
User Attitude towards Digital Information Resources: A Case Study of Vellore District Engineering College Teachers

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Abstract

This paper deals with the use of digital information resources by the teachers in engineering college for the purpose of their classroom teaching and carrying research. It is found that 62.50% among them use these resources for classroom teaching and 15% among them utilize them for their research work. Further it was found that 13.34% of the teachers of engineering institutions spend more than ten hours daily on an average in internet surfing.

Keywords

User attitude, User studies, search behaviour, ICT

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Introduction

The present is the Era of knowledge explosion and information revolution. Each day witnesses exponential growth of digital information resources. The development of a nation depends upon the availability and usage of this information. By the end of the 20th century (**Ramzan-2004**) the advent of the internet digitization and the ability to access the library and research materials from remote lactations have also created dramatic changes. This proliferation both in quantity and quality affect the end product of education in a very big way. Hence the study is entitled as 'User attitude towards digital Information resource: A case study of Vellore district engineering college teachers'

Objectives of the study

Objectives of the present study include the following:

1. To understand the purpose for which the engineering college teachers are using the Internet.
2. To understand the frequency of using digital information resources
3. To identify the most preferred search engine used by engineering college teachers while browsing digital information resources.
4. To find out the hindrance and problem faced by the teachers while accessing and using digital resources.
5. To analyse the most preferred format chosen by the engineering college teachers while browsing digital resource.

Scope and Limitation of the study

The present study is based on a sample of teachers from twelve engineering college in Vellore District, Tamilnadu . Data collected for this study is based on convenient random sampling. The present study is confined only to the Vellore district engineering college teachers.

Methodology

In order to fulfil the above stated objective a questionnaire was prepared to suit the stated objective to collect data from the sample of the faculty. The present study intends to describe the approach of engineering college teachers on digital

information resources. Hence the investigator has adopted survey method for data collection using stratified random sampling method, and descriptive statistics has been used for the interpretation of the data.

Analysis and interpretations

The sample for the present study consists of 120 engineering college teacher from 12 colleges. Ten questionnaires were distributed in each college and primary data were collected. Out of 120 engineering college teachers, 86 were male and the remaining female. Again 70 respondents are of rural background and the remaining 50 are from urban areas. Further 48 belong from Humanities and Science faculties and the remaining 72 are from engineering faculty.

Purpose of Using Internet

The use of internet play a major role in helping research with access to large quantity of material from the different parts of the world (Io, IP., and Ifijeh 2010, Salaam and Adegboro 2010). Several purposes of using the digital information resources by the engineering college teachers are given below (table.1) in the order of preference:

Table 1. Purpose of using Digital Information Resources (n=120)

SNo	Purpose	No. of User	%
1	Teaching	75	62.50
2	Notes	18	15.00
3	Project	15	12.50
4	Seminar	7	5.80
5	Research	5	4.20
Total		120	100.00

Note: only the first preference is taken into account

The above table shows that the foremost purpose of using internet by engineering college teacher is preparation of lessons for classroom teaching (62.50%). The next important aim is to make notes to prepare teaching material such as notes dictated in the classroom (15%) and above 12.50% for their project work, 5.80 % for preparing papers for seminar and about 4.20% for research.

Frequency of using Digital information Resources

Internet is also used in the field of higher education as a tool to communicate and share data. (Jagbora 2003, Omotayo 2010). From table 2, it is clear that most of the engineering college teachers (64.60%) use digital information resources for less than five hours in a week. It is followed by 26.68% using digital information resources for 5-10 hours in a week. Only 13.30 % use digital information resources for more than 10 hours in a week. This shows that a majority among them are depend more on traditional sources than digital information resources.

Table 2 Frequency of using Digital Information Resources

SNo	Duration of Internet use	No. of User	%
1	Less than 5 hours	72	60.00
2	5-10 hours	32	26.66
3	More than 10 hours	16	13.34
Total		120	100.00

Use of Digital Information resources

Because of electronic source facility members have access to up-to date information on various subjects which assists in developing new thinking and learning skill (Rosenberg 2010). Table 3 shows that 44.16 % of engineering college teachers use internet, followed by CD-ROM (20.83%). Using of E-Journals (10.00 %), online database 9.16%, OPAC 8.33%, and E-Books 7.50%.

Table 3 Use of Digital Information Resource

SNo	Type Digital information resource	No. of User	%
1	Internet	53	44.16
2	CD-ROM	25	20.83
3	E-Journals	13	10.02
4	Online database	11	9.16
5	E-Books	8	7.50
6	OPAC	10	8.33
Total		120	100.00

Learned to Digital Information Resources

Table 4 shows the popular methods of acquiring the necessary skill to use Digital information resources. 29.16 % of respondents acquired skill from Guidance from other teachers, while 20.00 % respondents learnt by Trail and error method. 16.66 % respondents learnt from Teachers, 12.52% teachers

are self thought, 10.83% respondents learnt through Library staff 5.83 respondents learnt from computer staff, and others learnt through online video tutorials.

Table 4 Learned to Digital Information Resource

SNo	Learned Digital Information Resources	No. of User	%
1	Trail and error	24	20.00
2	Guidance from other staff	35	29.16
3	Teachers	21	16.66
4	Self thought	15	12.52
5	Guidance from library	12	10.83
6	Computer staff	7	5.83
7	Video tutorial (you tube)	6	5.00
Total		120	100.00

Preference on using Search engine

Search engine is the medium through which searches are successfully conducted. Hence it is necessary to identify the usage of search engine. Table 5 shows that 45.83 % teachers use Google, followed by 21.66 % respondents who use Yahoo 12.50 % respondents use AltaVista 8.33% and MNS, 11.66 % use other search engines to access information in the Internet. The study revealed that the search engine Google and Yahoo are the most sought after search engines.

Table 5 Preference of using Search Engines

SNo	Search Engines	No. of User	%
1	Google	55	45.83
2	Yahoo	26	21.66
3	AltaVista	15	12.50
4	MSN	10	8.33
5	Any other	14	11.68
Total		120	100.00

Most preferred format

Information is published in a variety of forms. By using internet teachers can improve their knowledge by collecting all required information .The information can also be downloaded if it is needed for samples purpose other than teaching.

Table 6- Most preferred formats

SNo	Format	No. of User	%
1	MS word	26	21.66
2	PDF	74	61.66

3	HTML	13	10.83
4	Text and PPT	7	5.83
Total		120	100.00

Table 6 presents the most preferred formats. From this table-6, it is clear that the most preferred is PDF followed by HTML and Word format in that order.

Hindrances in accessing Digital Information Resources

It is observed from the table 7 that 35.85% teachers have stated that too much information retrieved is the main barrier to access Digital resources. 26.66% of the teachers are of the opinion that limited access to a computer terminal hindered access to Digital resources.

Table7. Hindrance of accessing Digital Information Resources.

SNo	Hindrance	No. of User	%
1	Too much information retrieval	43	35.85
2	Time consuming	17	14.16
3	Limited access to a computer terminal	32	26.66
4	Lack of IT Knowledge to effectively utilise the service	15	12.50
5	Using Digital resource often detracts from doing work	13	10.83
Total		120	100.00

Table 8 Impact of Digital Information resources on academic development

SNo	Impact of Digital information resources	No. of User	%
1	Access to current/up to-date information	54	45.00
2	Easier access to information	39	32.50
3	Faster access to information	21	17.50
4	Access to wider range	6	5.00
Total		120	100.00

Table 8 shows Impact of digital information resource on academic development. Forty five percent of the respondent teachers stated that access to current/up-to-date information as the chief benefit of using Digital Information resources. Next is Digital resources help which was utilized by 32.50% of the respondents followed by 17.50% who feel that it is faster. Fifteen percentages feel it provides access to wider range

Findings

Based on the analysis of data, the following are the findings

1. Purpose of using internet resources by majority (61.60%) of engineering college teachers is for teaching purposes.
2. Average time spent by engineering college teachers (60.00%) to access digital information resources are less than 5 hours in a week.
3. Internet, CD's E-Journals, Database are the most commonly used digital information resources.
4. A high (29.16%) percentage of engineering college teachers have learnt to access digital information resources by the guidance of other teachers.
5. 'Google' is considered the highly familiar of all search engines among engineering college (21.66%) teachers.
6. Most preferred format of information by engineering college teachers is PDF.
7. Hindrance of accessing digital information resource found too much information retrieval.
8. 45% Percent of respondents depend on digital information resource in academic development for access to current /up-to date information.
9. The frequency of usage of digital information resources is increasing day by day rapidly.

Conclusion

Digital information resources have become the vital part of human life in 21st century. It has rapidly changed the way of teaching and learning. Information technology has given new shape to the learning process, which involves reading, understanding and gaining information, which change the way of teaching and learning.

From the above study it can be observed that Digital information resources' have become the vital part of information for various needs and that Digital information resources are the most importance for

teaching. It is clear from the study that digital information resources are useful for preparation of teaching and research work. This study helps the librarian in planning and developing digital library services and acquisition of E-resource, and providing modern service to their library users.

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