

**FACULTY PERCEPTION AND ATTITUDE TOWARDS ELECTRONIC
RESOURCES AND SERVICES PROVIDED BY PRIVATE UNIVERSITY
LIBRARIES IN NATIONAL CAPITAL REGION: A STUDY**

Abstract

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ABSTRACT

1.1 INTRODUCTION

The libraries of private universities play a vital role in accomplishing higher education. Electronic resources (e-resources) are essential to the library for teaching, learning and research requirements of the faculty members and library users. In private universities library, electronic resources play a significant role in developing any new course curriculum, teaching, research work activities, and providing the faculty members with in-depth knowledge on the subject. The destination of giving faculty members worldwide admittance through reinforcing the facilities for sharing electronic resources on a 24x7 premise with state-of-the-art information. The library provides electronic resources that combine online databases, online journals, online books, and innovative/technical information resources for faculty. Therefore, evaluating the utilisation of electronic information resources subscribed to by the library has become an important priority.

The role of libraries in promoting these initiatives for teaching, learning, research, and extension activities in private universities is an initiative of higher educational institutions. Various initiatives taken by libraries, such as ICT tools and techniques, library networking, library websites, digital collection and development, online reference services, institutional repositories, Library OPAC, and digital literacy programs to promote higher education in the age of information communication technology, have been described.

The library is a growing organism; day by day, its collection and users will increase. We cannot store the universe of knowledge in one building or library. We can provide services to the number of library users, which is possible only through a digital library system, hence the need to convert libraries into digital libraries. The library should adopt emerging technologies to grow towards the digital transmission of current information by implementing various strategies for providing effective digital library services.

1.2 STATEMENT OF THE PROBLEM

The academic community widely uses electronic resources for enhancing teaching and research activities. Electronic resources play an essential role in disseminating current and evidence-based knowledge as they are the primary channels of faculty. Electronic resources also enhance the capacity of teaching & research and are widely used by them to carry out day-to-day innovative research activities.

Consequently, the current examination is an endeavour to consider the utilisation of electronic resources in the ten-excellence state-private universities in the Delhi NCR (India) and the current status of university libraries regarding their readiness to oversee electronic or digital library services. Numerous studies in the review of the literature revealed the utilisation of electronic resources in academic institutions. Nonetheless, private university libraries have never been the focal point of their investigation. Thus, to fill the information gap, this study has been grasped. Therefore, the present study's problem is entitled "**FACULTY PERCEPTION AND ATTITUDE TOWARDS ELECTRONIC RESOURCES AND SERVICES PROVIDED BY PRIVATE UNIVERSITY LIBRARIES IN NATIONAL CAPITAL REGION: A STUDY**".

1.3 OBJECTIVES OF THE STUDY

This study's main objective is to look into the perception and utilisation of electronic resources and services for the faculty community available library collection in private universities. The following are the objectives of the study:

- 1.** To find out the technological proficiency of faculty in the private universities in the National Capital Region.
- 2.** To know the pattern and purpose of using electronic resources by the faculty members in private sector universities in NCR.
- 3.** To identify the impact of electronic resources on the teaching and learning capacities of the faculty.
- 4.** To explore the major electronic resources helpful to support faculty members for teaching and research.

5. To identify the budgetary provisions offered by the private universities to their libraries.
6. To find out the major problems faced by the faculty members in using electronic resources in private universities in National Capital Region.

1.4 HYPOTHESES OF THE STUDY

Although the study objectives are clear, they may deviate from them as it progresses. Therefore, it is necessary to have a vision running through the objectives. The following null hypothesis (H_0) has been formulated for the present study. For this study, the following hypotheses are formulated to achieve the research objectives:

H₁: Majority of the faculty members are Techno-Savvy in the Private Universities in National Capital Region.

H₂: Most of the faculty members utilize the electronic resources at their chamber instead of visiting the library.

H₃: Majority of the faculty members use electronic resources for teaching and research purposes in their area of specialization.

H₄ The uses of electronic resources enhance the quality of teaching and research capacity of the respective faculty members.

H₅: The major problem of Private Universities is lack of trained manpower.

1.5 SCOPE AND LIMITATION OF THE STUDY

It is an attempt to study the use of electronic resources in-state-driven private universities located in the National Capital Region of Uttar Pradesh and Haryana. In the present study, state-private universities in the Delhi NCR region are covered under Section 12B of the UGC Act, 1956. A total of ten (10) state private universities have been selected under this category of high excellence universities, five universities are from Uttar Pradesh, and five are from Haryana state.

List of selected ten State Private Universities in the National Capital Region Covered Understudy:

S. No	Name of the University	University Website Link
1	Ashoka University (Sonipat-Haryana)	www.ashoka.edu.in
2	AMITY University (Noida-Uttar Pradesh)	http://amity.edu
3	Bennett University (Greater Noida- Uttar Pradesh)	www.bennett.edu.in
4	BML Munjal University (Gurgaon- Haryana)	https://www.bml.edu.in
5	Galgotias University (Greater Noida- Uttar Pradesh)	https://www.galgotiasuniversity.edu.in/
6	GD Goenka University (Gurgaon- Haryana)	http://www.gdgoenkauniversity.com/
7	Manav Rachna University (Faridabad- Haryana)	https://manavrachna.edu.in/
8	O.P. Jindal Global University (Sonipat- Haryana)	https://jgu.edu.in/
9	Sharda University (Greater Noida- Uttar Pradesh)	https://www.sharda.ac.in/
10	Shiv Nadar University (Dadri- Uttar Pradesh)	http://snu.edu.in

1.6 RESEARCH METHODOLOGY USED IN THE PRESENT STUDY

The researcher used a survey method to collect the data, keeping in view the stated objectives with the help of a structured questionnaire as the data collection tool. Preliminary data was collected using a detailed and well-organized questionnaire. The questionnaire was designed to ascertain the availability, accessibility, and use of electronic resources among faculty members in selected ten (10) private university libraries in the National Capital Region.

As we all have been suffering and badly affected by COVID-19 since March 2020. Therefore, the help of Google forms has taken for distributed an online questionnaire in the form of Google Forms to obtain the responses for the successful study conduct.

1.7 SAMPLING FRAME

The present study was conducted on a simple random method of 2273 (69 per cent) from the total strength of 3308 working permanently in 10 state private universities in Delhi NCR during the survey period.

1.8 DATA ANALYSIS

Once satisfied with the data collection, I process the completed questionnaire correctly to prepare for coding. A master excel table was designed to include all the information available in the questionnaire. Data processing was analysed using the software SPSS Statistics and MS Excel. In this study, an ANOVA test was applied to assess the significant relationship between the proportion of respondents using electronic resources for the purposes and the proportion of respondents satisfied with the coverage of electronic resources.

1.9 ORGANIZATION OF THE THESIS

The study has been presented in a total of six chapters, including all the subject elements. The thesis is divided into six (06) chapters. The parts of each chapter are labelled below:

Chapter 1: Introduction: This chapter briefs the study undertaken and begins with the basic concept of electronic resources and the background of the research. It includes the statement of the need of the study, significance, problem, objectives, hypotheses, scopes, research methodology, and limitations of the study, as well as the definition of terms.

Chapter 2: Review of Literature: This chapter reviews the published literature that has been presented in thematic and chronological order on accessing and utilising electronic resources and services. This exercise aimed to understand the existing trends, research gaps, findings, and problems to arrive at the proper perspective. The existing review of literature has been separated into six sections (i) Computer literacy to use of electronic resources, (ii) Awareness of electronic resources, (iii) Faculty acceptance of the usage of electronic resources, (iv) Use of electronic information resources in academic libraries, (v) Faculty attitude towards electronic resources: usage and impact, and (vi) Challenges of access electronic resources. The American Psychological Association (APA) 7th edition publication manual has been utilised for references and in-text citations.

Chapter 3: Electronic Resources: A Theoretical Structure: This chapter describes electronic resources and their background. The concepts, definitions, types, benefits, advantages, disadvantages, and challenges of electronic resources have been discussed in the chapter.

Chapter 4: Profile of Private Universities and Their Libraries: This chapter briefly details ten private universities and their libraries under study. Amity university, Ashoka University, Bennett University, BML Munjal University, Galgotias University, GD Goenka University, Manav Rachna University, O.P. Jindal Global University, Sharda University, Shiv Nadar University are from the ten excellence state private universities located in the Delhi NCR (India), have been used to represent the names of selected university libraries in this study.

Chapter 5: Data Analysis and Interpretation

This chapter deals with the analysis and interpretation of data collected through the survey. For the study, relevant data were collected through questionnaires, website visits, and personal observation analysis. SPSS software, MS-Excel, was used to feed the data to find the results and testing of hypotheses. The analysis of the responses received from the respondents and presented in the forty-nine (49) Tables and nineteen (19) Figures.

Chapter 6: Findings, Suggestions, and Conclusion

It discusses the findings, conclusion, recommendations and suggestions for the compelling usage of electronic resources and explores the extension for additional exploration. The chapter provides foresight on the significant recommendations of the study. Finally, the scope of future research is based on the essential tools and methodology adopted in this study. A bibliography and one appendix immediately trail this chapter.

1.10 MAJOR FINDINGS OF THE RESPONSES DERIVED FROM THE FACULTY MEMBERS

This part discusses the significant findings of the survey conducted among the faculty of the select universities under study as given below:

1. Participants of the study:

- Male faculty members of the respondents (66.3%), while female faculty members (33.7%) are the respondents. **(Ref. Table 5.2)**

2. Age- group of academic positions:

- The majority of the people who participated in the study were in the age, 141(6.2%), were in the age group of <30 years; 761 (33.5%) respondents were in the age group of 31-40 years; 1140 (50.2%) were in the age group of 41-50 years, and 231 (10.2%) respondents belonged to the above 50 years' age group respectively. **(Ref. Table 5.3)**

3. Level of awareness of electronic resources:

- The study found that the majority of the faculty members (61.4%) are extremely aware of the use of electronic resources. **(Ref. Table 5.8).**
- It has been found that (62.7%) of the assistant professor, (60%) of the associate professor, and (55.5%) of the professor were highly aware of the electronic resources that the library provides. **(Ref. Table.5.9)**

4. Medium of awareness tools to access electronic resources available in your library:

- Source to identify the electronic resources of awareness tools to access resources from the university website (24.6%), internet search (19.2%), and library OPAC (18.7%) were the most used tool for getting aware among faculty members of private universities covered under the study. **(Ref. Table 5.11)**
- Among the assistant professors, the total respondents (1079) are given priority to the electronic resources getting information through the university website. **(Ref. Table 5.12)**, it is also found that the revealed at OP Jindal university show that most respondents get to be aware of library OPAC (28.2%) from the university website (27%) **(Ref. Table 5.13).**

5. Proficiency in using ICT tools and services among faculty members:

- The study found that regarding proficiencies in using ICTs and other innovative tools, a large number of respondents (Assistant professor, associate professor, and professor) (67.1%) showed that they were competent and had significant knowledge of computer devices. The study found that faculty members working in private universities are greater extent, proficient. **(Ref. Table 5.14)**
- The study found that faculty members working in private universities are greater extent, proficient in other virtual communication devices, web browsers, and digital library systems. A large number of respondents use knowledge of computer hardware and software applications in their teaching and learning assignments, including output devices, input devices, and presentation software **(Ref. Table 5.14)**.

6. Purpose of using electronic resources

- The majority of the faculty members marked (1st) the first rank for (1897) research work. Faculty members (1816) respondents for teaching (2nd) second rank are aware of the purpose of using electronic resources. Whereas (1419) respondents marked, (3rd) the third rank are mindful of the intention to write research articles **(Ref. Table 5.16)**.

7. Frequency of use of electronic resources:

- It is found that most faculty members use e-journals (57.8%) daily, followed by (24.8%) of respondents who use electronic resources weekly. It indicates that most faculty members access library resources daily **(Ref. Table 5.17)**.

8. Location of access to electronic resources:

- It is found that the majority of the respondents (34.20%) access the electronic resources from the teachers' chamber, followed by (22.10%) from remote access from the university computer centre **(Ref. Table 5.18 & 5.19)**

9. Search methods used to access electronic resources:

- A maximum number (64.6%) of associate professors and (62%) of professors are using the primary search/ quick search method to access electronic resources most frequently, followed by assistant professors (53.4%) using the title advanced search method to access electronic resources often (**Ref. Table 5.22 & 5.23**)

10. Most useful preferences for accessing electronic resources:

- Preferences in accessing electronic resources majority of the respondents prefer to access e-journals, followed by e-books (**Ref. Table 5.24**). The faculty member uses electronic resources for research, teaching, and learning. It is revealed that most of the respondents use e-journals which are extremely useful and helpful (**Ref. Table 5.25**)

11. Impact of electronic resources:

- The majority of (97.1%) faculty members believe in the impact of electronic resources on teaching, research learning and course content materials. (**Ref. Table.5.26**)
- It is found that most state-private university faculty members are highly impacted by access to electronic resources in various activities. Positively influenced their teaching, research, learning, and course content. (**Ref. Table.5.27**)
- Impact of access to electronic resources on various activities It is concluded that the highest number of responses from faculty members (1943) stated that there is an impact on 'expedite the research process, followed by (1444) on 'access to current and up-to-date information (**Ref. Table.5.28**)

12. Factor to discourage the use of electronic resources:

- This study found that the majority of users experienced numerous issues when trying to access electronic resources and that the faculty were disappointed with the lack of awareness about e-resources, lack of training programs, unreliable internet connectivity, lack of trained staff or manpower, inadequate ICTs services and techniques, insufficient e-resources in my subject area, respectively are the challenges face by faculty. **(Ref. Table 5.32)**

13. Level of satisfaction:

- Most respondents reported satisfaction with using electronic resources (53.1%) and responded that they were 'satisfied' with the use of electronic resources and services provided by the library, followed by (31.2%) being 'delighted'. **(Ref. Table 5.36)**
- Most respondents reported satisfaction with using electronic resources (46.0%) and responded that they were 'satisfied with the quality and quantity of information provided by the library', followed by (38.4%) being 'delighted'. **(Ref. Table 5.38)**

14. Major facilities of libraries in private universities:

- The study found that the chosen university's library primarily focuses on providing facilities provided by the library for the proper use of electronic resources, thereby facilities provided by the library for the appropriate utilisation of electronic resources of the faculty. **(Ref. Table 5.48)**

1.11 TENABILITY OF HYPOTHESES

In light of the findings of the study, the tenability of the hypothesis is checked and presented below:

H₁: Most faculty members are Techno-Savvy in the Private Universities in National Capital Region.

There is a significant relationship between academic positions and the use of computer devices ($p < 0.01$), input and output devices ($p < 0.01$), storage devices (hard drive, USB, external memory) ($p < 0.01$), presentation software ($p < 0.05$), digital library system ($p < 0.01$), access of online accounts and profiles (research gate, google scholar) ($p < 0.01$), and virtual participation forums ($p < 0.01$). For example, the use of hard drives, USBs, and memory card is more common among the faculties in the NCR region. Furthermore, we establish that the faculties are used to (familiar) different windows operating systems such as Windows, Linux, Chrome OS, CentOS, etc.

Furthermore, we offer the exciting insight that there is no significant relationship between the academic position of the faculty and application software (MS-office) ($p > 0.05$), System software (macOS, Linux, and Android, Drivers, WinRAR) ($p > 0.05$), and web browsing access electronic resources ($p > 0.05$). This clearly states that faculties need to be more proficient in MS office and Database management because although they are familiar with the essential functions of excel, word, and PPT, the advanced use of excel still needs to be fully explored by these faculties. Hence, academic communities in higher education differ significantly in attitudes toward electronic resources. **(Table No.5.15)**

Hence, the hypothesis is proven, and using electronic resources by faculty members in private university libraries in Delhi-NCR is tech-savvy proficiency. *Therefore, Hypothesis- 1 is accepted.*

H₂: Most faculty members utilize the electronic resources at their chamber instead of visiting the library.

There is a significant relationship between faculty members and location to access electronic resources from the university library ($p < 0.01$), departmental lab/laboratory ($p < 0.01$), university computer centre ($p < 0.01$) and remote access/VPN ($p < 0.01$). Often faculty members access electronic resources by visiting university libraries, laboratories and computer labs. But meanwhile, due to the spread of COVID-19, the faculties have full access to the electronic

resources in the database through VPN/remote access from anywhere and anytime. Furthermore, faculty members are entirely dependent on remote access facilities to access the university library's subscribed online databases and journals, e-books, etc.,

Although the exciting insight is that there is no significant relationship between the academic position of the faculty and location to access electronic resources from the teacher cabin ($p>0.05$), the study observed that there is no significant relationship between the frequency of access to electronic resources for the teacher chamber of faculty members. However, now faculty members prefer to use electronic resources remotely/VPN facility. (**Table No.5.21**)

Hence, the hypothesis needs to be proven, and they utilise the electronic resources at their faculty chamber instead of visiting university libraries in Delhi-NCR. *Therefore, Hypothesis- 2 is not accepted.*

H3: The majority of the faculty members use electronic resources for teaching and research purposes in their area of specialisation.

ANOVA test proves a significant relationship between the respondents' academic category and their satisfaction level with the number of journals/databases made available and the number of electronic resources for teaching subjects' specialisation. There is a significant relationship between faculty members and electronic resources for teaching and research purposes in their area of specialisation ($p<0.01$).

The exciting insight, though, is that there is a significant relationship between the level of respondents and their electronic resources in my subject areas, viz., that I can confidently serve good knowledge to my students in the classroom, I can acquire new teaching methods/methodologies, I can innovative and speed up the research process, and I can feel the overall positive impact of electronic resources on my teaching and research. (**Table No. 5.44**)

Hence, the hypothesis is proved, and faculty members use electronic resources in their subject-specific areas in private university libraries in Delhi-NCR. *Therefore, Hypothesis- 3 is accepted.*

H4: The use of electronic resources to enhance the quality of teaching and research capacity of the respective faculty members.

ANOVA test proves a significant difference between the academic designation of the respective faculty and their use of electronic resources to enhance the quality of teaching and

research purposes in their area of specialisation ($p < 0.01$). The respondents should be timely briefed about the various electronic resources and services available in the library to enhance the quality of their teaching and research work. **(Table No. 5.47)**

Hence, the hypothesis is proved that respective faculty members use electronic resources to enhance teaching and research in private university libraries in Delhi-NCR. *Therefore, Hypothesis- 4 is accepted.*

H5: The major problem of Private Universities is the need for a more trained workforce.

There is a significant relationship between academic positions and the use of Inadequate ICTs services and techniques ($p < 0.01$), Inadequate collection of e-resources ($p < 0.01$), Lack of awareness about e-resources ($p < 0.05$), Insufficient time ($p < 0.01$), Lack of training programs ($p < 0.01$), Lack of skills ($p < 0.05$), Unreliable internet connectivity ($p < 0.01$), Lack of trained staff or workforce ($p < 0.01$), Insufficient e-resources in my subject area ($p < 0.01$) and Lack of coordination between library professionals and faculty ($p < 0.01$). **(Table No. 5.33)**

Since the ANOVA test shows a significant relationship among faculty members in factors that discourage access to electronic resources and services, there is an important relationship between academic status and lack of trained staff or manpower. Meanwhile, some university libraries are non-profit organisations and need better collections and resources but provide quality educational services to faculty members through skilled library staff trained to the best of their knowledge, ability, and skills. Therefore, library manpower is vital in providing exemplary educational service at the right time to achieve the organisation's goals.

Therefore, the hypothesis is proved that the following factors discourage access to electronic resources and services to faculty members in private university libraries in Delhi-NCR. *Thus, Hypothesis- 5 is accepted.*

1.12 CONCLUSION

The present study was conducted to assess the impact of access to available materials and electronic resources in well-established use by faculty members of private universities in the state. Therefore, universities must start regular training programs and seminars at regular intervals. The emergence of electronic information sources has provided vast opportunities for faculty members

to meet their information needs. Electronic resources have become an alternative tool for print media. Educational institutions should be equipped with the necessary electronic resources so their users can carry out their academic endeavours. Faculty opinions should also be considered while selecting electronic resources for subscriptions. This will add relevance and value to the source, make users more responsible for the money spent on resources, and boost the use of e-publishing to a great extent.

Incidentally, the period of this study passed through a period when the normal functioning of the entire world was severely affected, and educational institutions were no exception. The outbreak of COVID-19 resulted in the complete shutdown of offline teaching-learning across the country, resulting in increased online teaching-learning and use of e-resources. A fundamental change in usage patterns and information-seeking behaviour can be seen during this period. Due to the unprecedented and emergent circumstances imposed on all, everyone has realised the importance of e-resources for teaching, learning, and research. However, this time of crisis has also brought its benefits. Electronic resources have increased manifold, and hitherto ignorant people have now learned to use them in ways they could never have.

1.13 SUGGESTIONS FROM THE STUDY

One of the significant outputs of this research is that some suggestions were received from the respondents for increasing the use of e-resources which libraries can consider to serve their users better. These suggestions are presented below:

- i. There is an urgent need for advanced training for researchers using e-resources.
- ii. The use of library resources should be included in the research curriculum.
- iii. Regular orientation/information literacy/training programs should be organised.
- iv. Inter Library Loan (ILL) and document delivery services should be increased.
- v. There is a need for marketing library resources and services.
- vi. The library must provide an orientation program for electronic resources.
- vii. The availability and accessibility of online journals should be improved in the library.
- viii. Indexing should be done correctly or according to the year; papers with a higher impact factor should be given higher priority.
- ix. Faculty should be aware of different types of electronic databases and journals.

Therefore, training provides public digital libraries with open educational resources.

- x. An infrastructure should be developed for accessing electronic resources from anywhere.
- xi. It's very time-consuming to search for a particular domain. The Internet speed should be higher, or it should take much time to explore.
- xii. Improvement in the source of electronic journals is essential for more formal communication and alerts.
- xiii. Most of the critical articles are only in abstract form. The journals should be shown as full text in PDF format.
- xiv. All electronic resources should be open to increasing peer review and accessibility to academicians.
- xv. In India, all libraries should be connected through a common portal for sharing information and technology.

1.14 AREA FOR FURTHER RESEARCH

The present study is conducted on 'Faculty Perception and Attitude Towards Electronic Resources and Services Provided by Private University Libraries in National Capital Region: A Study' and based on this study following suggestions are made for further research:

- The present study may be extended to the following areas:
- To determine the other university faculty members' awareness and use of electronic resources.
- An Assessment of the use of electronic resources by UG & PG students of the central university libraries in India.
- Availability and use of e-resources in private universities of different states.
- To determine the medical university teaching faculties' awareness and use of electronic resources in Uttar Pradesh.
- Comparative study on the use of electronic resources among Deemed Universities in the National Capital Region in India.