaire was designed to elicit the opinion from the faculty members. A total of 100 questionnaires were distributed and out of which, 70 duly filled in questionnaires were received back, resulting in to response rate of 70%.

RESULTS AND DISCUSSION

Table 1: Gender wise Distribution

Gender	No. of respondents	Percentage
Male	46	65.7%
Female	24	34.3%
Total	70	100%

Table 1 indicates gender-wise distribution of respondents. Of the total 70 respondents surveyed, 46 (65.7 %) are male and about 24 (34.3 %) respondents are female. It can be inferred from the table that male respondents dominate over female respondents.

Table 2: Use of the library

Use of the Library	No. of Respondents	Percentage
Yes	69	98.6%
No	1	1.4%
Total	70	100%

The table 2 reveals that a majority of the respondents, i.e. 69 (98.65%) are using the library and only one faculty (1.4%) is not using the library. Only one faculty member uses online sources provided by various publishers and the department library. So, he doesn't feel any need to visit main library.

Table 3: Frequency of visit to the library

Frequency	No. of Respondents	Percentage
Daily	16	22.86%
Weekly	30	42.86%
Monthly	16	22.86%
Quarterly	7	10%
Never	1	1.43%
Total	70	100%

The table 3 identifies that, out of the total 70 respondents, 30 (42.86%) respondents visit the library weekly, and 17 (24.29%) use daily, followed by 16 (22.86%) respondents use monthly, whereas, 7 (10 %) respondents use quarterly. It can be seen from the table that majority of the users use the library weekly to get the new arrivals, to return the study materials and at the same time, to get new study materials.

Table 4: Awareness of electronic information resources

Awareness of EIR	No. of Respondents	Percentage
Yes	63	90 %
No	7	10 %
Total	70	100%

For efficient and effective utilization of electronic information resources, awareness is a key factor which shall enable a user to know where, how and when to access the information. Faculty members were asked whether they are aware of electronic information resources. The majority of the respondents 63 (90 %) are aware of the EIR, on the other hand, 7 (10 %) of the faculty members were not aware of EIR.

Table 5: Place of access to electronic information resources

Place of accessing EIR	No. of Respondents	Percentage
Library	31	26.96%
Department	55	47.82%
Home	12	10.43%
Computer lab	12	10.43%
Cyber café	5	4.35%

The respondents were asked to furnish the information regarding the place from where they access EIR. Their responses in this regards are presented in table 5. It shows that majority of faculty members, 55(47.82%) access in their respective department, 31 (26.96) access from library, 12(10.43%) home and computer lab, 5(4.35%) being the least is cyber café. Maximum faculty members prefer to access the e- resources from the department as the similar facilities are available in their respective departments, hence they need not go to bother to the library.

Table 6: Sources through which existence of EIR is known

Sources	No. of Respondents	Percentage
Guidance from friends/colleagues	47	32.64%
Self-instructions	36	25%
Trial and error	20	13.89%
Guidance from library staff	22	15.28%

The table6 reveals that, 47 (32.64%) of the respondents choose E-Resources for their study by the guidance from friends/ colleagues. And 36(25%) of the respondents are following self -instruction to choose E-Resources for their research, 22(15.28%) respondents are satisfied with the guidance provided by the library staff, 19(13.19) are trained by orientation offered by the library, About 20 (13.89%) are following Trial and Error method to choose E-Resources. most of the faculty members are young upcoming professors who are doing their research in their various departments and thus are made aware about the existence of EIR by their friends.

Table 7: Purpose of using EIR

Purpose of using EIR	No. of Respondents	Percentage
Teaching purpose	57	24.15%
Research purpose	63	26.69%
Finding relevant information in the area of specialization	45	19.07%
Getting correct information	33	13.98%
Keeping up to date subject information	38	16.10%

From the table 7 it is clear that most of the respondents, 63(26.69%) use E-Resources for their research purpose. Whereas, 57(24.15%) of the respondents use for teaching purpose. About

45(19.07%) finding relevant information in the area of specialization, 38(16.10%) for keeping up to date subject information, while the least respondents i.e. 33(13.98) forgetting correct information.

Table 8: Problems faced while accessing EIR

Problems	No. of Respondents	Percentage
Lack of training	25	35.71%
Overload of work	40	57.14%
Lack of awareness	14	20%
Preference to print materials	6	8.57%
Lack infrastructure facilities	14	20%

The respondents were asked to give opinion about problems faced while accessing e-resources, 40 (57.14%) respondents are facing overload of work, 25(35.71%) face lack of training, 14(20%) lack of awareness and lack of infrastructure facilities, least respondents were 6(8.57%) preferred print materials. Overload of work especially in teaching, research, administrative work, seminar and conference preparations and paper writing needs much attention.

Table 9: Problem faced while using EIR

Problems	No. of Respondents	percentage
Slow access	47	38.84%
Taking too long to download	35	28.93%
Difficulty in finding relevant information	22	18.18%
Too much information retrieval	15	12.39%
Lack of IT knowledge	2	1.65%

The respondents were asked to give opinion about problems they face while using e-resources, 47 (38.84%) respondents are facing slow access speed, whereas 35 (28.93%) are troubled by taking too long time for download, 22 (18.18%) respondents are facing difficulty in finding relevant information, 15 (12.39%) respondents opine that too much information retrieved, 2 (1.65%) of the respondents say Lack of IT knowledge hinders for their use of e-resources. Slow internet connectivity, old computer systems restrains users from getting quick information as it becomes slow in access and on the other hand, massive information that need to be filtered to get the desired information are the problems users do face while they access EIR.

Table 10: Frequency of use of EIR for teaching and research

Frequency	No. of Respondents	Percentage
Daily	35	50%
Weekly	10	14.49%
monthly	1	1.45%
occasionally	23	33.33%

The table identifies that, of the total 70 respondents, 35 (50.72%) respondents use E-resources daily, and 23 (33.33%) use occasionally, followed by 10 (14.49%) respondents use weekly, 1 (1.45%) respondent use monthly.

Table 11: Areas of training preferred by the respondents

Areas of training	No. of Respondents	Percentage
Library workshops	30	42.86%
Computer assisting instructions	25	35.71%
Printed instruction	9	12.86%
One on one instruction	7	10%
Library orientation	18	25.71%
Classroom discussions	21	30%
No training needed	9	12.86%

The respondents were asked whether they required training on how to use EIR. Table 11 indicates that 30(42.86%) of the respondents being the majority preferred library workshops training,25(35,71%) preferred computer assisting instructions 21(30%) preferred classroom discussions,18 (25.71%)of the respondents preferred library orientation,9(12.86%) respondents preferred printed instruction and no training finally,7(10%) preferred one on one instructions.

Table 12: Mode of getting updated information about changes on EIR

Mode	No. of Respondents	Percentage
Verbal communication by library staff	20	28.57%

Through email	36	51.43%
Through library home page	23	32.86%
Through friends	28	40%
Don't get update	7	10%

The faculty members were asked to state the mode through which they get the updated information regarding changes on EIR. The table 12 shows that majority of the faculty members, 36(51.43%) get information about changes on EIR through email, 28(40%) through friends, 23 (32.86%) through library home page, 20(28.57%) through verbal communication with library staff and 7(10%) of the respondents don't get information about changes on update of EIR and thus through email and library home page, changes on EIR are known as majority of the faculty members are most of the time visits library home and also gets alerts about the new arrivals by email thus makes them to be aware of any change in the library collection.

SUGGESTIONS

- Use of EIR is not up to the mark as not all the faculty members are using them in their day today teaching work. To ensure effective use of EIR, university should organize orientation Programme to the faculty members at regular intervals to ensure that they are well equipped with the latest changes in technology as change is inevitable.

- Study reveals that faculty members faces lots of problems when using and accessing EIR like slow access, taking too long to access and download, lack of infrastructure facilities and preference to print materials. To ensure that the faculty members work efficiently, University management authorities should get new desk tops and laptops to the faculty members so that they will easily get their works done as they are faster than the old computers which are found in the departments whose working conditions are not good.

- It is evidence from the study that faculty members do face difficulty in finding out the relevant information they need for their work due to mass information retrieval, thus there's a need for the faculty members to enroll for MOOC (massive open online course) to get the latest knowledge in Information pertaining popular and latest websites in science with their URL and learn on quick way to access to information.

- Study reveals that faculty members do not get all the information they needs due to lack of subscription by the university to various national and international journals and thus calls for library staff management to get into more current consortium Programme and to include more EIR in international and national levels.

- Research is a continuous process that results into new ideas, innovations and discoveries and to ensure that faculty members are not left behind in the acquaintance of the newly outcomes of research in their area of interest, information pertaining popular and latest websites in science with their address should be displayed for quick use and updates of the newly information resources.

CONCLUSION

Today the availability of Electronic Information resources in university libraries is very common. But their proper and maximum use is a matter of concern. The primary purpose of university library is to support teaching, learning and research in ways which are consistent with and supportive of the instruction's mission and goals. Library resources and services should be sufficient in quality, diversity and current to support the institution's curriculum thus making a library to be a resource Center of an academic institution. However, university of Shivaji is facing critical challenges in meeting the new demands of the twenty first century with its ever increasing population growth, inadequate library facility, resources and insufficient funding. The growth of research in all field of human endeavor is becoming increasingly detailed and sophisticated, thus the faculty members have realized that the library has great role to play in the provision of information necessary for their day to day research. As a result of this, the library acts as a medium of getting the latest scientific and technological information in electronic and printed format. Awareness on access to electronic resources and web is needed to ensure that the right information to the right user is achieved to save the time of user.

Electronic information resources have opened many exciting opportunities and potentials for faculty members. Nevertheless, electronic information resources are expensive to be acquired. The present study conclude that the use of e-resources by faculty members of science and technology in Shivaji university is common and majority of the faculty members depend on the use of e-resources to enhance

their teaching, their research, keeping themselves updated and for getting the right and correct information. There is a need to enhance the use of electronic information resources among the entire users through the awareness means and library orientation programmers thus calls for a collectiveness role of the faculty and library staff to work hand in hand to ensure that resources meet the right user by ensuring that faculty members enrolls for short term courses which should enable them to be updated on the various recent research in their areas.

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