

Use of e-Resources by the Students in Developing Countries: A Review

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***Abstract** - The aim of this paper was to report on the use of e-resources by students in developing countries. A critical desktop review has been adopted to identify some of the key points and future research directions in this area. The main outcome drawn from this review is that the e-resources are a time demand material for all education institutions. Students are use e-resources for their course and research work. Students can now easily access e-resources via the internet, but slow internet speed sometimes causes an obstacle to getting their needed information.*

Keywords: E-resource, Developing countries, Students, University, Review

Introduction

The Information and Technology revolution has made great impact and profound changes in every area of human life in recent decades. We need to connect and use different kinds of information sources and resources to fulfill our everyday necessities. We can't spend a single day without the information. We need to connect and use different kinds of information sources and resources to fulfill our everyday necessities. With the massive development of the internet and other technologies, we can now easily access information from anywhere. We use information resources in our studies and research work with the help of computers, smartphones and other devices via the Internet. Electronic resources or e-resources are now the most popular information resources component due to their easy availability. E-resources can be accessed easily around the globe uninterruptedly. Nowadays, many essential information products are only available in digital format. Electronic resources have become a top priority in research and academic institutions, particularly in developing countries. Now e-resources are the most needed materials for every educational institution. Libraries are transformed into automation due to the availability and effective use of e-resources (Natarajan, 2017).

Electronic resources

Electronic resources are the electronic representation of any resources. E-resources refer to those converted or produced to electronic or digital format and require electronic devices like computers, mobiles, etc. to access. E-resources include many types of resources forms such as e-books, e-articles, e-journal, e-newspaper, e-magazine, online databases, CD-ROMs, etc.

(Akpojotor, 2016). Some e-resources are converted to electronic format, but some are born with electronically. Some e-resources can be printed easily, but some aren't possible to print easily such as full-text search, hyperlinks, etc. With the help of the internet no, we can access e-resources anywhere at any time. We can easily store it in any memory for a long time.

Methodology

This study reviews selected research articles on the use of e-resources by the students in developing countries intending to know some of the fundamental points and future research inclinations in this area. The studies reviewed were fundamentally identified through Scopus and Google Scholar. The World Bank's Country Classification Systems (2020) was used as a source for classifying the countries included in this study (Islam and Ahmad, 2012). The World Bank categorizes low-income countries with a gross national income (GNI) per capita of US\$1,025 or less; lower-middle-income economies with GNI per capita of US\$1,026 to US\$4,035, and upper-middle-income economies with GNI per capita of US\$4,036 to US\$12,475. The countries that belong to such income groups are regarded as economically developing and can therefore be defined as "developing countries." The developing countries examined in this research, including Bangladesh, India, Nigeria, Sri Lanka, Uganda, Kenya, Ghana, Ethiopia, Fiji, and Zambia.

Findings

Studies on use of e-resources by the students in developing countries

Islam and Habiba (2015) carried a study on using pattern of internet and e-resources by the students and faculty members of a private university in Bangladesh. The study found that students and faculty members are happy with the current available internet and e-resource. They mentioned that the number of titles is inadequate, the difficulty of obtaining information, the narrow entrance to computers, and slow download connectivity is the major problem. Qutab, Iqbal, and Ullah (2017) carried a research study on the screen-reading habits and use of e-resources of faculty of economics and management sciences' students in Pakistan. The study found students were engaged with using e-resources though the awareness of e-resources was low. Due to the lack of the training program, it also found that needed computer students couldn't use e-resources properly. Thanuskodi (2012) carried a study on use of e-resources by the students and researchers of faculty of Arts at Annamalai University in India. The study observed that most of the users are aware of the availability of e-resources. The study also observed that the majority of respondents are informed of the availability of e-resources. The result showed that the maximum of users like to access only e-resources. On the other hand, the lowest users like to read both electronic and printed journals. The result showed that maximum users use electronic resources for articles, and they seek e-resources through the library website's resources.

Pairis and Peiris (2012) conducted a study on the use of electronic information resources by postgraduate students of the University of Peradeniya in Sri Lanka. The study found that the maximum users used electronic information resources. Most of the respondents used it for their reports writing. Print and electronic resource read preferences differed among the users. The study showed that students were not happy with the electronic information services provided by the library. They firmly thought that they don't use these properly because of some challenges. Sohail and Ahmad (2017) carried a study on the use of electronic resources and services by faculty members and students of Fiji National University. It found that most

of the Fiji National University library students hold themselves up-to-date on improvements in electronic resources, services, and their right utilization in the area of research and academics. The result showed that most of the students were aware of e-resources with the services. Students liked to use e-resources, but sometimes it could not be appropriately utilized due to the slow download speed. Okello-Obura (2010) conducted a research study on the assessment of the problems LIS postgraduate students face in accessing e-resources at Makerere University, Uganda. The study found that students had complimentary views of e-resources utilization. They faced various difficulties in using e-resources properly, among them slow internet speed, insufficient network. They also mentioned that due to the lack of awareness of e-resources, they don't perform advanced search approaches to access it.

Nyamboga, Bosire, Tinega and Mucyo (2014) carried a study on e-resources complexities and their usage among the information science students at Mount Kenya University, Kigali Campus. The study revealed that the students were aware of the library notice board's availability of e-resources mostly from other sources. Many students indicated that they meet difficulties in obtaining and using e-library resources due to overloaded information and their lack of advanced searching skills. Gathoni et al. (2011) investigated a study on monitoring and evaluation of electronic resources in academic and research institutions in Kenya. The result showed that to raise the awareness of the e-resources library needs to increase its marketing policies. The study also indicated that many students could not meet their needs due to the inadequate training program. Yamson, Appiah and Tsegah (2018) conducted a study on electronic vs. print resources: a survey of perception, usage, and preferences among Central University undergraduate students in Ghana. The study revealed that most of the students prefer print resources than e-resources. The author suggested that the authority should arrange training programs to increase the usability of e-resources. Natarajan (2017) led a study on the use and impact of electronic resources by information science students at Jimma University, Jimma, Ethiopia. The study revealed that the majority of students were aware of e-resources. Due to the easy accessibility of e-resources, the usage of e-resources was increasing, and they can use it at their hostels.

Discussion and future research directions

This literature review affirms with previous studies that are mainly focused on students. While a maximum of the studies evaluated in this paper is university-based (see Islam and Habiba 2015; Qutab, Iqbal, and Ullah 2017; Thanuskodi 2012; Pairis and Peiris 2012; Sohail and Ahmad 2017; Okello-Obura 2010; Nyamboga, Bosire, Tinega and Mucyo 2014; Yamson, Appiah and Tsegah 2018; Natarajan 2017), rest one is academic and research institution (see Gathoni et al. 2011). Most of the studies indicated that the respondents were very much aware of e-resources (see Qutab, Iqbal, and Ullah 2017; Thanuskodi 2012; Sohail and Ahmad 2017; Okello-Obura 2010; Nyamboga, Bosire, Tinega and Mucyo 2014; Natarajan 2017). A few papers indicated that students were happy with resources' availability (see Islam and Habiba 2015; Thanuskodi 2012). On the other hand, maximum studies revealed a lack of training on the proper usage of e-resources (see Qutab, Iqbal, and Ullah 2017; Nyamboga, Bosire, Tinega and Mucyo 2014; Gathoni et al. 2011; Yamson, Appiah and Tsegah 2018). Some papers mentioned the internet's slow speed (see Islam and Habiba 2015; Sohail and Ahmad 2017; Okello-Obura 2010). However, all these studies concluded that e-resources were very crucial for its users. Due to easy access, the number of e-resources users was increasing day by day, but due to lack of training, students could not utilize it properly.

Conclusion

This literature review investigated research studies on the use of e-resources by students in developing countries. The main outcome drawn from this review is that the e-resources are a time demand material for all education institutions. Students use e-resources for their course and research work. Students can easily access e-resources via the internet, but slow internet speed sometimes causes an obstacle for getting their needed information. They don't utilize e-resources properly due to a lack of training program. Nowadays, students are moving from print resources to e-resources.

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