USAGE OF ELECTRONIC RESOURCES BY CHEMISTRY DEPARTMENT MEMBERS, SHIVAJI UNIVERSITY KOLHAPUR

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Abstract

Today due to the rapid changes in Technology, E-resources in a university library is very common. But their proper and maximum use is a concerned matter. The present paper examines the existence of various e-resources being used by the chemistry department members of shivaji university, Kolhapur. The study also highlights different types of electronic resources used, the purposes and frequency of using electronic resources and the problems faced by the users while accessing and using the electronic resources in the library.

Keywords: E-resources, Shivaji University, chemistry department, library

Introduction

In the contemporary information based society, the user community has been demanding pinpointed, exhaustive and expeditious information due to its role in various branches of human activity. The compact storage of information, easy accessibility and faster communication has changed the library environment from being a collection of printed materials to that of electronic information sources.To cater for the needs of the clientele, the library tries to procure and to make resources accessible in various forms. Thepresent article lights on the use of e-resources by chemistry department of shivaji university, Kolhapur. Determination of awareness and utilization of e-resource was the aim of carrying out the study. Change is investable nowadays as users are gradually shifting from print material to electronic material. E-resources are in form of E-books, E-journals, E-theses and E-newspaper that has become part and parcel of life in the modern times. E-resource can be used for research, study and in keeping up-to-date information to its intended user in various fields of specialization. The aim and vision of a university is to offer a quality education and such quality education can be achieved when there is more resources to the users. To support and to meet its aims and vision, Shivaji University as a higher learning institution has invested huge amount towards the library in order to acquire and provide access to electronic resources.

Literature Review

The literature review plays a very important role in the research process by bring out what has been done and thus gives a strategy to establish what is to be done in a better way   to avoid past done mistake and to avoid repetition. Literature review is a source from where research ideas are drawn and developed into concepts and finally into theories.

Rehman and Ramzy (2004) examine the awareness and use of electronic information resources among health academics. The result shows that libraries are widely used for research needs. Most of them are using E-resources. Lack of time is the main reason given for not using electronic resources (37%). Unfamiliarity with computerized searching comes next (22.6 %).

Ali (2005) highlightsthe use of electronic information services among the users of Indian Institute of Technology (IIT) library in Delhi, India. Data was collected from three hundred IIT library users. Results reveal that 95% of users are aware about electronic information services provided by the library.   **Doraswamy (2005)**studied the use and familiarity of electronic information resources. The findings shows that 61.25% of the students were familiar with electronic information resources, 18.75% of students used online journals rarely whereas 42.50% of the students use e-resources for communication purposes.

Kaur (2006)   reports that e-resources could be good substitutes for conventional resources if the access speed is fast and access to important e-journals are subscribed to plus providing more computer to provide access to E-resources .

Shuling (2007) analyzed the use of electronic resources in Shaanxi University of Science and Technology. Author found that nearly 80 percent of respondents knew little about electronic resources. Nearly half the respondents use both printed and electronic resources, followed by print periodicals thus he suggested that user awareness programs should be conducted to ensure that users are made aware about utilization of electronic resources.

Madhusuudhan (2010) conducts a study on the use of e-resources by research scholars of Kurukshetra University in India. It is found that electronic resources have become an integral part of the information needs of research scholars at Kurukshetra University.

Tahir (2010) conducts a studyand found that the availability of electronic information databases (Online & CD-ROM), e-journals, e-books, internet, and e-mail has a great impact on the information searching behavior of the humanists. Results indicates that, although they stick to the print resources, they pay a good attention towards electronic technology. Most of them have access to computer and internet at office and home. They are regular users of variety of electronic technology.

Hadagali and Kumbar (2011) point out that, in the changing information environment, use of e-resources have dominated the print resources. Users prefer the Electronic Information Resources than the printed ones and thus there's a need of libraries to enter into consortium to ensure that users gets the resources they need.

Okorie and Agboola (2012) explore the use of electronic resources in Agricultural University Libraries. He found that electronic resources eliminate the boundary of time and place and used for the research in University. The author dealt with the advantages of electronic resources that he found to be of essence in this digital era that is occupied with the rapid changes in technology day and night.

Habib and Chowdhury (2012) present an analytic study of the status of electronic resources, facilities and services provided by the Dhaka University Library (DUL) and out found that majority of the users of Dhaka University Library (DUL) use e-resources for their learning purpose. It was found that e-resources in DUL are available and users are generally satisfied with these resources.

Mostofa (2013) explores the use and impact of e-resources in the Selected Private Universities in Bangladesh. The study highlights the frequency, types of electronic resources and purposes of use. Author also highlighted the problems faced while accessing electronic information resources like slow access, lack of ICT facilities and mass information that results from the command which becomes hard to filter such information.

OBJECTIVES OF THE STUDY

1. To identify the awareness of users on their use of ER.
2. To know the frequency visit to the library by chemistry department members of shivaji university, Kolhapur.
3. To find out time spent on use of e-resources.
4. To find out various e-resources used by the users.
5. To know various formats users use to gather the information from e-resources.
6. To identify problems facing users.
7. To know various gadgets users use to access e-resources.
8. To give suggestions and solution towards problems facing users.

NEED FOR THE STUDY

In the current situation, the quality of education depends on authentic, factual, fast and up-to-date information of which without it, the quality education will be just but a dream. Higher learning institutions s are facing financial constraints when it comes to library subscription to journals that are being required for research and for the academic community. Nevertheless, universities are trying their level best to improve quality of education by investing huge amount budget on libraries. Thus this calls a survey study regarding use of electronic resources in order to know its management and find out the weakness and strength and areas where improvement and corrections has to be done to ensure effective utilization of electronic resources is achieved, and as a result, author felt the need to conduct a survey study.

METHODOLOGY.

A survey method was adopted to collect information. A well-structured questionnaire was designed to elicit the opinion from the department members of chemistry of shivaji

university, Kolhapur. A total of 130 questionnaires were distributed and out of which, 120 duly filled in questionnaires were received back, resulting into response rate of 92%.the respondents were requested to give the most appropriate answer from the objective questions that may have been of a multiple one and such data is tabulated and analyzed.

RESULTS AND ANALYSIS

Gender-wise distribution of respondents

Table 1 gives the sex-wise breakup of the respondents. From the table, it's clearly observed that of the 120 respondents, 70(58.3%) are male and 50(41.7%) are female indicating that there are male dominates in the department as they are the majority.

Table 1:   Gender-wise distribution of respondents

Gender	No of respondents	Percentage
Male	70	58.3
Female	50	41.7

Status-wise distribution of respondents

Table 2 shows the status-wise distribution of respondents. Table shows that majority of the respondents, i.e. 66(55%) belong to post graduate students, followed by 34(28.3) who belongs to research scholars and the least, 20 (16.7%) belong to faculty members. It's quite evident from the table that majority of the respondents are post graduate students.

Table 2: Status-wise distribution of respondent

Status	No of respondents	Percentage
Faculty members	20	16.7
Research scholars	34	28.3
Post graduate students	66	55
Total	120	100

Frequency of visit to library

A question was asked to know frequency visits to the library made by the respondents. Table 3 shows that daily visit is the highest (40%).The weekly visit to library occupy second position(25.8%).Monthly visit (20%), occasionally visit (12.5%) and never visit (1.7%) follows subsequently in a respective way. It can be inferred that since the department has its own departmental library within the departmental premises and such library is at the strategic position to the department whereby it's easily reachable. Such library draws majority of the users to use it especially for reading newspaper.

Table 3: Frequency of visit to library

Status	No of respondents	Percentage
Daily	48	40
Weekly	31	25.8
Monthly	24	20
Occasionally	15	12.5
Never	2	1.7
Total	120	100

Time spent on ER per day

The respondents were asked to furnish information regarding the time they spend per day on ER. It is evident from table 4 that 46(38.3%) spend one hour.44 (36.7%) spend half-an-hour.25 (20.8%) two hours.5 (4.2%) of respondents spend three hours and above.The study shows that the majority of the respondents spend an hour for using ER per day.

Table 4:   Time spent on ER per day

Time spend on ER per day	No of respondents	Percentage
30 min	44	36.7
1 hour	46	38.3
2 hours	25	20.8
3 hours and above	5	4.2
Total	120	100

Location of accessing the EIR

Regarding place of accessing E-Resources, the respondents were asked to furnish information regarding their access location of ER. Their response in regard to location of accessing ER is as shown in table 5.From the table, it's clear that majority which is 52(43.3%) of the respondents access information in the library.27 (22.5) of the respondents access e-resources through the department. Cyber café has a response rate of 25(20.8%) and the least is home with a response rate of 16(13.3%).

Table 5:   Location of accessing the ER

Location	No of respondents	Percentage
Library	52	43.3
Department	27	22.5
Cyber café	25	20.8
Home	16	13.3
Total	120	100

Name of ER used by the respondents

Awareness of use of ER can be inferred from the various ER being used.to get information regarding it, respondents were asked to name ER they use and such is as given in table 6.table shows that out of 120 respondents, 45(37.5%) use E-books, 22(18.3%) use E-journals, 36(30%) use E-newspapers, 7(5.8%) use E- theses and finally but not least is E-periodical having 10(8.3%) of the respondents.

Table 6: Name of ER used by the respondents

ER	No of respondents	Percentage
E-books	45	37.5
E-journals	22	18.3
E-newspapers	36	30
E-theses	7	5.8
E-periodicals	10	8.3
Total	120	100

Methods of learning use of ER

The respondents were asked about the mode they learnt to use ER and their response is as given in table 7.Majority of the respondents learnt to use ER through the guidance from their colleagues, i.e.41 (34.2%). Trial and error method occupies second position, 37(30.8%) followed by formal training which has a response rate of 20(16.7%). 15(12.5%) attended formal training to know how to use EIR while the last and least is 7(5.8%) who learnt the learnt to use EIR through the help of the library staff.

Table 7:   Methods of learning use of ER

Methods	No of respondents	Percentage
Guidance from colleagues	41	34.2
Trial and error method	37	30.8
By attending course	15	12.5
Formal training	20	16.7
Help by library staff	7	5.8
Total	120	100

Purpose of use of EIR

The purpose of use of e-resources differs from one user to another as the respondents are from different categories like faculty members, research scholars and post graduate students.In table no 8, respondents were asked about the purpose for which they are using e-resources and their response is as tabulated here below. Results indicates that majority of the respondents use e-resources for keeping up to date on daily news which has a response rate of 44(36.7%), followed by research work purpose with a response rate of 24(20%). Teaching purpose occupies a third position with a response rate of 20(16.7%).18(15%) of respondents use e-resources for finding relevant information in

their area of specialization and 14(11.7%) has the least response of users who use e-resources for writing articles.

Table 8:   Purpose of use of ER

Purpose of using ER	No of respondents	percentage
Teaching purpose	20	16.7
Research purpose	24	20
Finding relevant information in area of specialization	18	15
Keeping up to date daily news	44	36.7
For writing articles	14	11.7
Total	120	100

Problems faced while using and accessing ER

Table 9 shows the problems that respondents faced while accessing and using e-resources. Its observed from the table that majority of the users faced a problem in finding the relevant information as when the command is given, there are more optional displays relating to the same information thus become hard to filter for right information and such has a response rate of 36(30%). Lack of ICT facilities occupies the second position with a response rate of 32(26.7%), work overload, 22(18.3%), slow access with a response rate of 20(16.7%) and the lowest is 10(8.3%) lack of training.

Table 9: Problems faced while using and accessing ER

Problems faced	No of respondents	Percentage
Lack of ICT facilities	32	26.7
Work over load	22	18.3
Lack of training	10	8.3
Difficulty in getting relevant information	36	30
Slow access	20	16.7
Total	120	100

Mode of getting updated information about changes on ER

A question to the respondents regarding the mode of getting update information was asked to know if the respondents were getting update information about the changes in e-resources. Table 10 shows that the majority 38(31.7%) get the update information through their colleagues.33 (27.5%) get updated information through verbal communication by the library staff, 22(18.3%) through library home page, 20(16.7%) through email while the rest i.e. 7(5.8%) don't get update information.

Table 10: Mode of getting updated information about changes on ER

Mode of getting information	No of respondents	Percentage
Verbal communication by library staff	33	27.5
Through email	20	16.7
Through library home page	22	18.3
Through colleagues	38	31.7
Don't get information	7	5.8
Total	120	100

Areas of training preferred by the respondents

From the information given, it clearly show that there is a need to conduct a training for the respondents in order to ensure the effective use of e-resources. Thus a question was asked to the respondents if they required a training and what kind of training they required. Their response is tabulated in table no 11. The majority of the users feel that they need training regarding printing instructions with a response rate of 52(43.3%) followed by 29(24.2%) who needed classroom discussion, 21(17.5%),   by library workshops especially to newly fresher's. the rest of the response from the table is as, 12(10%) preferred computer training, 4(3.3%) needed a training on library orientation program and finally 2(1.7%) felt that they need not a training.

Table 11.   Areas of training preferred by the respondent

Areas of training	No of respondents	Percentage
Computer training	12	10
Library workshops	21	17.5
Printed instructions	52	43.3
Library orientation r	4	3.3
Classroom discussion	29	24.2
No training needed	2	1.7
Total	120	100

FINDINGS

Systematic efforts in data collection and its analysis lead to identify the following findings,

- Of the total 120 survey, 70 (58.3%) respondent are male and 50(41.7%) respondent are female.
- The study covered the faculty members, research scholars and the post graduate students of chemistry department of shivaji university, Kolhapur i.e. 20, 34 and 66 respectively and it can be seen that post graduate students were the majority followed by the research scholars and the least were the faculty members.
- Majority of the respondents, i.e. 52(43.3%) access information in the library followed by 27 (22.5) who access e-resources through the department. Cyber café

has a response rate of 25(20.8%) and the least is home with a response rate of 16(13.3%).

- Study shows that 46(38.3%) of the respondents spend one hour.44 (36.7%) spend half-an-hour.25 (20.8%) two hours.5 (4.2%) of respondents spend three hours and above. The study shows that the majority of the respondents spend an hour for using EIR per day.

SUGGESTIONS.

On the basis of analysis of the data and the opinion given by the respondents, some of the important suggestion regarding effective utilization on use of e-resources are as,

1. University authorities should provide better ICT and infrastructure facilities so that users can access e-resources speedily.
2. University library should conduct orientation programs on a regular basis to ensure that library users are well conversant with the latest technology changes.
3. Chemistry department being a science one needs more number of current journals and thus there's a need for the university library to subscribe to more science directory and to enter into consortium   program.
4. Library users on the other hand should punctual and sincere to their use of e-resources and should seek help from a library staff when it's necessary to ensure smooth working and learning environment that is meant to cater for the needs of the user.

CONCLUSION

Electronic information resources have opened many exciting opportunities and potentials for faculty members, research scholars and post graduate students.The present survey clearly indicates that electronic information resources are highly useful for research, teaching and learning process. To ensure that right information gets to the right user at the right time in this digital era, shivaji university as whole learning institution should ensure that its library subscribes to national and international journals to get the latest study materials to its users and to ensure that library has enough qualified and competent librarians to handle the library .on the other hand, staff working in the university library should conduct regular user education program regarding awareness to the users in order to maximize use of e-resources more effectively and efficiently which will in long land result to proper utilization of resources that will benefit the users.

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