



Use of E-books and E-Journals in Some Pharmacy Colleges in Southern India: A Survey

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ABSTRACT

The purpose of this research is to see how E-books and E-Journals are used in the libraries of six Pharmacy colleges in southern India, and what factors determine how well they are used.

Methodology/Design/Approach: Interviews, questionnaires, and observations of chosen college libraries were utilised to collect data. Faculty awareness, availability of E-books and E-Journals, purpose, benefits, experience with E-books and E-Journals, preferred search techniques, degree of satisfaction with the use of E-books and E-Journals, preferred version of information resources, and problems encountered while accessing and using E-books and E-Journals were all topics covered in the study. **Findings:** It is clear from the study that the teachers are aware of and use E-books and E-Journals for their academic and research activities. **Originality/value:** This is a study of faculty use of electronic journals and books in college libraries.

Keywords: E-Journals, E-Databases, Electronic Resources, E- Information Resources.

I. INTRODUCTION

The general public is going in a variety of directions, and technology advancements that allow people to acquire information from a variety of sources particularly e-journals, digital books, e-databases, and so on, are the lifeblood of a foundation's and association's academic, research, and expansion activities, and this has prompted a greater interest in libraries in their change and support and effects of data and correspondence

innovation. Universities and other higher educational institutions have played a vital part in defining the fate of future social orders in recent years, and these e-journals and information databases offer indisputable advantages over print media.

II. REVIEW LITERATURE:

Sharma, Singh, and Sharma (2011)³ published an article titled "Usage and Acceptability of e-Resources in the National Dairy Research Institute (NDRI) and the National Bureau of Animal Genetic Resources (NBAGR) in India e-Resources were used in this article by faculty and research students from the National Dairy Research Institute (NDRI) and the National Bureau of Animal Genetic Resources (NBAGR). Bhat, Nazir Ahmad, and Ganai (2016)⁴ utilised a survey approach to obtain data for their paper "Impact of e-Resources on Budget Appropriation in Agricultural Libraries in Northern India." Across all seven libraries studied, a considerable amount of the approved funds is still spent on the purchase of printed textbooks; according to this analysis.Tamrakar and Garg (2016)⁵ discovered the frequency of e-Resource usage, information alert services, e-Resource awareness, and the goal of e-Resource usage as a result of their research. Natarajan (2017)⁶ writes on the "Use and Impact of e-Resources by Science Students of Jimma University, Ethiopia" in his essay. The primary findings were that 85.8% of students use e-Resources daily, 81.1 percent of students use e-Resources in a library, and 10% of students use e-Resources in a computer centre.



Reddy and Reddy (2017)⁷ in their study on "Utilization of e-Resources by the Engineering College Librarians in Acharya Nagarjuna University region, Andhra Pradesh," discovered that (28.6%) of engineering college libraries do not publicise e-resources.

In a study titled "Investigation and analysis of current use of e-Resources in university libraries," Shuling (2007)⁸ discovered that university libraries are the best place to access and use electronic information resources. At the Bengaluru Medical College and Research Institute Library, Kishore Kumar and Naik (2015)⁹ cooperated on a study titled "Usage of Wi-Fi Service among Users." The study's main objectives are to look into students' understanding of IT-related resources and the purpose of using Wi-Fi. Kishore Kumar and Naik (2015)¹⁰ conducted research on "Electronic Information Resources Utilization by Postgraduate Students of Bengaluru University Constituent Colleges." A survey technique was employed to achieve the study's goal. 68.08 percent of kids showed up, according to the findings.

"Faculty use of e-Resources in Bangalore, a survey of First Grade College Libraries was conducted. The usage of the internet for academic reasons was prioritised by 47 percent of faculty members. Kishore Kumar and Naik (2016)¹² published "Availability of information communication technology (ICT) infrastructure and Its Use in Nursing College Libraries Affiliated to Rajiv Gandhi University of Health Science, Bangalore: A Study." In 42 nursing college libraries, the study looked into the ICT infrastructure, the existing condition of digital libraries, the challenges of implementing library automation, and librarians' views the use of ICT.

III. SCOPE AND METHODOLOGY

The research focuses on the libraries of the Pharmacy colleges which are linked with the Rajiv Gandhi University of Health Sciences, in the Indian

state of Karnataka. The Government of Karnataka established this university. A well-designed questionnaire was created to collect information about E-books and E-Journals from college libraries. A total of 129 questionnaires were distributed throughout the faculties, with 97 completed questionnaires returned. The number of responses is 75.19 percent. To acquire the necessary material, they went to six different college libraries (mentioned in appendix-1) and interviewed 97 Associate and Assistant professors.

IV. OBJECTIVES OF THE STUDY

The main objectives of the study are:

- To know the availability and usage of E-books and E-Journals for faculties of Pharmacy colleges in Bangalore of Karnataka.
- To know the purpose and benefits of the use of E-books and E-Journals
- To find out the frequency of use of E-books and E-Journals by faculties of Pharmacy colleges in Bangalore of Karnataka.
- To find out the experience of use of E-books and E-Journals by faculties of Pharmacy colleges in Bangalore of Karnataka.
- To find out the preferred search techniques and preferred version of information resources used by faculties of Pharmacy colleges in Bangalore of Karnataka.
- To know the degree of satisfaction and problems faced while accessing and using E-books and E-Journals.

V. DATA ANALYSIS

The data collected by using different methods were analyzed, interpreted and presented in the following tables.

Gender Wise Distribution

The gender-wise distribution of faculties has been summarized in the form of Table-1.

Table 01 Gender Wise Distribution

Gender	Number	Percentage
Female	68	70.00
Male	29	29.90

Table-1 shows that of the 97 faculties, 68 (70.10%) is 'Female' and the remaining 29 (29.90%) are 'Male'.

Age-Wise Distribution

The age wise distribution of faculties has been summarized in the form of Table-2.



Table-2: Age Wise Distribution

Age (in years)	Number	Percentage
24-30	17	17.52
31-40	48	49.48
41-50	27	27.83
50 and above	05	5.15

Table-2 depicts the age distribution of the faculties. The age group ranges from 24 to over 50 years old. Of the faculty surveyed, 48 (49.48 percent) are in the '41-50 years' age group, 27 (27.83 percent) are in the '24-30 years' age group, 17 (17.52 percent) are in the '50 and above years' age group, and 5 are in the '50 and above years' age group (5.15 percent)

Teaching Experience Wise Distribution

The teaching experience wise distribution of faculties has been summarized in the form of Table-3.

Table 3 Teaching Experience Wise Distribution

Teaching Experience	Numbers	Percentage
1-5 Years	17	17.52
6-10 Years	48	49.48
11-15 Years	27	27.83
16 years and above	05	5.15

The teaching experience ranges from 01 years to above 16 years. Of the faculties surveyed 48 (49.48%) faculties have research experience of '6.10 years', followed by 27 (27.83%) have experience of '11-15 years', 17 (17.52%) have '01-05 years' of experience in doing teaching and 05 (05.83%) of

faculties have teaching experience of '16 years and above.

Access and Use of E-books and E-Journals

The access and use of E-books and E-Journals by the faculties have been summarized in the Table-4.

Table-4: Access and Use of E-books and E-Journals

Access and Use of E-books and E-Journals	Number	percentages
Yes	57	58.76
No	40	41.24

It is observed from the Table-4 that 57(58.76%) of faculties opine that they access and use E-books and E-Journals and 40 (41.24%) of faculties opine that they don't use E-books and E-Journals.

Purpose of Use of E-books and E-Journals

The purpose of use of E-books and E-Journals by faculties has been summarized in the form of Table-5.

Table-5: Purpose of Use of E-books and E-Journals

Purpose of Use of E-books and E-Journals	Number	Percentage
Research work	57	58.76
Teaching	40	41.24
Career Development	17	17.52
Current/Up to date information	48	49.48
Finding current/old literature	27	27.83
Preparing Seminar/Conference papers	05	5.15
Writing articles	57	58.76
Preparation of research proposals	40	41.24
Project work	17	17.52
Updating current knowledge	48	49.48
Others	27	27.83

(Note: Because of multiple-choice options the percentage is exceeds 100 %.)



The objective of faculty use of E-books and E-Journals is depicted in Table-5. E-books and E-Journals are used by 57 (58.76 percent) of faculties for research and article writing, followed by 48 (49.48 percent) for current/up to date information and updating current knowledge, 40 (41.24 percent) for teaching and research proposal preparation, 27

(27.83 percent) for finding current/old literature, and others.

Benefits of Use of E-books and E-Journals

The benefits that the faculties get due to accessing and using E-books and E-Journals have been summarized and presented in the form of Table-6

Table-6: Benefits of Use of E-books and E-Journals

Benefits	Number	Percentages
Time-saving	77	79.38
A better source of information	62	63.97
Improvement in the quality of academic work	52	53.60
Access to up-to-date information	47	48.45
Others	27	27.83

(Note: Because of multiple choice options the percentage is in excess of 100%)

Table-6 shows that 77 (79.38 percent) faculties have benefited primarily because it saves time, followed by 62 (63.97 percent) better sources of information, 52 (53.60 percent) access to up-to-date information, 47 (48.45 percent) improvement in the quality of academic work, and 27 (27.83

percent) for other benefits such as information available in various formats as needed, easy portability of electronic resources, and 24X7 access to electronic resources.

Frequency of Use of E-books and E-Journals

The frequency of use of E-books and E-Journals by the faculties has been summarized in the table-7.

Table-7: Frequency of Use of E-books and E-Journals

Frequency	Number	Percentages
Daily	20	20.16
Weekly	18	18.55
Fortnightly	14	14.43
Monthly	13	13.40
Occasionally	32	32.98

Table-7 reveals that 20 (20.16 percent) of faculty use E-books and E-Journals 'Daily,' 18 (18.55 percent) use E-books and E-Journals 'Weekly,' 14 (14.43 percent) use E-books and E-Journals 'Fortnightly,' 32(32.98 percent) use E-books and E-Journals 'Occasionally,' and 13(13.40 percent) use E-books and E-Journals 'Monthly.'

Duration of Use of E-books and E-Journals

The duration of use of E-books and E-Journals by faculties has been summarized in the Table-8.

Table-8: Experience of Use of E-books and E-Journals

Experience	Number	Percentages
Less than 1 year	2	2.06
1-3 year	24	24.74
3-5 year	23	23.71
More than 5 year	48	49.48

Table-8 shows that 48 (49.48 percent) faculties have been using E-books and E-Journals for 'More than 5 years,' while 24 (24.74 percent) have been using them for '1-3 years.' About 23 (23.71 percent) faculties have '3-5 years of experience with E-books and E-Journals, and 02 (02.06 percent) faculties have 'less than 1 year' of experience.

Preferred Search Techniques for Searching E-books and E-Journals

The preferred search techniques used by the faculties for searching and accessing pinpointed relevant E-books and E-Journals have been summarized in the form of Table-9.



Table-9: Preferred Search Techniques for Searching E-books and E-Journals

Preferred Search Technique	Numbers	percentages
Keyword	91	93.81
Author	91	93.81
Title	69	71.13
Journal name	51	52.57
ISSN	25	25.77
Others	5	5.15

(Note: Because of multiple choice options the percentage exceeds of 100%)

Table-9 shows that 91 (93.81 percent) of professors prefer keyword field search for searching E-books and E-Journals, followed by 69 (71.13 percent) who prefer title field search, 51 (52.57 percent) who prefer journal name search, 25 (25.77 percent) who prefer ISSN search, and 05 (05.15 percent) who

prefer search in fields like Publisher, Subject, Abstract, and so on.

Degree of Satisfaction with the Use of E-books and E-Journals

The degree of satisfaction obtained by the faculties with the use of E-books and E-Journals is summarized in the table-10.

Table-10: Degree of Satisfaction with the Use of E-books and E-Journals

Degree of Satisfaction	Frequency	Percentage
Extremely satisfied	23	23.71
Satisfied	30	30.92
Moderately satisfied	18	18.55
Slightly satisfied	21	21.64
Not at all satisfied	05	05.15

Table-10 shows that 30 (30.92 percent) of faculties are satisfied with the use of E-books and E-Journals, with 23 (23.71 percent) of faculties being extremely satisfied, 21 (21.64 percent) of faculties being slightly satisfied, 18 (18.55 percent) of faculties being moderately satisfied, and 05 (05.15 percent) of faculties being not at all satisfied.

Preferred Version of Information Resources

The preferred version of information resources used by the faculties to full fill their information needs has been summarized in the form of Table-11.

Table-11: Preferred Version of Information Resources

Preferred Version	Number	Percentages
Print versions	21	21.64
Electronic versions	31	31.95
Both print and electronic version	45	46.39

The Table-11 depicts that 45 (46.39%) of faculties prefer ‘Both print and electronic version’ of information resources, followed by 31 (31.95%) of faculties prefer ‘Electronic version’ of information resources and 21 (21.64%) of faculties prefer ‘Print version’ of information resources.

Problems Faced While Accessing and Using E-books and E-Journals

The faculties face several problems while accessing and using E-books and E-Journals. The problems faced while accessing and using the E-books and E-Journals are illustrated in Table-12.

Table-12: Problems Faced While Accessing and Using E-books and E-Journals

Problems	Number	Percentages
Poor connectivity (Low bandwidth)	83	85.56
Retrieval of irrelevant/ junk information	87	89.69
Frequent power failure	40	41.23
Server down or system problem	41	42.26
Unfamiliar file formats	12	12.37



Change in URL	15	15.46
Change of the content/ information	10	10.30
Non-availability of latest software	20	20.60
Unorganized information content	43	44.32
Lack of assistance from library staff	63	64.94
Using electronic resources often detracts from doing work	35	36.08
Lack of IT knowledge to effectively utilize the service/ e-resources	58	59.79
Others	08	08.24

(
Note: Because of multiple choice options the percentage exceeds of 100 %.)

Table-12 shows that when utilising E-books and E-Journals, 87 (89.69 percent) of faculties had problems retrieving irrelevant/junk material, followed by 83 (85.56 percent) having bad internet connectivity while using E-books and E-Journals. Lack of support from library workers, 63 (64.94 percent) Lack of IT understanding to successfully use the service/e-resources, 58 (58.45 percent) 41.26 percent of the time, the server is down or there is an issue with the system. Unorganized information material makes up 43.32 percent of the total. 35 (36.08 percent) say that accessing technological resources distracts them from their task. 20.60 percent) lack of access to the most up-to-date software to view, read, and write accessed data 15(15.46 percent) URL change, Unfamiliar file formats account for 12 (12.37 percent) of the total. Content/information has been changed by 10% (10.30%). Other factors such as a lack of IT understanding, a lack of time, or a change in the topic cause problems for 08 (08.24 percent) of professors.

VI. FINDINGS AND SUGGESTIONS

In the present study, the authors have provided a useful summary of the use of e-journals and -books by faculties of Pharmacy colleges in Karnataka. The major findings of the study and suggestions to improve the access and usage of E-books and E-Journals have been summarized below:

6.1 Findings:

1. 57 professors (58.76 percent) claimed they use and access e-books and e-journals.
2. For research and article writing, 57 (58.76 percent) of faculties use e-books and e-journals.
3. Faculty have benefited primarily because it saves time, followed by 62 (63.97 percent) better sources of information, 52 (53.60 percent) access to up-to-date information, 47 (48.45 percent) improved academic work quality, and 27 (27.83 percent) for other benefits such as information available in various formats as needed, easy portability of

electronic resources, and 24X7 access to electronic resources.

4. E-books and E-Journals are used 'Daily' by 20 (20.16 percent) of faculties, followed by 18 (18.55 percent) of faculties, 14 (14.43 percent) of faculties, 32 (32.98 percent) of faculties, and 13 (13.40 percent) of faculties.

5. Professors prefer keyword field search for searching E-books and E-Journals, followed by author field search, 69 (71.13 percent) prefer title field search, 51 (52.57 percent) prefer journal name search, 25 (25.77 percent) prefer ISSN search, and 05 (05.15 percent) prefer to search in fields such as Publisher, Subject, Abstract, and so on.

6. Professors are satisfied with the employment of E-books and E-Journals in 39% of cases (30.92%).

7. 45 (46.39 percent) of faculties favour print and electronic versions of information resources.

8. When it comes to E-books and E-Journals, 87 (89.69 percent) of professors have trouble with irrelevant/junk content, while 83 (85.56 percent) have a poor internet connection.

6.2 Suggestions:

- Identifying electronic journal and e-book non-users and making necessary steps to convert them into future users.
- To speed up the process of looking for and retrieving information, the Internet's speed should be increased.
- The institute should hold frequent seminars, workshops, and orientation programmes for teachers to keep them up to date on the latest technology.
- Faculty members should continue to develop their information-gathering skills to make greater use of the widely available E-books and E-Journals.
- The library should obtain both print and electronic copies of information resources until users are competent in accessing electronic resources.
- The library should give off-campus access to available electronic information resources, such



as E-books and E-Journals. This type of service is available.

VII. CONCLUSION:

The emergence of the internet altered how people obtain and spread information. E-resources, especially E-books and E-Journals, are excellent sources of information. This study looks at how faculty members at Pharmacy colleges in Bangalore, Karnataka, use e-books and e-journals. The comprehensive data, which included several elements of e-journal and e-book usage, was gathered using a well-structured questionnaire, informal interview, and observation approaches. The majority of faculty members have a positive mindset concerning the use of electronic books and journals. The enormous number of users, the wide range of frequency of usage, and the high appreciation for E-books and E-Journals all supported this. Faculty members favour both paper and electronic types of information resources. As a result, libraries should continue to provide access to all electronic and physical resources.

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