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Use of Electronic Resources by the Faculty Members of Two Government Colleges of Capital, Sikkim: A Study

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ABSTRACT

Purpose: *This study assessed the use of electronic resources by the faculty members who are currently employed in two government colleges in capital of Sikkim. The purpose of this paper is to explain readers about many kinds of electronic resources, as well as the benefits, frequency, barriers, and of using them.* **Methodology**: *Out the 167 questionnaires that were developed for this study, only 157 were completed and returned by a faculty member of two government institutions with a response. The data was analysed using a table and chart.* **Findings**: *Since many faculty members are engaged in research programme there has been a noticeable rise in the usage of e-journals. In addition to instructional activities, research activities have also been enhanced. These include conducting literature reviews, writing reports, locating research, and turning in reports on time. Faculty members use these tools mostly from home because it is always available and accessible. Furthermore, it was discovered that two government colleges' faculties are well-versed in e-resources.* **Originality / Value:** *The study's conclusions will be instructive and useful in determining the best course for making greater use of electronic resources. The study concludes that faculty members of government colleges, Sikkim are currently depending heavily on electronic resources for their information needs. The findings and technique can be used to make comparisons.*

KEYWORDS: *Use; Electronic Resources; Barriers; Satisfaction; Faculty Members; Government College; Sikkim*

INTRODUCTION

Libraries play an essential role in the search, storage, retrieval, and dissemination of timely and appropriate information, making them relevant in all human societies. Libraries now rely on electronic resources in addition to physical ones. In the current environment, it is impossible to think of libraries without access to electronic resources, whether they be CD/DVD-based or online network-based. Due to its advantages of being easily accessed from anywhere in the world, electronic resources are preferred by many users of information. Due to its advantages of being easily accessed from anywhere, electronic resources are preferred by

many users of information. Since the benefits are so great, many academic libraries worldwide are finding that they must provide their customers with access to electronic resources, including full text databases, e- books, e-journals, and online repositories.

The quick advancements in information technology led to dramatic shifts in the processing, storing, and sharing of information, and they were a major factor in the profound changes that were occurring in many facets of societies. The introduction of information technology has altered libraries' entire character. Large amounts of electronic resources are now made available online via a variety of platforms for both free and paid searches, watching, accessing, downloading, and sharing. To help faculty, researchers, and students meet academic requirements and support their teaching and learning counterparts, academic libraries and information centers are, acquiring, cataloguing, classifying, and discriminating these priceless electronic resources.

Electronic information sources are used because of the progress made in information technology. The library offers computer and electronic format access to electronic resources, which are information resources.   In simpler terms, electronic resources are any materials that are made available electronically. Examples of such materials include full-text articles, databases, music, and other multimedia, as well as images. By providing greater, faster, and easier access to information than print media, electronic resources make it necessary for users to use them manually.

E-resources can be any electronic product that delivers a collection of data and requires computer access, such as commercially available titles that have been published with the intention of being marketed or text-based materials such as full text databases, electronic journals, electronic books, image collections, and other multimedia products. These can be sent via the internet, on a CD-ROM, or on tape.

ABOUT NBBGC & SGC, BURTUK

NBBGC, Sikkim: Formerly known as Sikkim Government College Tadong, Nar Bahadur Bhandari Government College, Sikkim was founded in 1977 by a state legislative act. The institution works hard to meet Sikkim's growing need for high-quality education. Offering undergraduate and post graduate programmes in commerce, science, arts, and vocational sectors, the institution aims to empower our children via comprehensive, value-based higher education. The library system at NBBG College is an academic library designed to give faculty and students access to current information resources. The library now has 25,350 books in its collection, 980 bound volumes, 43 current journals, and e-resources.

SGC, Burtuk: In response to the growing demand for higher education in the state, Sikkim Government College, Burtuk Gangtok was founded in 2012 as the second campus of Sikkim Government College, Tadong Gangtok. It gained its own distinct identity as an independent college in August 2014 after joining Sikkim University. With its serene, idyllic setting and 3 km distance from the capital, Gangtok is now the perfect place to teach and learn. The university provides undergraduate honours courses in seven subjects in humanities and commerce. To facilitate research and education for both faculty and students, the Sikkim Government College, Burtuk is building an efficient information centre in its library. Currently, 12,000 books, online journals and e-books are available in the SGC, Burtuk library's collection. It also offers OPAC services to its users.

LITERATURE REVIEW

A review of literature has been done related to faculties' use of electronic resources by two government college of Higher Education.

Ahmed, F. & Dutta, S., (2023), found the goal of using e-resources and the user's ability with utilising them. The study also addressed the difficulties graduate students and research scholar's face when trying to access electronic

resources. The results showed that students are using electronic resources for a variety of tasks, such as composing research proposals, assignments, and current awareness. A power outage, insufficient bandwidth, a slow download speed, a lack of awareness, inadequate training, and other issues can arise when using electronic resources. The paper's conclusion declared that electronic resources are now a crucial component of the information that researchers require.

Teja and others (2023), studied the world - standard remote access authentication solution for academic libraries is open Anthens. To improve the safety of using digital resources and to offer an easy-to-use Single Sign-On (SSO) remote access via open Athens. The article walks readers through the processes needed to convert the library from Proxy-based authentication, as well as how to set up open Athens. The article covers troubleshooters, offers guidance to libraries considering SSO remote access, and explains the exact steps involved in implementing open Athens.

Verma & Nair, (2023), the study discovered that managing electronic resources involves the employment of numerous incompatible stand-alone solutions. The workflow for electronic resources cannot be managed by library services platforms or library management systems. The study looks at how the central library at IIT Delhi implemented the open-source CORAL ERMS (electronic resources management system). It covered the procedures for the implementation phase as well as the issues encountered when putting the systems into place. According to this study, the introduction of ERMS CORAL led to improvements in electronic resource management as well. The results show that electronic resource management systems (ERMS) are necessary for improved ERM; however, because these systems are expensive, they are not being implemented.

Shyni, P. (2022), The study looked at the various types of electronic resources, as well as the barriers, advantages, and frequency of access to them at colleges connected to Mahatma Gandhi University, Kerela, with the goal of learning about the challenges faced by the faculty

members of those institutions. The primary objective of the study was infrastructure facilities, and library hours should be adjusted to accommodate users' demands when obtaining materials.

Omopupa, K.T., & Ismaila, Y.L., (2021), the research findings indicate a critical need for postgraduate research. The depth of e-resource awareness can be attributed to academia. The postgraduate students are making appropriate use of the different kinds of electronic resources. The results demonstrate that most students are aware that online resources, particularly the internet, are excellent for writing academic papers. Most students believed that using electronic resources promotes intellectual freedom; the only drawback is when there is a power loss when using them.

Saha, Doli, (2021), discussed that there is no question that the pandemic scenario encourages college library users to use e-resources more frequently. The aim of using e-resources, their types, and the kinds of websites that were searched during the lockdown were all highlighted in the study. The study's online survey was completed, and the results showed that, in comparison to undergraduate students, postgraduate students are generally more knowledgeable of various e-resource kinds. Google and YouTube are the search engines that are most used. The results also showed that library staff members ought to set up an orientation programme for regular customers to learn about effective strategies for searching electronic resources.

Pagare, S.B & Sawant, S., (2020), their study emphasised several factors that encourage users of Mumbai's engineering college libraries to access and use e-books, as well as obstacles that they may face. The most effective ways to encourage customers to adopt e-books were determined to be their online accessibility and user-friendly search functions. They use e-books primarily for note-taking purposes. To encourage readers to utilise e-books, even academic staff members and librarians can have a significant impact.

Dorcas, B. (2019), examined how two department students at two Nigerian universities used electronic resources. According to the study's findings, pupils using computer science demonstrated more access to e-resources. The survey also showed that inadequate computer literacy and a lack of usage instructions contributed to the low utilisation of online databases, newspapers, other NUC virtual library resources, including e-reference materials. The results showed that because undergraduates have negative attitudes towards electronic information resources, they are not used to their full potential.

Patel, P. & Verma, N., (2018), pointed out the significance of electronic resources in today's libraries, especially in the field of higher education. This enhances both the reputation of IPS Academy, Indore and the standard and ability of the students. The outcome indicates that further electronic resources in the field are required. Authorities should act quickly to improve network speed and address computer hanging issues, which impede the utilisation of electronic resources. It was also revealed that half of the respondents use electronic resources daily, and that half of them do so for educational purposes.

Norch, C.K., (2017), centred on how the Research Common of the Balme Library used library e-resources throughout the investigation. The postgraduate students deliberately employed the electronic resources for their research, dissertation, assignments, and study-supporting literature. There was a high degree of knowledge of electronic resources, and the results showed that students' instruction on these resources from the library was insufficient. It was suggested that regular training sessions be scheduled. Additionally, the results showed that many respondents use electronic resources, particularly the institutional repository (UGSpace).

Gautam,A.S. & Sinha, M.K., (2017), investigated that the librarians are shifting from overseeing instructional resources at the library to offering service-oriented digital information resources. Libraries have adapted new techniques for managing, organising, retrieving, and distributing electronic resources to users in a networked and digital environment because of the widespread availability of computers, the growing popularity of the internet, the expansion of computer networks, and the explosion of both the quantity and quality of information. The results of the study demonstrate that younger library patrons have embraced the internet, online and offline electronic resources, and web resources with remarkable speed, whereas older library patrons find it more difficult to use social media, the internet, and e-resources. They use more traditional techniques.

Natarajan, M., (2017), concentrate on how information science students at Jimma University use electronic resources and what kind of journal type they prefer—print or electronic. The study's findings indicate that more people are using electronic journals because of information science students' increased awareness of these resources and services. The results indicate that the main barrier to adopting electronic resources is sluggish internet connectivity, which causes slow loading times.

Ramamani & Ramasesh, (2017), revealed the purpose of the paper is to comprehend how researchers and faculty at an Indian speech-language pathology institute use electronic resources. The elements pertaining to the utilisation of electronic resources include electronic theses, journals, and databases within the medical field. The results show that most academics and researchers rely on electronic resources to obtain the needed and pertinent data. It is noted that virtually all the current specialties have access to nearly enough electronic resources on campus.

Bhat, N.A. & Ganaie, S.A., (2016), the paper highlighted the primary goal of the study which was to evaluate how the academic community at the Dr. Y.S. University of Horticulture and Forestry uses electronic information resources (RIRs). The results showed that the most often used EIRs are the AGRIS & CABI database, and the e-journal made available by the Consortium

for Electronic Resources in Agriculture (CeRA). Electronic books and theses are not yet widely used by users. CAB e-books and KrishiPrabha seem to be the top e-books and e-thesis collections, respectively, although being used by a small percentage of users.

According to **Kumar, R., (2016),** the aim of the study is to identify and assess the rationale, frequency, and location of students' e-resource usage. Students frequently use search engines and reports from medical studies. Additional research reveals that undergraduate students spend more time and use e-resources daily than do graduate students. Most students are reported to be aware of and make use of the library's electronic resources. The study also find that PG students perceive that utilising e-resources is time-consuming and causes slow downloads, whereas UG students encounter viruses, slow downloads, and believe that using e-resources increases costs.

Tlakula, T.P. & Fombad, M., (2016), observed on University of Venda, South Africa, third-year undergraduate students who used computers. The researcher wanted to see if these students also used electronic resources. It lists the many electronic resources that are utilised at the university, assesses the degree of awareness and training on their use, and makes recommendations for how to improve them. The results showed that undergraduate students only used SABINET and EBSCO host and only used these resources at a basic level. There is a poor level of understanding among undergraduate students regarding the many electronic resources. They connected web-based internet sources with electronic resources. Additionally, it demonstrated how little knowledge and instruction there is about using these resources.

Bhat, I & Mudhol, M. V., (2014), investigated how the staff and students of the Sher-E-Kashmir Institute of Medical Science use electronic resources. The study's findings showed that faculty and students in general medicine and gastroenterology frequently spend two to three hours online. The paper's conclusions recommended that people become aware of e-resources to obtain up-to-date information and that additional computer terminals with fast internet access be installed in libraries.

Wu, Ming-der & Chen, Shih-Cgyab, (2012), noted that university libraries in Taiwan create collection development policies that consider the diverse usage habits of graduate students in various fields. Compared to students in other fields, graduate students in science and technology believed that electronic resources were significantly more valuable for their research and studies. Students commonly use electronic resources, especially when writing their theses.

OBJECTIVES

The main objectives of the study are as follows:
- To find out the purpose of using electronic resources by the faculties of government colleges.
- To find out the benefits of using electronic resources.
- To identify the difficulty faced when utilising electronic resources.
- To discover how satisfied faculty members are with their use of electronic resources.
- To find out which electronic resources' faculty members prefer.
- To find the electronic resource access point.
- To know the level of familiarity of e-resources among the faculty members.

RESEARCH METHODOLOGY

The study examined the usage of electronic resources by the faculty members at two government colleges in Gangtok, Sikkim's capital. A survey method was used to conduct this investigation. Primary data was gathered from the faculties using the questionnaire tool. Out of 163 faculty members who are currently employed by two government colleges 157 only answered the surveys with a 96% response rate, (41 faculty members from Sikkim Government College, Burtuk and 116 faculty members from Nar Bahadur Bhandari Government College, Tadong, were included. Simple statistical methods have been used to analysed, tabulate, and interpret the data that have been obtained.

Institution under study	Respondents		
	Question distributed	Received	Percentage
NBBGC, Tadong	118	116	98%
Sikkim Government College, Burtuk	045	041	91%

DATA ANALYSIS AND INTERPRETATION

To find a broad trend on the utilisation of electronic resources, the gathered information has been examined and categorised under several subheadings, as stated below.

Table 1: Age-wise distribution of respondents

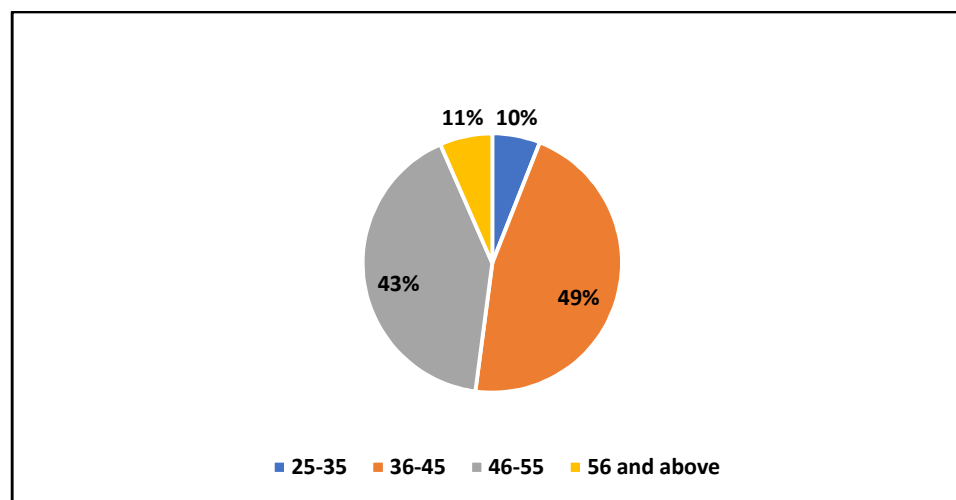| Sl. No.	Age-wise distribution	Respondents	Percentage %
1.	25-35 year	16	10%
2.	36-45 year	77	49%
3.	45–56 year	69	43%
4.	older than 56 year	18	11%

Figure 1: Age-wise distribution of respondents

Table and Figure 1 show the age distribution of the faculty. Of the respondents, 77 (49%) belong to the age group of 36–45, while 69 (43%) belong to the age group of 45–56. According to data on the frequency of e-resource use, only 16 (10%) of the population is between the ages of 25 and 35, and 18 (11%) is older than 56.

Table 2: Frequency of using e-resources

Sl. No.	Frequency	Respondents	Percentage %
1.	Less than 2 hours a week	12	7.6%
2.	5-7 hours a week	38	24%
3.	8-10 hours a week	42	26.7%
4.	11-15 hours a week	67	42.6%
5.	Over 16 hours	08	5%
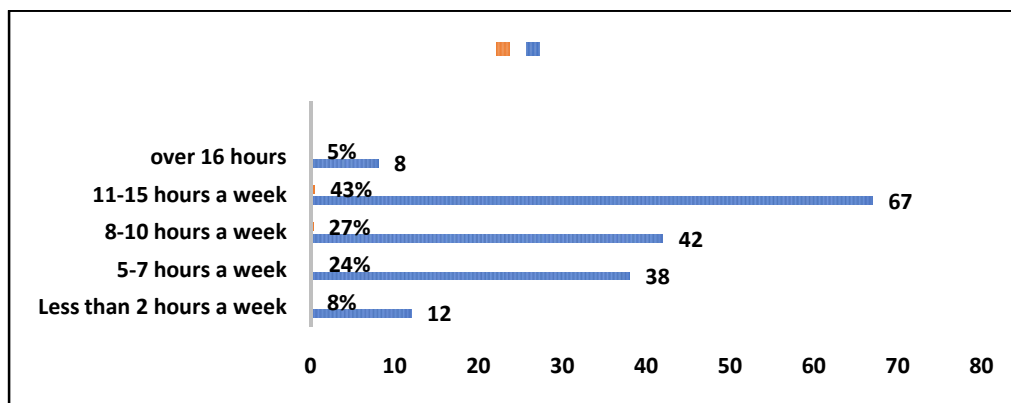
Figure 2: Frequency of using e-resources

Time is a crucial factor when using electronic resources, and this study aims to determine how much time faculty members spend using these tools. According to the table and Figure 2, 42 (26.7%) faculty access e-resources for 8–10 hours each week, while 67 (42.6%) users access them for 11–15 hours. 12 (7.6%) faculty members use e-resources for fewer than two hours every week, followed by 38 (24%) of them use them for 5-7 hours. Just 8 (5%) responders use e-resources for more than 16 hours every week.

Table 3: Purpose of using e-resources

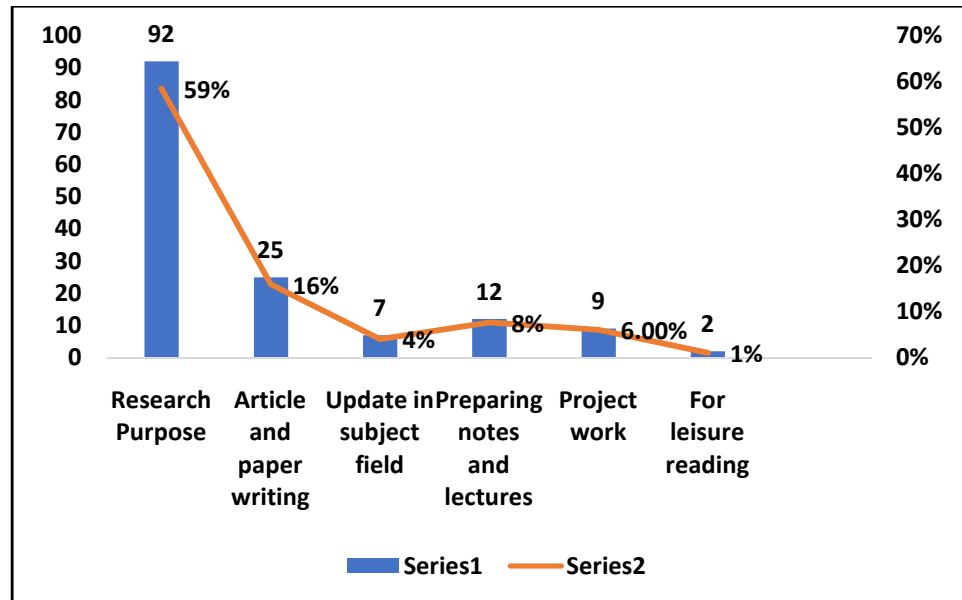| Sl. No.	Purpose	Respondents	Percentage %
1.	Research Purpose	92	58%
2.	Article / Paper Writing	25	16%
3.	Update Knowledge in subject field	07	4%
4.	Preparing notes / lectures	12	8%
5	Project work	09	6%
6.	For leisure reading	02	1%

Figure 3: Purpose of using e-resources

Table and Figure 3 makes clear that, of the 157 respondents, 92 (58.5%) faculty members from two government colleges are using electronic resources for research purposes, followed by 25 (15.9%) for authoring articles and papers. This is because many faculty members are research scholars. In terms of using electronic resources to prepare lectures and notes for the students, 12 (7.6%) are represented. On the other hand, 7 (4.4%) use e-resources to stay current on information in their field of study, followed by 9 (5.7%) use in project work. while just 2 (1.2%) used it for reading for pleasure. Therefore, it is evident from the above chart that electronic resources are used by many faculties to suit their research needs.

Table 4: Places for using e-resources

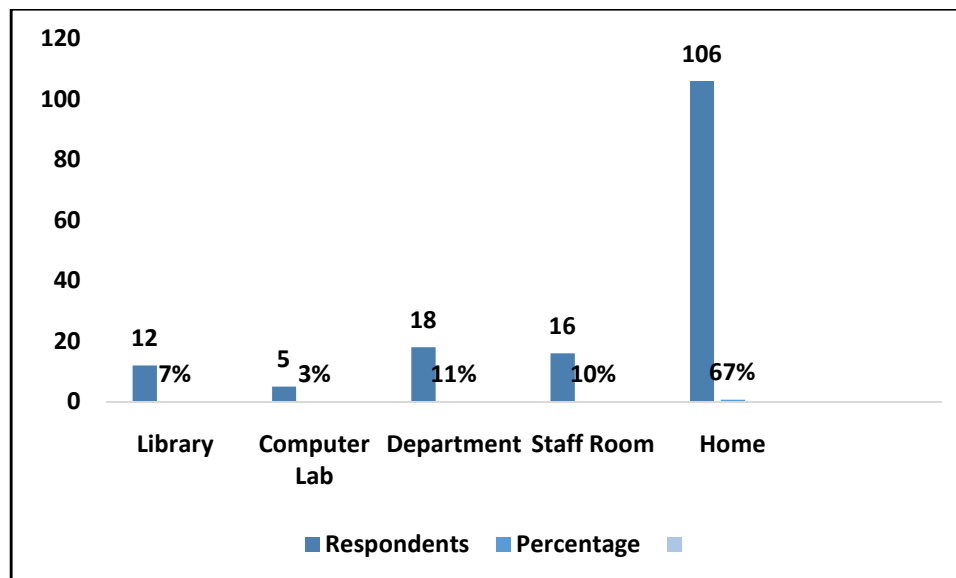| Sl. No.	Places	Respondents	Percentage %
1.	Library	12	7%
2.	Computer lab	05	3%
3.	Department	18	11%
4.	Staff Room	16	10%
5.	Home	106	67%

Table 4: Places for using e-resources

Table and Figure 4 demonstrates that majority of faculty members only used their homes to access online resources. They have provided remote access facilities from their college library as well as there are numerous open-access resources that can be accessed from home. In contrast, 16 (10%) and 18 (11%) used their respective staff rooms and departments to access e-resources. Very few (7%) and 5 (3%) use the computer lab's and library's electronic resources respectively.

Table 5: Awareness of different types of e-resources

Sl. No.	E-resources	Respondents	Percentage %
1.	e-books	157	100%
2.	e-journals	157	100%
3.	e-database	157	100%
4.	e-thesis	157	100%
5.	e-newspaper	157	100%
6.	e-reports	157	100%

Figure 5: Awareness of different types of e-resources

Table and Figure 5 provides a more detailed overview of the awareness of several e-resources among faculty members of two government institutes of capital. The figures show that all faculties are 100% aware of online resources.

Table 6: Search engine to search and access to e-resources

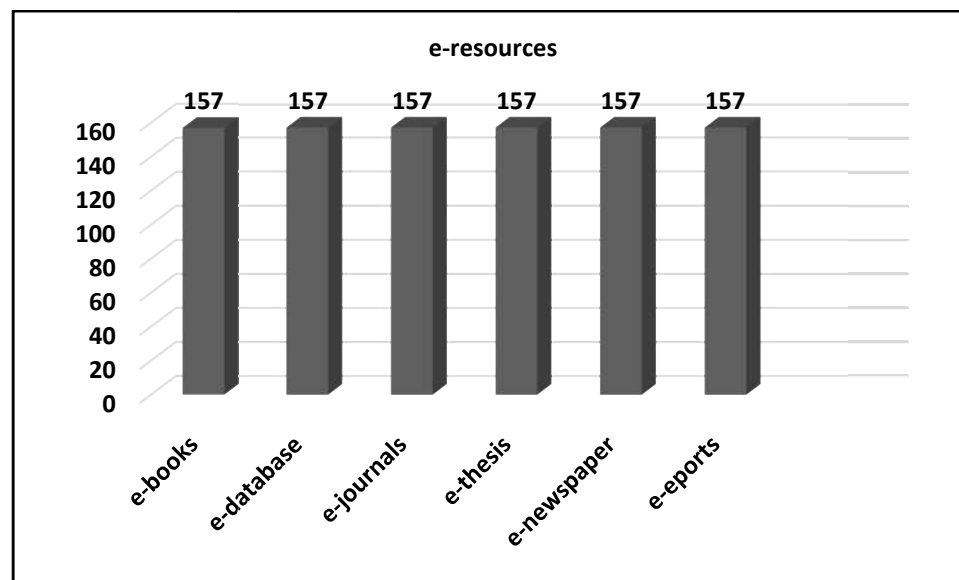| Sl. No.	e-resources	Respondents	Percentage %
1.	e-books	157	100%
2.	e-journals	157	100%
3.	e-database	157	100%
4.	e-thesis	157	100%

Figure 6: Search engine to search and access to e-resources

Faculty members are asked for multiple answer and after analysis, Table and Figure 6 shows that 135 (95.9%) respondents are driven to search on Google, with 18 (11.4%) choosing Yahoo and, to a lesser extent, 3 (1.9%) using Altavista; the use of other search engines is minimal and inconsequential. As a result, it is evident from the above table that most users look for information using Google, Yahoo, and Altavista. The user said it was user-friendly and convenient.
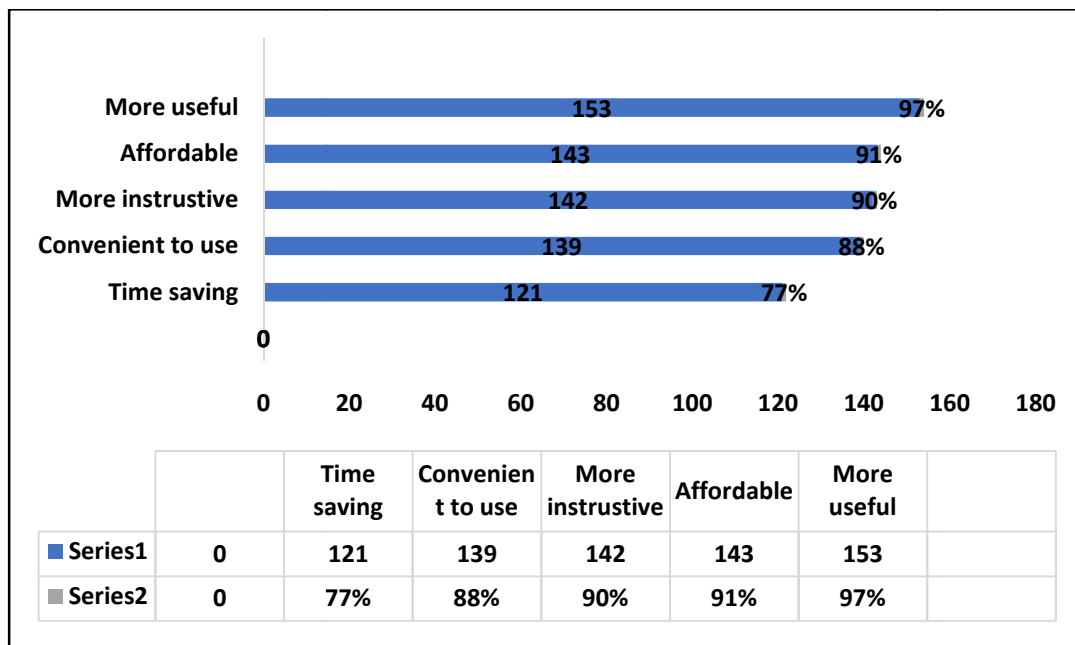
Figure 7: Reason for using e-resources

The responses from students about why they use electronic resources are displayed in the Figure 7. The information in the table shows that most respondents 139 (88%) and 121 (77%) faculty members believe that utilising e-resources is convenient and timesaving. Of these, 142 (90%) faculty members believe that e-resources are more instructive than traditional resources. Comparably, 143(91%) of users say that accessing online resources is affordable, while 153(97%) say that using them is more useful.
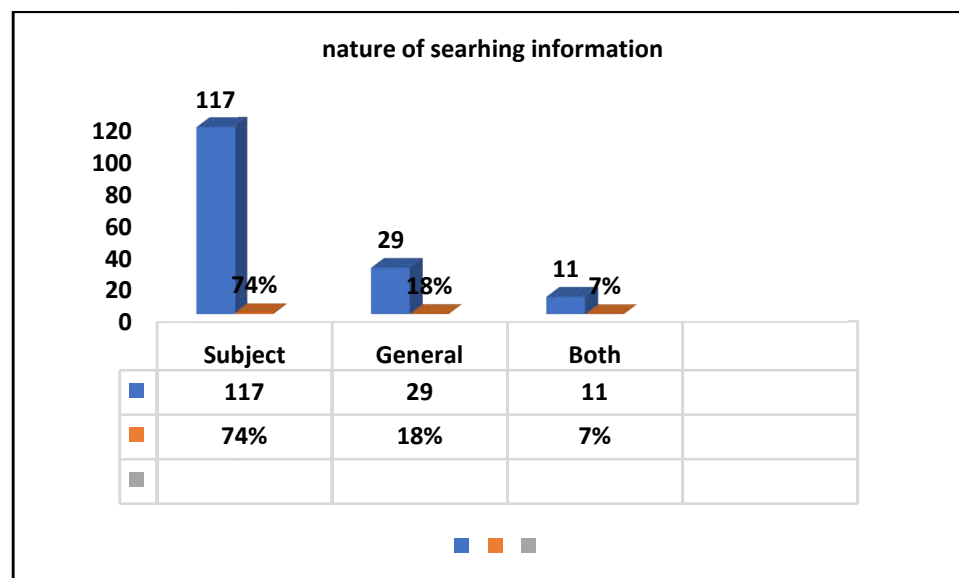

Figure 8: Nature of searching information

According to the report, Figure 8 shows around 117 (74%) academic members do subject-related information searches to complete research projects, prepare lectures, publish articles, and make notes. 29 (18%) of them use e resources for both the general and subject search. Very few people 11 (7%) search for general terms whenever they need to.

Table 7: Barriers for accessing e-resources

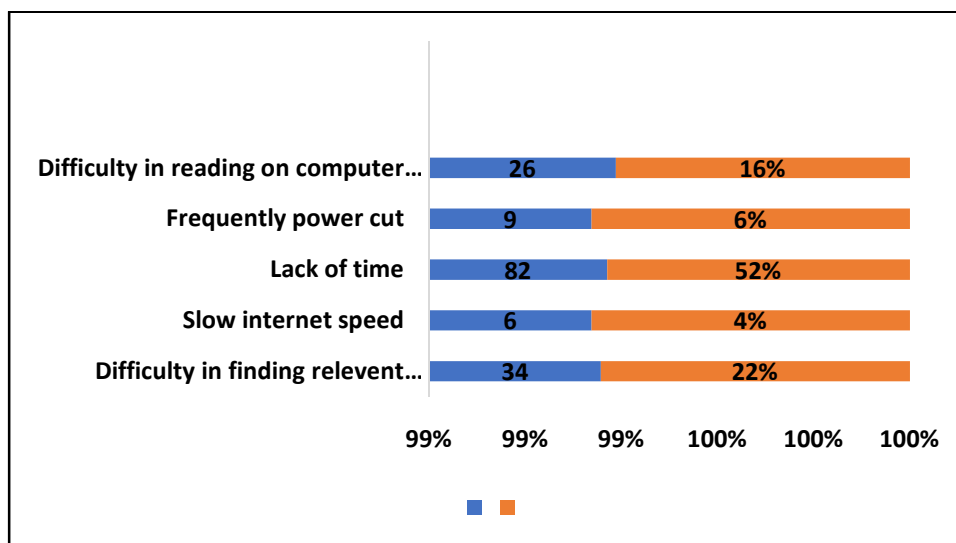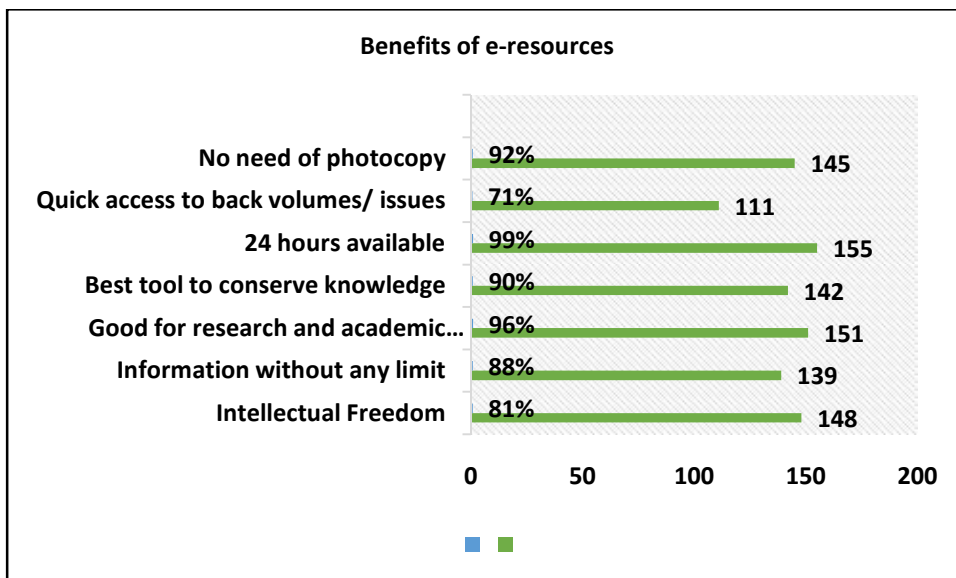| Sl. No.	Barriers	Respondents	Percentage %
1.	Difficulty in finding relevant information	34	22%
2.	Slow Internet speed	06	4%
3.	Lack of time	82	52%
4.	Frequently power cut	09	6%
5.	Difficulty in reading on computer screen	26	16%

Figure 9: Barriers for accessing e-resources

The table 7 and Figure 9 indicates that majority of respondents 82 (52%) said that their inability to discover electronic resources was due to a lack of time. Due to the overload of information, 33 (21.6%) of respondents reported having trouble discovering relevant information. Based on the comments, it appears that power outages and poor internet are less of an issue these days. Difficulty in reading on a computer for extended periods of time is another problem that 26 (16%) have when accessing electronic materials.

Benefits of e-resources

No need of photocopy	92%	145
Quick access to back volumes/ issues	71%	111
24 hours available	99%	155
Best tool to conserve knowledge	90%	142
Good for research and academic...	96%	151
Information without any limit	88%	139
Intellectual Freedom	81%	148

*Percentage exceeds 100 percent because respondents were allowed multiple answers.

Figure 10: Benefit of using e-resources

The results presented in Figure 10 below indicate that a majority of the 148 (81.5%) respondents strongly think that electronic resources promote intellectual freedom since they enable them to easily obtain material online and submit research papers without facing any limitations. The above table also makes it evident that faculties 139 (88.5%) benefit from having access to e-resources around the clock with a wider range of material, followed by 111 (70.7%) respondent mention how quickly they can obtain back volumes. 142 (90%) respondents firmly agreed that e-resources are the best tool for knowledge conservation, while 142 (92%) respondents said that looking for information without making a copy of the necessary resources was beneficial.
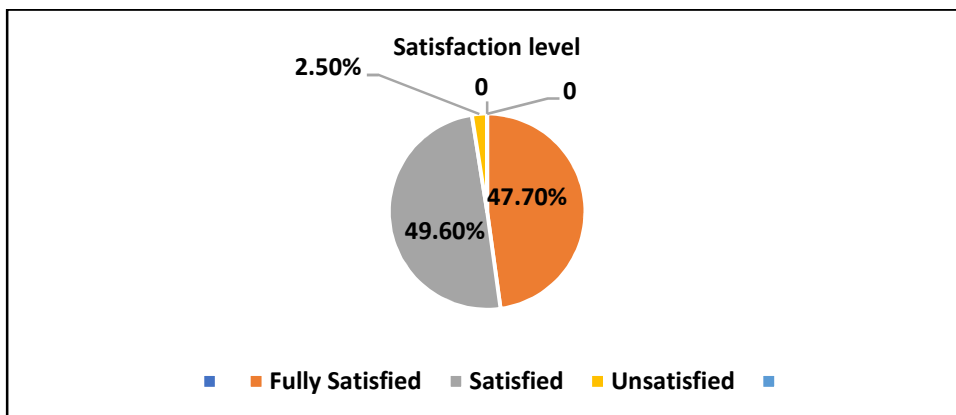
Satisfaction level

2.50%   0   0

47.70%

49.60%

■ ■ Fully Satisfied   ■ Satisfied   ■ Unsatisfied   ■

Figure 11:   Satisfaction level for accessing to e-resources

According to the study, Figure 11 shows majority of respondents 75 (47.7%) are completely satisfied with the relevance of the electronic resources, followed by 78 (49.6%) with satisfied with the resources available online. Only 4 (2.5%) respondents expressed dissatisfaction, indicating that, overall, respondents are using e-resources for their varied tasks.

FINDINGS

- The findings suggest that the faculty member of Government College, Sikkim is aware of the use of electronic resources.
- The most often accessed electronic resources among government college faculty members have been found to be e-journals.
- The finding suggests that research activities, including doing literature reviews, drafting reports, finding research, and submitting reports on time, have also been improved in addition to teaching activities.
- The advantages of e-resources include time savings, rapid access to back volumes, intellectual freedom, and knowledge conservation.
- The analysis reveals that, to some extent, it is difficult to obtain relevant data because of the overload of information.

CONCLUSION

Due to the rapid change in the way people seek information, using the internet and accessing e-resources online has become essential for meeting a variety of information needs. Electronic resources are a crucial element, especially in the field of higher education. The faculty members of Sikkim Government College heavily rely on e-resources. The purpose of the current study is to ascertain usage patterns among the faculty members of the two government colleges in Capital, under higher education. It is clearly determined that faculty members are using electronic resources to their fullest satisfaction, regardless of some discontent with the lack of time to do so. Due to the development of regional, global, local, and national knowledge network efforts aimed at

sharing resources, higher education institutions such as colleges and universities are now freely using resources that are always available. Hence, based on the data, it can be said that the faculty members of two government colleges are completely aware of, satisfied with, and utilising e-resources.

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