Familiarity in Use of Electronic Resources by the Library Users of Tamil Nadu Agricultural University, Coimbatore, Tamil Nadu: A Case Study

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ABSTRACT

This study analyzed the familiarity in use of electronic resources by the library users of Tamil Nadu Agricultural University. 30.9% respondents are spend less than an hour for using internet per day. 41.1% of the respondents opined that use the internet for subject knowledge. 28.3% of the respondents opined that the using for E-Journals. 39.6% respondents use the Electronic sources every day. 43% respondents have learning electronic resources by guidance from friends. 35.5% of the respondents opined that the lack of facilities is the main problem for using the electronic resources. 39.1% respondents agree that they are satisfied with the quality of electronic resources.

KEYWORDS: Internet, Electronic Resources, Information Communication Technology, Digital Library, e-learning databases.

1. INTRODUCTION

Electronic resources play an important role in the scenario of education. "Library," "resources" and "education" are three indissoluble and indivisible concepts. These three are only vitally and concomitantly related to each other, they are in fact coexistent. Currently, libraries provide a "one-stop solution" for print and e-resources, including titles from commercially aggregated databases and free titles. The easy of availability of electronic resources have led to an increase in the demand for research and academic materials. They have become more popular because of the set of incredible benefits that they bring to organizations and students[1].

2. OBJECTIVES OF THE STUDY

The following are the main objectives of the study:

- To ascertain the familiarity in usage of electronic resources among library users at Tamil Nadu Agricultural University, Coimbatore.
- To find purpose for using internet
- To know the use of different electronic resources
- To study the frequency of using electronic resources.
- To know the methods of learning electronic resources.
- To find the awareness of e-learning databases in agriculture
- To study the level of satisfaction use of electronic resources.

3. REVIEW OF LITERATURE

Ani[2] carried out a survey to find out the extent of Internet access and use by undergraduate students of three Nigerian universities. The findings of the study reveal that Internet service is extensively used by undergraduate students. Most of the students are using Internet in commercial Internet cybercafés due to lack of infrastructure and poor Internet connectivity in the libraries of these universities.

Hassan and Kaiser[3] have conducted a comparative study on the use of e-resources by the university library user of Iran and India. The study reveals that there is significant difference in the use of e-books, e-journals and online databases in both the countries and even the users face different type of problems in India and Iran.

Kumbar and Vasantha[4] conducted a survey on Internet use and its impact among the Engineering colleges of Mysore, Hassan and Mandya districts and found that 92.22% of the total respondents use Internet only for E-mail, 86.66% respondents use Google as the favorite search engine for accessing information and 53.33% are not satisfied with the printing and downloading facilities available in their respective colleges.

Rehman and Ramzy[5] investigated the awareness and use of electronic information resources among health academics. Results shows that libraries were extensively used for research needs, preparation of lectures, and for obtaining current knowledge. Lack of time was the main reason given for not using electronic resources (37 %). Unfamiliarity with computerized searching came next (22.6 %).

Sampath Kumar and Biradar[6] observe the use of information communication technology (ICT) in 31 college libraries in Karnataka, India by analyzing the ICT infrastructure, status of library automation, barriers to implementation of library automation and librarians' attitudes towards the use of ICT. The survey carried out using questionnaire, observation and informal interview with selected college 22 librarians show that lack of budget, lack of manpower, lack of skilled staff and lack of training are the main constraints for not automating library activities. Even though library professionals have shown a positive attitude towards the use of ICT applications and library automation, majority expressed the need for appropriate training to make use of ICT tools.

4. METHODOLOGY

The present study is a descriptive method. The questionnaire method has been adopted to collect the primary data. In this study, purposive sampling method was used to collect the primary data from the respondents. There are 300 Questionnaires were distributed to library users of Tamil Nadu Agricultural University, Coimbatore and 277 filled questionnaires were received back by the users. There are 12 questionnaires were rejected due to incompleteness of answers. Hence 265 questionnaires were used for data analysis and interpretation.

5. DATA ANALYSIS AND INTERPRETATION

Table 1 Distribution of respondents according to gender, age and Status

Particulars		No. of Respondents	Percentage
Gender	Male	104	39.2
	Female	161	60.8
Total		**265**	**100**
Residing Sector	Urban	92	34.7
	Rural	173	65.3
Total		**265**	**100**
Category	Students	138	52.1
	Ph.D Scholar	75	28.3
	Faculty Member	52	19.6
Total		**265**	100

Source: Primary data

Table 1 reveals the distribution of respondents according to gender, age and status. In this study, 104 (39.2%) respondents are male while 161 (60.8%) respondents are female. Hence more than three fifths of the respondents belong to the category of female. It is inferred from the above table that 92 (34.7%) respondents belong to urban areas while 173 (65.3%) respondents belong to rural areas. That is, most of the respondents belong to rural areas. In this study, 138(51.1%) respondents belong to students, 75(28.3%) respondents belong to Ph.D Scholar and 52 (19.6%) respondents belong to faculty members. That is, most of the respondents belong to students category.

Table 2: Time spent on Internet per day by category –wise respondents

S. No.	Category	Time (in percentage)				Total N
		Less than 1 Hours	1-2 Hours	2-3 Hours	More than 3 hours	
1.	Students	63 (45.6)	41 (29.7)	27 (19.6)	7 (5.1)	138 (52.1)
2.	Ph.D Scholar	45 (60)	14 (18.7)	13 (17.3)	3 (4)	75 (28.3)
3.	Faculty Member	27 (51.9)	17 (32.7)	4 (7.6)	4 (7.6)	52 (19.6)

| Total | 135 (50.9) | 72 (27.2) | 44 (16.6) | 14 (5.3) | 265 |

Sources: primary data

Table 2 shows the time spent on internet per day by category-wise respondents. Among the overall respondents of students category, 63 (45.6%) respondents are spend less than an hour for using internet per day, 41 (29.7%) are spend 1-2 hours per day, 27 (19.6%) are spend 2-3 hours per day and 7 (5.1%) are spend more than 3 hours per day. Among the overall respondents of Ph.D Scholar category, 45 (60%) respondents are spend less than an hour for using internet per day, 14 (18.7%) are spend 1-2 hours per day, 13 (17.3%) are spend 2-3 hours per day and 3 (4%) are spend more than 3 hours per day. Among the overall respondents of faculty member category, 27 (51.9%) respondents are spend less than an hour for using internet per day, 17 (32.7%) are spend 1-2 hours per day, 4 (7.6%) are spend 2-3 hours per day and 4 (7.6%) are spend more than 3 hours per day.

Table 3: Purpose for using Internet   N=265

S. No	Purpose	No. of Frequency	% of valid respondents N=265	% of overall responses N=393	Rank
1.	Teaching and Learning	67	25.3	17	2
2.	Research work	39	14.7	9.9	6
3.	Subject knowledge	109	41.1	27.7	1
4.	Writing articles / Research Papers	42	15.8	10.7	5
5.	General Awareness	58	21.9	14.8	3
6.	Entertainment	44	16.6	11.2	4
7.	Others	34	12.8	8.7	7
	Total	393	148.2	100	

Source: Primary data

Table 3 discuses the purpose for using internet. It is inferred from the above study, among the valid 265 respondents, 41.1% of the respondents opined that use the internet for subject knowledge and it has got first rank while 25.3% of the respondents opined that the use the internet for teaching and learning and it has got second rank. Of the 58 respondents, 21.9% use the internet for general awareness and it has got third rank whereas 16.6% respondents use the internet for entertainment and it has got fourth rank while 15.8% respondents use the internet for writing articles / research papers and it has got fifth rank. Of the 39 respondents, 14.7% use the internet research work and it has got sixth rank. Besides cited above, there are use the internet for some other purpose also (7.2%) and it has got the seventh rank

Table 4: Use of different Electronic Resources   N=265

S. No	E-Resources	No. of Frequency	% of valid respondents N=265	% of overall responses N=346	Rank
1.	E- Journals	75	28.3	21.7	1
2.	E- Books	58	21.9	16.8	2
3.	E-Theses/dissertations	43	16.2	12.4	4
4.	Online Tutorials	22	8.3	6.3	8
5.	Online Reference Sources	28	10.6	8.1	6
6.	E-Conference papers	23	8.6	6.6	7
7.	Online Newspaper	47	17.7	13.6	3
8.	Online databases	31	11.7	9	5
9.	Others	19	7.2	5.5	9
Total		346	130.5	100	

Source: Primary data

Table 4 discuses the while using different electronic resources. It is inferred from the above study, among the valid 265 respondents, 28.3% of the respondents opined that the using for E-Journals and it has got first rank while 21.9% of the respondents opined that the using for E-Books and it has got second rank. Of the 47 respondents, 17.7% using for online newspaper and it has got third rank whereas 16.2% using for E-theses/dissertations and it has got fourth rank while 11.7% using for online databases and it has got fifth rank. Of the 28 respondents, 10.6% using for online reference sources and it has got sixth rank while 8.6% of the respondents using for e-conference paper and it has got seventh rank whereas 8.3% respondents using for online tutorials and it has got the eighth rank. Besides cited above, there are some other electronic resources also (7.2%) and it has got the ninth rank

Table 5: Frequency of using Electronic resources by Gender -wise respondents

S. No.	Gender	Frequency (in percentage)						Total N
		Everyday	Once in a week	Two to three times in a week	Once in a month	2-3 times in a month	Occasionally	
1.	Male	32 (30.8)	20 (19.2)	24 (23)	12 (11.5)	9 (8.6)	7 (6.7)	104
2.	Female	73 (45.3)	16 (9.9)	28 (17.4)	13 (8.1)	17 (10.5)	14 (8.7)	161
Total		105(39.6)	36(13.6)	52(19.6)	25(9.4)	26(9.8)	21(7.9)	265

Source: Primary data

Table 5 presents the frequency of using the Electronic resources by gender-wise respondents. Among the overall respondents of male category, 32 (30.8%) of them use the Electronic sources everyday, 20 (19.2%) of them once in a week, 24 (23%) of them two to three times in a week, 12 (11.5%) of them once in a month, 9 (8.6%) of them 2-3 times in a month and 7 (6.7%) of them occasionally. Among the overall respondents of female category, 73 (45.3%) of them use the Electronic resources everyday, 16 (9.9%) of them once in a

week, 28 (17.4%) of them two to three times in a week, 13 (8.1%) of them once in a month, 17 (10.5%) of them 2-3 times in a month and 14 (8.7%) of them occasionally.

Table 6: Methods of learning Electronic resources by Residing Sector -wise respondents

S. No	Residing Sector	Methods (in percentage)					Total N
		Guidance from Friends	Trial & Error Method/Self Instruction	Formal Training	By Attending Courses	Others	
1.	Urban	39 (42.4)	26 (28.3)	21 (22.8)	13 (14.1)	8 (8.7)	N=92
2.	Rural	75 (34.2)	57 (26)	34 (15.5)	31 (14.2)	22 (10)	N=173
Total							N=265

Source: Primary data

Table 6 presents the methods of learning Electronic resources by Residing sector-wise respondents. Among the overall respondents of urban category, 42.4% of the respondents have learnt Electronic sources by guidance from friends, 28.3% trial & error methods/ self instruction, 22.8% formal training, 14.1% by attending courses and 8.7% respondents have learnt from other methods respectively. Among the overall respondents of rural category, 34.2% have learnt Electronic resources by guidance from friends, 26% trial & error methods/ self instruction, 15.5% formal training, 14.2% by attending courses and 10% respondents have learnt from other methods respectively.

Table 7: Awareness of E-Learning Databases in Agriculture

S. No	E-Learning Databases	Yes	No	Total
1.	ICAR Education Portal	226 (85.3)	39 (14.7)	265
2.	E-Krishi Shiksha	154 (58.1)	111 (41.9)	265
3.	E-Learning Under NAHEP	163 (61.5)	102 (38.5)	265
4.	E-Granth	176 (66.4)	89 (33.6)	265
5.	Indiastar	181 (68.3)	84 (31.7)	265
6.	J-gate Agricultural & Biological abstracts	201 (75.8)	64 (24.2)	265
7.	ISO Standards	218 (82.3)	47 (17.8)	265
	Total			

Source: Primary data

Table 5.29 shows that awareness of e-learning databases in agriculture. It is inferred from the above study, among the valid 226 of the respondents (85.3%) are aware about the ICAR Education Portal and remaining 39 respondents (14.7%) are not aware of ICAR Education Portal. Among the 154 of the respondents (58.1%) are aware about the E-Krishi Shiksha and remaining 111 respondents (41.9%) are not aware of e-krishi shiksha. Among the 163 of the respondents (61.5%) are aware about the E-Learning Under NAHEP and remaining 102 respondents (38.5%) are not aware of E-Learning Under NAHEP. Among the 176 of the respondents (66.4%) are aware about the E-Granth and remaining 89 respondents (33.6%) are not aware of E-Granth. Among the 181 of the respondents (68.3%) are aware about the Indiastar and remaining 84 respondents (31.7%) are not aware of Indiastar. Among the 201 of the respondents (75.8%) are aware about the J-gate Agricultural & Biological abstracts and remaining 64 respondents (24.2%) are not aware of J-gate Agricultural & Biological abstracts. Among the 218 of the respondents (82.3%) are aware about the ISO Standards and remaining 47 respondents (17.8%) are not aware of ISO Standards. It suggest that the librarian should conducted the user education regarding the use of e-learning databases in agriculture.

Table 8: Problems faced while using Electronic resources N=265

S. No	Problems	No. of Frequency	% of valid respondents N=265	% of overall responses N=340	Rank
1.	Lack of Facilities	93	35.5	27.6	1
2.	Lack of Knowledge on E-Resources	46	31.3	24.4	2
3.	Lack of Training	67	23.4	18.2	3
4.	Lack of Time	38	20.4	15.9	4
5.	Others	28	17.7	13.8	5
	Total	340	128.3	99.9	

Source: Primary data

Table 8 discuses the problems faced while using electronic resources. It is inferred from the above study, among the valid 265 respondents, 35.5% of the respondents opined that the lack of facilities is the main problem for using the electronic resources and it has got first rank while 31.3% of the respondents opined that the lack of knowledge on electronic resources and it has got second rank. Of the 265 respondents, 23.4% by lack of training and it has got third rank whereas 20.4% by lack of time and it has got fourth rank. Besides cited above, there are some other electronic resources also (17.7%) and it has got the fifth rank.

Table 9: Level of satisfaction with the quality of the Electronic resources by Gender - wise respondents

S. No	Gender	Opinion (in percentage)					Total N
		Strongly Agree	**Agree**	**No Comments**	**Disagree**	**Strongly Disagree**	
1.	Male	27 (25.9)	41 (39.4)	16 (15.4)	11 (10.6)	9 (8.6)	104
2.	Female	47 (29.2)	63 (39.1)	13 (8.1)	21 (13)	17 (10.6)	161
Total		74	104	29	32	26	265

Source: Primary data   chi-square value 4.10

df=4

Table 9 describes the level of satisfaction with the quality of electronic resources by gender-wise respondents. Among the overall respondents of male category, 27 (25.9%) respondents have strongly agree that they are satisfied with the quality of electronic resources, 41 (39.4%) of them have agree, 16 (15.4%) respondents have not expressed any comments, 11 (10.6%) of them disagree and 9 (8.6%) of them strongly disagree respectively. Among the overall respondents of female category, 47 (29.2%) respondents have strongly agree that they are satisfied with the quality of electronic resources, 63 (39.1%) of them agree, 13 (8.1%) respondents have not expressed any comments, 21 (13%) of them disagree and 17 (10.6%) of them strongly disagree respectively.

Testing of Hypothesis 1

Ho: Null Hypothesis

There is no association between the male and female and their Satisfaction with the quality of the Electronic resources.

H1: Alternative Hypothesis

There is an association between the male and female and their Satisfaction with the quality of the Electronic resources.

Chi-Square Summary Result

Chi-Square Calculated Value	Degrees of Freedom	Chi-Square Table Value 5%
4.10	4	9.488

The table value of x^2 for 4 degrees of freedom at 5% level of significance is 7.81.The calculated value of x^2 is higher than this table value and hence the Null hypothesis is accepted and hence Alternative hypothesis is rejected. It is concluded that there is no association between the male and female and their Satisfaction with the quality of the Electronic resources.

6. FINDINGS

- ❖ 60.8% of the respondents belong to category of male.
- ❖ 65.3% of the respondents belong to rural areas.
- ❖ 50.9% of the respondents are spend less than an hour for using internet per day.
- ❖ 39.6% respondents use the electronic sources every day.
- ❖ 49.1% respondents have learn electronic sources by guidance from friends.
- ❖ 32.8% of the respondents have searched the electronic resources through title of article.
- ❖ 35.5% of the respondents opined that the lack of facilities is the main problem for using the electronic resources.
- ❖ 39.2% respondents agree that they are satisfied with the quality of electronic resources.
- ❖ There is no association between the male and female and their Satisfaction with the quality of the Electronic resources.

7. CONCLUSION

This study aimed at assessing the electronic resources used by library users. Hence it is suggested that an awareness training program should be conducted especially for the rural library users for the purpose of effective use of electronic resources. It is inferred from the study lack of facilities is the main problem faced among the library users. Hence it is suggested that the authorities of Tamil Nadu Agricultural University should increase the speed of the Internet and subscribe more e-journals and e-databases. The internet and new technology should be included in the curriculum of agricultural studies. Hence, it is concluded that the Tamil Nadu Agricultural University authorities and library join hands with maintaining the existing electronic facilities provided to the library users and render more user-friendly electronic sources and services for the benefit of the library users.

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