



UTILIZATION AND AWARENESS OF ELECTRONIC RESOURCES AMONG THE FACULTY MEMBERS AND STUDENTS IN THE KSR INSTITUTE FOR ENGINEERING AND TECHNOLOGY, TIRUCHENGODE: A CASE STUDY

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ABSTRACT

Libraries are essential to expanding our knowledge. Libraries function in a digital world these days. E-resources contribute to the growth of knowledge. OPACs facilitate easy access to library resources. Electronic resources have the potential to significantly influence our future as technology develops further. A standardized questionnaire was employed by the researcher to collect data from the faculty members and students. 136 valid responses were received out of 167 surveys that were distributed, yielding an 81% response rate. In this investigation, a random sample method was applied. The obtained data was examined using Excel software. Of the sample size used in this study, 89 (65.4%) are students and 47 (34.6%) are faculty members. The majority of the faculty members and students are aware about the e-resources 101(74.3%). Majority of the faculty members and students are used e-learning materials for their needs and purposes 95(69.9%). Majority of the faculty members and students are used e-resources to keep their knowledge in the current situations 32(23.5%). The majority of the faculty members and students are used the e-resources in daily basis 69(50.7%). The majority of the faculty members and students are fully satisfied while using the e-resources 70 (51.4%). The research paper clearly deals with the Utilization and Awareness of Electronic Resources among the Faculty Members and Students in the KSR Institute for Engineering and Technology, Tiruchengode: A Case Study.

Keywords: Electronic Resources, Awareness, Faculty Members, Students, Utilization.

INTRODUCTION

The internet makes it possible to access unlimited sources of information. Search engines are constantly being developed to help users find what they are looking for. The internet makes it easier and more efficient to access large amounts of data, saving time and money. It also makes it possible to consult multiple experts with a single request (through discussion groups) and more

independent from certain times and locations for information searching. Technology has permeated all aspects of life. Librarians use information technology to provide better services and meet diverse user needs. Libraries have turned into digital or virtual libraries where books, journals and magazines have been transformed into electronic books, electronic journals and electronic zones. The global dissemination of information has made electronic resources easy to access even in remote areas Thanuskodi, S. (2011). The electronic resources solve storage issues and thus control the flow of information. Electronic resources have grown in importance within academic library collections during the past ten years. This is because of how IT is always evolving and how it affects library collection development policies as a result of users' shifting needs for precise and thorough information in a timely manner. Traditional libraries are gradually switching from print documents to electronic resources due to the increasing popularity of e-resources, where access to information is valued more than ownership. This has forced libraries to reconsider how their collection development processes operate.

The physical layout of a modern library has been modified to make room for the extra technology required to give patrons the sophisticated tools they need to make effective use of the resources available Hiremath M. B., Kenchakkanavar, A. Y., & Shirur (2023). Library and satisfy their demand for information. It is also recommended that professionals in library and information science (LIS) acquire the ICT application skills and competencies required to maximize the use of electronic information resources and services. However, undergraduate students' (Yusof 2021) reading preferences are changing from print to digital sources due to technological advancements and the explosive growth of digital resources (DRs). DRs are defined here as those that are exclusively accessible through Internet-connected devices. Digital versions of the documents are also accessible. Websites, online course materials, databases, e-books, e-reports, and instructional films are a few examples (Ambrose et al., 2021).

RELATED WORKS

Ogunbodede and Sawyerr-George (2023) DRs and Reading Habits among University Students in Nigeria: a descriptive survey design All Nigerian university students were included in the study population An online questionnaire was used to collect data 2 Experts in research methodology and education technology verified the questionnaire 412 Nigerian university students answered the questionnaire and served as a sample for the study Fox et al., 2007, proposed 384 samples out of an infinite population range to justify the sample size Cronbach's alpha was used to determine the reliability of the instrument Data were analyzed using frequency counts and straightforward percentages Statistical Product and Service Solutions version 23 was used to generate the mean and standard deviation Pearson's product-moments correlation coefficient was used to test the hypotheses at the level of 0.05. The findings showed that the majority of the university students were using DRs Daily and that they were mainly using the Internet. They also found that DRs had a positive impact on the students' reading habits. The hypothesis testing showed that there was a strong relationship between DRs usage and reading habits in Nigerian universities. Based on the findings, the researchers proposed that the university administration should continue to provide Internet service and computers to the students to allow them to continue using DRs to enhance their learning.

Hunde, Demsash and Walle (2023) the way that educators and students receive and process information has changed as a result of the use of information and communication technologies.

These technologies have been applied to support learning in a variety of ways. The process of teaching and learning remotely using electronic media is known as electronic learning, or e-learning. Students at universities are voracious readers who are keen to learn about novel theories, notions, innovations, and techniques for acquiring information. Thus, the purpose of this study was to evaluate students' behavioral intention to use an e-learning system at Mettu University in southwest Ethiopia, as well as the factors that are related to it.

Papanna (2023) College libraries play an important role in the development of the entire college from the perspective of students and teachers. First class colleges have large number of undergraduate and graduate students. In college libraries, information resources are used for teaching, research, and publishing, storing knowledge and ideas and communication. In this post, we will talk about the usage of print and electronic information resources in first class college libraries in Chitradurga district of Karnataka. The questionnaire was designed with information sources and library users in mind. It was sent to several first class colleges in Karnataka. The collected data was analysed in a statistical manner. The survey found that the vast majority of users (295 / 30.1%) respond using internet access, while the remaining (271 / 27.5%) use it for current knowledge. The system ignored the presence of printed books with lesser daily access to the library.

Thanuskodi (2011) IT has created a new challenge for the libraries. IT has had a huge effect on the services provided by the libraries. IT is used by the libraries to provide better services and meet diverse user needs. Libraries have become digital and virtual. Books, journals and magazines have changed into electronic books, electronic journals, electronic zines, etc. This has led to the global spread of information. Electronic resources are easy to access even in remote areas. Electronic resources solve storage problems and control the flow of information. Printing sources are digitised. Therefore, there is a strong need to study the use of electronic resources and identify the factors that prevent their use. The present study aims to study the e-resource usage at the Dr T. P.M. library, madurai Camaraj University. The study revealed that MPhil student respondents ranked first in terms of their overall methods for searching e-resources. Postgraduate student respondents ranked second, and PhD Scholar respondents ranked last. The study confirmed that the respondents were familiar with the e-resource and various types such as e-database, electronic journals, etc.

Burhansab, Batcha and Ahmad (2021) this study looked at how library users use electronic resources/information in selected colleges of the University of Solapur. The purpose of the study was to understand the awareness and usage of electronic resources, the perceived reliance, the benefits and the impact of using electronic resources on the research activities. The survey design was based on a questionnaire schedule, which collected data from 1022 users in selected college libraries of the University. The results showed that the majority of users from aided colleges (38%), self financing colleges (28.3%), engineering colleges (43%), education colleges (53.2%) and pharmacy colleges (23.4%) spend 1-2 hours in libraries, 40.8% visit college libraries to issue/return books, and the second device used for accessing e-resources was the mobile phone (33.9%). When analyzing the frequency of visit to the entire college libraries, users preferred to visit the library once in three days (27.2%). The majority of web technologies are not used by the majority of users due to lack of awareness, training, etc., as evidenced by the fact that 24.7% of users from aided colleges acknowledge knowing about the library's services

from the website, compared to 8.5% of users in self-finance colleges and 56.4% of users in pharmacy colleges who know about the services from friends.

Bentil, Liew And Chawner (2022) The use of electronic resources in academic libraries has become a global phenomenon as a result of technological advances. These resources are changing the needs of library users and the role of librarians. While there is a lot of literature on how to manage and use electronic resources in academic institutions, few researchers have looked at how these two concepts relate to each other in a comprehensive way. Previous studies have only looked at how to manage or use electronic resources as separate concepts. In this study, we investigate how they are managed and used in academic libraries across four institutions in Ghana. The goal of this study is to provide better advice for practice. We used a mixed methods design and interviewed 24 library staff and 3 library consortium executives. Faculty members and postgraduate students from 4 institutions were also surveyed. Our findings demonstrate how the different aspects of managing and using electronic resources interact with each other in various ways.

Hiremath, Kenchakkanavar and Shirur (2023) The e-resource lifecycle, especially in academic institutions, starts with discovery and identification of resources, progresses to trial access, selection of specific resources from a variety of other sources, and then acquisition of library space and specific resources. We congratulate our users for accessing these resources and follow up with research into their use of these resources to continue their use. In between, the heavy lifting is the check of license agreements and record keeping. All of these processes are time consuming and require a great deal of effort. This hard work has prompted librarians to look for systems that can save time and enable efficient management of e-resource. This paper explores the origin of ERMS as well as the available ERMS in the digital library landscape.

ELECTRONIC RESOURCES

Any resource that delivers a collection of data and is computer-accessible is considered an electronic resource. This includes text resources such as entire text bases, electronic journals, image collections, and other multimedia products, as well as numerical, graphical, and time-based resources. It also includes any commercially available title that has been published with the intention of being marketed. These can be sent via the Internet, CD-ROM, tape, or another medium. It is now possible to create and distribute documents electronically thanks to the development of various techniques and related standards over the last few years.

Therefore, in order to deal with the current situation, Librarians are moving towards new media for their collection development so that user's documents are fulfilled better. The e-resource on magnetic or optical media has a huge impact on University libraries collections. They are more useful because of their inherent capabilities for manipulating and searching. Providing information access is more cost-effective than acquiring information resources. Saving on storage and maintenance. In some cases, the only alternative is the electronic form.

NEED OF THE STUDY

All academic activities depend on the library and the availability of library and information resources. Information resources must be made available, and users must have access to a variety of information resource categories, especially within their area of expertise, for effective

teaching, learning, and research to occur. A person's capacity increases their body of knowledge, putting them ahead of obstacles they may encounter when sharing knowledge. The research validates the accessibility of information resources, the degree of contentment and intent behind library use, and the utilization and awareness of digital resources by patrons.

SIGNIFICANCE OF THE STUDY

The two most expensive items are data and information, which are essential to any country's development. In this sense, information serves as a useful resource for our day-to-day activities and provides actionable insight. The main goals of the current study are to gather information about the availability of information resources, the degree of user satisfaction and the reason behind library use, and how users in the study area of electronic resources.

OBJECTIVES OF THIS STUDY

- ❖ To gauge how satisfied patrons are with the electronic resources and services available in their libraries.
- ❖ To learn what users think about information literacy and user education in relation to electronic resources and services.
- ❖ To determine the issues users encounter when utilizing electronic resources and services.
- ❖ To know the awareness about the e- resources among the faculty members and students.

METHODS AND METHODOLOGY

Books, journals, and other websites were used to gather secondary data, while questionnaires were used to gather primary data. A standardized questionnaire was employed by the researcher to collect data from the faculty members and students. 136 valid responses were received out of 167 surveys that were distributed, yielding an 81% response rate. In this investigation, a random sample method was applied. The obtained data was examined using Excel software.

DATA ANALYSIS AND INTERPRETATION

Table 1 Sample size of Respondents

S.No	Type of Respondents	No.of.Respondents	Percentage
1	Faculty	47	34.6
2	Students	89	65.4
Total		136	100.00

Table 1 unequivocally demonstrates that the sample size for this study was determined by random sampling. Of the sample size used in this study, 89 (65.4%) are students and 47 (34.6%) are faculty members.

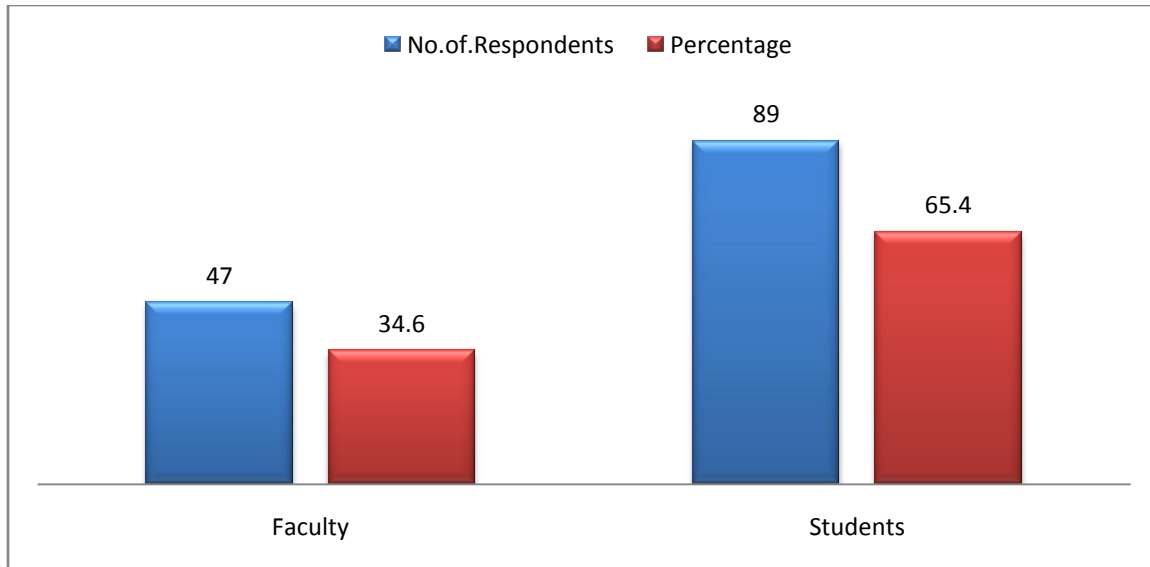


Fig 1: Sample size of Respondents

Table 2 Awareness about E-resources among Faculty members and Students

Expression	Faculty	Staff	Total	Percentage
Yes	34	67	101	74.3
No	13	22	35	25.7
Total	47	89	136	100.00

Table 2 clearly shows awareness about E-resources among faculty members and students. The majority of the faculty members and students are aware about the e-resources 101(74.3%). 35(25.7%) are not aware about the e-resources.

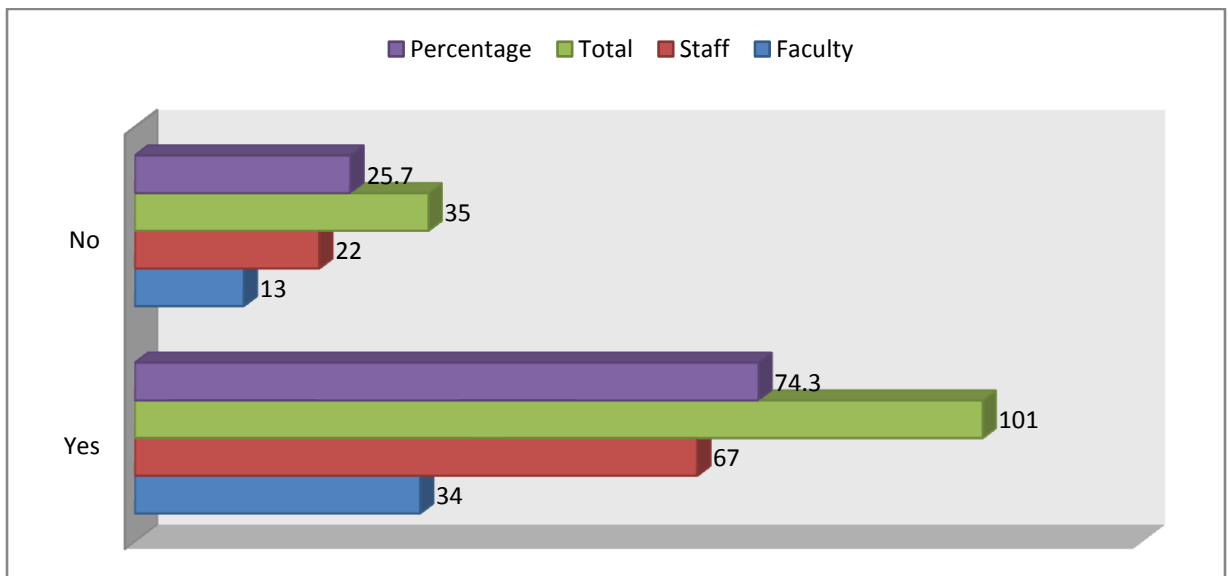


Fig 2: Awareness about E-resources among Faculty members and Students

Table 3 Utilization of E-Resources among Faculty Members and Students

E-resources	Faculty	Student	Total	Percentage
E-Journals	36	53	89	65.44
E-Books	27	41	68	50
E-Technical Reports	24	7	31	22.8
E-Conference Proceedings	29	16	75	55.1
E-Learning Materials	34	61	95	69.9
E-Databases	21	43	64	47.05
E-Thesis and Dissertations	39	-	39	28.7
E-patents	28	-	28	20.5
Open Source Literature	19	31	50	36.8
E-Reference Resources	22	47	69	50.7

Table 3 clearly shows that, utilization of e-resources among the faculty members and students. Majority of the faculty members and students are used e-learning materials for their needs and purposes 95(69.9%), followed by e-journals 89(65.44%), E-Conference Proceedings 75(55.1%), E-Reference Resources 69 (50.7%), e-books 68(50%), E-Databases 64 (47.05%), Open Source Literature 50 (36.8%), E-Thesis and Dissertations 39 (28.7%), E-Technical Reports 31 (22.8%) and least E-patents 28 (20.5%) utilized by faculty members and students.

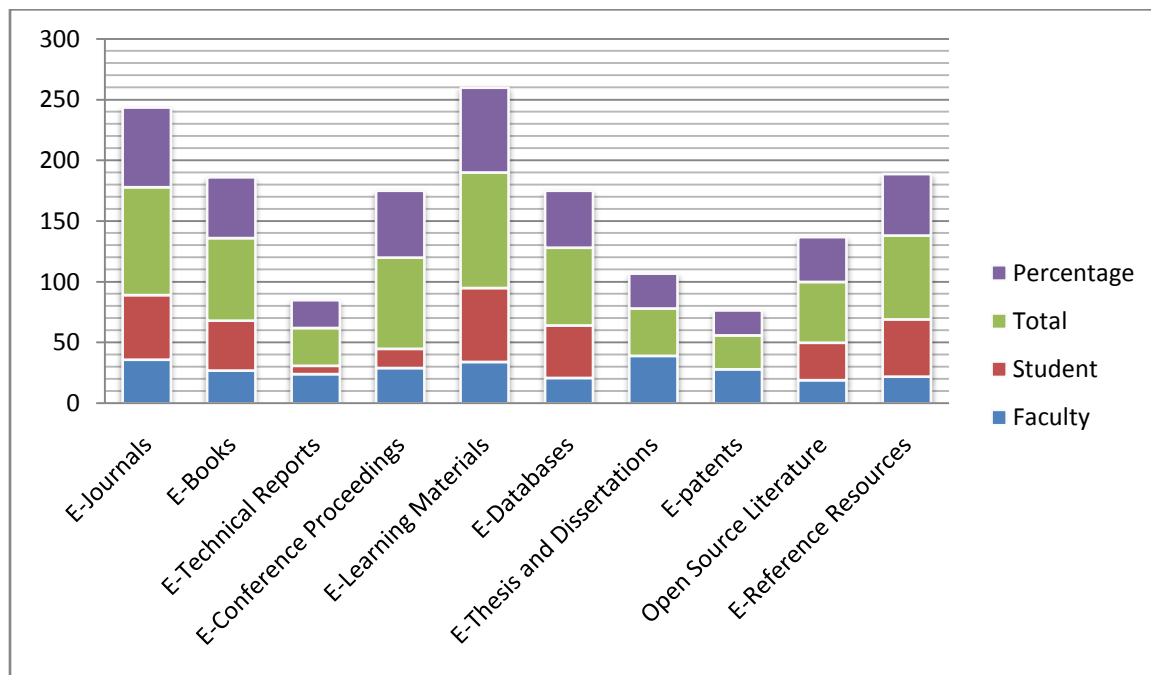


Fig 3: Utilization of E-Resources among Faculty Members and Students.

Table 4: Reasons for using e-resources among faculty members and students

Reasons	Faculty	Students	Total	Percentage
To keep knowledge current	13	19	32	23.5
To become prepared to do coursework	9	21	30	22.1
Self-Refinement	3	16	19	14
Publishing Journal article	11	13	24	17.6
Work on Projects	4	20	24	17.6
For Thesis and Dissertations	7	-	7	5.1
Total	47	89	136	100.00

Table 4 clearly shows that, the reasons for using e-resources. Majority of the faculty members and students are used e-resources to keep their knowledge in the current situations 32(23.5%). Followed by to become prepared to do coursework 30 (22.1%), Publishing Journal article 24 (17.6%), Work on Projects 24 (17.6%), Self-Refinement 19 (14%) and faculty members used Thesis and Dissertations for research related works 7 (5.1%).

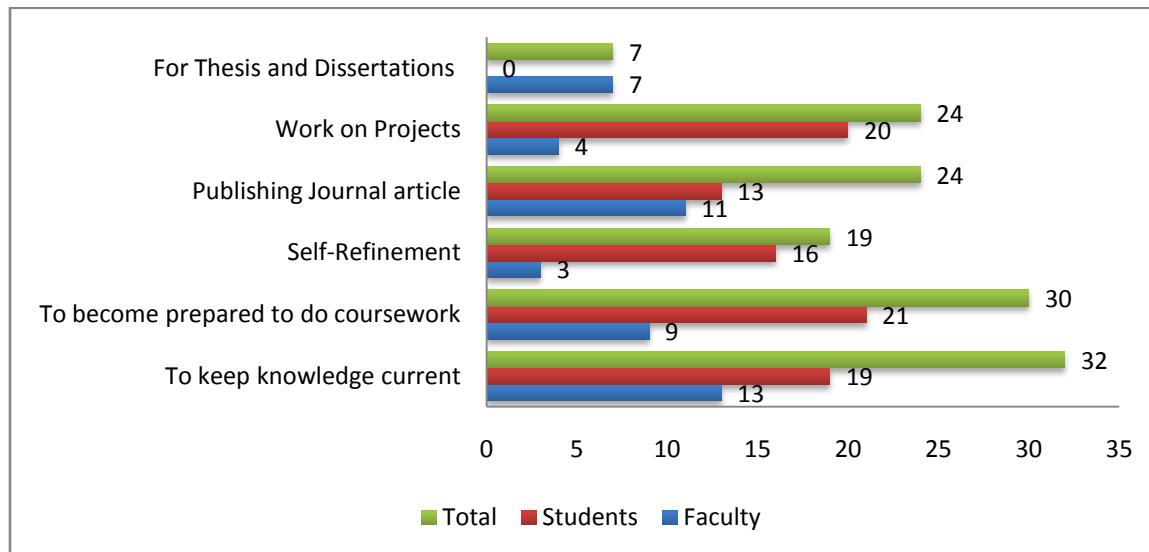


Fig 4: Reasons for using e-resources among faculty members and students

Table 5 Frequency in utilization of e-resources among the faculty members and students

Frequency	Faculty	Student	Total	Percentage
Daily	17	52	69	50.7
Weekly	14	10	24	17.6
Monthly	6	20	26	19.2
Never	10	7	17	12.5
Total	47	89	136	100.00

Table 5 clearly shows the Frequency in utilization of e-resources among the faculty members and students. The majority of the faculty members and students are used the e-resources in daily basis 69(50.7%). Followed by monthly 26(19.2%), weekly 24 (17.6%). 17 (12.5%) of the faculty members and students are never used the e-resources.

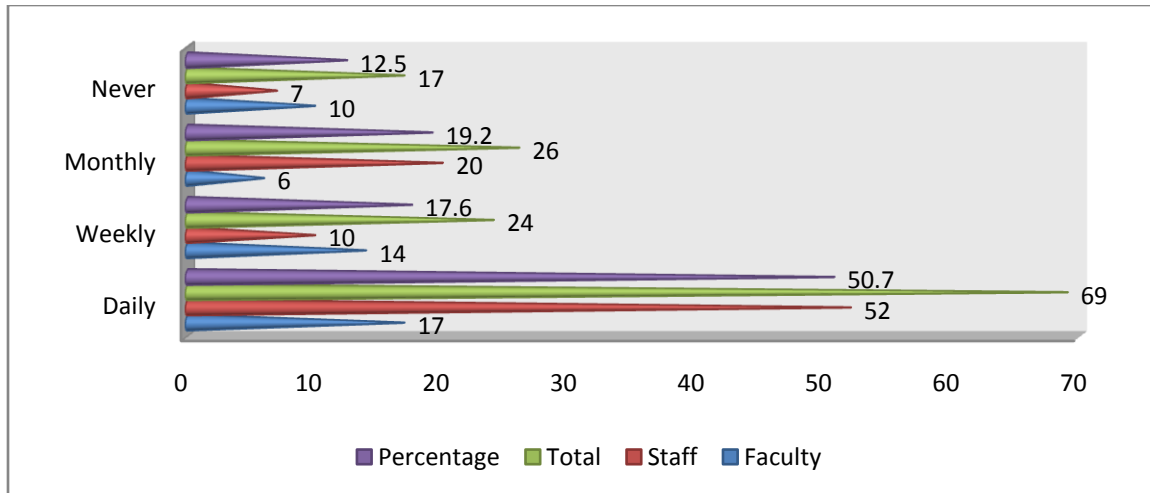


Fig 5: Frequency in utilization of e-resources among the faculty members and students

Table 6 Satisfactory level of e-resources among faculty members and students

Satisfactory level	Faculty	Students	Total	Percentage
Fully satisfied	27	43	70	51.4
Satisfied	14	25	39	28.7
Not satisfied	6	21	27	19.9
Total	47	89	136	100.00

Table 6 clearly shows the satisfactory level of e-resources among faculty members and students. The majority of the faculty members and students are fully satisfied while using the e-resources 70 (51.4%). Followed by satisfied 39 (28.7%) and 27 (19.9%) of the faculty members and students are not satisfied while using the e-resources.

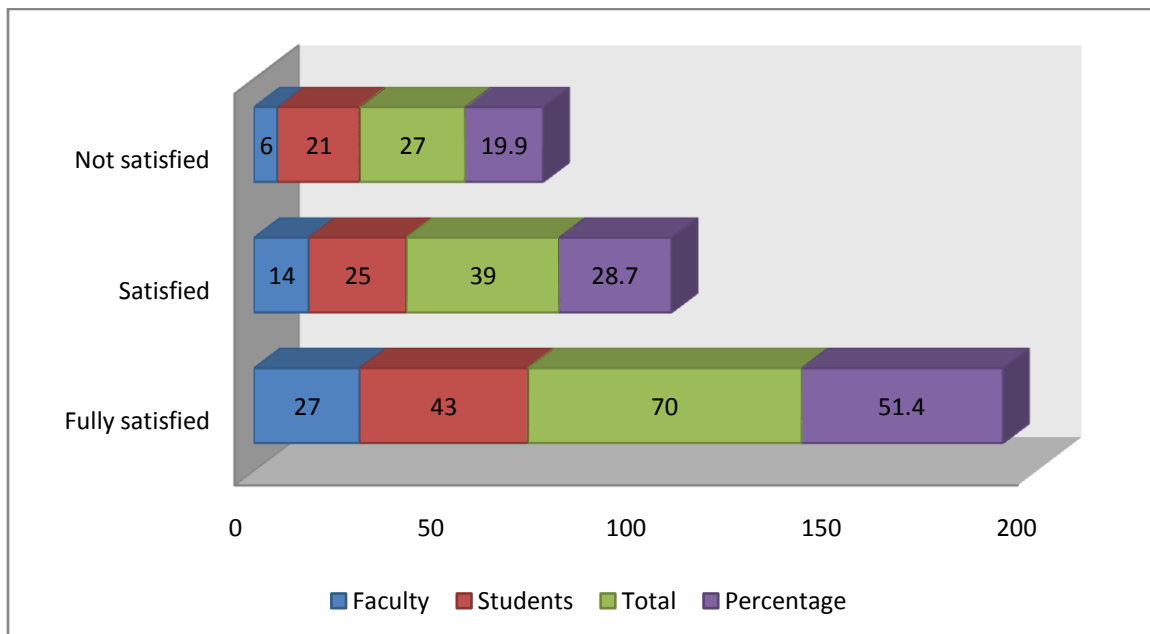


Fig 6: Satisfactory level of e-resources among faculty members and students

FINDINGS

- ❖ Of the sample size used in this study, 89 (65.4%) are students and 47 (34.6%) are faculty members.
- ❖ The majority of the faculty members and students are aware about the e-resources 101(74.3%).
- ❖ Majority of the faculty members and students are used e-learning materials for their needs and purposes 95(69.9%).
- ❖ Majority of the faculty members and students are used e-resources to keep their knowledge in the current situations 32(23.5%).
- ❖ The majority of the faculty members and students are used the e-resources in daily basis 69(50.7%).
- ❖ The majority of the faculty members and students are fully satisfied while using the e-resources 70 (51.4%).

CONCLUSION

High-quality e-content databases are essential for libraries to facilitate faculty and student learning and teaching. Any institution's library must offer the resources users require in the terms they require. In a different section, users believe that the institution library's ability to meet their needs depends equally on its physical resources and its electronic resources. Librarians make sure that there are staff members available to assist patrons in obtaining the correct educational resources they require. One of the primary tools for offering the library's patrons high-quality e-content services is to reconstruct the digital library setup.

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