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Information Access Pattern by Faculty Members and Students in Electronic Environment: A Study on *Manonmaniam Sundaranar University* Constituent College, Nagalapuram

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Abstract

This present study aims to analysis information access pattern by faculty members and students in electronic environment: A study at *Manonmaniam Sundaranar University* constituent college, Nagalapuram. Totally 738 respondents were participated for this study, amongst male respondents are 386, female respondents are 352, moreover Assistant Professor are participated 48, Postgraduate Students are participated 33, and Undergraduate Students are participated 657, The present study reveals that, status wise respondents frequency of library visit, amongst 37.5 percent of respondents daily library visit, 29.9 percent of respondents visit library Once a week, remaining respondents are visit Occasionally, fortnightly and Monthly once. 54.9 per cent of them access the electronic resources both at the Institutions and home only and 31.3 per cent of them have electronic resources access in Institution, home, and cyber café. 41.2 per cent of respondents has 1-2 years internet using experience, 2-3 years Internet using experience has 39.0 per cent of the respondents. that 58.1 per cent of the respondents have learned to use Internet through Self-study, and 14.5 per cent has know to use trough training session, 13.6 per cent has know to use Internet through guidance from friends. 51 respondents are access E-books, followed by 80 respondents E-journals, 175 respondents are preferences E-newspapers, 126 respondents are preferences E-magazines, 138 respondents are preferences E-thesis and dissertations. , majority of the respondents use basic search methods, 29.1 percent respondents used to advanced search method for access, keyword search methods used 17.2 percent respondents. 35.2 percent of respondents agree on importance of e-resources for academic activities.

Keywords: Library services, Internet, E-books, e-resources

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Introduction

Technological advances are recent years have transformed library and Information Science into more specialized discipline namely Information science. Now, the field of library and information science is continuously embracing a lot of technological advancements of Information communication Technology (ICT) as well as new ideas and initiatives for the enrichment of empowerment of the profession. E- Resources represent an in caressingly important component of the collection-building activities of libraries. "Electronic resources" refer to those materials that require computer access, whether through a personal computer, mainframe or handheld mobile device. They may either be accessed remotely via the Internet or locally. Some of the most frequently encountered types are: E-Journals, E-Books, Full-text databases, Indexing and Abstracting databases, Reference databases (Bibliographies, Dictionaries, Directories, and Encyclopedias etc.) Numeric and statistical databases, E-images, e-audio/visual resources. In the fast moving world, everyone wants to get the required items in time.

Information resources that can be accessed, retrieved, stored and used through electronic means can be seen as e-resources. Information in electronic format can be accessed via the internet, storage devices such as CD-ROMs, pen drives, and other peripheral devices through the use of computer systems. These resources include information on CD-ROMs, online databases, electronic journals (e-journals), electronic books, (e-books), internet resources, etc. According to Haridasan and Khan (2009), electronic information resources are resources in which information is stored electronically and accessed through electronic systems and networks. In addition, Deng (2010) listed examples of e-resources as; edatabases, electronic books (e-books), electronic journals (e-journals), electronic magazines (emagazine), electronic newspapers and archives, the rest include e-theses, conference papers, government papers, monographs and research reports in electronic form. E-resources can be used to supplement printed information in university libraries in order to give information seekers the choice to have access to more convenient and reliable information sources to meet their information needs.

Population and Sample

The population for the study is from the fulltime faculty member, Undergraduate and Postgraduate students. The samples are *Manonmaniam Sundaranar University* constituent college, Nagalapuram, totally the 738 respondents were taken for the present study, 89.0 percent respondents are Undergraduate Students, 4.5 percent of respondents are

Postgraduate Students, and moreover 6.5 percent of respondents are faculty members (Assistant Professor).

Data analysis

The data collected were from well structured questionnaire and to analyzed using Statistical Package for Social Sciences (SPSS) 20th version. Descriptive statistics including simple percentage and frequency count were performed. The qualitative data collected were analyzed and variables are focused in each of the research question.

Objectives

The following objectives are framed, in according the questionnaire:

- To find frequency of use electronic resource by the respondents
- To find out respondents access the electronic resource location
- To know length of using Internet by respondents
- To find purpose of using electronic resources
- To find out preferences to access electronic resources

Limitation of the present Study

This study is made *Manonmaniam Sundaranar University* constituent college, Nagalapuram full time faculty member, Undergraduate (U G) and Postgraduate (P G) students. The samples are only; the data were collected from Academic year 2018 to 2019.

Analysis and Interpretation

Table 1 Status Vs Gender wise respondents

Sl. No.	Status	Sex		Total
		Male	Female	
1	Assistant Professor	14 1.9	34 4.6	48 6.5
2	Postgraduate students	5 0.7	28 3.8	33 4.5
3	Undergraduate students	367 49.7	290 39.3	657 89.0
	Total	386 52.3	352 47.7	738 100.0

Table 1 show that status Vs gender wise respondents participated in this study, totally 738 respondents were participated for this study, amongst 48 respondents are Assistant Professor, 33 are Postgraduate students, and 657 respondents are Undergraduate students. Moreover totally 386 respondents are male and 352 respondents are female respondents participated in this study.

Table 2 Status wise respondents' frequency of library visit

Sl .No.	Status	Frequency					Total
		Daily	Once a week	Fortnightly	Monthly	Occasionally	
1	Assistant Professor	14 1.9	18 2.4	6 0.8	6 0.8	4 0.5	48 6.5
2	Postgraduate students	15 2.0	9 1.2	-	-	9 1.2	33 4.5
3	Undergraduate students	248 33.6	194 26.3	90 12.2	22 3.0	103 14.0	657 89.0
	Total	277 37.5	221 29.9	96 13.0	28 3.8	116 15.7	738 100.0

Table 2 shows that status wise respondents frequency of library visit, amongst 37.5 percent of respondents daily library visit, 29.9 percent of respondents visit library Once a week, 15.7 percent of respondents are visit the library Occasionally, 13.0 percent of respondents are visit the library fortnightly, and only 3.8 percent of respondents are visit the library Monthly once.

Table 3 Status wise respondents' frequency of internet access location

Sl. No.	Status	Access location					Total
		Institution Home and Cyber café	Institution and Cyber cafe	Institution and Home	Cyber cafe and Home	Institution	
1	Assistant Professor	7 0.9	1 0.1	37 5.0	3 0.4	0 0.0	48 6.5
2	Postgraduate students	2 0.3	0 0.0	25 3.4	5 0.7	1 0.1	33 4.5
3	Undergraduate students	222 30.1	17 2.3	343 46.5	66 8.9	9 1.2	657 89.0
	Total	231 31.3	18 2.4	405 54.9	74 10.0	10 1.4	738 100.0

Table 3 indicates the status wise respondents' electronic resources access locations. It could be noted that out of the total 738 respondents 54.9 per cent of them access the electronic resources both at the Institutions and home only and 31.3 per cent of them have electronic resources access in Institution, home, and cyber cafe. Of the total 738 respondents, 2.4 per cent of them have to access to the electronic resources both at the Institution and Cyber café, 10.0 per cent of them are access the electronic resources at Cyber cafe and Home, and 1.4 per cent of respondents are access Institution only.

Table 4 status wise respondents' length of using Internet

Sl. No.	Status	long				Total
		Less than a year	1-2 years	2-3 years	3 and above years	
1	Assistant Professor	1 0.1	7 0.9	25 3.4	15 2.0	48 6.5
2	Postgraduate students	3 0.4	16 2.2	14 1.9	0 0.0	33 4.5
3	Undergraduate students	123 16.7	281 38.1	249 33.7	4 0.5	657 89.0
	Total	127 17.2	304 41.2	288 39.0	19 2.6	738 100.0

A study of data in table 4 indicates the status wise respondents' length of using Internet. The status wise analysis reveals the following facts. Among the status wise respondents, 41.2 per cent of respondents has 1-2 years internet using experience, 2-3 years Internet using experience has 39.0 per cent of the respondents. 17.2 per cent of the respondents have less than one-year experience in using the Internet. Further, the remaining status of respondents has 2.6 percentage of experience.

Table 5 status wise respondents learn to use Internet

Sl. No.	Status	**learn to use Internet through**						Total
		Professional Colleagues	Guidance from friends	Self-study	Training session	Print documentations	trial and error method	
1	Assistant Professor	6 0.8	4 0.5	7 0.9	10 1.4	18 2.4	3 0.4	48 6.5
2	Postgraduate students	-	2 0.3	28 3.8	3 0.4	-	-	33 4.5
3	Undergraduate students	-	94 12.8	393 53.3	94 12.8	30 4.1	45 6.1	656 89.0
	Total	6 0.8	100 13.6	428 58.1	107 14.5	48 6.5	48 6.5	737 100.0

Table 5 indicates the status wise respondents' sources of learned to use Internet. It could be noted that 58.1 per cent of the respondents have learned to use Internet through Self-study, and 14.5 per cent has know to use trough training session, 13.6 per cent has know to use Internet through guidance from friends, (6.5) of them know through print

documentations, and trial and error method respectively. Further, only 0.8 per cent of the Assistant Professor has knows through the professional colleagues.

Table 6 status wise respondents' preferences to access electronic resources

Sl. No.	Electronic Resources	Status			Total
		Assistant Professor	Postgraduate students	Undergraduate students	
1	E-books	7 13.7	4 7.8	40 78.4	51
2	E-journals	18 22.5	6 7.5	56 70.0	80
3	E-newspapers	12 6.9	11 6.3	152 86.9	175
4	E-magazines	1 0.8	1 0.8	124 98.4	126
5	E-thesis and dissertations	2 1.4	4 2.9	132 95.7	138
6	E-conference proceedings	3 4.8	0 0.0	60 95.2	63
7	E-standards	0 0.0	0 0.0	21 100.0	21
8	Audio video materials	1 1.8	6 10.5	50 87.7	57
9	CD ROM databases	4 14.8	1 3.7	22 81.5	27
	Total	48 6.5	33 4.5	657 89.0	738 100.0

Table 6 indicates that status wise respondents' preferences to access electronic resources, amongst only 51 respondents are access E-books, followed by 80 respondents E-journals, 175 respondents are preferences E-newspapers, 126 respondents are preferences E-magazines, 138 respondents are preferences E-thesis and dissertations, 63 respondents are preferences E-conference proceedings, 21 respondents are preferences E-standards, 57 respondents are preferences Audio video materials, and 2 7respondents are preferences to access CD-ROM databases for the academic related activities.

Table 7 status wise respondents using search methods

Sl. No.	Status	Search Methods	

		Basic Search	Advanced Search Method	Expert Search Method	Keyword search	Citation Locator/Cited Reference Search Method	Total
1	Assistant Professor	18 2.4	17 2.3	9 1.2	3 0.4	1 0.1	48 6.5
2	Postgraduate students	24 3.3	8 1.1	1 0.1	0 0.0	0 0.0	33 4.5
3	Undergraduate students	229 31.0	190 25.7	78 10.6	124 16.8	36 4.9	657 89.0
	Total	271 36.7	215 29.1	88 11.9	127 17.2	37 5.0	738 100.0

Table 7 shows that status wise respondents using search methods, majority of the respondents use basic search methods, 29.1 percent respondents used to advanced search method for access, keyword search methods used 17.2 percent respondents, 11.9 per cent of respondents used expert search methods, 5.0 percent of respondents are used Citation Locator/Cited Reference Search Methods to access electronic resources.

Table 8 status wise respondents on computer skills

Sl. No.	Skill	Status			Total
		Assistant Professor	Postgraduate students	Undergraduate students	
1	General computer operations	2 0.3	2 0.3	49 6.6	53 7.2
2	Internet applications	6 0.8	14 1.9	210 28.5	230 31.2
3	Database management systems	4 0.5	6 0.8	84 11.4	94 12.7
4	Formulating search queries	17 2.3	11 1.5	196 26.6	224 30.4
5	Electronic library tools e.g. CDROM	13 1.8	0 0.0	75 10.2	88 11.9
6	Computer system/application software	6 0.8	0 0.0	43 5.8	49 6.6
	Total	48 6.5	33 4.5	657 89.0	738 100.0

Table 8 shows that status wise respondents on computer skills, majority of the respondents are skills on Internet applications, followed by 30.4 percent of respondents are

skills on formulating search queries, 12.7 percent of respondents are skills on Database management systems, 11.9 percent of respondents are skills on Electronic library tools e.g. CD-ROM, 7.2 percent of respondents are skills on General computer operations, and remaining 6.6 per cent of respondents are skills on Computer system/application software.

Table 9 respondents' opinion on importance of e-resources for academic activities

Sl. No.	Status	Authority					Total
		Strongly Agree	Agree	Some what agree	Disagree	Strongly Disagree	
1	Assistant Professor	17 2.3	14 1.9	11 1.5	4 0.5	2 0.3	48 6.5
2	Postgraduate students	11 1.5	13 1.8	9 1.2	0 0.0	0 0.0	33 4.5
3	Undergraduate students	172 23.3	233 31.6	178 24.1	54 7.3	20 2.7	657 89.0
	Total	200 27.1	260 35.2	198 26.8	58 7.9	22 3.0	738 100.0

Table 9 indicates that status wise respondents' opinion on importance of e-resources for academic activities, 35.2 percent of respondents agree on importance of e-resources for academic activities, followed by 27.1 percent respondents are Strongly Agree, 26.8 percent of respondents somewhat agree 7.9 percent of respondents are disagree, only 3.0 percent of respondents are strongly disagree on importance of e-resources for academic activities.

Conclusion

The electronic information environment has dramatically changed the way that users access information worldwide. Electronic information resources also provide a means for measuring resource usage that was not as readily available in the print environment. Effective exploitation of electronic information resources go hand in hand with computer competency skills. Moreover, basic computer skills are important assets to postgraduate students to exploit desired information in their learning and research processes. Conclude from the present study, Majority of respondents are daily use the library fro they academic activities, more than fifty percent of respondents are access the electronic resources both at the Institutions and home only, remaining respondents are access different access locations, around 43.0 per cent of respondents has 1-2 years internet using experience for their academic purpose. 51 respondents are access E-books, followed by 80 respondents E-journals, 175 respondents are preferences E-newspapers, 126 respondents are preferences E-magazines. It reveals that the respondents various

information search methods, majority of the respondents use basic search methods, 29.1 percent respondents used to advanced search method for access, keyword search methods used 17.2 percent respondents. Respondents' opinion on importance of e-resources for academic activities, 35.2 percent of respondents agree on importance of e-resources for academic activities, followed by 27.1 percent respondents are Strongly Agree. With this, the growing proliferation of variety of electronic information resources (e-resources) and technologies over the last decade has revolutionizing influence including academic activities.

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