
Use of E-Resources and Services by the Faculty Members of Women's Arts and Science Colleges in Chennai

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Abstract

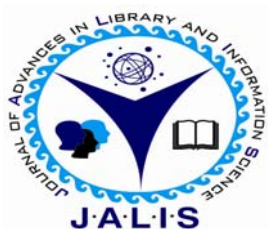
The present article lights on the use of e-resources information and its impact on faculty members of Women's Arts and Science Colleges in Chennai. The study focuses on time spent on using e-resources, purpose of using e-resources, adequacy of using e-resources and satisfaction level of using e-resources.

Keywords

Use of E-resources, Government Women's College, Faculty Members

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INTRODUCTION

Electronic resource was introduced by William Dijkhuis in 1977. The very first e-publication came in 1980 in the form of plain text emails. They were sent to the subscribe via a mailing list. 1985-1995 referred to as a period of digital revolution. 1985 CD Rom CD-PD Journals first journal electronic letters Online by IEE 1994-95 Distributed via OCLC. Refer to the current offerings of online and web based publishers. An electronic resources is defined as a resource which requires computer access or any electronic product that delivers a collection of data, be it text referring to full text bases, electronic journals, image collections, other multimedia products and numerical graphical or time based as a commercially available title that has been published with an aim to being marketed. Theses may be delivered on CD ROM on tape via internet and so on. The e-resources for on magnetic and optical media have a vast impact on the collections of university libraries. These are more useful due to inherent capabilities for manipulation and searching providing cheaper information access for acquiring in information resources.

OBJECTIVES

The following are the important objectives of the study:

1. To know the respondents adequacy of using e-resources and services.
2. To know the quantum of time spent in accessing e-resources per day by the respondents.
3. To know the purpose of using e-resources and services by the respondents.
4. To know the possible reasons or usage of e-resources and services.
5. To know the learn to use e-resources.
6. To know the preferred search engine for accessing e-resources by the respondents.
7. To know the level of satisfaction on usage of e-resources and services.

METHODOLOGY

This study attempts to examine the use of e-resources of Women's Arts and Science College Faculty members by making an experiment on Women's Arts and Science Colleges in Chennai. In order to study usage of e-resources of faculty members in Women's Arts and Science Colleges, author has chosen ten Arts and Science Colleges.

The relevant data are collected from the faculty members of the concerned colleges by employing mailed questionnaire method. The collected data were classified and tabulated according to the objectives stated, for this simple percentage analysis have been used in this study.

Table 1 shows the designation wise distribution of the respondents in Arts and Science colleges in Chennai. The table depicts that a very high number of faculty 898(68.29%) are 'Associate Professors' and the remaining 417(31.71%) are 'Assistant Professors'.

Table 1: Designation wise Distribution of Respondents

Designation	No. of Respondents	%
Associate Professor	898	68.29
Assistant Professor	417	31.71
Total	1315	100.00

Table 2: Status wise Distribution of Respondents Time Spent in accessing E-Resources and services

Time Spent	No. of Respondents				Total	%
	Associate Professor	%	Assistant Professor	%		
Less than an hour	135	57.94	98	42.06	233	17.7
One hour	341	74.95	114	25.05	455	34.60
Two hours	225	64.29	125	35.71	350	26.62
More than two hours	197	71.12	80	28.88	277	21.06
Total	898	68.29	417	31.71	1315	100.00

Table 2 indicates the status wise distribution of the respondents time spent in accessing e-resources and services. It could be noted that out of 1315 sample respondents, 455(34.60%) respondents access e-resources 'One hour' in a day, followed by 350(26.62%) respondents access e-resources for 'Two hours', 277(21.06%) respondents access e-resources 'More than two hours' and 23(17.72%) respondents access e-resources 'Less than an hour in a day'.

The above table also depicts designation wise break up of members of faculty time spent in accessing e-resources. Out of 898 Associate Professors, 341(74.95%) of them spent 'One hour' in a day and 135(57.94%) of them spent 'Less than an hour' in a day. Among 417 Assistant Professors, 125(35.71%) of them spent 'Two hours' in a day and 80(28.88%) of them spent 'More than two hours' in a day for accessing e-resources and services

Table 3: Status wise Distribution of Respondents Purpose of Using E-Resources and services

Purpose	No. of Respondents				Total	%
	Associate Professor	%	Assistant Professor	%		
Study	488	61.85	301	38.15	789	60.00
Research	408	52.85	364	47.15	772	58.71
Finding Relevant Information	415	56.62	318	43.38	733	55.74
Keeping-up-to date Information	718	64.34	398	35.66	1116	84.87
Publishing articles /books	615	64.33	341	35.67	956	72.70
Presentation of papers in Seminars/Conference	608	61.04	388	38.96	996	75.74
Professional Development	569	65.93	294	34.07	863	65.63
Entertainment	310	55.26	251	44.74	561	42.66
Chatting	217	53.58	188	46.42	405	30.80

Note: The percentage is exceeded to more than 100% because o multiple choice options.

Table 3 explains the status wise distribution of the respondents purpose of using e-resources and services. It is identified from the table that the faculty members of Arts and Science colleges have top priority 1116(84.87%) for keeping up-to-day information followed by 996(75.74%) for presentation of papers in seminars / conferences, 956(72.70%) for publishing articles / books, 863(65.63%) for professional development, 789(60.00%) for study, 772(58.71%) for research,

733(55.74%) for finding relevant information, 561(42.66%) for entertainment and 405(30.80%) respondents use e-resources for chatting.

As far as the designation wise break-up of faculty members in concerned with the purpose of use of e-resources. About 718(64.34%) Associate Professors and 398(35.66%) Assistant Professors have top priority for keeping up-to-date information

Table 4: Status wise Distribution of Respondents Possible reasons for usage of E-Resources and services

Reasons	No. of Respondents				Total	%
	Associate Professor	%	Assistant Professor	%		
Accessibility	135	63.38	78	36.62	213	16.20
Appropriateness	81	59.56	55	40.44	136	10.34
Easy to use	278	74.53	95	25.47	373	28.37
Accuracy	67	60.91	43	39.09	110	8.37
Currency	283	71.11	115	28.89	398	30.27
Completeness	54	63.53	31	36.47	85	6.46
Total	898	68.29	417	31.71	1315	100.00

Table 4 indicates the status wise distribution of the respondents possible reasons for usage of e-resources and services. It could be noted that out of 1315 respondents, 398(30.27%) respondents have used e-resources for its currency followed by 373(28.37%) respondents have used for its easy to use, 213(16.20%) have used for its accessibility, 136(10.34%) respondents have used for its appropriateness, 110(8.37%) respondents have used for its accuracy and 85(6.46%) respondents have used e-resources for its completeness.

With regard to 898 Associate Professors and 417 Assistant Professors 283(71.11%) Associate Professors and 115(28.89%) Assistant Professors have used e-resources for its currency. Table 5 shows the status wise distribution of the respondents adequacy of using e-resources and services. Out of 1315 respondents, 775(58.94%) respondents always using e-resources followed by 479(36.43%) respondents some time using and 61(4.64%) respondents occasionally using e-resources.

Table 5: Status wise Distribution of Respondents Adequacy of Using E-Resources and services

Adequacy	No. of Respondents		
	Associate Professor	Assistant Professor	Total
Always	568 (73.29)	207 (26.71)	775 (58.94)
Some Time	296 (61.80)	183 (38.20)	479 (36.43)
Occasionally	34 (55.74)	27 (44.26)	61 (4.64)
Total	898 (68.29)	417 (31.71)	1315 (100.00)

With regard to 898 Associate Professors and 417 Assistant Professors, 568(73.29%) Assistant Professors always using e-resources, 296(61.80%) Associate Professors and 183(38.20%) Assistant Professors some time using e-resources and 34(55.74%) Associate Professors and 27(44.26%) Assistant Professors occasionally using e-resources.

Table 6: Status wise Distribution of Respondents Learn to use E-Resources and services

Learn to use E-Resources	No. of Respondents		
	Associate Professor	Assistant Professor	Total
Trial and Error	715(67.07)	351(32.93)	1066(81.06)
Self Learning	782(68.06)	367(31.94)	1149(87.38)
Guidance from other staff	688(69.22)	306(30.78)	994(75.59)
Attending Courses, Trainings, Workshops & Seminars	615(69.65)	268(30.35)	883(67.15)
Guidance from Library Staff	355(62.28)	215(37.72)	570(43.35)
Guidance from Computing Staff	305(60.28)	201(39.72)	506(38.48)

Note: Figures in Parentheses indicate percentage and because of multiple choice options the percentage is exceeded to more than 100%.

Table 6 depicts how the members of faculty learn to use e-resources and services. About 1149(87.38%) respondents learn to use e-resources by self learning, followed by 1066(81.06%) respondents by trial and error, 994(75.59%) respondents taking guidance from other colleagues, 883(67.15%) respondents attending courses, trainings, workshops and seminars, 570(43.35%) respondents taking guidance from library staff and 506(38.48%) respondents learn to

use e-resources by taking guidance from computing staff.

As far as the designation wise break up of members of faculty is concerned with how the members of faculty learn to use e-resources. The above table depicts that 782(68.06%) Associate Professors and 367(31.94%) Assistant Professors learn to use e-resources by self learning.

Table 7: Status wise Distribution of Respondents Preferred Search Engines

Search Engine	No. of Respondents				Total	%
	Associate Professor	%	Assistant Professor	%		
Alta Vista	207	66.99	102	33.01	309	23.50
Bing	252	68.66	115	31.34	367	27.91
Excite	198	70.97	81	29.03	279	21.22
Google	815	67.80	387	32.20	1202	91.41
Info seek	152	66.09	78	33.91	230	17.49
Lycos	164	71.00	67	29.00	231	17.57
Yahoo	715	68.55	328	31.45	1043	79.32
MSN	205	63.47	118	36.53	323	24.56
Hot Bot	151	62.40	91	37.60	242	18.40
Galaxy	142	67.94	67	32.06	209	15.89
Others	64	55.65	51	44.35	115	8.75

Note: The percentage is exceeded to more than 100% because of multiple choice options.

Table 7 shows the status wise distribution of respondents preferred search engine. About 1202(91.41%) members of faculty prefer Google search engine for accessing e-resources followed by 1043(76.32%) respondents prefer Yahoo search engine, 367(27.91%) respondents prefer Bing search engine, 323(24.56%) respondents prefer MSN search engine, 309(23.50%) respondents prefer Alta vista search engine, 279(21.22%) respondents prefer Excite search engine, 242(18.40%) respondents prefer Hot Bot search engine, 231(17.57%)

respondents prefer Lycos search engine, 230(17.49%) respondents prefer Info seek search engine, 209(15.89%) respondents prefer Galaxy search engine and 115(8.75%) respondents prefer other search engine for accessing e-resources. As far as the designation wise break up of members of faculty is concerned, about 815(67.80%) Associate Professors and 387(32.20%) Assistant Professors prefer Google search engine for accessing e-resources.

**Table 8: Status wise Distribution of Respondents
Level of satisfaction on using
E-Resources and services**

Level of Satisfaction	No. of Respondents		
	Associate Professor	Assistant Professor	Total
Highly satisfied	105 (64.42)	58 (35.58)	163 (12.40)
Satisfied	359 (69.44)	158 (30.56)	517 (39.32)
Some what satisfied	394 (68.05)	185 (31.95)	579 (44.03)
Dissatisfied	32 (74.42)	11 (25.58)	43 (3.27)
Highly dissatisfied	8 (61.54)	5 (38.46)	13 (0.99)
Total	898 (68.29)	417 (31.71)	1315 100.00

Figures in Parentheses denote percentage

Data presented in table 8 reveals the status wise distribution of respondents level of satisfaction on usage of e-resources and services. It could be noted that out of 1315 respondents, 579(44.03%) respondents are some what satisfied, followed by 517(39.32%) respondents are satisfied, 163(12.40%) respondents are highly satisfied, 43(3.27%) respondents are dissatisfied and only 13(0.99%) respondents are highly dissatisfied with the usage of e-resources.

With regard to designation wise break up of members of faculty towards the level of satisfaction. About 394(68.05%) Associate Professors and 185(31.95%) Assistant Professors and some what satisfied and 8(61.54%) Associate Professors and 5(38.46%) Assistant Professors and highly dissatisfied. From the above discussion it is concluded that 579(44.03%)

respondents are some what satisfied and 13(0.99%) respondents are highly dissatisfied.

CONCLUSION

The study has brought out the important findings, that the faculty members of women's Arts and Science Colleges in Chennai. Majority of the respondents access e-resources 'one hour' in a day and for keeping up-to-date information.

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