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# Impact of E-resources in Promoting Reading Habits: A Study among the Central Library Users of University of Rajshahi, Bangladesh

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## **Abstract**

The widespread adoption of electronic resources, particularly in the realm of reading books, has transformed the landscape of academic libraries across the globe. This study explores the impact of e-resources on the reading habits and preferences of Central Library users at the University of Rajshahi. By analyzing the attitudes and experiences of students, faculty, and researchers, this research sheds light on the significance of e-resources in modern-day learning environments. The core purposes of the study are to investigate the trend and impact of using electronic resources, to explore the reasons, to know the benefits of using e-resources by the students. Out of 200 students only 85% students are familiar with e-resources. Only 90% of students use e-resources. They use e-resources for learning, reading, teaching, jobs, recreation, news etc. They use different types of e-resources such as e-books, e-journals, e-magazine, e-maps, e-news etc. They prefer mobile phones most to access e-resources. But due to a lack of adequate collection, high speed internet connection, proper knowledge, and infrastructure, they face many difficulties in using e-resources in the central library.

**Keywords:** E-resource, Reading Books, Student, Rajshahi University

## **Introduction**

E-resources along with the internet have emerged as an emblem of the modern day and an invaluable instrument for education, learning, and research. Since the advent of the digital age, the library and information environment has altered, and traditional libraries increasingly operate as "Knowledge Centers," focusing on value-added electronic information services (Sethi & Panda, 2012). Recent advances in computer applications have drastically altered the ways in which information is gathered, stored, structured, accessed, retrieved, and consumed. The use of computers in information processing has resulted in the introduction of several goods and services. The Web and the Internet are constantly influencing the creation of new forms of scholarly communication; as they successfully circumvent the geographical restrictions imposed by print

media, they have a very large potential for delivery (Waghmode et al., 2020). Furthermore, there is now a much shorter distribution time between the publication of a product and its delivery. The Internet may be utilized to efficiently meet information needs and retrieve information. Given that the majority of university libraries require an increasing amount of research, this is crucial information. This significant fact is persuading many libraries to switch to digital resources, which are demonstrated to be more convenient and less expensive (Owusu-Ansah et al., 2019). This is especially useful for remote learners who have limited time and need to use dial-up access to the libraries' widely accessible electronic resources, primarily CD-ROM, OPACs, and the Internet, which are replacing print media (Sharma, 2009).

E-resource accessibility and availability have been significantly impacted by technological advances (Chandel & Saikia, 2012). Swain (2010) stated that knowledge is an ever-changing and inexhaustible resource that affects all disciplines and walks of life. Over the last decade, electronic resources have become increasingly vital components of academic library holdings. The library is considered as a source of instruction and guidance for a community of learners concerned with navigating the complications of locating and using digital materials and services (Khan, 2021). Furthermore, the transition to a digital environment has resulted in a shift from the previous paradigm of systematic one-to-one information flow to a new model in which information users and suppliers can communicate in a many-to-many, dynamic relationship (Sasso, 2016). This is due to information technology's continual growth and its impact on library collection development strategies as a result of increasing user demand for complete and reliable data in a short period of time. With the growing popularity of e-resources, traditional libraries are changing away from print materials and toward e-resources, where giving access to information is more important than holding it. This has prompted libraries to rethink their holdings. The e-resources offer a variety of benefits, such as simple text searching. Every document is available to everyone, everywhere. E-resource retrieval is speedier than print resource retrieval. By giving a link, the users can be directed to the document. Any type of media may be included in the collection that is accessible online. Ownership is not that crucial. no established user groups. User and librarian interaction is prevalent in an electronic world. Users can retrieve the desired information with the aid of the software; assistance from intermediaries is rare (Xie & Matusiak, 2016). Every day, new technologies emerge which alter the way that students interact, play, and socialize, as well as how they study. Students' reading habits and behaviors are evolving as a result of the Internet's pervasiveness in everyday life, prompting students to further integrate technology into their academic lives. A printed book or resource is text that is read on paper, whereas an electronic resource is any type of publication that is available in electronic format and may be accessed via an electronic device. It is difficult to transport due to the large number of sheets in printed books; it is significantly more expensive; it takes a long time to collect the required data; and the necessary information is not readily accessible. As a result, reading printed materials can be difficult. As a result, the inclination or interest of users in reading electronic resources is increasing at this time. This is because of the fact that individuals can obtain the essential services from electronic resources utilizing an electronic device in a very short period of time from anywhere via an internet connection (Candela et al., 2007). As electronic resources are less expensive than printed books, academic institutions can have access to knowledge regardless of space constraints or money constraints. E-resources also allow instructors, researchers, and students to look over the desired content of the books they prefer in a novel format that can be more engaging when some of its interactive and alternative features are used (Wu et al., 1995). As a result of all of these variables,

the use of e-resources for reading, research, and academic purposes is booming. However, the central library of the University of Rajshahi makes inadequate use of e-resources. In the library, users do not have accessibility to the needed e-resources. As a result, they are missing out on several benefits. The emergence of the internet has altered how both individuals and institutions operate. It has resulted in a significant change in how libraries operate and provide services to their patrons. A lot of books, journals, newspapers, theses, and dissertations are currently acquired, organized, appeared and distributed by libraries in electronic form. Because they demand all information at their fingertips, the younger generation of users favors internet resources. The users can find convenience in the e-resources' fundamental characteristic features. E-resources are materials that must be accessed through a computer in order to be useful. E-resources include both online and offline resources, including CD-ROMs. All items a library offers via a computer are referred to as "e-resources". Rao (1997) studied about how digital libraries, the internet, and CD-ROM databases have affected collection development. According to what he said, it is quite important.

Thanuskodi (2012) demonstrated that how the faculty of arts at Annamalai University's postgraduate and research students use electronic resources. Information centers and libraries have the challenges to maintain the overflow of newfangled literature. A number of developments have occurred in recent years with respect to electronic resources. Publishers are concerned about costs, reader's behavior and expectations, rights management and archiving. Scholars prefer to have trouble-free access to intricate information, including easy access to full text and reference linking. On the other hand, the aggregators face the problem of organization content from various sources, providing orientation linking not only their own service but to other service providers, ensuring wholeness and privileges management and archiving. Library consortia have become extremely significant by means of cooperative purchasing and conciliation of licenses, they are assured for access and proper management. Mwantimwa (2017) looked into how e-resources are used in Tanzania's higher education institutions to support teaching and research. Habiba and Salma (2012) explored about how people use electronic resources and how it affects the Dhaka University Library (DUL). They also looked at the facilities and services that DUL offers in terms of electronic resources. In addition, e-resources serve various purposes like it solves the space problem in library, saves the time of user and staff, it is easy to use and disseminate the information, electronic resource is providing the current information and update information is necessary for research work, it allows to get access to an information source by more than one users, it can be searched quickly and can be stored in huge amount and easily found by the user.

### **Research objectives**

- To know the usage rate of e-resources for reading books in central library users of University of Rajshahi.
- To investigate the trend of students using e-resources in promoting reading habits among central library users.
- To investigate the reasons for using e-resources.
- To learn about the benefits of students using e-resources.

## **Literature Review**

### ***E-journal, E-book***

According to Ajayi et al. (2014), e-resources like e-books, e-journals, CD ROM databases, online databases, and web-based resources are crucial components of libraries' information services when they are used wisely. Every library should have an electronic journal in its collection. A specific category of information technology application is e-journals. A term for an electronic periodical publication that usually appears internet is "e-journal." A publication that is published on a regular basis, such as once a week, twice every month, once three months in a row, or once a year, is known as a periodical. The term "electronic journals" has been used to refer to the following publications: a print publication with an online version, such as Cell, New Scientist, Scientific American, etc. a publication that is only accessible online, such as Ariadne, D-Lib, etc. An established journal can decide to just publish online and stop printing. An electronic journal may have license costs, an annual fee, or pay per use rates. Al Saadi (2017) addressed on e-books' uses and perceptions at Omani University. In this investigation, students from Sultan Qaboos University took part in a survey to obtain information about their opinions on using e-books. E-books can be obtained in a variety of competing formats, such as EPUB, Kindle, eReader, Mobipocket Reader, Adobe PDF, and Microsoft Reader. A digital publication with illustrations and text is called an "e-book," sometimes known as an "electronic book" or "digital book." To be read on a computer or other digital device, it has been produced or published. E-books are the counterpart of traditional printed books in the digital age. There are many varieties of formats for e-books. While some can only be read online when connected to the Internet, others can be downloaded in full and read offline (Kenchakkanavar, 2014).

### ***E-Theses and Dissertations***

A thesis or dissertation that has been completed by a scholar is explained in detail in an electronic thesis or dissertation, or ETD. Theses and dissertations are preserved in digital form so that researchers can access them whenever they need. ETD offers a scientifically advanced standard for analytical thinking at a lower cost, smaller size, easier handling, and higher durability. Currently, the libraries are digitizing the theses and dissertations they own and making them available online. Kavithanjali (2019) stated that the term "digital repository" refers to a collection of digital theses and dissertations.

### ***E-Reports, E-newspaper***

A report is a written document that includes information in the form of a narrative, a graphic, or a table; it can be created as needed on an as-needed, as-needed, or regular basis. A report could make reference to a particular time, occasion, or topic. It may be conveyed to the general spectators verbally or in writing. E-reports are reports that are available online in digital format. For instance, universities release yearly reports that detail their spending, activities, and accomplishments. Additionally, these reports can be obtained online. A typical newspaper that obtains and retains content electronically is recognized as an electronic newspaper. It is self-sufficient, reusable, and refreshable. The concerned editorial boards update the e-newspapers every day; they may contain text, audio, and video news. In the past, today's news might have been published in the paper the

next day, but in the present, technology has completely altered everything, making e-newspapers highly practical for everyone with access to a computer and the internet. This particular kind of paper can be updated at any time, and the editor may post any significant news to the e-papers for users to read and download (Kavithanjali, 2019).

### ***E-Magazines, E-Clippings, E-Patents***

In the work by Kenchakkanavar (2014), it was strongly suggested that every library should have a collection of e-magazines. E-magazines are a great example of how information technology has made it easier and more convenient to get information. The main goals of e-clipping are to make it easier to do searches in the past and to let people look more closely at new materials. This makes it easier for library users to do research and find information generally. The idea of a "e-patent" was introduced, which means that the government has the exclusive right to use a new idea in the digital world for a set amount of time. This idea shows how traditional patents, which protect physical inventions, are similar to e-patents, which protect digital inventions and technological advances. Kenchakkanavar's ideas show how important it is for libraries to have e-magazines to take advantage of the power of information technology and its role in making study better. Also, the idea of e-patents shows how the law and intellectual property issues are changing in the digital age, where new inventions and technology advances are constantly being made.

### ***Electronic Database***

A collection of records that may contain text, numeric, or image-based data is referred to as a "database" in this context. An online database is one that can be accessed online. These online databases were accessible as CD-ROM databases prior to the development of the Internet. A journal database is a collection of journal articles that have been organized into searchable individual records. The databases can be full text or bibliographic. The library ought to adopt an electronic document distribution system as soon as possible. Copies and prints can be made at the library for a small fee (Ali, 2005). A bibliographic database is a collection of organized digital references to published literature. It is a database of bibliographic records. It could be of a general nature or deal with a specific issue. All electronic databases have citations, which provide users with basic publication details about the article or resource, comprising the title, authors, publication date, and source. Complete text databases are those that contain the complete text of journal articles, book chapters, conference papers, and so on. Users with full text access can view, save, or print the full text article. The article's complete text can be in HTML or PDF format. There are numerous dictionaries, almanacs, and encyclopedias available in electronic format on the internet which are called as reference databases (Kenchakkanavar, 2014).

### **Research Methodology**

All the students of Rajshahi University have been regarded as the population for the study. From this population only 200 students from various faculties have been treated as sample purposively. The core data for this study has been collected with the help of a structured questionnaire. The questionnaire was prepared after a comprehensive literature search and discussion with my supervisor. Both open and closed ended questions are included to prepare a questionnaire. Besides questionnaires, direct interview and observation methods have also been used to collect data. All

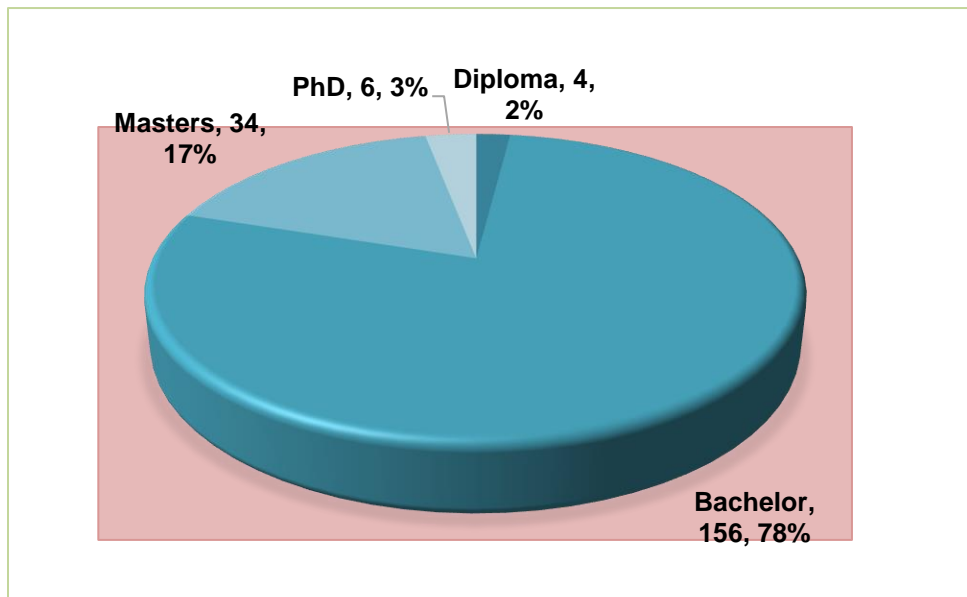
the gathered data has been analyzed with the help of Excel and SPSS by computer and finally presented in tabular and figurative forms.

## Data Analysis

*Table 1: Gender*

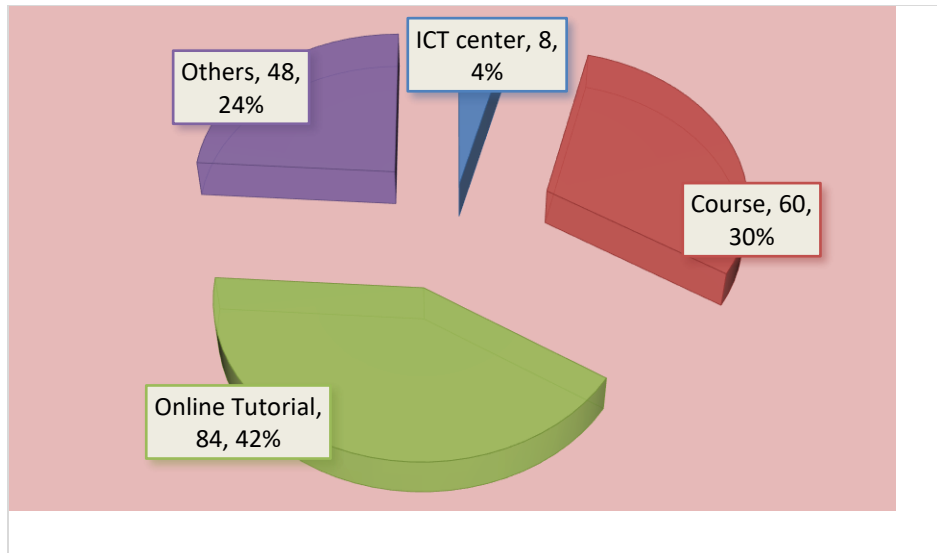
Gender	Number of respondents	Percentage (%)
Male	99	49.5%
Female	101	50.5%
<b>Total</b>	<b>200</b>	<b>100%</b>

The table shows that among all of our respondents, male students are 49.5% and 50.5% are female. This indicates that the percentage of male and female students in the population is very close to being equal.



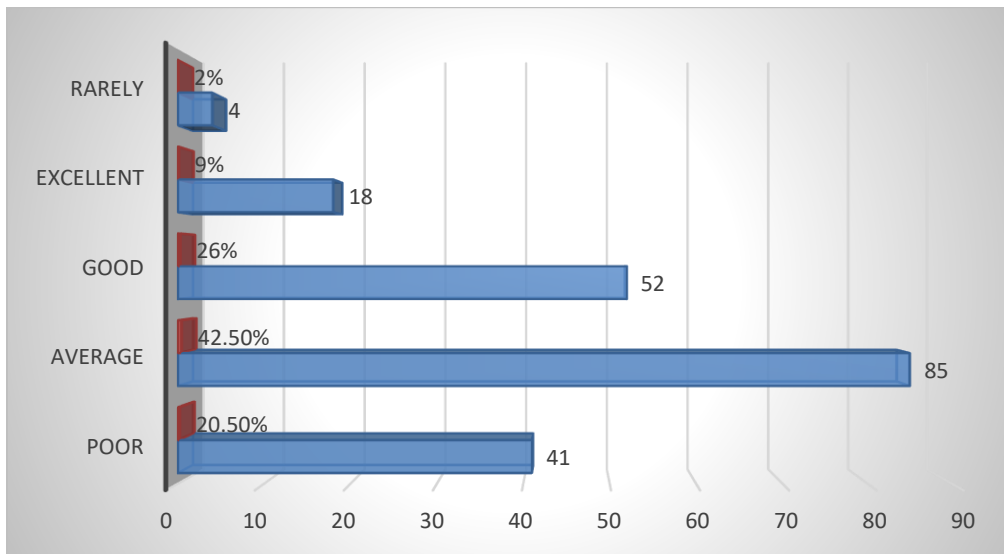
*Figure 1: Level of Study*

Figure 1 shows that 78% of respondents are bachelor. 17% of respondents are master's level. Diploma & PhD are 2% & 3%.



*Figure 2: Developing ICT/computer skills*

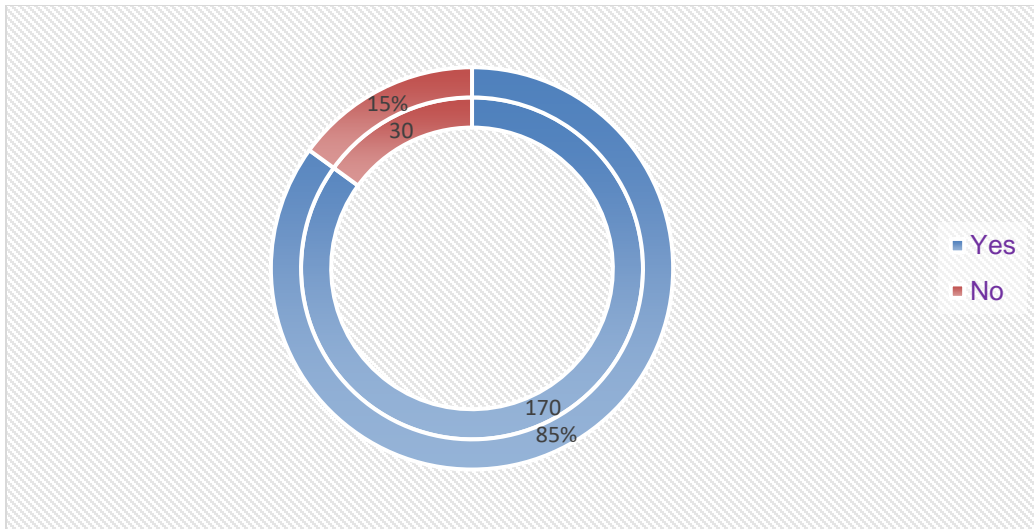
The figure shows that 42% students developed their computer or ICT skills by online tutorial. 30% users have developed their skills by doing courses. 24% of users have developed skills in other ways. Only 4% of users have developed their skills from the ICT center.



*Figure 3: Skills in Using Computer Technologies*

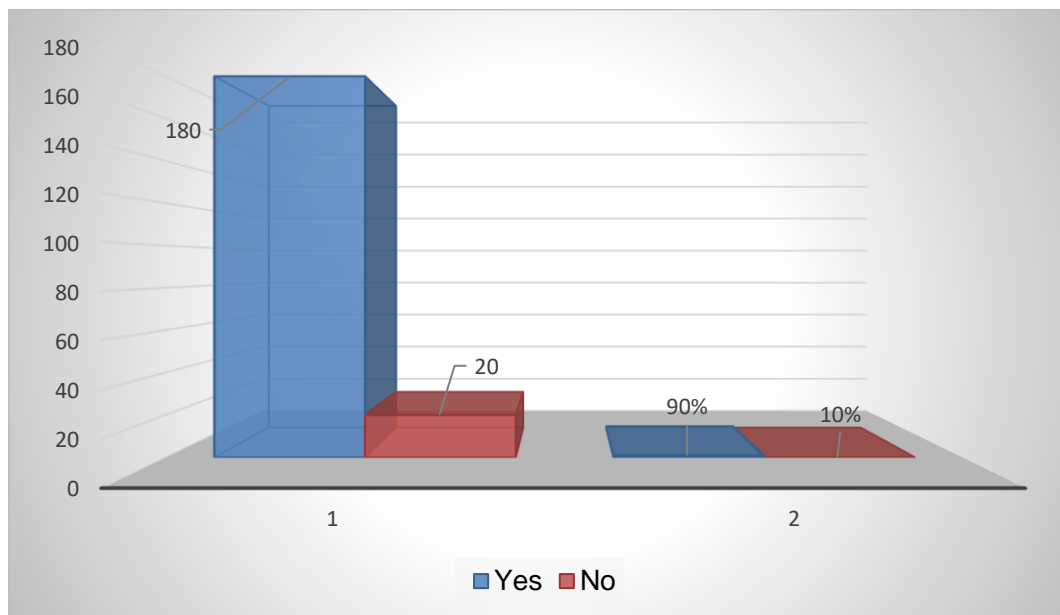
The figure presents that 42.5% respondents have skills in using computer technologies on an average. 20.5% have poor skills. About 20.5% of users have good skills and only 9% have excellent skills in using computer technologies.





*Figure 4: Familiar with Electronic Resources*

This figure shows that 85% respondents are familiar with electronic resources and only 15% respondents are not familiar with electronic resources.



*Figure 5: Using Electronic Resources for Reading*

The figure shows that 90% of students use electronic resources for reading. But 10% of students don't use electronic resources for reading.

*Table 2: Information Literacy Regarding E-Resources*

<b>Information literacy regarding e-resources</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Mean</b>	<b>S. D</b>
A resource which requires computer access or any electronic product to read	7.5% (15)	9.5% (19)	23% (46)	49% (98)	11% (22)	3.47	1.056
This term used to describe all of the information products that a library or information Centre provides through a computer network	5.5% (11)	11% (22)	27.5% (55)	48% (96)	8% (16)	3.42	.979
A publication in digital format which must be stored and read on a computer device	6.5% (13)	11.5% (23)	21% (42)	47% (94)	14% (28)	3.51	1.075
An e-resources are an electronic information resource that can be accessed on the web, on or off campus. User can get the information that he or she wants, when it is needed.	6.5% (13)	9% (18)	20.5% (41)	42% (84)	22% (44)	3.64	1.117
Electronic resources mean “Information (usually a file) which can be stored in the form of electrical signals, usually on a computer; Information available on the Internet.	7.5% (15)	8.5% (17)	20.5% (41)	48% (96)	15.5% (31)	3.56	1.088
We don’t know how to define e-resources	17% (34)	32.5% (65)	29.5% (59)	15.5% (31)	5.5% (11)	2.60	1.107

The table shows that 49% of students have agreed that information literacy regarding e-resource is a resource which requires computer access or any electronic product to read. 48% have agreed that information literacy regarding e-resource is “this term used to describe all of the information products that a library or information Centre provides through a computer network” & “information (usually a file) which can be stored in the form of electrical signals, usually on a computer; information available on the Internet. 42% have agreed & 22% have strongly agreed that e-resource is an electronic information resource that can be accessed on the web, on or off campus. User can get the information that he or she wants, when it is needed. Only 5.5% have strongly agreed that they don’t know how to define e-resources.

Table 3: Access to Electronic Resources

Statements	Never	Rarely	Sometimes	Very Often	Always	Mean	S. D
<b>Daily</b>	12% (24)	14% (28)	32% (64)	29% (58)	13% (26)	3.17	1.187
<b>Weekly Twice</b>	6% (12)	19% (38)	36.5% (73)	22.5% (45)	16% (32)	3.24	1.116
<b>Weekly</b>	7.5% (15)	15.5% (31)	33.5% (67)	26.5% (53)	17% (34)	3.30	1.147
<b>Monthly</b>	6.5% (13)	8% (16)	38.5% (77)	25% (50)	22% (44)	3.48	1.116

This table presents that most of the users i.e., 38.5% access e-resources monthly. About 36.5% users access weekly twice, 29% users access very often daily. About 22% user access is always monthly.

Table 4: Kinds of E-Resources

Name of resource	Never	Rarely	Sometimes	Very Often	Always	Mean	S.D.
<b>E-book</b>	13.5% (27)	17.5% (35)	26% (52)	29.5% (59)	13.5% (27)	3.12	1.24 2
<b>E-J-journal</b>	12% (24)	24% (48)	30.5% (61)	23% (46)	10.5% (21)	2.96	1.17 3
<b>E-magazine</b>	13.5% (27)	24% (48)	29% (58)	22.5% (45)	11% (22)	2.94	1.20 3
<b>E-maps</b>	11% (22)	23% (46)	28.5% (57)	25% (50)	12.5% (25)	3.05	1.19 4
<b>Library catalog</b>	16% (32)	33.5% (67)	28% (56)	14.5% (29)	8% (16)	2.65	1.15 1
<b>E-reports</b>	19.5% (39)	32% (64)	29.5% (59)	13% (26)	6% (12)	2.54	1.12 5
<b>E-news</b>	6% (12)	14.5% (29)	26.5% (53)	28% (56)	25% (50)	3.52	1.18 6
<b>E-thesis &amp; dissertation</b>	21% (42)	32.5% (65)	27% (54)	14.5% (29)	5% (10)	2.50	1.12 5

<b>E-clippings</b>	31% (62)	35% (70)	22.5% (45)	9% (18)	2.5% (5)	2.17	1.04 7
<b>E-patents</b>	37% (74)	33.5% (67)	22% (44)	5.5% (11)	2% (4)	2.02	.997

This marks that 29.5% users use e-books very often. About 30.5% users use e-journal sometimes. 29% & 28% use e-magazine & e-maps sometimes respectively. 33.5% & 32% users rarely use library catalog & e-reports gradually. 28% use e-news very often. 32.5% & 35% users rarely use e-thesis dissertation & e-clippings. 37% users never use e-patents. Most of the users use e-news.

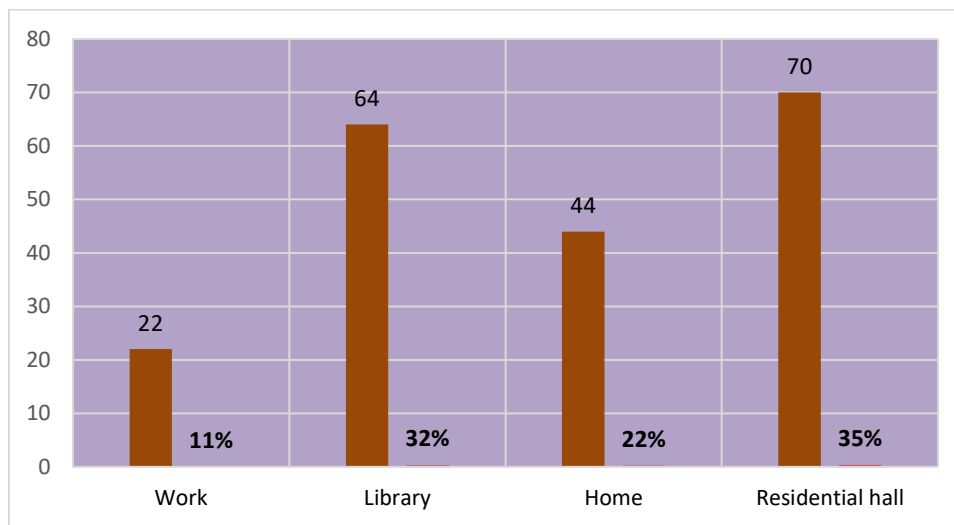


Figure 6: Places from where Access E-Resources

The users were asked about the places from where they access electronic resources. The figure shows that 11% users acknowledge access to e-resources at workplace, 32% users access e-resources at library, 22% users access at home and the majority of the users i.e., 35% users access e-resources at residential hall.

Table 5: Purposes of Using E-Resources

Purposes	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	S. D
<b>Learning</b>	10% (20)	5% (10)	11.5% (23)	39.5% (78)	34.5% (69)	3.83	1.240
<b>Teaching</b>	10.5% (21)	21.5% (43)	27.5% (55)	27.5% (55)	13% (26)	3.11	1.194
<b>Current information</b>	5.5% (11)	6.5% (13)	14.5% (29)	44% (88)	29.5% (59)	3.86	1.086

<b>Research</b>	10% (20)	9.5% (19)	24% (48)	33% (66)	23.5% (47)	3.51	1.232
<b>Jobs</b>	9% (18)	14% (28)	28% (56)	31.5% (63)	17.5% (35)	3.35	1.184
<b>News</b>	6% (12)	10% (20)	15% (30)	39.5% (79)	29.5% (59)	3.77	1.156
<b>Recreation</b>	10% (20)	9.5% (19)	25.5% (51)	28.5% (57)	26.5% (53)	3.52	1.256

This table shows that 39.5% users have agreed that they use e-resources for learning. 27.5% have agreed that they use it for teaching. 44% have strongly agreed with current information. 33%, 31.5%, 39.5%, 28.5% users have agreed that they use e-resources for research, jobs, news and recreation respectively. Most of the users use e-resources for current information.

*Table 6: Use Paid for E-Resources*

<b>Payment</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Very Often</b>	<b>Always</b>	<b>Mean</b>	<b>S. D</b>
I use only resources available free of charge	10.5% (21)	14.5% (29)	26% (52)	21.5% (43)	27.5% (55)	3.41	1.312
I use fee-based resources provided by the institution	11% (22)	22% (44)	33.5% (67)	22% (44)	11.5% (23)	3.01	1.160
I pay for the access to some resources myself	23% (46)	25.5% (51)	28.5% (57)	16% (32)	7% (14)	2.59	1.204

From the table, it is found that 27.5% students use only resources available free of charge always. 33.5% students sometimes use fee-based resources provided by the institution. 28.5% of students pay for access to some resources themselves. Most of the users sometimes use e-resources which are free to access.

*Table 7: Linking Pattern of Using E-Resources*

<b>Linking Pattern</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Mean</b>	<b>S. D</b>
Links through library website	11% (22)	15% (30)	36% (72)	32.5% (65)	5.5% (11)	3.07	1.066
Links through publisher's website	6% (12)	19.5% (39)	41% (82)	29.5% (59)	4% (8)	3.06	.944

Links through search engines	5.5% (11)	7% (14)	23.5% (47)	46% (92)	18% (36)	3.64	1.032
Links through e-resources websites	3.5% (7)	10% (20)	27.5% (55)	45.5% (91)	13.5% (27)	3.56	.965

The table shows that 36%,41% users are neutral in using e-resources links through library websites and publisher's websites. 46% & 45.5% users have agreed that they use e-resources through the links of search engines and e-resources websites gradually. Most users use search engine's links.

*Table 8: Pattern of Using E-Resources*

<b>Pattern</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Mean</b>	<b>S. D</b>
On computer screen	10.5% (21)	15.5% (31)	25% (50)	33% (66)	16% (32)	3.29	1.213
On mobile phone screen	3.5% (7)	8.5% (17)	14.5% (29)	38% (76)	35.5% (71)	3.94	1.075
Download in storage device	5% (10)	7.5% (15)	24.5% (49)	37.5% (75)	25.5% (51)	3.71	1.082
Take printout	10% (20)	17% (34)	35% (70)	28.5% (57)	9.5% (19)	3.11	1.109

The table shows that 33% & 38% have agreed that they prefer reading e-resources on computer screen and mobile phone screen. 37.5% have agreed to download in storage devices. 35.5% have strongly agreed to use e-resources on mobile phone screens. Only 9.5% have strongly agreed to take printouts. It is seen that most users read e-resources on mobile phone screens.

*Table 9: Format of E-resources*

<b>Format</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Mean</b>	<b>S. D</b>
HTML	17.5% (35)	17.5% (35)	41% (82)	20% (40)	4% (8)	2.796	1.087
PDF	1% (2)	6% (12)	12.5% (25)	41% (82)	39.5% (79)	4.12	.916
Word test	6% (12)	10.5% (21)	35% (70)	39.5% (79)	9% (18)	3.35	.991

The table marks that 41% students are neutral in using html format. 41% students have agreed that they use pdf format. 39.5% users have agreed to the word test format. 39.5% have strongly agreed

in pdf format and only 1% have strongly disagreed in pdf format. From this, it is understood that most of the users use pdf format in case of using e-resources.

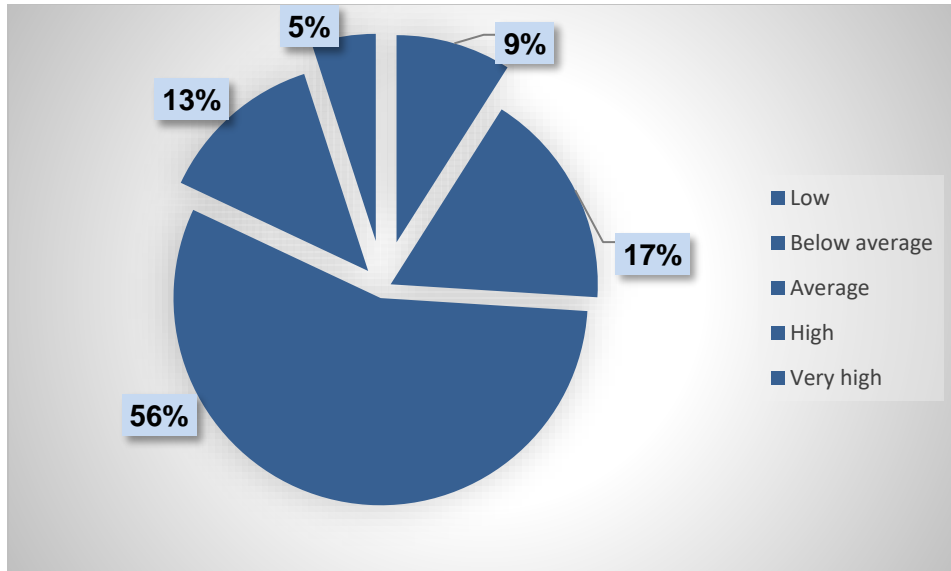


Figure 7: Bandwidth or Internet Connection to Access E-Resources

Table shows that bandwidth to access to e-resources are not adequate in the library because 56% users revealed that the adequate bandwidth or internet connection to access e-resources on average, 17% marked the adequate bandwidth or internet connection to access e-resources in below average, 9% marked in low. But 13% used their level in this case as high, 5% users thought that its level is very high.

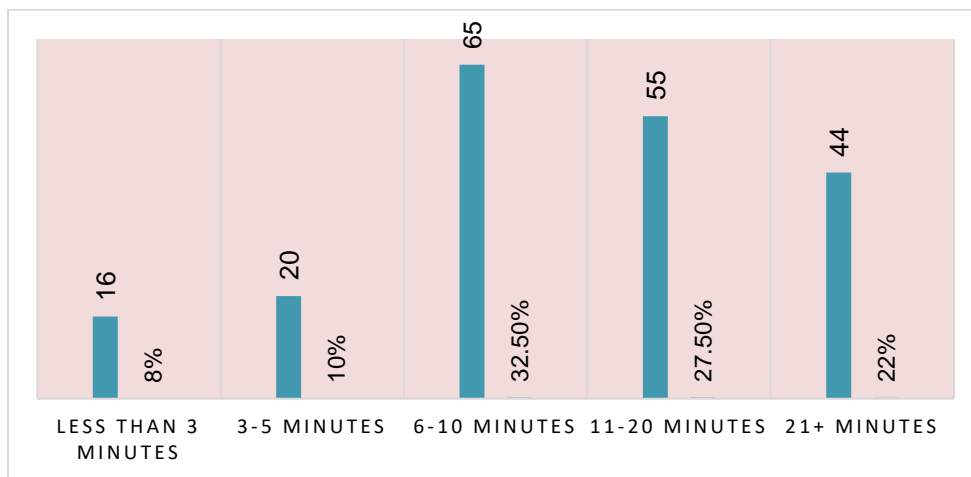


Figure 8: Duration of Reading E-Resources from Screen

Table shows that the majority of the students 32.5% spend 6-10 minutes reading e-resources from screen in a typical session. 27.5% spend 11-20 minutes reading e-resources from screen in a typical

session. 22% spend 21+ minutes. Only 8% spend less than 3 minutes reading e-resources from screen in a typical session.

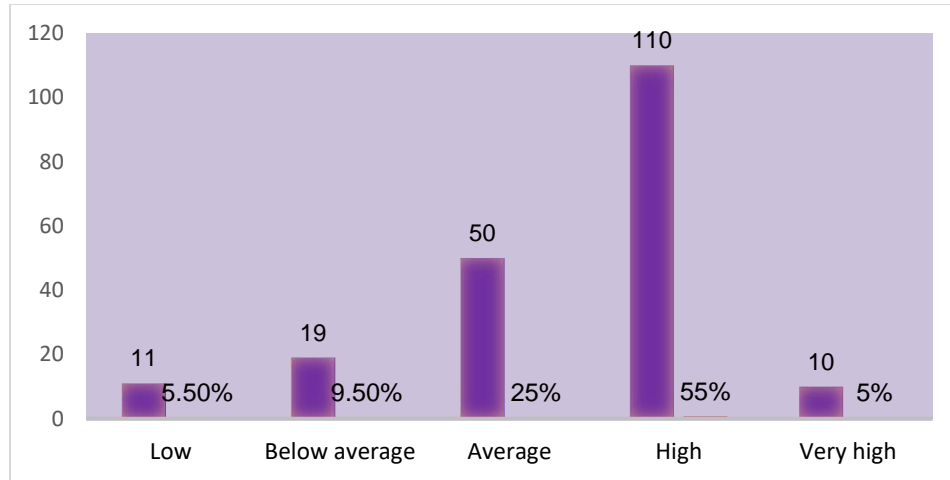


Figure 9: Dependency on E-resources

This table shows that 55% of students highly depend on e-resources for learning. 25% of students depend on e-resources on an average. Only 5.5% replied that they depend on e-resources at a low level.

Table 10: Features

Features	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	S. D
Quickly retrieve	5.5% (10)	8% (16)	28.5% (57)	41.5% (83)	17% (34)	3.58	1.025
Up-to-date information	5.5% (11)	7% (14)	17% (34)	42.5% (85)	28% (56)	3.81	1.092
Free availability	5% (10)	9% (18)	28.5% (57)	41.5% (83)	16% (32)	3.55	1.026
Full-text searching	5.5% (11)	10% (20)	29% (58)	37% (74)	18.5% (37)	3.53	1.075
Links to other resources	3% (6)	11.5% (23)	24.5% (49)	44.5% (89)	16.5% (33)	3.60	.992

The table marks that 41.5% students have agreed to use e-resources for quickly retrieving and free availability of information. About 42.5% have agreed & 28% have strongly agreed to use it for up-to-date information. 37% & 44.5% have agreed that they prefer e-resources for full-text searching and providing links to other resources. From this table, it is understood that most of the users prefer to use electronic resources for up-to-date information rather than other features of e-resources.



Table 11: Using E-Resources for Reading

Statements	Never	Rarely	Sometimes	Very Often	Always	Mean	S. D
Browse through the resources	4.5% (9)	8% (16)	42.5% (85)	32.5% (65)	12.5% (25)	3.41	.962
Read entire topic	2.2% (5)	17.5% (35)	44% (88)	29.5% (59)	6.5% (13)	3.20	.891
Use the search tools to identify keywords within the topic	5.5% (11)	10.5% (21)	34% (68)	38% (76)	12% (24)	3.41	1.013
Copy and paste text into Microsoft word or another computer software	10% (20)	19% (38)	33.5% (67)	29.5% (59)	8% (16)	3.07	1.099

From this table it is seen that 42.5% & 44% users browse through the resources and read the entire topic sometimes while using e-resources. Very often 38% users use the search tools to identify keywords within the topic. 33.5% users sometimes copy and paste text into Microsoft Word or other computer software while reading e-resources.

Table 12: Benefits of Reading E-Resources

Benefits	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	S. D
Ease of access	5% (10)	9% (18)	24% (48)	34% (68)	28% (56)	3.71	1.119
Access e-resources from anywhere	4% (8)	9% (18)	21.5% (43)	37.5% (75)	28% (56)	3.77	1.080
Automatic referencing /citations	5.5% (11)	12.5% (25)	25% (50)	41% (82)	16% (32)	3.50	1.075
Off campus access / remote access	5.5% (11)	9% (18)	24% (48)	37.5% (75)	24% (48)	3.66	1.105
Convenient /fast and easy	3.5% (7)	4.5% (9)	24% (48)	37.5% (75)	25.5% (51)	3.72	1.057
Easy to get keywords or information	5.5% (11)	10.5% (21)	16% (32)	44.5% (89)	23.5% (47)	3.70	1.107
Easy to search	5% (10)	8% (16)	16.5% (33)	41% (82)	29.5% (59)	3.82	1.097
Time savings	5.5% (11)	10% (20)	15% (30)	40.5% (81)	29% (58)	3.78	1.136

Money savings	6%	9.5%	21.5%	37%	26%	3.68	1.138
	(12)	(19)	(43)	74)	(52)		

The table shows that most of the users have benefited of easy to access (34%), access e-resources from anywhere (37.5%), automatic referencing (41.5%) remote access (37.5%), convenient /fast and easy (37.5%), Easy to get keywords or information (44.5%), Easy to search (41%), Time savings (40.5%), Money savings (37%). 29.5% have strongly agreed that it is easy to search. About 12.5% users have disagreed at automatic referencing. So, it is noticed that the majority of the users identified the easy to search e-resources aspect as the biggest benefit with time savings and access to e-resources from anywhere being the second most often chosen answer.

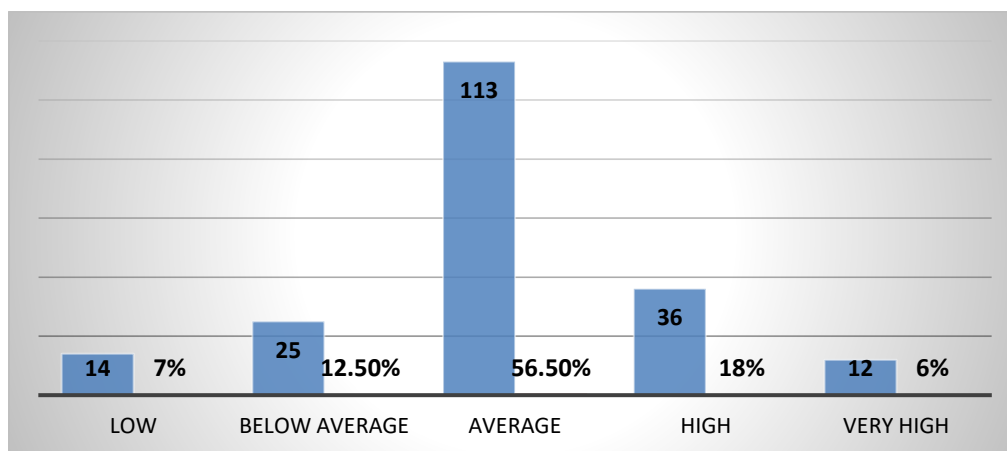


Figure 10: Level of Satisfaction

From the table it is found that the overall user satisfaction levels of e-resources are varying from user to user. It means that 7% of users are not satisfied with using e-resources in the central library. 12.5% respondents marked their satisfaction level below average, but 56.5% replied that on average they are satisfied with using e-resources, 18% used their satisfaction status as high and 6% used as very high. So, it is understood that the satisfaction level is not always high.

Table 13: Difficulties while Accessing E-Resources

Difficulties	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	S. D
Not many e-resources available in my subject	5% (10)	22.5% (45)	26.5% (53)	32% (64)	14% (28)	3.28	1.112
Coverage on e-resources is not suited to my research area	5.5% (11)	21.5% (43)	38.5% (77)	27% (54)	7.5% (15)	3.10	1.000

Lack of knowledge for using it	11% (22)	21% (42)	32.5% (65)	30% (60)	5.5% (11)	2.98	1.084
Lack of internet connection	13% (26)	20% (40)	30% (60)	28.5% (57)	8.5% (17)	3.00	1.163

According to the questionnaire, there are some difficulties that are faced by the users when they are accessing e-resources in libraries or anywhere. It means most of the students have agreed that they have faced many problems like limited number of e-resources available in their subject (32%), lack of knowledge for using it (30%), lack of internet connection (28.5%). But 38.5% marked that they are neutral in case coverage on e-resources is not suited to their research area. 14% have strongly agreed that they don't get many resources available in their subject. So, we can say, it is the main problem of using e-resources.

*Table 14: Disadvantages of Using E-Resources as Reading Materials*

Disadvantages	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	S. D
Discomfort reading from the screen	8% (16)	17% (34)	27% (54)	35.5% (71)	12.5% (25)	3.28	1.129
Pages take too long to navigate too slow	6.5% (13)	14.5% (29)	37% (74)	32.5% (65)	9.5% (19)	3.24	1.028
Fee based e-resources	9.5% (19)	13.5% (27)	32% (64)	31.5% (63)	13.5% (27)	3.26	1.144

The table shows that 35.5% users have agreed that they feel discomfort reading from the screen. In case of using e-resources, pages take too long to navigate too slow and fee-based e-resources, 32.5% & 32% marked the level of neutral. But the majority of the users feel discomfort while reading from the screen.

## Discussion

From this paper, we can state that, out of 200 students only 85% students are familiar with electronic resources whereas 15% are not. Out of 200 students only 90% students use e-resources for reading and the other 10% don't. In case of study level bachelor students are more (78%) than diploma, masters, PhD. Most of the students have developed their ICT/computer skills through online tutorial. 42.5% students have average skills in using computer technologies. Majority of the students have a concept or idea about e-resources. Students access e-resources sometimes daily, weekly, monthly. Most of the students use e-news, e-books more than other e-resources. A higher portion of the respondents about 35% access e-resources from residential halls and 32% access from libraries. Students rarely use e-clippings, e-patents, e-thesis & dissertation, library catalogue. Majority of the students access e-resources to know the current information and learning purpose. Most of the time students use only e-resources available free of charge. Students access e-resources through search engines links more than publisher's or library website links. Maximum

students prefer mobile phone screens for reading e-resources. Students use PDF format more than html, word test. Only 56% of students get average bandwidth or internet connection to access e-resources. 32.5% students can read e-resources from a screen for 6-10 minutes in a typical session. 55% of students highly depend on e-resources for learning. Students prefer e-resources for up-to-date information than any other features of e-resources. Majority of the students use the search tools to identify keywords and browse through the resources while using e-resources. It is easy to search e-resources and this process saves the user's time. Satisfaction level of 56.5% students is average. Students face difficulties while accessing e-resources. They don't get necessary e-resources in their subjects. Most of the students feel discomfort while reading from the screen. From the results it is clear that the central library users have a great impact on reading habits through e-resources and there are various significant reasons to use e-resources.

### **Problems & Recommendations**

There is a great lack of technical skills among students to use e-resources. Not many e-resources are available in a student's subject area. Lack of proper internet connection. Shortage of different types of e-resources such as e-clippings, e-patents etc. Students cannot use e-resources because of adequate equipment in the library. Due to the fee-based e-resources, students do not get access to use these. Students do not have proper knowledge about the benefits of using e-resources. Students cannot use e-resources without getting proper guidance. The collection of e-resources will be increased in the library. Development of infrastructure facilities for accessing e-resources. Library should subscribe to more e-journal. Library should increase the budget for subscribing more e-resources. Without an adequate budget the library cannot cover all the subject's content. Most of the user's requirements are current issues of the article; the library should fulfil their requirements. Before and after the e-resources subscription, surveys on users should be done at regular intervals. Library should also receive information and suggestions from the faculty members and the faculty members and the students whether they need to subscribe or not. Library should organize training programs for the users so that they can know about different search interfaces, latest changes of the journal's site and develop sophisticated searching and retrieval skills or techniques. Bandwidth or internet connection must be increased on campus. Faster Internet connection should be offered to minimize download time.

### **Conclusion**

E-resources have numerous benefits, some of which are: E-resources can be reached through the Internet. In fact, users don't have to go to the library at all. This is very helpful for people who live in the country and other remote places. Users can download the papers and save them on their personal computing devices. Many people can look at the same piece or journal at the same time. Users can get to e-resources from anywhere and at any time that works best for them. Users can do a full search of many sites all at once through a single search interface. E-resources also give information about how often a product is used, which helps library staff figure out how often a product is used. Before they are printed, journal papers and issues are put online. The hypertext format and links in online resources lead users to related material and articles. Audio, video, and animation are not found in print documents, but they are in electronic resources. Inclusion of specialized material (image, sound, video) (Kavithanjali, 2019). In an increasingly digital environment, readers are likely to gradually develop screen-based reading behavior and to

increasingly use a variety of strategies to cope with the information abundant environment. At the same time, in the digital age, printing for reading remains one of the major driving forces for the increasing consumption of paper. A number of digital reading devices have been designed to support reading e-resources efficiently. E-resources are an important reading material and as such are of interest to the users. The study indicates that the trend of reading e-resources is increasing. But most of the students do not use e-resources because of having no guidelines, proper knowledge, lack of appropriate equipment, lack of awareness. So most of the students do not show interest in using e-resources. The services of their libraries are unable to fill up the demand. The library must be reconstructed by increasing the number of facilities for using e-resources. Various types of training and awareness programs should be arranged by the authority. It will be helpful for the students of Rajshahi University if the authority provides a proper environment for using e-resources.

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