ELECTRONIC RESOURCES AND SERVICES IN KERALA STATE UNIVERSITY LIBRARIES: A STUDY OF USERS' SATISFACTION

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ABSTRACT

This study is an attempt to evaluate the electronic resources and services available in Kerala state university libraries on the basis of users' satisfaction. A questionnaire based survey method is used to conduct the research. 421 respondents from post graduate students, research scholars and faculty members of six state universities were selected for the study. The paper attempts to assess the user satisfaction with respect to the e-resources and services. It reveals that majority of respondents are using e-resources at large extent or very large extent for different purposes. Users' satisfaction level is very high with respect to various electronic resources and services available in the library.

Keywords: *University libraries, User satisfaction, Electronic resources, Information and Communication Technology (ICT).*

1. INTRODUCTION

The productive development of electronic resources during the most recent times demands for good strategies to access these resources and to guarantee free flow of information to the users. The developments in information and communication technologies (ICT) have made tremendous changes in accessing information. Advancements in ICT had a great deal of effect on library and information services. E-resources have become vital part of any library collection. Technological innovations made it simple to get these resources effortlessly and promptly.

The present study examines the users' perception towards e-resources. It also brings out the users' satisfaction with e-resou0rces. The survey was conducted among the post graduate students, research scholars and faculty members of six state universities in Kerala.

2. REVIEW OF LITERATURE

Some prominent studies related to e-resources are reviewed.

Abhijeet Sinha (2016)[1] attempted to explain the technical functionalities involved in access to electronic information resources. E-books, e-journals and databases have become favorite choice of users because of their characteristic features. Cloud computing is a promising scheme for libraries delivering services at cost effective operational models with reduced complexity. ICT has become crucial tool in providing global access to e-resources. Right use of e- resources can make the move of libraries towards electronic collection sustainable.

Pauline Adeniran (2013)[2] examined the usage of electronic resources by under graduate students at the library of Redeemer's University, Nigeria. The population for the study formed with 256 students in 200 levels and above who used the library during the period of the study. The method adopted for the study was survey research. Analysis of the data has done using frequency counts and simple

percentages. The results revealed that the use of electronic resources have a high impact on the academic performances of the students; still they need to acquire more talent in the use of e-resources.

Jai Karan Singh Chauhan (2012)[3] made a study on the use of e-resources by 240 subjects among post graduate students, research scholars and faculty members at Ratan Tata Library (RTL) of the Delhi School of Economics (DSE) and Faculty of Management Studies Library (FMSL), University of Delhi (DU), Delhi. The article shows up various problems met by the users and suggest corrective methods for their perfection. It provides some insights into the usefulness of e-resources above print resources.

Younghee Noh (2012)[4] provided an input-output analysis of e- resources in Korean academic libraries by verifying assessment pointers and applying them to the digital library environment. It shows that a huge part of library budgets is used up on the purchase e-resources and for making god infrastructural environment to improvement better use of e-resources. The factors like subscription of databases, e-resource development, and training for the use e-resource bring higher efficiency. The efficiency of e-resources in libraries reached 88.20 per cent when the input-output ratio is calculated.

Sudharma Haridasan (2009)[5] presented the fact that e-resources are important part of any library collections. His study aims to find out the users' reception of electronic resources in the library of NASSDOC and establish their usage, level of user satisfaction and difficulty faced in the access of e-resources. The study shows that users are aware of the e-resources available in the library and they are making use of these e-resources. Majority of the library users were fully satisfied with the available e-resources at the NASSDOC library.

3. OBJECTIVES

i. To identify the acceptance of e-resources by the academic community
ii. To find out the extent to which users retrieve information from electronic resources
iii. To know the purpose of using e-resources
iv. To find out users' satisfaction levels with the electronic resources and services of the library

4. METHODOLOGY

The survey was conducted among the Post Graduate students, Research Scholars and Teachers from six state universities in the Kerala state. Questionnaire based survey method is adopted. Total of 421 respondents from Cochin University of Science and Technology (CUSAT), University of Calicut, Mahatma Gandhi University, University of Kerala, Sree Sankaracharya University of Sanskrit and Kannur University participated in the survey. The survey was conducted by systematic sampling procedure. The data collected were analyzed via SPSS 20.0 for Windows. Main objective of the study is to find out purpose of using e-resources and also to know the users' level of satisfaction with these resources available in the state universities of Kerala.

5. DATA ANALYSIS

Data analysis is the most important step in research process. It is the link between raw data and significant results leading to conclusions. This process of analysis has to be result oriented.

The following tables provide the demographic characteristic of the respondents.

Table 1: University wise distribution of respondents

Name of university	*Frequency*	*Percent*
SSUS KALADY	53	12.6
CUSAT	112	26.6
CALICUT	75	17.8
MGU	69	16.4
KERALA	60	14.3
KANNUR	52	12.4

5.1 University wise distribution of respondents

Data presented in Table-6 represents the University wise distribution of the respondents. Out of 421 respondents 112 (26.6%) belong to Cochin University of Science And Technology (CUSAT). It is followed by 75 (17.8%) from University of Calicut, 69 (16.4%) from Mahatma Gandhi University, 60 (14.3%) from University of Kerala, 53 (12.6%) from Sree Sankaracharya University of Sanskrit and 52 (12.4%) are from Kannur University

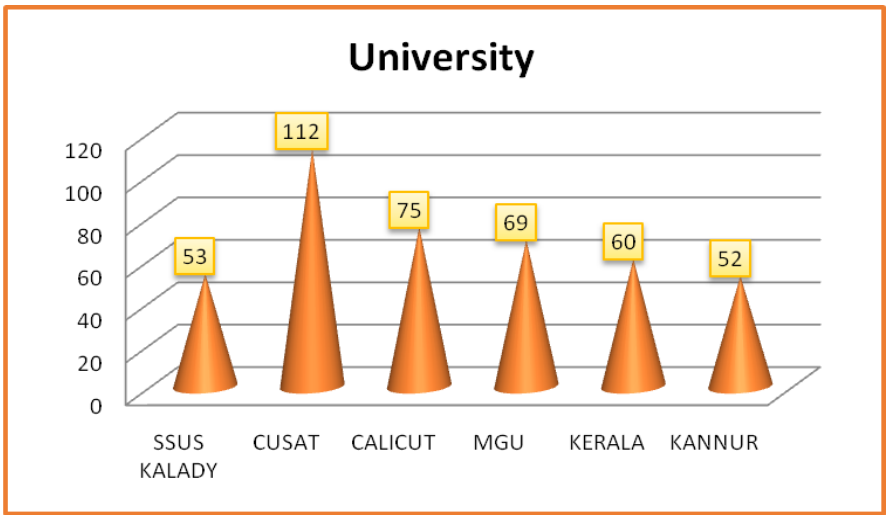


Table 2: Distribution of respondents by category

Category	*Frequency*	*Percent*
Teaching Faculty	107	25.4
Research scholar	220	52.3
PG student	94	22.3

5.2 Distribution of respondents by category

A study of data in table-4 indicates the category wise distribution of respondents. It could be noted that out of the total 421 respondents, 220 (52.3%) of them belong to the Research scholar category and 107 (25.4%) of them come under the Teaching faculty. In this study, 94 (22.3%) of the respondents are found in the PG student. It is concluded that more than a half of the respondents belong to the Research scholar category.

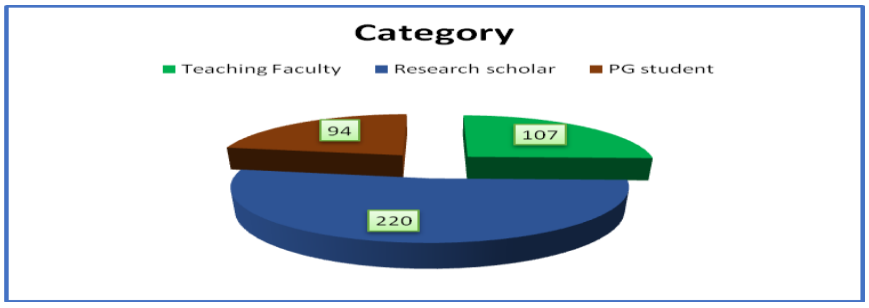


Table 3: Faculty wise distribution of respondents

Faculty	*Frequency*	*Percent*
Arts	121	28.7
Science	140	33.3
Social science	60	14.3
Management	31	7.4
Engg. & Tech.	40	9.5
Others	29	6.9

5.3 Faculty wise distribution of respondents

A study of data in table-5 describes the faculty wise distribution of respondents. It could be seen that out of 421 respondents, 140 (33.3%) are belonging to faculty of science. It is clearly understood that 121 (28.7%) are coming under faculty of Arts, 60 (14.3%) of them belongs to Social Science, 40 (9.5%) are from Engineering and Technology, 31 (7.4%) are from Management and 29 (6.9%) are belonging to other faculty. It is concluded that majority of respondents are from science faculty.

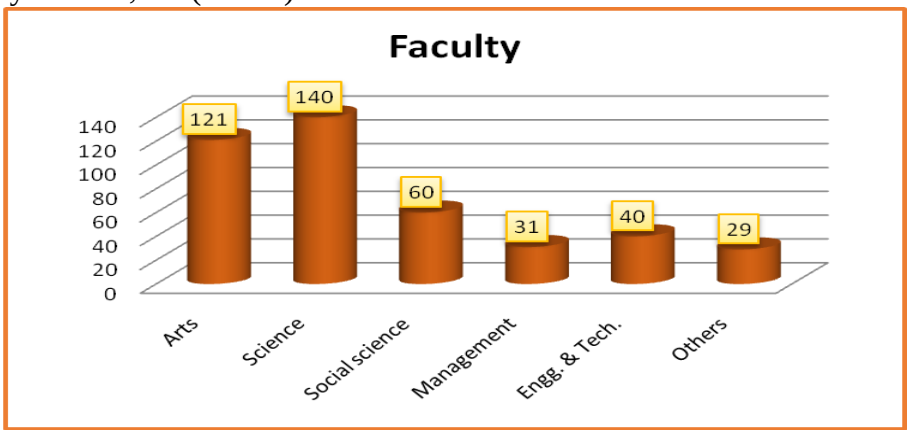
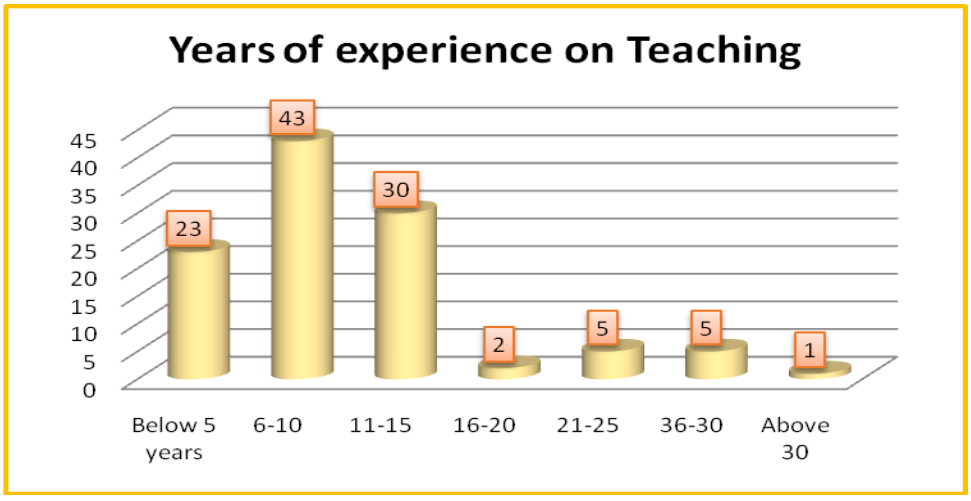


Table 4: Distribution of respondents by years of experience in Teaching

Years of experience in Teaching	*Frequency*	*Percent*
Below 5 years	23	5.5
6-10	43	10.2
11-15	30	7.1
16-20	2	.5
21-25	5	1.2
26-30	5	1.2
Above 30	1	.2
Total	109	25.9

5.4 Distribution of respondents by years of experience in Teaching

Table - 4 presents the frequency distribution of respondents by years of teaching experience. It is understood that out of 421 respondents 109 belonging to the category teaching faculty. Among the teachers 43 (10.2%) have 6-10 years of experience in teaching. While 30 (7.1%) are having 11-15 years, 23 (5.5%) are in the group of 'below 5 years'. 5 (1.2%) were from both 21-25 and 26-30 years, 2 (0.5%) have 16-20 years and 1 (0.2%) belong to 'above 30' years.



5.5 Extent to which users retrieve information from electronic resources

One of the objectives of this study is to find out the extent to which the retrieved information from electronic resources is useful to the user. For this, the respondents are asked to answer the questions on a five point scale from 'very large extent' to 'less extent'. The responses are scored from 5 to 1 for their responses. The mean score of the questions for all 421 respondents is found out, based on which we calculate the mean % score $\left[\text{MPS} = \frac{\text{MeanScore} \times 100}{\text{Maximumpossiblescore}}\right]$ of each of the purpose. This score is classified into one of the four groups as *'less extent'* if the mean % score is less than 35%, '*some extent*' if the mean % score is between 35 to 50 per cent, *'large extent'* if the mean % score lies in the interval 50 to 75% and '*very large extent'* if the mean % score is above 75% (Loyd, B. H)[6]. The result is exhibited in Table 5.

Table 5: Mean and Mean % Score for Extent of the information retrieved

Purpose	*Mean*	*Mean % Score*	*Extent of the information retrieved*
Reference for Research Work	3.96	79.2	Very Large Extent
Project work	3.55	71	Large Extent
Preparing Study Materials	3.77	75.4	Very Large Extent
To write article	3.53	70.6	Large Extent
Preparing Seminar/Conference Papers	3.75	75	Large Extent
Updating Knowledge	3.9	78	Very Large Extent
Other purposes	2.86	57.2	Large Extent

5.6 Level of satisfaction with the electronic resources and services

Another objective of the study is to find out the level of satisfaction with the electronic resources and services. In order to find out this, the respondents are asked to answer the questions on a five point scale from highly satisfied to highly dissatisfied. The responses are scored from 5 to 1 for their responses. The mean score of the questions for all 421 respondents is found out, based on which we calculate the mean % score of each of the E-Resources/services. This score is classified into one of the four groups as '*dissatisfied'* if the mean % score is less than 35%, 's*omewhat satisfied'* if the mean % score is between 35 to 50 per cent, '*satisfied'* if the mean % score lies in the interval 50 to 75% and '*highly satisfied'* if the mean % score is above 75%.

Table 6: Mean and Mean % Score for Level of Satisfaction

Library E-Resources/services	*Mean*	*Mean % Score*	*Level of Satisfaction*
CDs/DVDs	3.25	64.99	Satisfied
E-Books	3.74	74.73	Satisfied
E-Journals	4.01	80.19	Highly Satisfied
E-Databases	3.65	72.97	Satisfied
E-Theses and Dissertations	3.80	76.06	Highly Satisfied
E-Question Bank	3.25	65.08	Satisfied
Email alert services	3.42	68.41	Satisfied
OPAC (Online Public Access Catalog)	3.69	73.73	Satisfied
RFID and Institutional repositories	3.21	64.13	Satisfied
Digital Library services	3.61	72.26	Satisfied
Any other services	3.23	64.51	Satisfied

6. CONCLUSION

The analysis shows that university libraries are offering effective electronic resources and services because the library patrons are very satisfied with CDs/DVDs, E-Books, E-Journals, E-Databases, E-Theses and Dissertations, E-Question Bank, Email alert services, OPAC (Online Public Access Catalog), RFID and Institutional repositories, Digital Library services, and other services. The users are using e-resources for various purposes very large extent. To conclude, E-resources have made significant impact and teaching learning process and research activities.

7. REFERENCES

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