

**THE EFFECT OF E- LIBRARY ON STUDENTS' ACADEMIC PERFORMANCE IN
INDIAN TERTIARY**



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ABSTRACT

The purpose of this study was to investigate the ways in which academic libraries are used by students and to determine whether or not such usage is related to the success that students experience in their academic endeavours. In addition, the investigation sought to determine whether or not such usage is related to the success that students experience in their academic endeavours. Without the library as an integral part of the curriculum, any educational system might be considered insufficient and lacking. It is a very significant factor that has contributed to the improvement of the

academic performance as a whole. According to Andaleeb and Simmonds (1998), the use of academic libraries is mostly influenced by the users' awareness of the library's resources and the availability of such resources. This is because users are more likely to utilise resources that they are aware of. It is vital, in order to fulfil the information requirements of students in an efficient manner, to not only have an understanding of the types of material that students need, but also of the ways in which students use the library. The contributions offered by the academic library to the learning process are very helpful and make a major difference. According to the results of

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Chamani Gunasekera's (2010) study on the student use of an academic library, students are, for the most part, satisfied with the contents, services, and facilities

that are made available to them by the library.

Keyword: of Chamani Gunasekera's, academic library, performance,

INTRODUCTION

According to the findings of the research, however, undergraduate students do not make sufficient use of the library's resources and services. He pushed for the introduction of the information literacy programme in order to boost people's understanding of and ability to utilise electronic information resources. This was done through advocating for the program's implementation. In addition to this, he recommends that the library should have a greater number of individuals using its services. Making information about the availability of various resources simple to locate and available to students is likely to be of great assistance in terms of assisting students in becoming acquainted with the resources and services that are provided by academic libraries. Students' academic performance in their courses is substantially impacted by how well they utilise the resources provided by the library in a variety of different ways. Students' demeanour, the willingness of library personnel to cooperate, library services, and the provision of suitable instruction on how to make effective use of the resources that are available are some of these factors. Additionally, there is a friendlier interaction between the librarian and the students, which contributes to the enhancement of communication, learning facilities, and overall environment. It is common known that a library acts as the beating heart of an educational institution. Serving as a conduit for the transmission of knowledge and expertise to students who are enrolled in higher education is the major reason for and purpose of any academic library. This is the primary reason for any academic library.

Education is the single most important factor in the formation of a country because it produces members of society who are capable of "adopting, adapting, and adeptly" using new information. This is because education produces members of society who are capable of

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"adopting, adapting, and proficiently" using new information. Higher education plays an important part in the country's cultural and social development, and as a result, it contributes significantly to the alteration of the country's socioeconomic landscape. This instrument is an essential component for the whole development. The following is an example of one approach to convey the goal of education: "Guide me away from deception and toward the reality! Help me emerge from the darkness and into the light!" And guide me from the world of death into the realm of immortality, where the truth, the light, and the immortality all come together to create a trinity that cannot exist in its entirety apart from the other two. This holy trinity serves as a lofty and wide basis for the educational system, which it supports and sustains. When we talk about the educational system, its roots can be traced back to the Vedic period. This was at the time when the Guru Shishya Parampara was the most popular mode of knowledge transmission. When we talk about the educational system, its origins can be traced back to the Vedic era. Historically, the students would receive information from their instructor, known as the Guru, while living in the same house as the Guru. The term "Gurukul" refers to the educational model that is being discussed here. The meaning of the word "gurukul" is "learning while living with the Guru in his house," and this is what the word refers to. The student, while residing in a Gurukul, would render services to the Guru, and at the same time, they would live under a stringent discipline, spending moderate lifestyle, and perpetually practising whatever education has been given to the student by the Guru, and learning by heart was the only way for the student to receive knowledge. In addition, the student would live under a strict discipline, spending moderate lifestyle, and perpetually practising whatever education has been given to the student by the Guru. Lord Buddha is credited with laying the groundwork for the Buddhist educational system in the 5th century B.C., according to Balwaria and Gupta¹. The term "Buddhist education system" has become more common in recent times to refer to this particular educational approach. To put it another way, it was the most important educational system that was in existence all the way through the early mediaeval age. During this historical period, Brahman academics prevented regular people from gaining access to the education that was granted to them by the Constitution. Individuals were given the option to improve themselves via self-directed study and by taking charge of the religious practises that they engaged in as a result of the proliferation of Buddhism. The pedagogical style used here has a monastic flavour to it. In

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places like monasteries and viharas, educational activities are often supervised by a monk, who is also referred to as a "Bhikkhu." They were placed under the supervision of two superiors who met the requirements for the role based on their knowledge, character, and status.

These more senior individuals were known as the 'Upadhyaya,' and they were referred to as the 'chrya.' The position of instructing the young Bhikkhu in the holy scriptures and teachings was delegated to the 'Updhyaya,' while the 'chrya' was assigned the responsibility of overseeing the young Bhikkhu's behaviour and ensuring that he remained disciplined. To qualify as a teacher, an individual must have served as a monk for a minimum of ten years and must exemplify the highest levels of moral rectitude, intellectual acumen, and altruism. Both the student and the teacher were equally responsible for responding to the monastic institution. They were both following the ideology of "simple living and exalted mind," which both of them had adopted.

LITERATURE REVIEW

The function of the academic library as a source of knowledge has developed into one that is more critical and significant. As a consequence of the swift development and constantly changing environment in the field of technology, many information providers and consumers are having trouble accessing the most up-to-date information from libraries. This is due to the fact that the field of technology is continuously changing. This predicament is the result of the interaction of two different factors: Because of the fact that the Library acts as a central location for the storage, creation, retrieval, and transmission of information in order to fulfil the needs of the students.

Research was carried out by Adeniran (2011) to assess the degree of user satisfaction with academic library services from the perspectives of academic staff as well as students. The findings of this study indicate that the level of expertise possessed by both the library's staff and its patrons is directly proportional to the level of contentment experienced by library patrons. This finding indicates that the level of contentment experienced by library patrons is directly proportional to the level of expertise possessed by library staff. According to the findings of the study, there was also a correlation between an increase in library use and the

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provision of appropriate information resources, access point, and an atmosphere that was suitable to learning, teaching, and research. This was found to be the case when the environment was conducive to these activities.

According to Afebende and Ebaje (2008), the success of the library is not only reliant on the collection and facilities that are supplied by the library, but also on the successful exploitation and use of the resources that are made available by the users. This is because the success of the library is dependent not only on the collection and facilities that are supplied by the library. The responsibility of educating users on the collection and administration of information items lies not just on the librarian but also on the users themselves, even if the librarian is the one whose job it is to do it.

According to Fidzani (2018), it is necessary for students to have help from a member of the library staff when using the library's services and resources, which in turn allows students to meet their information needs. He came to the realisation that the professors utilise the library's resources not only for their own personal research but also for the education they provide to their students in the classroom. They take out the vast majority of these items on loan so that they might use them in settings other than the library itself. In addition to this, teaching members use the media centre of the library in order to have access to information that can be found on the internet. On the other hand, the majority of the teaching staff claims that they are not familiar with all of the materials and services that may be found in the library. They also claimed that they were unable to use the library because they were unable to access the electronic data bases and the goods that were on the shelves. This was cited as one of the impediments that stopped them from accessing the library. Students have a greater chance of achieving high levels of academic success if they make efficient use of the resources provided by their school libraries.

The study that Larson and Owusu (2012) carried out was based on a sampling method that included sending questionnaires to customers. This method was used to collect data. The findings of the study indicate that the overwhelming majority of library users are satisfied with the services that are offered by the library; hence, it is recommended that funding levels be increased for libraries. The findings of the study indicated that the users of the Library should be given the recommendation that the Library's running hours should be extended, and

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that the users should have access to Xerox facilities.

According to the findings of Pandey and Singh (2014)'s study, the vast majority of respondents expressed satisfaction with the library's resources as well as the services it provides. They also came to the conclusion that customers use the circulation service the most often, and books are the resource that is utilised the most frequently overall by library users. The responders have submitted suggestions that have the potential to make the library's resources and services more efficient and effective, as well as increasing the effectiveness with which they may be used.

In accordance with the findings of a survey that was carried out in the year 2008, there are key aspects that contribute to the overall quality of service delivery in libraries. These elements include the following: the correctness and dependability of the services that are supplied, the promptness and accuracy of the services that are provided, the accessibility, competency, and effective and efficient helpfulness of the library personnel. For want of a better phrase, in order for the services to be effective. Staff members working in libraries should not only be well-informed and willing to serve clients, but they should also be accountable for ensuring that the services they provide are reliable and accurate.

An examination of the amount of contentment that Tezpur University students and research scholars had about the library's resources, services, and information-seeking behaviour was carried by by Saika and Chandel (2012). It was observed that if the librarians provide direction to the user, it will assist them in meeting the information requirements of the user and will make all resources, whether they are in the form of printed resources or electronic resources, accessible to the users. This was found to be the case if the librarians provided direction to the user.

According to the findings of a study conducted by Sohail et al. (2012), the students at the University of Kalyani make great use of the resources provided by the library. The writers came to the conclusion that it was necessary to educate students on how to make use of the resources and services provided by libraries in order to aid students in achieving their information needs. This was the conclusion reached by the authors. In addition to this, they came to the conclusion that the students relied on notebooks, textbooks, and lecture notes as

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the primary sources of information the majority of the time. They have proposed that the library should expand its collection to include the most recent editions of textbooks and reference materials, and that customers should be encouraged to make use of the library's resources. In addition, the collection should be brought up to date to include the most recent editions of reference materials.

Suresha (2016) (2016) (2016) He polled the teaching staff as well as the students at St. Claret Degree College in Bangalore to establish their degree of contentment with the library's collection as well as the services it provides. The outcomes of the poll indicate that a sizeable percentage of respondents are satisfied with the resources and services made available by libraries. In addition to this, he came to the conclusion that the library patrons make the most use of the library's book collection, and that the circulation services are the ones that are the most in-demand inside the library. Users have provided suggestions on how library services should be made to be more user-friendly and productive in the future.

According to Tiefel (2004), the majority of library patrons are ignorant of the high quality and large range of material that is available in academic libraries. These libraries house a wealth of information in a variety of formats, including books, journals, and electronic databases. He made the observation that students are often comfortable with materials that a knowledgeable librarian would judge to be inadequate and/or inappropriate. This remark was made by him. It was found that the field of study has a significant impact on the habits and preferences of library users, and that faculty members in the field of science tend to make more frequent use of the library than their colleagues in the fields of the humanities and social sciences. This was one of the discoveries made by the researchers.

The majority of respondents (86.7%) are extremely happy with the collection of general books, and 70.0% are highly satisfied with the selection of text books. Additionally, 53.3% of respondents thought that the circulation services were good. Veena and Kotari (2016), who carried the study and presented their results, are the ones who came up with these findings. According to the conclusions of the study, college libraries have to perform user studies on a more regular basis in order to get a deeper comprehension of the information needs of their clientele.

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RESEARCH METHODOLOGY

3.1 INTRODUCTION

In this chapter, the research methodology and design, the area of the study, the population, the sample size and the processes for sampling, as well as the research methodologies, and the analysis of the data are presented.

DATA ANALYSIS

4.2 OCIO – DEMOGRAPHIC INFORMATION OF THE RESPONDENTS

This section was designed to identify the respondents' demographics, which included their age, gender, level of education and occupation.

Table 4. 1 Percentage Distribution of Age of the Respondents

Age of respondents		Frequency	Percent
	15-19	43	43
	20-29	26	26
	30-39	27	27
	40+	4	4
	Total	100	100

Source: Survey data August (2015)

As shown in Table 4.1, 43% of respondents were within the age of 15 - 19 followed by the category of 30 – 39 years which for 27%. 26% samples were under the age category of 20 – 29 years and 4% are within 40+ years.

Table 4. 2 Percentage Distribution of the Gender of the Respondents

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Gender of Respondents		Frequency	Percent
	Male	45	45
	Female	55	55
	Total	100	100

Source: Field Study (2015)

As it can be seen from table 4.2 above that for about 55% of the respondents were female and male were only 45%

Table 4. 3 Percentage Distribution of the Respondents by Level of Education

Level of education		Frequency	Percent
	Secondary level	72	72
	Diploma	10	10
	Degree	13	13
	Masters	5	5
	Total	100	100

Source: Survey Data, (2015)

Educational level of the respondents is clearly seen in Table 4.3 above as 72% were secondary level students, 13% were degree level, 10% were diploma and 5% were in masters' level.

Table 4. 4 Percentage Distribution of the Respondents Occupation

Occupations	Frequency	Percent
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Students	72	72
Librarians	10	10
Teachers	16	16
D.E.O	1	1
R.E.O	1	1
Total	100	100

Source: Survey Data, (2015)

The majority of the respondents (72%) in Table 4.4 were the students. Moreover, teachers were 16%, librarians were 10%, D.E.O and R.E.O who were 1% each respectively.

4.3 INFLUENCE OF LIBRARY RESOURCES TO STUDENT ACADEMIC PERFORMANCE

The researcher sought to know if secondary schools had libraries. Different questions were asked to direct the collection of data intended from the field.

Table 4. 5 Secondary Schools have Libraries to Assist Student Learning

Options	Frequency	Percent
Agree	33	33
Disagree	66	66
Not sure	1	1
Total	100	100

Source: Field Study, (2015)

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According to the data shown in Table 4.5, just one percent of respondents were unsure as to whether or not secondary schools in Mtwara Mikindani Municipality had libraries. On the other hand, sixty-six percent of participants were against the idea that secondary schools having libraries.

When asked to comment on the availability of libraries in secondary schools, an interviewee from one of the secondary schools in the Mtwara mikindani Municipality provided the following response: "A fully equipped library helps the students to broaden their knowledge and, as a result, to do better in their examinations." He went on to emphasise that "students are accountable for their own studies wherever there is a library." And this boosts morale and helps build a culture of studying in the library since tasks are provided to complete in the library.

Another respondent who was interviewed about the availability of libraries in secondary schools in the Mtwara Mikindani Municipality said the following: "Our school does not have library, but most of our students are always do ask the Head master to have a library, they like to study in library during private study periods but we luck library."

4.4 SUFFICIENT READING BOOKS

The researcher wanted to know if there were enough reading books in secondary school libraries for students to read.

Table 4. 6 Libraries in Secondary Schools have Enough Reading Books

Options		Frequency	Percent
	Agree	16	16.0
	Disagree	77	77.0

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	Not sure	7	7.0
	Total	100	100.0

Source: Field Study, (2015)

According to the findings presented in Table 4.6, only 16 percent of respondents in Mtwara Mikindani Municipality agreed that there were sufficient reading books in secondary school libraries, while 77 percent disagreed with this statement and 7 percent were unsure whether or not there were sufficient reading books in secondary school libraries. One of the respondents from one of the secondary schools that was visited expressed this viewpoint throughout the course of the interview. They stated, "Materials found in the library are irrelevant, which reduces morale for students to utilise the library." But in addition to this, there is no culture of reading at the library, and this culture does not exist for either the professors or the pupils.

Other individuals who were interviewed at one of the secondary schools presented the following argument: "We do not have libraries, but our kids do borrow certain books we have in our shop, but other books found in store are not up to date."

CONCLUSION

In this chapter, the outcomes and several interpretations of those results are provided. A number of the characteristics of the participants were shown by the demographic information. These characteristics included the participants' ages, marital statuses, educational backgrounds, vocations, professions, income levels, and education levels. It was presented in such a manner as to be of assistance to the researcher in assessing the competence of the respondents as well as their level of understanding. It is also possible to utilise a person's degree of maturity to decide the kind of information that they provide.

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