

E-Resources Familiarity and Challenges Amid Ph.D. and P.G. Students of Sharda University, Greater Noida: An Information Seeking Behaviour Study.

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Abstract:

The study conducted to know the familiarity and challenges faced by the Ph.D. scholars and Postgraduate students in using the available e-Resources at the Sharda University. It also explains the purpose of using the e-Journals, e-books and online databases and their ability to use the e-resources.

Keywords: e-Resources, Information seeking, e-resources use, Library Resources.

INTRODUCTION

Sharda University is multidisciplinary, student-centric university. It is one of the premier private universities in Delhi-NCR. It focused and dedicated to research in various fields and excellent research facilities are available at the university, including a 63-acre campus in Greater Noida equipped with world class facilities which is devoted to maintaining essential research tools and spaces for the research activities. The vision of the university is to serve society by fostering entrepreneurship, pursuing academic achievement, and being a global centre of higher learning. The Central Library of Sharda University which is known as Swami Vivekananda Library and all other school libraries at Sharda University are very rich in the e-resources and helps to achieve the university's goal to become the best in research to promote disruptive ideas, expand research, and quicken entrepreneurship.

Available Information e-Resources at Sharda University Library

Sharda University, Central Library is its lifeblood. It supports the students in their research works by providing them on time information and extended services to fulfil their research needs. Swami Vivekananda Library and all other school libraries have total of more than 1.5 Lac book collection and thousands of journals and other e-resources.

Resource Name	Total No.
Book Volumes	1,45,994
Reference Books	18,200

Textbooks	1,27,794
CD/DVDs	200+
Print Journals (National & International)	352
Print Journals (National & International Back Volume)	5500+
Newspapers	41
Magazines	37
Membership Subscription	23
e-Journals subscription through Online Database	29000+
e-books	2,11,000+
e-Magazines and E-Newspapers	500+

Literature Review:

S. Yadav and H.K. Sahu (2024) examined in the study that e-books (137, 55.47%), e-journals (117, 47.37%), and e-magazines (91, 36.84%) are the most accessed e-resources. The survey also investigates the difficulties encountered when using e-resources; of these, 77 (31.17%) people reported experiencing server downloads or system problems, while 75 (30.36%) people reported having weak internet connections. The findings suggest that libraries are essential for enabling efficient use of electronic resources.

A.K. Suman, M. Patel, and D.P. Paul (2023), the study's key findings include a high percentage of patrons head to the library every day; they spend three hours or more for seeking information; most users visit the library to prepare for class, assignments, and projects; borrowing and returning books is the second-leading reason for visiting; textbooks, newspapers, and magazines are the most popular reading materials; most users prefer to use both print and electronic versions of the library's materials for study purposes; and the vast majority of users are dissatisfied with the services provided by the library's ICT-based library. According to the report, there is an urgent need to adopt and obtain more information based on ICT.

R. Shukla and M. Singh (2023) explored in their study that the respondents use resources like ePG-Pathshala, eGyankosh, Swayam, and others; therefore, the library has to support and inform students about these resources so that the respondents may get the most out of them. The library should make greater investments in acquiring online and electronic resources because students show an interest in using them in the present digital age.

M. K. Rather and S. A. Ganaie (2017) studied that university students have used electronic sources of information more frequently. The conventional method of finding information is changing to a tech-savvy one. Laptops are frequently used by students to find the information they need. To keep current, people primarily use the internet and newspapers. It is more common for friends and teachers to provide information and support about using electronic sources of information than it is for library workers. The study also shows that when using electronic information sources, students experience a variety of physical issues, such as neck and eye strain.

Objectives for the Research:

The following are the study's key objectives:

1. To understand the information searching pattern of the Ph.D. and P.G. students in terms of e-Resources.
2. To explore how much they use the existing e-resources.
3. To recognize the purpose of using e-resources.
4. To identify the capability to evaluate online resources.
5. To find out which E-resources are furthermost useful for them.
6. To know the foremost purpose of using E-journals, E-books and Database.
7. To spot the hitches, they face using the online resources.

Methodology:

The study's primary objective was to determine the familiarity and challenges of using library E-resources between Ph.D. and Postgraduate users. This study is finished using the survey approach. The report is ethically built using main data from postgraduate and Ph.D. students at Sharda University in Greater Noida. The data was collected

from postgraduate and doctorate students at Sharda University in Greater Noida by giving a well-crafted questionnaire to complete to gather data. Based on that, the study has advanced to accomplish its objective.

Finding and Analysis:

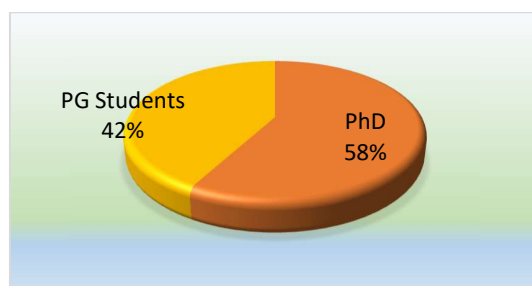
The information is gathered by in-person visits to the library, conversations with the respondents, and acquisition of pertinent data from the questionnaire.

345 completed comprehensives were returned out of 500 that were distributed. The respondents were chosen from a variety of branches using the casual appropriate sample approach. With consideration for the goals of the study, a few inquiries concerning the ways in which postgraduate students and research scholars make use of library resources and services were made.

The relevant conclusions from the data analysis using the percentage-based method are shown in the following tables.

1. Category of the Respondents

Students pursuing doctorates and postgraduate studies were given 500 questionnaires. Nevertheless, 145 postgraduate and 200 doctorate surveys were returned, representing a 69% response rate.



Category	total Response	Percentage
Ph.D.	200	58%
P.G.	145	42%
Total	345	100%

Table-1: Category of the Respondents

Table -1 shows the class of respondents selected for the purpose of the study. According to the data, 42% of the participants were post-graduate students and 58% of the participants were Ph.D. scholars who participated in the survey.

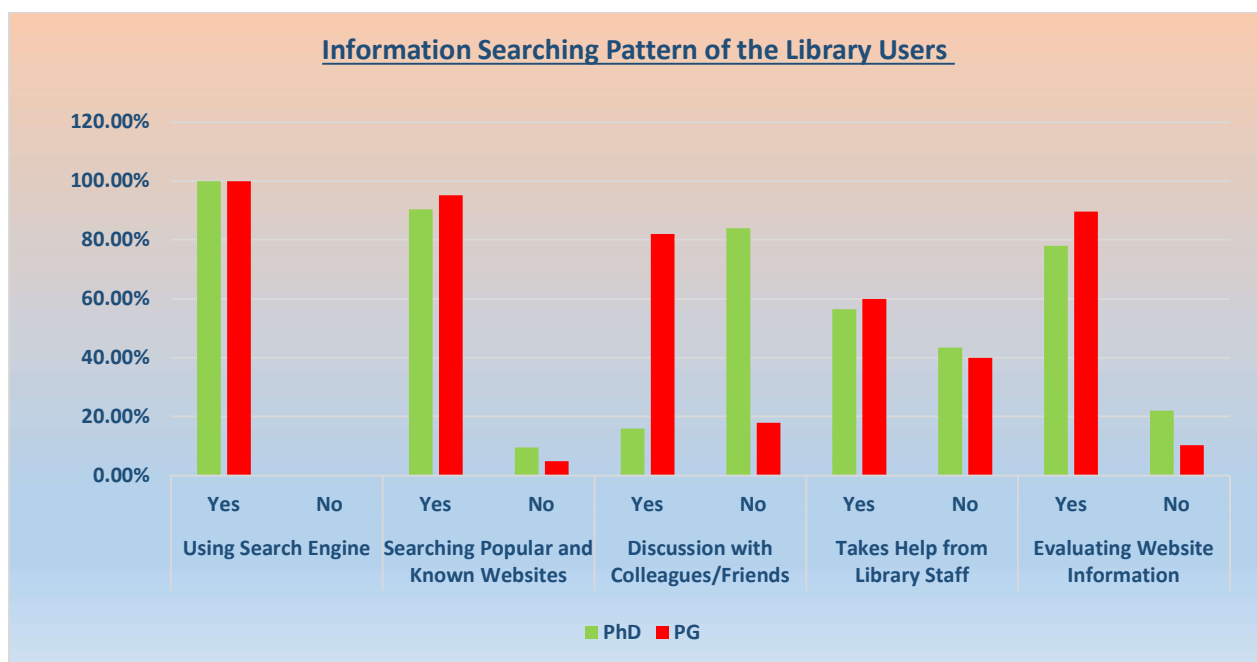
1. Information Searching Pattern of the Library Users:

Table-2 shows that 100% of the Ph.D. respondents use search engines to access the online resources, followed by 90.5% who use popular known websites and 84% takes the help of their colleagues and friends. While minimal 9.5% researchers do not search their desired information from the popular known websites.

Meanwhile, 100% of the Postgraduate students likewise use search engines maximum to access the online resources. Additionally, 95.17% students use again the popular known websites same as Ph.D. student, but 89.66% students also evaluate the website information before getting their desired information from this. Lowest 4.83% students don't search the information from the popular known websites.

Information Searching Pattern of the Library Users		Category			
		Ph.D.		P.G.	
		Total	Percentage	Total	Percentage
Using Search Engine	Yes	200	100%	145	100%
	No	0	0.0%	0	0.0%

Searching Popular and Known Websites	Yes	181	90.5%	138	95.17%
	No	19	9.5%	7	4.83%
Discussion with Colleagues/Friends	Yes	32	16.0%	119	82.07%
	No	168	84.0%	26	17.93%
Takes Help from Library Staff	Yes	113	56.5%	87	60.0%
	No	87	43.5%	58	40.0%
Evaluating Website Information	Yes	156	78.0%	130	89.66%
	No	44	22.0%	15	10.34%

Table:2 - Information Searching Pattern of the Library Users**2. Usage Level of e-Resources:**

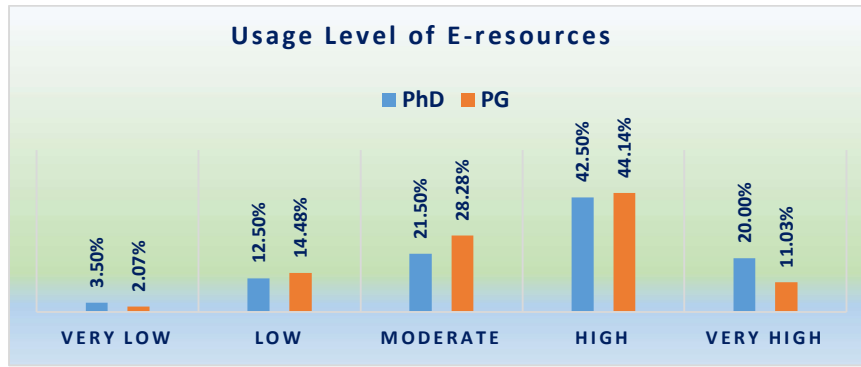
In the following table-3 it is depicted that on what level the Ph.D. and Postgraduate students use E-resources to get their anticipated information.

42.5% Ph.D. scholars use the e-resources at high level, whereas 21.5% at moderate level which is followed by 20% scholars who use the e-resources at very high level. There are just 3.5% researchers who use the e-resources at very low level.

Furthermore, 44.14% postgraduate students use the e-resources at high level trailed by 28.28% who use the e-resources at moderate level and 14.48% at low level. Just 2.07% use it at very low level.

Usage Level of e-Resources		Course			
		Ph.D.	Percentage	P.G.	Percentage
Very Low		7	3.5%	3	2.07%
Low		25	12.5%	21	14.48%
Moderate		43	21.5%	41	28.28%
High		85	42.5%	64	44.14%
Very High		40	20.0%	16	11.03%
Total		200	100%	145	100%

Table:3 Usage Level of e-Resources



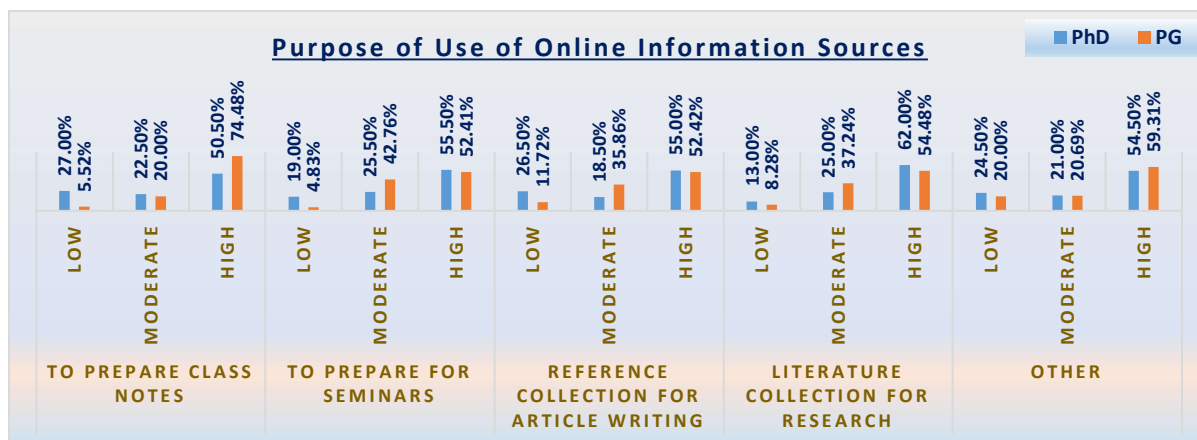
3. Purpose of Use of Online Information Sources:

In the following Table-4 here are the results when it is asked to the taken user group that what is the prime purpose of using online information resources. 62% Ph.D. scholars responded that they use e-resources for the literature collection of their research and study at high level. However, 55.5% scholars to prepare for seminars at high level and with the very slight difference of 55% scholars use the online resources for Reference collection for article writing. The least 13% use e-resources for literature collection for research at low level.

In the meantime, 74.48% postgraduate students use e-resources for preparing class notes at high level. Followed by 59.31% for other purposes at high level and 54.48% for literature collection for research at high level. Least 4.83% to prepare for seminars at low level.

Purpose of Use of Online Information Sources		Course			
		Ph.D.		P.G.	
		Count	Percentage	Count	Percentage
To prepare Class Notes	Low	54	27.0%	8	5.52%
	Moderate	45	22.5%	29	20.0%
	High	101	50.5%	108	74.48%
To prepare for Seminars	Low	38	19.0%	7	4.83%
	Moderate	51	25.5%	62	42.76%
	High	111	55.5%	76	52.41%
Reference collection for article writing	Low	53	26.5%	17	11.72%
	Moderate	37	18.5%	52	35.86%
	High	110	55.0%	76	52.42%
Literature collection for research	Low	26	13.0%	12	8.28%
	Moderate	50	25.0%	54	37.24%
	High	124	62.0%	79	54.48%
Other	Low	49	24.5%	29	20.0%
	Moderate	42	21.0%	30	20.69%
	High	109	54.5%	86	59.31%

Table:4 Purpose of Use of Online Information Sources



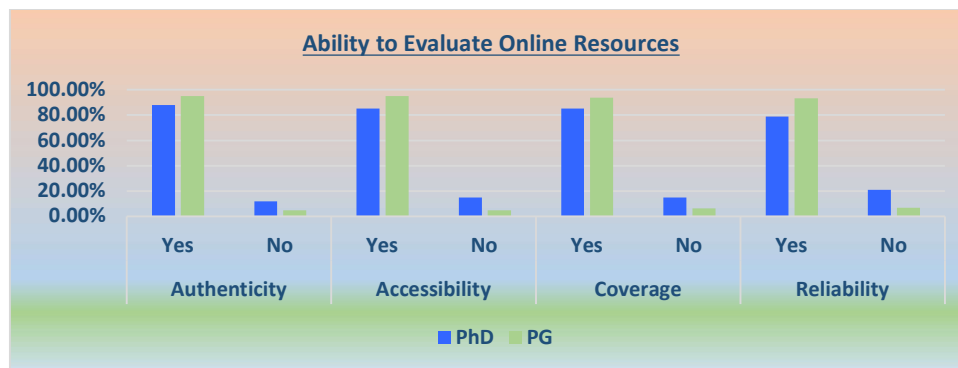
4. Ability to evaluate Online resources:

To know the ability to evaluate the e-resources the following outcomes received which are shown in Table-5:

According to the results shown in the below table most of the students have ability to evaluate the online resources and 88% Ph.D. scholars evaluate online resources based on its authenticity, followed by 85% who evaluate on the basis of its accessibility and coverage both ways. 12% researchers do not have ability to evaluate authenticity of the resources.

Ability to Evaluate Online Resources		Ph.D.		P.G.	
		Count	Percentage	Count	Percentage
Authenticity	Yes	176	88.0%	138	95.17%
	No	24	12.0%	7	4.83%
Accessibility	Yes	170	85.0%	138	95.17%
	No	30	15.0%	7	4.83%
Coverage	Yes	170	85.0%	136	93.79%
	No	30	15.0%	9	6.21%
Reliability	Yes	158	79.0%	135	93.10%
	No	42	21.0%	10	6.90%

Table:5 Ability to Evaluate Online Resources



In addition, 95.17% postgraduate students have ability to evaluate the online resources in both ways based on authenticity and accessibility. Apart from this 93.79% based on coverage, while 93.10% on

reliability. 4.83% students do not have ability to evaluate the resource on the basis of authenticity and accessibility.

5. Use of e-resources

The results given in the Table:6 portrays that maximum 91% Ph.D. scholars use e-journals, 81% use e-books and 65.5% use database for their research and study to get their desired information. Of all research scholars, 9% do not utilize electronic journals.

Whereas 97.93% P.G. students use e-journals, 85.52% use e-books and 55.86% use database to obtain the information they need. There are 2.07% students who do not use e-journals.

Use of e-resources		Course			
		Ph.D.		P.G.	
		Count	Percentage	Count	Percentage
e-Journals	Yes	182	91.0%	142	97.93%
	No	18	9.0%	3	2.07%
e-Books	Yes	162	81.0%	124	85.52%
	No	38	19.0%	21	14.48%
e-Databases	Yes	131	65.5%	81	55.86%
	No	69	34.5%	64	44.14%

Table:6 Use of e-Resources

6. Purpose of using e-Journals:

In the sequence of use of e-resources here in next few questions we'll come to know that for what purpose mostly Ph.D. and Postgraduate use different e-resources such as e-journals, e-books, and database.

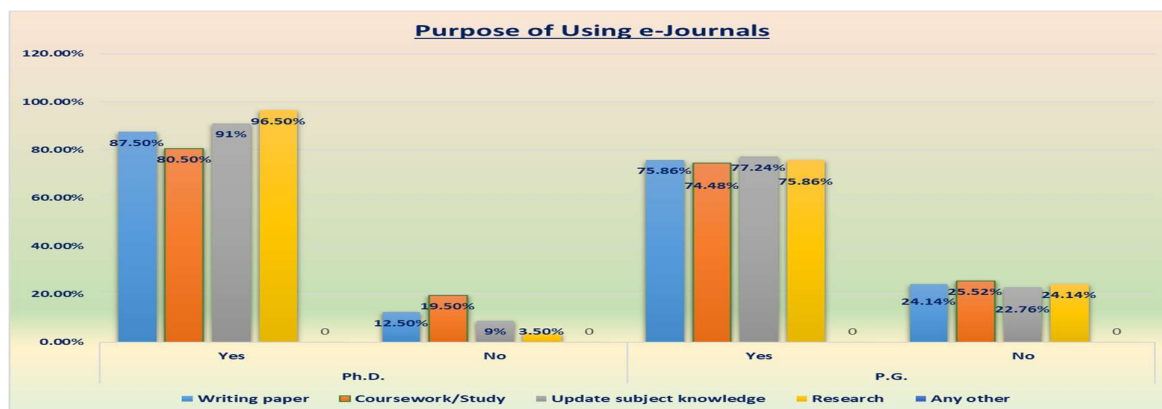
The below Table-7 represents the results of purpose of using e-journals. Maximum 96.5% Ph.D. scholars found e-journals helpful for their research/project followed by 91% who update their subject knowledge by using e-journals and 87.5% taking the help of e-journals in writing paper. The least no of scholars i.e. 3.50% not using e-journals in their research.

Likewise, maximum 77.24% postgraduate students use e-journals to update their subject knowledge.

Subsequently 75.86% postgraduate students found it useful in both ways for their research/project work as well as in writing paper. 22.76% are not using the e-journals to update their knowledge.

Purpose of Using e-Journals	Ph.D.				P.G.			
	Yes	%	No	%	Yes	%	No	%
Writing paper	175	87.5%	25	12.50%	110	75.86%	35	24.14%
Coursework/Study	161	80.5%	39	19.50%	108	74.48%	37	25.52%
Update subject knowledge	182	91.0%	18	9.0%	112	77.24%	33	22.76%
Research/Project	193	96.5%	07	3.50%	110	75.86%	35	24.14%
Any other	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Table:7 Purpose of Using e-Journals



7. Purpose of using eBooks:

To know the key purpose of using eBooks the outcomes are presented in the below Table-8.

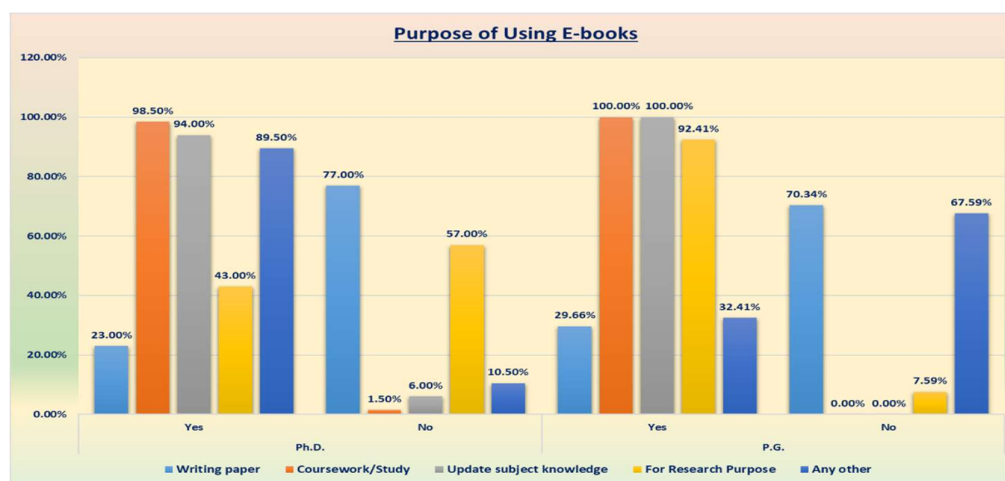
Maximum 98.5% Ph.D. students use e-books for their coursework/study, 94% to update their subject knowledge while 89.5% for other purposes. 1.5% are not using e-books for the coursework/study.

100% of Postgraduate students use e-books for their study as well as to update their subject knowledge.

Meanwhile, 92.41% of students found it useful in their research purpose. But 7.59% of students do not find it useful in their research.

Purpose of using eBooks		Ph.D.	Percentage	P.G.	Percentage
Writing paper	YES	46	23.0%	43	29.66%
	NO	154	77.0%	102	70.34%
Coursework/Study	YES	197	98.5%	145	100.0%
	NO	3	1.5%	0	0.0%
Update subject knowledge	YES	188	94.0%	145	100.0%
	NO	12	6.0%	0	0.0%
For Research Purpose	YES	86	43.0%	134	92.41%
	NO	114	57.0%	11	7.59%
Any other	YES	179	89.5%	47	32.41%
	NO	21	10.5%	98	67.59%

Table:8 Purpose of using eBooks



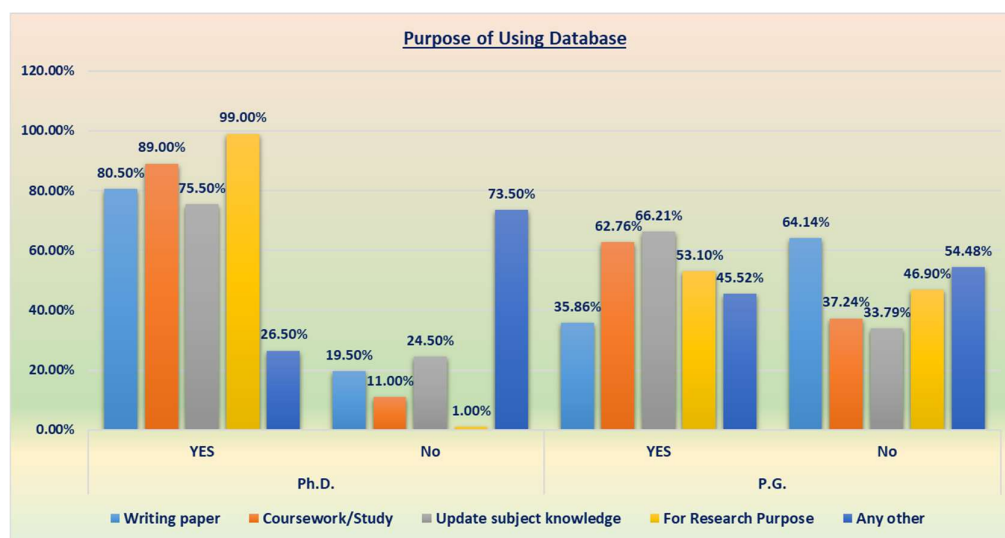
8. Purpose of Using Database:

The key drive of spending time on database for Ph.D. scholars is research as per the results collected and presented in the Table-9, 99% scholars responded for it. While 89% find it useful in their coursework followed by 80.50% for whom it suits for writing paper. Just 1% researchers are not using it for their research purposes.

Besides, 66.21% postgraduate students use the database to update their subject knowledge trailed by 64.14% who do not use the database for writing paper and 62.76% use it for their coursework/study. 33.79% has not found it useful in update their subject knowledge.

Purpose of Using Database		Ph.D.	Percentage	P.G.	Percentage
Writing paper	YES	161	80.50%	52	35.86%
	NO	39	19.50%	93	64.14%
Coursework/Study	YES	178	89.00%	91	62.76%
	NO	22	11.00%	54	37.24%
Update subject knowledge	YES	151	75.50%	96	66.21%
	NO	49	24.50%	49	33.79%
For Research Purpose	YES	198	99.00%	77	53.10%
	NO	2	01.00%	68	46.90%
Any other	YES	53	26.50%	66	45.52%
	NO	147	73.50%	79	54.48%

Table:9 Purpose of Using Database



9. Difficulties Faced in Access to Use of Library and Other Information/ Resources:

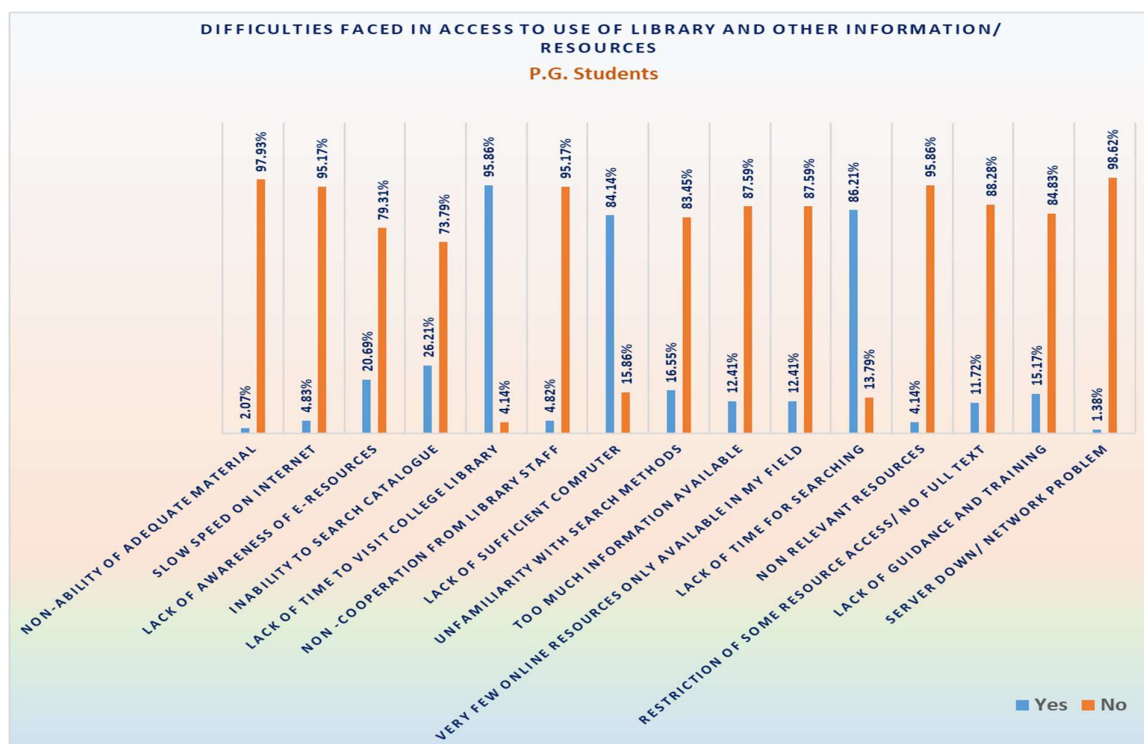
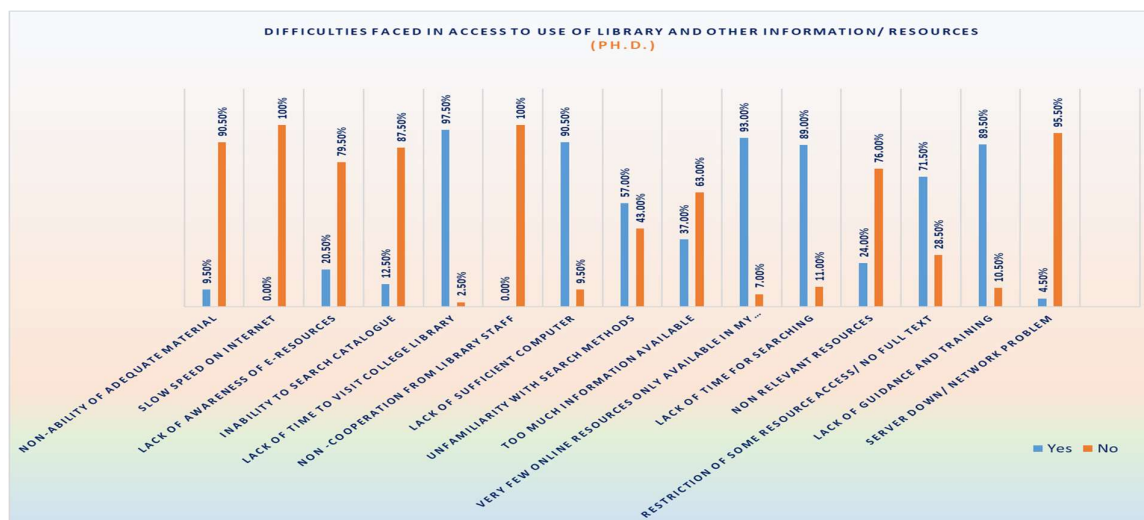
Difficulties Faced in Access to Use of Library and Other Information/ Resources		Course			
		Ph.D.		P.G.	
		Count	Percentage	Count	Percentage
Non-availability of adequate material	Yes	19	9.5%	3	2.07%
	No	181	90.5%	142	97.93%
Slow Speed on Internet	Yes	0	0.0%	7	4.83%
	No	200	100%	138	95.17%

Lack of Awareness of E-resources	Yes	41	20.5%	30	20.69%
	No	159	79.5%	115	79.31%
Inability to search catalogue	Yes	25	12.5%	38	26.21%
	No	175	87.5%	107	73.79%
Lack of Time to Visit College Library	Yes	195	97.5%	139	95.86%
	No	5	2.5%	6	4.14%
Non -Cooperation from Library Staff	Yes	0	0.0%	7	4.82%
	No	200	100%	138	95.17%
Lack of sufficient computer	Yes	181	90.5%	122	84.14%
	No	19	9.5%	23	15.86%
Unfamiliarity with search methods	Yes	114	57.0%	24	16.55%
	No	86	43.0%	121	83.45%
Too much information available	Yes	74	37.0%	18	12.41%
	No	126	63.0%	127	87.59%
Very few online resources only available in my field	Yes	186	93.0%	18	12.41%
	No	14	7.0%	127	87.59%
Lack of time for searching/exploring	Yes	178	89.0%	125	86.21%
	No	22	11.0%	20	13.79%
Non relevant resources	Yes	48	24.0%	6	4.14%
	No	152	76.0%	139	95.86%
Restriction of some resource access/ no full text	Yes	143	71.5%	17	11.72%
	No	57	28.5%	128	88.28%
Lack of guidance and training	Yes	179	89.5%	22	15.17%
	No	21	10.5%	123	84.83%
Server down/ Network Problem	Yes	09	4.5%	2	1.38%
	No	191	95.5%	143	98.62%

Table:10 Difficulties Faced in Access to Use of Library and Other Information/ Resources

The results given in the Table-10 shows the challenges face by the students in using the available e-resources. The largest 93% Ph.D. scholars suffers that there are very few online resources available in their research area. 89.5 responded that there is need of guidance and training to use the e-resources, followed by 89% % who struggle with the lack of time for searching/exploring.

In the meantime, 95.86% Postgraduate students face the challenge of lack of time to visit the library. Whereas 86.21% face lack of time for searching/exploring the available resources which is followed by 84.14% students who face the challenge with the lack sufficient computers in the library.



Essence of the findings:

- Every single Ph.D. and Postgraduate students use search engines to access the e-Resources because of their ease of access. They type their query at search engines' platform.
- Maximum, Ph.D. scholars and Postgraduate students use e-Resources at high level to get their desired information.
- Most of the Ph.D. scholars use the e-Resources for the purpose of literature collection for their research and study at high level, while maximum Postgraduate students use it for preparation of class notes at high level.
- Mostly, Ph.D. scholars can evaluate the available e-Resources on the basis of its authenticity, whereas Postgraduate students evaluate e-Resources based on authenticity and accessibility.
- The most used e-Resources are e-Journals by both Ph.D. and Postgraduate students.

- The primary purpose of using e-Journals is research and project works for Ph.D. scholars. But Postgraduate students use e-Journals to update their subject knowledge.
- The prime purpose of using e-Books for Ph.D. scholar is their coursework/study. However, Postgraduate students' key purpose is to use e-Books study and to update their subject knowledge.
- For Ph.D. scholars' key purpose of using Database is research activities while Postgraduate student use database to update their subject knowledge.
- The main difficulty faces by Ph.D. scholars in accessing the e-Resources is very few e-Resources are available in their subject area. While Postgraduate students face lack of time to visit the library due to their close-fitting schedule of classes and other projects engagements.

Conclusion:

Now-a-days e-Resources are key to any organization, specifically university such as Sharda University which provides high quality education. e-Resources having up to date information and are easy to use anywhere at any time at the ease of users. Library team should encourage the students to use the resources at max. The study concluded that mostly students are aware of the available e-Resources and how to use these resources. Still, there is requirement of few trainings or orientation sessions for those who are not aware of the subscribed e-Resources and its use. Library staff can help the students to update their awareness. At the same time, students also need to be proactive to learn the skills to retrieve their desired information in a systematic way.

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