

**IMPACT OF E-RESOURCES AMONG RESEARCH STUDENTS
TOWARDS INFORMATION SEEKING ATTITUDE OF
UNIVERSITY OF AGRICULTURAL SCIENCES, RAICHUR**

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ABSTRACT

In the present scenario the application of information and communication technology is playing key role for information processing and management has brought several products and services like E-resources and E-Library and so on. Now, all research institutions or university libraries are using ICT to improve the management of scholarly information to strengthen and speed access to such information sources and services not available locally. The e-resources are important and useful research tools that complement the print based resources in a traditional library services. The researcher made an attempt to look into the use and usefulness of e-resources by research students of Agricultural Sciences of the University of Agricultural Sciences, Raichur. Also focused the problems faced by research students while accessing e-resources and services.

KEYWORDS: E-Resource, Search Engine, Information Technology, Agriculture

INTRODUCTION

Education in agriculture and allied subjects plays a crucial role in rural development and sustainable agricultural production. Now a day an increasingly interdependent world, however, is producing new challenges for institutions where an agriculture science is taught (Kabir, 1995). The agricultural science education in India is faced with one of the biggest challenges that it has to be identifying its role in equipping the available human resources for enhanced agricultural productivity and sustainable use of natural resources. Agricultural colleges and universities were initially assigned to disseminating scientific knowledge and skills to the farming community and to train them to use such skills for better output. As a backup for such a mission, agricultural research was encouraged to adapt the scientific knowledge to suit to the realities of rural societies. (NAAS, 2005).

The major contribution of agricultural research in India has been reflected in various agricultural revolutions during the post independence period. The result of agricultural research boosted the food production and we could see the Green, White, Blue and Yellow revolutions in the fields of Cereal crops (wheat), Milk, Fisheries and the Oil Seeds witnessing the Golden Revolution of horticulture crop production. However with the advent of new emerging agricultural technologies there was a change in focus from increased production to increased efficiency. (<http://agropedia.iitk.ac.in/openaccess/sites/default/files/WS%2014.pdf>)

E-resources have significant advantages for research community and having a major impact in the form of, and access to research resources and services. They become the essential source of information in variety of fields like education and different fields of research. Research and development has an inseparable relation with the library systems where the traditional libraries are going to convert into virtual library today (Sankaranarayanan. 2012).

Review of Related Studies

The reviews of previous studies on information seeking behaviour of academic research students and faculties are available huge ranging. But, a researcher has been made an attempt to cover few number of works that focus similar studies on information seeking behaviour and its applications to related topics such as information seeking, information use behaviour and user attitude towards seeking information and also includes topics like impact of e-resources among research students and faculties information seeking attitude in academic libraries.

Abels (2004): Mentioned that the frequency of use of the Internet in 1998-2000 had enormously increased. At the same time, expenditures on printed materials also showed steady increased. Information seeking behaviour involves personal reasons for seeking information, the kinds of information which are being sought, the ways and sources with which needed information is being sought. Information seeking attitude is expressed in various forms from printed form of material to research and experimentation, non-book materials or e-resources. Faculty members, research scholars and students are actively seek current information from the various sources available in libraries, e.g. encyclopaedias, journals, more currently electronic media.

Wilson (1994): Points out that the scope of information-seeking behaviour of research students is vast and many new concepts and methods are being developed with the help of this research. It is clear that the study of human information-seeking behaviour is now a well-defined area of research to understand the different use and seeking behaviour towards the information by different user community.

White (1975): Reported that if academic librarians are to be realistically served to the academic researchers, they must recognize the changing needs and variations in information gathering and provide services that would be most useful for the user community.

Objectives

- To know the extent of need of e-resources and services to research students of Agricultural Sciences.
- To observe the frequency of accessing e-resources among research students of Agricultural Sciences
- To identify the frequently used e-resources by research students.
- To know frequently used search engines by research students of Agricultural Sciences.
- To study the usefulness of e-resources by the research students of Agricultural Sciences.

METHODOLOGY

To study the use of e-resources by research students of Agricultural Sciences at the University of Agricultural Sciences, Raichur, and the researcher have been used survey method and also used the closed questionnaire tool to conduct research and study the impact of e-resources among the research students of the University of Agricultural Sciences, Raichur.

The researcher has been distributed 77 questionnaires to research students in the main campus of University of Agricultural Sciences, Raichur, among them, 63 (81.82%) filled in questionnaires have been collected from research students.

Table 1: Response from Agricultural Research Students

Sl. No.	Students	No. of Questionnaires Distributed	No. of Respondents	Percentage
1	Research Students	77	63	81.82%

Data Analysis

- **Frequency of access e-resources.**

Table 2: Frequency of Accessing E-Resources by Research Students

Frequency	No. Respondents	Percentage
Daily	32	50.79
Once in Week	14	22.22
Once in Fortnight	9	14.29
Less than Once in Month	5	7.94
Once in Month	3	4.76
Total	63	100.00

Table 2 indicates that 50.79% of research students of agricultural sciences used e-resources daily and 22.22% of research students used e- resources once in week. Followed by only 14.29% research students used e-resources once in fortnight, 7.94% of students used less than once in month and the least 4.76% of research students were used e-resources once in month for their research work.

- **Place of Accessing E-Resources**

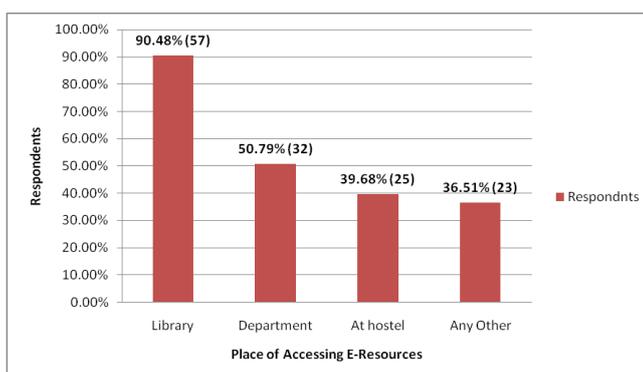


Figure 1: Place of Accessing E-Resources by Research Students (More than One Answer)

Figure 1 shows that majority of the research students 57(90.48%) accessed the e-resources available in university library. Whereas more than 50% of the research students 32(50.79%) accessed the e-resources available in their respective departments and very few research students 25(39.68%) accessed e-resources in their hostels and remaining 23(36.51%) of research students used the e-resources in any other places like internet cafe.

- Use of E-Resources

Table 3: Use of E-Resources by Research Students (More than One Answer)

E-Resources	Research Students	Percentage
E-Journals	61	96.83
E-Books	42	66.67
E-Magazines	19	30.16
E-News papers	30	47.62
E-Thesis (CDs)	59	93.65
E-Research Reports	46	73.02
E-Library Catalogues	37	58.73
Online Data Base	44	69.84
Others	15	23.81

Table 3 indicates that maximum number of research students i.e. 61(96.83%) prefer to use E-Journals. Whereas 59(93.65%) and 46(73.02%), 44(69.84%) and 42(66.67%) of research students prefer to use E-Thesis in the form of CDs, E-Research reports, Online Data Base and E-Books respectively. However, more than 50% of research students (58.73%) used E-Library catalogues. Thus, table 3 showed that E-Journals were used most of research students but rest e-resources like E-Magazines; E-Newspapers were less used.

- Use of Search Engines

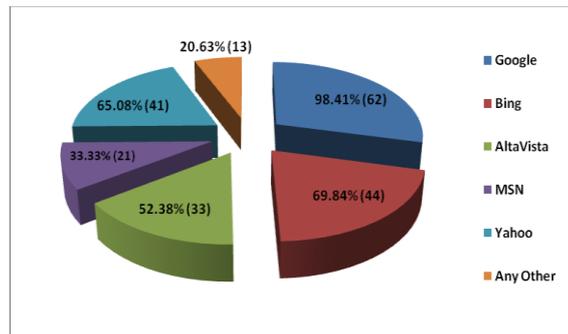


Figure 2: Use of Search Engines (More than One Answer)

It is observed from the above figure 2 that 62(98.41%) research students used Google search engine to search their required information. Followed by 44 research students (69.84%) preferred to use the Bing search engine which is product of Microsoft. But 41(65.08%) research students used Yahoo search engine, which is also most popular search engine and more than 50% of research students (52.38%) used Alta Vista. So the above Figure. clearly indicates that the majority of students have used Google than Alta Vista, MSN etc.

- Reasons for using E-Resources.

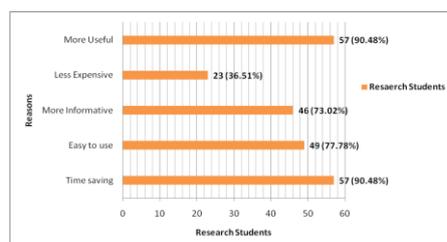


Figure 3: Reasons for using E-Resources by Research Students (More than one answer)

The Figure 3 revealed that among the responded research students 57(90.48%) were considered e-resources as time saving as well as more useful also 49(77.78%) of research students has been considered as it is easy to use. Whereas, 46 (73.02%) of research students are preferred to use e-resources because of that they were more informative. But, very few research students 23(36.51%) were expressed this as less expensive. So majority of the research students preferred to use the e-resources in comparison to traditional resources for above reasons.

- **Usefulness of e-Resources**

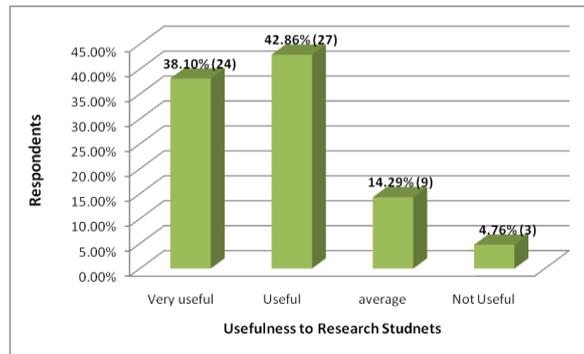


Figure 4: Usefulness of E-Resources to Research Students

The Figure 4 showed that maximum 27 research students (42.86%) have been opined that e-resources are useful. Whereas, 24 research students (38.10%) said that e-resources are very useful. And the only 14.29% of the research students opined that they are average useful and followed by 4.76% of research students said they are not useful in getting relevant information for their research work in the respective discipline.

Satisfaction with existing E-Resources

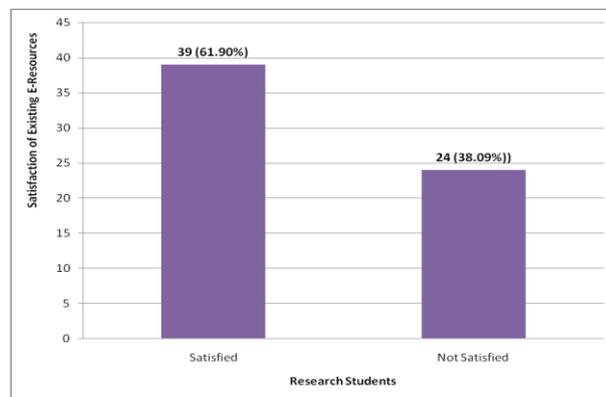


Figure 5: Satisfaction with Existing E-Resources

Figure 5 indicated that 39(61.90%) of research students were satisfied with existing e-resources in the university library. However, 24(38.09%) of research students who were not satisfied with the existing e-resources. Not satisfied by respondents is because of inadequate e-resources available in the university library.

- **Problems Faced while Accessing E-Resources**

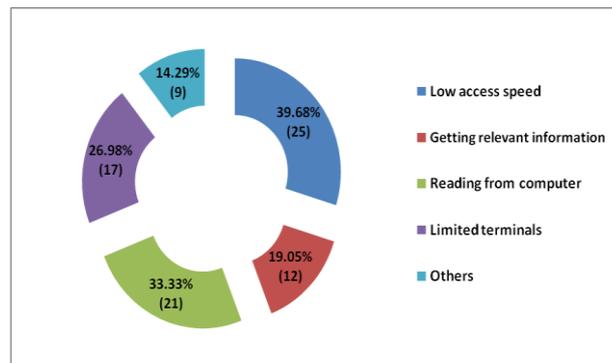


Figure 6: Problems Faced by Research Students While Accessing E-Resources (More than One Answer)

The figure 6 revealed that 25(39.68%) research students faced low access speed while accessing e-resources. Whereas more than 30% of research students i.e. 21(33.33%) faced problem in reading the information from computer itself. But, very few research students highlighted 12(19.05%) were got the problem of getting relevant information. Where in very less students (26.98%) and (14.29%) have been expressed about limited terminals and other problems while accessing the e-resources respectively.

- **Training Required using of E-Resources**

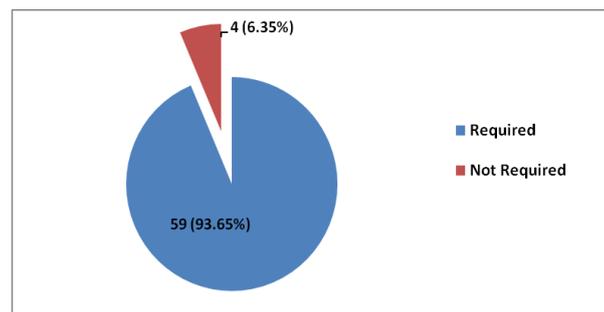


Figure 7: Training Required to Use of E-Resources

From figure 7 highlights that the 59(93.65%) research students have been expressed the training is required to use the e-resources. Whereas, very few research students (6.35%) are proficient in using e-resources and they opined that they were not required training for use of e-resources which are available in the university library.

Findings

- The 50.79% of research students of agricultural sciences were used e-resources daily but, 22.22% of research students have been used e- resources once in week.
- Majority of the research students 57(90.48%) accessed the e-resources available in university library.
- Maximum number of research students i.e. 61(96.83%) prefer to use E-Journals. Whereas 59(93.65%) and 46(73.02%), 44(69.84%) and 42(66.67%) of research students prefer to use E-Thesis in the form of CDs, E-Research reports, Online Data Base and E-Books respectively.
- The 53(84.12%) research students used Google search engine to search their required information for their

research work. Whereas 44 research students (69.84%) preferred to use the Bing search engine for convenient and which is product of Microsoft.

- Among the responded research students 57(90.48%) were considered e-resources as time saving as well as more useful and also 49(77.78%) of research students considered as it is easy to use for their research work.
- The 27 research students (42.86%) have opined that e-resources are useful. But more than 30% of research students (38.10%) said that e-resources are very useful.
- The 39(61.90%) of research students were satisfied with existing e-resources. Against this 24(38.09%) research students, who were not satisfied with existing e-resources.
- The 25(39.68%) of research students were faced the low access speed while accessing e-resources. Whereas more than 30% of research students i.e. 21(33.33%) faced problem in reading the information from computer itself.
- The 59(93.65%) of research students have been expressed that the training is required to use the e-resources. But very few students of research (6.35%) are proficient in using e-resources in the university library.

CONCLUSIONS

For research and academic development in the university library the e-resources have become much necessary. The majority of the research students are dependent on e-resources to get desired and related information. However, the research students are also dependent on libraries. The e-resources like E-journals and e-books and other service is the best used online services. Google is the most commonly used search engine among the research students. In order to better use of the e-resources services and facilities and the user education or orientation training programs are also essential for having good acquaintance to access with e-resources. This study also suggests some measures to be adopt to achieve effective use of e-resources by university research students.

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AUTHOR DETAILS



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