Analysis and Countermeasure Research on Electronic Resources Utilization in Vocational College

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Abstract

Based on the library questionnaires of Hebei Vocational & Technical College of Building Materials in 2013, this paper analyzes the status and causes of electronic resources utilization. After the analysis, this paper puts forward the corresponding countermeasure on how to improve the utilization of electronic resources in vocational colleges in an attempt to push on the promotion and utilization of electronic resources.

Key words: *vocational college library; electronic resources; utilization*

With the booming of information age, dramatic change also happened to the type and structure of university library collections. Electronic resources have taken the essential component of college library collections. Vocational colleges have been stepping up efforts to expand the collection of electronic resources.

Yet the current status of electronic resources in vocational colleges is not optimistic. This paper takes the Hebei Vocational and Technical College of Building Materials as an example, summarizes the current status and problems of electronic resources utilization in vocational college library, and proposes countermeasures to provide reference and guidance for future construction of electronic resources.

1. Research method and results

1.1. Research method

The questionnaires were conducted among sophomores and junior students of all six departments in the west campus of Hebei Vocational and Technical College of Building Materials, probing in the self-study room, information retrieval room, two reading rooms in the library, canteen and teachers' office. One thousand copies of questionnaires were delivered, with 1,000 valid copies returned. The survey consists of 12 questions within four items, of which a few questions do not have feedback by the respondents.

1.2. Research results

The questionnaire results are shown in charts 1-4.

Chart 1. Readers' Questionnaire

Do you often use the electronic resources in the library?	Often (teachers and students)	Occasionally / seldom(teachers and students)		Do not use (teachers and students)	
	240	540		220	
What kind of electronic database do you often use?	cnki	appabi	University digital library	sslibrary	High- quality class
	270	150	220	60	150
Why don't you often use electronic resources?	Do not familiar	Slow speed	Lack of computers accessible to campus network	Poor electronic resources	others
	180	50	160	100	480
How do you rate the electronic resources?	Excellent	Good	Average		
	180	390	180		

Chart 2. Readers' Attitude to Electronic Resources

Importance	Very important	important	Average	Not important	No idea	
	350	520	80	20	40	
Reasons of using	discipline relevant	Up-to-date	Easy to retrieve	Advanced information	Read the full text	others
	390	170	350	130	60	100
Reasons of not using (multiple-choice)	Do not familiar	Do not need	Special usage	Discipline irrelevant	others	
	230	210	290	140	340	
Purposes of using (multiple-choice)	Scientific research	Teaching/ counseling	Commentary titles / results appraisal	others		
	200	500	190	410		
Where did you learn about it? (multiple-choice)	teachers	Student / friends	Homepage of the library	Training of the library	Liaison of disciplines	others
	390	540	370	60	50	170

Chart 3. The Frequency and Ways to Utilize Electronic Resources of Users

The average time of using the library's electronic resources per week	0-1 time	2-4 times	4-7 times	More than 7 times	
	550	390	20	40	
The place to use the library's electronic resources	E-reading room	Home	Office	Lab	Office
	570	340	70	10	10

Chart 4. Comments and Suggestions

Items about the type and quantity of the electronic resources	Items about the hardware issues of the e-reading room
410	300
Items about the working efficiency of the library	Items about landing outside the campus
80	23

2. Analysis of the utilization status and questionnaire results of electronic resources

Chart 1 shows: the utilization of the electronic resources is unsatisfactory.

Current status: "Occasionally / seldom" accounts for 54%; "Do not use" is basically flat with "Often", which accounts for 20%; "Do not familiar" takes 18%; "Others" reaches 48%. However, the utilization of the electronic resources of our library makes little difference.

Chart 2 shows: readers have a knowledge paucity of electronic resources

Current status: "Do not familiar", "Do not need" and "others" accounts for over 50% respectively. But about 80% respondents acknowledge that it is "Very important" or "Important", which proves there is a huge demand for electronic resources. Unlike the requirements of the universities, the main purpose of the respondents to use the electronic resources concentrates in "Scientific research", "teaching" and "commentary titles", which bears a certain relationship with the academic atmosphere in vocational college. More striking, the ways to learn about the electronic resources is a further illustrative item. Acquaint by "teachers" or "students" takes more than 50%, by "Homepage of the library" holds 30%, by "liaison of disciplines" accounts for less than 10%.

The frequency of utilizing electronic resources in chart 3 shows: "0-1 time" accounts for 50%; "2-4 times" takes 40%; "more than 4 times" holds less than 10%. Through checking the background supporter of cnki, the landing time of users' IP are rare but the period of thesis writing. The landing location mostly concentrates in the "e-reading room" and "home". The reason should trace back to chart 1, 20% of the respondents chose "slow speed" and "lack of computers accessible to campus network". 60 aging configuration of computers in the e-reading room results in low utilization of electronic resources.

Chart 4 offers humanized questionnaire on the comments and suggestions: Among the questions, "items about types and quantities" comes to 40%, "items about software" takes 30%, "items about landing outside the campus" accounts for 20%. Instead of marking a "√" as required, different feedbacks are showed in a unique questionnaire. For the sections of "Items about the hardware issues of the e-reading room" and "items about landing outside the campus", the answers are "not good". "Items about the working efficiency of the library" is commented as "inefficient". "Items about the type and quantity of the electronic resources" get "few". The result suggests that readers have many grievances for the library's electronic resources. Of course, similar problems occur in the library of many universities. The result of a electronic resources utilization survey among college students which is conducted by the Educational Technology Department of Wenzhou University shows that problems exist in the ways to approach the electronic resources, and the utilization of the professional electronic database is quite low [1].By the end of 2005, Shanghai Jiao Tong University conducted an internet survey on "library resources and services" among all the teachers and students. The survey shows that the utilization of the library's electronic resources among undergraduate student is low [2]. The library of Tsinghua University launched the same survey in 2006, it

reveals nearly 1/4 of their undergraduate students never use any electronic resources [3]. According to the survey of the library of Beijing Normal University on the teachers' dependency towards library resources in 2006, it turns out that there appears a certain gap in the teachers' actual and imaginary dependency [4].

3. Reasons and solutions

Based on the data analysis, the writer summarizes causes of current situation and proposes the corresponding countermeasures as follows:

3.1. Inadequate promotion

Of all the librarians as well as the curator, only one majors in library. As a result, we are not qualified to provide the courses of information retrieval and students are therefore blind when writing their papers. They are looking for information from the internet and even do not know the existence of electronic resources. On the other hand, the library does not offer any information about the electronic resources and those information-seeking students actually watch videos, chat online or update their microblogs. The information retrieval room has been converted into a cyber café. Most teachers and students are not proficient at information retrieval, most of whose uses have been neglected in this way. They tend to input the information, google or baidu and get the related results, but they are unable to explore the explore and analyze the results and thus the powerful database is not made full use of. The electronic resources in our school have never been well utilized since they were purchased in 2007. There are no training classes or promotional materials. In April, 2013, our library and the Student Affairs Department organized an activity called "Into the Library" and this was the first time that the library had been introduced to the students, including junior and even senior students. After this activity, experience has been accumulated and the library has made a short video program to introduce itself to the freshmen after their enrollment, involving its layout, organizations, functions and resources, which receives a very good feedback and marks a new beginning as well.

3.2. Solutions

3.2.1.

It is essential to improve librarians' professional qualities and build up a professional team. The library is expected to be qualified for information retrieval courses and this is the best way to help the library better known.

3.2.2.

Post some pictures and words in the sight-catching places of the library.

3.2.3.

Set the webpage of electronic resources as the homepage of the information retrieval and offer efficient and effective approaches to information retrieval.

3.2.4.

Organize some reading activities such as Readers' Day and lead the readers into the library. This is not a promotion to the campus atmosphere, but also the responsibility of the library.

3.2.5.

Cooperate with the resources providers and give training classes to the teachers and students, making them better know the electronic resources a ad the electronic resources better utilized.

3.3. Restrictions

The server of the electronic resources is in the network center and only those who have access to the server are able to log on. Teachers can easily search or download in the offices or labs. But to the students, only two places are available to information searching, one is the dorm and the other is the information retrieval room. The dorm net is unable to log on, but there are totally 60 old computers in the information retrieval room, which cannot meet the

needs of a total number of over 3000 students and this also contributes to the low utilization of the electronic resources.

3.4. Solutions
3.4.1.

Enlarge the network coverage and set access right in the audiovisual classrooms and the students' dormitories, helping students search and download the needed materials.

3.4.2.

Add more computers to the information retrieval room and see to it that 4-5 students are equipped with one computer. Upgrade the computers and solve the problem of slow speed.

3.4.3.

Set restrictions to the outside-school visits and make full use of the idle resources. There are altogether 50 accounts to the outside-school visitors, but only ten of them are in use. Students know nothing about this and it can be utilized and improve utilization efficiency.

3.4.4.

A Quick Response Code is available on the library homepage and students can scan it with their phones and gain access to the library homepage. Meanwhile, a mobile reading room is being planned with Wifi available. In this way, students are able to use the internet without any expense and the problem of low utilization of electronic resources is going to be solved.

3.5. The electronic resources

Generally speaking, a vocational school is not intended to purchase many Masters and Doctors' theses because of a lack of readers. Besides, teachers and students do not often need the data in foreign languages and some seldom-visited electronic resources are out of use. This greatly lowers the utilization.

3.6. Solutions
3.6.1.

Purchase the database which matches the majors of our school and make electronic resources well utilized and expenses well spent.

3.6.2.

Keep the provision of the electronic resources steady and be well responsible of the management of the electronic resources. If there should be any problem, contact the technical department and communicate with the database provider to make sure that the problem is solved and the provision of electronic resources steady.

3.6.3.

Establish a cooperative relationship between the library and the school network center. With the support of both software and hardware, independently develop the information retrieval approaches to electronic resources and uplift the utilization of the school electronic resources.

3.6.4.

Trial electronic resources, the library as the trial databases, electronic information producer or the distributor to sell your product, strive for more customers, provided by the library users before ordering a free trial and demonstration of various commercial electronic resources. It is one of the means to improve the library database resources. The probation period is commonly 3 ~ 6 months. Library can make full use of it, before the purchase of electronic resources on a large number of emerging new trial electronic resources, through the new production database for effective management and evaluation, is conducive to the right decisions, make the electronic resources construction rationalization, scientific, and the introduction of scientific and reasonable scheme. At present, our trial database ten thousand, super magnitude.

4. Conclusion

In one word, this questionnaire survey is important and necessary because it displays the utilization and the weight of the literature resources in our school. Through investigation and analysis, problems are positioned and the future development of the library is well planned. Promotion to the electronic resources needs to be strengthened and talents with information retrieval capacities need to be cultivated. Provide safe and steady network technical service and well distribute the expenses according to the utilization of the electronic resources. Alter

the present situation, uplift the efficiency of the electronic resources and offer best services to all the teachers and students and make contributions to school culture.

Acknowledgments

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Fund number: Qinhuangdao Allied Social Science Association Issue number is 201306199.

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