E-resources usage and information seeking behavior of the post-graduate students of Chetana's Ramprasad Khandelwal Institute of Management & Research: A survey

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ABSTRACT

This paper reports the results of a user study done at the Chetana's Ramprasad Khandelwal Institute of Management & Research, library. Data was collected from 240 respondents through questionnaires. It indicates that guidance in the use of library e-resources is necessary to help students meet their information requirements. Finds that e-resources are the most popular sources of information for the students' course work.

Keywords: Information seeking behavior, e-resources awareness, e-resources usage and Chetana's Ramprasad Khandelwal Institute of Management & Research

INTRODUCTION:

Information is a critical resource in the operation and management of organizations. Timely availability of relevant information is vital for effective performance of managerial functions such as planning, organizing, leading and controlling. A well established well designed information system to facilitate decision making in various projects is critical to the success of any organization. To be successful, any project requires efficient management of human and material resources. This cannot be done unless accurate, timely and relevant information is available to decision makers (Singh 2007).

Electronic resources are very important sources for the teaching, learning and research and development for all the universe subjects. Electronic resources are becoming vital to carry any meaningful research. These resources are widely used by scientists, engineers, managers to carry out day-to-day qualitative and quantitative research and education (Mahapatra 2006).

Information seeking is a human process that requires adaptive and reflective control over the afferent and efferent actions of the information seeker. Information seeking behaviour resulted from the recognition of some needs, perceived by the user, who has a consequence make demand upon on formal system such as libraries and information centers, or some other person in order to satisfy the perceived information need. The information seeking behavior essentially refers to locate discrete knowledge elements.

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It is concerned with the interactive utilization of the three basic resources namely, people, information and system. Further in order to satisfy the information needs the user actively undergoes the information seeking process. The attempt of the user in obtaining the needed information results from the recognition of some needs perceived by the user (Singh 2007).

According to Wilson's Nested model the concepts of information seeking, information retrieval and information behaviour are objects of investigation of information science.4 Within this scientific discipline a varity of studies has been undertaken analyzing the interaction of an individual with information sources in case of a specific information need, task and context (Wilson 1999).

In this article, I present and collocate the findings of a recent investigation that have been conducted at Chetana's Ramprasad Khandelwal Institute of Management & Research, Mumbai (CRKIMR) a project that seeks to bring e-resources use and utilization of the postgraduate students of the CRKIMR. The results of this study bring a comprehensive detailed picture of the use of e-journals and information seeking behaviour by the postgraduate students of CRKIMR library. This investigation is probably one of the first of its kinds in the Institute, after implementing the electronic resources for the teaching and learning programme.

OBJECTIVE OF THE STUDY

The main objective of the study is to explore information seeking behavior of students of CRKIMR, library. The specify objectives are as follows

1. To establish the postgraduate students' information needs;

2. To determine the postgraduate students'

information seeking behaviour;

3. To know the adequacy of e-resources;

4. To establish the problems that postgraduate students encounter in information seeking; and,

5. To suggest strategies of improving postgraduate students' information seeking behaviour.

LITERATURE REVIEW:

Literature review is the backbone of any research work, reveals the current trends and the future requirements in the subject of the concerned research project. At this juncture it is appropriate to undertake a detailed review of the literature with a view to identifying the research gap, need and importance for the proposed study, appropriate methodology and tools to be employed etc. Following paragraph devoted to give a brief account of the qualitative literature published till April 2010 in the field of Library and Information Science. More specifically, it is aimed to identify the information seeking behaviour. The published literature collected for the purpose of this study has been presented in the following paragraphs.

Eskola, worked on University students' information seeking behaviour in a changing learning environment. It examined, how are students' information needs, seeking and use affected by new teaching methods? And results found that proper training is required for maximum utilization of library resources (Eskola 1998).

Shokeen and Kushik, studied about information seeking behaviour of social scientists working in the universities located in Haryana. It examined that, most of the social scientists visit the library daily. The first preferred method of searching the required information

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by the social scientists followed by searching through indexing and abstracting periodicals, and citations in articles respectively. The social scientists use current journals followed by books (Shokeen and Kushik 2002).

Miriam, Ikoja–Odongo and Kigongo–Bukenya, conducted a study on Information seeking behavior of undergraduate students of Makerere University, Uganda. It examined that, the sample consisted of 104 undergraduate students selected from their first, second and third year study. The results provide an insight into the factors that influence students information–seeking behavior and the information sources used. The study makes recommendations that could lead to the improvement of students' information seeking behavior and use of information resources (Miriam, Ikoja-Odongo and Kigongo-Bukenya 2004).

Callinan, studied on Information-seeking behaviour of undergraduate biology students: A comparative analysis of first year and final year students in University College Dublin. It examined that, the purpose of this study was understand what differences exist between first year biology and final year biochemistry students in University College Dublin so that measures can be taken to address those needs. It examines student's awareness and use of different sources of information for their course-work, their use of the (E-) library, why they visited the university library, the type of assistance they had received in using the library as well as the type of instruction they would like to receive in the future (Callinan 2005).

Fatima & Naved, conducted a study on Information seeking behavior of the Ajmal Khan Tibbiya College, Aligarh Muslim University: A survey. It examined that, how students of Ajmal Khan Tibbiya College seek information from the library. It mentions that most of the respondents

visited the library several times a week to meet their information needs (Fatima and Naved 2008).

Haridasan & Khan conducted a study on Impact and use of e-resources by social scientists in National Social Science Documentation Centre (NASSDOC), it examined that, the e-resources in the National Social Science Documentation Centre (NASSDOC) library in New Delhi, India and determines their usage, performance, degree of user satisfaction, and barriers faced in the access of e-resources. It also attempts to find out the users' views about computer literacy among the social scientists (Haridasan & Khan 2009).

Sharma worked on use and Impact of E-Resources at Guru Gobind Singh Indraprastha University (India): A Case Study. It examined that, the existence of various e-resource databases in Guru Gobind Singh Indraprastha University Library. The study also highlights the preferences and importance of online resources among the teachers and research scholars (Sharma 2009).

Kacherki & Thombare studied on print Vs e-journals and information seeking patterns of users: A study of SPJIMR. It examined that, the information seeking patterns of SPJIMR library users and also finds out the advantages and disadvantages of e-journals. The main findings were e-journals are highly used for the community (Kacherki & Thombare 2010).

Nicholas, Rowlands & Jamali worked on evaluation of e-book usage and information seeking and reading behaviour of business and management students. It examined tha, the comparisons are made with students in their subjects. The main findings were that e-textbooks can prove to be extremely popular and widely used, mainly for obtaining snippets of information and for fact finding. The main reason for using e-textbooks was ease to access

and convenient (Nicholas, Rowlands and Jamali 2010).

Maharana, Sethi & Mallick studied on usage of electronic information resources and services at IIT, Kharagpur Library. It examined that, the recent trends of e-resources and services, the article describes electronic information resources, systems and services offered by the central library of IIT, Kharagpur, which has developed anewmission and vision to support anewstrategy of library collection and services through electronic media. It has also created varied access routes of information for its potential users to widen the usage of e-resources (Maharana, Sethi & Mallick 2010).

METHODOLOGY AND SCOPE

This study used questionnaire based survey method. The questionnaires were personally distributed to the postgraduate students of CRKIMR at their library and class room in the month of March 2010.

in the library and class room. 240 filled-in questionnaires were returned by the students with the overall response rate being 92.31%. The collected data were analyzed, classified and tabulated by statistical method.

A. BASIC INFORMATION

Questions like name, sex, course and qualification were asked. Out of 240 respondents 142 (59.17 %) were male and 98 (40.83%) were female.

1. **Initiated to use the library:** Table I shows that majority of students i.e. 102 users (42.50%) visit library for the teachers advice to make use of library resources and 97 users (40.42%), use the library for self response followed by 30 users (12.50%) initiated by the library staff and 11 users (4.58%) for the friends.

2. **Frequency of visit to the library:** Table II shows the frequency of visit to the library, the question has been divided in to four time group, as shown in the table 198 users (82.50%) were visiting the library daily and 30 users (12.50%)

Table-I

Sr. No.	Initiated to use the library	No. of Respondents	Percentage
1.	Friends	11	04.58
2.	Teachers	102	42.50
3.	Library Staff	30	12.50
4.	Self	97	40.42
	TOTAL	**240**	**100.00**

ANALYSIS AND INTERPRETATION

260 questionnaires were distributed to the postgraduate students who were present

were once in a week followed by 7 users (2.92%) were once in a fortnight and 5 users (2.08%) once in a month.

3. **Time spent in the libraryn:**From table

Table-II

Sr. No.	Frequency of visit to the library	No. of Respondents	Percentage
1.	Daily	198	82.50
2.	Once in a week	30	12.50
3.	Once in a fortnight	7	2.92
4.	Once in a month	5	2.08
	TOTAL	**240**	**100.00**

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III, it is seen that 121 (50.42%) users spent their time in the library for more than three hours, 71 (29.58%) users spent their time in the library for three hours, 28 (11.67%) users spent their time in the library for two hours, 13 (5.42%) users spent

(37.50%) users visited library to get information, 82 (34.17%) users visited to refer project reports submitted to the institute, 65 (26.08%) users visited to use / borrow audio visual materials like CDs & DVDs.

Table-III

Sr. No.	Time spent in the library	No. of Respondents	Percentage
1.	Less than one hour	07	2.92
2.	One hour	13	5.42
3.	Two hours	28	11.67
4.	Three hours	71	29.58
5.	More than three hours	121	50.42

their time in the library for one hour followed by 7 (2.92%) users spent their time in the library for less than one hour.

4.   Purpose of visit to the Library

Table IV shows, that 207 (86.25%) users

B. LIBRARY COLLECTION:

5.   Adequacy of library collection:

Table V shows that adequacy of library collection, 230 (95.83%) users responded that library has adequate collection of books, 180

Table-IV

(Multiple answers)

Sr. No.	Frequency of visit to the library	No. of Respondents	Percentage
1.	To Study	207	86.25
2.	To get information	90	37.50
3.	To refer books	107	44.58
4.	To use / borrow audio visual materials (CDs & DVDs)	65	27.08
5.	To read newspapers / Business dailies	109	45.42
6.	To refer project reports	82	34.17

were visited library for the study purpose, 201 (83.75%) users for the to borrow / return / renew books, 127 (52.92%) users to access e-

(75%) users for the journals and magazines, 90 (37.50%) users for the reference sources and 201 (83.75%) users for e-resources.

Table-V

(Multiple answers)

Sr. No.	Adequacy of library collection	No. of Respondents	Percentage
1.	Books	230	95.83
2.	Journals / Magazines	180	75.00
3.	Reference Sources	90	37.50
4.	E-resources	201	83.75

resources, 109 (45.42%) users visited to read newspapers / business dailies, 109 (45.42%) users to refer journals and magazines followed by 107 (86.25%) users to refer books in the library, 90

7.   Use of print & electronic resources:

Table VI shows that majority of users prefer electronic resources for their study i.e. 120

(50%), 98 (40.83%) users responded for the print resources and 22 (9.16%) for both the resources.

6. Library resources:

Most of the users found that, library has adequate collection to meet their demands i.e. 223 (92.92%), 15 (6.25%) users responded that library collection should be moderate and 2 (0.83%) users responded for the inadequate library resources.

users responded e-resources are as same as print version, 14.62% users responded for the e-resources are not better than print version.

9. Purpose of using e-resources:

From table VIII, It is seen that 191 (79.58%) users refer e-resources for the writing notes, 140 (58.33%) for the writing projects, 98 (40.83%) for the seminars purpose, 28 (11.67%) for the writing

Table-VI

Sr. No.	Resources	No. of Respondents	Percentage
1.	Print	98	40.83
2.	Electronic	120	50.00
3.	Both	22	9.17
	TOTAL	240	100.00

B. CHARACTER OF INFORMATION SEEKING BEHAVIOUR:

8. Content of e-resources

papers and 20 (8.33%) for the research work.

Table-VII

Sr. No.	Content of e-resources	No. of Respondents	Percentage
1.	Better than print version	113	47.08
2.	Same as that of print version	93	38.75
3.	Not better than print version	34	14.62
4.	Not sure	0	0.00
	TOTAL	240	100.00

10. Frequency of using e-resources:

Table VII shows 47.08% users responded that e-

Table-VIII

(Multiple answers)

Sr. No.	Content of e-resources	No. of Respondents	Percentage
1.	Writing papers	28	11.67
2.	Preparing notes	191	79.58
3.	Seminars	98	40.83
4.	Projects	140	58.33
5.	Research work	20	8.33

resources are better than the print version, 38.75%

The frequency of use e-resources is divided in

Table-IX

Sr. No.	User of e-resources	No. of Respondents	Percentage
1.	Daily	180	75.00
2.	2-3 times in a week	40	16.67
3.	Once in a week	13	5.42
4.	Occasionally	07	2.91
	TOTAL	240	100.00

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to four parts, as table IX shows that majority of the users i.e. 180 (75%) were using e-resources daily, 40 (16.67%) were 2-3 times in a week, 13 (5.42%) once in a week followed by 7(2.92%) users occasionally.

11. Articles read:

The table X shows that 73 (30.42%) users read the articles more than 15 every day, 71 (29.58%)

12. Comparison of e-resources with print version:

Table XI shows the comparison of e-resources to print resources. It was found that majority of the respondents strongly agreed for the statements i.e. 201 (83.75%) users agreed for the easy & convenient to search for the information in the e-resources, 219 (91.25%) users agreed for the search time taken in e-resources are lesser than the print version, 203 (84.58%) users agreed for the e-resources are available immediately to refer, 209 (87.08%) users agreed for the e-

Table-X

Sr. No.	No. of articles read in a week	No. of Respondents	Percentage
1.	Nil	0	0.00
2.	1-5	53	22.08
3.	6-10	43	17.92
4.	11-15	71	29.58
5.	More than 15	73	30.42
	TOTAL	240	100.00

users read 11 to 15 articles every day, 53 (22.08%) users read 1 to 5 articles every day followed by

resources can be access by the user from their desktops at workplace, followed by 180 (75%)

Table-XII

(Multiple answers)

Sr. No.	Reasons	No. of Respondents	Percentage
1.	Lack of time	189	78.75
2.	Uncomfortable	89	37.08
3.	Cannot find what to look for	202	84.17
4.	Not easy to use	114	47.50
5.	Lack of infrastructure	97	40.42
6.	Access time is slow	126	52.50
7.	Unorganized	98	40.83
8.	Difficult to read from screen	76	31.67
9.	Lack of training	129	53.75
10.	Preference to print version	89	37.08

43 (17.92 %) users read for 6 to 10 articles every day.

users agreed to e-resources are provide links for other related articles or references.

Table-XI

Sr. No.	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree	
	Respondents	%	Respondents	%	Respondents	%	Respondents	%	Respondents	%
1.	201	83.75	035	14.58	002	00.83	002	00.83	000	00.00
2.	219	91.25	019	07.91	002	00.84	000	00.00	000	00.00
3.	203	84.58	028	11.67	007	02.91	002	00.84	000	00.00
4.	209	87.08	027	11.25	002	00.84	002	00.84	000	00.00
5.	180	75.00	058	24.17	002	00.84	000	00.00	000	00.00
6.	065	27.08	073	30.42	033	13.75	027	11.25	042	17.50

13. Reasons for not using the e-resources:

From the table XII shows the reasons for not using the e-resources. It was found that 202 (84.17%) users were responded for the cannot find what they are looking for, 189 (78.75%) users for the lack of time, 129 (53.75%) users responded for the lack of training, 126 (52.50%) respondents for the access time is slow, 114 (47.50%) users for the not easy to use, 98 (40.83%) respondents for the unorganized, 97 (40.42%) respondents for the lack of infrastructure, 89 (37.08%) for the preference to print version also for the uncomfortable with e-resources followed by 76 (31.67%) difficult to read from screen.

15. Rating of information services:

Most of the students found that, library's information services are excellent with 65.00 % stating for the ebsco database, 45.42 % for the ICFAI online publications, 53.75 % for the CMIEs prowess, 62.08 % for the CMIEs industry analysis service, 76.25 % for the Tulsient server and 39.58 % users responded for the good service of bankers brief.

16. Training for using e-resources:

It is seen that 219 (91.25%) users responded for training programme is required to use e-resources and 21 (8.75%) responded for training programme is not required.

Table-XIII

(Multiple answers)

Sr. No.	Information resources	No. of Respondents	Percentage
1.	Ebsco database	198	82.50
2.	ICFAI online publications	108	45.00
3.	Bankers Brief	103	42.92
4.	CMIE's Prowess	117	48.75
5.	CMIE's Industry Analysis Service	191	79.58

14. Usage of Information Resources:

Table XIII indicates that 198 (82.50%) respondents access the ebsco database, 191(79.58%) users access the CMIEs Industry analysis service, 117 (48.75%) users refer CMIE's Prowess and 108 (45.00%) respondents access the ICFAI online publications and Tulsient server followed by 103 (42.92%) respondents access the bankers brief.

17. Importance of Training programme:

Table XV show the importance of training programme. It was found that majority of the users stating that training programme is very important i.e. 176 (73.33%), 61 (25.42%) users responded for training programme in important and 3 (1.25%) users responded for training programme in not required.

Table-XIV

Sr. No.	Excellent Respondents	%	Good Respondents	%	Average Respondents	%	Poor Respondents	%
1.	156	65.00	059	24.58	025	10.42	000	00.00
2.	109	45.42	103	42.92	017	7.08	001	0.42
3.	095	39.58	101	42.08	041	17.08	003	01.25
4.	129	53.75	077	32.08	031	12.92	003	01.25
5.	149	62.08	65	27.08	026	10.83	000	00.00
6.	183	76.25	53	22.08	004	1.67	000	00.00

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Table-XV

Sr. No.	Importance of training programme	No. of Respondents	Percentage
1.	Very important	176	73.33
2.	Important	061	25.42
3.	Not Required	003	01.25
	TOTAL	240	100.00

Hence, it can be concluded that the students have very strong opinions towards usage and efficiency of e-resources.

RESEARCH FINDINGS & SUGGESTIONS

The survey on user of e-resources & Information Seeking Behavior of the Post-graduate Students of CRKIMR has revealed that most of students i.e. 92.31 % visit library to use the library resources and 83.75 % of the users visit library to borrow books, 52.92 % of users visit library to access e-resources. About the adequacy of library collection, 95.83 % of users feel that the library book collection is adequate, 75 % of users feel that journals and magazines collection is adequate, 37.5 % of users feel that references sources are adequate and 83.75 % of users feel that e-resources are adequate.

However, the result of the study tells that most of the students prefer both printed as well as non print sources of information. So, it is suggested that the library should stock more number of books, periodicals and reference sources. Besides, the library must build up e-resources to satisfy the information needs of the students.

The study and analysis of data collected and discussed in depth and extent the investigation come to withstand following facts on the use of e-resources by the postgraduate students of CRKIMR. Some important observations are as follows.

☐ It is found that, most of the students at CRKIMR use several Information Technology tools and they posses required competency in accessing e-resources.

☐ 92.92% of users feel that library resources are adequate.

☐ 47.08% of users feel that e-resources are better than print version.

☐ 79.58% of users prefer e-resources for the preparing notes and 58.33 % for preparing project reports.

☐ It is encouraging to note that e-resources are highly used i.e. 82.5 % of users prefer Ebsco database, 79.08% CMIE's Industrial Analysis service, 48.75 % CMIE's Prowess, 45 % ICFAI online publications and 42 % Bankers brief for their required information.

☐ Majority of the students feel that information services available in the library are excellent.

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☐ 73.73 % of students pointed out that training program is very important to maximize the utilization of e-resources.

Therefore, it is suggest that the library should conduct orientation programs frequently to make use of the e-resources. The library should actively participate in the library consortia to give optimum information services and fulfill the ever increasing and complex needs of the users.

DISCUSSION

In our study, the data revels that there is more use of e-resources (52.92 %) as compare to print resources (44.58 %), which is similar to the study conducted by Sharma (2009) wherein e-resources were much more in use than printed resources. The usual expectations from any authorities are that once e-versions are introduced the use of resources available only in print would decrease. Nowadays even the publishers are also transforming towards this trend of print to electronic, because only e-resources allow timelier literature searching, provide quick access to a greater number of resources from remote locations and require fewer trips to the library than print collection.

A 2010 study by Maharana, Sethi & Mallick examining the use of electronic information resources by the IIT Kharagpur, library, they noted the reasons for using electronic information resources and services. Reasons for users using the electronic resources included browsing journals, checking references, printing articles, reading articles and reading tables of contents. The above finding contrasted with a 2009 study by Haridasan and Khan who examined the use of e-resources by social scientists in NASSDOC. A 2010 study by Kacherki and Thombare examined the use of print Vs e-journals by the management students. Kacherki and Thombare noted that e-journals are highly used.

CONCLUSION

E-resources opened up many exciting opportunities and potentials for management libraries. E-resources have both advantages and disadvantages. Librarians need to be able to identify and balance the factor that would make e-resources success in their libraries. Looking at the present situation of information explosion and competency in acquiring it, it is on the part of the library staff to create more awareness about the e-resources availability among the users and provide them a friendly environment so that they can make a better use of the facility. The staff in the library requires training in handling the e-resources and users need an orientation for using them. Library staff should be provided

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proper training, which will help them acquiring more sophisticated searching and retrieval skills. The librarians' role has to be redefined in view of technological developments keeping in mind the best interest of users and retrieval efficiency.

The study indicates that majority of the students seek information from different sources of information for the day to day activity. However, the e-resources have been ranked very high for obtaining specific information and keeping up to date. It may concluded that the working environment of the individual needed information, the importance placed on getting it, the tools available for seeking information, the knowledge and value about these tools, the probability of getting what is wanted are the factors that may affect information seeking behavior.

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