Usage of E-Resources Among the Students of GCUF Library

Wahid Ullah[1], Muhammad Usman[2], Adnan Ullah[3*]
Riphah International University
Corresponding Author: Adnan Ullah adnan.ullah@riphah.edu.pk

A R T I C L E I N F O	A B S T R A C T
  	Assessing the state of the electronic means and facilities delivered by the Government College University Faisalabad (GCUF) library in Faisalabad was the intent of this study. This study investigates the reasons for using electronic resources, highlights their benefits, outlines the various topics they cover, assesses the satisfaction of GCUF users, identifies the challenges they face when retrieving these means, and explores the alleged effect of electronic resources on users. In addition, a quantitative approach was employed, utilizing the survey method. Moreover, it illustrates the findings derived from survey-based research that examined the utilization of digital resources as well as their impact on GCUF users. In addition, SPSS was utilized to conduct a descriptive analysis of the research constructs in order to determine the study's outcomes

INTRODUCTION

Government College University, Faisalabad has rapidly gained recognition as a notable institution for education and research. The University, with its vibrant faculty and progressive curriculum, has emerged as a driving force for intellectual, social, and industrial transformation. It addresses the varied requirements of society by providing instruction in nearly all the significant areas of knowledge.

The GCUF originated in 1897 as a primary school, located in the current Government College for Women building in Karkhana Bazar, Faisalabad. In 1905, it was elevated to the status of a High School, and in 1924, it was further upgraded to an Intermediate College. The degree was officially obtained in 1933, and advanced courses were later introduced in 1963. The challenging journey that began with a modest start reached its zenith in October 2002 when it was granted the status of a university.

The GCUF has a venerable antiquity characterized by its exceptional achievements and reputation as an esteemed institution. This institution has been supported by distinguished academics and prominent individuals who have held different roles at different times throughout its history. The institution has cultivated exceptional individuals who have achieved significant renown, both personally and for their country.

The esteemed individuals, including Mr. Abdul Hameed, Mr. W.H.F. Armstrong, Mr. Lala Chattan Annand, Mr. Hashmat Khan, Mr. Taj Khyal, Mr. Namdar Khan, Mr. Karamat Hussain Jafari, Mr. Mukhtar Mahmood Qureshi, Mr. Asmat ullah Khan, Dr. Asif Iqbal Khan, and Dr. Arif Zaidi, have provided their services to this institution.

The university is located on Jhang Road in close proximity to the ancient Clock Tower. The original campus has an area of 37 acres, however construction has begun on a new campus spanning 200 acres, situated around three or four km from the core building on Jhang Road. The GCUF provides academic programs in several fields of study. The University functions as a focal hub promoting educational, social, and cultural endeavors, while also maintaining a robust relationship with the business sector.

The library and information center are vital elements of any educational institution, functioning as central centers for teaching and learning endeavors. They cater to the specific needs of students, instructors, and researchers by offering them relevant information. Users in traditional libraries frequently dedicate a substantial amount of effort to locating even little bits of information. In this situation, customers predominantly depend on library experts or staff members for assistance. However, the implementation of Information Communication Technology (ICT) in modern times has improved the information retrieval process, resulting in increased efficiency and time-saving for both users and library personnel. Electronic resources are leading the way in this shift, fundamentally changing the way libraries function, as emphasized by Kundu (2021) and Ullah and Usman (2023).

As stated by Nazir (2015), electronic resources encompass all products that need computer utilization, whether it be a desktop computer, laptops as well as

a portable mobile device. Recently, a variety of methodologies and corresponding standards have developed, allowing for the production and dissemination of electronic documents. Consequently, libraries and information centers become more obligated to offer very pertinent, current, and easily accessible material to a diverse cluster of users.

In the past several years, a notable change has been made collection practices and regulations, with a growing preference for electronic resources over printed materials (Sharma, 2009). Ani and Ahiauzu (2008) emphasize the change from print to electronic media, noting that it has not only increased the availability of electronic information but also given consumers new tools and apps for finding and accessing information. As a complement to traditional print-based resources in a library context, electronic resources are extremely important research tools.

The growing popularity of electronic information resources has brought about a substantial revolution in the way information is managed in university libraries. Electronic resources provide a practical option for conserving space and facilitating the smooth flow of information in libraries. Their use allows researchers to conveniently access and employ essential information at any given moment, hence easing the process of remaining informed about the most recent trends and advancements in their particular sectors. Libraries have adjusted by incorporating e-resources via the licensing of electronic databases, therefore improving their current holdings. This enhancement addresses the educational and research needs of users by guaranteeing the availability of fast, dependable, and precise information resources (Roman et al., 2020).

(Wu & Chen, 2012) contend that the rapid expansion of online resources has significantly altered the structure of university library collections. Libraries are allocating a larger amount of their budget to acquire electronic resources, while facing budgetary constraints. The main emphasis of university library acquisitions switched from tangible printed content towards digital assets. For instance, in Taiwan, the proportion of funds allocated to electronic resources in university and college libraries rose from 36.33 percent of the total material budget in 2006 to 45.88 percent in 2009. Hence, it is crucial for university libraries to enhance their understanding of patron usage behavior in order to make informed assessments on collection expansion. Research has shown that students are the primary users of library resources, making their opinions on digital materials, search actions and usage behaviors significant subjects of study.

Statement of the problem

This research focuses on the exploitation of electronic resources by students at GCUF Library. Although the GCUF Library offers a wide range of electronic resources, there is an unidentified disparity in their utilization across students. The inquiry about the extent to which students derive benefits from and utilize these electronic resources remains unresolved. Gaining insight into the patterns, challenges, and choices of GCUF students when it comes to utilizing electronic resources is crucial for maximizing accessibility and enhancing the effectiveness of these tools in facilitating academic endeavors and fostering a culture of thorough investigation and education.

Objectives of the Research
Following are the objectives of the study;
1. To determine how often individuals visit the library.
2. To ascertain how often users utilize electronic resources.
3. To identify the types of electronic resources preferred by users.
4. To find out the satisfaction level of the users with the electronic resources.
5. To ascertain those problems faced by user while using electronic resources.

Significance of the Study
In several respects, the study is highly noteworthy. Firstly, it examines a significant subject in contemporary education by exploring the utilization of digital resources, providing valuable information on the evolving study patterns of students. It offers pragmatic insights for academic institutions such as GCUF Library to fulfill their students' information requirements more effectively. Moreover, this study advances a more profound comprehension of the efficacy of digital resources in augmenting the learning experience, a matter of significance not only for the academic community but also for libraries and educational institutions worldwide endeavoring to adjust to the digital revolution in education.

LITERATURE REVIEW
Given the abundance of literature in this topic, just a select handful are mentioned here to keep the list concise. According to the ISBD CF Review Group (Ed.) (1997), electronic resources are data that can be viewed via electronic networks and systems and that is kept in a form that is digital. A variety of publishing methods are covered by this all-inclusive word, which includes print-on-demand (POD), e-mail publishing, wireless publishing, electronic links, online databases, e-journals, e-books, internet resources, and web publishing. Within this framework, it denotes "any electronic device that provides a commercially accessible resource consisting of data in various formats such as text, numbers, graphics, or time-based information."

The references used include Bavakenthy et al. (2003), Haridasan et al. (2009), Thanuskodi (2012), and Ullah, A et al. (2023). Furthermore, an electronic resource is specifically characterized as materials that are under the control of a computer system, including those that necessitate the utilization of a peripheral device (such as a CD-ROM) connected to a terminal. These items may or may not be utilized in interactive mode. E-resources can be classified into two distinct categories: data, which encompasses information presented in the form of figures, letters, visuals, pictures, and sound, or a mixture of these elements; and applications, which consist of directions or customs designed to carry out specific tasks, such as processing data and programs, for instance, virtual services and collaborative hypermedia.

(Tenopir, 2003) conducted a literature study that specifically examined usage studies. The data indicated that both professors and students had a preference for using electronic resources. Furthermore, they have demonstrated their willingness to embrace the transition from physical collections to digital collections. The study conducted by Madhusudhan (2010) discovered that digital

resources can be viable replacements to conventional assets, especially when there is rapid access and an ample number of computer terminals to permit speedy retrieval of these e-resources. The survey also observed that Google is the main and extensively utilized search engine for electronically retrieving information.

(Rao et al., 1997) examined the effect of electronic resources and digital libraries on the collection formation process, describing this influence as quite significant. This study aims to clarify the use of electronic resources in a prominent university in the country. According to Vaishnav et al. (2008), electronic resources and services have become widely used as the main instruments for research and academic activity. (Nazir, 2015) asserted that there has been a substantial escalation in the popularity and usage of digital means. Furthermore, as stated by Bajpal et al. (2009), these electronic resources support creative instructional approaches and lead to the improved identification and investigation of new areas of research.

According to Vanik and Gamit's (2022) research, the data obtained from the participants about their knowledge with electronic materials showed that nearly each of the respondents were knowledgeable about these sources of information. Specifically, a large proportion of students (81.03%) reported being informed about electronic resources. 42.24% of the students acquire information about electronic materials from library personnel, whereas 29.31% gain knowledge about these resources from the library's homepage. Approximately 43.97% of the surveys expressed a preference for using both conventional and electronic materials equally, whereas 34.48% of the participants favored only using electronic resources.

In research done by Dadzie (2005) at Ashesi University in Ghana, the aim was to investigate the usage of electronic resources by both staff members and students. The research sought to determine the scope of e-resource operation, the type of information accessible, the library's methods of disseminating research materials, and the difficulties experienced in accessing electronic resources.
The survey unveiled the extensive utilization of electronic materials in academic institutions. Competency in operating computers is strongly correlated with the utilization of electronic resources. A significant number of academics possess computer literacy, but they may need more enhancement in their information retrieval skills.

METHODOLOGY

In this quantitative paper, utilizing a survey methodology to gather statistics from students of the GCUF Library. The library had a total of 815 active users according to the previous month's report. A research sample of two hundred users was picked at random. The Raosoft Online sample size calculator engaged to cover 22% of the target population for the study, with a confidence level of ninety five percent and five percent margin of inaccuracy. Data from the participants were gathered via both tangible and digital questionnaires. A total of 210 questionnaires were circulated to the participants in order to obtain the necessary response. Out of the 195 questionnaires responded, 24 were removed from analysis due to values that were missing and invalid recognition using

SPSS-29 software (Statistical Package for Social Sciences). Therefore, a total of 171 questionnaires were deemed appropriate for subsequent research.

Data Analysis

Descriptive statistics were utilized with the assistance of SPSS software to evaluate the data, with the intention of investigating causes and ascertaining the response rate for each individual variable. The full outcome of the analysis is shown below in tables, pie charts and bar graphs. The conclusion was ultimately derived from the results.

RESULT AND DISCUSSION

Population Study

In this conducted study to know the demographic data of the respondents two type of gender (male/female) were mentioned in survey to know their frequency. The gender wise distribution of data is shown in ***Table.1*** and ***figure.1***, which shows that (*n=93 54.40%*) of the study participants were female while (*n=78 45.60%*) were male. Thus, this result shows that majority of the research population were female.
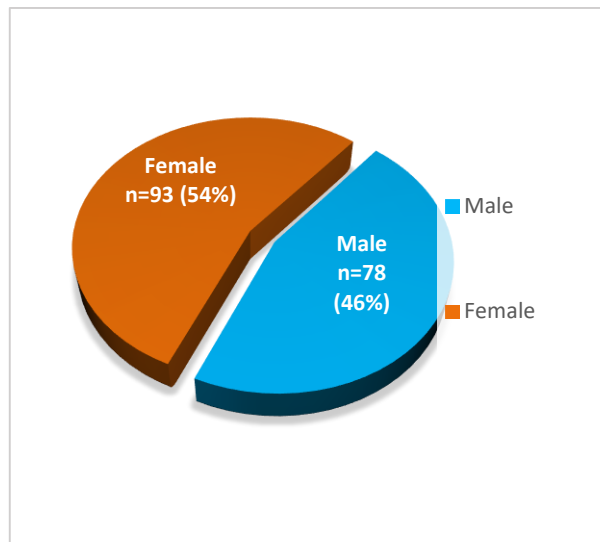

Figure 1. Gender Wise Study Response

Table.1 Gender Wise Response

Gender	Respondents	Percentage
Male	78	45.60%
Female	93	54.40%
Total	171	100%

Furthermore, age wise data outcomes of the study sample are illustrated below in Table .2 and *Figure.2*. That outcome indicates that enormous number of the study sample age was 18 to 22, n=144(66.7%). Likewise, n=42 (24.6%) was between 23 to 28. Move rover, 29-33 age wise response rate was n= 8 (4.7%), 34-40 age wise response was n=3 (1.8%) and above 40 age wise respondents are 4 (2.3%).
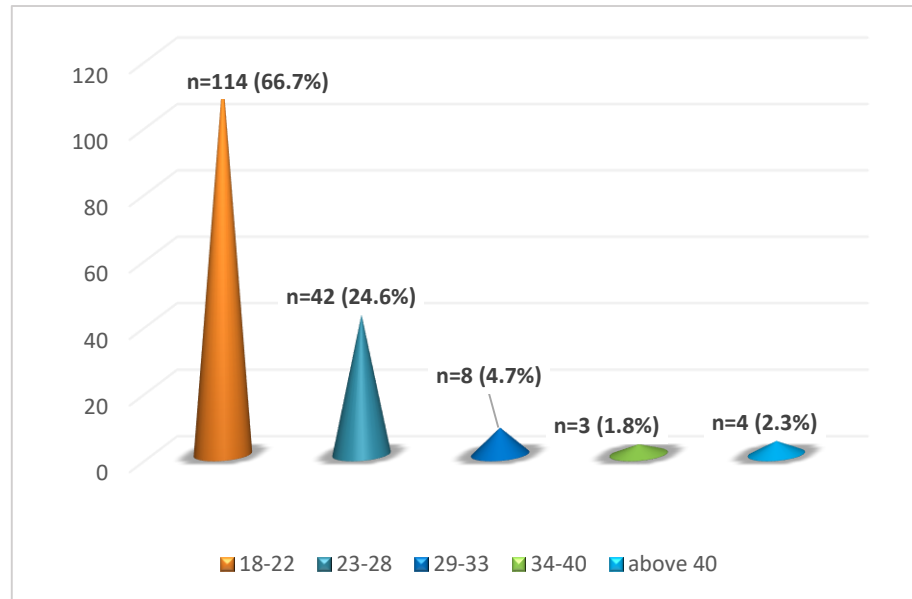
Figure 2. Age Wise Outcomes of Descriptive Statistics

Table 2. Age Wise Distribution

Age	NR	Percentage
18-22	114	66.7%
23-28	42	24.6%
29-33	8	4.7%
34-40	3	1.8%
above 40	4	2.3%
Total	171	100%

Note: NR= (No. of Respondents)

Level of Study

Figure.3. States that n=129 (75.4%) of the respondents were enrolled in bachelor program, n=18 (10.5%) of the respondents were studied in master's Program, n=16 (9.4%) of the respondents were studied in MS/M Phil Program and n=8 (4.7%) were studied in PhD. Therefore, this outcome directs that maximum library users were from bachelor program.
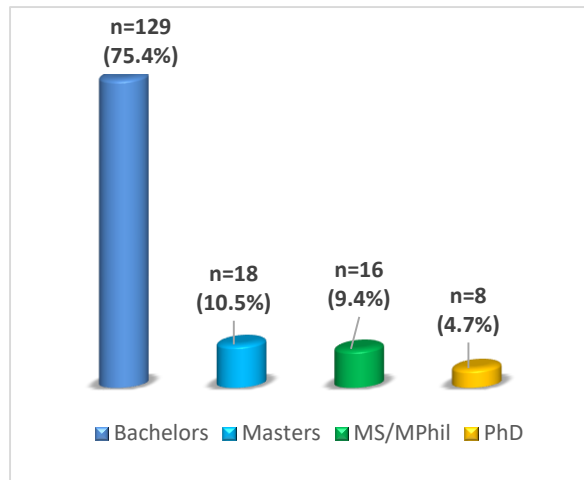
Figure 3. Descriptive Statistics Level of Study

Library Visits

The respondents were asked about how often you visit the GCUF Library, overall response to this is mentioned in *Figure.4*. The findings revealed that 43.9% (n=75) users visit Library daily. Further, 31.9% (n=54) users stated that they visit the Library on a Weekly basis, while 6.4% (n=11) users visit Library on once in Fortnight. As well, 4.1% (n=7) participants claimed they visits library once in a month however, 14% (n=24) students visit Library Occasionally.
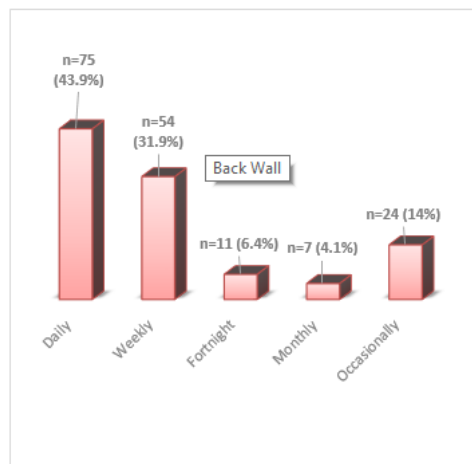
Figure 4. Frequency of Library Visits

How E-Resources Discovered

After analyzing the responses, it was shown that the majority of users, 31% (n=53), get knowledge about E-resources from teachers. Additionally, 23% (n=40) obtain this information from library personnel, while 21% (n=35) rely on the library website. A smaller percentage, 14% (n=24), learn about E-resources through social media, and 11% (n=19) obtain this knowledge from other sources.
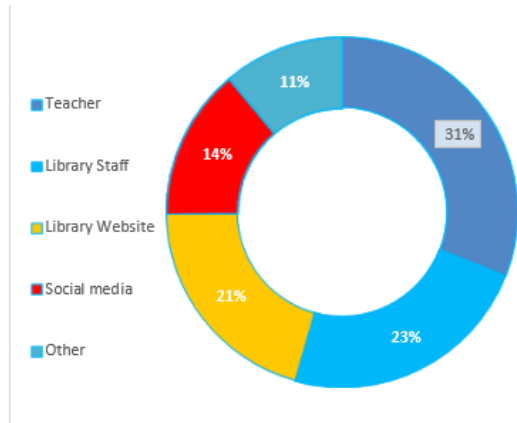

Figure 5. How E-Resources Discovered

Level of Knowledge in Using E-Resources

According to **Figure 6** and **Table 3**, the descriptive results show that respondents were asked to evaluate their proficiency in utilizing E-resources. Analysis revealed that 46% (n=79) of the replies were classified as Good, 32% (n=54) as Very good, 19% (n=32) as Fair, and 4% (n=6) rated their knowledge as Poor. The research findings revealed that 77 percent of library users possess a proficiency in utilizing e-resources.
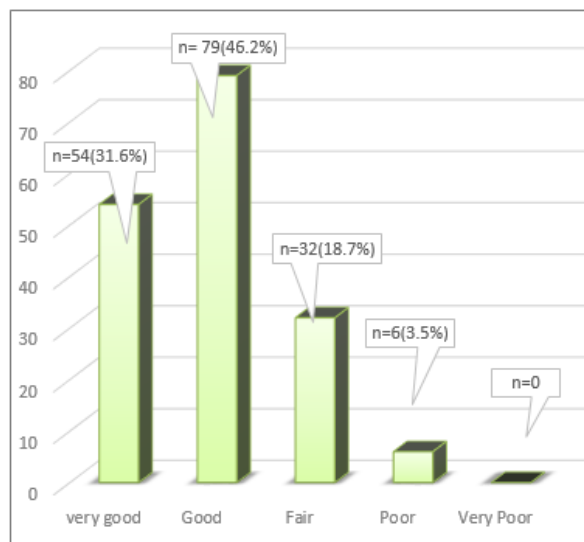

Figure 6. Level of Knowledge in Using E-Resources

Table 3. Level of Knowledge in Using E-Resources

Level of knowledge in using E-resources	No. of Respondents	Percentage
Very good	54	31.6%
Good	79	46.2%
Fair	32	18.7%
Poor	6	3.5%
Very Poor	0	0.0%

Access to E-Resources

Figure.7, illustrates the frequency at which users access E-resources. It reveals that 35% of users access E-resources daily, 32% access them weekly, 5% access them once every two weeks, 8% access them once a month, and 20% access them sometimes.
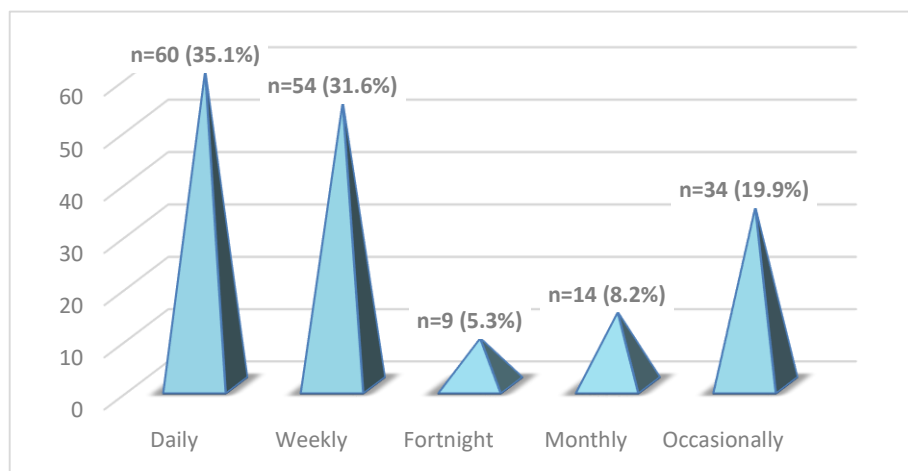

Figure 7. Frequency of Usage of E-Resources

Types of E-Resources Used

Based on an examination of the respondents' answers, the majority of users, namely 32%, expressed a preference for utilizing E-books. Among the users, 30% utilized open Databases, making it the second most popular option. Search Engines were used by 26% of the users, while E-Journals were accessed by 8% of the users. OPAC (open public access catalog) was utilized by 4% of the users.
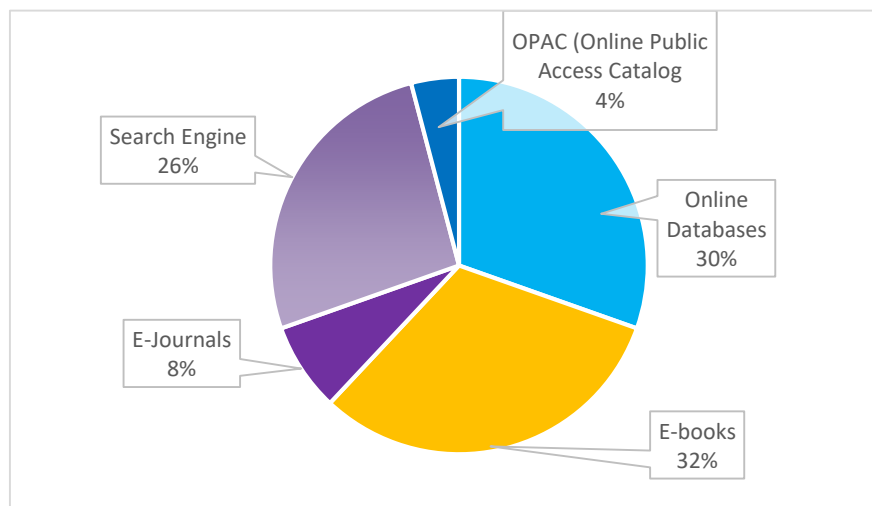
Figure 8. Types of E-Resources

Purpose of Using E-Resources

According to **Table 4.** The data reveals that most respondents, namely 53%, utilize E-resources for studying. Following this, 27% of users employ E-resources for assignments, while 18% use them for research work. A small proportion of users, 2%, utilize E-resources for project purposes, and 1% use them for other purposes.

Table 4. Purpose of Using E-Resources

Purpose of using E-resources	No. of Respondents	Percentage
Study Purpose	91	53.2%
Research work	30	17.5%
Assignment Purpose	46	26.9%
Project Purpose	3	1.8%
Others	1	0.6%

Level of Importance of E-resources

The fallouts indicate that among all the respondents, 47% (n=80) of users stated that E-resources were of utmost importance to them, while 48% (n=82) of users considered E-resources useful for their job. Only 5% (n=09)of users selected the neutral option.
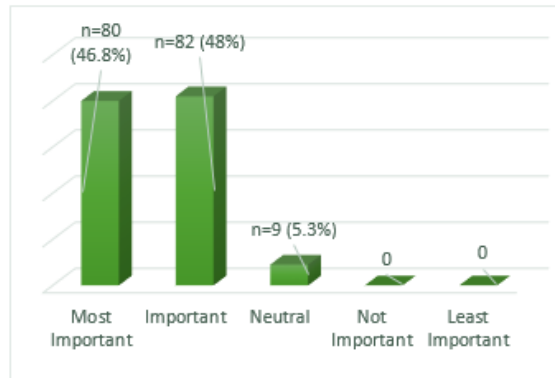
Figure 9. Level of Importance of E-Resources

Benefits of Using E-Resources

The analysis of the replies revealed that 26% (n=44) of the participants considered the benefits of E-resources to be more informative, 15% (n=26) found them easy to use, 12% (n=21) found them time-saving, 6% (n=10) found them cost-saving, and 41% (n=70) acknowledged that all of the aforementioned benefits apply to utilizing electronic resources.
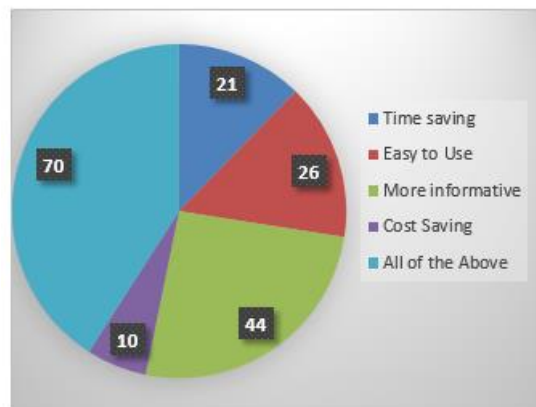

Figure 10. Benefits of Using E-Resources

Satisfaction Level of Library Staff assistance Accessing E-resources

An inquiry was made to ascertain the level of satisfaction among users regarding the support provided by the Library personnel when utilizing E-resources. The survey revealed that 59% (n=100) of respondents expressed delight with the assistance given by the Library personnel. Additionally, 26% (n=45) of users reported being extremely satisfied, while 8% (n=14) considered their experience to be ordinary. On the other hand, 3% (n=05) of respondents expressed dissatisfaction, while 4% (n=07) reported being severely dissatisfied.
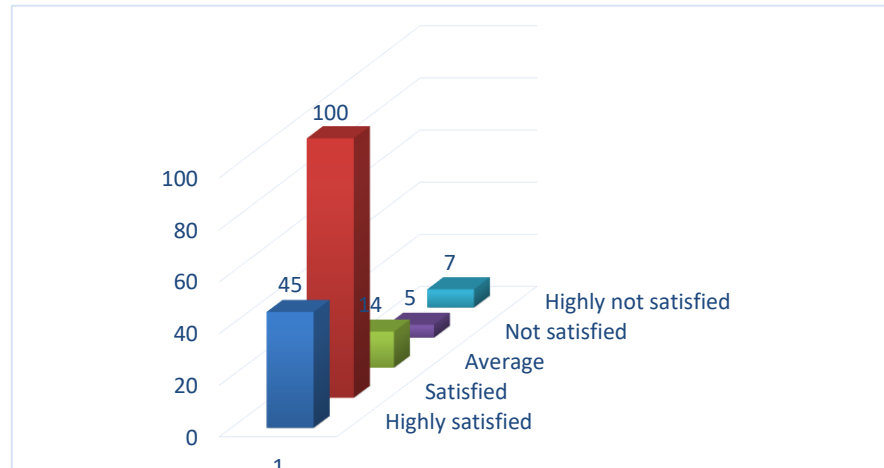

Figure 11. User Satisfaction Level of Library Accessing E-Resources

Problem of Accessing E-resources

As per Figure.12, based on the submitted responds, users encountered difficulties while utilizing e-resources. The issues encountered were as follows: difficulties in conducting searches (14%), excessive information overload on the internet (22%), locating irrelevant material (6%), insufficient support from personnel (17%), and limited access (42%).
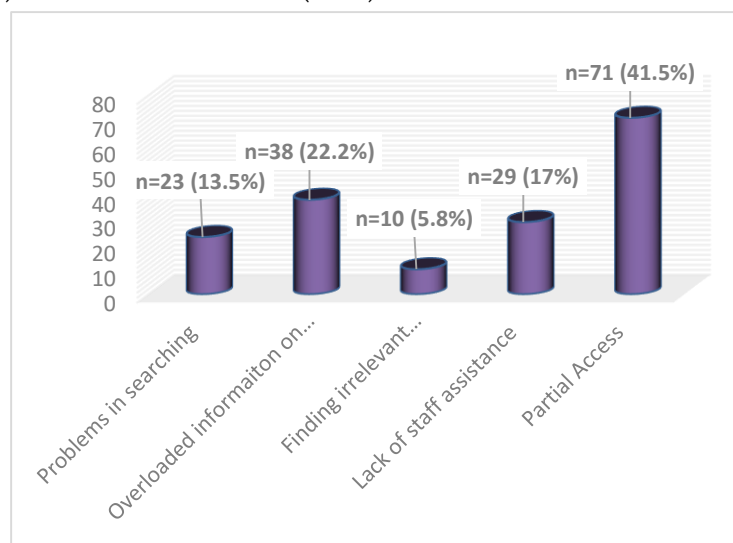

Figure 12. Problems of Accessing E-Resources

CONCLUSIONS AND RECOMMENDATIONS

Today, the learning environment has experienced substantial transformations due to the advent of information and communication technology. In universities, faculty, research scholars, and students are progressively utilizing adaptable information resources. E-resources have emerged as a novel domain, presenting a multitude of opportunities regarding the consumer community. Identifying the users' requirements, Faisalabad College University has taken numerous steps to enhance its collection of E-resources. As a result, it now stands out as a leader among college universities in Faisalabad in terms of both the quantity and usage of E-resources. These resources have had a positive impact on teaching, learning, and the student community, as evidenced by numerous studies, including the one presented here. This study highlights the significant and beneficial impact of E-resources at Faisalabad College University. It also identifies the ongoing expectations from the user community. These findings can be valuable for decision-makers within the university to consider in the ongoing efforts to enhance the E-resource collection and usage.

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