



Effectiveness of electronic resources among users in the central library of Babasaheb Bhimrao Ambedkar University, Lucknow, India

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Abstract

In present era, E-resources has become most popular sources of information for the Research Scholars, Teachers, Professionals and Students. The need of E-resources services to the users are also growing and becoming very essential. The main need of E-resources is to improve the efficiency of library and to render services to end users and to provide effective information services to faculty, research scholar and students in achieving their goal. In this research, researcher has adopted case study method along with questionnaire technique for data collection. Researcher has met personally to each respondent and distributed 250 questionnaires and got 223 responses. In this study effectiveness of electronic resources are brought out. Maximum no. of respondents (37.66%) are using e-resources from last 2 years. 55.15% respondents were learn to handle e-resources through self-instruction. Most of the respondents 139 are using e-resources for education purpose. Out of 223 respondents 130 are partially satisfied with e-resource facilities and only 20.17% respondents are fully satisfied. Dependency on E-resources has increased of 139 respondents and it influenced their academic carrier.

Keywords: Electronic Resources, Effectiveness, Babasaheb Bhimrao Ambedkar University.

Introduction

Today students have access to vast amount of information through a variety of sources in different format¹. Among them e-resources have received greater attention as they enhance the learning process by providing relevant information this study has presented the behavior patterns of users and the growing preference for searching to the browsing as the main means of accessing information the survey of electronic resources carried resources carried out so far have been summarized in many earlier studies². The primary factor analyzed in the studies of user carried out is the variable determining the end user behavior in the use of electronic resources.

Electronic revolution has transformed the society of people into information survey. The development in information technology has created revolutionary changes in all fields of knowledge³. Libraries being the reservoirs of knowledge are no exception to this development. People seek information there research education, reference and guidance from libraries. The media communications developing and the format of information delivery and exchange are also undergoing rapid change. People reacquire most up to date information from libraries⁴.

Literature Review: “Increasing the Discovery and use of e-resources in University Libraries” states that there is a large quantity of subscribed e-resources in our libraries and they contain quality information, though expensive. In spite of advantages in terms of access and search capabilities, they are

underused. Finally, the effectiveness of various promotional strategies needs to be measured by monitoring the usage and user feedback⁵.

“Electronic Resource Management in Libraries: Research and Practice” states that In this chapter, the author advocates providing a unified, seamless interface—one-stop shopping—for the full range of journal literature available and of interest to library patrons. It closes with a brief look at future trends that will affect the ability of libraries to provide coherent, seamless access to journal literature⁶.

“Study of the Use of Electronic Resources for Implementing Library Consortium” states that when library consortiums are formed, the existing environment about users’ preferences and difficulties need to be studied⁷.

“Effective usage of e-resources” states that there is a large quantity of subscribed e-resources which contain quality rich information access and search capabilities, they are underused. Systematic plan has to be in place for their promotion of use. Training will increase the confidence level of the users⁸.

Methodology

Statement of the problem: The problem is undertaken namely “Effectiveness of e-resources in the central library of Babasaheb Bhimrao Ambedkar University, Lucknow: An Evaluation”.

Aims and Objectives: The objective of this study is to study the respondents' frequency of e-resources, to analyze the respondents' extent of access to e-resources, to examine the respondents' purpose of utilization of e-resources, to study the respondents' e-resource uses, pattern and extent of usage in their profession, to study the respondents' satisfaction and problems in utilizing the e-resources, to find out the problems faced by the respondents while using e-resources and to suggest improvement measures based on the inferences drawn from the study.

Hypotheses of the study: It is presumed that the PG student and PhD scholars BBAU Lucknow is using E-resources for finding the relevant and precious information. The PG students and PhD scholars of BBAU Lucknow is using E-resource for the relevant information of various purposes, like research and development. It presumed the some of the PG students and PhD scholars of B.B.A.U, Lucknow are facing problems in finding of the information on the internet. PG students and PhD scholars of BBAU Lucknow are partial satisfied on information sources and services available on the internet.

Scope of the study: The scope of the present study is limited. Only the PG students and research scholars of BBAU Lucknow are selected for the study. PG students and research scholars BBAU Lucknow can know what's the recent development in e-resources and new innovation in the country.

Questionnaire was distributed to respondents and after getting response data was tabulated and interpreted to find out various results. Total 250 questionnaires were distributed and 223 questionnaires were received. In results we discuss every question in the form of tables and graphs with detail description.

Distribution of Questionnaire: The Table-1 reveals that 250 questionnaires were distributed and 223 questionnaires were received in BBAU Lucknow University.

Table-1: Distribution of Questionnaire

| Respondents | Questionnaire distributed | Questionnaire received | Percentage |
|-----------------------|---------------------------|------------------------|------------|
| Users of BBAU library | 250 | 223 | 89.2 |

Results and discussion

Duration of using the E-Resources: The Table-2 reveals duration of using e-resources by the respondents. Whereas 25.11% of the total respondents were using e-resources from less than 6 months, 19.73% of the total respondents were using from 6 months to 1year, 17.48% of the respondent were using from 1 to 2 years, and 37.66% of the respondent was using more than 2 years.

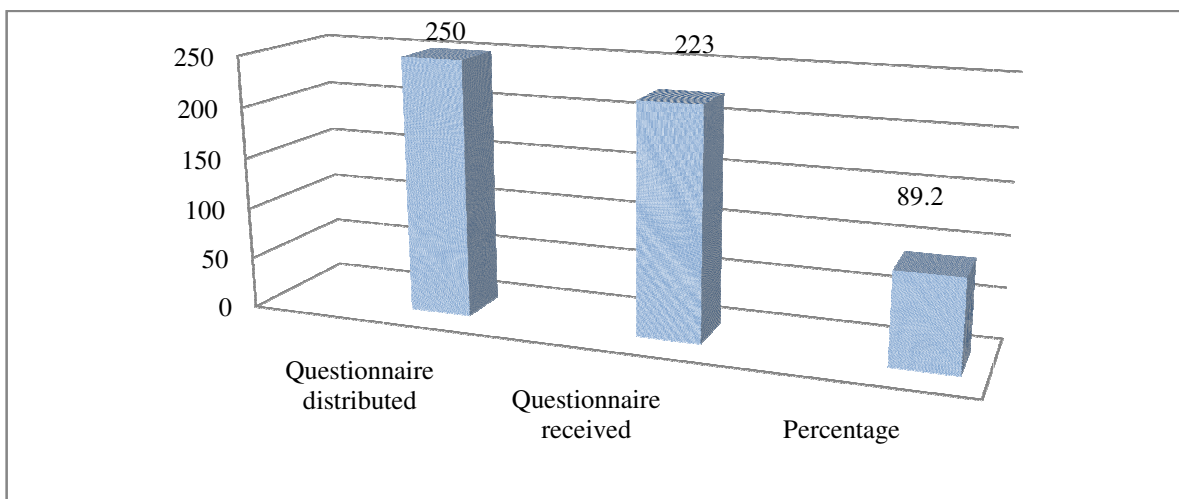


Figure-1: Distribution of Questionnaire

Table-2: Duration of using the E-Resources

| How long using the e-resources | Respondents | Percentage |
|--------------------------------|-------------|------------|
| Less than 6 months | 56 | 25.11 |
| 6 months-1 year | 44 | 19.73 |
| 1-2 years | 39 | 17.48 |
| More than 2 years | 84 | 37.66 |

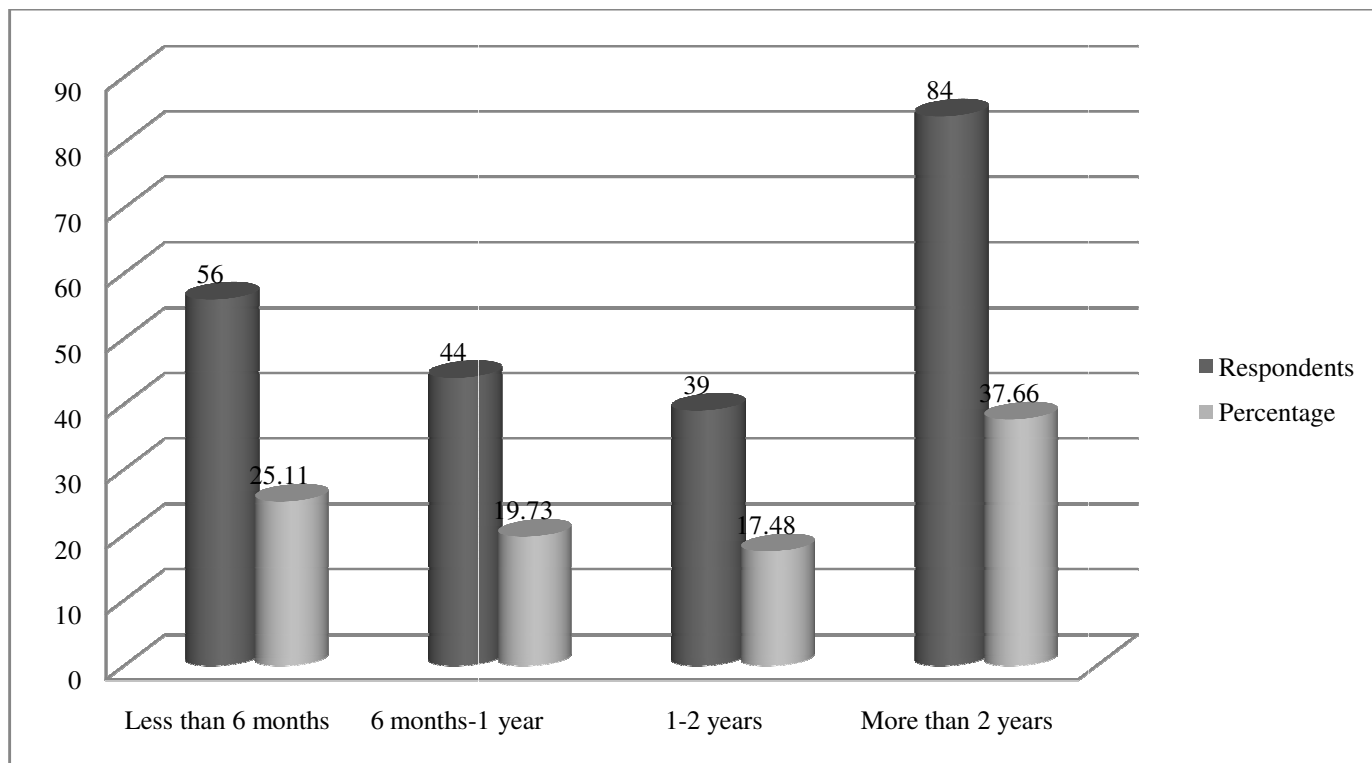


Figure-2: Duration of using the E-Resources

Frequency of using E-Resources: Table-3 shows that how often use e-resource. Maximum 53.36% of the total respondents were daily using e-resources and 31.83% of the respondents were using 2-3 times a week. 8.07% of the respondent were using 2-3 times a month and 6.72% of the respondents were once in a month using e-resources.

Table-3: Frequency of using E-Resources

| How often use e-resource | Respondents | Percentage |
|--------------------------|-------------|------------|
| Daily | 119 | 53.36 |
| 2-3 times a week | 71 | 31.83 |
| 2-3 times a month | 18 | 8.07 |
| Once in a month | 15 | 6.72 |

Hours spend in a week to use E- Resources: Table-4, shows duration, spent on accessing e- resources whereas 45.73% of the respondents were spent less than 4 hr. a week and 21.52% of the respondents were spent 5-6 hrs. a week in accessing e-resources, 15.69% of the respondents were spent 7-8hrs. a week and 17.04% of the respondent were spent over 10 hrs. a week.

Place of accessing E-Resource: Table-5 shows that, which place was most frequently used for accessing e-resource whereas 34.97% of the respondents frequently using at

university library, 40.80% of the respondents frequently using at other places in university, 21.52% of the respondents frequently using at home and 6.27% of the respondents frequently use at other place.

Table-4: Hours spend in a week to use E- Resources

| Hours spend in a week to use E- Resources | Respondents | Percentage |
|---|-------------|------------|
| Less than 4 hr. a week | 102 | 45.73 |
| 5-6 hrs. a week | 48 | 21.52 |
| 7-8 hrs. a week | 35 | 15.69 |
| Over 10 hrs. a week | 38 | 17.04 |

Table-5: Place to use E-Resource

| Which place do you most frequently use for E-Resource | Respondents | Percentage |
|---|-------------|------------|
| At university library | 78 | 34.97 |
| Other place in university | 91 | 40.80 |
| At home | 48 | 21.52 |
| At other place | 14 | 6.27 |

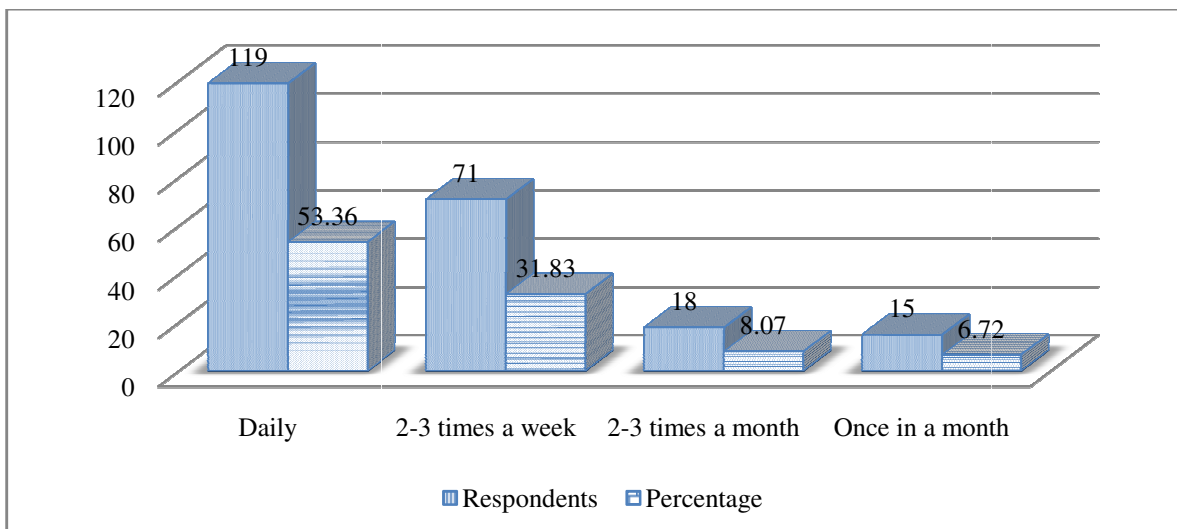


Figure-3: Frequency of using E-Resources

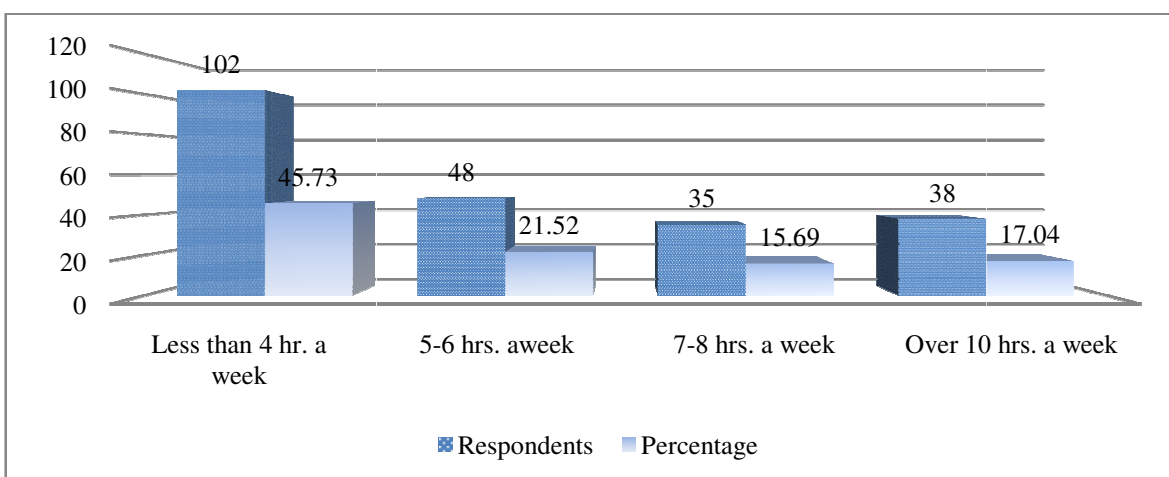


Figure-4: Hours spend in a week to use E- Resources

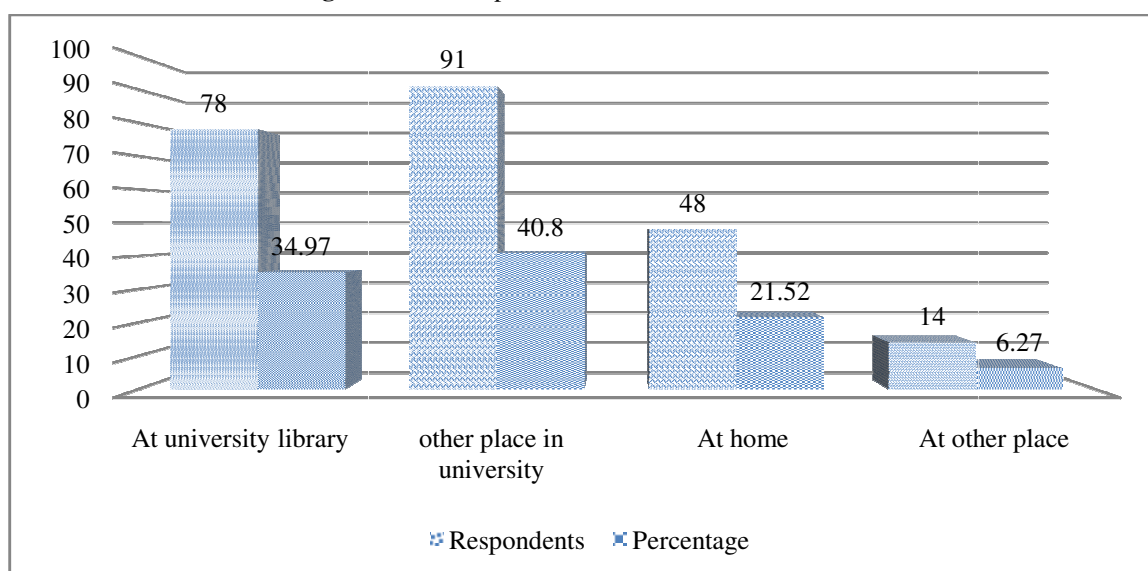


Figure-5: Place to use E-Resource

How did you learn to handle the E-Resources: Table-6 describes the different ways to learn to handle the E-Resources. 9.41% of the respondents were learning to handle e-resources through training from university library and 34.52% of the respondents learn guidance from colleagues and friends. 55.15% of the respondents learn to from self-instruction and 4.93% of the respondents learn to handle e-resources from external courses.

Table-6: Learn to handle the E-Resources

| How learn to handle the E-Resources | Respondents | Percentage |
|--------------------------------------|-------------|------------|
| Training from university library | 21 | 9.41 |
| Guidance from colleagues and friends | 77 | 34.52 |
| Self-Instruction | 123 | 55.15 |
| External courses | 11 | 4.93 |

Purpose of using E-Resources: Table-7 indicates purpose of using e-resources. Out of total respondents 36.77% respondents using e-resources mainly for research purpose, 62.33% of the respondents using for education purpose, 17.93% of the respondents mainly using for assignment, and 6.72% of the respondents mainly are using for other work.

Table-7: Purpose of using E-Resources

| Purpose you mainly use the e-Resources for | Respondents | Percentage |
|--|-------------|------------|
| Research | 82 | 36.77 |
| Education | 139 | 62.33 |
| Assignment | 40 | 17.93 |
| Any other | 15 | 6.72 |

Troubles faced while accessing E-Resources: The Table-8 reveals troubles faced by respondents while using e-resources whereas 67.26% of the respondent's faces low access speed, 23.31% of the respondent's facing difficulty in finding relevant information, 14.79% of the respondent's facing information overload and 0.44% of the respondent's facing other troubles.

Table-8: Troubles faced while accessing E-Resources

| What troubles face use the E-Resources | Respondents | Percentage |
|--|-------------|------------|
| Slow access speed | 150 | 67.26 |
| Difficulty in finding relevant information | 52 | 23.31 |
| Information overload | 33 | 14.79 |
| Any other please specify | 1 | 0.44 |

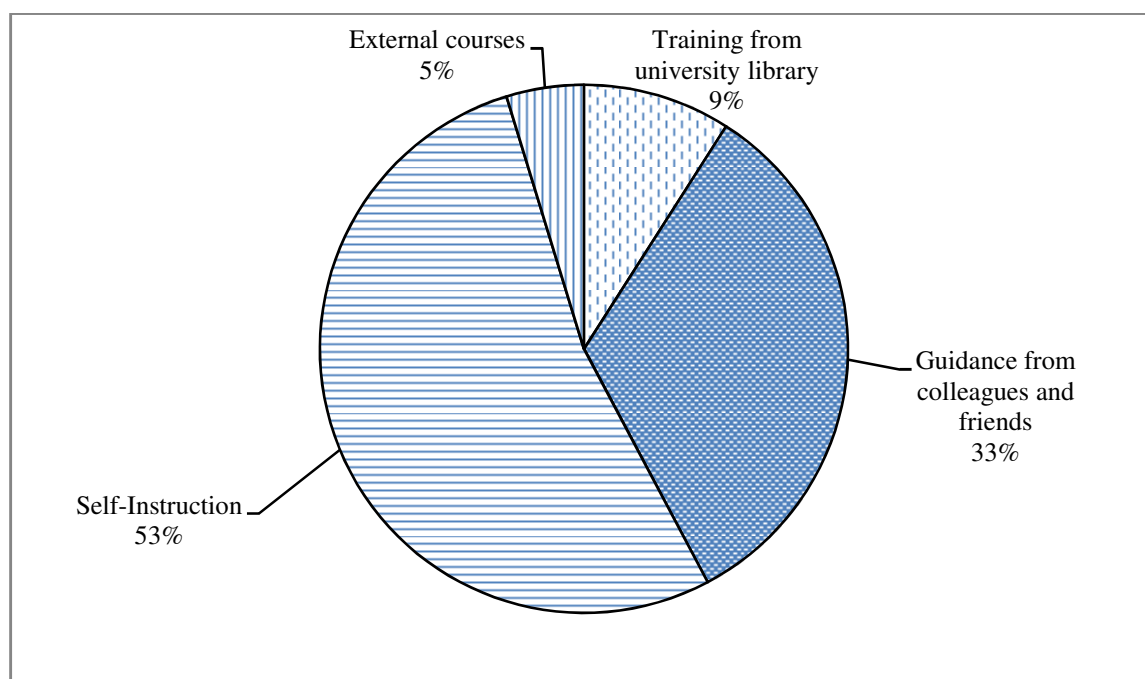


Figure-6: Learn to handle the E-Resources

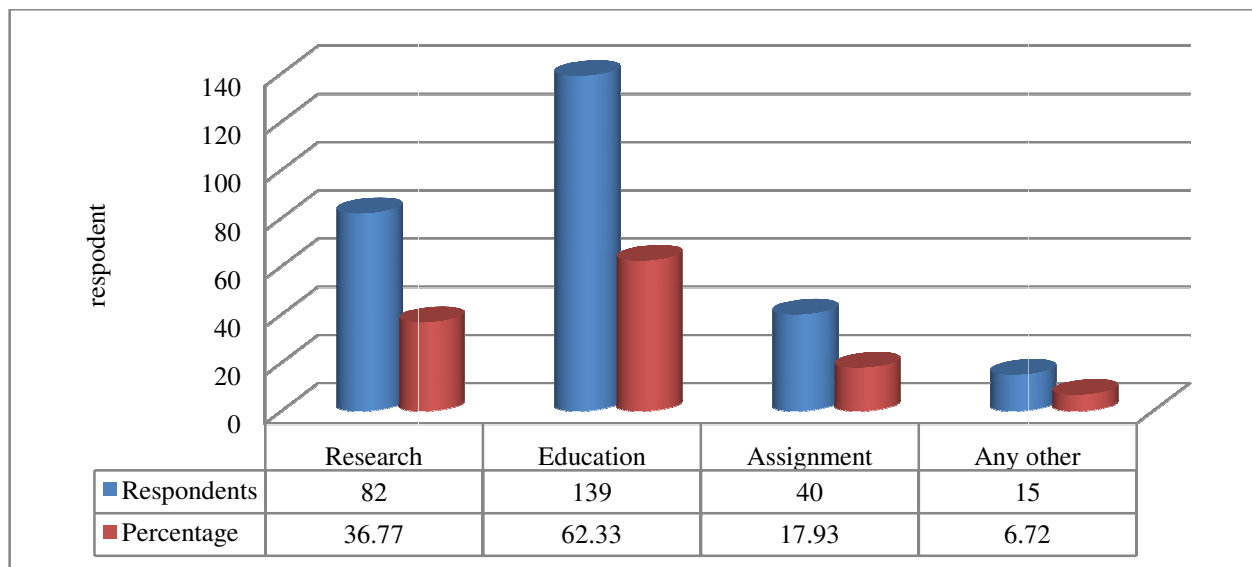


Figure-7: Purpose of using E-Resources

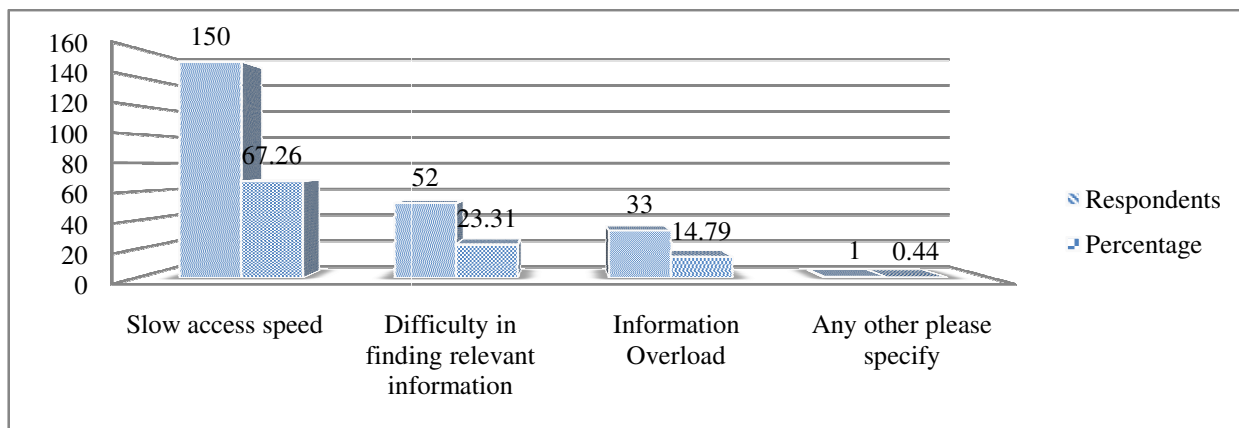


Figure-8: Troubles faced while accessing E-Resources

Way of browsing required information from the E-Resource: The Table-9 reveals the browsing technique of e-resources section whereas 26.90% of the respondents were type the web address directly, 64.57% of the respondents were using search engines, 10.76% of the respondents were using subscribed e-resources and 0.44% of the respondents were using other techniques to browse.

Methods of collecting the search matter from E-Resources: The Table-10 reveals the method of storing search materials from e-resources. 87.89% of the respondent were collect the search matter in pen drive, 3.58% of the respondent were collect the search matter in CD, 1.79% of the respondent were collect the search matter in floppy and 12.10% of the respondent were collect the search matter in other devices.

Table-9: Browsing Technique

| Browsing Technique | Respondents | Percentage |
|-------------------------------|-------------|------------|
| Type the Web address directly | 60 | 26.90 |
| Use search engines | 144 | 64.57 |
| Use subscribed e-Resources | 24 | 10.76 |
| Any other please specify | 1 | 0.44 |

Table-10: Method of storing search material

| Collect the search matter from E-Resources | Respondents | Percentage |
|--|-------------|------------|
| Pen Drive | 196 | 87.89 |
| CD | 8 | 3.58 |
| Floppy | 4 | 1.79 |
| Any other please specify | 27 | 12.10 |

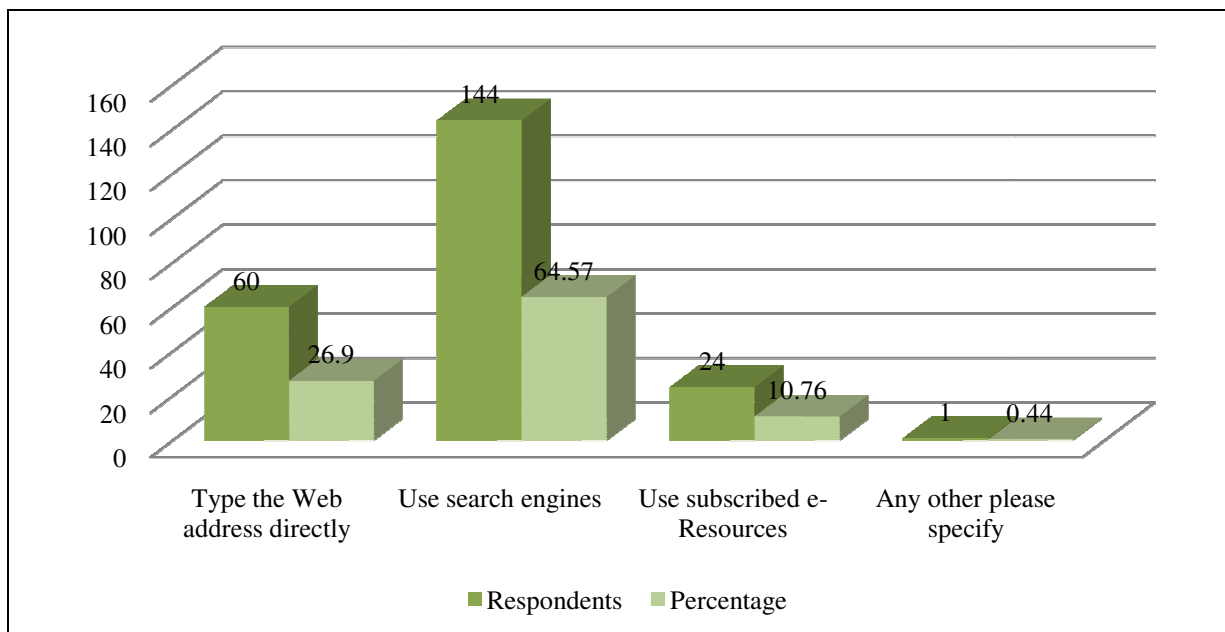


Figure-9: Browsing Technique

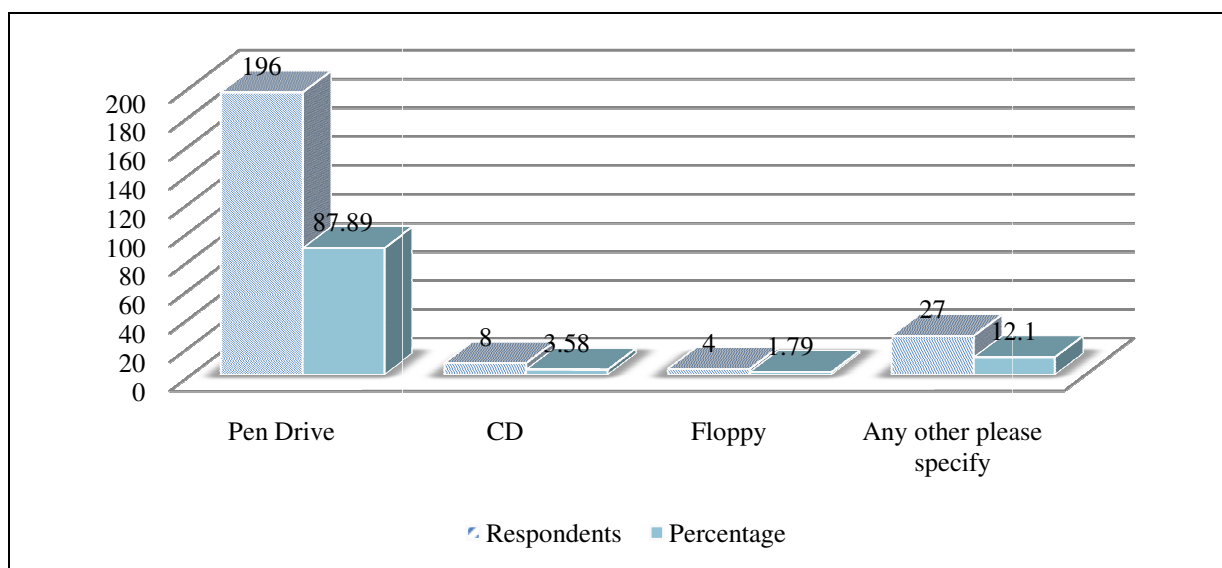


Figure-10: Method of storing search material

Satisfaction level with the E-Resource facilities: Table-11 indicates satisfaction with e-resource facilities provided by the university library. 20.17% of the respondents were satisfied fully. 58.29% of the respondents were satisfied partially, 7.17% of the respondents were lease satisfied.

Satisfaction level with E-Resources: Table- 12 indicates the satisfaction level with the e-resources. Maximum users find bibliography most relevant. 32 students were highly satisfied with full text information, maximum 98 respondents satisfied with abstract, 42 respondents are neutral at graphics and minimum 2 respondents were dissatisfied with abstract of information.

Table-11: Satisfaction level

| Satisfied with the E-Resource | Respondents | Percentage |
|-------------------------------|-------------|------------|
| Fully | 45 | 20.17 |
| Partially | 130 | 58.29 |
| Lease satisfied | 16 | 7.17 |
| No comments | 27 | 12.10 |

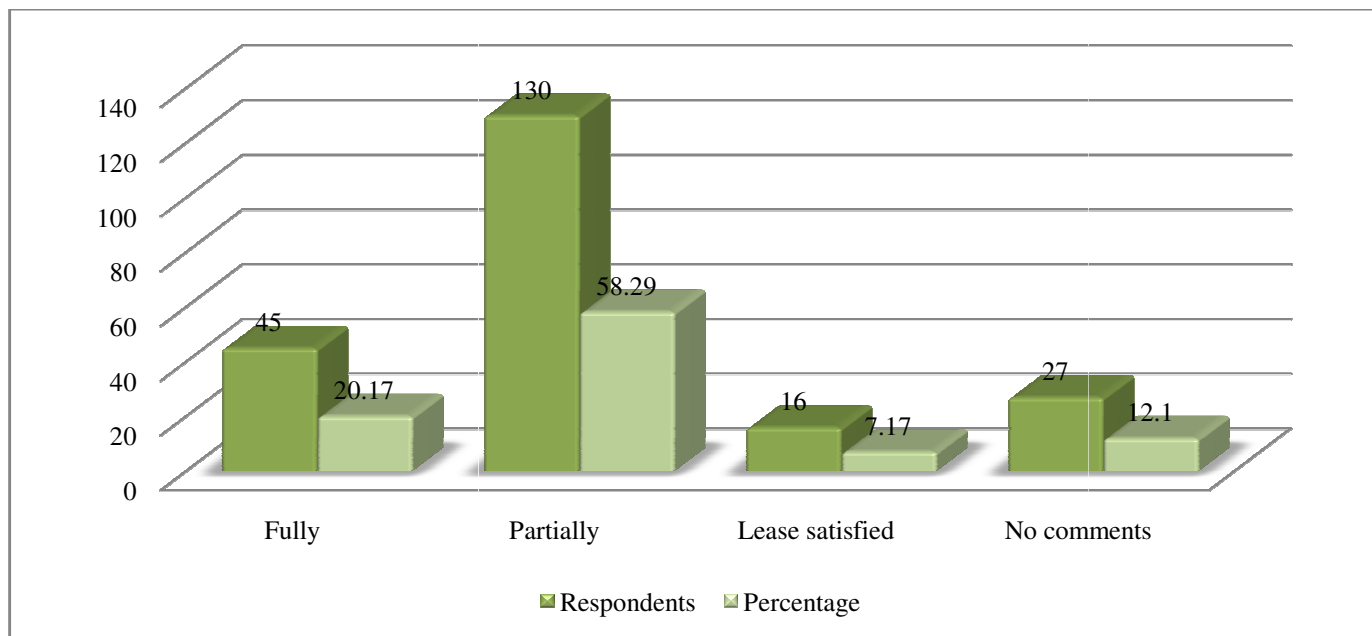


Figure-11: Satisfaction level

Table-12: Satisfaction level of Respondents

| Items Used | Relevance in % | Highly Satisfied | Satisfied | Neutral | Dissatisfied | Highly Dissatisfied |
|--------------|----------------|------------------|-----------|---------|--------------|---------------------|
| Bibliography | 10 | 22 | 94 | 30 | 7 | 2 |
| Abstract | 15 | 27 | 98 | 33 | 2 | 1 |
| Full Text | 13 | 32 | 90 | 40 | 7 | 2 |
| Graphic | 0 | 18 | 81 | 42 | 7 | 2 |

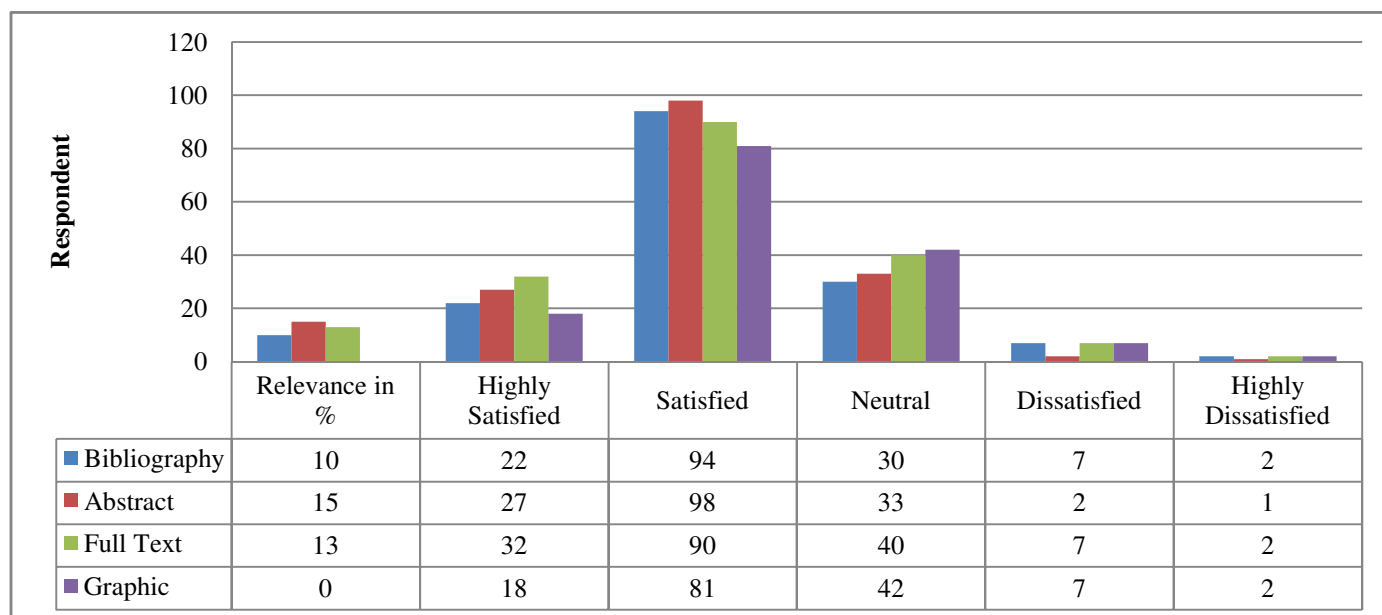


Figure-12: Satisfaction level of Respondents

Satisfaction with e-resources: Table -13 indicates satisfaction with E-resource section. 41.70% of the respondents were satisfied with e-resources section and 53.81% of the respondents were satisfied with e-Resources section no.

Table-13: Satisfaction with e-Resources

| Satisfied with E-Resources | Respondents | Percentage |
|----------------------------|-------------|------------|
| Yes | 93 | 41.70 |
| No | 120 | 53.81 |

Reasons for Un-satisfaction with E-resources: Table-14 shows reason of un-satisfaction with e-resources. Total 71 respondents were feel that section has less opening time. Out of total respondents 37 respondents are not satisfied with charges of e-resources, 67 respondents' feels that lack of proper guidance is another reason of un-satisfaction with e-resource section and 77 respondents says that lack of printing facilities is one of the reasons behind un-satisfaction. 62 respondents says in-sufficient e-Resources is one of the reason, 85 respondents feels technical problem and 70 respondents feels lack of probability in contrast with original print materials.

Comparison of Conventional Documents and E-Resources: Table-15 indicates comparison of conventional documents and e-resources. 184 respondent feels e-resources are time saving and 31 respondents feels time consuming. 181 feels e-resources are more informative and 19 respondents thinks they are less informative. 54 respondents say e-resources were more expensive and 130 respondents feels less expensive. 179

respondents say e-resources were easy to use and 24 respondents says complicated. 154 respondent preferred more and 30 respondents less preferred, 157 respondent More flexible and 29 respondent Less flexible, 168 respondent Easy to handle and 29 respondent Complicated, 172 respondent More effective and 18 respondent Less effective.

Table-14: Un-satisfaction with E-resource Section

| Un-satisfaction with e-Resources section | Yes | No |
|--|-----|----|
| Less opening Time | 71 | 39 |
| Charges to access e-Resources | 37 | 74 |
| Lack of paper guidance | 67 | 51 |
| Lack of proper e-Resources | 64 | 54 |
| Lack of Printing facilities | 77 | 41 |
| In-sufficient e-Resources | 62 | 42 |
| Technical problems | 85 | 34 |
| Lack of probability in contrast with original print materials | 70 | 40 |
| Failure of Hardware and Software affect the functioning of e-Resources section | 63 | 38 |

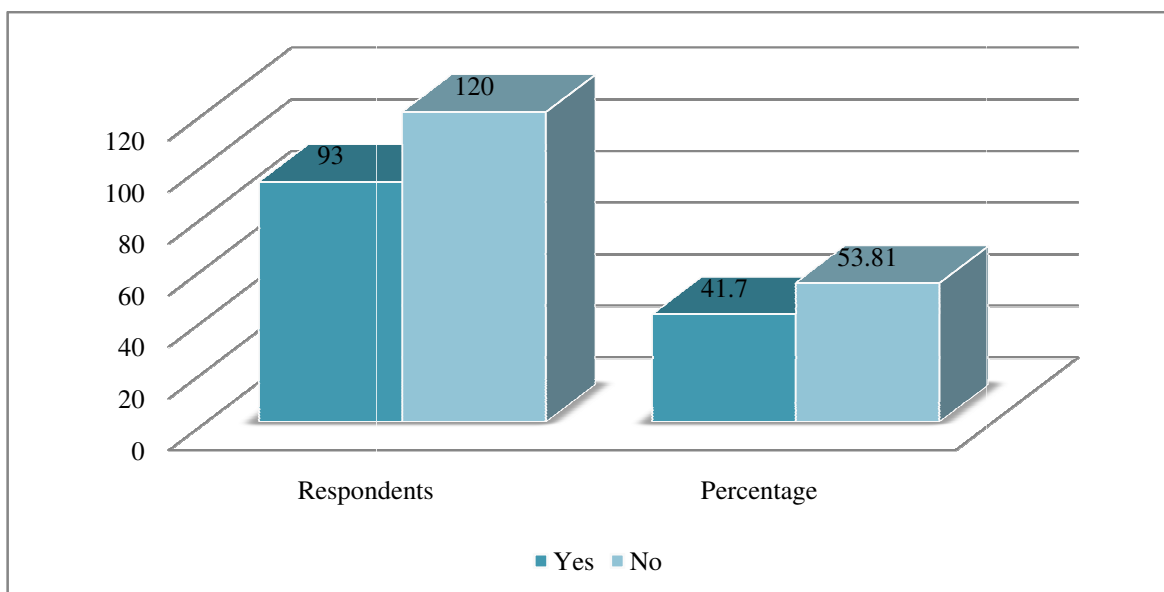


Figure-13: Satisfaction with e-Resources

Table-15: Comparison of Conventional Documents and E-Resources

| Conventional | Response | E-Resources | Response |
|------------------|----------|------------------|----------|
| Time saving | 184 | Time consuming | 31 |
| More informative | 181 | Less informative | 19 |
| More expensive | 54 | Less expensive | 130 |
| Easy to use | 179 | Complicated | 24 |
| More preferred | 154 | Less preferred | 30 |
| More flexible | 157 | Less flexible | 29 |
| Easy to handle | 168 | Complicated | 29 |
| More effective | 172 | Less effective | 18 |

Influence of E-Resources on academic efficiency: Table -16 indicates influence of the use of e-resources on academic efficiency. Out of total respondents 30.04% of the respondents were said that use of conventional documents has increased, 62.33% of the respondents were feels that dependency on the e-resources has increased, 31.39% of the respondents were thought that it expedited the research process, and 41.25% of the respondents were improved professional competence.

Table-16: E-Resources influenced academic efficiency

| Academic efficiency | Respondents | Percentage |
|---|-------------|------------|
| Use of conventional documents has increased | 67 | 30.04 |
| Dependency on the e-Resources has increased | 139 | 62.33 |
| Expedited the research process | 70 | 31.39 |
| Improved professional competence | 92 | 41.25 |

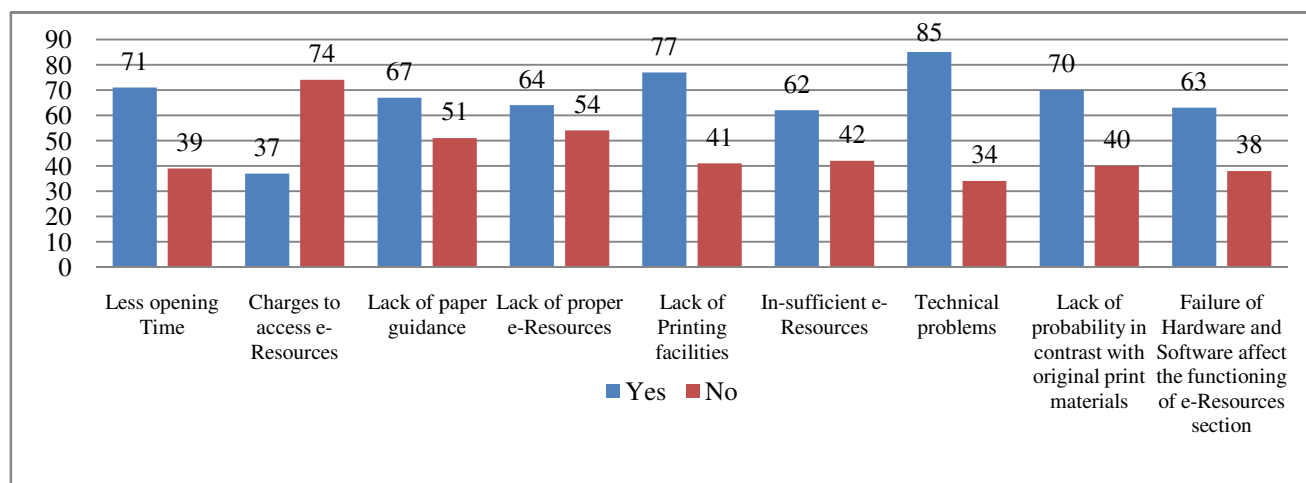


Figure-14: Un-satisfaction with E-resource Section

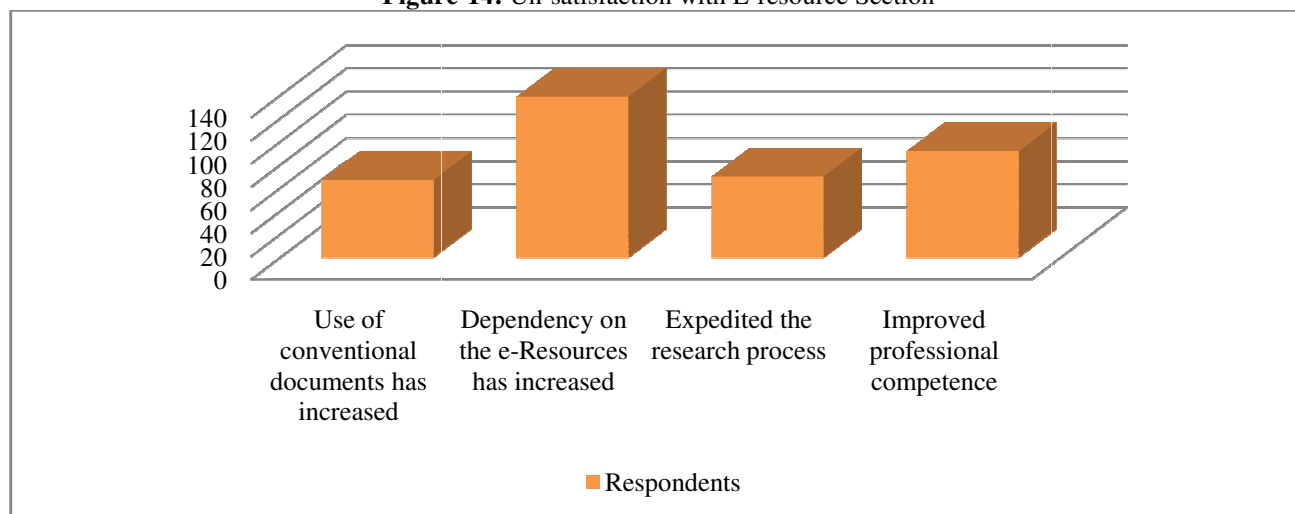


Figure-15: E-Resources influenced academic efficiency

Preference to take printout of search materials from the library: Table -17 indicates preference to take the printout of search materials from the library. Out of total respondents 76.68% were prefer to take the printout and 21.07% of the respondents were not prefer to take the printout.

Table-17: Preference to take printout

| Prefer to take the printout | Respondent | Percentage |
|-----------------------------|------------|------------|
| Yes | 171 | 76.68 |
| No | 47 | 21.07 |

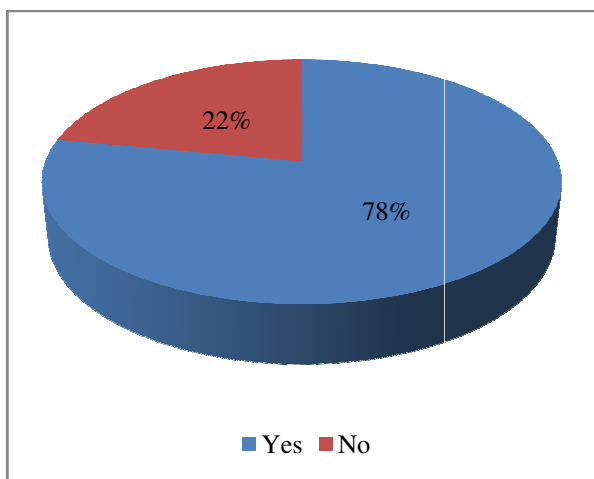


Figure-16: Preference to take printout

Findings: The major findings of this study are: Maximum no. of respondents 84(37.66%) are using e-resources from last 2 years. Out of 223 respondents 119(53.36%) are visiting library daily. Most of the respondents 102(45.73) spending less than 4 hours in a week. Out of 223 respondents 123(55.15%) respondents were learn to handle e-resources through self-instruction.

Most of the respondents 139(62.33%) using e-resources for education purpose. While measuring the effectiveness of e-resources we find that that 67.26% of respondents says that slow access speed is a big trouble while accessing e-resources. Maximum no. of respondents 144(64.57%) using search engines for browsing required information.

Out of 223 respondents 130 are partially satisfied with e-resource facilities and only 20.17% respondents are fully satisfied. Most of the respondents are not satisfied with e-resources because of technical problems and 67 respondents find that a charge to access e-resources is a reason of dissatisfaction. Dependency on E-resources has increased of 139 respondents and it influenced their academic carrier.

Suggestions: Based on the findings, following suggestions should be made for further improvement.

The first thing I want to suggest through this study that there should be an awareness programme for library users so that they should aware to access e-resources. Library staff should also be well qualified to fulfill users need. Slow internet speed is a big hurdle in accessing e-resources. So internet speed should be speedup.

Most of the respondents are dissatisfied with e-resources because of technical barriers. So users should provide technical assistance. Some journal sites should be access in our university as like Natur.com, springer.com so use can get more knowledge. This facility is available in some central university like BHU where per printout Rs. 1 is taken along with receipt (truly saying). So this facility should be available in our library also. E-Resources must be free for campus student.

Conclusion

Library is the heart of any university. With the change of time and development of new and current technologies in every field, libraries are also using new technologies and facilities to the users and provide them pin pointed information. This results lots of opportunities emerging in the field of library and information science also⁹. So, implementing this new technique in the daily routine work of the library and providing current relevant up-to-date information to the user in no wait of time of time is the basic objective of the library working for the university.

The study examined the effectiveness of electronic resources among users in the central library of Babasaheb Bhimrao Ambedkar University; Lucknow¹⁰. Respondents were students and research scholars of BBAU. Looking at the findings of this study it can be said that most of the users are using e-resources from last 2 years but they couldn't get familiar¹¹. Many of them were learn through self-instruction, there is no technical help or training provided by library. The present study shows the clear picture of effectiveness of e-resources.

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