Use and User Perception of Electronic Information Resources: A Case Study of Siva Institute of Frontier Technology, India

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ABSTRACT: The present study aims to explore the use and user perception of electronic resources in Siva Institute of Frontier Technology, India. A total number of 123 users were taken into account for the study through a questionnaire-based survey method. A well-structured questionnaire was designed and distributed to the selected 200 students and staff members. 123 copies of the questionnaires were returned dully filled in and the overall response rate was 61.50 percent. The questionnaire contained both open- and close-ended questions. The collected data were classified, analyzed, and tabulated by using simple statistical methods. This study covers the impact of electronic resources on students and faculty in their academic pursuit.

I. Introduction

Siva Institute of Frontier Technology (SIFT) is located at Vengal Village near Periyapalayam, Thiruvallur District, Chennai in Tamil Nadu, India. It is affiliated with Anna University, Chennai, and accredited by The All India Council for Technical Education (AICTE). The institute opened in 2010 with seven undergraduate departments, viz., Computer Science Engineering, Electronics & Communication Engineering, Electrical and Electronics Engineering, Mechanical Engineering, Automobile Engineering, Civil Engineering, and Information Technology plus one MBA (postgraduate) department.

The Central Library of SIFT is the main library, situated in a separate building on campus, called the Library Block. On the ground floor is the Undergraduate Library where the collections are shelved. On the first floor are the Postgraduate Library, Digital Library, and Computer Room for accessing digital information resources.

There are quite a few relevant studies on the information seeking behavior of students, teachers, and researchers in universities and research organizations. The present study is to investigate the electronic resources of information used by the students and faculty members at Siva Institute of Frontier Technology, India.

II. Objectives of the Study

The present study was conducted to find out the awareness and use pattern of library digital information resources and services by students and faculty members of Siva Institute of Frontier Technology, India. Specific objectives are as follows:

- To observe the use of electronic information resources by the user community
- To analyze the purpose of electronic resources use
- To examine the frequency of library online resources used
- To study the quantum of time spent for using electronic resources
- To identify the problems faced by respondents while using electronic resources
- To suggest improvement measures based on the findings of the study

III. Literature Review

Adebayo (2013) ‘‘examined the challenges associated with cataloguing electronic resources in six randomly selected university libraries in Southwest Nigeria” and “highlighted some challenges associated with cataloguing electronic resources such as lack of adequate physical description of some electronic resources, inadequate workflow in cataloguing sections, copyright issues among others.’’

Elavazhagan and Udayakumar (2013) ‘‘examined the exposure and measure the extent use of e-resources by the faculty members and research scholars of BITS, Pilani - Hyderabad Campus” and confirmed that “the e-resources are time saving, easy to use and handle, more informative, preferred, flexible and effective”.

Carlson and Reidy (2004) conducted a study on the effective access of teachers to digital resources and found that “84% spend less than 50% of their time using web-based resources during instructions”.

Nallathamb and Kanakaraj (2012) found that the “majority of the respondent in the engineering colleges have used electronic resources daily.’’

Sivasubramaniyan and Sadik Batcha (2012) discovered that “the uses of e-resources are very common among the faculty members of Pondicherry University as well as to the faculty members who are in affiliated colleges. It was clear that majority of faculty members were dependent on e-resources to get desired and relevant information”.

Kalbande, Shinde, and Ingle (2013) surveyed 108 faculty members at the Mahatma Phule Agricultural University, India and observed that “The impact of e-resources was visible from the decrease in number of printed documents in comparison to the increase in number of electronic resources’.

Bidyut, Bajpai, and Chakraborty (2013) observed that e- resources has posed new challenges for library professionals to manage the electronic information resources properly.

Santhi, Radhakrishnan, and Swaroop (2010) examined ‘‘the relationship between computer literacy of academic staff and their use of electronic information resources” and investigated “The impact of other factors such as age, gender and educational background on the use of electronic information resources’’.

IV. Research Methodology

The present study is mainly based on the primary data collected from the faculty members and the students of Siva Institute of Frontier Technology, India. Besides, the secondary data have been collected from the sources available from the Institute and the Library. A well-structured questionnaire was designed and distributed to the selected 200 students and staff members. 123 copies of the questionnaire were returned dully filled in. The overall response rate was 61.5%. The questionnaire contained both open- and close-ended questions. The collected data were classified, analyzed, and tabulated by using simple statistical methods.

V. Data Analysis and Interpretation

The study was conducted at Siva Institute of Frontier Technology, India during the year of 2013.

Table 1. Distribution of Respondents by Gender

Gender	No. of Respondents	Percentage
Male	76	61.78
Female	47	38.22
Total	123	100

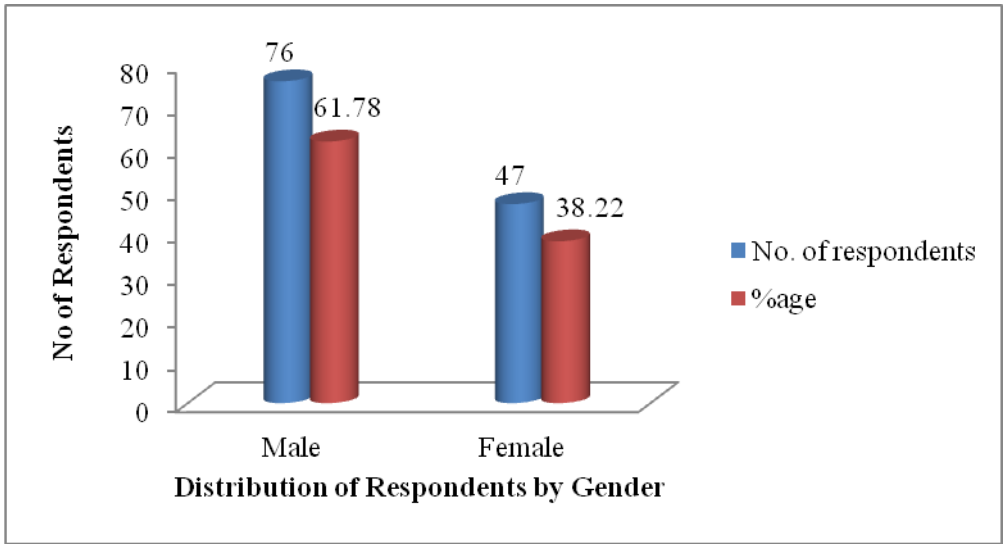

Chart 1. Distribution of Respondents by Gender

Table 1 and Chart 1 show that 76 (61.78%) respondents were male and 47 (38.22%) were female.

Table 2. User Category

User Category	No. of Respondents	Percentage
Undergraduate students	87	70.73
Postgraduate students	17	13.82
Faculty members	19	15.45
Total	123	100

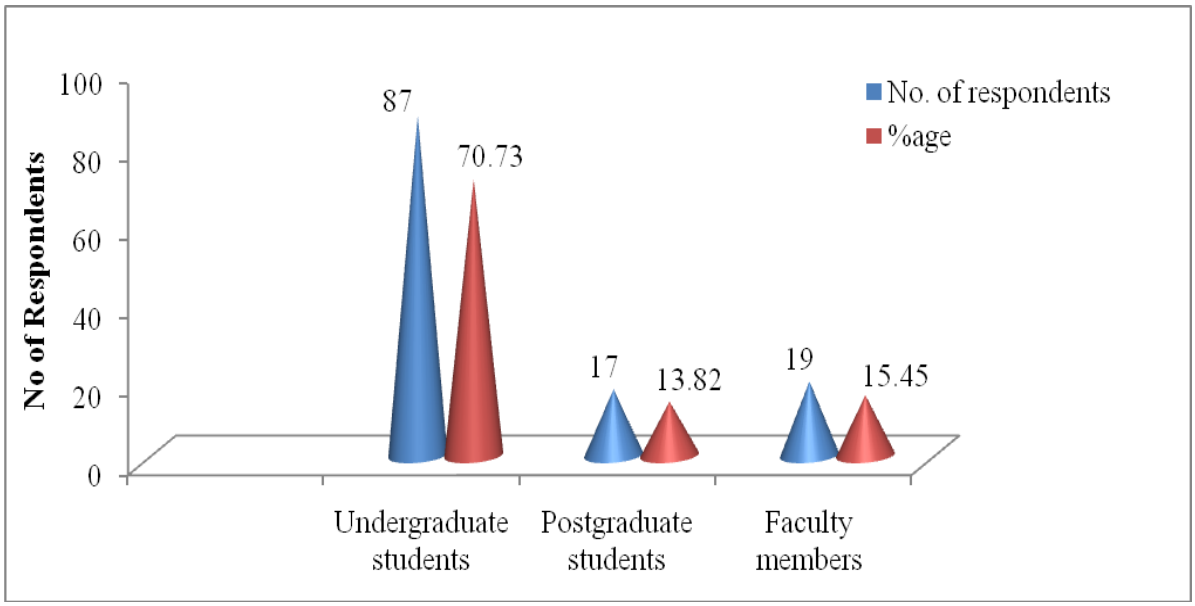

Chart 2. User Category

Table 2 and Chart 2 show that 87 (70.73%) respondents were undergraduate students, 17 (13.82%) were postgraduate students, and 19 (15.45%) were faculty members.

Table 3. Distribution of Respondents by Age

Age	No. of Respondents	Percentage
20 or younger	28	22.76
21 – 30	63	51.22
31 – 40	25	20.33
Above 40	7	5.69
Total	123	100

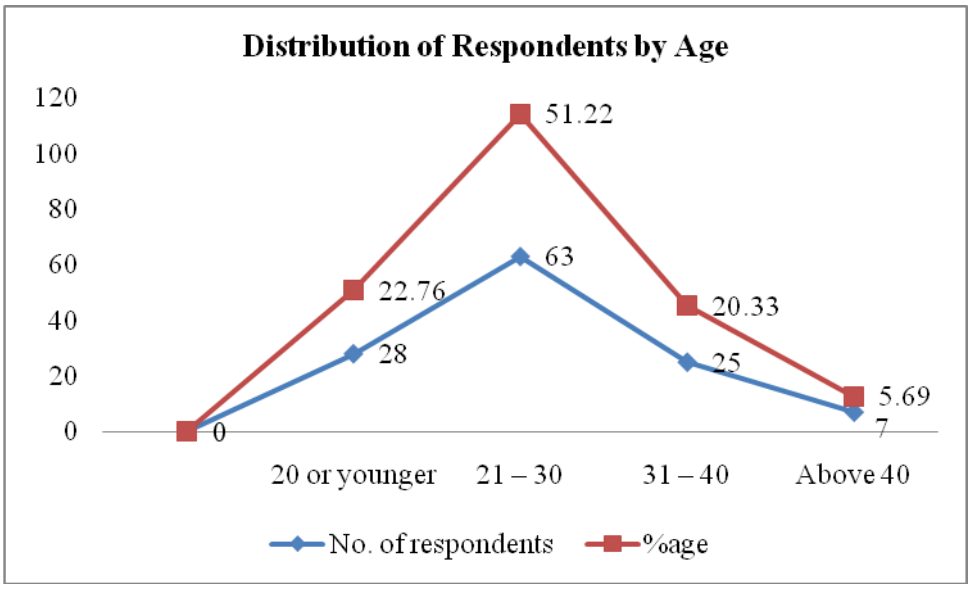

Chart 3. Distribution of Respondents by Age

Table 3 and Chart 3 show that 63 (51.22%) respondents were in the age group of 21-30, followed by 28 (22.76%) respondents 20 years old or younger, 25 (20.33%) in the age group of 31-40, and then 7 (5.69%) older than 40 years.

Table 4. Awareness of E-Resources

Response	No. of Respondents	Percentage
Yes	117	95.12
No	6	4.88
Total	123	100

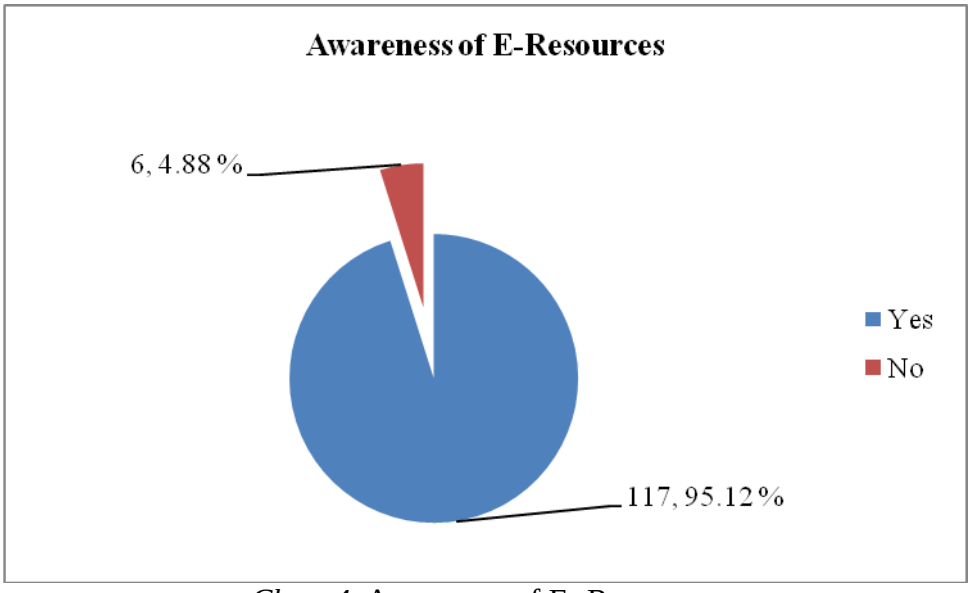

Chart 4. Awareness of E- Resources

Table 4 and Chart 4 show that 117 (95.12%) respondents were aware of the electronic resources available from the library and only 6 (4.88%) were not aware of it. It is a positive sign towards the use of the electronic resources by the SIFT user community.

Table 5. Types of E- Resources Used

E-Resources	No. of Respondents	Percentage
E-journals	32	26.01
E-books	11	8.95
E-prints	19	15.45
E-database	30	24.39
E-thesis and dissertations	25	20.32
All	6	4.88
Total	123	100

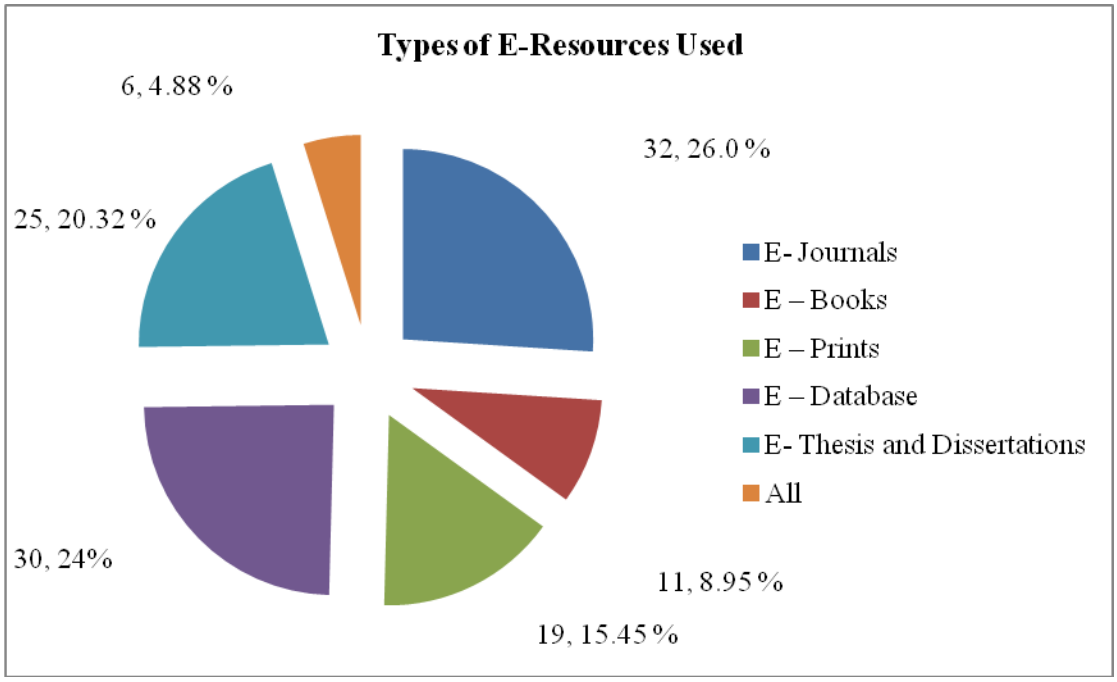

Chart 5. Types of E-Resources Used

Table 5 and Chart 5 show that E-Journals and E-Databases were the most used electronic resources by the respondents (32, 26.01%) and (30, 24.39%) respectively, followed by E-Thesis and Dissertations (25, 20.32%), E-Prints (19, 15.45%), E-Books (11, 8.95%), and All types of electronic resources (6, 4.88%).

Table 6. Frequency of Accessing E-Resources

Frequency	No. of respondents	Percentage
Everyday	36	29.26
Once a week	15	12.21
Twice a week	66	53.65

Rarely	6	4.88
Total	123	100

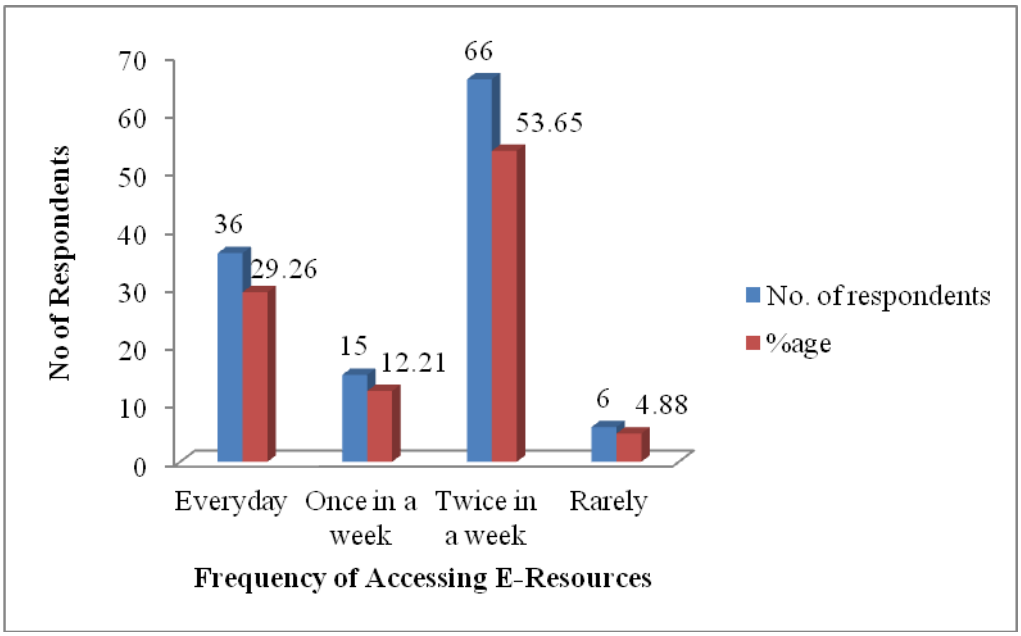

Chart 6. Frequency of Accessing E-Resources

Table 6 and Chart 6 show that the maximum 66 (53.65%) respondents accessed electronic resources twice a week, followed by 36 (29.26%) everyday, and 15 (12.21%) once a week. Only 6 (4.88%) respondents used electronic resources rarely.

Table 7. Purpose of Using E-Resources

Purpose	No. of Respondents	Percentage
To write articles	31	25.20
To prepare study notes	15	12.20
To prepare for projects	42	34.14
To prepare for seminars or conferences	17	13.82
To write book reviews	8	6.51
To obtain general knowledge	10	8.13
Total	123	100

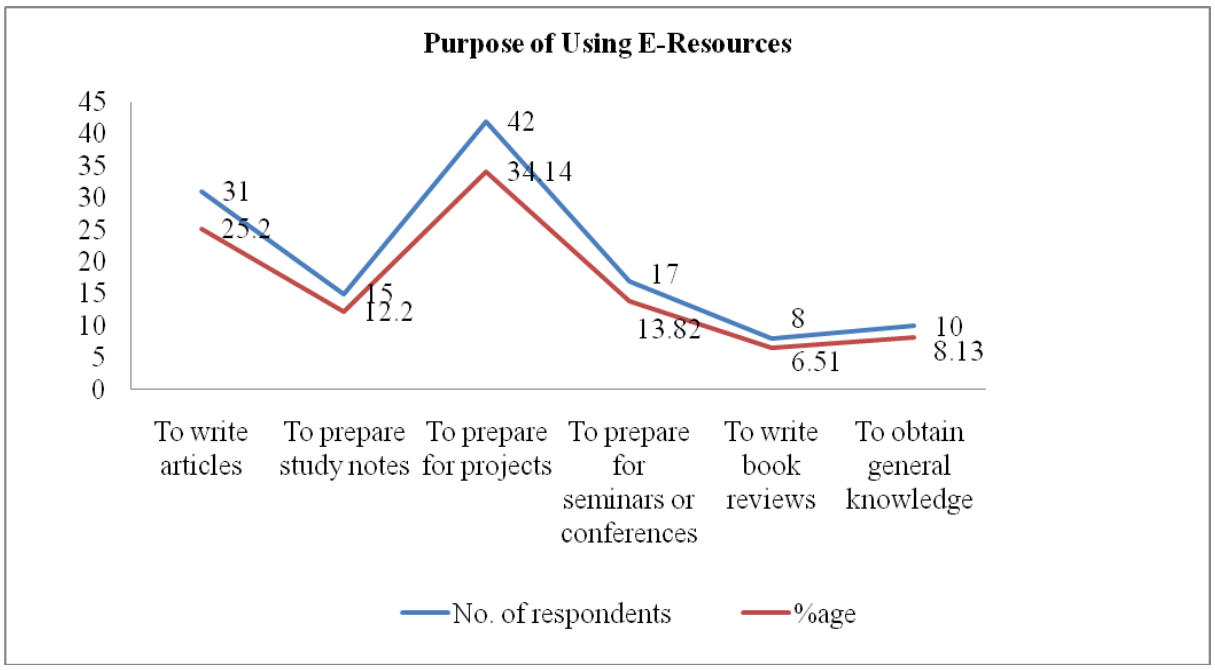

Chart 7. Purpose of Using E-Resources

Table 7 and Chart 7 show that 42 (34.14%) respondents used electronic resources to prepare for projects, followed by 31 (25.20%) to write articles, 17 (13.82%) to prepare for seminars or conferences, 15 (12.20%) to prepare study notes, and 10 (8.13%) to obtain general knowledge. Only 8 (6.51%) of respondents used electronic resources to write book reviews.

Table 8. Time Spent on Accessing E-Resources

Time Spent	No. of Respondents	Percentage
One hour	74	60.16
Two hours	31	25.20
More than two	18	14.64
Total	123	100

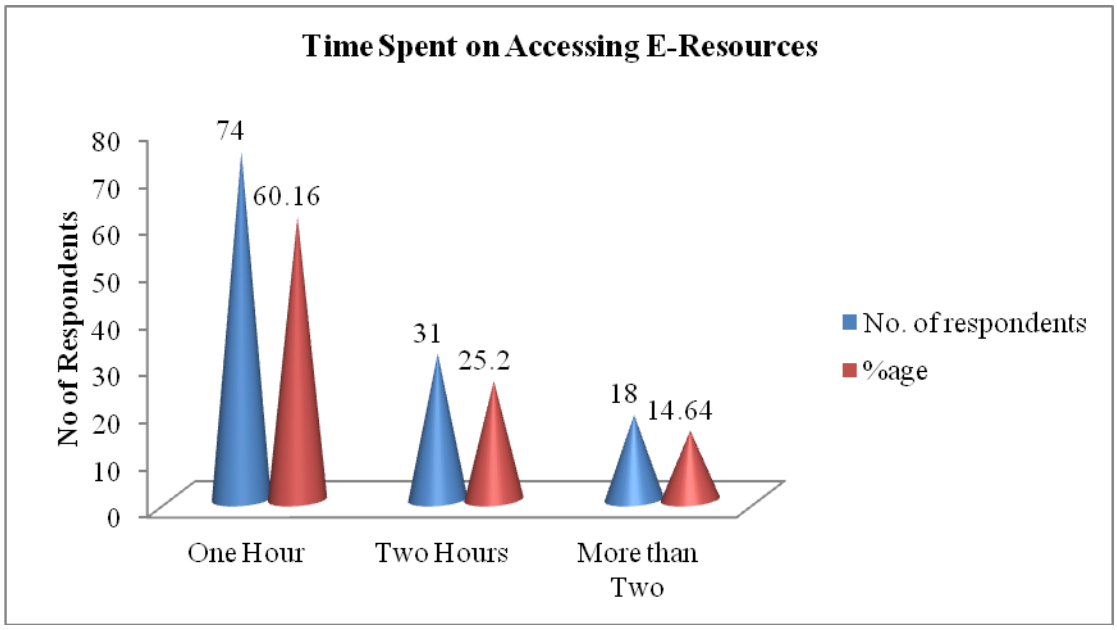

Chart 8. Time Spent on Accessing E-Resources

Table 8 and Chart 8 show that 74 (60.16%) respondents spent one hour on accessing electronic resources, followed by 31 (25.20%) spent two hours. Only 18 (14.64%) respondents spent more than two hours on accessing electronic resources.

Table 9. Sources of Information on E-Resources

Sources of Information	No. of Respondents	Percentage
Institute website	28	22.76
Official circular	9	7.32
Library notice board	32	26.01
Library professionals	54	43.91
Total	123	100

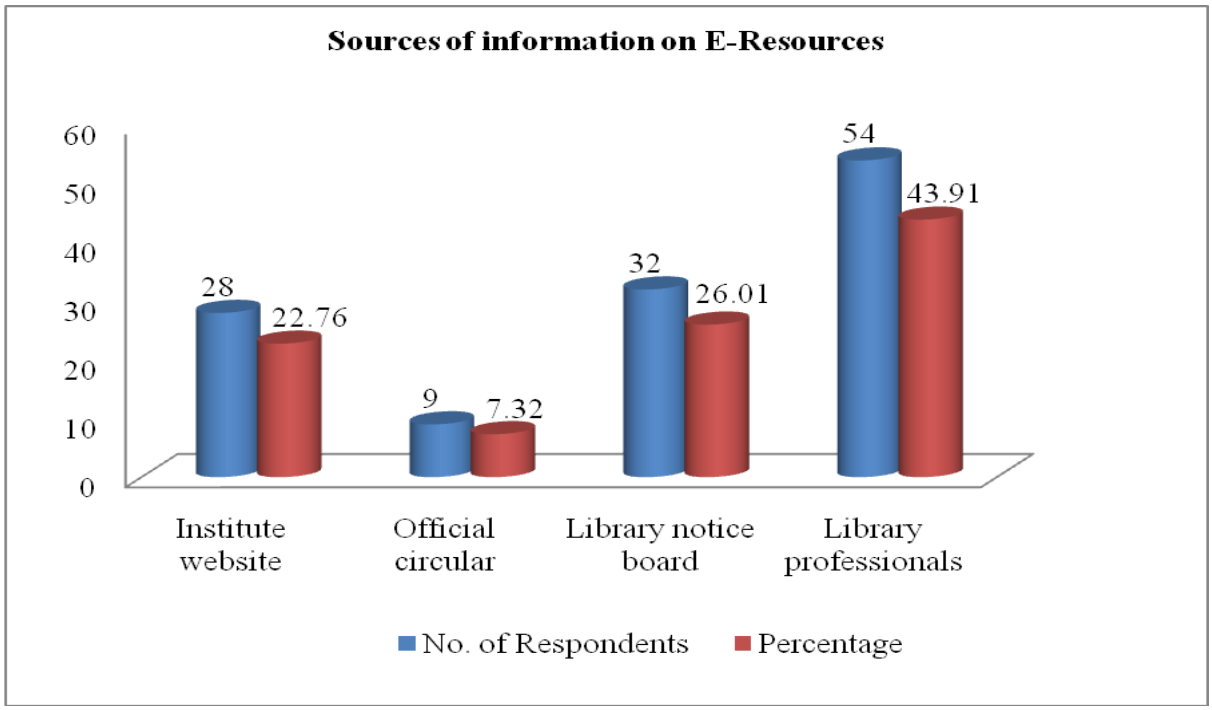

Chart 9. Sources of information on E-Resources

Table 9 and Chart 9 show that 54 (43.91%) respondents learned about the electronic resources available at the Central Library from library professionals, followed by 32 (26.01%) from the library notice board, and 28 (22.76%) from the institute website. Only 9 (7.32%) respondents learned about the electronic resources available at the Central Library from the official circular.

Table 10. Relevance of E-Resources

Responses	No. of Respondents	Percentage
Satisfied	84	68.29
Partially satisfied	22	17.89
Not satisfied	17	13.82
Total	123	100

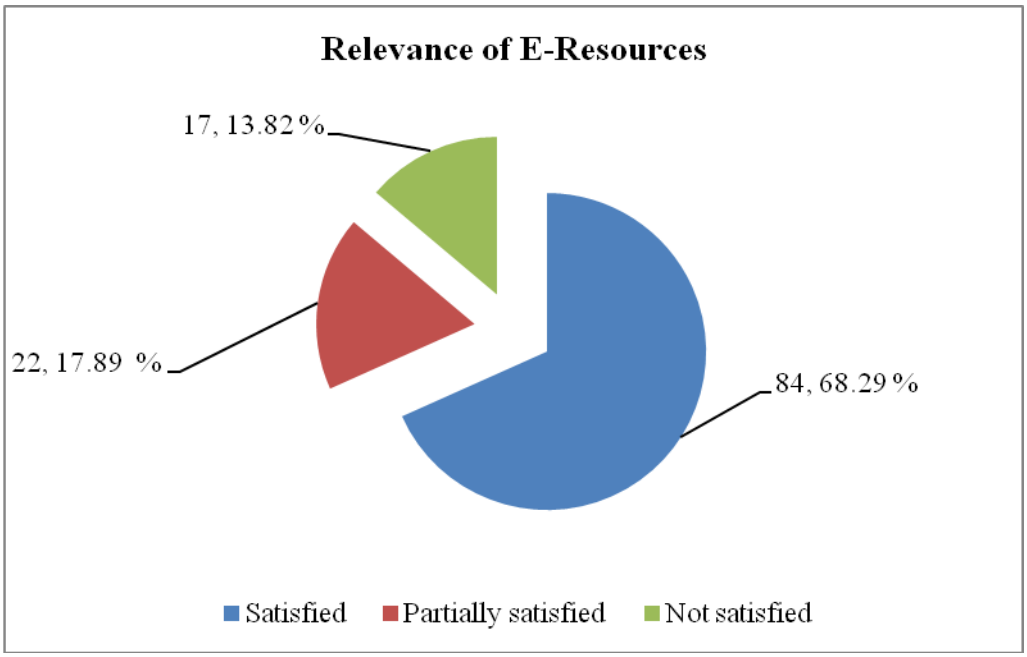

Chart 10. Relevance of E-Resources

Table 10 and Chart 10 show that the majority 84 (68.29%) respondents were satisfied with the relevance of the electronic resources, followed by 22 (17.89%) partially satisfied. Only 17 (13.82%) respondents were not satisfied.

Table 11. Issues with Using E-Resources

Issues	**No. of Respondents**	**Percentage**
Insufficient infrastructure	14	11.38
Insufficient training	31	25.20
Not timely	52	42.28
Lack of e-resources needed	26	21.14
Total	123	100

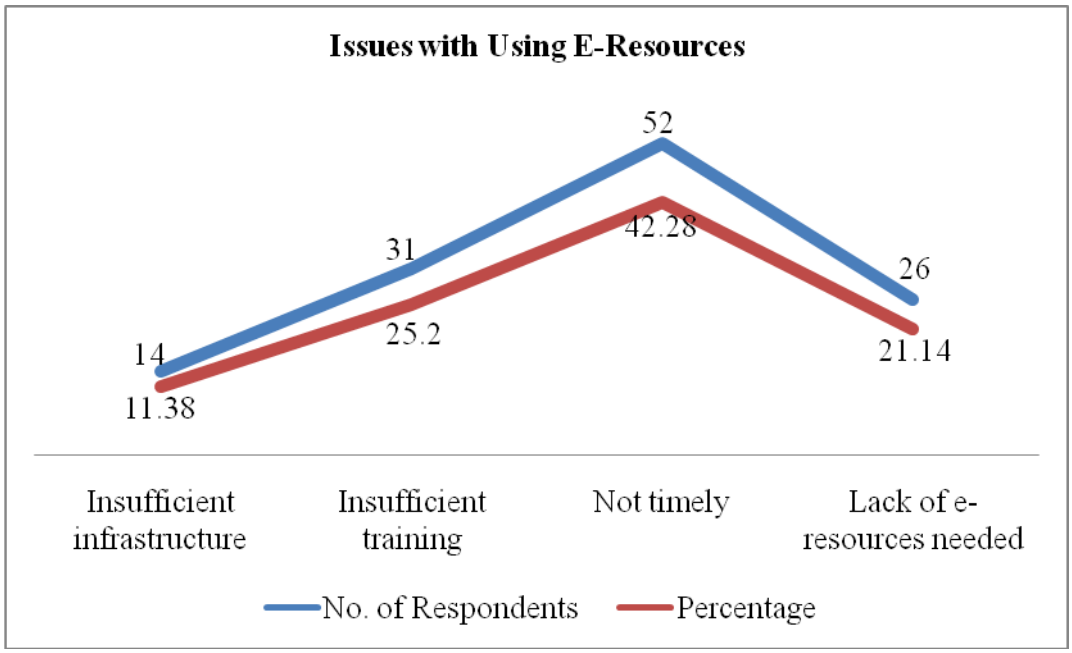

Chart 11. Issues with Using E-Resources

The present study attempted to learn about the issues of respondents on using the electronic resources available at the Central Library. Table 11 and Chart 11 show that 52 (42.28%) respondents faced with the issue of timeliness of electronic resources, followed by 31 (25.20%) with the issue of insufficient training, and 26 (21.14%) with the issue of not having the electronic resources they needed. Only 14 (11.38%) respondents believed that the insufficient infrastructure was the issue.

VI. Conclusion

The majority (61.78%) of the respondents of the present study were male students and faculty members. Only 38.22% were female.

The majority (70.73%) of the respondents were undergraduate students. Besides, 13.82% were postgraduate students and 15.45% were faculty members.

The majority (51.22%) of the respondents were in the age group of 21-30, followed by 22.76% younger than 20, and 20.33% in the age group of 31-40.

The majority (95.12%) of the respondents were aware of electronic resources in the library. Only 4.88 % of the respondents were not aware of it.

The types of electronic resources used most by the respondents were e-journals and e-databases with usage rates of 26.01% and 24.39% respectively. Only 4.88% of the respondents used all types of electronic resources.

The highest frequency of using the electronic resources in the library was "twice a week" by 53.65% of the respondents. The lowest frequency of using the electronic resources in the library was "rarely" by 4.88% of the respondents.

The purpose of using electronic resources most by the respondents (34.14%) was "to prepare for projects". The purpose of using electronic resources lest by the respondents (6.51%) was "to write book reviews".

Most of the respondents (60.16%) spent "one hour" to access the electronic resources. Only 14.64% of the respondents spent "more than two hours" to access the electronic resources.

The majority of the respondents (68.29%) were satisfied with the relevance of electronic resources in the library. Only 13.82 % of the respondents were not satisfied.

The biggest issue with the respondents (42.28%) was the timeliness of the electronic resources. Only 21.14% of the respondents could not find the electronic resources they needed.

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