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## Utilization of Web Resources: A Study among the Users of Physical Education Institutions

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### Abstract

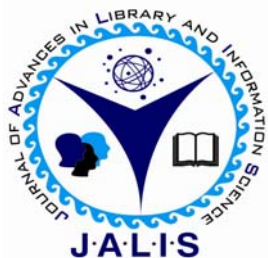
*The web resources is need to every individual development of the discipline to update the information on subject. This study deals with utilization of web resources: A study among the users of physical education institutions. A survey of instrument was designed in form of a questionnaire to collect the users in physical education institutions. Out of the 475 respondents 64.63% accessed the search engine preferences Google followed by 01.05% altavista, 64.63% Google, 02.10% MSN, 02.94% Rediff, 01.05% web crawler and 28.21% Yahoo.*

### Keywords

Internet, web, E-sources, Physical Education.

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## INTRODUCTION

Computer scientists have been researching the principals behind effective interface design of computer applications since the 1940's. Stover and Zink report that with the emergence of the World Wide Web in the early 1990's, organizations of all types are recognizing the importance of the World Wide Web as a tool, not only for gaining access to information, but also as a means of disseminating information about their activities, products, and services. Academic librarians have endorsed the possibilities of the WWW and first began to use web technology to create home pages, as starting points, or gateways for searching for information about the library. A home page reflects the institutional character of the university or college and is unique in that it gives the library the opportunity to express its own mission and philosophy. With the growth of distance learning and the need to offer services to patrons off campus as well as in the library, the libraries needed to explore other ways to deliver library information skills.

## EVALUATION CRITERIA AND THEIR APPLICATION TO WEB RESOURCES

We include here a discussion of five traditional evaluation criteria authority, accuracy, objectivity, currency, and coverage. These criteria have their origins in the world of print, but are universal criteria that need to be addressed regardless of the medium being evaluated. To provide a more in-depth understanding of each criterion, we address each one individually. However, we also discuss the significant overlap that can occur between criteria. For example, authority and accuracy often go hand in hand and may need to be viewed together to get a more complete picture of a particular resource.

### 1. Authority

Authority is the extent to which material is the creation of a person or organization that is recognized as having definitive knowledge of a given subject area.

#### Authority of Tradition Sources

There are several methods to assess the authority of a work. One way is to determine an author's qualifications for writing on the subject by examining his or her background, experience, and formal credentials related to the subject area. Another method for assessing the authority of a work is to examine the publisher's reputation. A publisher earns

a reputation for the quality of its materials based on numerous factors, such as: for

- The accuracy of the content in its products.
- The types of people who use the products.
- Reviews written about the publisher's products.
- The expertise of the authors writing for the publisher.

### **Authority of Web Sources**

One of the factors that has contributed to the explosive popularity of the Web is the ease with which almost anyone can become a Web publisher. Countless people can now easily circumvent the traditional publishing process and share their message directly with a worldwide audience. This factor, although one of the Web's great strengths also poses new evaluation challenges.

### **2. Accuracy**

Accuracy is the extent to which information is reliable and free from errors.

### **Accuracy of Traditional Sources**

Traditional media utilizes a number of checks and balances to help assure the accuracy of content. These include:

- The use of editors and fact checkers to monitor accuracy
- The peer review process to monitor the accuracy of scholarly journal articles.
- The use of style manuals to promote uniformity in language usage and manuscript format.
- The listing of sources for factual information, as appropriate. ,,

### **Accuracy of Web Sources**

As stated previously, one of the benefits of the Web is that people can easily make their works public, independent of the traditional publishing or broadcasting process. Another major advantage of the Web is its timelines, as Web material can be published almost instantaneously. However, the steps that contribute to the accuracy of traditional media are frequently condensed or even eliminated on the Web.

### **3. Objectivity**

Objectivity is the extent to which material expresses facts or information without distortion by personal feelings or other biases.

### **Objectivity of Traditional Sources**

No presentation of information can ever be considered totally free of bias, because everyone has a motive for conveying a message. However, it is often important to try to assess the information provider's objectivity. Knowing the intent of the organization or person for providing the information can shed light on any biases that might be present in the material. For example, we would easily be able to evaluate the "I objectivity of information originating from the Surgeon General or the tobacco lobby. However, for information sources we are not familiar with, unless the material states its point of view, it can be very difficult, even in print sources, to evaluate the objectivity of its contents.

### **Objectivity of Web Sources**

If we are familiar with the source of information on the Web, evaluating its objectivity is probably no more difficult than evaluating the objectivity of print information. However, because the Web so easily offers the opportunity for persons or groups of any size to present their point of view, it often functions as a virtual soapbox. It can be difficult, in this jumble of virtual soapboxes, to determine the objectivity of many Web pages unless the purpose of the individual or group presenting the information is clearly stated. When discussing objectivity, another important factor to consider is the potential influence exerted by advertisers or sponsors on the informational content of materials. Although the extent of this influence is difficult to ascertain even in non-Web sources, it has become yet more complex on the Web.

### **4. Currency**

Currency is the extent to which material can be identified as up to date.

### **Currency of Traditional Sources**

To evaluate the currency of a print source, it is important to know when the material was first published. For print sources, this information can usually be determined from the publication and copyright dates. However, specific kinds of material may also require additional date-related information beyond just the publication date. For example, for statistical information, it is important to know not just the publication date, but also the date the original statistics were compiled. The publication date for the Statistical Abstract of the United States may be 1998, but a closer analysis of the contents may reveal that the information in many of the charts was collected several years prior to publication. In conventional print publications, the publication and copyright dates are readily available. In addition, for reputable print

publications that present statistical information, the date the statistics were collected is also usually indicated were collected is also usually indicated.

### **Currency of Web Sources**

Because there are no established guidelines for including dates on Web pages, it can be difficult to determine the currency of Web resources. Frequently, dates of publication are not included on Web pages, and if included, a date may be variously interpreted as the date when the material was first created, when it was placed on the Web, or when the Web page was last revised.

### **5. Coverage and Intended Audience**

Coverage is the range of topics included in a work and the depth to which those topics are addressed. Intended audience is the group of people for whom material was created.

#### **Coverage and Intended Audience of Traditional Sources**

Print sources frequently include a preface or introduction at the beginning of the publication explaining the topics the work includes, the depth or level to which these topics are addressed, and the intended audience for the material. If this explanatory material not included, a table of contents or an index may provide similar information. Even if lacking all of these features, a print source can usually be scanned or browsed through to determine the coverage of information and the audience for whom it is written.

#### **Coverage and Intended Audience of Web Sources**

On the Web, because sites often lack the Web equivalent to a preface or introduction, the coverage and intended audience of the material often not readily apparent. Because "thumbing" through Web page is often a tedious process, it is usually only if a site includes a index or site map that the range of topics and the depth to which they are covered can be readily determined.

## **REVIEW OF LITERATURE**

Internet, WWW, Search Engines etc., are unavoidable things now-a-days. Users who are in the higher educational sector depend on digital technology, without which their routines are not easy one. Their day today activities have been tied with these kinds of Technology. Visiting many places for accessing information was a barrier in earlier days and they have been removed by the modern

technology in the present digital era. Accessing any information front anywhere is possible now that can be done when we have the sophisticated infrastructure. Internet brings all to our location to fulfill our requirements. This study helps to realize the modern users' attitudes towards the Internet. Library visit, frequency, purposes etc., have been studied here. Suriya et al (2004) carried out a study work on "Information seeking behavior of faculty members from government arts colleges in Cuddalore District". The purpose of their study is to investigate, how faculty members seek information from the library. It mentions that most of the respondents 61 (38.12%) visit the library several times a week to meet their information needs. Regarding the type of search made by the respondents the majority of the respondents 91 (56.87%) made their search by subject. As Jensen (2005). Puts it, there are also "many external systemic factors such as electricity, transport networks, import duties" etc, which impact on internet service delivery on the African continent. In some institutions, access is limited, not only by the number of Internet service points, but also by the time that access is available or permitted, leave alone the difficulty of bandwidth. Yet for research purposes, access to the Internet is no longer a luxury or privilege for only a few people because in academic circles, access to the Internet and hence to the world's stores of knowledge is a necessity. LIS departments still need to lobby to gain greater access to Internet resources for academic staff and/or research. Thus there is urgent need for improved ICT policies and infrastructure in institutions and countries. Lohar and Roopashree (2006) have analyzed of the collected data to cover the use of electronic resources and how the electronic resources are improve the academic career of the faculty and also the problems that are faced in using the electronic resources. They conclude that the main intention of the use electronic resources has been the academic interest of the users.

Ortiz – Repiso et al (2006) have revealed the use made by the OPAC and the characteristic of the searches performed. Users are still comported with classical problems of information seeking; information overload, errors in subject searching, and the predominant use of the systems simpler options. The results short that the OPAC is broadly used by end-users not only for obtaining printed material, but also for connecting to the electronic resources subscribed to by the library. Manishi-Manjanja (2007). In the sub-Saharan Africa, reviewed the efforts of LIS programs for integration of ICT into

LIS curricula. It was reported that most schools incorporated new modules to cover ICT in LIS courses. Curriculum developments showed considerable strides in infusing ICT competencies, but teaching appeared to remain theoretical as schools lacked adequate resources for extended practical training. The study reported that a great diversity existed in individual countries in terms of coverage and treatment corresponding to the availability of relevant facilities in respective countries. ICT modules generally covered different application software, intranet, and internet, but the coverage is not uniform across countries and schools. Most ICT modules are offered as core and/or required within the LIS programs. Some aspects of ICT are integrated in other modules. Ebrahimi (2009). Discussed the effect of ICT on teaching library and information science in Iran and observed that there was a need to incorporate more ICT modules and enhance the instructional methods in ICT courses. It was reported that LIS curriculum in Iran considers three approaches for coverage of ICT: introductory units and workshops; units focusing on the use coverage of ICT as means of information storage and retrieval; and ICT as a channel for delivering instruction. It was suggested that a continuous review of curriculum for integrating ICT into LIS was needed. He argued that the instructors need to upgrade their skills for more effective teaching. Hanson-Baldauf and Hassel (2009). In a recent study conducted in the USA, investigated if students enrolled in school library and media certification programs were adequately prepared for the task of integrating technology and skills into instruction. The study explored the perceived competences of students and their use of ICT. The participants between the ages of 18-25 reported the highest level of competence in communication & collaboration technologies; file sharing; and networking technologies. Highly ranked tools included email, presentation tools, threaded discussion forums and digital cameras. The level of awareness and use approximated the frequency with which the students were exposed through their

coursework. The respondents reported that while technologies such as wikis, blogs, and podcasts were discussed, the students did not have sufficient opportunity for hands-on experience. They felt that they were not adequately prepared to use emergent Web 2.0 technologies.

## OBJECTIVES

- 1) To find out institutions wise respondent's search engine preferences.
- 2) To find out age wise respondent's search engine preferences.
- 3) To find out programme wise respondent's search engine preferences.
- 4) To find out institutions wise respondent's purposes of using web access.
- 5) To find out age wise respondent's purposes of using web access.
- 6) To find out programme wise respondent's purposes of using web access.

## HYPOTHESES

- 1) There is no significant difference exist among the respondent's institution wise purpose of using web.
- 2) There is no significant difference exist among the respondent's purposes of using web in terms of their Age.
- 3) There is no significant difference exist among the respondent's purposes of using in terms of their programme.

## METHODOLOGY

This study is based on a survey method and the basic objectives are to measure the web of utilization resources levels. A well structured questionnaire was framed and distributed 475 respondents to collect the data. Simple percentage calculation and chi-square test has been used for the observations throughout the study.

**Table 1: Institution Wise Respondents' Search Engine Preferences**

Institution	Altavista	Google	MSN	Rediff	Web Crawler	Yahoo	Total
Annamalai University	1(01.23)	52(64.19)	-	1(01.23)	-	27(33.33)	81(17.05)
Bharathiar University	-	37(67.27)	1(01.81)	-	-	17(30.90)	55(11.57)
Maruthi College	4 (04.44)	41(45.55)	7(07.77)	4(04.44)	4(04.44)	30(33.33)	90(18.94)
Meenatchi Ramasamy Arts & Science college	-	54(91.52)	1(01.69)	-	1(01.69)	3(05.08)	59(12.42)

Selvam college	-	35(64.81)	1(01.85)	4(07.40)	-	14(25.92)	54(14.36)
Sri Saradha college	-	43(58.10)	-	5(06.75)	-	26(35.13)	74(15.57)
YMCA college	-	45(72.58)	-	-	-	17(27.41)	62(13.85)
Total	5(01.05)	307(64.63)	10(02.10)	14(02.94)	5(01.05)	134(28.21)	475

A study of Table – 1 indicates search engine preferences by the respondents of the various institutions. The search engines are classified as Altavista, Google, MSN, Rediff, Web Crawler, Yahoo. Out of 475 respondents, 64.63% preferred Google followed by yahoo (28.21%), and Rediff

(02.94%). Among the seven institutions, the respondents from Maruthi college received the first position (18.94%) followed by Annamalai University (17.05%), and Srisaradha college (15.57%). The respondents from the rest of the institutions were occupied various places from fourth to seven

**Table 2: Age Wise Respondents' Search Engine Preferences**

Age	Altavista	Google	MSN	Rediff	Web Crawler	Yahoo	Total
18-22	-	113(71.06)	2(01.25)	4(02.51)	-	40(25.15)	159(33.47)
23-27	4(01.42)	171(61.07)	7(02.5)	9(03.21)	5(01.78)	84(30)	280(58.94)
28-33	1(02.77)	23(63.88)	1(02.77)	1(02.77)	-	10(27.77)	36(07.58)
Total	5(01.05)	307(64.63)	10(02.10)	14(02.94)	5(01.05)	134(28.21)	475

A study of table – 2 indicates Search Engines preferences by the respondents according to their age groups such as 18-22 years, 23-27 years and 28-33 years. From the above table it could be noted that the

age group belonging to 23-27 years (58.94%) occupied the first position. The age group 18-22 years and 28-33 years occupied second and third places respectively.

**Table 3: Programme Wise Respondents' Search Engine Preferences**

Program	Altavista	Google	MSN	Rediff	Web Crawler	Yahoo	Total
UG	2(01.03)	134(69.07)	6(03.09)	5(02.57)	5(02.57)	42(21.64)	194(40.84)
PG	2(00.92)	142(65.43)	3(01.38)	8(03.68)	-	62(28.57)	217(45.68)
M.Phil	1(01.72)	28(48.27)	1(01.72)	-	-	28(48.27)	58(12.21)
Ph.D	-	3(50)	-	1(16.66)	-	2(33.33)	6(01.26)
Total	5(01.05)	307(64.63)	10(02.10)	14(02.94)	5(01.05)	134(28.21)	475

The search engine preferences by the respondents from the programme is like UG, PG, M.Phil., and Ph.D., is given in Table 3. Out of 475 respondents, the respondents from PG (45.68%) occupied first position while UG, M.Phil and Ph.D, have received

their positions. Of the Search Engine Google (64.63%) preferred by the majority of the respondents while yahoo in preferred by 28.27%, 2.94% of this respondents preferred Rediff, 2.10% of the respondents preferred MSN.

**Table 4: Institution Wise Respondents' Purposes of Using Web**

Institution	Class works	Exams	Projects	Seminars/ Conferences	Total
Annamalai University	15(18.51)	22(27.16)	26(32.09)	18(22.22)	81(17.05)
Bharathiar University	16(29.09)	8(14.54)	7(12.72)	24(43.63)	55(11.57)
Maruthi University	24(26.66)	25(27.77)	18(20)	23(25.55)	90(18.94)
Meenatchi Ramasamy College	23(38.98)	25(42.37)	7(11.86)	4(06.77)	59(12.42)
Selvam College	9(16.66)	11(20.37)	21(38.88)	13(24.07)	54(4.36)
Sri Saradha College	22(29.72)	6(08.10)	30(40.54)	16(21.62)	74(15.57)

YMCA College	18(29.03)	22(35.48)	12(19.35)	10(16.12)	62(13.85)
Total	127(26.73)	119(25.05)	121(25.47)	108(22.73)	475

<b>chi-square</b>	<b>69.7767</b>
<b>df</b>	<b>18</b>
<b>p-value</b>	<b>0</b>
<b>chi-squared Critical</b>	<b>28.8693</b>

First Hypothesis is rejected

A study of table 4 indicates respondents purposes of using web the purposes are classified as works,

exams, projects, seminars/conferences. Out of 475 respondents, 26.73% use web for class works followed by projects (25.47%) and exams (25.05%). Among the seven institutions, the respondents from Maruthi college occupied first position (18.94%) followed by Annamalai University (17.05%) and Srisaratha college (15.57%) the respondents from the rest of the institutions were occupied fourth to seventh places.

**Table 5: Age Wise Respondents' Purposes of Using Web**

Age	Class works	Exams	Projects	Seminars/ Conferences	Total
18-22	51(32.07)	40(25.15)	35(22.01)	33(20.75)	159(33.47)
23-27	65(23.21)	75(26.78)	77(27.5)	63(22.5)	280(58.94)
28-33	11(30.55)	4(11.11)	9(25)	12(33.33)	36(07.58)
Total	127(26.73)	119(25.05)	121(25.47)	108(22.73)	475

<b>chi-square</b>	<b>9.5818</b>
<b>df</b>	<b>6</b>
<b>p-value</b>	<b>0.1434</b>
<b>chi-squared Critical</b>	<b>12.5916</b>

Second Hypothesis is accepted

A study of table 5 indicates purpose of using web according to the respondents age groups, such as 18-22 years, 23-27 years and 28-33 years. From the above table it could be noted that the age groups between 23-27 years (58.94%) occupied first position. The age group 18-22 years and 28-33 years occupied second and third places.

**Table 6: Programme Wise Respondents' Purposes of Using Web**

Programme	Class works	Exams	Projects	Seminars/ Conferences	Total
UG	57(29.38)	69(35.56)	38(19.58)	30(15.46)	194(40.84)
PG	60(27.64)	34(15.66)	67(30.87)	56(25.80)	217(45.68)
M.Phil	9(15.51)	15(25.86)	16(27.58)	18(31.03)	58(12.21)
Ph.D	1(16.66)	1(16.66)	-	4(66.66)	6(01.26)
Total	127(26.73)	119(25.05)	121(25.47)	108(22.73)	475

<b>chi-square</b>	<b>38.9218</b>
<b>df</b>	<b>9</b>
<b>p-value</b>	<b>0</b>
<b>chi-squared Critical</b>	<b>16.919</b>

Third Hypothesis is rejected

The Search Engine preferences by the respondents from the programmes are like UG, PG., M.Phil. and

Ph.D., is given in table 6. Out of 475 respondents, the respondents from PG (45.68%) occupied first position while UG, M.Phil and Ph.D., have received their position. Of the purposes of using web class work 26.73% preferred by majority of the respondents while projects is preferred by 25.47%, 25.05% of the respondents preferred exams 22.73% of the respondents preferred seminars and conferences.

## FINDINGS AND CONCLUSIONS

1. Majority of the users (64.13%) accessed the search engine preferences Google and less number of users (01.05%) accessed the search engine preferences altavista. Out of the 475 respondents 64.13% accessed the search engine preferences Google followed by 01.05% altavista, 64.63% Google, 02.10% MSN, 02.94% Rediff, 01.05% web crawler and 28.21% Yahoo.
2. Majority of the users (64.63%) accessed the search engine preferences Google and less number of users (01.05%) accessed the web crawler. Out of the 475 respondents 64.63% accessed the search engine preferences Google followed by 01.05% altavista, 64.63% Google, 02.10% MSN, 02.94% Rediff, 01.05% web crawler and 28.21% Yahoo.
3. Majority of the users (64.63%) accessed the search engine preferences Google and less number of users (01.05%) accessed the web crawler. Out of the 475 respondents 64.63% accessed the search engine preferences Google followed by 01.05% altavista, 64.63% Google, 02.10% MSN, 02.94% Rediff, 01.05% web crawler and 28.21% Yahoo.
4. The purposes of using web access by the respondents are revealed that out of the 475 respondents (26.73%) accessed class works. Followed by 25.47% projects, 25.05% exams and 22.73% seminars/ conferences.
5. The purposes of using web access by the respondents are revealed that out of the 475 respondents (26.73%) accessed class works. Followed by 25.47% projects, 25.05% exams and 22.73% seminars/ conferences.
6. The purposes of using web access by the respondents are revealed that out of the 475 respondents (26.73%) accessed class works. Followed by 25.47% projects, 25.05% exams and 22.73% seminars/ conferences.

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