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Indian National Institute of Fashion Technology 'NIFT' Faculty e-Resources Usage: A Study

Divakara H S[1]; Harish H T[2*]

Research Scholar, Visvesvaraya Technological University, Research Resource Center, Belagavi[1]; Librarian (Selection Grade), Department of Library and Information Science, Manipal Academy of Higher Education, Manipal, Karnataka, India[2]

hsdivakarbabu@gmail.com; harish.ht@manipal.edu

ABSTRACT

The study indicates the use of e-resources by the Academia of 16 National Institute of Fashion Technology campus of India as a sample for the study. The study focuses on accessing e-resources by designation, Gender, age, and computer literacy based on educational qualifications and their utilization by respondents.

Objectives: *The result is to discover the use of e-resources by the National Institute of Fashion Technology faculty members in India. To increase the awareness of OPAC among faculty members of NIFT, find out the frequency of using the library by NIFT faculty members and know the level of computer literacy and satisfaction.*

Methodology: *The researcher used a survey method to collect data through a questionnaire method. 560 questionnaires were designed and distributed to the faculty members of selected 16 NIFT campuses and received 256 filled questionnaires.*

Results and discussions: *The majority of the respondents are female, Most respondents are between 23 and 28 (32.42%) and use the available library e-resources, 120 out of 256 NIFT faculty visited the library twice weekly, the majority of the faculty members spend 2-3 hours accessing e-resources, NIFT faculty members are aware of OPAC library service, and the majority of 99 (51%) faculty members got awareness about OPAC from librarians, Out of 256 respondents, 218 (85.15%) faculty members of NIFT are good and experts in computer literacy, Most of the NIFT faculty members are using available library e-resources and 45.70% of NIFT faculty members are accessing e-resources in the library, 120 faculty members have been using e-resources for 2-3 years, NIFT Faculty members access e-resources for 2-3 hours a week and 92% of NIFT faculty members are satisfied with the available library e-resources.*

KEYWORDS: Digital Library; E-Resources; Information Resources; Fashion Technology Institution; National Institute of Fashion Technology (NIFT); India; Academia.

*****Corresponding Author: Orcid Id: 0000-0003-3594-3909

1. INTRODUCTION

There are many various types of electronic information resources available, including online periodicals, magazines, digital libraries, e-books, online tests, e-learning, tutors, etc. These electronic resource formats have developed into large and useful informational foundations because they are effective in appearance and arrangement with hypermedia tools. E-resource collections can be found in a variety of formats, including image collections in libraries, full-text databases, multimedia on CDs and tape, web-based resources, internet data archives, e-news, e-mails, online chat, and institutional repositories. E-resources are appropriate for use and archive the information's source. Because search engines differ from manual library searches, one can search the content in the e-resources repository at a faster, more convenient rate.

E-resources are a significant source of information consisting of data, or computer programs are the electronic representation of information. The category includes electronic texts, software applications, electronic databases, etc.

Fashion Industry in India

India is a traditional country with ancient and traditional clothing yet an emergent fashion industry. India is one of the largest apparel manufacturers, facilitating jobs for more than 40 million people. Fashion in India is a fast-growing industry; the Indian industry covers a whole range of clothing, from fancy clothes designed for wedding functions to sports and casual dress. The history of clothing in the Indian subcontinental is found in the Indus Valley civilization. Cotton was cultivated in India in the first and early 2000 BC during Harappa and Mohenjo-Daro times.

After Independence in India, Western clothing has increased its reputation, particularly in major cities like Bombay, Delhi, Kolkata, Chennai, etc. The Bollywood industry has also been a major encouragement to fashion around the subcontinent in Indian fashion.

2. REVIEW OF LITERATURE

The investigator has explained the extent of utilization of electronic resources by the postgraduate students. The present study evaluates the awareness level, the purpose of use, the orientation received, and the challenges of accessing electronic resources. Post-graduation students were utilization of e-resources for their study, assignment, dissertation, and literature that supported their studies. The study's main discoveries exposed respondents to a high level of awareness using electronic resources, particularly the use of institutional repositories (UGspace) for searching online journals. This study directed that information literacy skills and teaching need to be strengthened to progress the usage of e-resources *Norch (2022)*[1].

The study represents awareness of electronic resources and improving the investigation and innovation among library professionals and users. Here, the librarian must inform them about electronic resources and promote them among students. The librarian has to provide an orientation program for every individual at the start of the year. From the e-resources, current awareness knowledge is available and is very much needed for research-oriented students. The e-resources are making them alert of present scenarios. *Onwubiko, E C (2022)*[2].

This article explains e-resources awareness among medical college students. Medical students are majorly dependent on e-resources. Most medical students access the Internet for their research and subject-related information. The study finally indicates that students are utilizing materials like print and e-resources. *Sadaf, S., Siddique, R., & Shahzad, K. (2022)*[3]

The study exposed that the scholars used online resources for their research, teaching, and publication purposes. However, they faced some problems while accessing, like limited searching skills and bandwidth problems that delayed their use of electronic resources. The solution is to add a more academically useful database, and the librarian has to conduct an orientation program for the user. It will help developing countries like *Namibia. Leonard, A., Hamutumwa, N. M., & Mnubi-Mchombu, C. (2020)*[4].

The study discovered that the most used device by postgraduate students to access e-resources was the mobile phone; e-journals were the most preferred e-resources accessed; and African Journals Online was the most accessed e-resources. The research suggested that the library should organize student outreach programs; it has to provide e-resources service to its users. *Ndou, A. S., & Mojapelo, S. M. (2019)*[5]

The investigator concentrated on the use of e-resources and the level of awareness by users of Panjabi University, Patiala. The study described the satisfaction level of users and their problems while accessing electronic resources. The study shows that they have subscribed to personal databases of the library, connectivity of the Internet, speed, and satisfactory infrastructure. The study carries out the significance and preference of electronic resource utilization by undergraduate and postgraduate students and research scholars. *Singh (2019)*[6].

IIT academic members' use of INDEST online resources. Use of e-resources, benefits, drawbacks, accessibility, and access restrictions faced by professors were all surveyed by INDEST. Associate professors at IITs can access current information through INDEST e-resources, which aids in their ongoing topic knowledge maintenance. *Harish (2017)*[7].

The author opined that the use of e-resources by students of post-graduation level. The major observation of the study is to define awareness of e-resources usage by the students of post-graduation level. Frequency of usage of e-resources, find out the level of computer literacy and identify the difficulties faced while accessing and using electronic resources by postgraduate students. The study mainly focused on postgraduate students who preferred Google Scholar, a web-based database, more frequently to access information than the library-subscribed databases. *Ebenezer (2018)*[8].

They are focused on electronic resources used by faculties of engineering college libraries in Gujarat. The study describes the use of electronic resources, expertise in searching strategy, and purpose of usage by the faculty members. This study focused on how faculties are facing problems while accessing electronic resources. This study highlighted problems handled by the faculty members accessing e-resources. The major finding in this study is to highlight types of database usage and orientation programs required for the effective utilization of e-resources by the faculties. *Balugati (2018)*[9].

3. OBJECTIVES

- ✓ To examine the use of e-resources by the faculty of NIFT.
- ✓ To know the awareness of OPAC among the faculty members of the NIFT institutes.
- ✓ To find out the frequency of using e-resources by the academia.
- ✓ To investigate the level of computer literacy.
- ✓ To explore the library e-resources usage satisfaction.

4. SCOPE AND LIMITATION

The scope of the study is limited to the use of e-resources by the faculty members of 16 National Institute of Fashion Technology (NIFT) campuses in India.

5. METHODOLOGY

The researcher used a survey method to collect data through a questionnaire method. 560 questionnaires were designed and distributed to the faculty members of 16 NIFT campuses and received 256 filled questionnaires.

6. RESULT AND DISCUSSION

The researcher distributed 560 questionnaires amongst the faculty members of NIFT institutions for the study out of 560 questionnaires, 256 (45.71%) filled questionnaires were received.

6.1 Age:

S/N	Age	Response	Percentage
1	23-28	83	32.42
2	29- 35	59	23.05
3	36-45	54	21.09
4	> 46	60	23.44
Total		**256**	**100**

Table 6.1: Age

Table 6.1 shows that out of the 256 respondents, the majority, 83 (32.42%), fell into the age group of 23-28 years. Followed by 60 (23.44%) respondents are in the age set of 46 and above years, and the respondents between the age group of 29-35 are 59 (23.05%). The last one is 54 (21.09%) of the respondent's age group 36-45 years. The chart clearly shows respondents in the age group between 23-28 years accessing e-resources highly.

6.2 Gender:

S/N	Gender	Response	Percentage
1	Male	113	44.14
2	Female	143	55.86
Total		**256**	**100**

Table 6.2: Gender

In this study, samples included are male and female. The majority of the respondents, 143 (55.86%), are female and followed by 113 (44.14%) are male.

6.3 Designation:

S/N	Designation	Response	Percentage
1	Professors	34	13.28
2	Associate Professors	66	25.78
3	Assistant Professors	156	60.94
Total		**256**	**100**

Table 6.3: Designation

Table 6.3 explains the result of e-resources access based on designation, like Assistant professors, associate professors, and professors. It shows that the majority of the respondents are assistant professors, with 156 (60.94%) accessing the e-resources, followed by associate professors with 66 (25.78%), and the least with 34 professors (13.28%).

6.4 Education qualification:

S/N	Qualification	Response	Percentage
1	MA	49	19.14
2	MSc	39	15.23
3	MFM	25	9.77
4	M. Des	39	15.23
5	MF Tech	5	1.95
6	M.Tech	34	13.28
7	MBA	37	14.45
8	Ph.D.	28	10.94
Total		**256**	**100**

Table 6.4: Educational Qualification

The above table specifies categorizing the respondents by education qualification and e-resources access level. Most respondents are MA qualifiers, with 49 (19.14%) accessing the e-resources. Secondly, M.Sc and M.Des qualifiers equally access the resources 39 (15.24%). Meanwhile, MBA holders are 37 (14.45%) and Ph.D. holders 28 (10.94%) accessed the e-resources, respectively. MF.Tech qualifiers are the least 5 (1.95%) in accessing the e-resources.

6.5 Frequency of library visit:

S/N	Frequency	Response	Percentage
1	Daily	60	23.44
2	Weekly twice	120	46.88
3	Weekly thrice	30	11.72
4	Rarely	46	17.97
	Total	**256**	**100.0**

Table 6.5: Frequency of library visit

The frequency of visits by the faculty to the library is showcased in Table 6.5. Majority of the respondents, 120 (46.88%), visited the library twice a week. 60 (23.44%) are visiting daily. 46 (17.97%) visit thrice a week, and the most minor 30 (11.72%) rarely visit the library.

6.6 Level of Computer Literacy:

S/N	Computer Literacy Level	Response	Percentage
1	Excellent	93	36.33
2	Good	125	48.83
3	Average	38	14.84
	Total	**120**	**100**

Table 6.6: Computer Literacy Level

Table 6.6 shows the computer literacy level of respondents. 125(48.83%) of the respondents have a good computer literacy level, followed by 93(36.33%) experts, and the least 38(14.84%) respondents have an average computer literacy level.

6.7: Awareness of OPAC:

S/N	Awareness	Response	Percentage
1	Yes	193	75.39
2	No	63	24.61
Total		**256**	**100.0**

Table 6.7: Awareness of OPAC

Table 6.7 describes the respondent's awareness of library web OPAC; the majority of respondents, 193(75.39%), had an awareness of OPAC, and the remaining respondents, 63(24.61%), were unaware of the library OPAC service.

6.8: Mode of Awareness:

S/N	Mode of Awareness	Response	Percentage
1	Librarian	99	51.30
2	Library professional staff	75	38.86
3	Colleagues	19	9.84
Total		**193**	**100.0**

Table 6.8: Mode of awareness of OPAC

Table 6.8 shows that in the mode of awareness of OPAC (Online Public Access Catalogue), the majority of the respondents, 99 (51.30%) they are learned about OPAC from a librarian through an orientation program, followed by the respondents, 75 (38.86%) learned about OPAC from professional library staff and the least 19 (9.84%) of the respondents learned about OPAC from colleagues.

6.9 e-Resources usage by NIFT Faculty:

S/N	Usage of e-Resources	Response	Percentage
1	Yes	237	92.58
2	No	19	7.42
Total		**256**	**100**

Table 6.9: Use of E-Resources

The above table shows the usage percentage of e-resource access at the National Institute of Fashion Technology (NIFT). A majority of the respondents, 237 (92.58%), are using electronic resources, and the remaining 19 (7.42%) respondents are not accessing them.

6.10: Place of Accessing e-Resources:

S/N	Location	Response	Percentage
1	Library	117	45.70
2	Campus	87	33.98
3	Home	52	20.31
Total		**256**	**100**

Table 6.10: Place of accessing e-Resources

Table 6.10 indicates that NIFT faculty's e-resources are accessed through their location. In the chart, a majority of the respondents, 117 (45.70%), are accessing e-resources in the library, followed by 87 (33.98%) respondents who are using e-resources from campus, and the remaining 52 (23.31%) respondents are accessing e-resources from their residence.

6.11 Duration of accessing the e-resources:

S/N	Duration	Response	Percentage
1	Less than 6 months	16	6.25
2	6 months to 1 year	48	18.75
3	1-2 years	72	28.13
4	2-3 years	120	46.88
Total		**256**	**100**

Table 6.11: Duration-wise accessing the e-resources

Table 6.11 shows the duration of accessing e-resources; a majority of the respondents, 120(46.88%), are using e-resources for 2-3 years, followed by respondents 19 (9.84%) are using for 1-2 years, and the respondents 48 (18.7%) are using from 6 months to 1 year. The least respondents, 16 (6.25%), have used e-resources for less than a month.

6.12: Accessing e-resources per week (Time spent):

S/N	Time spent	Response	Percentage
1	Less than 1 hr. a week	19	7.42
2	2-3 hrs. a week	167	65.23
3	5-6 hrs. a week	43	16.8
4	More than 6 hrs. a week	27	10.55
Total		**256**	**100**

Table 6.12: Time spent on accessing e-resources per week

Table 6.12 shows the duration of hours accessing e-resources in a week; a majority of the respondents, 167 (65.23%), accessed 2-3 hours in a week, followed by 43 (16.80%) accessing e-resources for 5-6 hours in a week. Meanwhile, 27 (10.55%) are accessing e-resources for more than 6 hours a week, and 19 (7.42%) of the respondents are accessing e-resources for less than 1 hour a week.

6.13: Satisfaction with using e-Resources:

S/N	Satisfaction	Response	Percentage
1	Yes	236	92.19
2	No	20	7.81
Total		**256**	**100**

Table 6.13: Satisfaction with using e-Resources

Table 6.13 shows the satisfaction level of the respondents using library e-resources; the majority of the respondents, 236 (92.19%), are satisfied, and the remaining 20 (7.81%) are not using e-resources.

FINDINGS

- The majority of the respondents are female.
- Most respondents are between 23 and 28 (32.42%) and use the available library e-resources.
- 120 out of 256 NIFT faculties visited the library twice weekly.
- A majority of the faculty members spend 2-3 hours accessing e-resources.
- A majority of NIFT faculty members are aware of OPAC library service, and the majority of 99 (51%) faculty members got awareness about OPAC from librarians.
- Out of 256 respondents, 218 (85.15%) faculty members of NIFT are good and experts in computer literacy.
- Most of the NIFT faculty members are using available library e-resources. 45.70% of NIFT faculty members are accessing e-resources in the library.
- 120 faculty members have been using e-resources for 2-3 years.
- NIFT Faculty members access e-resources for 2-3 hours a week.
- 92% of NIFT faculty members are satisfied with the available library e-resources.

CONCLUSION

National Institute of Fashion Technology institutes played a vital role in the Indian textile and apparel industry research and development with the new fashion trends in the market worldwide. The faculty members of NIFT Institute are aware of the available library e-resources and use them to meet their academic needs. The NIFT library and information center staff provides orientation programs to library users. With the help of e-resources, the fashion design industry and the National Institute of Fashion Technology faculty is making a mark in the global market. Electronic resources are used frequently by the faculty of the National Institute of Fashion Technology (NIFT), and they are satisfied with the available e-resources to fulfill their academic needs

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