

Measuring Usage of E-Resources in KCG College of Technology: An Overview

J.K. Latha

ABSTRACT

College libraries support the goals of developing and maintaining successful academic programs. As the information grows and study practices change, recognition of the library's role in supporting academics may be diminishing. This article will explore some aspects of the academic curriculum, research activities, and identify opportunities libraries can use to position themselves as key members of the academic institutions as well as increase their usability among the academic community.

Keywords: College library; Electronic resources; Usage of electronic materials.

INTRODUCTION

Libraries are changing with time from being mere storehouses of documents to dynamic service centers. The present period is a period of digital libraries, electronic libraries, and virtual libraries. All these changes demand development of modern skills in both library professionals as well as users.

Today we are handling the electronic information. The electronic information is a dynamic and unending resource that influences all disciplines and walks of life. The information that is available in digital form requires new and modern methods for its handling. Therefore, there is a constant need for librarians and information professionals as well as for users to learn the new skills to cope with the present demands. Over the last

decade, electronic resources have become increasingly substantial components of academic library collection. This is due to the continuous development of Information Technology and its impact on library collection development policies due to changing demand of users for the pinpointed and exhaustive information within a short time. With the growing popularity of e-resources, the traditional libraries are gradually migrating from print documents to e-resources, where providing access to information is considered more important than owning it. This has development functioning. Applications of information communication technology in libraries have provided enough opportunities for e-resource development and disseminate it in the manner that their users prefer. Among e-resources, e-journals and e-books are mostly in demand by the users.

College libraries have long been key players in the academic institutions. A large portion of a library's acquisition budget is spent on books, journals, and databases that support curriculum-based and research activities. However, recognition of the importance of the library in supporting research may be waning among researchers (Schonfeld & Housewright, 2010).

Author's Affiliation: Librarian, KCG College of Technology, Rajiv Gandhi Salai, Karapakkam, Chennai - 600097, Tamil Nadu, India.

Reprint's requests: Ms. J. K. Latha, Librarian, KCG College of Technology, Rajiv Gandhi Salai, Karapakkam, Chennai - 600097, Tamil Nadu, India. Mobile: 9840968330; e-mail: jklatha_2005@yahoo.co.in.

(Received on 25.03.2011, accepted on 22.08.2011)

Keeping in mind the changing users demand for e-resources, KCG College of Technology, one of the popular colleges in engineering stream in Tamil Nadu has provided infrastructure for using its e-resources remarkably. This has not only increased the service efficiency of the library but also the institutional research and publication activities.

OBJECTIVES

To identify the

- i) Use of various e-resources
- ii) Ease of access to e-resources
- iii) User-friendly interface to the Website
- iv) Training taken related to electronic resources through library staff / friends/ colleagues
- v) Where do they access required information

- vi) To examine our users frequency of utility of e-resources for attending conferences, seminars, publication, preparation of lectures, public speech, learn information about government decision on R & D, and learning current developments;

Survey Design

The study was limited to the teachers and students of KCG College of Technology, Tamil Nadu. A questionnaire survey was conducted to collect the information regarding the use of e-resources, frequency of use of e-resources, purpose of using e-resources, frequency of locating desired information, problems faced by the users while using e-resources. A total of 120 questionnaires were distributed to collect the primary data out of which 92 questionnaires were found usable for analysis. The questionnaires were completed by personal visits with users. Questionnaires were distributed randomly to the users. The collected data was analyzed and presented in the tabular form.

DISCUSSION

Table 1. Use of various e-resources Databases

Databases	Respondents	
	Teachers	Students
E-Books	42(95.45%)	30 (62.5%)
E-Manuscripts	-	12 (25.00%)
E-Journals	44(100.00%)	42 (87.50%)
E-Magazines	20(45.45%)	40 (83.33%)
E-Thesis	10(22.72%)	6(12.5%)
E-Research Reports	17(38.63%)	15(31.25%)
E-Maps	22(50.00%)	34(70.83%)
E-Newspaper	24(54.54%)	48(100.00 %)
www / Internet	44(100.00%)	48(100.00%)
E-Mail	44(100.00%)	48(100.00%)
E- Bibliographic Databases	18(40.90%)	24(50.00 %)
E- Data Archives	23(52.27%)	19(39.58%)

Table 1 shows that all the 44 teachers (100.00%) and 48 students (100.00%) used www / internet and mail. All the 44 teachers (100.00%) preferred to use e-journals while 42 students (87.50%) used-journals. Second highest preference among teachers was use of e-books with 42 teachers (95.45%) using them whereas 30 students (62.5%) used e-books. It is observed that only 12 students

(25.00%) used the e-manuscripts. All the 48 students (100.00%) mentioned that they read e-magazines while only 24(54.54%) teachers use of e-magazines. Table 1 highlights that only the well-known e-resources are preferably used by the students and teachers while the rest of the e-resources, i.e. e-bibliography, e-maps, e-thesis, e-data archives are comparatively less used.

Table 2. Ease of access to e-resources Respondents

Respondents	Total	Yes	No
Teachers	44	38(86.36%)	6(13.64%)
Students	48	34(70.83 %)	14(29.17%)

Table 2 represents that 38(86.36%) teachers and 34(70.83%) students were able to access the e-resources very easily. Only 6(13.64%) teachers and 14 (29.17 %) students felt that use of e-resources was not easy. Although,

KCG College of Technology is a technical college, there is still a little more need to train faculty members and students in the use of e-resources.

Table 3. User-friendly interface to the web site

Respondents	Total	Yes	No
Teachers	44	21(47.72 %)	23(52.28%)
Students	48	27(56.25 %)	21(43.75%)

Table 3 highlights that majority of teachers, i.e. 21(47.72 %) and students, i.e. 27(56.25 %) responded that the interface of the web site is user-friendly. Few of faculty members, i.e.

23(52.28%) and students, i.e. 21(43.75%) felt that the interface of the web site is not user-friendly.

Table 4. Use of the web site as a gateway to access electronic resource

Respondents	Total	Yes	No
Teachers	44	40(90.90%)	4 (9.10%)
Students	48	37(77.08%)	11(22.92%)

Table 4 shows that the 40 teachers (90.90%) and 37 students (77.08%) used the web site as gateway to access the electronic sources. Only

4 teachers (9.10%) and 11 students (22.92%) were not using the web site as gateway to access the electronic sources.

Table 5. Training taken related to electronic resources

Respondents	Total	Yes	No
Teachers	44	27(61.36%)	17(38.64%)
Students	48	5(10.41%)	43(89.59%)

Table 5 shows that 27(61.36%) faculty members had taken the training regarding the access to electronic resources, while 17(38.64%) teachers didn't get any training.

A majority of students, i.e. 43(89.59%) didn't get training in the use of electronic resources and only 5 students (10.41%) got training in the access of electronic resources.

Table 6. Frequency of using e-resources Respondents

Respondents	Usually	Sometimes	Rarely	Total
Teachers	26 (59.09%)	13(29.54%)	5(11.37%)	44
Students	26 (54.16%)	18(37.50%)	4(8.34%)	48

Table 6 reveals that 26 (59.09%) teachers and 26 (54.16%) students usually used e-resources. Thirteen (29.54%) teachers and 18(37.50%) students use the e-resources sometimes, whereas 5(11.37%) teachers and 4 students (8.34%) used e-resources rarely.

Table 7. Where do you mostly access required information

E-Resources	Teachers	Students
E-Books	37(84.09%)	18(37.5%)
E-Journals	41(93.18 %)	30 (62.5 %)
Online-Databases	19(43.18%)	25 (52.08 %)
Search Engines	10(22.72 %)	27(56.25 %)

Table 7 reveals that most of the respondents accessed e-journals and search engines to get required information at KCG College of Technology. Forty one (93.18 %) teachers and 30(62.5 %) students preferred to use e-journals, whereas 10(22.72 %) teachers and 27(56.25 %) students made the use of search engines to get the desired material. Online databases were also very popular among students; 25(52.08 %) of them preferred to use these. Use of e-books was more by the teachers, i.e. 37(84.09%) and less by students, i.e. 18(37.5%) in comparison to other online resources. It is noted that the students accessed the maximum relevant material from e-journals.

CONCLUSION

The study shows that the use of e-resources is very common among teachers and students of KCG College of Technology, and majority of the teachers and students are dependent on e-resources to get the desired and relevant information. But practical use of e-resources is not upto the worth in comparison to investments made in acquiring these resources; secondly, infrastructure and training programs should also be revised as per the requirements. It is observed that the availability of e-resources on the campus was almost

sufficient for all the existing disciplines, but the infrastructure to use these resources was not adequate and can hinder the ability to meet the requirements of users.

REFERENCES

1. Healy, Annette M. Increasing the Visibility of the Library within the Academic Research Enterprise. *Issues in Science and Technology Librarianship* 2010; Fall.
2. Schonfeld RC & Housewright R. *Faculty Survey 2009: Strategic Insights for Librarians, Publishers, and Societies*. [Internet]. [Cited April 19, 2010]. Available from: <http://www.ithaka.org/ithaka-s-r/research/faculty-surveys-2000-2009/Faculty%20Study%202009.pdf>.
3. Donat E. Brandtweiner R. & Kerschbaum J. Attitudes and the Digital Divide: Attitude Measurement as Instrument to Predict Internet Usage. *Informing Science: The International Journal of an Emerging Transdiscipline* 2009; 12: 37-56
4. European Commission. Special Eurobarometer 293. E-communications household survey. Retrieved from http://ec.europa.eu/public_opinion/archives/ebs/ebs_293_full_en.pdf. (Accessed 2008).
5. Brandtweiner R & Donat E. The digital divide: Any reason for enthusiasm. The case of Austria. *In Proceedings of 20th Bled Conference. E Mergence: Merging and Emerging Technologies, Processes and Institutions2007*; June 4-6.

6. Holley R. Crowd sourcing: How and Why Should Libraries Do It?. *D-Lib Magazine* 2010; 16(3/4).
International Conference on Academic Libraries (ICAL-2009) 5th to 8th October, 2009, Delhi
University Library System, University of Delhi
(North Campus) Delhi, India.
7. Arun Kumar. *Use and Usage of Electronic Resources in Business Schools in India* : FIIB.