



Analyzing Graduate Student Use of Library Electronic Resources at Loyola Institute of Technology

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ABSTRACT

In addition to determining their degree of knowledge, the purpose of usage, the training they received, and the difficulties they encountered when utilizing the electronic resources, this study intends to assess the breadth of use of library electronic resources by graduate students at the Loyola Institute of Technology. The target audience for the study was graduate students who used the library. The study used a mixed-method approach, with questionnaires and interviews serving as the primary data collection tools. The study's findings showed that the majority of respondents started their search for online publications through institutional repositories, particularly the UG space. Through library training programs and freshmen orientations, there was a high degree of awareness of the electronic resources. Graduate students intentionally employed electronic resources for their research, dissertations, assignments, and reading to support their studies. The library served as the primary source of training using electronic resources. Many irrelevant search results, difficulty finding the best resources, and taking too much time to find resources were some of the difficulties found. To improve the use of electronic resources, it is advised that information literacy skills training be increased.

Keywords: Electronic Resources Use, Academic Libraries, Loyola institute of Technology ,Research

1. INTRODUCTION

Because of their crucial function in finding, storing, retrieving, and transmitting timely and appropriate knowledge, libraries are significant in every human culture. Prior to the development of information and communication technology (ICT), libraries exclusively stored and preserved physical collections, and access to information required physically visiting a library. Libraries today rely on both physical and electronic resources, not only physical resources alone. Additionally, library customers no longer need to physically visit the library in order to access the resources. Information and communication technologies (ICT) have been used in libraries since the mid-1960s and 80s, which has led to this development. The utilization of electronic resources in 21st-century libraries is necessary due to the development of computer technologies, and many libraries and users now choose this collection. Due to their benefits of being handy to use, simple to download, and available on computers, iPods, and mobile devices, many information users choose electronic resources. Other benefits include staying up to date because it offers current information and is accessible everywhere without regard to location. These benefits have made it necessary for many academic libraries worldwide to make electronic resources like online repositories, e-books, e-journals, e-theses and dissertations, electronic images, full-text databases, and e-audios available to meet and satisfy their patrons' demanding information needs. Academic libraries' traditional services are altering as a result of the implementation of Web 2.0 technology in libraries. Academic libraries are increasingly interacting with its users to distribute resources on social media platforms like WhatsApp, Facebook, Twitter, Instagram, etc. Many university libraries use other electronic devices, such as automatic book sorting machines, to quickly separate books for correct shelving. These imply that ICT has become an essential component of contemporary library practices and that if electronic resources are disregarded, academic libraries would not be able to fulfill their mission of advancing teaching, learning, and research. Academic libraries worldwide are creating consortiums to share resources as a result of the high cost of subscriptions to electronic information resources. In INDIA for example, some academic and research libraries have formed consortia such as DELNET, MALIBNET, CALIBNET, INFLIBNET was established for research and academic libraries to come together to share electronic resources

2. BACKGROUND

2.1 LOYOLA INSTITUTE OF TECHNOLOGY AND ITS LIBRARY FEATURES

The importance of electronic resources to information accessibility is anticipated by the Loyola Institute of Technology Library. In order to improve research, teaching, and learning, the Research Commons was set up in 2005 to provide researchers and students with access to electronic resources. For Graduate students and researchers, the Research Commons offers access to software, online databases, skill development, desktop and laptop computers, printers, copier machines, scanners, the internet, and study rooms.

2.2 LOYOLA INSTITUTE OF TECHNOLOGY AND ITS ELECTRONIC RESOURCES

Additionally to electronic books that span every program or discipline the institution provides, the library has subscriptions to 96 online journal databases. By virtue of being a registered member, the library has access to 24 journal databases through DELNET. Francis and Taylor, Emerald, EBSCOhost, ScienceDirect, JSTOR, HINARY, Medline, Scopus, and other databases are among those with subscriptions. The library has an institutional repository and an online public access catalog (OPAC). The library has received life time membership with institute of engineers (IEI)

3. STATEMENT OF THE PROBLEM

Academic libraries today spend a lot of money on subscriptions to make these costly library electronic resources available to its customers. For instance, it was noted that electronic resources accounted for 63.4% of the collection development expenditure at the Hindustan University of Library. The LIT Library invests a significant amount of its budget to purchase and preserve electronic resources because it understands their value for the community. It is unknown whether students are using the electronic resources in the LIT Library in accordance with management's expectations. A preliminary assessment by the researcher, who worked at the Research Commons, found that some Graduate students do not use the electronic resources. since the majority of them Others claimed not to be aware, but they did not know how to use them. As a result, it's crucial to evaluate how the graduate students use the library's electronic resources in order to ascertain their level of awareness, the reason they use them, the training they receive, and the obstacles that could prevent them from effectively using them. From there, recommendations can be made to improve usage.

4. RESEARCH OBJECTIVES

- To find out whether graduate students are aware of the electronic resources available at the library.
- To determine why postgraduate students are accessing electronic resources.
- To assess the postgraduate students' level of training in using electronic resources efficiently.
- To determine the difficulties graduate students have using electronic resources.

5. LITERTURE REVIEW

With the introduction of the machine-readable catalog (MARC) in the middle of the 1960s, libraries began to accept electronic resources. As technology evolved, the Online Public Access Catalogues (OPAC) and the World Wide Web (WWW) took control in the latter half of the 1980s. In the twenty-first century, e-books, e-journals, full-text online databases, indexing and abstracting databases, reference databases, e-images, and e-audio are some of the most widely utilized library electronic resources. Electronic resources are used by many people. Users in institutes of higher education include students, professors, and researchers. Professors were found to be the most frequent consumers of electronic resources among faculty members who responded to research on their use at the University of Montana in the United States. Depending on their information demands, users can select from different sorts of electronic resources. Researchers favored journals and e-reports, while lecturers chose e-mail, according to a study on the use and effect of electronic resources.

5.1 PURPOSE OF ELECTRONIC RESOURCES

Each user has a different reason for using electronic resources. Professors typically use electronic resources for research, curriculum building, teaching and learning, and self-education. Electronic resources are used by graduate students for their assignments, research, project work, further reading, and personal growth. Undergraduate students also use electronic resources, primarily for research, assignments, paper presentations, and information gathering

5.2 INSTRUCTION IN USING ELECTRONIC RESOURCES

In order to find, compile, and evaluate information, information literacy abilities are crucial. Through proper instruction in information literacy skills, searching abilities can be acquired. According to a study on the effects of information literacy skills conducted at Anna University in Chennai, respondents were not using e-library resources despite knowing about them because of a lack of training. Students at Madras University in Chennai said in another

study on the usage of electronic information resources that they did not need theory but rather practical and interactive instruction to learn how to use the resources.

5.3 ELECTRONIC RESOURCES CHALLENGES

According to surveys, users of electronic resources have faced a variety of difficulties in various schools and institutions. Low internet connectivity and frequent power outages, according to literature, were the biggest problems with technological resources used in institutions. Other difficulties included a lack of knowledge and inadequate training in search techniques. According to the literature review, several studies have been conducted on the use of electronic resources in a variety of institutions, but the majority of them mainly focused on online journal databases, their value, and the variables affecting their use. How electronic services are altering library use piqued the interest of further scholars. But at the Loyola Institute of Technology, little research has been done to determine how frequently different electronic library materials are used by different students who utilize the Research Commons. This study's goal is to fill in this gap. The study's findings will help librarians develop and put into practice effective strategies to increase the use of electronic resources in the library by educating them about the difficulties users face. The study will contribute to the body of knowledge already available on library electronic resources, which will act as a reference point for future research.

6. METHODOLOGY

The study's target demographic, regular graduate students who utilize the Library's and its electronic resources, was studied using a mixed methodology. 200 students in total were initially chosen as the study's population, but during the data collection time, 150 Graduate students were available in the Library to take part. The sample size for the study was 150 students. Researchers can represent the entire population using a portion or segment of the population by sampling. Sample sizes for survey research are typically determined by choosing 10% to 20% of the total population. A questionnaire and interviews served as the study's data collection tools. A questionnaire is a tool made up of survey questions that are printed or written in a specific order on one or more forms and are intended to be completed by a particular group of research participants. A questionnaire is recognized to be valid and reliable and has the advantages of being precise and consistent. The researcher used a convenience sample strategy to distribute 150 copies of questionnaires to Graduate students in the Library in order to gather data. 120 questionnaires, or 80% of the total 150 sent, were filled out and returned. The respondents self-administered the five sections of the questionnaire for this study, which contained both closed- and open-ended items. Section "A" dealt with the respondents' demographic data, including their gender, educational background, and degree of study. Information on respondents' knowledge of electronic resources was provided in Section "B". Information on the respondents' reasons for accessing electronic resources was provided in section "C" of the questionnaire. The "D" section of the survey asked about respondents' training with electronic resources, while the "E" section asked about difficulties they may have using those resources. The Electronic Resource Librarian was also the subject of a semi-structured interview for the purpose of gathering information.

Every participant gave their free consent to answer the questions. The data were coded using IBM Statistical Package for Social Sciences (SPSS) 20 software, and the analysis included frequency counts, percentages, and bar charts.

7. RESULT AND FINDINGS

7.1 GENDER OF RESPONDENTS

There were 120 responses in all, of whom 50 (41.66%) were women and 70 (58.33%) men. This suggests that while male respondents made up the majority of those who used the Library's electronic resources, the gender distribution inside the college was about equal, with a male-to-female ratio of 1:1.

Table -1 shows the Gender Respondent as below

SNO	GENDER	FREQUENCY	PERCENTAGE
1	MALE	70	58.33%
2	FEMALE	50	41.66%

7.2 DEPARTMENT OF RESPONDENTS

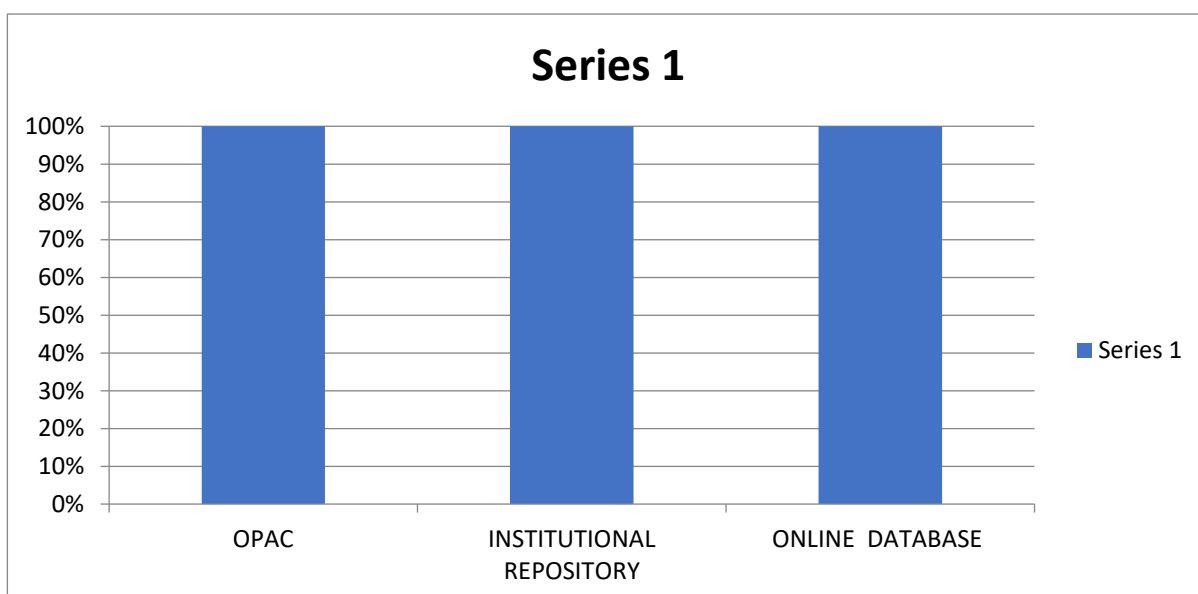
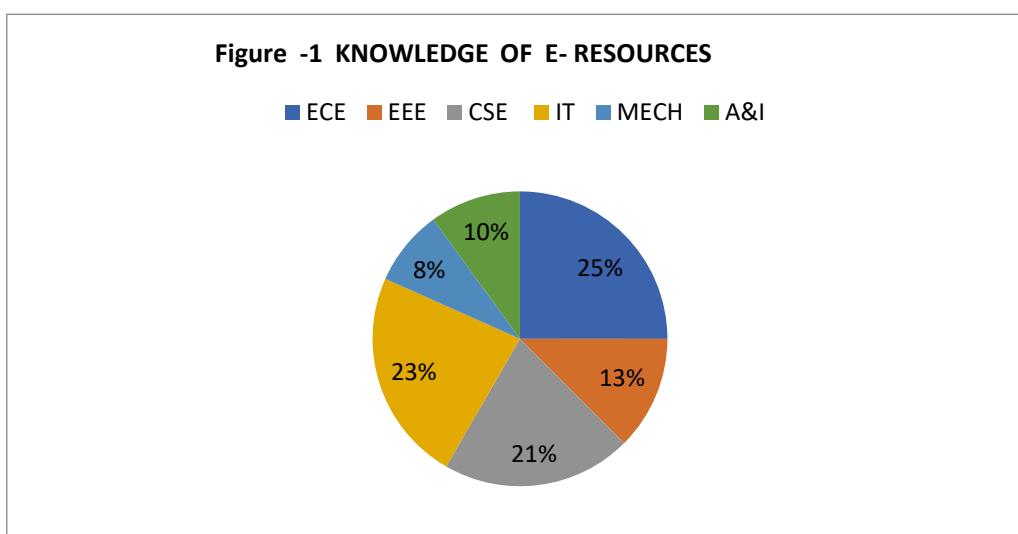
The college practice six Engineering course. Table -2 shows the respondent pursuing (ECE dept) were 30 (25%) followed by EEE dept were 15 (12.5%) followed by CSE dept 25 (20.83%), followed by IT dept 28(23.33%), MECH dept 10 (8.33%) A&I dept 12 (10%)

Table -2 shows the Department Respondent as below

SNO	DEPARTMENT	FREQUENCY	PERCENTAGE
1	ELECTRONIC AND COMMUNICATION	30	25%
2	ELECTRICAL AND ELECTRONIC ENGINEERING	15	12.5%
3	COMPUTER SCIENCE AND ENGINEERING	25	20.83%
4	INFORMATION AND TECHNOLOGY	28	23.33%
5	MECHANICAL ENGINEERING	10	8.33%
6	ARTIFICIAL INTELLIGENCE AND DATA SCIENCE	12	10%

7.3 KNOWLEDGE OF ELECTRONIC RESOURCES

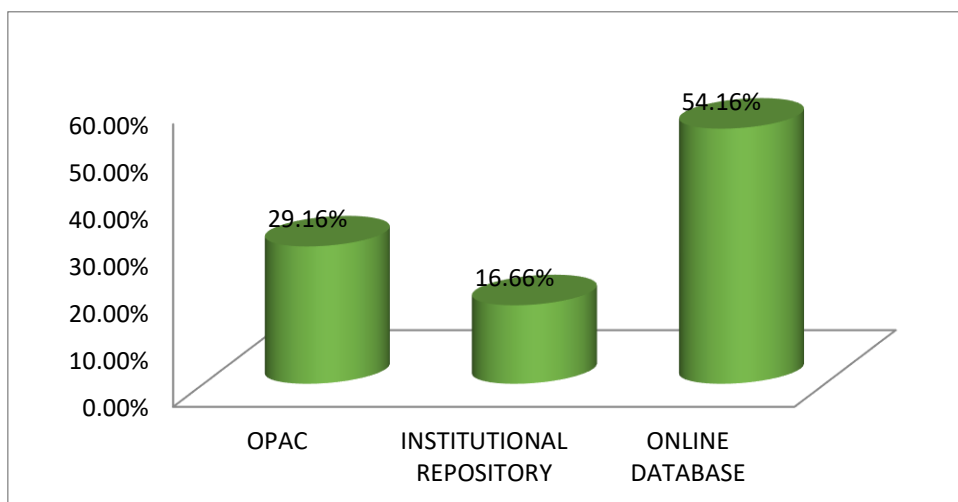
Finding out how much graduate students are aware of electronic resources was one of the study's goals. If the respondents were aware of the electronic resources available in the library, they were asked to respond "Yes" or "No" to a series of questions. As seen in Figure 1, 120 respondents (90%) chose "Yes," 10 respondents (%) chose "No." The findings showed that graduate students were well knowledgeable about the library's electronic resources.



7.4 KNOWLEDGE OF TYPE OF E – RESOURCES

The purpose of the question was to elicit the respondents' knowledge of the different categories of electronic resources. The responses revealed that 35 (29.16%) respondents knew about the OPAC, 20 (16.66%) mentioned the institutional repository, and 65 (54.16%) mentioned online databases. The findings suggested that the respondents were aware of the various types of electronic resources the library offers, particularly online databases.

Figure -2 TYPE OF E- RESOURCES



7.5 SOURCES OF INFORMATION ON ELECTRONIC RESOURCES

The purpose of the study was to determine how respondents first learned about electronic resources. 60 respondents (50%) said it was through the library orientation for newly admitted students, 25 respondents (20.83%) said it was through training the library offers, 15 respondents (12.5%) said it was through friends or colleagues, and 20 respondents (16.66%) said they were unaware. As a result of the orientation the library provides to newly admitted students, the results indicated that the majority of graduate students were aware of the electronic resources. For newly admitted students, the library arranges training sessions, library tours, and orientations to introduce them to the resources and services the library provides.

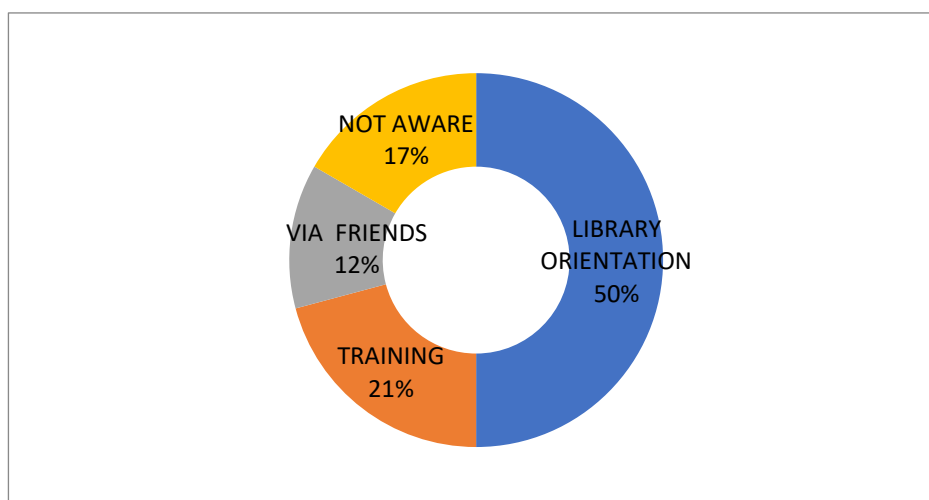
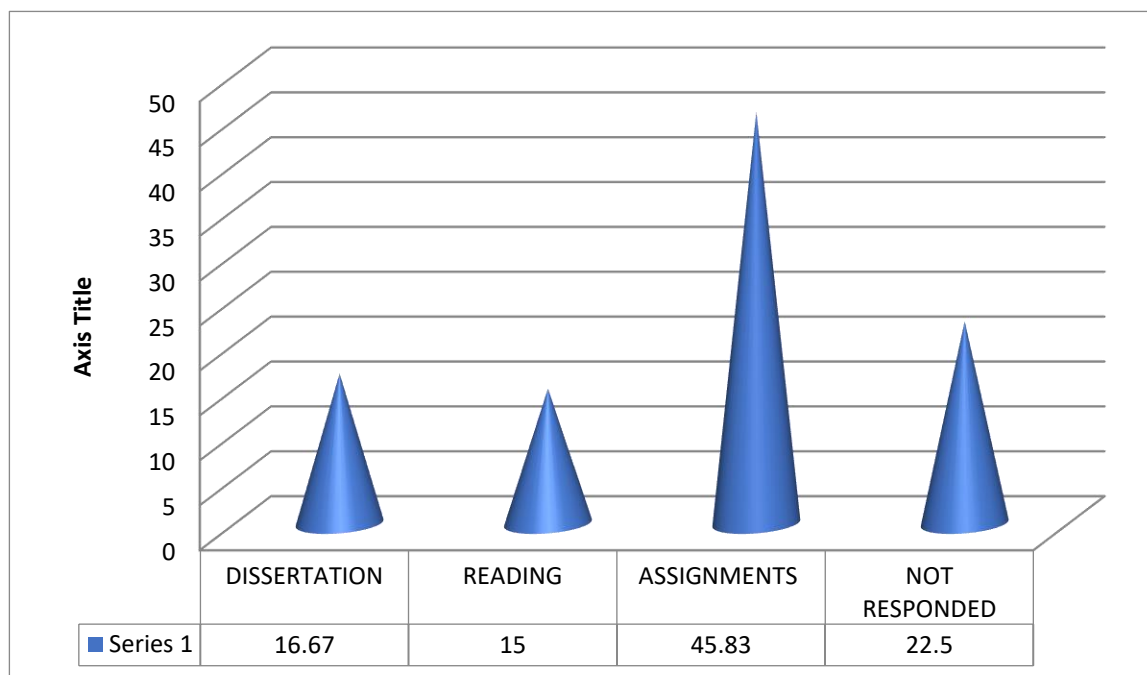


Figure -3 INFORMATION ON ELECTRONIC RESOURCES

7.6 USE OF ELECTRONIC RESOURCES AND ITS OBJECTIVES

The aim of using electronic resources by the respondents was the focus of this study, which recognized that there are numerous reasons why people use them. The respondents were asked to answer a question on why they used the electronic resources. According to the results, 20 (16.67%) respondents said they used them for research for their dissertations, 18 (15%) said they used them for supplementary reading, 55 (45.83%) said they used them for assignments, and 27 (22.50%) said they didn't know. The findings revealed that graduate students mostly employed electronic resources for research for their assignments.

Figure -4 USE OF ELECTRONIC RESOURCES

7.7 CHALLENGES OF USING ELECTRONIC RESOURCES

The literature suggests that users of electronic resources face a variety of difficulties. The researcher asked the respondents to list the numerous difficulties they have when accessing electronic resources in order to learn about the difficulties the respondents confront. Many options were presented to the respondents. Table -3 showed that 40 respondents (33.33%) were unsure of the best options for them, while 30 respondents (25%) reported they were unable to access resources off-campus. 15 respondents (12.50%) said it takes too long to find materials, 10 respondents (8.33%) said they don't know where to start looking, 20 respondents (16.66%) said there aren't enough computers in the library, and 5 respondents (4.16%) said it takes too long to download what they need. The respondents' inability to choose the best resources for them, the abundance of irrelevant search results, and their incapacity to access off-campus resources were the study's main obstacles.

Table - 3 shows Electronic resources' challenges to respondents

SNO	QUESTIONNAIRE	FREQUENCY	PERCENTAGE
1	NOT SURE WHICH IS THE BEST RESOURCES	40	33.33%
2	CANNOT ACCESS RESOURCES OFF – CAMPUS	30	25%
3	TOO LONG TO FIND THE MATERIAL	15	12.5%
4	NOT KNOW WHERE TO START	10	8.33%
5	NOT ENOUGH COMPUTERS IN THE LIBRARY	20	16.66%
6	TOO LONG TO DOWNLOAD	5	4.16%

8. DISCUSSION AND CONCLUSION

In order to determine the amount of awareness, the intended use, training, and difficulties in using the electronic resources, this study looked at how graduate students at Loyola Institute of Technology Chennai used the library's electronic resources. The study's findings showed that graduate students' use of library electronic resources was crucial to their academic dedication, particularly for their dissertations, research, assignments, and further readings. The institutional repository was used more frequently than the online databases that the library subscribes to, despite the fact that there was a high level of knowledge of the electronic resources. The library was the main source of instruction, however the students did not receive sufficient instruction on the library's computerized resources. There were a few issues that affected graduate students' use of the library's electronic resources, including irrelevant search results, the inability to access resources off-campus, the need for excessive effort and time to find resources, the inability to organize downloads,

and a lack of searching. In conclusion, graduate students found the library's electronic resources helpful for their academic work, but their efficient use is being hampered by the library's failure to offer sufficient instruction on how to use them. As a result, the library needs to step up its training courses for information literacy abilities. To help students develop the necessary abilities and knowledge to efficiently use electronic resources, particularly the library's subscription online databases, information literacy lectures are required. As a result of this study's findings, librarians will be able to efficiently manage their electronic resources and guarantee their efficient usage by offering users with sufficient information literacy training and regular user surveys.

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