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Understanding E-Resource Adoption: Insights from Instructors and Higher Educational Students in Erode District

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Abstract

Despite the reality that e-resources are becoming increasingly accessible in educational settings, it is important to examine how instructors and students perceive these resources in the Erode District. The study issue arises from the lack of knowledge on these stakeholders' perceptions and interactions with E-resources, which may possess a big influence on technology is incorporated into the process of instruction and learning. This study examines instructors' and learners' of using e-resources in higher education This study aims to determine the extent to the Erode district understanding among instructors and students about the benefits, drawbacks and availability of adopting e-resources using a survey approach based on SPSS. The research shows that the majority of instructors and learners were aware of HEC libraries as well as electronic books, publications and magazines. They utilized the accessible e-resources for study, tasks and preparing for class after becoming satisfied with them. The primary reasons for utilizing e-resources were storage and flexibility, cost reduction from eliminating duplication and printing, as well as ease of accessibility. The participants' challenges while using e-resources were insufficient internet connections, IT support and desktops. As a result of the investigation, appropriate classes for instructors and learners must be planned to expand understanding and facilitate the efficient use of e-resources.

Keywords: Educational Setting, E-Resource, Instructors and Learners, Library, Understanding.

Introduction

The widespread adoption of electronic resources commonly known as "E-resources," it has emerged as a significant influence in various aspects of the evolving information and technology landscape. It is reshaping the dynamics of how individuals and businesses engage, share, and leverage information (1). Electronic books, journals, databases, multimedia files, and more digital resources that are usable and accessible via computers and other electronic devices, tablets and smartphones are referred as e-resources (2).The shift from conventional print resources to electronic resources has been hastened by the demand for rapid and simple information access as well as the need to improve productivity, teamwork and sustainability (3). Organizations, libraries, companies and educational institutions understand the benefits of using electronic resources, which offer a large and varied collection of material in addition to facilitating easy information exchange, retrieval and searching (4). Key factors influencing the widespread usage of e-resources include their ability to update content in real-time, cost-effectiveness, environmental sustainability and the potential for increased user involvement and interaction (5). Machine learning, Artificial intelligence and other modern technologies are incorporated into E-resources to increase their potential and provide users with customized and unique experiences as technology progresses (6). However, the switch to using electronic resources is seamless. Particular problems that need to be addressed include the digital divide, cyber security concerns and the preservation of digital content (7). Educational establishments classify digital assets such as e-books, online journals, databases, and multimedia material as electronic resources. These sites provide a wealth of knowledge easily accessible to teachers and students, which helps with research, education, and learning. They provide advantages including updated material, cost savings, and accessibility from any location with internet connection. However, obstacles like dependable

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internet, gaps in digital literacy and suitable infrastructure continue to be important factors to take into account for successful integration and use in educational establishments. This study examines the perspectives of educators and learners in the Erode District about the application of digital resources in higher education. The research seeks to gauge instructors' and students' understanding the advantages, drawbacks and accessibility of adopting e-resources by using a survey approach based on SPSS.

Another Study (8) concentrated on challenges or obstacles related to using electronic resources. The results of the survey show that Faculty Leaders and Research Assistants are aware of e-resources and routinely use them for a variety of objectives. Using Electronic Information for Libraries (EIFL) e-resources, one study (9) found a number of issues at Zambian Library Consortium (ZALICO) sites. More than thirty datasets are available to ZALICO from reputable publishers, the vast majority which are freely available to EIFL members. Despite EIFL members for over a decade, ZALICO members seldom use electronic resources. The research study (10) investigated how instructors and graduate learners employed computerized information resources at Khushal Khan Khattak College in Karak. The study aimed to explore respondents' awareness, motives for using e-resources and issues that they encountered.

Structured questionnaires were implemented to get data samples and the Version 22 of the Statistic Package for the Social Sciences (SPPS V-22). In the research (11) presented to continue to be helpful and relevant to their viewers; academic libraries must make significant efforts to keep up with emerging technologies. To investigate the students' impressions of the level of access and consumption of E-resources. Another article (12) examined the documentation of customers' awareness and use of a range of online tools. The study looks at the level of satisfaction among postgraduates, students and research scholars and highlights the preferences and significance of e-resources. It reveals the difficulties that arise while using e-resources. Other paper (13) focused on shedding some information on the level of user satisfaction, the value of having the ability to utilize N-LIST electronic resources and the essential component that information requests from users played throughout the epidemic. The poll indicates that customers are satisfied with using the digital tools that the N-LIST cooperation has made available.

Another research (14) determined to identify the factors that make up service quality (SQ) from the viewpoints of university faculty and postgraduate students to better comprehend the SQ's essential components. Relevant ideas and concepts from higher education and marketing were included. Another study (15) examined the Erode District College Faculty Members' availability, understanding and exploitation. Facility members at Science and Arts College were surveyed and data was gathered using these approaches. A representative sampling of 300 College instructors were given questionnaires, yielding 280 Valid Samples. In a study (16) determined the examination of existing collections, ICT infrastructure and services, the possibility of building effective resource-sharing and networking activities across libraries and the finding of librarians' ICT competencies. Another research (17) examined which clarified the goals behind the decision strategy used in the evaluation. As a result, the primary motive behind the study is to demonstrate the examination strategy and procedures used in the inquiry to react the exploration questions and achieve the examination target. In a study (18) showed how faculty members at the IPS Academy in Indore, Madhya Pradesh, use electronic resources. 193 properly completed questions were received and processed from 250 surveys supplied. The study's precise objectives are to determine the following: online preference, satisfaction level, frequency, advantages, location of access, problems, access-related obstacles, purpose and web browser. In another study (19) investigated researchers at the University of Hyderabad library employ electronic information resources in various ways. 180 research researchers from various fields of subjects were polled using a questionnaire. In another study (20) employed the survey approach to determine the faculty members' knowledge, access to and use of electronic resources in Tamilnadu's Arts and Science Institutions in Erode District. The information was gathered using a questionnaire. Seventy-eight surveys were distributed in total. 613 questionnaire responses were obtained from that. The intricacies of how

instructors use technology to expand their expertise are covered by the statistical analysis.

Contributions

- Instructors and students' utilization and comprehension of electronic resources in Erode district varies, despite the fact that they are becoming more widely available in educational contexts.
- The study emphasizes the usage of e-resources for study and course preparation by highlighting instructors and students acquaintance with electronic books, journal and HEC libraries.
- Inadequate hardware, IT support, and internet connection are among the problems observed, which emphasizes the necessity of focused training to improve stakeholder's effective use of e-resources.

Theoretical framework

Technology Acceptance Model TAM: Fred Davis created the TAM in 1989. It is a powerful framework for analyzing how consumers accept technology. It centres on two main constructs:Perceived usefulness (PU) and Perceived ease of use (PEOU).

The degree to which users consider that a specific technology will help them perform better is known as PU, while the degree to which they consider it will only need little effort is known as PEOU. TAM is especially pertinent when considering the views and interactions of educational stakeholders with e-resources. Teachers, students, and staff members may show varying degrees of acceptance, depending on how helpful and easy these resources are to utilize. Since stakeholders are more inclined to accept technology when they observe clear advantages, PU can have an impact on their willingness to include e-resources into educational endeavors. PEOU also affects how simple it is for stakeholders to incorporate e-resources into their regular operations. Stakeholders are less likely to experience adoption resistance if the e-resources are user-friendly. According to TAM, PU, and PEOU are influenced by external factors like system features and user training, which have an impact on users' attitudes and inventions on utilizing the technology.

Unified Theory of Acceptance and Use of Technology (UTAUT)

The UTAUT gives a strong framework for comprehending how stakeholders in educational settings understand and appoint e-resources. According to this theory, the adoption of technology, which includes e-resources, is impacted by a number of vital factors, including:

- Performance Expectancy
- Effort Expectancy
- Social Influence
- Facilitating Conditions

Stakeholders' opinions of these e-resources whether they see them as useful, simple to use, supported by using friends and teachers, and aided by sufficient resources have a considerable effect on their adoption and utilization in the context of instructional and mastering processes. Researchers should systematically examine how these views impact the uptake of technology in training by means of the use of the UTAUT framework. To successfully incorporate e-resources into educational practices and make sure they are accepted and used to improve teaching and learning experience, it is important to comprehend these dynamics. By giving stakeholders' attitudes and actions toward e-resources in educational contexts an organized way to investigate and analyze, this methodology helps solve the research topic and eventually guides methods for their effective adoption and integration.

Methodology

The study's objective is to assess the familiarity, internet services' accessibility and simplicity to university teachers and students in the Erode District, Tamil Nadu.

Dataset

Study used a survey approach, gathering data via the use of a standardized questionnaire. A total of 700 individuals participated in the research, including 600 students and 100 instructors. The questionnaire was distributed to the whole community and 640 completed responses were collected, 550 (85.9%) from students and 90 (14.06%) from instructors. Participants' total response rate was 89%.

Interpretation and Analysis of Data

The study aims to evaluate the awareness of instructors and students regarding the advantages, disadvantages and accessibility of e-resources in colleges across Erode District. It assesses the proficiency, students utilizing e-resource tools. Five faculty members and students were chosen to

actively engage in the survey. Table 1 and Figure 1 showcase sample responses collected from "different arts and science colleges in Erode", including the corresponding percentages for each respondent category and the total number of participants.

"Kongu Arts and Science college Erode, PKR Arts college for women Gobichettipalayam, Vellalar women's college, Thidal, Erode, Gobi college of arts and sciences, Gobichettipalayam, Kamadhenu college of arts and sciences, Satthiyamangalam" are the colleges that are part of the research. The information shows how survey respondents were distributed among these colleges. Kongu Arts and Science college Erode had instructor 15 (16.6%) and students 100 (18.18%)respondentsof the total, followed by PKR Arts college for women Gobichettipalayam, which had instructor 20 (22.2%) and 110 (20%) respondents, Vellalar College for women,Thidal, Erode, which had instructor 17 (18.8%) and students 120(21.81%) respondents, Gobi Arts and Science college, Gobichettipalayam, which had the most respondents instructors 22(24.4%) and students 130 (23.63%), and Kamadhenu Arts and Science college,sathiyamangalam, which had instructors 16(17.7%) and students 90 (16.36%) respondents. All colleges combined 640 responders, or 100% of the sample, in total. The participation and distribution of survey respondents among the designated Colleges in Erode are depicted in Table 2, which offers a glimpse of survey responses. The respondents' distribution is presented according to their professional standing in detail in Table 2 and Figure 2.

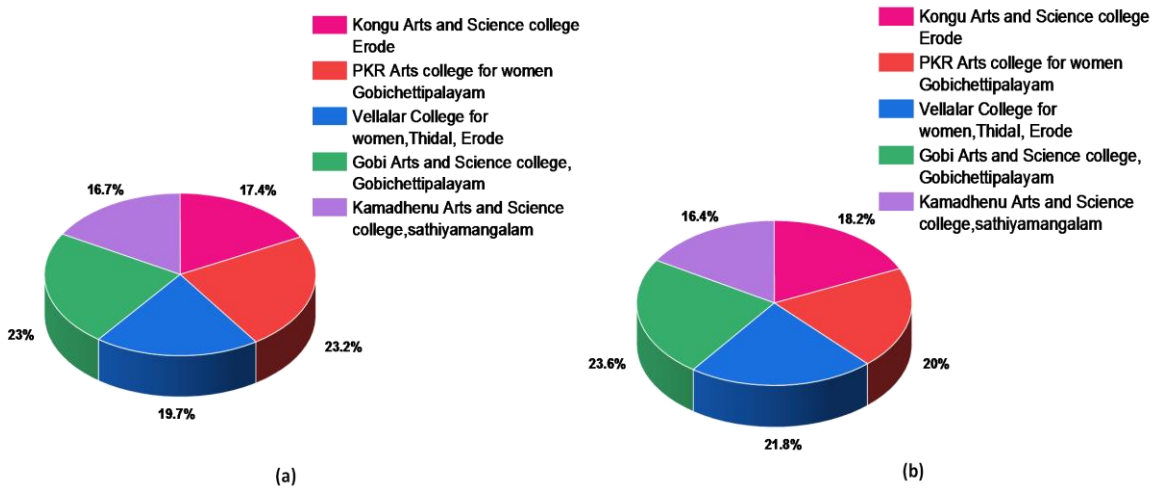

Figure 1: Graphical Results of Sample Responses from the Arts and Science Colleges (A) Instructors (B) Students

Table1: Sample Responses from Erode's Colleges

Arts and Science Colleges	No. of. Respondents		Percentage	
	Instructure N=90	Students N=550	Instructure	Students
Kongu Arts and Science college Erode	15	100	16.6	18.18
PKR Arts college for women Gobichettipalayam	20	110	22.2	20
Vellalar College for women,Thidal, Erode	17	120	18.8	21.81
Gobi Arts and Science college, Gobichettipalayam	22	130	24.4	23.63
Kamadhenu Arts and Science college,sathiyamangalam	16	90	17.7	16.36
Total	640		100	

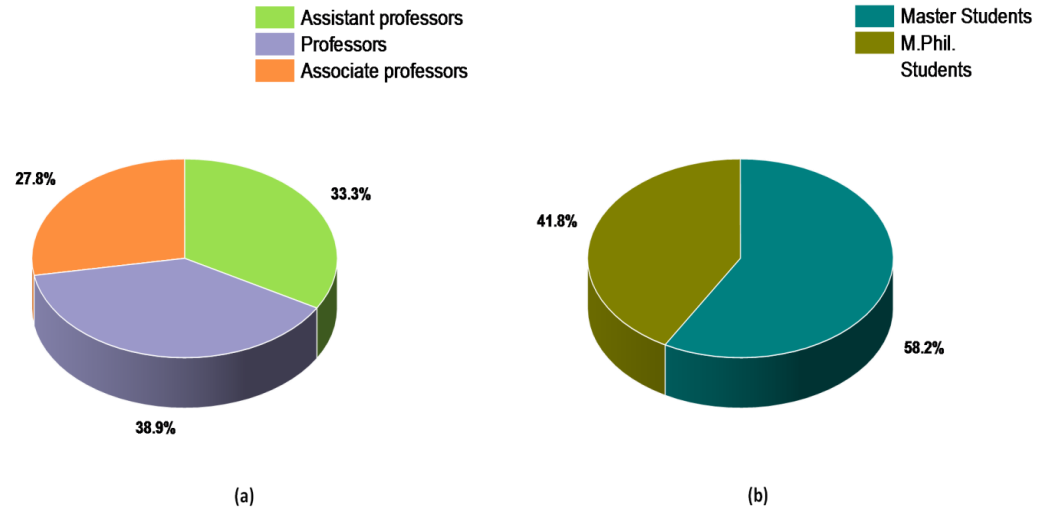

Figure 2: Distribution of Responders According to Category (A) Instructors (B) Students

Table 2: Respondents' Distribution Based on Category

Sl. Number	Instructors	No. of respondents N=90	Students	No. of respondents N=550
1	Assistant professors	30 (33.33%)	PG	320 (58.18%)
2	Associate professors	25 (27.77 %)	Research	230 (41.81%)
3	Professors	35 (38.88%)	Scholar	
	Total		640	

Table 2 provides information on the respondents' demographics for a survey conducted with a total of 640 participants. The respondents are categorized into two groups: Instructors (with N=90) and Students (with N=550). In the Instructors category, the data is further broken down into three subgroups: 1) Assistant Professors, comprising 30 individuals, accounting for 33.33% of the instructor respondents, 2) Associate Professors, with an unspecified number of respondents. 3) Professors, consisting of 35 individuals, representing 38.88% of the instructor respondents. On the Student's side, there are two subgroups: 1) PG, with 320 respondents, making up 58.18% of the student respondents, and 2) Research scholar Students, comprising 230 respondents, accounted for 41.81% of the student respondents. The Table 2 makes a study of the survey data possible by the table, which attempts to provide an accurate representation of the respondents' distribution across various instructor positions and student levels.

Results

The study exposed gaps in understanding and exploitation of e-resources by revealing different degrees of awareness among faculty members. Problems with accessibility, such a lack of technical assistance and training opportunities, were shown to be obstacles to efficient utilization. To improve research productivity and instructional quality, it is imperative that academics engage with e-resources more effectively.

Examining Faculty Members

The study examines the views of academic staff, students and instructors about the usage of e-resources in higher education. It develops a comprehension of the factors impacting these decisions and enhances the dynamics of e-resource adoption. The results need to furnish policymakers and academic institutions with significant perspectives on promoting the effective integration of digital resources in academic environments. Table 3 shows the respondents' demographic dispersion by gender. The table displays the gender breakdown of the 550 respondents.

Table 3: Distribution of Respondents by Gender

S. Number	Gender	Instructors		Students	
		No. of respond N=90	P (%)	No. of respond N=550	P (%)
1	Female	30	33.33 %	190	34.54%
2	Male	60	66.7%	360	65.45%

Table 3 shows a gender distribution of survey respondents, with a total sample size of 90 participants. The research is divided into two groups: teachers and students. 30 individuals, or 33.33% of the instructor's group, identified as female among the responders. Similarly, the student group of 550 respondents comprised 190 females, accounting for 34.54% of the total student participation. On the male side, 60 teachers identified as male, accounting for 66.7% of the instructor group. 360 respondents, or 65.45% of total student participants, were classified as male in the student category. This gender distribution in the sample reveals information on the demographics of the instructors and students who participated in the research. The data provides a clear breakdown of the distribution, enabling one to comprehend the gender representation in the population under consideration. It can assist in contextualizing results and could impact decisions or procedures relating to the target demographic.

E-resource Awareness Findings

Table 4 and figure 3 - 4 shows the respondents' level of knowledge about different kinds of e-resources. According to the results, 94 (98.9%) students and 85 (94.4%) instructors knew about e-books, while 540 (98.18%) students and 83 (92.2%) instructors knew about e-resources. Teachers and students were found to be 81 (90%) and 538 (97.81%) acquainted with e-magazines and e-newspapers, respectively. The findings show that 532 students and 79 instructors, or 87.7% and 96.7%, respectively, were familiar with the HEC repository and the "Higher Education Commission (HEC)" databases. It is not common knowledge for educators or students to work with open-access databases such as LibGEN and the "Directory of Open Access Journals (DOAJ)."

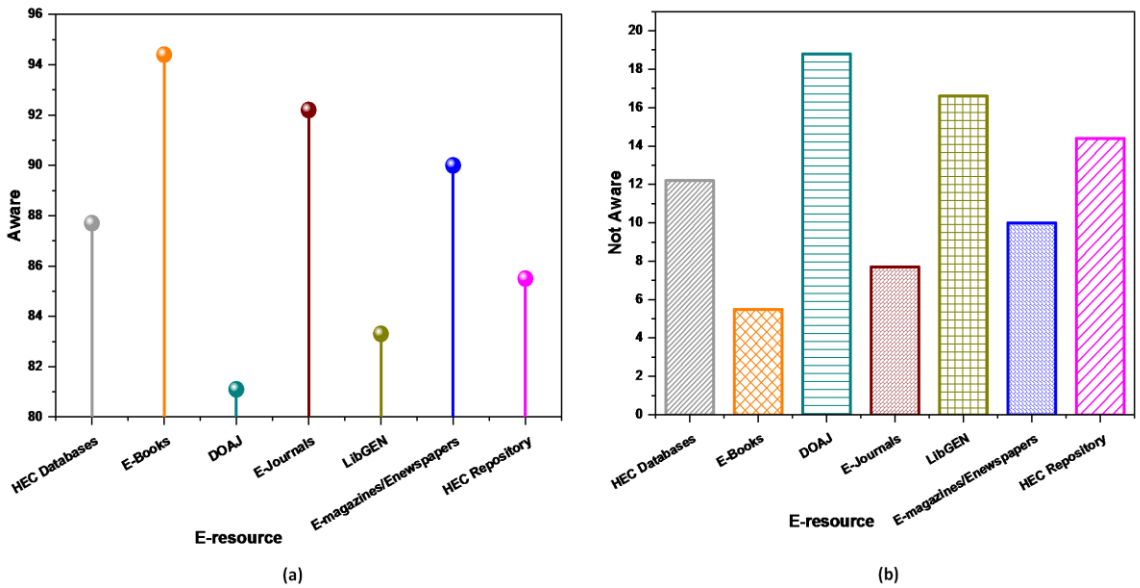

Figure 3: Uses of E-Resources by Instructors Organized by Gender (A) Aware (B) Not Aware for Instructors

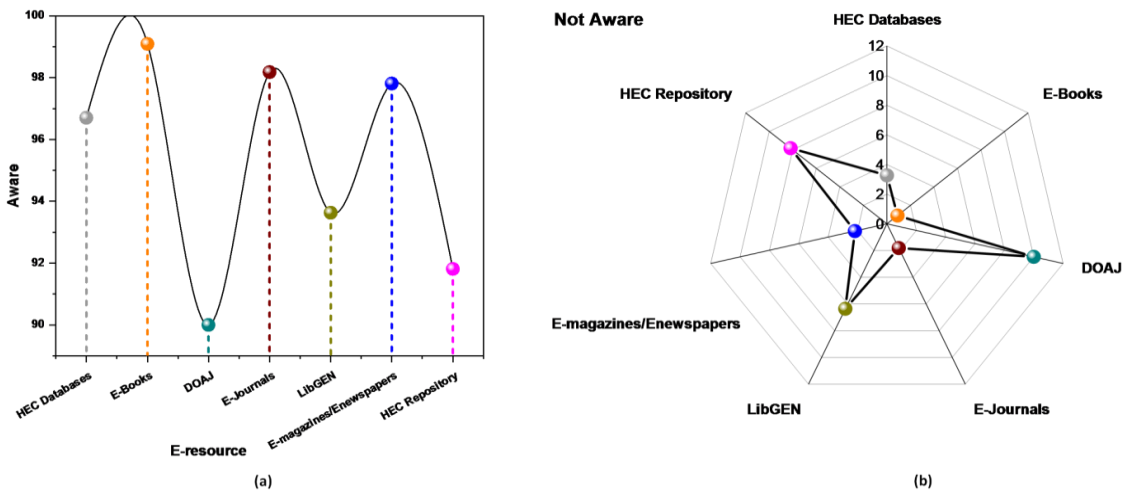

Figure 4: Uses of E-Resources by Instructors Organized by Gender (A) Aware (B) Not Aware for Students

Table 4: E-resource Awareness and Not Awareness

S.No	E-resource	Instructors		Students	
		Aware	Not aware	Aware	Not aware
1	HEC Databases	79 (87.7%)	11 (12.2%)	532 (96.7%)	18(3.27%)
2	E-Books	85 (94.4%)	5 (5.5%)	545(99.09%)	5(0.9%)
3	DOAJ	73 (81.1%)	17 (18.8%)	495(90%)	55(10%)
4	E-Journals	83 (92.2%)	7 (7.7%)	540(98.18%)	10(1.81%)
5	LibGEN	75 (83.3%)	15 (16.6%)	515(93.63%)	35(6.36%)
6	E-magazines/E-newspapers	81 (90%)	9 (10%)	538(97.81%)	12(2.18%)
7	HEC Repository	77 (85.5%)	13 (14.4%)	505(91.81%)	45(8.18%)

E-Resource Accessibility Challenges

Table 5 provides a comparative examination of the difficulties that instructors and students have usingthe educational technology, with a focus on information technology (IT) infrastructure. The information shows mean scores with standard deviations for the different problems encountered based on a sample size of 550 students and 90 teachers. The lack of proper IT infrastructure is one of the major issues; teachers' average score was 5.0638 ± 0.9216, which was lower than students' 5.1221 ± 1.2345. Prevalent problems include slow internet connections (5.3312 ± 0.9121 for teachers and 5.0235 ± 1.1862 for students) and internet access issues (4.6235 ± 2.6215 for students and 4.2585 ± 1.2325 for instructors). The table highlights additional difficulties such as lack of experience with electronic resources, restricted journal access, lack of availability of computers and inadequate printing capabilities, highlighting the differences between instructors and students in overcoming these barriers. This review highlights the complexity of the issues facing the educational technology sector, requiring focused actions to improve IT infrastructure and support for instructors and students.

Table 5: Challenges Encountered when Utilizing Electronic Resources

Challenges	Instructors	Students
	Mean ± standard N=90	Mean ± standard N=550
Inadequate Infrastructure For IT	5.0638 ± 0.9216	5.1221 ± 1.2345
Internet connection speed is slow	5.3312 ± 0.9121	5.0235 ± 1.1862
Internet access is unavailable	4.2585 ± 1.2325	5.6235 ± 2.6215
Unfamiliarity with electronic resources	4.2586 ± 1.3228	4.2596 ± 1.2235
The majority of journals' full texts are unavailable for access	4.2567 ± 1.2635	4.2356 ± 1.3256

Limited access to electronic resources at the university	4.2584 ± 1.2356	4.2568 ± 1.2354
Computer unavailability	4.2516 ± 1.2354	4.1254 ±1.2347
Computer scarcity	4.2546 ± 1.2584	4.2561 ± 1.3254
Inadequate printing capabilities	4.5224 ± 1.1224	4.6458 ± 1.2354
Absence of instruction and workshops on using electronic resources	4.2138 ± 1.2854	4.6489 ± 1.2548
inability to search the internet	3.2645 ± 1.2235	4.2156 ± 1.2356
Power scarcity/load shed	4.2653 ± 1.9854	4.2546 ± 1.2356

Discussion

The study conducted in the Erode District stands out for its exceptional methodology thorough examination of the using digital resources in higher education. Recognizing the interconnectedness of students' and staff members' interactions with electronic resources, it takes into both viewpoints. Five chosen academics that are well-known for using these resources are included in the research, offering insightful information on actual usage trends (21). Table 1 provides a degree of detail that is absent in research of a similar nature by breaking down the respondent distribution across different universities. With a focus on its practical implications for legislators and educational institutions looking to improve the digital learning environment, the research aims to integrate digital resources into academic contexts better. The knowledge levels enhance the study's distinctiveness, faculty member use patterns, and gender distribution analysis shown in Tables 2 and 3. This degree of specificity makes the results insightful and offers a comprehensive picture of the variables affecting the uptake of digital materials. An in-depth examination of the usage of electronic resources in Erode District institutions is made possible by the utilization of several tables with varying approaches, which gives depth to the analysis (22). The results provide practical insights that can guide strategic decisions aimed at enhancing the integration and efficient use of digital resources in higher education, in addition to make a valuable contribution to academic research.

Conclusion

The e-resource usage study provides useful insights into the interests and perspectives of instructors and postsecondary students in the Erode District. The findings indicate a distinct and increasing trend in the adoption and use of technology in educational settings. The choice of digital materials is growing, according to both instructors and students. The benefits mentioned include accessibility, the convenience of use and the wealth of online resources. The study highlights how crucial it is to continue using e-resources into teaching strategies to foster a sophisticated academic atmosphere. The study elucidates the evolving dynamics associated with the use of e-resources in Erode District institutions, given the growing significance of resource availability and digital literacy as fundamental elements of contemporary education. The research's drawbacks include its narrow geographic focus on the Erode District, which may limit generalizability of its findings and its primary focus on instructors and students in higher education, which may have excluded perspectives from other players in the educational framework. To improve digital assets' total efficacy and usefulness in a learning environment, the feature scope for E-Resource Adoption for Instructors and Higher Educational Students includes evaluating user interface design, content accessibility, collaboration tools and personalized learning features.

Abbreviations

Nil.

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Author Contributions

Mr. D.Mahalingam and Dr. C.Sivakumar contributed equally to the conceptualization, methodology, data analysis, and writing of this article.

Conflict of Interest

The authors declare that they have no conflicts of interest to report regarding the present study.

Ethics Approval

Even though no ethical committee approval needed for this study, all participants provided their informed consent before to their participation in the study.

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