
A Study on Use Pattern E-Resources among Faculty Members in Arts and Science Colleges in Chennai

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Abstract

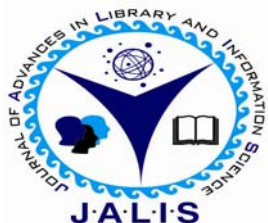
The present study is an attempt to investigate the awareness of e-resources, experience level in using e-resources, time spent on using e-resources, purpose of using e-resources, use of various online sources and the most preferred place for accessing e-resources by the Associate Professors and Assistant Professors of Arts and Science Colleges in Chennai.

Keywords

Electronic Resources, Arts and Science College- Use patterns

Electronic access

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INTRODUCTION

E-resources are resources in which information is stored electronically and which are accessible through electronic systems and networks. e-resources is a very broad term that includes a variety of different publishing models, including OPACs, CD-ROMs, Online database, e-journals, e-books, internet resource, print-on-demand (POD), e-mail publishing, wireless publishing, electronic link and web publishing etc. In this context the term means “any electronic product that delivers collection of data be it in text, numerical, graphical or time based, as a commercially available resource”, according to IFLA ISDB(ER).

REVIEW OF LITERATURE

Varadharajan (2007)¹ stated in his study “Digital Libraries and Library Professional in the Changing Scenario” that a series of training courses on digital libraries could provide a good balance of topics covering the technological, technical, management and social issues. Haneefa K (2007)² presented the results of an investigation in the study “Use of ICT Based Resources and Services in Special Libraries in Kerala, India. The email service was used by the largest percentage of the users. WWW was being used by 60 per cent of the library users. A good no. of users were not satisfied with the application of ICT in the libraries and indicated ‘inadequate ICT infrastructure’ as their reason for dissatisfaction. Users proposed a variety of measures of formal orientation and training in ICT based resources and services. Rajput et al (2007)³ surveyed the internet resources and services of the Institute of Engineering & Science, Indore (India) and the findings in the paper “Internet Resources and Services in Institute of Engineering & Science, IPS Academy Indore: An Exploratory Study”. A large number of users were dissatisfied with the infrastructure facilities available in IES, specifically in terms of hardware facilities. Dhanavandan (2012%) describes the Use of Digital Library Resources by the engineering professionals in the engineering colleges at Cuddalore District, and investigates the current state-of-the art information through the digital library resources. The 33.7% of users feel that lack of information is the problems with access of digital library resources. The findings of this study would assist the internet browsers to improve their level.

OBJECTIVES

The objectives of the study are:

1. To analyze the awareness of e-resources.
2. To find out the experience in using e-resources
3. To find out the time spent on usage of e-resources
4. To identify the purpose of using e-resources
5. To study the use of various online sources
6. To find out the most preferred place for accessing e-resources
7. To determine the usefulness of e-resources

METHODOLOGY

The study covers both primary and secondary data. The primary data has been collected by survey method using the questionnaire and secondary data has been collected from various sources like books, journals and so on. For the purpose of the study, the data has been collected from Associate professors and Assistant professors of Arts and Science College in Chennai. A total of 1500 questionnaire have been distributed to the faculty members and 1288 have responded. Hence, the total respondents for the study is 85.86%. Stratified random sampling method has been adopted to collect the data.

ANALYSIS AND INTERPRETATION

The Collected data from the respondents have been tabulated and analysed using simple percentage. The findings of this study are applicable to the faculty members of Arts and Science College in Chennai and it does not represent faculty of other institutions. Studying of all institutions is not possible at the level of an individual researcher due to constraints imposed by money, time, energy and efforts.

Table 1: Status wise Distribution of Respondents

| Status | No. of Respondents | % |
|---------------------|--------------------|--------|
| Associate Professor | 807 | 62.66 |
| Assistant Professor | 481 | 37.34 |
| Total | 1288 | 100.00 |

Table 1 shows the status wise distribution of respondents. The result reveals that out of a total of 1288 respondents, the Associate professor population is 807 in number and comes to 62.66 percent whereas the population of Assistant professor is 481 and the percentage share comes to 37.34 percent.

Table 2: Status wise Distribution of Respondents Awareness of E-Resources

| Status | No. of Respondents | | | | Total | % |
|---------------------|--------------------|-------|----|------|-------|--------|
| | Yes | % | No | % | | |
| Associate Professor | 801 | 99.26 | 6 | 0.74 | 807 | 62.66 |
| Assistant Professor | 466 | 96.88 | 15 | 3.12 | 481 | 37.34 |
| Total | 1267 | 98.37 | 21 | 1.63 | 1288 | 100.00 |

Table 2 shows the status wise distribution of respondents awareness of e-resources. Out of 1288 total respondents, 1267(98.37%) respondents are aware of e-resources and 21(1.63%) respondents are not aware of e-resources. The above table also shows that out of 807 Associate Professors, 801(99.26%) respondents are aware of e-resources and 6(0.74%) respondents are not aware of e-resources. Out of 481 Assistant Professors, 466(96.88%) respondents are aware of e-resources and 15(3.12%) respondents are not aware of e-resources.

Table 3: Status wise Distribution of Respondents Experience in using E-Resources

| Experience | No. of Respondents | | | | Total | % |
|-----------------------|---------------------|--------|---------------------|--------|-------|--------|
| | Associate Professor | % | Assistant Professor | % | | |
| Less than a year | 7 | 0.87 | 29 | 6.03 | 36 | 2.80 |
| One year | 12 | 1.49 | 35 | 7.28 | 47 | 3.65 |
| Two years | 13 | 1.61 | 46 | 9.56 | 59 | 4.58 |
| Three years | 15 | 1.86 | 66 | 13.72 | 81 | 6.29 |
| More than three years | 760 | 94.18 | 305 | 63.41 | 1065 | 82.69 |
| Total | 807 | 100.00 | 481 | 100.00 | 1288 | 100.00 |

Data presented in table 3 indicates the status wise distribution of respondents experience in using e-resources. It could be noted that out of 1288 respondents, 36 (2.80%) respondents have been accessing e-resources for less than a year, 47 (3.65%) respondents have been accessing e-resources for one year, 59 (4.58 %) respondents have been accessing e-resources for two years, 81 (6.29 %) respondents have been accessing e-resources for three years and 1065 (82.69%) respondents have been accessing e-

resources for more than three years. With regard to 807 Associate Professors, 94.18 percent of them have been accessing e-resources for more than three years and 0.87 percent of them have been accessing e-resources for less than a year. About 481 Assistant Professors, 63.41 percent of them have been accessing e-resources for more than three years and 6.03 percent of them have been accessing e-resources for less than a year.

Table 4: Status wise Distribution of Respondents Time spent on usage of E-Resources

| Time spent | No. of Respondents | | | | Total | % |
|--------------|---------------------|-------|---------------------|-------|-------|--------|
| | Associate Professor | % | Assistant Professor | % | | |
| < 1 hour | 259 | 32.09 | 189 | 39.29 | 448 | 34.78 |
| 1-2 hour | 448 | 55.51 | 175 | 36.38 | 623 | 48.37 |
| 2-3 hour | 59 | 7.31 | 92 | 19.13 | 151 | 11.72 |
| > 3 hour | 41 | 5.08 | 25 | 5.20 | 66 | 5.12 |
| Total | 807 | 62.66 | 481 | 37.34 | 1288 | 100.00 |

Table 4 indicates the status wise distribution of respondents time spent on usage of e-resources. It could be noted that out of the total 1288 respondents, 448 (34.78%) respondents spend less than an hour in a day, 623 (48.37%) respondents spend 1-2 hours per day, 151(11.72%) respondents spend 2-3 hours in a day and 66 (5.12%) respondents spend above three hours in a day for accessing e-resources. With regard

to 807 Associate professors, 448 (55.51%) respondents spend 1-2 hours in a day, and 41 (5.08%) respondents spend more than 3 hours in a day for accessing e-resources. Out of 481 Assistant professors, 189 (39.29%) respondents use e-resources less than an hour in a day and 25 (5.20%) respondents' access e-resources for more than three hours in a day.

Table 5: Status wise Distribution of Respondents Purpose of using E-Resources

| Purpose | No. of Respondents | | | | Total | % |
|--------------------------------|---------------------|-------|---------------------|-------|-------|-------|
| | Associate Professor | % | Assistant Professor | % | | |
| Study | 220 | 34.65 | 415 | 65.35 | 635 | 49.30 |
| Research | 408 | 56.20 | 318 | 43.80 | 726 | 56.37 |
| Publishing Articles/Books | 398 | 64.93 | 215 | 35.07 | 613 | 47.59 |
| Keeping up-to-date information | 438 | 52.39 | 398 | 47.61 | 836 | 64.91 |
| Finding relevant information | 265 | 40.21 | 394 | 59.79 | 659 | 51.16 |
| Professional development | 284 | 42.90 | 378 | 57.10 | 662 | 51.40 |
| Entertainment | 179 | 40.41 | 254 | 58.66 | 433 | 33.62 |
| chatting | 91 | 45.50 | 109 | 54.50 | 200 | 15.53 |

Note : The percentage exceeded 100% because of multiple choice of options.

Data presented in table 5 indicates status wise distribution of respondents purpose of using e-resources. It is clearly observed from the table that, 635 (49.30%) respondents using e-resources for their study followed by 726 (56.37%) respondents use e-resources for research, 613 (47.59%) respondents use for publishing articles / books, 836(64.91%) respondents use e-resources for keeping up-to-date information, 659 (51.40%) respondents use e-

resources for finding relevant information, 662 (51.40%) respondents use e-resources for professional development, 433 (33.62%) respondents use e-resources for entertainment and 200 (15.53%) respondents use e-resources for chatting. As far as the status wise break up of faculty members is concerned with the purpose of use e-resources. The above table depicts that 438 (52.39%) Associate professors use e-resources for keeping up-to-date information and

415 (65.35%) Assistant professors use e-resources for the purpose of study.

Table 6: Status wise Distribution of Respondents Use of E-Resources

| E-Resources | No. of Respondents | | | | Total | % |
|---|---------------------|-------|---------------------|-------|-------|-------|
| | Associate Professor | % | Assistant Professor | % | | |
| E-Journals | 684 | 62.98 | 402 | 37.02 | 1086 | 84.32 |
| E-Books | 218 | 40.15 | 325 | 59.85 | 543 | 42.16 |
| E-Conference Proceedings | 502 | 53.75 | 432 | 46.25 | 934 | 72.52 |
| E-Tutorials | 381 | 57.29 | 284 | 42.71 | 665 | 51.63 |
| E-Databases | 588 | 64.19 | 328 | 35.81 | 916 | 71.12 |
| Open source Literature | 512 | 58.31 | 366 | 41.69 | 878 | 68.17 |
| E-Reference sources | 459 | 52.64 | 413 | 47.36 | 872 | 67.70 |
| Students and Faculty generated contents | 374 | 65.27 | 199 | 34.73 | 573 | 44.49 |
| Students Gateways / E-Portals | 264 | 64.71 | 144 | 35.29 | 408 | 31.68 |
| E-Thesis and dissertations | 207 | 37.50 | 345 | 62.50 | 552 | 42.86 |

Note : The percentage exceeded 100% because of multiple choice of options.

Table 6 shows the status wise distribution of respondents use e-resources. It can be seen from the table that 1086 (84.32%) respondents use e-journals followed by 934 (72.52%) respondents use e-conference proceedings, 916 (71.12%) respondents use e-databases, 878 (68.17%) respondents use open source literature, 872 (67.70%) respondents use e-reference sources, 665 (51.63%) respondents use e-

tutorials, 573 (44.49%) respondents use students and faculty generated contents, 552 (42.86%) respondents use e-thesis and dissertations, 543 (42.16%) respondents use e-books and 408(31.68%) respondents use students gateways / e-portals. It is also observed from the above table that 684 (62.98%) Associate professors use e-journals and 432 (46.25%) Assistant professors use e- conference proceedings.

Table 7: Status wise Distribution of Respondents Place of access to E-resources

| Place of access | No. of Respondents | | | | Total | % |
|-----------------|---------------------|-------|---------------------|-------|-------|-------|
| | Associate Professor | % | Assistant Professor | % | | |
| Library | 548 | 57.50 | 405 | 42.50 | 953 | 73.99 |
| Department | 501 | 61.02 | 320 | 38.64 | 821 | 63.74 |
| Residence | 605 | 61.36 | 381 | 38.64 | 986 | 76.55 |
| Cyber cafe | 108 | 45.76 | 128 | 54.24 | 236 | 18.32 |

Note : The percentage exceeded 100% because of multiple choice of options

Table 7 shows the status wise distribution of respondents place of access to e-resources. It is seen from the table that about 953(73.99%) respondents access the e-resources at library, 821(63.74%) respondents access the e-resources at department, 986(76.55%) respondents access the e-resources at residence and 236(18.32%) respondents access the e-

resources at cyber café. As far as the status wise break up of faculty members is concerned with the opinion about place of access to e-resources. About 605(61.36%) Associate Professors access to e-resources at residence and 405(42.50%) Assistant professors access the e-resources at library

Table 8: Status wise Distribution of Respondents regarding the Usefulness of E-resources

| Usefulness | No. of Respondents | | | | Total | % |
|-------------|---------------------|-------|---------------------|-------|-------|-------|
| | Associate Professor | % | Assistant Professor | % | | |
| Very useful | 298 | 36.93 | 112 | 23.28 | 410 | 31.83 |
| Useful | 247 | 30.61 | 224 | 46.57 | 471 | 36.57 |
| Average | 244 | 30.23 | 128 | 15.86 | 372 | 28.88 |

| | | | | | | |
|------------|-----|--------|-----|--------|------|--------|
| Not useful | 18 | 2.23 | 17 | 3.53 | 35 | 2.72 |
| Total | 807 | 100.00 | 481 | 100.00 | 1288 | 100.00 |

Table 8 indicates the status wise distribution of respondents regarding the usefulness of e-resources. Out of 1288 total respondents, 410(31.83%) respondents opine that very useful, 471(36.57%) respondents opine that useful, 372(28.88%) respondents opine that average and 35(2.72%) respondents opine that not useful. The table also depicts that status wise break up of faculty members is concerned with the usefulness of e-resources. About 298(36.93%) Associate professors opine that very useful and 224(46.57%) Assistant professors opine that useful.

CONCLUSION

The result of this study has revealed that most of the respondents are aware of e-resources available in their college library. They have accessed e-resources for their study and research purpose. Majority of the respondents opine that e-resources are useful.

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