EXPECTATION OF USERS IN USING ELECTRONIC RESOURCES: A CASE STUDY OF SOUTH EASTERN UNIVERSITY OF SRI LANKA

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ABSTRACT:

This paper is an attempt to study of electronic information resources, its impact on the collection of print and electronic journals in its awareness among the users, and the places where the users are accessing these e-resources. A survey was conducted in the academic year 2016.The electronic resources available in in a library play a vital role in facilitating access to required information to the users in an easy expectation manner. The resources, namely CD-ROM, online journals, online books, OPAC and the internet are slowly replacing the importance and usage of print media. This paper describes the use of e- resources by the users of SEUSL a total number of 300 students are the population and 75 users were selected as sample. Random sampling technique was used for this purpose. A survey was conducted by using a questionnaire to collect the data from a sample selected undergraduate students. The findings show that users from all these categories were using e-resources, ranking of facilities, the purpose of using e- resources, problem faced and the user expectations as given by the users for improving e-resources access.

Keywords: Electronic resources, User expectation

1. INTRODUCTION

The educational field has been attracted by the promise and potentials of technology since the advent of films in the 1920s to television in the late 1950s, computers in the 1980s and information technology in the 1990s during the microcomputer revolution in higher education, the computer emerged as a personal tool. Students, faculty and institutions purchased the desktop system by the truck load emerging applications, falling price and increased power and conveniences brought the end of the notebook. Most people would agree that modest productivity benefits emerged as a growing number of faculty transferred much of their work from secretaries, mainframes and minicomputers to desktop systems and word processors.

Midway through the 1990s, however, colleges and universities were benefited by the second major phase of this revolution a shift in emphasis from computer as a desktop tool to computer as a communication gateway to content (data base, images, text libraries, video and more) increasingly accessible via computer networks to both the faculty and students. Information technology supporters are found describing a future information, rich environment that word support learning and scholarly activities in new and exciting ways.

1.1. E- RESOURCES

Information technology has changed the world and has become the most important tool for retrieving information. Now a day, library collections are not limited to print documents only but also electronic resources. The value of information resources is increased by their use and therefore it is important to know the utilization of the library resources.

The electronic resources available in a library play a prominent role in facilitating access to formation to the users in an easy and expeditious manner. The resources, like CD-ROM, databases, online journals, online books, OPAC and the internet are slowly replacing the importance and usage of print media. It is an indication that one should be familiar with the use and exploitation of e- resources their quick and effective usage for promotion of academic excellence and research. Mashroofa (2013) has carried out a survey among the freshmen undergraduate students. She indicated as follows.

> "Though majority students now use print materials there is a tendency to move to e-resources. Digital content is preferred by these students. More than half of the respondents prefer multimedia information while only a quarter of them prefer textual information".

Therefore, it is important to move to e-resources during this era.

1.2. PURPOSE OF THE STUDY

The study focuses on the use of the electronic resources in higher learning. The purpose of this study is to investigate the student's expectations towards the use of e- resources that are used as one of the major resources for higher learning. Pre- perception of the students may be an important factor in influencing a possible learning outcome. Differences in student's perceptions toward the use of e-resources were examined using two variable and causes.

1.3. OBJECTIVES

The objective of this study was to analyze the patterns of use of the Internet and electronic resources by Library user, the Internet skills of the Library users and problems faced by them while using the Internet and electronic resources. The study was conducted to find the satisfaction derived by the researchers with the Internet and electronic resources and to find an answer to the question: Can Internet and electronic resources replace print resources?

2. METHODOLOGY

As part of the study, a structured questionnaire was designed to elicit data from the students to know the impact of e-resources. The questionnaire was presented with the details as various as types of e-resources used and their satisfaction level, the purpose of using problems faced by the students and the users' expectations towards the effective use of e-resources. The respondents of this study were 75 undergraduate students of SEUSL. The respondents were from the courses of Computer Science, Computer Science & Engineering and Management and Information Technology. Out of 75 students 35 were males and 40 were female. The population of students in SEUSL for the selected three courses is 300 and only 75 students were selected as the sample randomly.

2.1. Research Questions

The study was designed to answer the following questions.
➢ Is there any difference in perception between males and female in using the e-resources?
➢ Is there any difference in perception between responding from various courses using the e-resources?

2.2. Data analysis

Table1; User Expectation

Expectations	M	F	Total
Information literature program	8	12	20
Information broacher	5	7	12
CAS &SDI	6	4	10
Links to online resources	17	16	33
Total	32	43	75

Table 2: Distribution of students

Expectations	MIT	BSc (CS)	CSE	Total
Information literature program	9	5	3	17
Information brochure	4	7	5	16
CAS &SDI	5	4	6	15
Links to online resources	6	10	11	27

Table 1 User Expectation & Table 2 Knowledge of e-resources by gender relevant that 33 (44%) of users expected links to online resources regarding the information contents in e-resources of users expected Information literature program from library 16 (21.34%) needed Information brochure and 15 (20%) were in need of current awareness service and SDI. Also 9 (12%) Management and Information Technology (MIT), 7 (9.34%) Bachelor of Computer Science BSc (CS), 6 (8%) and 11 (14.67%) Computer Science Engineering (CSE) expected the service namely Information literature program, Information broacher, CAS & SDI and Links to online resources

Table 3: Knowledge of e-resources by gender

Resource	Good			Average			Poor		
	M	F	Total	M	F	Total	M	F	Total
E- Book	18	23	41	14	13	27	6	1	7
E-Journals	12	18	40	14	17	31	4	0	4
E-Thesis	8	12	20	18	21	39	9	7	16
E- Newspaper	13	18	31	16	22	38	4	2	6
E- Repository	16	13	29	22	19	41	4	1	5
OPAC	20	15	35	15	20	35	3	2	5

A question was asked knowledge of E-Resources. In response to this question as shown in the Table 3 Knowledge of e-resources by gender 41 (54.67%), 40 (53.34%) and 35 (46.67%) users are good E-Book, E-Journal and OPAC respectively, while 41 (54.67%) each and 39 (52%) users mention that they are average E-Repository and E-Thesis and dissertation E-Newspaper. Minimum users of respondents state that have poor knowledge about E-Resources.

Table 4: Knowledge of e-resources by course

Resource	Good				Average				Poor			
	MIT	BSc (CS)	CSE	Tot	MIT	BSc (CS)	CSE	Tot	MIT	BSc (CS)	CSE	Tot
E-Book	8	11	14	33	11	9	15	35	4	2	1	7
E-Journals	6	12	17	35	7	10	14	31	3	3	3	9
E-Thesis	5	9	11	25	5	20	16	41	4	3	2	9
E-Newspaper	6	8	9	23	12	17	16	45	3	2	2	7
E-Repository	9	12	14	35	8	8	12	28	5	4	3	12
OPAC	11	8	13	32	6	15	17	38	2	2	1	5

As shown in Table 4 Knowledge of e-resources by course 'good' indicates that 11 (33.34%) Management and Information Technology (MIT), 12 (34.28%) Bachelor of Computer Science BSc (CS), 17 (48.57%) Computer Science Engineering (CSE), is good in the knowledge on OPAC, E-Journals, E-Journals respectively

Table 5: Satisfactory level by gender

Facilities	Good			Average			Poor		
	M	F	Total	M	F	Total	M	F	Total
ICT Facilities	22	20	42	16	13	29	1	3	4
Digital Library	20	18	40	18	12	30	2	3	5
Av tools	14	15	29	22	16	38	4	4	8
I-Repository	18	13	31	19	17	36	5	3	8
Awareness Program	11	14	25	18	17	35	7	8	15

Table 5 Satisfactory level by gender indicates that the total numbers of Information and Communication Technology (ICT) facilitates felt that, Digital Library, AV tools and I-Repository Awareness Program are at higher satisfaction when compared to the users with average and poor satisfaction level.

Table6: Satisfactory level by course

Facilities	Good				Average				Poor			
	MIT	BSc (CS)	CSE	Tot	MIT	BSc (CS)	CSE	Tot	MIT	BSc (CS)	CSE	Tot
ICT Facilities	8	13	15	36	9	11	13	33	3	2	1	6
Digital Library	8	11	19	38	12	10	11	33	1	2	1	4
Av tools	7	13	14	34	9	14	15	38	2	1	0	3
I-Repository	9	9	14	32	11	13	14	38	3	1	1	5
Awareness-Pro	13	9	13	35	8	10	12	30	4	3	3	10

Table 6 Satisfactory level by course evidence that ICT facilitates, digital library AV tools I-Repository Awareness Program are at higher satisfaction when compared to the users with average and poor satisfaction level of other resources.

Table 7: Gender variations in usage

Purpose	M	F	Total
Preparing for class seminar	15	13	28
Writing articles	5	6	11
Preparing for the project	4	6	10
Updating knowledge	9	8	17
Relaxation	3	6	9

Table 7. Gender variations in usage Indicated the Majority them 28 (37.34%)used e resources for preparing of class seminar 17 (22.67%) e-resources for updating knowledge 11 (14.67%) e-resources for writing articles 10 (13.34%) e-resources for preferred for the purpose of project 9 (12%) e-resources for Relaxation purpose.

Table 8: Purpose of using

Purpose	MIT	BSc (CS)	CSE	Total
Preparing for class seminar	7	9	12	28
Writing articles	3	3	5	11
Preparing for project	2	3	5	10
Updating knowledge	4	5	8	17
Relaxation	1	4	4	9

Table 8 represents the purpose of using shows that Management and Information Technology (MIT, Bachelor of Computer Science BSc (CS), Computer Science Engineering (CSE) preferred the e-resources for the purpose of preparing for class seminar, writing articles, Preparing for the project, Updating knowledge, Relaxation.

3. SUMMARY AND CONCLUSION

E- Resources are rapidly gaining attention in digital learning communities, especially in higher education. The web based e-resources can provide learners with access to information anytime, anywhere and any placed in any format. The

overall result suggests that the students have positive perception towards the use of e-resources. Its experienced that female students have higher positive perceptions towards the use of e-resources appear to dominate the online learning environment. Accordingly, male student has limited opportunities and choices in achieving positive academic learning experience. Therefore, this study recommends that students, especially males be provided with special hands on training that is uniquely geared towards the learning styles. The finding of this study can influence the incorporation of the use of e-resources in higher learning. The association of classroom and e-resources as parallel media will help the students connect the learning environment with the research environment. The online access has created the expectation for facility and ease in the use of information particularly outside classroom learning. This study recommends that the institution of higher learning should support and implements the facilities of access to e-resources to acknowledge in a commensurate way, the inclusion of web based learning program that really on e-access. It is concluded that future research should focus on a different population sample and refinement of the questionnaire further.

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