Research Papers

EVALUATION OF E-RESOURCES USAGE IN SWAMI DEVI DYAL HOSPITAL AND DENTAL COLLEGE

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Abstract

Information and knowledge are the top components of innovation for any society. Advancement is not the building the infrastructure but focused structure of the resource based invention. Emergence of Internet revolutionaries the work cultural almost in every field very effectively. In the information era, internet becomes an essential tool for the success of any assignment. There are number of valuable products of internet i.e. e-mail, search engine, e-preservation, e-resources, chatting, video-conferencing etc. Electronic resources are the most demanding asset among the scholarly and academic community. Earlier journals publish in print form and after a lengthy process, scholar able to get it. Today due to the electronic version, access of any journal is just a click away. Because most of the journals offer electronic version, even open access culture has also been established. Present study is an evaluation to assess the use of e-resources by faculty members and students of Masters of Dental Surgery (MDS) in Swami Devi Dyal Hospital and Dental College.

KEY WORDS:

E-Resources, Databases, Dental Surgery, Faculty Members, MDS Students.

INTRODUCTION

Academic library system is in the transformation age, the concept of automated library is prevailing very rapidly. In the era of cloud computing libraries are committed to deliver the fully automated services. Modern ICTs have created many opportunities for civil society, opening up space for dialogue, participation and creativity (Lor and britz, 2007). The accessibility of online resources in libraries and their use for precious information is the motive for the prototype move of the conventional library services to an electronic or digital library. The changing academic environment and the recognition of the role of electronic resources in libraries has brought about a transformation which includes an investment in electronic infrastructure and connectivity and electronic learning, which calls for new approaches in providing library services to enhance the quality of higher education (Rosenberg, 2005).

ICT have facilitated low cost digital storage of information and fast transmission of data across computer networks. Electronic services have boosted a fundamental change in library services, instead of users coming to the library, the library reaches the user with Information (Mulla and Chandrashekera, 2005). Due to the demand of time mainly academic and research libraries need to digitize and equip with ICT infrastructure. E-mail alert, bulletin board services, web OPAC and ask librarian etc. are the some

valuable services, which give the immense satisfaction to the end user.

Literature Review on e-resource Usage

A number of relevant studies have been conducted on the use of e-resources, some significant studies are reviewed as under:

Millawithanachchi (2012) carried out a case study at the University of Colombo to investigate the Critical Success Factors (CSFs) on e-resources usage of 302 postgraduates; "technology" emerged as the most critical factor in using e-resources, library support, information literacy, computer competency, usefulness and user attitudes are identified as other CSFs for using e-resources for their learning activities. Thanuskodi (2011) analyzed the usage of electronic resources at Dr T.P.M. Library, Madurai Kamaraj University, and recommended the improvement in the access facilities with high internet speed and subscription to more e-resources. Sharma, Singh and Sharma (2011) conducted a survey on teachers and research scholars of National Dairy Research Institute (NDRI) and National Bureau of Animal Genetic Resources (NBAGR) and found that respondents seek the help of e-resources to perform teaching, research, entertainment and communication. Some major problems faced by the respondents are slow speed of internet, difficulty in retrieving contents and poorly designed web sites. Another study identifies the limitations and problems for low usage of these e-resources at the Himachal Pradesh University and offers some suggestions to improve the usage (Chauhan, Chand and Kaur, 2011). E-resources are used more as compared to CDROM databases by the faculty members of business schools in Orissa and Google and Yahoo are the most frequently used search engines (Swain and Panda, 2009). Singh, Singh and Chandel (2009) examined the usage of e- resources of various publishers available under the UGC-INFONET Digital Library Consortium set up in 2003 to provide access to 7000+ core and peer-reviewed journals and 10 bibliographic databases from 26 publishers and aggregators in different disciplines to the universities and colleges in India. The libraries of these institutions prior to the launch of this consortium did not have adequate access to scholarly literature because of the declining budget and high cost of journals. Chirra and Madhusudhan (2009) carried a study on use of UGC-Infonet by the research scholars of Goa University and found that the Boolean searching was most commonly used by the researchers and users need orientation of e-journals for appropriate use. Patil and Parameshwar (2009) conducted a survey using questionnaire method on researchers of Gulbarga University for using UGC-INFONET e-journals. Study investigated that researchers need training in use of e-journals.

METHODOLOGY

The study is restricted to the teachers and MDS students of Swami Devi Dyal Hospital and Dental College, Village Goalpura Tehsil Barwala District Panchkula (Haryana).

A questionnaire survey was conducted to collect the primary data. 120 questionnaires were randomly distributed among the teachers and MDS students out of which 106 (teachers-61, MDS students- 45) questionnaires were found usable for analysis. The response rate was an encouraging 88.33 per cent. The questionnaires were filled by personal visits to users. The collected data is analyzed and presented in the tabular and graphical form.

ANALYSIS

Table 1. Most Preferred E-Resources

Databases	Respondents	
	Teachers	**MDS Students**
E-Journals	47(77.04%)	28(62.22%)
E-Data archives	10(16.39%)	6(13.33%)
E-Manuscripts	12(26.66%)	5(11.11%)
E-Maps	5(8.19%)	4(8.88%)
E-Books	21(34.42%)	10(22.22%)
E-Magazines	26(42.62%)	16(35.55%)
E-Thesis	5(8.19%)	3(6.66%)
WWW	51(83.60%)	37(82.22%)
E-Newspaper	16(26.22%)	5(11.11%)
E-Mail	54(88.52%)	42(93.33%)
E-Research Reports	14(22.95%)	4(8.88%)

Table 1 shows that the majority of the teachers 54(88.52%) and MDS students 42(93.33%) most prefer to use E-mail. Second highest preference is WWW with 51(83.60%) teachers and 37(82.22%) MDS students followed by use of e-journals with 47(77.04%) teachers and 28(62.22%) MDS students. 26(42.62%) of teachers and 16(35.55%) of MDS students make the use of e-magazines. Table 1 highlights that only the well-known e-resources are preferably used by the MDS students and faculty members, the rest of the e-resources i.e. e-bibliography, e-maps, e-thesis, e-books are comparatively less used. Monash library users are increasingly dependent on electronic resources, majority of the respondents love databases, e-journals and e-books, (Wilson, 2005).
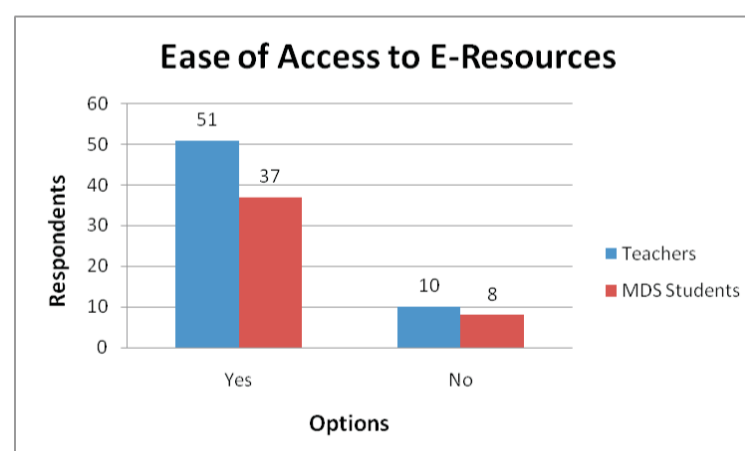
Figure 1. Ease of Access to E-Resources

Figure 1 presents that 51 (83.61%) teachers and 37(82.22%) MDS students are able to access the e-resources very easily. Only 10(16.39%) teachers and 08(17.78%) MDS students feel that retrieval of e-resources is not easy. As SDDHDC is a medical institute, e-recourses and online databases always remain the top priority of the teachers and researchers. Ease of accessibility of information causes the users to use electronic resources more frequently (Naidu et al., 2009).
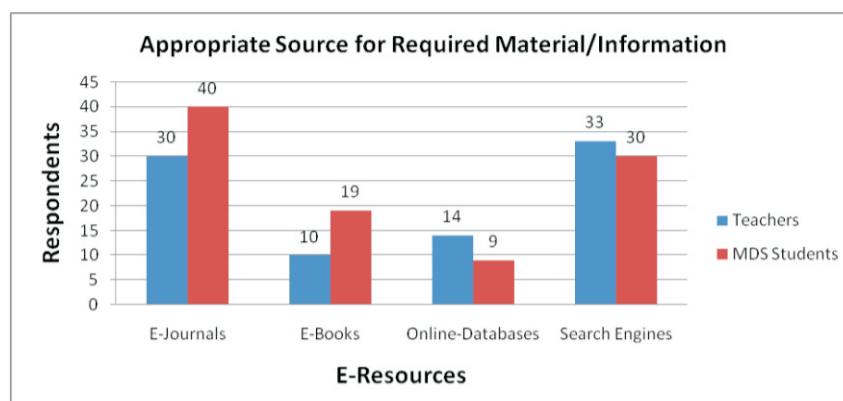
Figure 2. Appropriate Source for Required Material/Information

Figure 2 reveals that most of respondents access e-journals and search engines to get required material/information at SDDHDC. 30(49.18%) teachers and 40(88.88%) MDS students prefer to use e-journals whereas 33(54.09%) teachers and 30(66.66%) MDS students make the use of search engines to get the desired material. Use of e-books and online databases are used less by the teachers and research scholars in comparison to other online resources. Study conducted by Rani and Zainab (2006) indicates that users seem to use the e- journals to mainly support research and teaching needs.It is noted that the MDS students access the maximum relevant material from e-journals and search engines.
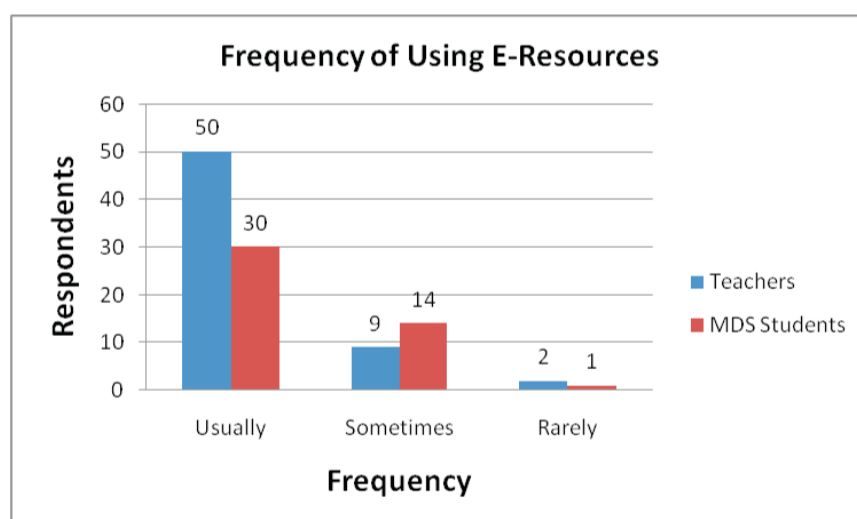
Figure 3. Frequency of Using E-Resources

Figure 3 reveals that 50 (81.97%) teachers and 30(66.66%) MDS students use e-resources on usually basis. 09(14.76%) teachers and 14((31.12%) MDS students make the use of e-resources sometimes, whereas 02(3.27%) teachers and 01(2.22%) MDS students use e-resources rarely. Study shows that majority of the respondents spent sufficient time in using e-resources. In the similar study Bhatt and Rana, 2011 found that a total of 44 per cent professors/readers, 64.83 per cent lecturers and 27.5 per cent technical assistants were using e-resources daily.
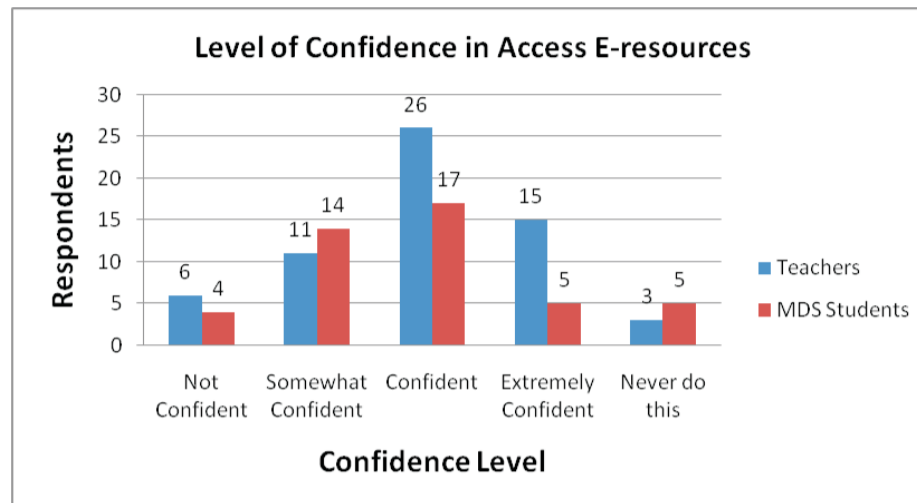
Figure 4. Level of Confidence in Access E-resources

Figure 4 reveals that teachers use the e-resources more confidently than MDS students. 26(42.62%) teachers and 17(37.77%) MDS students are confident in using e-resources whereas 15(24.59%) teachers and 05(11.11%) MDS students use the e-resources extremely confidently. 11(18.03%) teachers and 14(31.11%) MDS students are somewhat confident in using e-resources, however 06(9.83%) teachers and 04(8.88%) MDS students are not confident in using e-resources. A good number of the respondents are also extremely confident in retrieving the information from WWW. Women, generally display less confidence and more discomfort in using WWW (Dickhauser and Stiensmeier-Pelster, 2002)
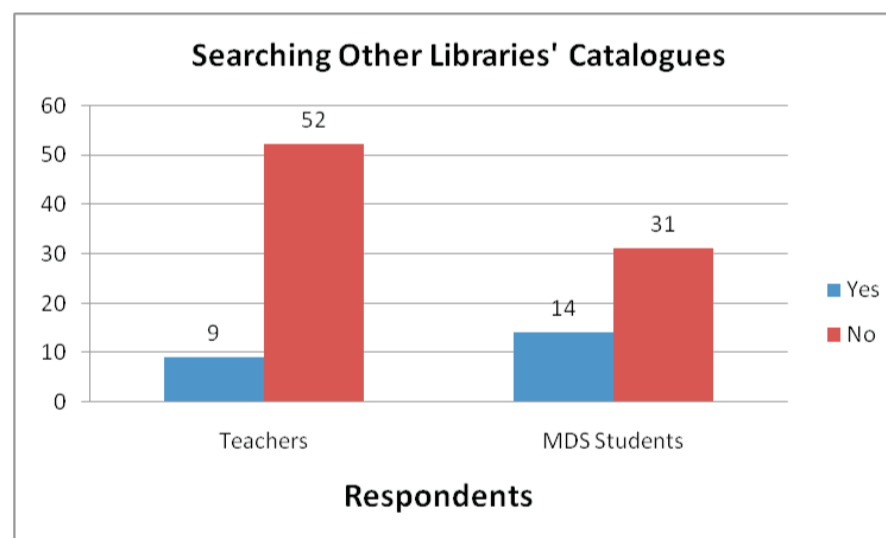
Figure 5. Searching Other Libraries' Catalogues

Figure 5 highlights that majority of the respondents are not interested in the catalogues of the other libraries. 09(14.75%) teachers and 14(31.11%) MDS students search the catalogues of other libraries. 52(85.24%) teachers and 31(68.89%) MDS students do not retrieve catalogues of other libraries. The reason of not using the catalogue of other libraries may be lack of ignorance or fulfill the need with own library.
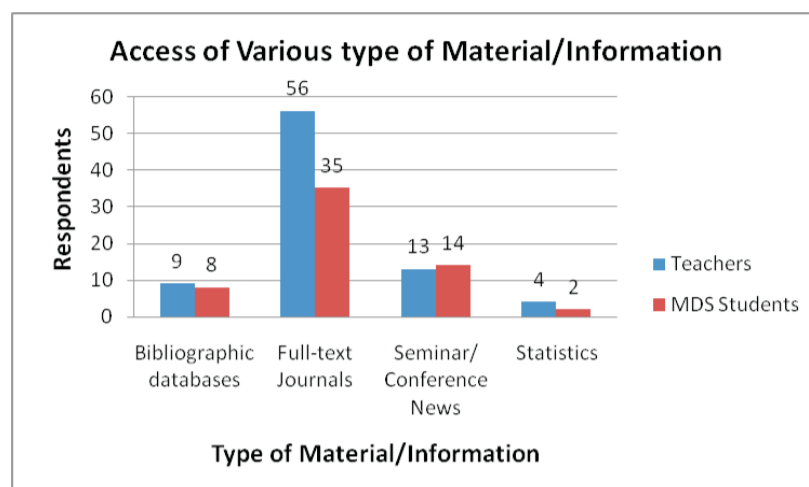
Figure 6. Access of Various type of Material/Information

Figure 6 reveals that full text journals are accessed by most of the respondents in SDDHDC. 56(91.80%) teachers and 35(77.77%) MDS students prefer to use full text journals whereas 13(21.31%) teachers and 14(31.11%) MDS students make the use of seminar/ conference News to get the desired material. Bibliographic databases and Statistics are used less by the teachers and MDS students in comparison to full text journals and seminar / conference News. Being able to retrieve full-text articles to the desktop is highly valued and expected, rather than exceptional (Beard, et al. 2007).

Table 2. Frequency of Use to Different Databases

Databases	Use Often		Use Sometimes		Never Use		Unfamiliar with resource or feature	
	Teachers	MDS Students	Teachers	MDS Students	Teachers	MDS Students	Teachers	MDS Students
EBSCO	24(39.34%)	36(80.00%)	17(27.86%)	5(5.11%)	11(18.03%)	2(4.44%)	06(9.83%)	2(4.44%)
Wiley-Blackwell	14(22.95%)	5(11.11%)	29(47.54%)	19(42.22%)	10(16.395)	18(40.00%)	06(9.83%)	6(13.33%)
Elsevier Science	24(39.34%)	17(37.77%)	23(37.70%)	15(33.33%)	09(14.75%)	9(20.00%)	-	2(4.44%)
BDJ	09(14.75%)	9(20%)	11(18.03%)	14(31.11%)	12(19.67%)	7(15.55%)	14(22.95%)	7(15.55%)
Science Direct	31(50.81%)	29(64.44%)	12(19.67%)	11(24.44%)	08(13.11%)	3(6.66%)	02(3.27%)	1(2.22%)
Springer	18(29.50%)	18(40.00%)	18(29.50%)	13(28.88%)	08(13.11%)	8(17.17%)	07(11.47%)	3(6.66%)
Pub Med	41(67.21%)	25(55.55%)	13(21.31%)	11(24.44%)	05(8.19%)	2(4.44%)	-	1(2.22%)
LWW	01(1.63%)		10(16.39%)	1(2.22%)	16(26.22%)	19(42.22%)	14(22.95%)	10(22.22%)
MD Linx	04(6.55%)	1(2.22%)	17(27.86%)	1(2.22%)	11(18.03%)	18(40.00%)	13(21.31%)	6(13.33%)
HINARI	15(24.59%)	33(73.33%)	10(16.39%)	4(8.88%)	13(21.31%)	5(11.11%)	09(14.75%0	2(4.44%)
Academic	15(24.59%)	6(13.33%)	07(11.47%)	1(2.22%)	11(18.03%)	14(31.11%)	11(18.03%)	5(11.11%)

BDJ=British Dental Journal, **LWW**=Lippincott Williams & Wilkins, **HINARI**= Health Inter Network Access to Research Initiative

Table 2 shows that often used database by the majority of the teachers are Pub Med, Science Direct, EBSCO, Elsevier and HINARI i.e. 41(67.21%), 31 (50.81%), 24(39.34%), 24(39.34%) and 15(24.59%) respectively, whereas MDS students use often Pub Med, Science Direct, EBSCO, Elsevier and HINARI are 25(55.55%), 29(64.44%), 36(80.00%), 17(37.77%) and 33(73.33%) respectively. Use of LWW is not frequent among respondents. Teachers sometimes use Springer and Wiley-Blackwell are 18(29.50%) and 29(47.54%) respectively while 13(28.88%) and 19(42.22%) MDS students use Springer and Wiley-Blackwell sometimes. In the similar study Dadzie (2005) found that scholarly databases i.e. Emerald, Academic Search Premier and Blackwell-Synergy are used by 18, 14 and 12 per cent respondents respectively. The students viewed more abstracts in Blackwell Synergy (Nicholas et al, 2009a).

Table 3. Reasons for Using E-Resources

Reasons for Using E-Resources	Teachers	M. Tech. Students
Time Saving	28(45.90%)	26(57.77%)
Easy to Use	10(16.39%)	14(31.11%)
More Informative	16(26.22%)	5(11.11%)
Less Expensive	8(13.11%)	5(11.11%)
More Useful	15(24.59%)	14(31.11%)

Table 3 elaborates that majority of the teachers MDS students prefer to use e-resources in comparison to traditional resources because almost 51% of them feel that e-resources are time saving, followed by more useful, i.e. 27.35% respondents further followed by easy to use and more informative i.e. 22.64% and 19.18% respondents respectively. 8(13.11%) teachers and 5(11.11%) MDS students expressed that e-resources are less expensive in compare to the traditional resources. The results from table 3 reveal that e-resources are much preferred by respondents due to their nature of being more informative, more useful, and less expensive. 59 per cent of respondents opined that e-resources offered easier access to information within a few minutes a similar number noted that e-sources provided access to a wide range of information (Kumar and Kumar, 2010).
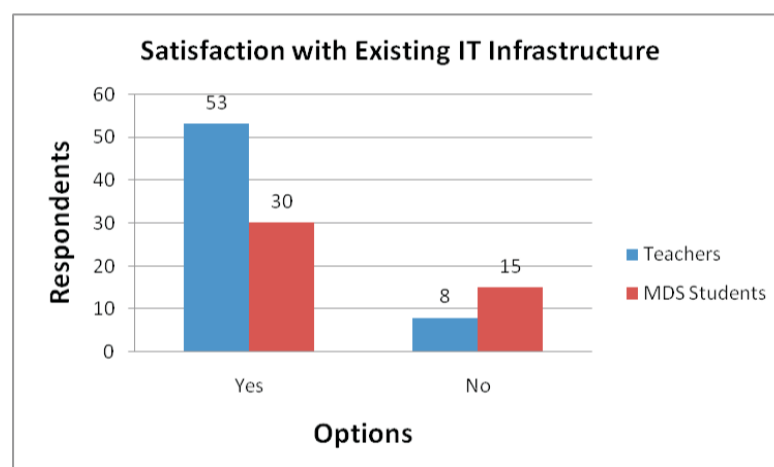
Figure 7. Satisfaction with Existing IT Infrastructure

Figure 7 shows that the majority of teachers 53(86.89%) and MDS students 30(66.67%) is satisfied with the existing IT infrastructure within the organization. Only 08(13.12%) teachers and 15(33.33%) MDS students are not satisfied with the IT infrastructure of the Swami Devi Dyal Hospital and Dental College. Sharma (2009) observed that the availability of e-resources on the GGS Indraprastha university campus is almost sufficient but the infrastructure to use these resources is not adequate. 66.67% faculty members and 38.37% research scholars were satisfied with the E-resources available in NASSDOC (Haridasan and Khan, 2009).
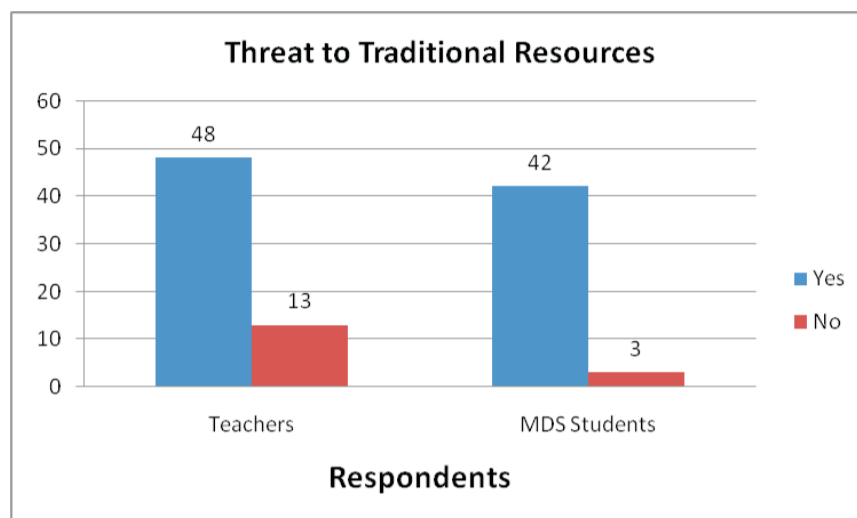
Figure 8. Threat to Traditional Resources

Figure 8 reveals that a majority of the teachers and MDS students i.e. 48(78.69%) and 42(93.33%) respectively feel that e-resources are a threat to traditional resources. But 13(21.31%) teachers and 03(6.67%) MDS students feel that e-resources are not a threat to traditional sources of information. The results of study show that in the cloud computing age, traditional sources have danger of existence. Bhatt and Rana, 2011 found that maximum respondents (professors/readers 54 per cent, lecturers 52.12 per cent and technical assistants 27.5 per cent) believed that e-resources are not substitute of library services
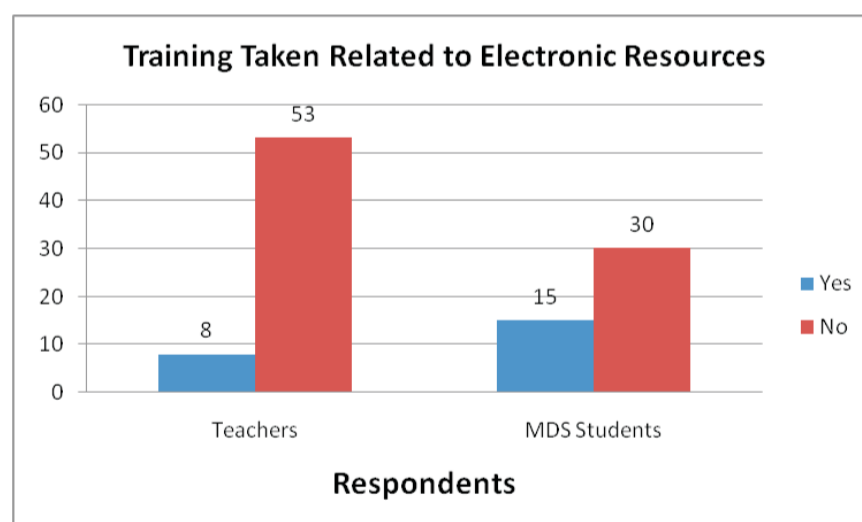
Figure 9. Training Taken Related to Electronic Resources

Figure 9 shows that majority of the respondents have not taken training to access the various electronic resources. 53(86.89%) teachers and 30(66.67%) MDS students didn't get any training to use electronic resources. 15(33.33%) MDS students and only 08(13.12%) teachers have taken training to access electronic resources. 49% respondents prefer to take guidance from friends to learn the methods of using e-resources (Kumar and Kumar, 2010). Figure 9 shows that majority of respondents have enough skill to retrieve the various e-databases.

CONCLUSION

Analysis of the study reflected that Swami Devi Dyal Hospital and Dental College library has

sufficient ICT infrastructure and resources. Almost 87% teachers and 67% MDS students are satisfied with the existing IT infrastructure and resources, they confidently use most of these resources. 90.56% respondents most prefer to use e-mail whereas 70.75% respondents prefer to use e-journals. EBSCO, Science Direct and Pub Med are the most used databases by the respondents and 85.84% respondents download full text journals. Search engine and e-journal gateway are the main tools to retrieve the desired material/information. 78.30% respondents didn't get any training to retrieve electronic resources, they are competent to use various resources easily. More than 84.90% respondents feel that e-resources are a great threat to traditional resources. It is understood that electronic databases are the immortal assets of libraries and users also demand transformed services. Time is to overcome the limitation and implement the ICT in libraries in an inventive way.

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