

## Knowledge and Use of Electronic Information Resources by the Faculty of Banaras Hindu University: A Survey

\* Dr. M. Ananda Murugan

\* Deputy Librarian, Central Library, Banaras Hindu University, Varanasi (UP); Email: am9996@yahoo.com

---

### *Abstract*

*Availability of e-resources has changed what users actually read and use. They now tend to use only what is easily accessible. The objectives of the study were to determine faculty members knowledge of e-resources; faculty's access to computers and use of e-resources, both number and frequency; and the areas of training needed by faculty to utilize e-resources efficiently and effectively and to recommend how the library could fulfill identified training needs and what strategies the library could use to improve service as well as what areas the library could research further. A survey was administered to faculty in medicine, pharmacy, dentistry, and veterinary sciences at The University of the West Indies. The questions covered computer literacy, computer access and location, knowledge and use of electronic resources, and training needs.*

---

**Keywords:** E-Resources, Electronic Resources, Use, Knowledge, Survey, BHU.

### **1. Introduction**

Due to Internet, Users visit the library a lot less, and, as such, discovery through chance is reduced. 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. Other reasons for University faculty to use e-resources include relating to increasingly computer-literate students and keeping up to date in their fields. Access to e-resources has decreased the time spent searching for information.

Faculty, due to the nature of their work—teaching, research, and, in some cases, should have ready access to e-information. By their teaching styles and course requirements, they affect the use of the library's collection and students' perception of the library. Computer-literate faculty may feel more comfortable using electronic information sources and thus gain more from using them. How faculty attain the above skills and knowledge depends on many factors, such as their disciplines, academic status and ranks, ages, access (hardware and location) to electronic resources, and training. Factors motivating use can be, for example, what level of importance they allocate to e-resources, how useful they have found them, and for which purposes they use e-resources.

The library plays a leading role in faculty-library relationships and in instructional services such as orientation and training in use of library resources. If efficient and effective use is to be made of library's e-resources, then user training will have to increase in both intensity and coverage. It is important to remember that the ability of library staff to keep up to date is necessary, and, therefore, training for them is crucial as well.

## 2. Review of Literature

Afaq and Mahmood (2005) in their study investigated the use of library and information science (LIS) journals (electronic and print) in Malaysia and Pakistan. The profession needed to have a heightened awareness of LIS journals and required fast and easy access to that body of literature. Naushad Ali (2005) examined the use of electronic information services (EIS) among the users of the Indian Institute of Technology (IIT) Library in Delhi, India.

The analysis of the data collected covered awareness of EIS Services, use of e-journals, advanced search facilities, acquaintance with electronic information sources, the purpose of using e-information, problems faced by the users while using EIS, infrastructure facility available and satisfaction level of users. Mishra R.N. and Reshmi Rekha (2010) in their study reveal that the use of e-resources among the students of the library under study is primarily to update knowledge. The teachers of the university under study use UGC-Infonet and INDEST Consortium to find the latest information in their own subject and constitute the highest percentage for using the e-journals.

## 3. Objectives

The objectives of the study were as follows:

- (i) to determine faculty members knowledge of e-resources;
- (ii) faculty members access to computers and use of e-resources, both number and frequency;
- (iii) the areas of training needed by faculty to utilize e-resources efficiently and effectively and to recommend how the library could fulfill identified training needs;
- (iv) what strategies the library could use to improve service as well as what areas the library could research further.

## 4. Method of Study

Questionnaire method was used to collect the data for the present study. The questionnaire comprised twenty-nine questions in three sections: (1) access to internet; (2) knowledge and use of electronic resources; (3) training. A Questionnaire was distributed to 150 Faculty of different disciplines. Out of these 130 responded and the response rate is 86.7%. The data were presented in following tables.

## 5. Analysis and Interpretation

The data collected through questionnaires, observation and interviews were organized and tabulated, descriptive statistics were employed using SPSS for windows.

Table 1: Access to Internet Vs. Respondents

S.N.	Frequency of Use	Respondents	Time spend on per session	Respondents
1.	At least Daily	51(61.9)	>3 hours	3(02.3)
2.	2 or 3 times a week	32 (63.1)	2 hours	24(18.5)
3.	Once a week	39 (30.0)	1 hour	63(48.5)
4.	Rarely	8 (06.0)	< 1 hour	40(30.7)

The frequency of access to internet and average time spend on per session has been classified into four time gaps as shown in Table 1. Majority of users were access the internet on 2-3 times in a week followed by daily. There are hardly users who access the internet on rarely basis. It seems that 95% of the respondents were using internet on regular basis.

Table 2: Knowledge and use of E-Resources

S.N.	Knowledge on E-Resources	Respondents	Use of E-Resources	Respondents
1.	Yes	126 (96.93)	Use	122 (93.84)
2.	No	4 (3.07)	Not Use	8 (6.16)

The Knowledge and use of E-Resources has been classified into two category ('Yes', 'No' & 'Use', 'Not Use') as shown in Table 2. A result shows that 97% of the respondents have knowledge on E-resources. 94% of faculty members were using E-resources.

It is important to know the adequacy of the available e-resources in the library and to find out to what extent the users feel about the collections.

Table 3: Training on E-Resources

S.N.	Availability of E-Resources	Respondents	Satisfaction on E-Resources	Respondents
1.	Available	112 (86.15)	Satisfied	105 (80.77)
2.	Not Available	18 (13.85)	Not Satisfied	25 (19.23)

Table 3 shows the availability of the e-resources and satisfaction of the user with the services provided in the library. Most of the respondents are satisfied with available E-resources in the library. Few Respondents complain that the e-resources are not covered their subject and internet speed.

The study attempted to know about the training required for maximum using of e-resources as their number and nature is changing day by day.

Table 4: Training on E-Resources

S.N.	Training on E-Resources	Respondents
1.	Short Time Training programmes are required	39 (44.82)
2.	Awareness Programmes need to be organized	36 (40.90)
3.	Existing library staff must be trained to provide timely assistance	16 (23.18)
4.	Latest information on e-journals must be promptly informed	39 (45.34)

Table 4 revealed that most of the respondents required Short time training programmes and Awareness programmes for using e-resources. They said that latest update on e-journals should be informed promptly and library staff should give their assistance.

## 6. Suggestions

Based on the findings of the study, the following suggestions are put forward to improve the use of E-resources.

- More high end computers with high speed internet should be provided
- Some hand on training, orientation programs should be organized frequently by the library
- E-Resources facility should be made familiar to all.

## 7. Conclusions

Every library has to understand the user's demands and needs, and try its best to respond to and to meet those demands and needs. E-resources at University is important means and tools to support teaching, learning, and research. The study result shows that the usage of e-resources has great impact on higher education. As the number of e-resources available is good and satisfied the information needs. In spite of positive attitudes towards e-resources, there are some frustrations regarding their use. Lack of computer knowledge, doesn't know how to use and restricted access by publishers.

## References

1. Henderson, T. & MacEwan B. (1997). Electronic collections and wired faculty. *Library Trends*, Winter; 45(3):488–98.
2. Dalglish A, Hall R.( 2000). Uses and perceptions of the World Wide Web in an information-seeking environment. *Journal of Library & Information Science*, 32(3). 104–16.
3. Forsman, R B.(1998).Managing the electronic resources transforming research libraries: challenges in the dynamic digital environment. *Advances in Librarianship*, 22:1–19.
4. Majid S, Abazova AF. (1998). Computer literacy and use of electronic information sources by academics: a case study of International Islamic University, Malaysia. *Asian Library*, 8(4):100–11.
5. Kalsum, U. (2008). Information communication Technology in Education. Agra H.P. Bhargave Book House, 45-52.
6. Kirkup, Gill & Kirkwood, Adrian.(2005).Information and communications technologies (ICT) in Higher Education teaching – a tale of gradualism rather than revolution. *Learning. Media and Technology*, 30(2), 185-199.
7. Odufuwa, S. (2006). Information and Communication Technology (ICT) as a research Tool in libraries. *Nigerbiblios*, 17(1), 12-19.

