



ENHANCING ACADEMIC LEARNING: THE INFLUENCE OF ELECTRONIC RESOURCES  
IN AJK UNIVERSITY LIBRARIES

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**Abstract**

*The purpose of present study to determine the impact of e-resources on students' academic learning in the university of Azad Jammu and Kashmir. A survey method is used for this study. A structured questionnaire was used for collection the data from the respondent. The researcher personally visited the universities to collect the data. Data collected of 300 respondents from academic students of 5 university of Azad Jammu and Kashmir (AJK). The population of the present study was the students of UAJK, Muzaffarabad, WUAJ&K Bagh, UPR Rawalakot, UOK, and Kotli and MUST Mirpur. Using convenience-sampling technique, the researcher selected a sample of 300 students (60 from each university). The study found that the e-resources have significant positive effect on student academic learning.*

*The research was limited to graduate students in Azad Jammu and Kashmir's universities. Additionally, this survey was restricted to Azad Jammu and Kashmir's public universities.*

**Keywords:** Information Resource Sharing, Library Collaration, Digital Access, Academic Libraries, Pakistan

**Introduction**

The library and data focus are a piece of any instructional association, which is the centre point of the instructing, and learning exercises where understudies, educator what is further, judges get their necessary data as per their musts. In the customary libraries, guests need to invest vastly further energy looking through a little grain of data and for that, they need to calculate basically upon the library experts or library staff. Still, in the time of data correspondence invention, PCs are being employed for everyday housekeeping movement of the library, which saves the hour of the end guests, and library experts too likewise, contemporaneously stay down make the library administration smooth and successful (Sinha, 1990). As per Baskar, (2017) an electronic asset is characterized as an asset that requires PC access or any electronic item that conveys a multifariousness of information alluding to full textbook bases, electronic journals, picture assortments, other media particulars, and fine, graphical, or time sensitive, as a financially accessible title that has been distributed with an anticipate to being showcased. These might be followed through on CD ROM, on vid, by means of the Internet, etc. These are more helpful because of inborn capacities for control and looking, giving data access is less precious than getting data means, reserve finances down and upkeep, and so on, and now and also the electronic structure is the main other option.

The advancements in logical distributing and the assessing arrangements of distributors presented new difficulties and open doors for scholarly libraries in buying and dealing with the diurnals inside their confined spending plan. The library and data administrations of the 21st century is quick evolving. With the fast enhancement of electronic distributing, libraries are not just earning poring accoutrements like published books and journals yet in addition setting up for giving entrance to different literacy means in electronic structure. The web means and the application of the web as an outfit are having an impact on the manner in which guests



make the utmost of every situation. While in the morning stage, the World Wide Web was substantially employed for drive- type operations to give data and means to guests, the enhancement of Web2.0 and the spread of open sources and participated use idea have zeroed in on customer created content and operations for sharing. This has urged the fast turn of events and ubiquity of electronic means. Huntington (2005) introduced the homestretches of a many examinations that're-owned log examination to concentrate on the application and guests of electronic journals. To concentrate on the impact of E-assets on understudies learning in the council libraries in Azad Jammu and Kashmir the scientist in the wake of going through the once examinations observed a hole that every one of the examinations have been led by judges in colourful regions of the earth and sorely, no jotting was plant in Azad Kashmir, particularly at the advanced education position.

### ***Problem statement***

University libraries in Azad Jammu and Kashmir (AJK) are progressively implementing electronic resources to bolster scholarly inquiry. It is unknown, therefore, how much these resources actually improve student-learning results. Even with large investments in digital infrastructure, which includes e-journals, databases, and e-books it is necessary to evaluate the extent to which these resources support student learning and academic success in AJK's university libraries. By examining the effects of electronic resources on students' academic performance, engagement, and information literacy in AJK, this study hopes to pinpoint areas that could use improvement as well as best practices for integrating digital tools into the classroom.

### ***Objectives of the Study***

The following goals have been set as the study's intended outcomes;

- To learn more about the current state of the services and facilities for e-resources.
- To investigate the intent behind and regularity of use of the library's electronic resources.
- To identify the obstacles users, encounter when utilizing and accessing the library's electronic resources.
- To research how electronic resources and services impact users' academic learning.

### ***Research Questions***

The study tends to answer the following research questions.

- What kind of services and facilities are available for e-resources currently?
- Why and how often do library patrons use the electronic materials they have access to?
- What are the challenges users have while utilizing and accessing the library's electronic resources?
- What effect do electronic resources and services have on users' academic learning?

### ***Literature Review***

Tella et al. (2018) examined the use of e-resources among academic departments. Data was collected through questionnaire by using survey method of research. It was determined that the large number of participants use electronic information resources for research, educational assignments and course work. However, the electronic information resources provided a current, latest, and growing amount of knowledgeable collection across multidimensional users in academic departments. Another study, based on mixed method research approach carried out by Jabeen et al. (2017) with aim to explore the purpose, satisfaction level, and barriers in using the various resources of digital libraries among graduate and post-graduate students of five universities of Ninjang-China. Findings of their study unveiled that majority of the respondents from all five participating universities used digital library resources to complete their course work, research articles, thesis, and dissertation.

Deans and Durrant (2016) carried out a quantitative survey to examine the "knowledge and use of online databases and the library's OPAC by final-year business associate degree students in five selected Jamaican community colleges." The study found that significant number of participants use internet to complete their assignments and the internet was preferred source of information among majority respondents. Furthermore, less usage of "online databases" by participants found. Amjad et al. (2013) stated that using



electronic resources among majority of the participants were to fulfill various educational tasks, for the research needs, and enhancing knowledge in their field. Swift and ease of the access, and the round the clock availability were the core reasons of using electronic sources among most of participants. Mirza and Mehmood (2012) explored in their study that the core purpose of using library resources among most of participants were to study and completing their research projects.

Li's (2012) study found the significant number of participants used various search engines to complete their assignments, and the most of participants were well aware about different techniques of searching online. Gouseti (2017) investigated the use of various digital technologies by doctoral students through a qualitative method. It was found that the majority of the participants use the online databases, Google scholar, and Emailing, for the purpose of research, besides this the usage of online books, journals which were accessible through their library, the information sources available in electronic forms were preferred choice among majority participating doctoral students. Chen-Gaffey and Getsay's (2015) case study, found the significant use of books in electronic formats as compared to books in printed forms found whilst one important reason of using E-books their current nature. Nisha and Ali (2012) found that majority of respondents know the worth of electronic journals and they were used for obtaining information, and collection building. Further, it was also explored that respondents use these journals with two purposes one for searching a relevant material and second for the research use. However, few of the respondents use only for retaining information which helps them in academic assignments.

Deng (2010) found that the use of electronic resources was higher in Australian universities; maximum respondents considered that e-resources are useful in their learning. They used these resources for different purposes, i.e. learning, research activities, up-dating the knowledge, etc. the main reasons influencing the use of these resources indicated by the respondents were cognizance and the quality of the information available through the use of electronic resources. Soni, et al. (2018) conducted a study to find "the present status of access and usage among LIS professional and researchers like CD-ROM databases, online databases, online journals, OPAC etc". However, study highlights the challenges, benefits, and progress perceived by research scholars while using electronic collections. It is also found that research scholars obtain information about e-resources and databases in their departments through the library website and the Internet. Chohan, Bhatti, and Naeem (2017) noted that the impact of usage, electronic information resources among students of Islamia university of Bahawalpur. The survey design of research was used in the present study. The questionnaire was used for the collection of data from the respondents. The total population of the study was 300 students enrolled in university under study. Questionnaires among the respondents were distributed by using random sampling. It was found that the majority of respondents' ages were in the range of 20 to 25 years. The majority of respondents were female. Ankrah and Atuase (2018) investigated the use of electronic resources among postgraduate university students in Cape Coast, findings unveiled that majority of respondents do not use Google, Google scholar as a search engine but instead of this, they give priority to search library databases for information. Further, it is found that the respondents locate the problems of poor internet speed which was a major barrier and waste lot of time of the users.

### **Research Methodology**

The study was carried out in the universities of AJ&K to find out the impact of E-resources on Students' Academic Learning in University libraries in Azad Jammu and Kashmir. In the social sciences, a quantitative measure was advised and frequently used as a methodology. Survey research design is the most popular research design in quantitative measures (Creswell, 2013). Therefore, a survey research method to collect the data for this study. All the Students Studying at Post graduation Level of Azad Jammu and Kashmir Universities were considered as the Population of the Present study. Using convenience Sampling technique, the researcher selected a sample 300 students (60 from each University) as the sample of the study. The sample was taken by using Gay, (2009) model of Sample selection. After going through the related literature, journals,



books, articles etc. and in the light of objectives of the study, the researcher developed a questionnaire as research tool using Five Point Likert Scale. The Researcher personally visited the universities involved in the study and distributed questionnaire among the sampled students and librarians. The Researcher then tabulated the collected data and demographic data were analyzed by using simple frequencies and percentage. To see the impact of E-resources on students learning the researcher applied Descriptive statistics, and Sample T-test. For this purpose, the researcher used Statistical Package of Social Sciences (SPSS-24) to analyze the data.

### **Results and Findings**

In this section, the results and discussion of the distributed instrument are presented. The mean and standard deviation score are discussed for each element.

#### ***Awareness of e-resources***

The results shown in table 1 awareness of e-resources the highest mean value (2.85) was found for case studies that means students are moderately aware of case studies, further students were found moderately aware of HEC data base (2.65), Reports (2.65) and CD ROM data base (2.50). The mean value of subject direction was found (2.15), Electronic Newspaper (2.05), Wikipedia (2.00), any other (1.95), E journals (1.90), E-dissertation/Theses (1.65) and e-books (1.50) showed that students in the above field were slightly aware of e- resources.

**Table 1**

*Awareness of e-resources (N=300)*

<b>Statements</b>	<b>Mean</b>	<b>Std. Deviation</b>
Case Studies	2.85	1.800
HEC databases	2.65	1.426
Reports	2.65	1.426
CD ROM Database	2.50	1.325
Subject direction	2.15	1.278
Electronic News Papers	2.05	1.119
Wikipedia	2.00	1.185
Any other	1.95	1.205
E-Journals	1.90	0.701
E-Dissertation/Theses	1.65	0.478
E-Books	1.50	0.808

#### ***Purpose of the usage of e-resources***

The results indicate in table 2 that regarding Purposes of e-resources the highest mean value (2.20) was found for research that means students use e-resources for the purpose of research. Further, the mean value (1.80) showed that the students rarely use e-resources

**Table 2**

*Purpose of the usage of e-resources (N=300)*

	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Purpose of E-Resources	1	4	2.20	1.251
How extensively Usage of E-resources	1	4	1.80	1.079

#### ***Satisfaction of the respondents of the usage of e-resources***

The results indicate in table 3 that regarding Satisfaction of e-resources the highest mean value (2.85) was found for HEC databases that mean most of the students are neutral about the satisfaction of using e-resources. Further, the mean values of Subject direction (2.65), e-books (2.50) are also found neutral about





the satisfaction of using e-resources. The mean values of Casestudies (2.40), electronic newspapers (2.20), e-journals (2.05), e-dissertation/theses (2.00), CD ROM database (1.95), any other (1.90), Wikipedia (1.80) and reports (1.75) showed that in these categories the students were found dissatisfied.

**Table 3***Satisfaction of the respondents of the usage of e-resources*

	Mean	Std. Deviation
HEC databases	2.85	1.800
Subject direction	2.65	1.426
E-Books	2.50	1.325
Case Studies	2.40	1.321
Electronic News Papers	2.20	1.251
E-Journals	2.05	1.119
E-Dissertation/Theses	2.00	1.185
CD ROM Database	1.95	1.205
Any other	1.90	1.181
Wikipedia	1.80	1.079
Reports	1.75	1.045

***Barriers of the usage of e-resources***

The results shown in table 4 that regarding barriers of e-resources the highest mean value (2.85) was found for no availability of relevant e-resources that mean most of the students are agreed about the no availability of relevant e-resources creates problem for them. Further the mean value of unavailability of latest computers in Lib/Comp. Lab (2.65), "Lack of proper IT infrastructure" (2.65), "Lack of training/orientation to access to/use of e-resources" (2.50) also showed the agreement of respondents. While shortage of computer terminals in Lib/Comp. Lab (2.15), Lack of awareness of e-resources (2.05), "Low internet connectivity problems" (2.05), "Low speed of internet" (2.00), Lack of proper guidance of accessing/using e-resources (2.00), Energy crises (1.90), "Lack of access to internet facility" (1.75), Information overload (1.65) and "Non- availability of full text access to the most of journals" showed disagreement of the respondents to the above statements.

**Table 4***Barriers of the usage of e-resources (N=300)*

Statements	Mean	Std. Deviation
Non-availability of relevant e-resources creates problem	2.85	1.800
Unavailability of latest computers in Lib./Comp. Lab	2.65	1.426
Unavailability IT infrastructure	2.65	1.426
Lack of training/orientation to access to/use of e-resources	2.50	1.325
Shortage of computer terminals in the Lib./Comp. Lab	2.15	1.278
Lack of awareness of e-resources	2.05	1.246
Low internet connectivity problem	2.05	1.119
Poor Internet Speed	2.00	1.185
Lack of proper guidance of accessing/using e-resources	2.00	1.185
Energy Crises/Load Shedding	1.90	0.701
Limited access	1.75	1.045
Information overload	1.65	0.478
Limitation on browsing full-text journals	1.50	0.808

***Impact of e-resources on student's learning***

The results shown in table 5 that regarding impact of e-resources the highest mean value (2.40) that mean most of the students are agreed that e-resources are valuable source of my educational information. Further the mean values of e-resources help me in solving my academic assignments (2.20), e-resources are useful for my academic learning (1.95), e-resources provides me up to date information (1.90), e-resources improved my educational grade (1.80) and e- resources are reliable (1.75) also showed the agreement of the respondents.

**Table 5***Impact of e-resources on students learning (N=300)*

Statements	Mean	Std. Deviation
E-resources are valuable source of my educational information	2.40	1.321
E-resources help me in solving my academic assignments	2.20	1.251
E-resources are useful for my academic learning	1.95	1.205
E-resources provide me up-to-date information	1.90	1.181
E-resources contribute in improving my educational grade	1.80	1.079
E-resources are reliable	1.75	1.045

***Independent Sample t-test computed on impact of e-resources on student's learning***

The results shows in table 6 the group statistics of the gender of the respondents for male respondents the mean value 25.76 for awareness, 4.07 for purpose, 22.23 for usage, 25.38 for Satisfaction, 29.46 for Barriers and 12.23 for impact is higher than the mean value for female respondents (20.28, 3.85, 20.71, 21.57, 24.42, 11.57) respectively. Which means that gender has a significant effect on Awareness, purpose, usage, satisfaction, barriers and impact of e resources on students learning at university level.

**Table 6***Independent Sample t-test computed on impact of e-resources on student's learning*

	N	Mean	Std. Deviation	Std. Error Mean
AWARENESS	195	25.7692	7.80715	0.55908
	105	20.2857	5.97384	0.58299
PURPOSE	195	4.0769	1.98428	0.1421
	105	3.8571	1.55927	0.15217
USAGE	195	22.2308	6.523	0.46712
	105	20.7143	5.54824	0.54145
SATISFACTOIN	195	25.3846	9.46675	0.67793
	105	21.5714	6.72661	0.65645
BARRIERS	195	29.4615	8.71912	0.62439
	105	24.4286	7.16275	0.69901
IMPACT	195	12.2308	5.15962	0.36949
	105	11.5714	3.39076	0.3309

**Discussion**

The present study was carried out to assess "Impact e-resources on University students 'Academic learning at AJ&K. Majorities of participants of the study were male and most of them belonged to science faculty students. The results of the study indicated that large number of respondents preferred electronic resources over printed materials. Javed and Bhatti (2013) found that the most of respondents use general e-



books collection and “satisfied” with the digital. The results of the study found that majority of respondents were used electronic resources with a purpose to prepared their academic assignments, and research work. Zhang et al. (2011) found that e-resources were used for research. Also Rehman and Ramzy (2004) agreed that the main purpose for which respondents used libraries are research problems and academic work. The result of the study revealed that majority of the respondents reported that digital information resources were helpful to obtain latest information, conducting research, preparation for exams, knowledge up-to-date.

The result of the current study are similar with Adeyoyin et al. (2016) that electronic resources improved the level of understanding of their subject, and make them creative and active.

Majority of the respondents reported that the reason of digital information resources use is to save their time. Majority of the respondents reported that they were aware about digital information resources keep latest information, search engines such as Google, Yahoo, MSN, online searching by fields, appropriate searching tools, sufficient knowledge about digital information resources available online, HEC digital library and using a Boolean search. The previous study of Nisha, and Ali (2012) also confirmed that most of users know the use of electronic journals and they were using for obtaining information, and collection building. The result of the study indicated that majority of the respondents reported that they used various kind of electronic resources such as electronic newspaper, electronic databases, bibliographic databases, indexing databases, institutional repositories and electronic databases dissertations. Majority of the respondents reported that they were used different database sometime like “HEC digital library”, “HEC Summon”, “JSTOR”, “Science Direct” and any others. Majority of the respondents faced problems while using digital information resources such as slow downloading, hard to ask intermediate help, lack of searching techniques. Similarly, Achonna (2008) found that some of students faced some barriers like lack of skills in the use of these e-collections, limited no. of computer, electricity problems, and close access to electronic database collection. In addition, Adeleke et al. (2016) found that most of participants were not using e- resources because of searching skills were main hurdle in using e-resources. Similarly, Ankrah and Atuase (2018) found that poor internet speed was a major barrier and waste lot of time of the users.

### **Conclusions**

The study concluded that students are slightly aware of e-resources. The study discovered that students use electronic tools for research. In addition, the students hardly ever access online resources. According to the study's findings, students are not content with online resources, and most of them think that the lack of pertinent online resources presents problems for them. The survey also found a lack of adequate IT infrastructure and a lack of training or orientation for using online resources. Lack of e-resources awareness, lack of computer terminals in the library and computer lab, and lack of access to computers are all issues that students face. Low internet connectivity issues, slow internet, inadequate instructions for accessing/using e-resources energy difficulties, a lack of internet connection, Overwhelming amounts of information and the absence of full text access to the majority of journals. The study concludes that e-resources are a valuable source of information for students' education and assist them in completing their academic assignments. Additionally, e-resources are helpful for students' academic learning, give them access to current information, boost their academic performance, and are trustworthy.

### **Recommendations**

Based on the conclusions the following recommendations are made by the researcher:

1. It is recommended to the university authorities that for awareness of the important of e-resources seminars and orientation may be conducted in universities to get fruitful results.
2. It is recommended for the students that they may extend their usage of e-resources from research purposes to other useful uses like articles and book writing and other education purposes.
3. To make the greatest use of the available e-resources, central libraries must plan various department-specific training and orientation sessions for faculty members and students.



4. The campus and dorms should establish a high-speed Wi-Fi and leased line network with security measures that are appropriate for the users.
5. Libraries should implement content alert services, bulletin board services, library newsletters, pamphlets, training, and online tutorials of the subscribed e-resources databases to reduce the time users spend searching for information about the availability and utilization of e-resources.
6. Universities should upgrade their library infrastructure, ensure that power is always available, and increase Internet speed. Need to develop web-based library services for the research scholars.
7. New technologies like e-book readers, self-help, RFID technology, etc. should be made available in libraries to improve library services and draw in more patrons.
8. All academic libraries should periodically solicit user feedback on the accessibility and usefulness of the resources they offer.
9. To address the issue of intermittent power supply, the library should also buy offline electronic information resources.
10. To allow users to search full-text journal articles from diverse publishers by subject, keywords, and topic, libraries should develop a digital database of e-journals that they subscribe to using digital library software.
11. The university should hire qualified IT specialists to address networking and hardware issue.

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