

USE OF LIBRARY AND ELECTRONICS RESOURCES BY HISTORY STUDENTS IN DISTRICT SRINAGAR: A SAMPLE SURVEY

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Abstract:- History is an important subject and plays a very vital role when it comes to shaping of our society. It is the study of past events which plays a vital role in preparing us for the future. The value of history cannot be underestimated and the study of history is not irrelevant as some people project it to be. The purpose of this study was to investigate history students' studying in district Srinagar of Kashmir valley attitude towards use of library and electronic resources. During the last few decades, the whole world has observed tremendous changes, especially in the field of Information and Communication Technology (ICTs). Today libraries are shifting their role from caretaker of traditional print resources to the provider of service oriented digital information resources. With the advancement of ICT, increased use of computer networks, rapid growth of information explosion and growth of internet, libraries are going to adopt new ways and means for information storage, retrieval and dissemination of information for sustenance in this information age. In this paper, two hundred College students from history subject were randomly selected from different colleges of Srinagar district to know their attitude towards use of library and electronic resources using a well-designed questionnaire. The data collected was analyzed using standard statistical tools and the results obtained were presented in different tables. The result of the study indicated that the students showed positive attitude towards use of library and electronic resources. It is concluded from our study that there is an urgent need of giving mass awareness on importance of E-resources to the students.

Keywords: E- Resources, Library services, Internet, College Students, Attitude.

1.0 Introduction

History tells us who we are, where we came from and an understanding of our own story. It gives us the background to our ancestors and an appreciation of how we have got to where we are. We are not born in isolation nor can we live in it. We are a product of our background, our environment and social community. An understanding of shared histories bring communities closer by having and recognizing a shared heritage, culture and traditions, giving people a greater sense of belonging and thus sense of responsibility to each other. It is precisely when people do not feel they belong or have any responsibility to themselves or others that social problems arise. Further, an understanding of History gives us a tolerance of others and their opinions. It enables us to understand the cultures and beliefs of people different to us. By understanding their background and history we recognize the reasons why people act in the way they do. Percy Shelley said, "The more we study the more we discover our ignorance". History broadens the mind. The more we know the more we want to find out and the more we start to realize that the world is a complex place. History is a subject that is an integral part of the Kashmiri school curriculum. It is taught in various colleges as well as in Universities of Jammu and Kashmir. Studying history is essential because it allows us to know our past, which in turn allows to understand our present. If we desire to know how and why our world is the way it is today, we have to look to history for answers. People frequently say that "history repeats itself," but if we study the successes and failures of the past, we may, perfectly, be able to learn from our mistakes and evade repeating them in the future. Studying history

can provide us with insight into our cultures of origin as well as cultures with which we might be less familiar, thereby increasing cross-cultural awareness and understanding. One of the best ways to get to be familiar with a historical place and time is by reading accounts written by people who lived during that time. We usually think of primary sources as original documents from the historical period we are researching but primary source materials is not always a simple one. Primary sources which we consult are: Autobiographies and memoirs, Letters and correspondence, Original documents, such as vital records, Photographs and recordings, Records of an organization, Newspaper or magazine articles that are written at the time of an event, Journals and diaries, Speeches, Artifacts. The society today tends to place high priority on sciences and technology, therefore, students are looking for 'marketable' subjects that can open doors for them in the current job market locally as well as globally once they complete their studies. There are studies which show attitude of students towards history subject (Nasibi, 2015). Today, information technology has witnessed a rapid growth and has influenced every field/subject. One of the best ways to understand a particular historical period is by researching how people lived during that period. Where did they live and what kind of clothing did they wear? What foods did they enjoy and what did they do for entertainment? What kind of schools did they attend? How did they earn a living? The answers to these questions will tell us a great deal about a civilization. Information technology gives opportunity students to learn more about history. Different websites provides vast knowledge about world history so information technology plays significant role among history students/scholars in studying history subject. Designed for students and teachers, the Internet Modern History Sourcebook is a vast site covering modern world history. Primary sources, maps, interdisciplinary topics, images, and multimedia sources including music are included in it. The use of Information and Communication Technology (ICT) in the educational environment has make it easy access to many electronic resources and sharing of information has significantly increased. The popularity of information sharing has brought various benefits in these resources can be used at any time and location. The electronic resources plays a important role in facilitating access to the required information to the user in the library. These resources is one of the emerging environment in libraries and information communication in the competitive services. E –resources includes e-books, e-Journals, articles, newspaper, thesis, dissertation, databases and CD-ROMs, which are likely to be the alternative to the print media. The familiarity and use of electronic information resources in the libraries for rapid development is necessary and important (Adeniran, 2013). Realizing the importance of the electronic resources Dadzie (2005) stated that electronic resources are invaluable research tools that counterpart the print based resources in a traditional library setting. According to her include their benefits includes: access to information that might be restricted to the user due to geographical location or finances, access to more current information, and provision of extensive links to additional resources of related contents. The rapid growth of new technologies has changed the communication process and reduced the cost of communication for individuals. Electronic information sources can be seen as the most recent development in information technology and are among the most powerful tools ever invented in human history. Electronic information sources are becoming more and more important for the academic community (Kumar and Kumar, 2008). In view of the literature discussed, we choose the present study to access the attitude of history students towards library and electronic resources.

2.0 Objectives

The main objectives of this study are as under

- a) To access the use of different e-resources among history students
- b) To examine attitude, behaviour and cognition among history students.
- c) 3 To examine the level of satisfaction about facilities of e-resources offered by the library

3.0 Methodology

The present study included 200 students from history subject selected at random from different educational institutions of the District Srinagar of Kashmir valley. To collect information a well-designed questionnaire was prepared keeping in view the literature available on the topic. Each participant selected at random was asked to fill out a questionnaire which asked questions about their residence, education back ground of parents, source used for learning IT etc. The participants who participated in this study were given a verbal explanation regarding the purpose of the study and were assured that confidentiality would be carried out throughout this study. The subject that was the focus of this study was use of library and electronic resources by history students. The data collected were tabulated and analyzed with the help of standard statistical tools.

4.0 Research Hypothesis

Hypothesis: There is no association between male and female students in case of usage of library and electronic resources used for learning purpose and entertainment. To test this Hypothesis, we use chi-square test (with usual notations) as given by

$$X^2 = \sum_{i=1}^2 \frac{(o_i - e_i)^2}{e_i}$$

Where, $X^2 \sim \chi_1^2$, o_i and e_i are observed and expected frequencies. We reject H_0 if

P-value is less than specified level of significance.

5.0 Results and Discussion

The data presented in Table 1 shows the distribution of study population as per the characteristics Gender, Family status, Economic status, Residence, Education Status of parents and IT facilities available. It is observed that majority of the male as well as female respondents were from middle class families, living in urban areas, parents 10+2 and having Mobile with internet facilities. Statistically, nonsignificant difference was observed between male and female respondents ($p > 0.05$).

Table 1: Characteristics of the studied population

Characteristics	Category	Male n=100	Female n=100	Chi-square	P-value
Economic Status	Lower Class	14	11	0.411	>0.05
	Middle Class	86	89		
	Upper Class	0 (0)	0 (0)		
Residence	Urban	91	89	0.222	>0.05
	Rural	09	11		
Parents Education	10+2	39	43	0.847	>0.05
	UG	27	29		
	PG	34	28		
IT Facilities Available	Laptop	29	30	0.776	>0.05
	Desktop	13	17		
	Mobile	58	53		

The data presented in Table 2 shows that in case of male respondents (32%) use IT resources daily, (27%) use IT based on need/mood, (24%) respondents use IT resources 2-3 times in a month and (17%) use IT 1-2 times in a month. In case of female respondents (37%) use IT based on need/mood, (29%) use IT resources daily, (19%) respondents use IT resources 2-3 times in a month and (15%) use IT 1-2 times in a month. Statistically, nonsignificant difference between male and female respondents is observed ($p > 0.05$). Further, in case of gadget(s) used as e-resources, majority of male respondents (55%) use mobile, followed by laptop (39%) and in case of female respondents 41% use laptop followed by 35% who use mobile as e-resource. Statistically, there is a nonsignificant difference between male and female respondents with respect to characteristics gadget(s) used as e-resources. Finally, in case of variable time spend in library a good percentage male 27% and female 34% rarely visit library, 29% male and 23% female students visit library daily. The respondents reported that due to disturbances we generally prefer to study at home. It is encouraging students encourage book reading than studying continuously via computer. Statistically, there is a nonsignificant difference between male and female respondents with respect to characteristics time spend in library for studying. The results obtained in this study are in agreement with the earlier studies (Bhat, 2015).

Table 2: Use of Library and Electronic Resources for learning purpose

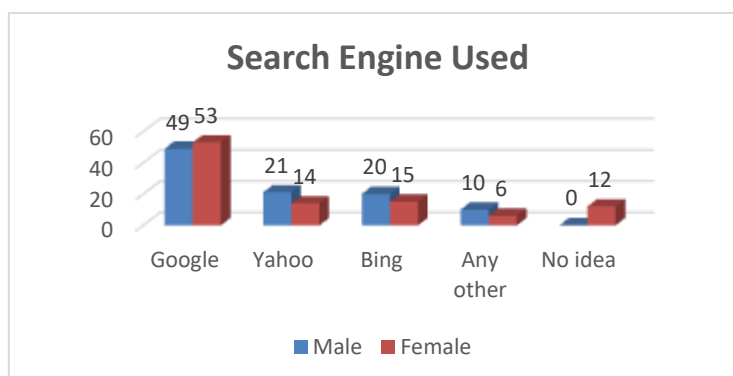
Characteristics	Type	Male (n=100)	Female (n=100)	Chi-square	P-value
Use of IT Resources	Daily	32	29	2.416	>0.05
	2-3 times in a week	24	19		
	1-2 times in a month	17	15		
	Based on Need/Mood	27	37		
Gadget(s) for Browsing E-resources	Desktop	23	19	2.622	>0.05
	Laptop	39	41		
	Tablet	06	05		
	Mobile	55	35		
	Any other	0	0		

Frequency of Library use	Daily	29	23	2.166	>0.05
	Weekly	23	26		
	Fortnightly	14	12		
	Monthly	07	05		
	Rarely	27	34		

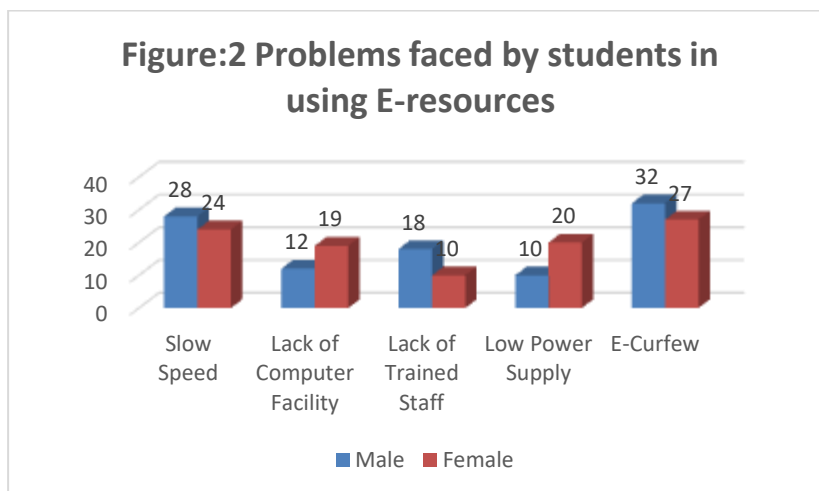
The data presented in Table 3 shows that in case of attitude statements (i) and (ii) statistically there is a nonsignificant difference between the male and female respondents ($p>0.05$). In case of behaviour statements (iii), (iv) and (vi) statistically there is a nonsignificant difference between the male and female respondents ($p>0.05$). Finally, in case of cognition statements (viii), (ix) and (x), statistically there is a nonsignificant difference between the male and female respondents ($p>0.05$). Majority of the male as well as female students were of the opinion that reading books gives more pleasure than studying from e-resources. The results obtained are in agreement with the earlier studies.

Table 3: Attitude, Behaviour and Cognition of history students towards e-resources

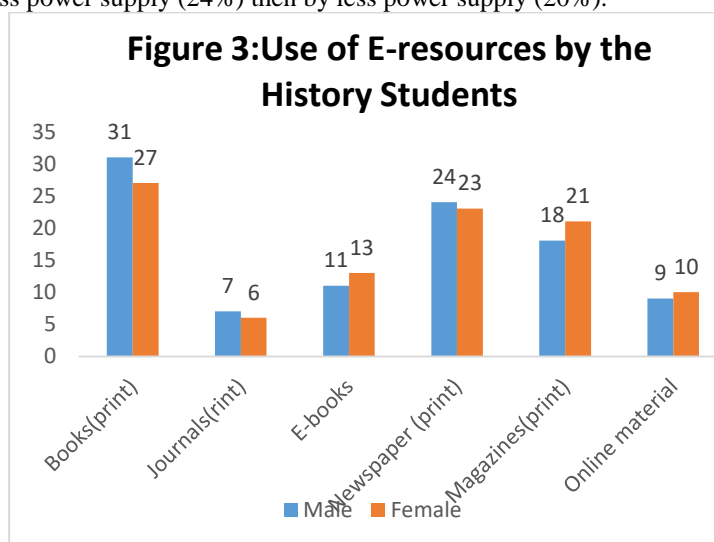
Characteristics	Male n=100		Female n=100		Chi-square	P-value
	Yes	No	Yes	No		
Attitude						
i) I believe that IT gives me opportunities to learn many new things	94	06	91	09	0.649	>0.05
ii) Learning the Internet is enjoyable	93	07	89	11	0.977	>0.05
Behaviour						
iii) Internet is important for students to access and share more information	89	11	86	14	0.411	>0.05
iv) Every student should be able to know how to use e-resources	94	06	91	09	0.649	>0.05
v) IT makes me more effective learner	74	26	59	41	5.050	<0.05
vi) I use IT to communicate and share with information with my colleagues	77	23	69	31	1.624	>0.05
Cognition						
vii) IT allows me to have all the information I need for my studies	63	37	48	52	4.555	<0.05
viii) I believe that IT makes the study activities more interesting	82	18	73	27	2.323	>0.05
ix) IT gives me control over things I want to do in my studies	67	33	59	41	1.373	>0.05
x) I learn more from IT than I do from books/library	57	43	47	53	2.003	>0.05



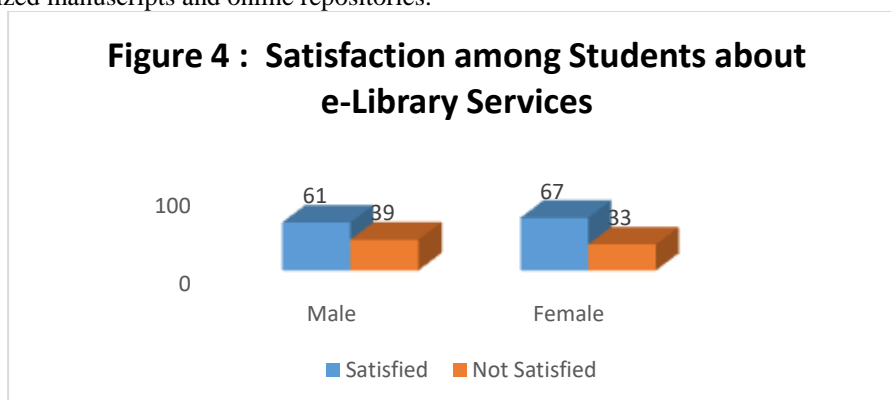
The data presented in Figure 1, reveals that majority of the students use Google, Yahoo and Bing search engines for searching their study material. The results are in agreement with the earlier studies (Lone, 2012).



The data shown in Figure 2, presents the problems faced by students in using e-resources. It is noticed that in case of male respondents 32% report that e-curfew is the main problem followed by slow speed (28%) then by less power supply. Similarly, in case of female respondents 27% report that e-curfew is the main problem followed by slow speed less power supply (24%) then by less power supply (20%).



The data in Figure 3, shows the distribution of use of e-resources by the history students studying in district Srinagar. It is observed that majority of the students (male=31% ,female=27%) prefer to use books (print) followed by newspapers (male=24%, female=23%) then followed by magazines (male=18%, female21%) and very few prefer to use journals print (male=7%,female 6%).It is important to mention that none of the students are using in digitized manuscripts and online repositories.



The data presented in Figure 4, shows that 61% male and 67% female students told that they are satisfied with the e-library services in their educational institution. However, a good percentage 39% male and 33% female student is not satisfied with the e- library services provided by their educational institution.

6.0 Conclusion

Information Technology has witnessed a fast growth and has influenced human relationships, especially in progressing new means of communication. This new technology offers a system for its users to communicate with each other disregarding time, place and distance. The present paper focused on attitude and behaviour of students towards usage of library resources and e-resources. The overall results reflect that history students and scholars aren't experts in online searching and needs a helping hand to become information literates. The results of our study are supported by the earlier studies which also confirm that students aren't fully well versed in information searching (**Chang and Perng, 2001**), even at research (Ph.D.) level (**Barry, 1997; Hess, 1999**). The results reveal that majority of the students and scholars aren't only aware but make use of search engines and Web OPACs. Among all the search engines, Google and Yahoo are used by the majority of the history students. Majority of the student's male as well as female report that e-curfew, power supply and lack of computer facilities are the main problems students are facing in academic field. Internet has provided a lot of opportunities for accelerating the pace of research activities in any field by providing a platform where a student can access, utilize and exchange information with other students and teachers located in any part of the globe. It offers many other services that can greatly help students in timely completion of syllabus/research. A student/researcher can utilize search engines for locating a particular piece of desired information. Knowledge of websites and online websites on history can be downloaded from the web free of charge are very useful for learning purpose. Information Technology gives students the opportunity to gain education from their homes through virtual classes. Pictures and videos are accessible for students to learn about history. Today, every student can listen not only talks by famous researchers of the world but can take part in online discussions on various topics. The significance of IT in education field is duly acknowledged in the world. The study reveals that the number of Internet users in Kashmir valley is continuously growing and students although less in number shows interest in learning history through internet. The students although very less in number are aware of the websites that are helpful for a history student. The present study further showed that the majority of the students prefer books followed by newspapers and magazines. It is also noticed that none of the students are using online manuscripts and repositories. The results of the study reveals that satisfaction level of students towards the use of e-library services, 61% male and 67% female are satisfied with the e-library services provided in their institutions. Electronic resources can be very useful for students and teachers for teaching and learning purpose in Kashmir valley which is at present facing political disturbance. The results obtained in this study are in general coincide with the earlier studies conducted across the globe. This paper argues that e-resources not only makes history literature globally accessible, but also assumes an essential role in spreading education on history all over the world and clearing up misunderstanding about people residing in any part of the world.

7.0 Limitation(s) of the Study

In this study the sample size is less so for future study needs more samples.

8.0 Recommendations

The following recommendations have been made based on the results and conclusions of this study

- i. Further studies using the quantitative and qualitative approaches to find out the relationship between students' attitude towards IT with their subject.
- ii. IT Centre should be established in every institute and funds be made available to purchase computers and other IT equipment.
- iii. University Library should organize enough training programs on the use of Internet.
- iv. This study has investigated the attitude and behaviour of history students towards usage of library and electronic resources. Future research may focus on the other factors such as computer and Internet experience of the students.

9.0 Acknowledgement:

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