



USE OF ONLINE ELECTRONIC RESOURCES BY TOP 10 BUSINESS SCHOOLS STUDENTS IN KARNATAKA STATE: A STUDY

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Abstract:

In order to determine the exposure of ICT and e-resources to the student at their level of knowledge using e-resources in the library, this paper aims to evaluate and assess how information and communications technology (ICT) is presented to, and how electronic resources are used by, students in business schools in Karnataka. It also seeks to highlight the challenges faced by the pupils and suggests some remedial measures for its improvement. In an organised sampling-based survey, the author closely examined how electronic resources were used. The study, which involved the top 10 business schools in Karnataka, found that 80 percent of students chose ICT products and applications for writing proposals, manuscripts, and presentations. Among the various e-resource categories, students are more likely to use databases, e-journals, technical project reports, and other databases. It recommends updating to high-speed internet access equipment and providing more student subscriptions to online services.

Key Words: ICT products, E-Database, E-Journals, Internet, B-Schools, students.

1. Introduction:

The first trade schools came in Europe in the 18th century and raised again of the 19th of one hundred years. B-schools, at the very beginning of the nineteenth of one hundred years, determined a commercial instruction at a larger level, determining to strengthen instruction and research engaged of trade management. The fast happenings in facts and communication science (ICT) live well a huge change in every line of work and has influenced a dramatic change in the facts sketch, bestowing rise to any of alternatives to control miscellaneous information beginnings smooth, and easily as a result of that e-money have enhance the most cherished afterwards the modern library's reserves in fulfilling the different needs of graduates, faculties and research philosopher accompanying minimum exertion and time.

ICT has altered the globe and has combine of the essential forms for regaining facts and news is that achieve, stocked, maintained and flowed. The Internet has immediately-moment of truth enhance a main constituent in academic arrangements as it plays a key act in convergence the facts and ideas needs of organizations. In this framework, the direct rescue of news by trade school scholars depends on their news education on e-money. The e-money buys a key section of athenaeum groups. The estimate and use of news possessions, for the most part e-money, have extended accompanying moment of truth.

Subsequently, there was associate obligation to conduct study on the various aspects of e-resources and also the problems with reference to the utilization of e-resources by students, additional notably by the scholars of business faculties. this the study is aimed to explore the utilization of e-resources by the scholars of business faculties in Karnataka. The study is persistently conducted for the event of library services in business management subject.

2. Electronic Resources: The Concept

Electronic Resources is info sources provided in associate electronic format associated Library materials on the market in an electronic format and additionally e-resources area unit materials in digital format accessible electronically. Like full-text journals, e-books, newspapers, image collections, maps, moving pictures, music sound, etc. These could also be transported on compact disk, on tape, via the net, and so on.

3. E-Resources:

Electronic resources can be divided into two categories:

Online E-Resources, Include:

- E-journal (Full text & bibliographic)
- E-books
- Online databases
- Web sites
- E-conference proceedings
- E- Reports
- E-Maps, E-Pictures/Photographs, E-Manuscripts, E-Theses.

Other Electronic Resources Include:

- CD- ROM, CDs/DVDs
- Diskettes
- E-newspaper, Internet Websites - Listservs etc.
- Other personal computer databases.

4. Literature Review:

The purpose of this section is to review, scrutinize, organize and gift applicable literature concerning the utilization of on-line electronic data resource to boost the standard of gaining information by students and lots of students area unit tutored, as a part of their analysis program, to perform a literature review, most area unit aware that it's a method of gathering data from varied sources and documenting it. varied studies are passed out exposure to the revelation of ICT and e-resources to the scholars,

analysis students and schools of various institutes, faculties and universities all round the world concentrating on the utilization of e-resources, wholly on the net. adult male and Panda in their study, 'Usage of e-services by students of business colleges in a very state of Bharat. And conjointly the study suggested that for the event of the access facilities with high speed of net and subscription to a lot of e-resources within the establishments. Most of the scholars most popular the written textbooks for educational information. They most popular electronic journals and e-databases for fast looking and downloading for his or her project work, presentation of conference/seminar, analysis work, and continued skilled development.

According to a survey, business college students in the state of Karnataka make both quantitative and qualitative use of online resources.

5. Objectives of the Study:

The study's goals are to: Assess students' current utilisation of electronic information sources; Describe ICT use in business management and education.

- Identify the use and function of internet services in libraries for online resource searching.
- To determine how often faculty and students access electronic resources
- Learn about the obstacles and issues students encountered when using and accessing electronic information resources.
- Examine how business school students feel about using e-resources.
- Provide direction for developing business schools' and colleges' current online libraries.

6. Methodology:

The survey method and questionnaire tool are the foundation of this investigation. According to the main goals of the study, a structured questionnaire was created to collect information from the students of the top 10 business schools in Karnataka. Students' information was gathered utilising a Google Form.

Google Form was drawn to the survey. To meet the goals of the study, data were gathered from the top 10 business schools in Karnataka that are certified by the AICTE and other organisations.

Through the use of a Google Form, the sample was gathered from the pupils. Only students who were enrolled in business management courses at one of the top 10 B-Schools in Karnataka, which included the IIMB, TAPMI, XIME, Alliance School of Business, SIBM, Bangalore, SDMIMD, Indus Business Academy, AIMS, SJIM, and Acharya B-School, Bangalore, were taken into account. In order to gather the pertinent information about how important electronic resources are to Karnataka business school students, a structured questionnaire was deemed appropriate.

A total of 500 properly filled-out surveys with a 50% response rate were received after being distributed to respondents using Google Form; these are used for the study.

7. Data Analysis and Interpretation:

According to the survey, the 10 B-Schools colleges in each region, Alliance School of Business, 45 (9%) IIMB, 80 (16%), XIME, 55 (11%), TAPMI, and 59 (11.8%) 49 (9.8%) SIBM Bangalore 33 (6.6%) SDMIMD Indus Business Academy, AIMS, 39 (7.8%), SJIM, and 47 (9.4%) Acharya B-School are the top four business schools. The data includes colleges with B-Schools that have been studied. For greater comprehension and clarity, the data gathered through the surveys was examined, divided into categories, and tallied. Suitable statistical techniques were used to examine and tabulate the data.

7.1 Data of Gender Ratio:

Table 1: Gender Ratio

S.No	Gender	No of Respondents	Percentage
1	Male	300	60%
2	Female	200	40%
	Total	500.00	100%

There were 500 students in the study, and it is proven that 300 (or 60%) of them were men and 200 (or 40%) were women. According to data, male students were more likely than female students to use the library's electronic resources.

7.2 Terminal or Computer Skills of B-School Students:

Computer literacy has become a prerequisite for all pupils in the current computer era. In light of this realisation, the current study made an effort to determine the computer literacy of B-School students. This study demonstrates that all of the defendants were computer savvy, which is a positive indicator for any association. According to Table 2, which summarises the study's findings, pupils possess "excellent knowledge" of computers. This demonstrates that B-Schools are giving their pupils the necessary computer training to use all of the available e-resources.

Table 2: Computer Proficiency among B-School Students

S.No	Extent of Computer Knowledge	No of Respondents	Percentage
1	Excellent	195	39.%
2	Good	135	27.%
3	Fair	95	19.%
4	Satisfactory	75	15.%
	Total	500.00	100.00

7.3 Use of Internet:

Currently, students utilise the Internet extensively for both their education and other purposes, such as leisure. To avoid in research, teaching, and communication, the Internet should be made available to both students and teachers. Students now use the internet more regularly to gather research for their assignments. Consequently, pupils are increasingly using the internet. The Internet also helps students develop the skills and abilities that will make their academic and professional lives easier. As a result, in order to investigate the relationships with other factors e-resources related educational contexts that are important for students, we need to gather a lot of information about the internet. By conducting a comparative analysis of b-school students' use of electronic information resources based on a study google feedback form, this research article adds to the body of knowledge on

the use of online electronic information resources by students in business schools. The goal of the current study is to identify the location, frequency, use, and purpose of the internet. Table 3 provides information on the respondents' usage of the Internet on a regular basis.

Table 3: Frequency of internet usage

S.No	Frequency	No of Respondents	Percentage
1	Daily	160	32.%
2	Weekly	135	27.%
3	Fortnightly	105	21.%
4	Monthly	70	14.%
5	As and When Required	30	6.%
	Total	500	100%

Table 3 shows that all the respondents of the study, i.e. students of B-Schools having the habit of using the frequency of use internet of the sample subgroups. Among them, about 160 (32. %) of respondents use the internet every day, followed by 135 users (27. %) were using the internet weekly. 21. % of students use the internet on a fortnightly basis, a small percentage and 70 users (14. %), 30 (6. %) respondents were using the net monthly and as when required respectively.

7.4 Purpose of Internet Use:

Table 4: Purpose of Internet Use

S.No	Purpose	No of Respondents	Percentage
1	E-mail	160	32%
2	Chatting	150	30%
3	Research	10	2%
4	Downloading	95	19 %
5	Entertainment	85	17%
	Total	500	100%

Internet use has both advantages and disadvantages. It depends upon the purpose of use. If it's properly used, it helps to extend knowledge and keeps oneself au courant the newest developments. Regarding the purpose of Internet use, the analysis of Table no.4 shows that 160 (32 %) used the internet for 'e-mail', 150 (32 %) used for 'Chatting', 10 (2%) used for research, 95(19%) used for 'Downloading', 85 (17 %) students used for 'Entertainment',10 (2%) is the least used internet for 'Research' which is unfortunate because the basic purpose of setting up of internet is not fulfilled.

7.5 Location of Internet Use:

The place where the Internet is used is very important because it determines the positive attitude towards using the Internet. So, it can be stated that according to the convenience of the user and availability of access facility, the Internet can be used in various places.

Table 5: Location of Internet Use

S.No	Location	No of Respondents	Percentage
1	At House	95	19%
2	At Department	160	32%
3	At Library	66	13.2%
4	At Cyber café	35	7%
5	At Mobile	144	28.8%
	Total	500	100%

Table 5 shows as high as 160 responses, out of 500 (32% percent), indicates that respondents used the Internet in their respective departments, followed by its use at the house (19 percent), at cyber café (7 percent), at Library (13.2 percent). And in mobile (28.8 percent) very least no. thro' cyber cafe, i.e. 7 percent. It shows that B-Schools has provided the necessary facilities to use the Internet in the departments as well as the library.

7.6 Use of E-Resources:

The use of print resources only is that the story of the past. It has assumed various dimensions and has undergone various changes and updates. The resources in electronic formats have also come and have become indispensable sources along with print resources in modern day libraries. The users have also learned to accommodate these positive changes to their convenience. Taking into account these changes, the libraries are very much interested in acquiring volumes of e-resources for their libraries. However, it has to be noted that the use of e- resources has not attained its full swing in most of the libraries which may be due to the reasons of lack of knowledge and reason.

Table 6: Utility Statement on the Types of E-Resources

S.No	E-Resources	No of Respondents	Percentage
1	E-databases	137	27.4%
2	E-journals	108	21.6%
3	E-articles/e-reprints	57	11.4%
4	E-books	68	13.6
5	E-Newspapers /Magazines	75	15%
6	OPAC	45	9%
7	All	10	2%
	Total	500	100%

The analysis of data in table 6 has taken up an analysis on the types of e-journals and e- databases mostly used by among the students. E-databases and e-journals were the most used e-resources by the respondents as seen from their responses, which are 137 (27.4 per cent) and 108 (21.6 per cent), respectively. It is followed by use of e-article/ e-reprints 57 (11.4 per cent). e-books 68 (13.6 per cent), E-Newspapers /Magazines 75 (15 per cent), 45 (9 %) of students were aware about OPAC services. A further 2 percent response indicates the utilization of all mentioned e-resources by the respondents.

7.7 Purpose of using E-Resources:

Table 7: Purpose of using E-Resources

S.No	Purpose	No of Respondents	Percentage
1	Study	111	22.2%
3	Assignment work	54	10.8%
4	Paper publication	16	3.2%
5	Seminar/workshop presentation	48	9.6%
6	For Innovative Practice	68	13.6%
7	For Up-to-date	79	15.8
8	For future	86	17.2
9	All	38	7.8%
	Total	500	100.0%

The main purpose of using e-resources by students of B-School in Karnataka (Table no 7). It shows that as high as 111 responses, out of 500 representing 22. 2 percent, indicates the purpose of using e-resources for study, 54 (10.8 percent) for Assignment work, 16 (3.2 percent) for presentation in seminar/conference/workshops, 68 (13.6 percent) for self-innovative, 79(15.8 percent) for up-to-date, 86 (17.2 percent) for future. Interestingly, 38 responses representing 7.8.6 percent of total responses indicate that the respondents use e-resources for all the above-mentioned purposes.

7.8 Legal Awareness of Copyright and IPR Issues:

Copyright and Intellectual Property Right (IPR) are two core legal issues related to any random and unselective use of both print and e-document. The users should have knowledge of copyright and IPR while using the e-resources. According to Binod Singh, co-founder and director, Einfolge, and author of the study report. The survey led both online and online offline among students and technical staff to know how knowledgeable they are on Copyright and intellectual property rights," The conceptual study on 'Copyright and Intellectual Property: Rights, Need & Awareness' discloses that the majority of respondents - students, scholars, teachers, and managers - from 203 educational institutions in Karnataka, Tamil Nadu, Kerala, and Telangana weren't fully conscious of the advantages of IP and other related issues. Also, around 35% of the respondents were not aware of Copyright and IPRs. The present study collected data on these (Table 8).

Table 8: Legal Awareness of Copyright and IPR Issues

S.No	Awareness of Copyright/IPR	No of Respondents	Percentage
1	Yes	390	78%
2	No	110	22%
	Total	500	100%

Understanding its importance, the present study collected data and analyzed the same as well. This reveals that a majority of 390 (78 percent) of students had knowledge regarding the copyright and IPR issues whereas 110 (22 percent) of students do not have knowledge regarding the 'Copyright and IPR issues' which is quite surprising.

7.9 Reasons for Dissatisfaction on Available E-resources:

Every aspect has positive as well as negative traits. The reason for dissatisfaction with available e-resources at B-School colleges, this study has tried to explore the grounds on which the elements of discontent investigated and presented in Table no.9.

Table 9: Reasons of dissatisfaction on available e- resources

S.No	Reasons of Dissatisfaction on Available E- Resources	No of Respondents	Percentage
1	Infrastructure was not good	195	39%
2	E-resources were not as per need	108	21.6%
3	Library time not suitable	74	14.8%
4	Library staffs were not cooperative	51	10.2%
5	Lack of Sufficient System Internet Connectivity	42	8.4%
6	Any other reasons	30	6%
	Total	500	100%

The reasons for dissatisfaction with available e-resources in B-Schools. The majority 39 % of students feel that the infrastructure was not sufficient, 21.6% of the students feel that the e-resources were not as per their needs, a further 14.8% of the responses noted that the timing of the library 'not suitable'.10.2% It is praiseworthy that none of them has stated that the library staff was not cooperative. While 8.4 % percent lack sufficient system internet connectivity, internet speed, fewer nodes for internet, etc. 6 percent of total responses indicate that all the above-mentioned reasons for dissatisfaction with available e-resources.

7.10 Sources of Information on e-Resources:

It is very important to record that the sources from where the students obtained knowledge regarding the availability of e-resources have to be reckoned. Since this has to be focused on enhancement for better use in the future. The responses are categorized in Table no. 10.

Table 10: Sources of Information on e-Resources

S.No	Sources of information	No of Respondents	Percentage
1	College website	63	12.6%

2	Library notice board/circular	129	25.8%
3	Office circular	82	16.4%
4	Library staff	226	45.2%
	Total	500	100%

Analysis of data in Table 10 shows clearly that the library staff was the main source of information for students for identifying the sources of information about e-resources (45.2 percent). It is followed by other sources such as Institutions' websites (12.6 percent), office circular (16.4 percent), and library notice board/circular only (25.8 percent). It implies that the Library was playing a key role in informing students about the e-resources.

7.11 Usefulness of E-resources:

As can be seen from the following, the vast majority of respondents' usefulness of e-resources on a day to day basis and also the comparison between E-Resources and Print documents in table 11.

Table 11: Comparison between use of E-Resources and Print Documents

S.No	Comparative Factor	No of Respondents			
		E-Resources	Percentage	Print Documents	Percentage
1	Time saving	165	33%	56	11.2%
2	Easy to use	67	13.4%	70	14%
3	More information	40	8%	90	18%
4	More expensive	47	9.4%	69	13.8%
5	More useful	68	13.6%	85	17%
6	Great extent	79	15.8%	95	19%
7	Not at all useful	34	6.8%	35	7%
	Total	500	100%	500	100%

The study indicated in table 13 majority of students 33% out of 500 respondents give response as e-resources is a time-saver, 13.4% out of 500 respondents give response as e-resources are easy to use, 8% out of 500 respondents give response as e-resources are more informative, 9.4% out of 500 respondents give response as e-resources are more expensive, 13.6% out of 500 respondents give response as e-resources are more useful, 15.8% out of 500 respondents give response as e-resources are the great extent and 6.8% out of 500 respondents give response as e-resources are not at all useful.

7.12 Search Strategy of e-Resources:

The majority of the students use search engines such as "Google" to search the information across the Internet. A good percentage of them use subject-specific gateways such as PubMed and home pages of individual e-resources and access to e-resources and finding relevant information/papers/articles or required e-journals/ periodicals from databases is a difficult task. It requires skill and experience on the part of users. Hence, the study tried to collect data on the search strategy of the students and whether they needed any orientation/ training program for this, etc. the study collected data presented in (Table12).

Table 12: Advantages of Accessing E-Resources

S.No	Advantages	No of Respondents	Percentage
1	Speed and less time in search	105	21%
2	Availability of the journal much before the print copy	56	11.2%
3	Simultaneous usage	81	16.2%
4	Easy accessibility	60	12%
5	Downloading facility	40	8%
6	Author can be contacted directly through e-mail	29	5.8%
7	Archival facility	20	4%
8	E-Resources are having 24 x 7x 365 access; anytime and anywhere access.	43	8.6%
9	Save printing expenditure	30	6%
10	Problems of missing issues can be solved easily	36	7.2%
	Total	500	100%

The results show that reveals multiple opinions regarding the advantages of accessing these resources. Maximum respondents were of the opinion that the main advantage of accessing e-resources was spending the least time in searching (21 percent). It was followed by simultaneous usage (16.2 percent), downloading facility (8 percent), and easy accessibility (12 percent), availability of journals before its print publication (11.2 percent), archival facility (4 percent) and facility to communicate with the authors (5.8 percent), E-Resources are having 24 x 7x 365 access; anytime and anywhere access (8.6 percent), Save printing expenditure (6 percent) and Problems of missing issues can be solved easily (7.2 percent).

7.13 User Satisfaction with E-resources:

User satisfaction has been the first objective of libraries and library professionals. In the academic library, there are various types of users with different types of expectations. The details of user satisfaction data in (Table 13).

Table 13: Satisfaction with e-resource

S.No	Extent	No of Respondents	Percentage
1	Full satisfied	94	18.8%
2	Partially satisfied	345	69%
3	Less satisfied	49	9.8%
4	Not satisfied	12	2.4%
	Total	500	100.00

The user satisfaction with e-resources was also studied. The study shows that 345 (69 %) students were partially satisfied with the service, a further 94 (18.8 %) were fully satisfied, 49 (9.8 %) students were less satisfied, and least some of the students opted for 'not satisfied' for the e-service.

7.14 Students Visit the Library for Accessing E-resource:

B-schools libraries within a college where students, staff, and faculties visit the library have access to a variety of resources. The details of the Student's frequency of library visits to accessing E-resource data in (Table no 14).

Table 14: Frequency of library visits

S.No	Library Visit	No of Respondents	Percentage
1	Daily	359	71.8%
2	Weekly	99	19.8%
3	Fortnightly	30	6%
4	Monthly	12	2.4%
	Total	500	100.00

The frequency of students visiting the library of its services was also measured. We can see here that 359 (71.8 %) students visited the library daily. This is an honest sign of library services. Further, 99 (19.8 %) students used library services on a weekly basis, 30 (6 %) students visited the library on a fortnightly basis and 12 (2.4%) the least students visited the library on a monthly.

8. Conclusion:

It is clear from the discovery that the students of b-schools intensification the services delivered by the library but at the same time they expect more than that. Most of the students visited the library daily. Which is an optimistic sign but some of the student visited and used the services on a weekly and fortnightly basis because of their busy schedule or other related works. Most of the users feel that e-resources provided by the library to the great extent fulfilled their necessities. The online resources are the need of the library to meet out the requirements of target groups. There is a need to train the staff in the library. In this connection, the expert has to make a methodical training program for library staff from time to time. The student orientation programs are also to be combined in the regular activity of the library. The attitude of the students looks very confident towards e-resources for their education and research. Libraries have to play a role as a gateway of e-resources and to provide assistance in retrieving these resources. The students are mainly dependents on e-resources for their obligatory information and to keep up-to-date in their subject area. More numbers of PCs should be augmented in the library for accessing e-resources and using other e-services. The study reveals that the students of b-schools are using the available e-resources acceptably. Still, there is sufficient scope for the library to grow its infrastructural facilities for providing the services and obtaining more e-resources, mainly in the field of business management.

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