Use and Awareness of Electronic Information Resources and Services among the Teachers and Students of Institute of Informatics and Management Sciences (IIMS) Meerut: A Case Study

Devendra Kumar*
M. M. A. Ansari**

ABSTRACT

Electronic Information Resources and Services (EIRS) now plays a vital part in the lives of individuals, organisations, and institutions. Information awareness is the key to the optimum use of information. The study analysed the "Use and Awareness of Electronic Information Resources and Services (EIRS) among the Teachers and Students of Institute of Informatics and Management Sciences, (IIMS), Meerut (U.P.): a Case Study". A well structured 150 questionnaires were distributed among teachers and students at the IIMS, Meerut during the academic session 2008–2009 to fi nd out the use and awareness of electronic resources and services provided by Institute library. 120 questionnaires were distributed to the teachers and students selected conveniently from the IIMS. Therefore, a total of 100 questionnaires were returned and used for this study. The present study demonstrates and elaborates the various aspects of the purpose of using EIRS, types, methods and linking pattern of EIRS. The paper also deals with the reason for using EIRS. Suggestions are given to make the EIRS more beneficial to the Teachers and Students, IIMS, Meerut.

Keywords: Electronic Information Resources and Services (EIRS), Teachers, Students, Institute of Informatics and Management Sciences (IIMS), Meerut.

INTRODUCTION

Institute of Informatics & Management Sciences, Meerut. (IIMS) was established in 1996 under the auspices of Sri Krishna Shiksha Prasar Samiti with the mission of setting high standards in imparting professional education and training and development through the creation, utilization and dissemination of knowledge. The mission of the College is to develop competent and versatile world class professionals of high caliber who can be of professional and technical excellence in a post liberalized and highly competitive environment. The objective of the Institute is to be a high profile Institute which excels in management and computer application education and supports the requirement of Indian industries in particular and society in general.

The library is obviously the source of power of knowledge. In higher education and research, the use of library is a matter of concerns to students, teachers and researchers. The exponential growth of literature often creates problems for them to access appropriate literature and their use. The problem

Author's Affilaition: *Librarian, Manyavar Kanshiram Government Degree College, Saddique Nagar, Nand Gram, Ghaziabad (U.P)-201003, **Deputy Librarian (SS) & Co-ordinator, Dr. Zakir Husain Library, Jamia Millia Islamia, New Delhi.

Reprint's request: Devendra Kumar, Librarian, Manyavar Kanshiram Government Degree College, Saddique Nagar, Nand Gram, Ghaziabad (U.P)-201003, E-mail: dkdeobhu@gmail.com.

has, however, considerably been resolved with the help of information and communication technology (ICT). Electronic resources have exploded in popularity and use. They can and do enable innovation in teaching, and they increase timeliness in research as well as increase discovery and creation of new fields of inquiry (Henderson & MacEwan, 1997). Other reasons for teachers to use e-resources include relating to increasingly computer-literate students and keeping up-to-date in their fields. Availability of e-resources has changed what users actually read and use. They now tend to use only what is easily accessible. Therefore, they visit the library a lot less, and, as such, discovery through coincidence is reduced. Access to e-resources has decreased the time spent penetrating for information.

REVIEW OF RELATED LITERATURE

Literature plays a very important role in research activities, as it forms the very first step of a research pursuit. Review of literature happens to be an important segment of the concerned topic. The literature review should be conducted in a systematic way to achieve optimum results. In this study an attempt has been made to cover few works which have been undertaken in India and abroad.

Khan, Zaidi and Bharati (2009) [1] revealed that the faculty members and research scholars are aware of the availability of on-line databases and largely use them for reference purposes in their research work and studies. The degree of usefulness and utilization of on-line databases is high among the universities' faculty members and research scholars. It was also found that the respondents from both universities are aware of the search options for accessing on-line databases. it is also found that a large number of respondents of JNU and JMI are using field searching and boolean operators to access information from on-line databases.

Tella, Tella, Ayeni and Omoba (2007) [2] indicate that self-efficacy and the use of electronic information jointly predict and contribute to academic performance; that respondents with high self-efficacy

make better use of electronic information and have better academic performance that a correlation exists among self-efficacy, use of electronic information and academic performance; and that the use of electronic information influenced respondents' performance in general education subjects more than other subjects. Finally, the results reveal that the internet is the electronic information source student's access for information most often.

Naushad Ali (2005) [3] focuses the purpose of study that the use of electronic information services (EIS) among the users of the Indian Institute of Technology (IIT) Library in Delhi, India. Both questionnaire and observational methods were used for data collection. The study found that Boolean logic and truncation are the most often used search facilities by IIT users. Lack of printing facilities, terminals and trained staff are the major reasons that would discourage users from accessing the EIS. The survey also reveals that some 60 per cent of users face difficulties while browsing e-information.

Rajeev Kumar, Amritpal Kaur (2004) [4] in their study "Use of Internet by teachers and students in Shaheed Bhagat Singh College of Engineering & Technology". The major findings were [1]. Majority of the respondents has more than two year experience of using the Internet [2]. Majority of the users of the college use the Internet services daily [3]. The most frequently used places for accessing the Internet are the college (90%) and the home (63.3%) [4]. Majority of the respondents mainly uses the Internet for educational purposes and the least number of respondents use the Internet for entertainment purposes [5]. E-mail service is the most preferred service by all the Internet users followed by www. All the respondents face the problem of insufficient time slot allotted to per user in the college for Internet use. Singh (1999) attempted about background information about the emergence of Indian Institute of Technology (IIT), Kanpur. She discussed the methodology used for data collection, acquisition of periodicals and other documentary collection. Majority of the users rated library collection, services and attitude of library staff was good. The users were not

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satisfied with the photocopying services. Examined the users awareness and usefulness of various types of reader services.

Osunrinde, Adekiya and Adeyemo (2002) find the use of electronic information has become prominent in the drive for making information and data transfer available to users, especially students. The need for electronic information for the purpose of research and learning in various institutions has posed challenges in relation to system connections, working ability, and access. Electronic information has many functions and benefits which can be of immense use to students in schools and educational sectors, particularly research institutions. Once the user is connected to the internet, the user can link up with any part of the world for whatever purpose the user intends.

OBJECTIVE OF THE STUDY

The objective of this study was to purposely center of attention on the following aspects

1. To find out the use and awareness of various types of electronic information resources and services (EIRS) by the teachers and students of IIMS.

2. To know the various purposes in using of the electronic information resources and services (EIRS) by the teachers and students of IIMS.

3. To study the use pattern and to identity the different popular sites for which the electronic information resources and services access by the teachers and students of IIMS.

4. To know the information resources of the electronic resources and services format use by the teachers and students of IIMS.

5. To find out the user satisfaction with the electronic resources and services facilities provided in the IIMS.

6. To suggest ways and means to overcome problems faced by the users.

RESEARCH METHODOLOGY

The study uses the case study method. A well structured questionnaire was designed and used for collecting data. Therefore, suitable sampling method has been used. 120 questionnaires were disseminated to the teachers and students selected suitably from the IIMS, Meerut. Therefore, a total of 100 questionnaires were returned and used for this study. The results of the findings were accessible in tables using percentage.

DATA ANALYSYSIS

Table 2 shows that the 100% teachers and students have been aware about major electronic information resourcesand services(EIRS).

The table 3 shows the purpose in using electronic information resources & services (EIRS) for educational purpose. It has been found that to prepare course material for teaching/study purpose used by teachers 10 (25%) and by the students 25 (41.6%). 20 (50%) of the teachers and 30 (50%) of the students are use the to update research work purpose. To write paper for publication purpose. Used by teachers 15 (37.5%) and by students 10 (16.6%) to attend conferences /seminars/symposia workshops used by teachers 15 (37.5%) and by students 15 (25%) to carry out project works are used by the teachers similarly 15 (37.5%) and by students 15(25%).

Table 4 shows the types of information resources & services (EIRS) needed through electronically. On analyzing the data it has been found that the E-journals service used by teachers is 20 (50%) and by students 40 (66.6%). 25 (62.5%) of the teachers used E-Articles while 40 (66.6%) students were use this service. E-Thesis/dissertation service used by teachers 30(75%) and by students 15(25%) and by students 20 (33%) 10 (25%) by the teachers whereas 30 (50%) of the students use E-books service. E-Archives ser-

vices used by teachers 10 (25%) and by students 40 (66.6%). Web resources used by teachers 20 (50%) and by students 10 (16.6%). Subject gateways service used by teachers 10 (25%) and students 5 (8.3%).

Table 5 shows the linking pattern of electronic information resources and services. It has been found that 10 (25%) of the teachers and 25 (41.6%) of the students are links through library website. 15 (37.5%) of the teachers and 30 (50%) of the students are links through publishers website. 20 (50%) of the teachers and 25 (41.6%) of the students are links through search engines. 15 (37.5%) of the teachers and 30 (50%) of the students are links through on-line resources & services website.

Table 6 shows the methods of reading electronic information resources & services. It has been found that the 25 (62.5%) teachers and 30 (50%) of the students were use display on the monitor method. Print out on the paper method is used by teachers 15 (37.5%) and by students 40 (66.6%). 20 (50%) of the teachers and 20(33%) of the students are use downloading in floppy, CD, pen drive method. Other methods used by teachers 10 (25%) and by students 10 (16.6%).

The Table 7 shows that the reason for using electronic information resources & services. It has been found that 15 (37.5%) of the teachers and 30 (50%) of the students are use available before print version. Access to full content reason used by teachers. 10 (25%) and by students 25 (41.6%). Similarly 10 (25%) of the teachers and 10 (16.6%) of the students are use access to different locations regions. Easy to use reason used by teachers 30 (75%) and by students 40 (66.6%). User friendly interface reason used by teachers 10(25%) and used by teachers 15 (37.5%) and by students 30 (50%).

On the data analysing in Table 8 shows that satisfaction level of electronic information resources & services. 20 (50%) of the teachers and 30 (50%) of the students were fully satisfied. 10 (25%) of the teachers and 15 (25%) of the students were partially satisfied with electronic services provided by institute library. 6 (15%) of the teachers and 10 (16.67%) of the students were not satisfied, and finally 4 (10%) of the teachers and 5 (8.33%) of the students says no comments.

CONCLUSION & RECOMMENDATIONS

Table 1. Status of Respondents

Level of Study	Population	Percentage
Teachers (**T**)	40	40.00
Students (**S**)	60	60.00
Total	100	100.00

Fig. 1. Status of Respondents

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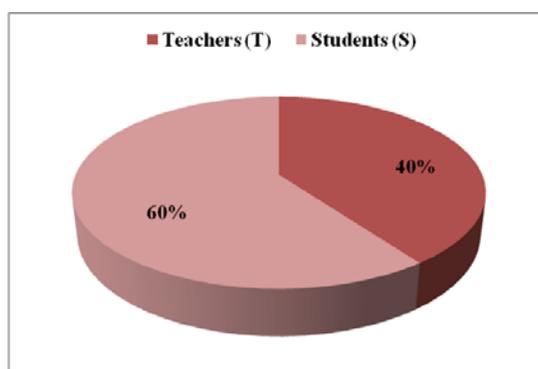
Table 2. Types of Electronic Information Resources and Services

Electronic Information Resources/services	Awareness			
	Teachers		Students	
	Yes	No	Yes	No
CD-ROM Databases	✓	-	✓	-
Internet	✓	-	✓	-
E-mail	✓	-	✓	-
Online Databases	✓	-	✓	-
Online Journals	✓	-	✓	-
Search Engines	✓	-	✓	-
OPAC	✓	-	✓	-
College Websites	✓	-	✓	-

(Multiple responses allowed)

Table 3. Purpose of Using EIRS

Purpose	T	%age	S	%age	Total	%age
To update research work	20	50	30	50	50	50
To prepare course material for teaching/study	10	25	25	41.6	35	35
To write paper for publication	15	37.5	10	16.6	25	25
To attend conferences /seminar/symposia	15	37.5	15	25	30	30
To carry out project works	15	37.5	15	25	30	30

(Multiple responses allowed)
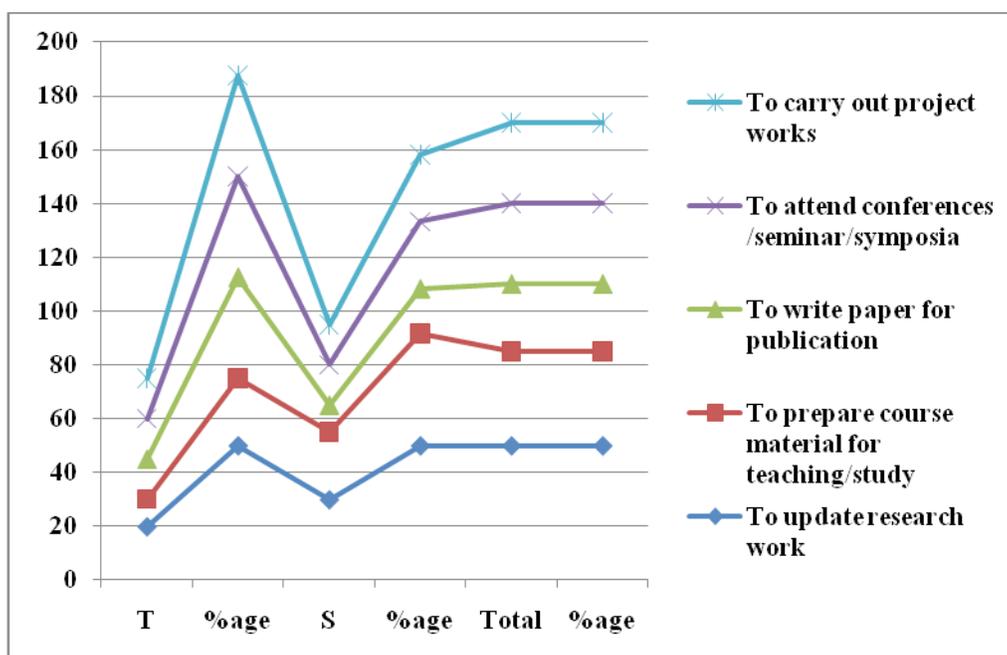
Fig. 2. Purpose of Using EIRS

Table 4. Use and Awareness of EIRS

Uses of EIRS	T	%age	S	%age	Total	%age
E-journals	20	50	40	66.6	60	60
E-Articles	25	62.5	40	66.6	65	65
E-Thesis/Dissertation	30	75	15	25	45	45
E-Data bases	10	25	20	33	30	30
E-Books	10	25	30	50	40	40
E-Archives	10	25	40	66.6	50	58
Web resources (Text, images, sources)	20	50	10	16.6	30	30
Subject Gateways	10	25	5	8.3	15	15

(Multiple responses allowed)
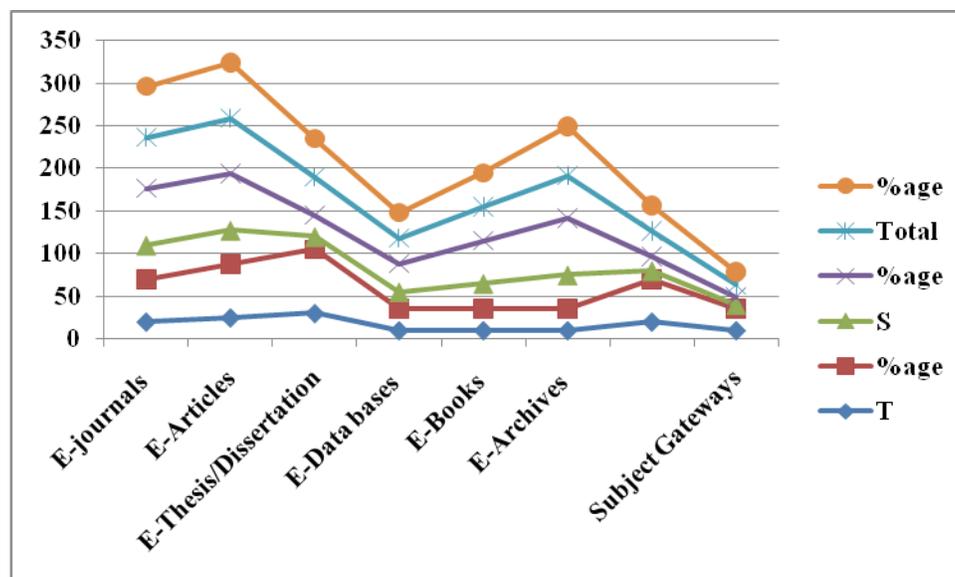
Fig. 3. Use and Awareness of EIRS

Table 5. Linking Pattern of EIRS

Links Pattern	T	%age	S	%age	Total	%age
Links through Library website	10	25	25	41.6	35	35
Links through publisher's website	15	37.5	30	50	45	45
Links through search engines	20	50	25	41.6	45	45
Links through online resources & services website	15	37.5	30	50	45	45

(Multiple responses allowed)

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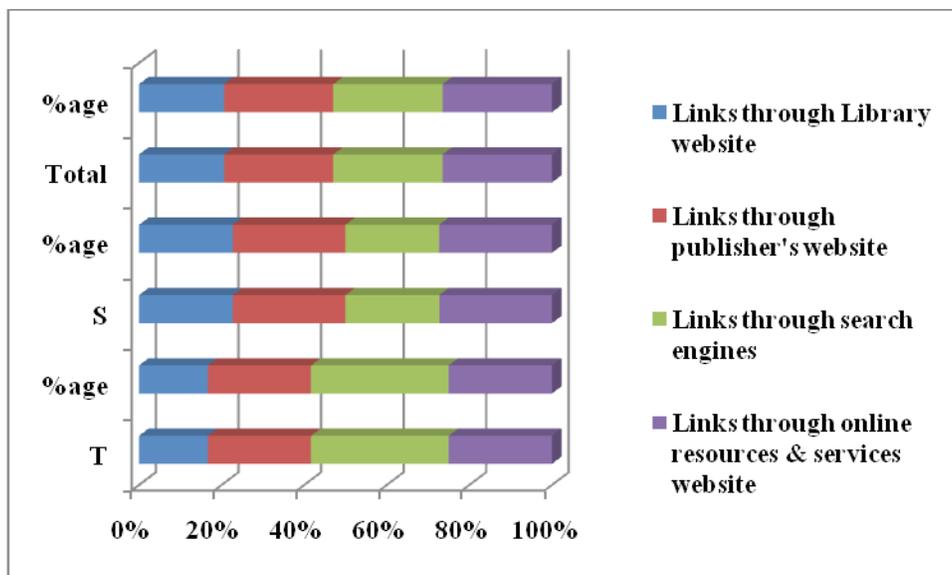
Fig. 4. Linkings Patterns of EIRS

Table 6. Method of Reading EIRS

Method of reading	T	%age	S	%age	Total	%age
Display on the Monitor	25	62.5	30	50	55	55
Print out on the paper	15	37.5	40	66.6	55	55
Downloading in floppy CD, Pen drive	20	50	20	33	40	40
Other Method	10	25	10	16.6	20	20

(Multiple responses allowed)
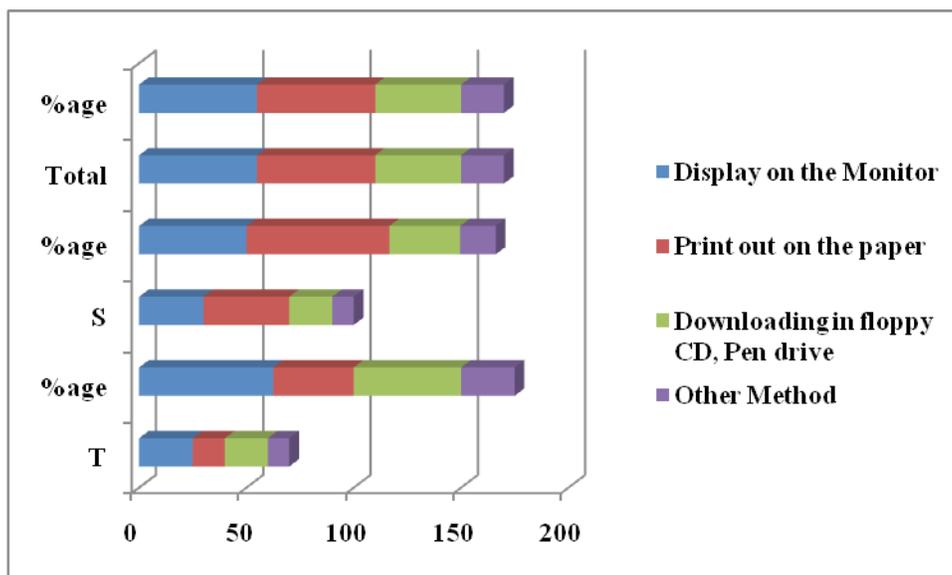
Fig. 5. Methods of Reading EIRS

Table 7. Reasons for Frequently Used EIRS

Reasons	T	%age	S	%age	Total	%age
Available before print version	15	37.5	30	50	45	45
Access to full content	10	25	25	41.6	35	35
Access to different locations	10	25	10	16.6	20	20
Easy to use	30	75	40	66.6	70	70
User Friendly Interface	10	25	20	33	30	30
Reliable access	15	37.5	30	50	45	45

(Multiple responses allowed)
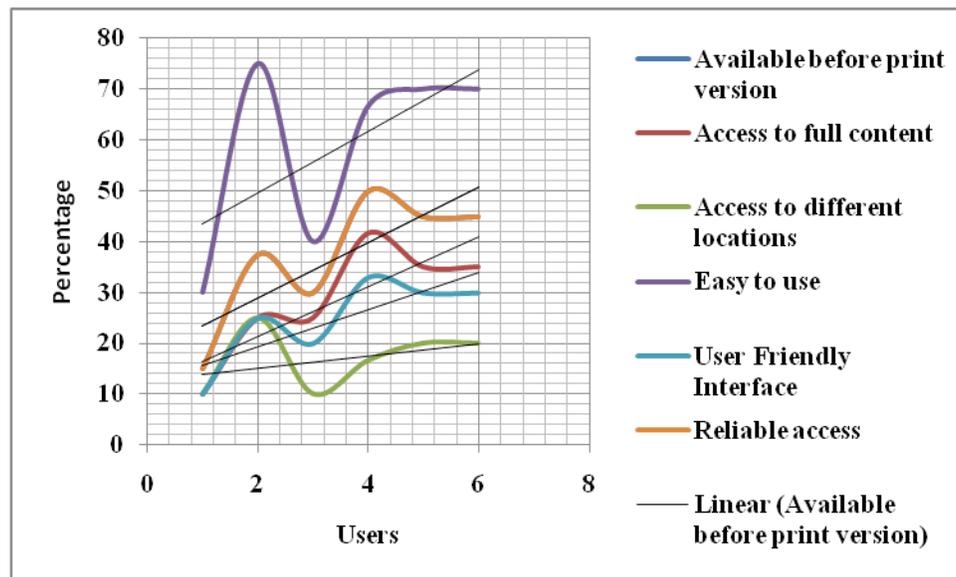
Fig. 6. Reason for Frequently Used EIRS

Table 8. Satisfaction with EIRS provided by the Institute Library

Satisfaction Level	T	%age	S	%age	Total	%age
Fully Satisfied	20	50	30	50	50	50
Partially Satisfied	10	25	15	25	25	25
Not Satisfied	6	15	10	16.67	16	16
No Comments	4	10	5	8.33	9	9
Total	40	100	60	100	100	100

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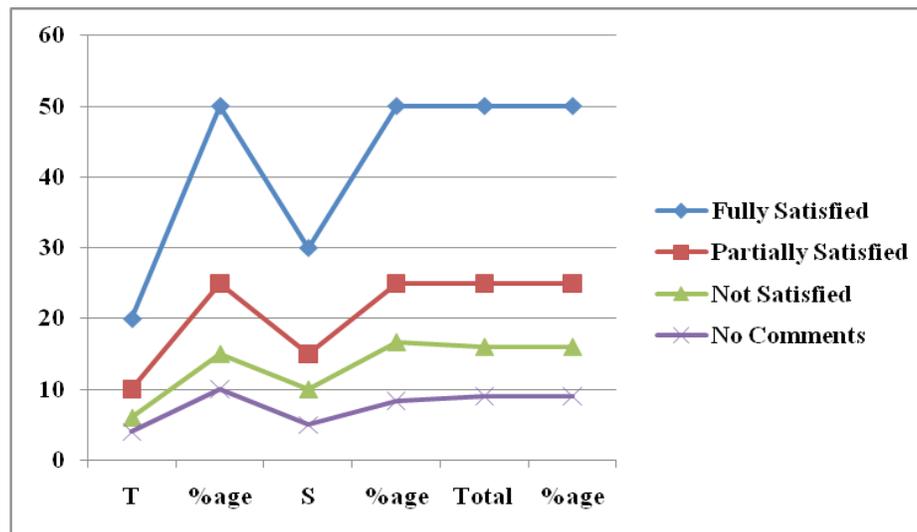
Fig. 7. Satisfaction with EIRS provided by the Institute Library

The study sought to analyses the "use of electronic information resources and services among the Teachers and Students of Institute of Informatics and Management Sciences (IIMS), Meerut: A Case Study". With the awareness and use of electronic information resources and services in libraries and information resources centres, the information/library professionals are required to respond to the new environment for new roles and new careers in information acquisition, preservation, and transfer. They need to be responsive to the growing need of the time. New kinds of competencies, skills, and experiences are required to respond to the need of the time that extends beyond the traditional library setting. At the same time, persons involved in higher education/research programmes are also required to intensively orient themselves with the mechanisms and techniques of accessing and retrieving their desired information and information resources from the web-based information system.

Based on the present study, it is recommended that:

• Teachers and students of IIMS should endeavour to use electronic information resources and services in support of their teaching and study activities;

• IIMS library should acquire current electronic information resources for their use;

• IIMS library management should organise electronic information awareness programmes for teachers and students to improve their information searching and retrieval skills;

• Electronic information resources and services available to them should be used for their improved productivity.

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