Analytical Study on Utilization of Electronic Resources in Medical Field College

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Abstract - **We are all functioning in the Information Era. Knowledge is an ever-changing and limitless resource that touches all fields and walks of life. The rapid development in computer communication and technology (ICT) has resulted in innovative improvements in data processing, including a variety of options for handling a variety of data sources quickly and easily. As a consequence, e-resources have risen to the top of the list of new library reserves for meeting the diverse knowledge demands of pupils, instructors, and scholars in the shortest amount of time. Electronic services are the main components, and they have now become a standard feature of most university library collections. Access to e-resources has an effect not just on how students and academics do study, but also on how they utilize conventional libraries. Open, authoritative, trustworthy, precise, and timely medical knowledge is essential. Health libraries have become early adopters of electronic tools to deliver records and facilities due to the demands of medical practitioners for high-quality information. Electronic services are becoming an increasingly important part of today's educational system, especially in higher education. Due to the need for high-quality, authoritative, appropriate, correct, and timely knowledge by medical professionals, students studying in healthcare institutions must be aware of the numerous e-resources available and the best way to monitor and access them in order to promote their learning and evidence-based medical practice. The thesis examines how E-resources are used in Medical Field Colleges.**

Index Terms - **Electronic resources, Information communication technology, Students, Medical Colleges, etc.**

I.INTRODUCTION

1.1 Electronic resources

Electronic services (also known as e-tools) are digital assets that can be accessed through the internet. Materials that need machine access, whether from a personal computer, mainframe, or portable mobile device, are referred to as electronic services. They can be accessed locally or remotely through the Internet. The following are some of the more common types:

- E-books
- E-Journals
- Indexing and abstracting databases
- Full-text (aggregated) databases
- Numeric and statistical databases
- Reference databases (biographies, dictionaries, directories, encyclopedias, etc.)
- E-audio/visual resources
- E-images
- The World Wide Web (WWW)
- E-thesis

1.1.1 Advantages

Helpful in conducting research: - E-resources are a valuable platform for students and educators who are doing study. As opposed to looking for the same material on a screen, going to a library and searching through a card catalogue by hand may be time-consuming and wasteful.

Accessing information through electronic Libraries: - Open or restricted access web pages of colleges, and other web sites that are entirely open via the internet, are two types of electronic libraries that provide a significant benefit of obtaining material required by similar sites.

Data/ File storage through Cloud Computing: -Cloud storage allows you to outsource your IT needs to vendors over the internet. To fully leverage the possibilities, universities must adopt a technical approach to cloud service procurement as well as a cultural shift in how ICT is delivered and used in science, teaching, and management.

Submission of assignment through e-mail: -Students and teachers may communicate via e-mail even if they

are unable to meet in person. It allows educators to send out announcements like assignments or course syllabi without having to distribute paper copies.

1.1.2 Disadvantages

Aside from the advantages of using e-resources, a variety of publications have documented the negative effects of e-resources on university and college students, such as discomfort reading on a tablet, issues with internet connectivity and volume, inadequate infrastructure, a lack of proper expertise to utilize e-resources, and perceptional shifts as a consequence of the right to use rather than physical ownership, among other things.

Lack of reliability and quality of information: - Not all of the content on the Internet is relevant to schooling. Knowledge may come from a variety of outlets, some of which are obscure and untrustworthy. Since there is no quality monitoring, e-resources on the internet are not often supervised or controlled.

Plagiarism: -The proliferation of e-resources available on the internet encourages students to plagiarize other people's work and view it as their own. These tools are available for download and are completely free. Despite their ease of acquisition, the affordability of such a resource will be a critical concern.

Overload of information: - Because of the large amount of material on the internet, many scholars feel that they are overloaded with information, and many faculty and students surveyed report that this can be overwhelming for them.

Quality control issues with online information: - Part of what makes the issue of information overload so problematic is that not all of the information on the internet is of high quality, and there is no quality control mechanism to help parcel out the reliable from unreliable information.

Changes in work habits: -Reading from a computer screen, as well as the physical pain of eyestrain and hunched back that comes with it, are examples of changes in work patterns. Furthermore, several professors and students said that they prefer anything they can keep in their hands. Because of a mixture of these reasons, most online materials are printed out by faculty and students.

Financial constraints: - In their natural state, e-resources are costly. It would be expensive to download and print each post. This results in a net rise in economic and environmental prices, making it a comparatively costly way to obtain a single copy. Subscription costs are charged for certain e-journals. Any vendors' pricing schemes are confusing and restrictive, which can prevent libraries from using e-journals.

1.2 Use of E-Resources in Higher Education

E-resources play a significant role in promoting higher education and achieving educational goals. In the last five decades, the higher education sector has evolved at an unprecedented rate, and e-resources have been an inseparable part of the system. E-resources are a rich repository of knowledge for students who wish to supplement their daily school experiences with additional learning materials. There are several e-books, guide books, e-journals, interconnected hypertext texts, online help centres, professional opinions, and other study-oriented content that will make the learning experience even easier. "Furthermore, cloud storage has enabled students and researchers to still have access to their results.'' Higher education's utilization of e-resources allows for more student-centered learning environments. It does, however, cause some friction between parents and students. With the world increasingly shifting toward digital media and information, the value of e-resources in higher education is growing, and it will continue to expand and thrive throughout the twenty-first century.

II. REVIEW OF LITERATURE

Thanuskodi and Ravi (2011) Faculty and research scholars at Manonmaniam Sundaranar University in Tirunelveli were polled about their usage of electronic infrastructure. According to the results, 67.14 percent of the faculty were familiar with the use of e-resources. Hong Sinh and Thi Hong Nhung (2012) Users' behaviors are said to have an effect on use, including their purpose of use, preferred styles of services, search methods, instructions to learn how to search, and interests and difficulties in using the e-resource. According to a survey conducted by Central Vietnam National University, 87.5 percent of customers wanted full-text posts, although just 12.5 percent wanted abstracts.

Mr. G. Rajeshwar Kumar (2013) The N-List Project, its modules, the availability of e-resources through N-List, how to access these resources, and the structure and functions of these resources are briefly listed. The

study concluded that academic libraries play a critical role in promoting the usage of the internet, e-resources, and other library and information facilities by students and teachers alike. College libraries can host literacy and training events, as well as workshops, to teach students about how to find material from e-resources and how to get the most out of library resources and facilities. The N-LIST initiative has effectively closed a critical void in supplying college students with access to e-resources. Colleges can create e-infrastructures for information networks, and ample technical personnel and a computer operator would be hired to ensure the success of the initiative and to assist students in going outside the walls of their colleges' libraries. The N-List would be a blessing to college students and staff members in the future. According to Prangya and Rabindra (2013), knowledge is the most important ability for using e-resources. Open access web outlets (not subscription-based) are more common and usable than paying sources.

Dange, et al. (2013) Kuvempu University postgraduate students were polled about their awareness of and use of new information sources and resources. The results showed a substantial gap in digital information source knowledge, digital information services awareness, and digital information source use between previous and final year students. There is also a major gap in digital information source awareness, digital information services awareness, digital information sources use, and digital information services use among students in the arts, technology, and college. However, there is no substantial variation in digital information service use or digital information source knowledge between previous and final year students. There is no substantial gap between male and female students' use of traditional knowledge sources, understanding of digital information resources, and use of digital information services.

Nemati Anaraki and Babalhavaeji (2013) Three Iranian universities found that while students are unaware of the existence of e-resources at their schools, they are more likely to use general search engines to satisfy their knowledge needs. Just 16 percent of the respondents said they were well acquainted with the available services, indicating that lack of knowledge of the resources was their most serious issue.

Intas et al. (2017) observed that the students who were more computer literate were more likely to use e-journals than those who were less or lack of computer skills. Ota, Azuma, and Nishimura (2017) observed that internet access was one of the factors that affect the continuing education of nurses in Japan and that only 8.6% of Japanese nurses access the internet at work and 2% do not have access either at home or work.

Sadoughi, Azadi, and Azadi (2017) identified the barriers on nurses' use of electronic evidence-based literature found that the 81% of the respondents do not having enough time to search electronic information and that 66% lack of searching skills.

Vilgi K. S. and Dr. Shibu Ray S. (2018) assess the use of e-resources by students and teachers of Federal Institute of Science Technology. A sample of 240 members was studied through questionnaire method. The study revealed that 2/5th of them prefer to use both print and electronic format, purpose of 2/5th is to support the academic work, 2/5th of them opined as easy to use and one third are using e-resources daily. E-journals are the most frequently used type of e-resource, IEEE Explore database is used most followed by J-Gate, slow speed is the main barrier in its use. Study suggests some measures to increase the effective utilization of e-resources.

III. OBJECTIVES OF THE STUDY

The main objectives of the Research study are stated as follows:

1. To find out the awareness, purpose and utilization of users about available e-resources.
2. To analyze the usage of e-resources by faculty members of medical colleges.
3. To analyze the level of satisfaction with the information accessed by the users through the available e-resources.

IV. RESEARCH METHODOLOGY

The study is purely descriptive of nature. We created a standardized questionnaire that included nearly all of the main topics, and copies of the questionnaire were circulated to faculty members at a few medical schools. In order to obtain more straightforward, precise, and pinpointed answers to the mentioned queries, we directly aided and interviewed. Faculty

members and librarians were given questionnaires to fill out. When circulating questionnaires, precaution was taken to ensure that faculty from all medical schools, as well as people of various ages and genders, were properly reflected in the community. The analysis survey has a sample size of 180 respondents.

V. ANALYSIS AND INTERPRETATIONS

5.1 Demographic Profile of the Respondents
Table 1: Demographics of the Respondents

Particulars		No. of Respondents	% of the Respondents
Gender	Female	52	28.89
	Male	128	71.11
Age	46-50	15	7.5
	41-45	29	14.5
	36-40	40	20
	31-35	62	31
	25-30	54	27
Qualification	Research Scholars	74	37
	Super Specialty	54	27
	Under Graduate	27	13.5
	PG Students	45	22.5

5.2 E-resources Awareness
Table 2. Awareness about E-resources

Particulars	Non-Aware Respondents	Aware Respondents
Female	116 (90.62%)	10 (19.24%)
Male	42 (80.76%)	12 (9.38%)
Total	158 (87.77%)	22 (12.23%)

Table 2 depicts the respondents' knowledge of e-resources accessible via the library. Just 80.76 percent of female respondents were aware of the availability of e-resources, while 90.62 percent of male users were aware of the availability of e-resources. Male respondents are more knowledgeable regarding e-resources than females, as can be shown.
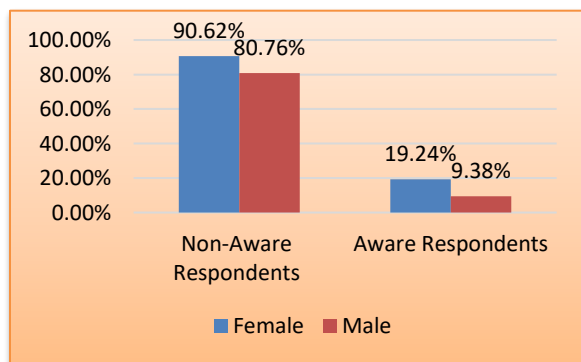

Figure 1. Awareness about E-resources

5.3 E-resources Preference Level of Using
Table 3. Preference level of using E-resources

Particulars	No. of Respondents	% of the Respondents
Print	59	32.78
Electronic	86	47.78
Both	35	19.44
Total	180	100.00

The results show that 47.78 percent of respondents choose to use only electronic versions of information, while only 32.78 percent choose to read written versions of information. Nevertheless, 19.44 percent choose to use both electronic and printed versions of information.
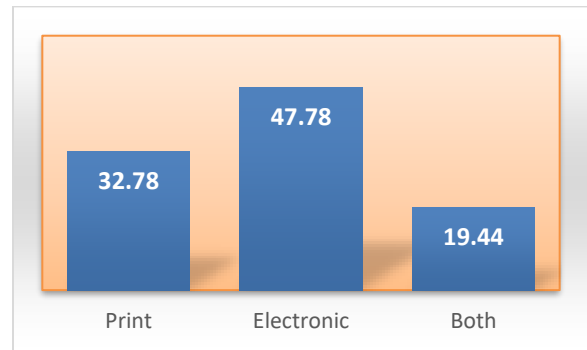

Figure 2. Preference level of using E-resource

5.4 E-resources Using Purpose
Table 4. Purpose of using E-resources

Particulars	No. of Respondents	% of the Respondents
For update subject knowledge	81	45.00
For studying course work	112	62.22
For research work	93	51.66
For teaching	42	23.33
Any other works	29	16.11
For writing papers	138	76.66

Table 4 shows that the majority of respondents (76.66 percent) use e-resources while writing articles. E-resources are used by 62.22 percent of respondents for learning their course work and 51.66 percent for analysis. Just 16.11 percent of respondents use e-resources for other purposes such as exams. 45 percent of respondents use e-resources to improve content information, 23.33 percent use e-resources for training, and just 16.11 percent use e-resources for other purposes such as exams.

5.5 E-resources Using Frequency
Table 5. Frequency of using E-resources

Particulars	No. of Respondents	% of the Respondents

Weekly twice	38	21.12
Daily	42	23.34
Monthly	12	6.66
Weekly	88	48.88
Total	180	100.00

How much do you use e-resources, as an answer to the question? Respondents have expressed themselves in a variety of forms (Table-5) The majority of respondents used e-resources on a weekly (48.88%), regular (23.34%), and weekly occasionally (48.88%) basis (21.12 percent). Just 6.66% of respondents used e-resources on a monthly basis.

5.6 E-resource Learning Usage Skills Methods

Table 6. E-resource Usage Skill learning Method

Particulars	No. of Respondents	% of the Respondents
Self-study / Instruction	42	23.33
University Training	94	52.23
External Sources	8	4.44
From Friends	36	20.00
Total	180	100.00

Table -6 indicates that more than half (52.23 percent) learned how to use an online journal by university preparation, 23.33 percent through self-study, and 20% through friends. Just 4.44 percent obtained their talents from outside outlets.

5.7 E-resources Pattern of Usage

Table 7. Use Pattern of E-resources

Particulars	No. of Respondents	% of the Respondents
Take Printout	98	54.44
On computer screen	87	48.33
Download in storage devices	127	70.55

Note: Total sample exceeds the required size since the questions are multiple choices

Respondents were asked to describe how they utilize e-resource materials. According to the findings, the bulk of users (70.55%) copy material to storage units. Printouts from e-resources was used by 54.44 percent of respondents, while 48.33 percent utilize the display screen.

5.8 E-resources Accessing Difficulties

Table 8. Resources Accessing Difficulties

Particulars	No. of Respondents	% of the Respondents
Coverage on E-resources is not suited to my research area	87	48.33
Not many E-resources available in my subject	108	60.00
Time consuming	78	43.33
No assistance provided by the information professionals	71	39.44
Lack of training	64	35.55

Note: Total sample exceeds the required size since the questions are multiple choices

Despite the fact that e-resources have become a popular source for scholarly and study groups, the majority of consumers claim to have difficulty using them. Table-12 lists the particular issues that consumers have encountered. The majority of respondents are dissatisfied with the availability of enough e-resources in their topic, followed by coverage of e-resources that is not tailored to my study environment, time intensive, no assistance from information professionals, and a lack of preparation.

5.9 E-resources Assessment Satisfaction

Table 9. E-resources Assessment Satisfaction

Particulars	No. of Respondents	% of the Respondents
Satisfied	49	27.22
Highly satisfied	91	50.56
Not satisfied	18	10.00
Average	22	12.22
Total	180	100

A query was posed to determine how satisfied consumers were with the system for accessing e-resources. The plurality of respondents, 50.56 percent, are extremely pleased with the library's system for accessing e-resources at various tiers, whereas just 10% are dissatisfied.
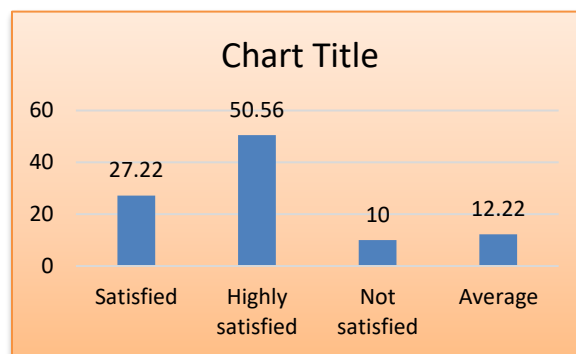

Figure 3. E-resources Assessment Satisfaction

E-resources are accessible from anywhere at any time, provide accurate information at the right time, and have become widely used tools in medical literature and patient care education today, with advantages over traditional educational resources.

VI. CONCLUSION

Today's educational environment is inextricably linked to the internet and e-resources. The academic community, especially faculty members, is becoming

increasingly reliant on the internet, e-resources, and services for numerous educational and research purposes. Electronic formats are also usable with all types of medical records. In the medical student group, e-resources play a critical role in knowledge access and exchange. In comparison to conventional services, e-resources hold medical students up to date. The aim of this study is to learn about the trends of e-resource use among associates in medical schools. ''The study shows that the younger generation has embraced electronic services, however the amount of regular use of e-resources by consumers has been determined to be at an optimal stage.'' The study shows that whilst the provision of e-services on campus is almost ample for all existing disciplines, the technology for accessing the resources is insufficient and potentially hinders the opportunity to satisfy the needs of students. It also revealed that the majority of students and academics depend on e-resources to obtain desired and appropriate knowledge. However, it was discovered that the functional applications of e-resources are not worth the expenditure produced in obtaining them.

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