USERS ATTITUDE TOWARDS ELECTRONIC DATABASES IN ACADEMIC LIBRARIES OF UTTARAKHAND

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Abstract:

This paper discusses how college instructors use electronic databases to conduct research and teach in the classroom. It is discovered that 15% of them use these resources for research projects, while 62.50% of them use them for classroom instruction. Furthermore, it was shown that 13.34% of professors browse the internet for more than ten hours a day on average.

Keywords: User attitude, User studies, Search Behaviour, ICT, Electronic Database, Academic Library.

Introduction:

We are living in the Information Revolution and Explosion of Knowledge Era. There is an exponential increase in the availability of information every day. The availability and application of this knowledge determines a country's progress. The development of the internet and the capacity to access research materials and libraries from distant locations have also brought about significant changes by the end of the 20th century (Ramzan, 2004). This proliferation has a significant impact on the final result of education, both in terms of quantity and quality.

Objectives of the Study:

These are the following objectives of present study:

1.   To know the purpose for which the college teachers are using the electronic databases.

2.   To recognize the frequency of using electronic databases.

3.   To identify the most preferred search engine used by college teachers while browsing electronic databases.

4.   To find out the hindrance and problem faced by the teachers while accessing and using electronic databases.

Scope and Limitation of the study:

The present study is based on a sample of teachers from college in Uttarakhand. Data collected for this study is based on convenient random sampling.

Methodology:
A questionnaire was created to meet the stated objective of gathering data from the faculty sample in order to achieve the previously mentioned purpose. The objective of this study is to characterise how college

instructors approach electronic databases. As a result, the researcher used a survey approach using stratified random sampling to collect data, and descriptive statistics were employed to explain the results.

Analysis and Interpretation

The sample for the present study consists of 120 college teachers. Questionnaires were distributed in college and primary data were collected. Out of 120 college teachers, 86 were male and the reaming female. Again 70 respondents are of rural background and the remaining 50 are from urban areas.

Purpose of Using Electronic Databases

Electronic Databases is crucial for study since it provides access to a vast amount of content from around the globe. The table 1.1, arranged in priority order, lists the several reasons engineering college instructors use digital information resources:

Table 1.1 Purpose of Using Electronic Databases

SNo	Purpose	No. of User	%
1	Teaching	75	62.50
2	Notes	18	15.00
3	Project	15	12.50
4	Research	7	5.80
5	Seminar	5	4.20
Total		120	100.00

The aforementioned chart demonstrates that lesson preparation for in-class instruction (62.50%) is the primary reason engineering college teachers use the internet. The second major goal is to take notes in order to create instructional materials, such as notes that are transcribed in class (15%), above 12.50% for project work, 5.80% for Research, and roughly 4.20% for Seminar Presentation.

Frequency of Using Electronic Databases

Higher education also makes use of the internet as a communication and data-sharing tool. (Omotayo 2010; Jagbora 2003). Table 1.2 shows that less than five hours per week are spent on electronic databases by the majority of engineering college lecturers (64.60%). 26.68% of those who use electronic databases for five to ten hours a week come in second. Merely 13% of individuals utilise electronic databases for over 10 hours every week. This indicates that a significant portion of them rely more on traditional than on electronic databases.

Table 1.2 Frequency of Using Electronic Databases

SNo	Duration of Internet use	No. of User	%
1	Les then 5 hours	72	60.00
2	5-10 hours	32	26.66

| 3 | More than 10 hours | 16 | 13.34 |
| | Total | 120 | 100.00 |

Learned to Electronic Databases

Table 1.3 lists the most widely used techniques for learning the skills required to access digital information resources. Twenty percent of respondents learnt via trial and error, whereas 29.16 percent of respondents learnt through guidance from other teachers. 16.66% of the respondents learnt from teachers, 12.52% from self-directed learning, 10.83% from library personnel, 5.83 from computer staff, and others via online video tutorials.

Table 1.3 Learned Electronic Databases

S No	Learned Electronic Databases	No. of User	%
1	Trial and error	24	20.00
2	Guidance from otherstaff	35	29.16
3	Teachers	21	16.66
4	Self-thought	15	12.52
5	Guidance from library	12	10.83
6	Computer staff	7	5.83
7	Video tutorial (you tube)	6	5.00
	Total	120	100.00

Preference on Using Search Engine

The tool used to successfully conduct searches is a search engine. Therefore, it's important to determine how search engines are being used. According to Table 5, 45.83 percent of teachers use Google, whereas 21.66 percent of respondents use Yahoo. To find information on the Internet, 12.50% of respondents utilise MSN, 8.33% and AltaVista, while 11.66% use other search engines. According to the report, Google and Yahoo are the most used search engines.

Table 1.4 Preference of Using Search Engine

SNo	Search Engines	No. of User	%
1	Google	55	45.83
2	Yahoo	26	21.66
3	MSN	15	12.50

4	AltaVista	10	8.33
5	Any other	14	11.68
Total		120	100.00

Problems in Accessing Electronic Databases

Table 1.5 shows that 35.85% of teachers said that the biggest obstacle to using electronic databases is retrieving too much information. According to 26.66% of the teachers, having limited access to a computer terminal made it more difficult to access electronic databases.

Table 1.5 Problems of Accessing Electronic Databases

SNo	Hindrance	No. of User	%
1	Too much information retrieval	43	35.85
2	Time consuming	17	14.16
3	Limited access to a computer terminal	32	26.66
4	Lack of IT Knowledge to effectively utilisethe service	15	12.50
5	Using Digital resource often detracts fromdoing work	13	10.83
Total		120	100.00

Impact of Electronic Databases on Academic Development

The impact of Electronic Databases on academic growth is displayed in Table 1.6. According to 45% of the instructors surveyed, the main advantage of using electronic databases is having access to current and up-to-date material. The faster use of electronic databases was reported by 32.50% of the respondents, and 17.50% of them felt that it was easier. Fifteen percent believe it gives access to a greater variety

Table 1.6 Impact of Electronic Databases on Academic Development

SN.	Impact of Electronic Databases	No. of User	%
1	Access to current/up to-date information	54	45.00
2	Faster access to information	39	32.50
3	Easier access toinformation	21	17.50
4	Access to wider range	6	15.00

Total	120	100.00

Findings:

The data analysis produced the following conclusions.

1. The majority of engineering college instructors (61.60%) use the internet for instructional purposes.
2. Less than five hours a week are spent on average by engineering college instructors (60.00%) on digital information resources.
3. A sizable portion of engineering college instructors (29.16%) said they were taught how to use electronic databases by other educators.
4. Teachers at engineering colleges regard "Google" to be the most well-known search engine (21.66%).
5. PDF is the most commonly used information format among engineering college instructors.
6. Excessive information retrieval was discovered as a barrier to electronic databases.
7. 45% of respondents said they rely on electronic databases for academic advancement to get access to the most recent and relevant data.
8. The amount of time spent on electronic databases is rising quickly every day.

Conclusion:

In the twenty-first century, digital information resources have become essential to human existence. It has drastically altered how teaching and learning are done. The process of learning, which includes reading, comprehending, and obtaining information, has taken on new form thanks to information technology, which has altered how teaching and learning are done.

The aforementioned analysis shows that digital information resources are the most important for teaching and have emerged as a crucial component of information for a variety of purposes. The study makes it abundantly evident that using digital information resources can help with research and classroom preparation. This study aids librarians in creating and growing digital library services, acquiring electronic resources, and offering patrons of their libraries cutting-edge service.

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