

A Study on the Impact of Library Sources and ICT Knowledge on Students' with the Usage of Electronic Resources

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Abstract- Since academic libraries are hubs of knowledge, they are seen as indispensable components of the academic experience. Academic libraries have been around for more than 500 years, and all educational institutions still find great value in them now. The emerge of ICT and tools has improved a lot in accessing the various library resources. Therefore, the goal of this study was to investigate how University for Development of Studies students used electronic resources. As they offer students current knowledge, comprehensive information from various sources, quick and simple admittance to information, and more, electronic resources were also significant. In this paper, we will discuss various ways through which we can made library resources accessible to students so that they can contact with librarians for support when necessary. It was also advised that a required user-training and educational program be held for students on how to utilize electronic resources.

Keywords- E-Resource, Academic Libraries, Library Research, Library Use, User Awareness

1: Basic Background

Libraries have existed for thousands of years, serving as hubs where information resources and services are gathered to facilitate the sharing of knowledge and experiences. However, today's information and communication technologies (ICT) have revolutionized the role of libraries. The learning and research processes in most university libraries have been upgraded as a result of the present information revolution and the growing influence of ICTs. It is noteworthy to mentioned that the development of ICT Tools has transformed how library resources are produced and made available to users, as well as had an impact on the standard of both education and research. Thoughts of libraries as "treasures of knowledge" have been expressed. Staff and management at libraries must priorities making sure that the drawbacks of traditional libraries and e-resources are amply compensated. The factors that affect the acceptance and practice of e-resources have been the subject of research. The majority of libraries across the world use electronic materials, which can be accessed via remote networks via information service providers.

The technique in which information is kept, accessed, and transmitted has changed as a result of growing concerns about quick admittance to knowledge and an improved need to satisfy academic academics' information needs. Since the introduction of contemporary technologies in higher education institutions, a lot has changed. In the meantime, the traditional information sources that

formerly served as the library's sole knowledge reservoir are being translated into electronic format.

The availability of electronic resources becomes a crucial aspect to take into account first when a university curriculum develops to incorporate online learning.

“Information Communication Technologies have helped to facilitate access to quick information through a computer terminal” [1].

2: Literature Review

“Despite the benefits that associate with electronic resources’ usage, a number of challenges are also involved in the process. Challenges may differ from one individual’s experience to another. As discovered from research, lack of information communication technologies’ infrastructure, epileptic power supply or low electric current to power electronic resources are among the threats to effective use of electronic resources in Nigeria” [2].

“Commented on the usage of electronic resources by library users of Desh Bhagat University and Chitkara University, Punjab. The main purpose for the study is to know the search strategies used by the respondents searching e-resources of selected universities, to know if the various e-resources’ services and facilities are sufficient for the respondents, to know the quality of information retrieved through e-resources and to check the awareness about e-resources. The study has been done through issuing questionnaires to 200 persons which include 50 faculty members, 75 research scholars and 75 students from selected universities. The response rate was 100%. The study found that the majority of the respondents were aware of E learning, many respondents were lacking time and knowledge to use the resources, majority of the respondents use e-resources for research and education, and many think that e-resources are highly required for career development. Some suggestions for the improvement are important. The libraries should subscribe more e-resources. The libraries should conduct user awareness. There is a need to improve software and highly configured computer hardware’s” [3].

“Submitted that libraries have evolved over time with technology. Recently, traditional libraries containing a large number of printed documents are being transformed to paperless libraries with the capacity for limitless volumes of information to be contained in digital formats. They noted that digital libraries are increasingly becoming part of college systems in many countries in Africa even though Africa is reputed to be late comer in the adoption of ICTs in education and that the continent is making strides to tap the benefits of the ICT-driven education sector. Part of the strides is to find out the challenges faced by the prime beneficiaries of technology and students” [4].

3: E-Resource Categories

The Internet is a diverse platform with a wealth of educational resources. E-books, e-journals, email, interconnected hypertext texts, online help resources, expert opinions, FTP are the various

forms of resources. Although each of these resources has its own set of guidelines, there are various ways in which they are connected, some of them are listed below,

- **E-books:** An e-book is a book's complete electronic reproduction, including all of its text, tables, graphs, images, chart, caption, SmartArt. One can search such e-resources using various ways that searching tools provides usually like using name, type etc. Online readers who prefer HTML or PDF can read whole e-books in these formats. Typically, e-books are viewed on tablets that have e-reader software installed, or on specialized e-book readers. E-books can be read on a personal computer and numerous smart phones.
- **E-thesis:** E-theses, also known as electronic theses, are digital theses that are often accessed online. It is the result of original study or creative work by a researcher. It provides an affordable, compact, user-friendly, long-lasting, and contemporary medium of expression. UCC is created a portal called as ShodhGanaga where research performed by different students at different universities are repositories. Thanks to a recent shift in numerous countries towards electronic submission of theses in addition to printed versions, theses can now be viewed and searched online. Electronic theses are stored at Shodhganga, the UCC institutional repository. This repository, which runs on DSpace software, is accessible to everyone. There are no file size limitations for e-theses in Shodhganga.
- **Online database:** "The most effective way to provide access to electronic books/journals in University libraries is through subscription to online databases which can be accessed through the internet. Online databases are a collection of electronic information sources (e-journals/e-books) by publishers from various fields and disciplines" [5]. With the ever growing of technological resources, it is mandatory for user to have a knowledge or literate of this new tools.
- **E-journals:** With the wide spread usage of internet, academics and researchers have understand the importance of ICT Tools for sharing libraries resources and came out of earlier difficulties that faced by many in fully transferring intellectual property rights from the author to the publisher. This has also improved the traditional publishing industry's sluggish rate of publication due to emerging of digital format of journal usually refer as electronic journal. In higher education, it offers significant benefits. Electronic journals are generally of two types: those initially printed and later digitized, and those created, edited, and managed directly by the academic community without requiring a publisher. The way information is produced and shared as well as scholarly communication may be significantly impacted by both types.
- **Electronic Mail (e-mail):** This is an immediate electronic message sent from one party to another. It is the internet's most popular application. A list that enables subscribers to receive and take part in group discussions via email is another variation on the email format. Every

user has a mailbox where messages can be sent. Email is useful for communicating with parents, peers (teachers and students), and teachers and students.

- **Remote Access:** This enables a computer user to sign in and use another computer as though they were physically present there. Through remote login, professors can access the computer at their institution from any other computer online, no matter where they are in the globe. Even routine computer tasks like rebooting can be completed, such as downloading files. You need to know a computer's IP-address, or keywords associated with the IP address to remotely log in to it.
- **The World Wide Web (WWW):** It is also simply referred as “the web” and used access to text/image/video etc. in online mode. The WWW uses practically all of the internet's protocols, including email, FTP, Telnet, Usenet, etc. The Hyper Text Transfer Protocol (HTTP) is a specialized protocol that makes it easier to write addresses for files that can be obtained and searched online and then called up for viewing. Using browsers software tool/application one can view the www documents. Now-a-days there various browser application are available and having its own features for different type of operating system. Microsoft Edge is most suitable for Windows OS. This browsers converts HTML-coded files into text, images, audio, and other web elements. A student can access study and research resources, methods for communicating with teachers and aristocracies, and other developing advantages using these services.

4: Effect of ICT Knowledge among Students

ICT knowledge abilities are often underutilized by university students, according to a study of students. In addition, it has found that that students might examine the benefits of ICT knowledge skills in their academic task purpose only, but, there are plenty of ICT tools that are helpful in all sector of students life and knowledge of skills is essential to be taught or must learn by students. This is due to the fact that the majority of students found in numerous studies agreed that respondents had trouble accessing and using electronic information resources due to slow or unreliable Internet connections, which resulted in underutilization of digital resources. “The majority of students indicated that the ICT knowledge skills taught by their various institutions are only moderately relevant, which further contributed to the low level of ICT knowledge abilities” [6]. Therefore, they confirmed that they had been trained and retrained in information knowledge. However, the majority also indicated they preferred more practical and interactive lessons than theorized ones. This infers that the majority of students did not fully maximize their competence of ICT knowledge skills because they were not highly relevant to their areas of research. This suggests that although the students were intellectually prepared, in practice they were unable to successfully utilize digital resources. Most pupils who responded indicated that they had improved their ICT knowledge for class tasks. In general, the students have demonstrated a desire in accessing electronic information resources for their academic needs, but due to the aforementioned circumstances, their expectations

were not entirely satisfied. Additionally, the information knowledge skills course must be competency-based education and training (CBET) to effectively develop students' ability with the crucial skills and knowledge necessary to fully use the abundance of electronic information and leverage self-determined learning. Additionally, training sessions in information knowledge gave university students the skills they needed to master the e-resources available in their various Institutions. Many other students, however, actively advocate for the inclusion of more hands-on and engaging ICT knowledge training so that the students may conduct autonomous practical searches. Furthermore, to support undergraduate students' academic endeavours, ICT knowledge-enhancing curricula should be implemented. From the aforementioned, it is clear that lecturers and other decision-makers in the institution need to become more aware of the importance of ICT competency skills, as many respondents lack the practical knowledge needed to process and retrieve electronic information from ICT subscriptions, domains, and websites.

5: Methodology

There is various methodology, to collect and analyze it further. In this paper, we employed a Survey approach to collect data for this study. Primary data was gathered through a questionnaire designed to explore the nature of the relationship between the library and its users among 50 users of the Sardar Patel Mahavidyalaya, Chandrapur. This literature provided a theoretical foundation that was crucial for the study's broader discussions and analyses.

6: Data Analysis

After collecting a data, it is analyzed and construed using different forms like tables and charts, aiming to convert it into a clear and understandable format as mentioned below,

6.1 : Library Visit Frequency

The Library Visit Frequency by users is often influenced by issues such as the quality of the library's collection, maintenance of resources, and the availability of facilities and services. The results indicated that a significant proportion of users (36%) visited the library on an as-needed basis, while 32% reported daily visits. Additionally, 28% of users visit the library weekly, while 13% visit less often, usually min. 2 days in a week and overall data is presented in the below table 1.

Sr. No.	Frequency of visit to the library	Percentage (%)
a.	As and when needed	36
b.	Daily	32
c.	Once in a Week	28
d.	More than a week	13
e.	Once in a two week	1

Table 1: Frequency of visit to the library

6.2 : Challenges Faced in Searching for Information

An analysis of the challenges faced by users in their search for information (as shown in Table 2) revealed that the most significant issue was the unavailability of relevant study materials, as reported by 25% of respondents. This suggests that users were primarily interested in materials related to their coursework. Additionally, 21% of users indicated that the available information resources were outdated and incomplete, while 13% cited a lack of time as a barrier to accessing the library's resources.

Furthermore, 7% of users expressed unfamiliarity with the Online Public Access Catalogue (OPAC) and found the information dispersed across too many sources. Another 6% complained about inadequate support from the library staff, and a small portion of users were unaware of how to utilize the print catalogue.

Sr. No.	Information Retrieval Challenges	Percentage (%)
a.	Lack of Materials/resource	25
b.	Outdated or Incomplete Resources	21
c.	Time Constraints	13
d.	OPAC Usability Issues	7
e.	Fragmented Information Sources	7
f.	Geographic Inaccessibility of Resources	6
g.	Information Overload	6
h.	Print Catalog Unfamiliarity	6
i.	Uncooperative Library Staff	6
j.	Resource Utilization Knowledge Gap	3

Table 2: Challenges Faced in Searching for Information

6.3 : Internet Usage

The study on internet usage (Table 3) revealed that users commonly engage in reading while browsing online. Of the respondents, 38% reported reading online news, 38% read online magazines, 35% read e-books, 29% accessed e-journals and job-related information, 22% read movie reviews, 20% read emails, and 19% read stories or novels. The findings suggest that users tend to read e-journals and emails more frequently than other types of online content, while job information, e-books, and online magazines are accessed less often.

Sr. No.	Reading Materials	Never (%)	Rarely (%)	Sometimes (%)	Very Often (%)
a.	Online News Preference	14	11	38	37

b.	Online Magazine Exploration Preference	30	19	38	13
c.	E-Book Reading Preference	9	20	35	36
d.	E-Journal Access Preference	9	5	29	57
e.	Fiction and Story Reading Preference	49	16	19	16
f.	Email Checking Preference	5	11	20	64
g.	Job Information Search Preference	13	29	29	29
h.	Prefer browsing movie reviews.	53	15	22	10

Table 3: Use of Internet

Conclusion

In this paper, how well the students are utilizing the information and communication technology (ICT) knowledge for various online resources. The usage of ICT knowledge skills in the usage of information resources is challenged by demographic factors, attitudes, and perceptions, it is important to note. The effectiveness and efficiency of information consumers' usage of information resources may be hampered by their incapacity to overcome these barriers; hence, this topic merits additional study in future research. The growth of ICT knowledge skills theory and practice, as well as factors influencing ICT knowledge skills in institutions, are the focus of the current study of the literature.

The study exposed that Information and Communication Technology (ICT) played a crucial role in the academic activities of users, with a significant number of them habitually relying on internet access for their studies. Additionally, it was observed that most users visited the library on an as-needed basis, with distance being a key factor limiting more frequent visits.

Most of the respondent stated that they need to learn and update the usage of ICT properly to access to resources effectively. Thus, it becomes imperative for the college administration and the library staff to actively promote the latest electronic resources and services. By increasing awareness and facilitating easier access to these resources, users will be better equipped to navigate and utilize them efficiently. As the adoption of electronic resources accelerates, it is expected to significantly enhance the quality of research output.

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