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Research Quantify with faculty member's perception and expectations in e-context at the academic sphere

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Abstract

The study analyses the faculty members have tried to get the e-resources for them needful in terms of academic research at South State Universities of Tamilnadu. It analyses that Out of 380 respondents, the male respondents are found 263(69.21%), the Ph.D. qualified respondents are found 285(75%). it is found that Madurai Kamaraj University and Alagappa University have respondents of each 130 (34.21%). it is found that all 380 (100%) respondents are aware of E-Resources available in the University Library. it is seen that 181 (47.66%) respondents are accessing the scholarly information via E-Resources on daily basis, 109 (28.68%) respondents are using once in two days. (22.40%) respondents from MSU the majority of 82 (96.50%) respondents got training from University Libraries and only 3 (3.50%) respondents are not getting the Training. , it is seen that 210 (55.26) respondents are extremely satisfied on OPAC/Web OPAC. 205(53.90) respondents are extremely satisfied on E-Databases, 192(50.52) respondents are extremely satisfied on Automated circulation services.

Keywords: *E- resources, UGC-Inflibnet, University Library, E-Journals, E-books, OPAC and E-databases.*

1. Introduction

Electronic resources, particularly E-journal literature have become a major resource of library collections. In colleges and universities the electronic resources are an integral part of an institute's libraries and supporting the learning, teaching and research activities. Hence it has become a great challenge for the electronic resource producers and providers to understand the variety of users' demands in order to improve the efficiency and scholarly value of the electronic resources. This needs to be take care so that the libraries can attract more potential users and enhance the service quality and customer satisfaction (Liyi Zhang et al. 2010).¹ An integral and one of the most valued part of any educational institution is its library from which teaching and learning activities are enhanced. Library offers students, faculty members and researchers to acquire information related with their educational needs. In the past, when traditional libraries were operational, one had to rely on so many persons and spend hours and hours of valuable time to get the information on desired topic. But with the advent of information and communication technology, e-resources become integral part of library because it not only saves time but also enables libraries to function smoothly (Sinha, 1990)² Electronic journals are defined broadly as any serial publication in digital format

and made available on online through internet. American chemical society (ACS) Institute of Electrical and Electronics Engineers (IEEE), American society for Mechanical Engineers (ASME), Institution of Engineers India (IEI) online computer library centre (OCLC), ACM Digital Library, EBSCO, Springer Link, Science Direct, and a number of organizations publishing scholarly E-Journals for the benefit of the academic community. On line data bases like Scopus, Web of Science etc., have a numerous collection of journals and providing abstracting services also. There are lot of open source E-journals also available for access Electronic books or E-Books are books in computer file format and read on all types of computers including handheld devices designed specifically for reading E-Books. E-books can be as familiar as their print counterparts or as unique as the electronic medium itself containing audio, video (or) active hyperlinks. E-Book is a book just like the print book on electronic format. It has a title page, an ISBN, a copy right notice an editor and publisher. E-brary, McGraw Hill E-books, Springer, Word E-Books are some of the examples. Electronic newspapers are the E-resources to gain day to day current information. Websites, Electronic theses and dissertations, Institutional Repositories are the sources for research work in Electronic format. CD/DVD E collections are available for readily access. Nowadays NPTEL Videos are inspired by the scholar community and these E-Resources are the video presentation from Higher Educational faculty members covering many disciplines.

2.Literature Review

Blogs can be used to facilitate group working, a number of commentators argue that blogs encourage reflective learning (Chen et al. 2005)³they can be used as a diary to keep a record of achievement and of interesting material. The way that blogs are typically organised allows the reader/viewer to re contextualise posts according to categories and dates as well as allowing the user to use key words to search for posts on any topic. Blogs can decrease feelings of isolation for distance students (Dickey, 2004)⁴and promote the shift from surface to deep learning (Bartlett-Bragg, 2003)⁵. Ferdig and Trammel(2004)⁶ argue that the immediacy and commentary based systems of blogging lead to reflection and analysis and contextualisation of learning via hyperlinks. They further contend that blogs are more successful in promoting interactivity that is conversational as opposed to other online discussion. Research also suggests that blogs allow a more creative response from students (Oravec, 2005)⁷ and that the open and interlinked nature of blogs connects learners to contexts beyond the classroom (Baim, 2004).⁸The term MOOC has been around since 2008, but the concept began to generate significant media attention and debate in 2012 with the launch of MOOCs offered by or in association with prestigious US institutions through providers such as EdX, Coursera, and Udacity. In response to widespread media attention and debate, uptake of MOOCs has since spread globally. Coursera and EdX have partnered with elite institutions in Europe, Asia, and Australasia, and new MOOC platforms have been developed including Future Learn in the UK, OpenupEd, and iVersity in Europe and Open2Study in Australia⁹. Joseph Jestin and Ally Sornam ¹⁰ revealed that the use of e-resources in this era of information technology supports teaching, learning and research activities. It examines the faculty usage of E-

Resources in Kerala Engineering Colleges and the usage of e-resources by the faculty members of engineering colleges in Kerala. Baskaran discussed user much more interest on using Internet for accessing scientific information in which global level publications. This study reveals that faculty of science respondents secured maximum level due to keen search and obtained information by scientific journals and electronic publications. The maximum number of users are visited the library for preparing seminars, conferences and assignments. The Internet users are preferring Yahoo search engine and Google is next position in this study¹¹.

Ángel Borrego and Lluís Anglada¹² described how the transition from print to electronic scholarly communication has affected faculty's information behaviour and their perception of academic libraries. Journal articles are the most relevant information resource used for research and teaching purposes. Md. Sohail and Shakil Ahmad¹³ examined that the effectiveness of electronic resources and services in select campuses of Fiji National University Library on the basis of users' satisfaction is evaluated. A survey method was employed to conduct this research. Felicitas Ciabere Ratanya¹⁴ revealed that majority of the academic staff at the Egerton University are still not aware of the existence of the IR. Staff also faced challenges in accessing and using the content available. Josep Lladós et al.¹⁴ have revealed that a combination of personal and contextual factors such as cultural, social and subjective factors affects the use of Wikipedia as a tool for faculty in higher education institutions. Faculty perceptions and attitudes in two large Spanish universities were analysed. Degree of collaboration and its' mean value is found to be 0.963. The top three institutions with Alagappa University are Central Electro Chemical Research Institute, National Cheng King University, and Anna University¹⁵. Franklina Adjoa Yebowaah and Florence Dedzoe Dzokotoe Plockey¹⁶ stated the objective of this study was to examine the use of electronic resources by lecturers of the University for Development Studies, Wa campus. This suggests that awareness is high but utilization is low. The study recommends that efforts to improve the use of e-resources. Baskaran¹⁷ described Distance education is the most renowned descriptor used when referencing distance learning. It often describes the effort of providing access to learning for those who are geographically distant. During the last two decades, the relevant literature shows that various authors and researchers use inconsistent definitions of distance education and distance learning. As computers became involved in the delivery of education, a proposed definition identifies the delivery of instructional materials, using both print and electronic media. The largest output in was found 447 publications in 2013. It is found the DC between 0.64 and 0.94 and overall DC measured to be 23.08 throughout study period. The study could be found DC was an increased and a decreased trend appeared in the whole study period. Value n in the field of Forensic Medicine is being analysed, it has calculated the exponential growth is $n = 4.4320914$ for author¹⁸. Baskaran¹⁸ analysed The population included in the study comprised of 120 respondents from Arts, Science, Management and Education departments and that of the faculty is 45 and 58 are research scholars.

This study reveals that most of the faculty members have weekly access to e-journals, which is, 24 (44%). The faculty members and research scholars are aware of UGC@ Infonet, which accounts to 103 (85.99%) and 17(14.16) respondents are not aware of this programme. Baskaran ¹⁹examined The researchers have attempted to find out the perceptions and outlook of the university library users with highly response to utilize the facility is available. The study shows that the quality of collection with respect to books, Journals and e-resources. Yahoo is most popular search engine among the user for browsing the net. Book lending service is the most prefer by the staff. Baskaran²⁰ analysed This study reveals that most of faculty members are access to e-journals at weekly 24 (44%). The faculty member and research scholars aware about UGC@Infonet accounted 103 (85.99%) and 17(14.16) respondents are not aware this programme. The study observed that the faculty members who responded to the study, 70 (59.1%) learned through guidance from their teachers/guide 28 (56%). It is provide the highest proportion of faculty members 21 (42%) use their department for accessing the information, while research scholars 28 (40%) they were accessing their e-journals in their departments itself.

3. Objectives of the study

1. To analyse the Gender wise distribution of respondents among the faculty members in the South Universities in Tamilnadu
2. To find out Educational qualification wise and University Wise distribution of respondents
3. To observe the distribution of the respondents according to computer among the faculty members in the South Universities in Tamilnadu
4. To find out Aware of e-resources available in the university library by the respondents
5. To analyse the Universities wise Training provided for accessing E-Resources
6. To analyze the satisfaction of respondents for their information needs by accessing E-Resources and services provided by University Libraries.

4. Methodology

The present study has adopted data collection among four universities in the South Tamil Nadu using a structured questionnaire. A vast literature survey was carried out on the topic of research and other related fields. This has done with the help of online databases, via internet mode and other reference sources. Questionnaire method was adopted for collection of data for this study. A

structured questionnaire was designed based on present study topic in consultation with the research guide and relevant modification was added after the pilot study. The questionnaire is divided into three sections;

- 1) Personal information
- 2) Use of University Library
- 3) Use of Electronic Resources

The first section includes personal details of respondent like gender, age, educational qualifications, working university, faculty, experience, guide ship, published articles etc. Section two is meant to get information of the respondents regarding use of University Library for accessing the E-Resources, aware of E-Resource, Training provided at University Library, level of satisfaction of Library E-Resources, access of Library website on Scholarly Information Access etc., . The third section is meant to assess the respondents knowledge in computer and importance of E-Resources for scholarly information access, the frequency of access of Electronic Resources , place of using E-Resources,, preference of E-Resources, Scholarly information needs to be fulfilled via access of E-Resources, level of satisfaction on search engines and open source journals, benefits of E-Resources, level of satisfaction while downloading documents, preference of storage mode, Usage of Blogs , Access facility of UGC -INFONET and its access level, constraints faced while accessing the E-Resources etc. The major questions are designed to get information about the use of electronic resources, to assess the level of satisfaction of training received, purpose of using e-resources, e-resources/services of library, benefits of E-Resources, access of UGC-INFONET, and constraints, barriers on use of E-Resources on Scholarly Information Access.

5. Results and Discussion

Table 1- Gender wise distribution of respondents

Gender	No. of Respondents	Percentage
Male	263	(69.21)
Female	117	(30.79)
Total	380	(100)

*Source Computed

* * Figures in Parentheses denoted Percentages

| Gender wise distribution of respondents

Data presented in table 1 represents the Gender wise respondents of the selected state Universities. Out of 380 respondents, the male respondents are found 263(69.21%) which is followed by female respondents 117 (30.79%) It is very clear from the above discussion that the male respondents are more in numbers and the female respondents are lesser in numbers than the male respondents (Fig.1).

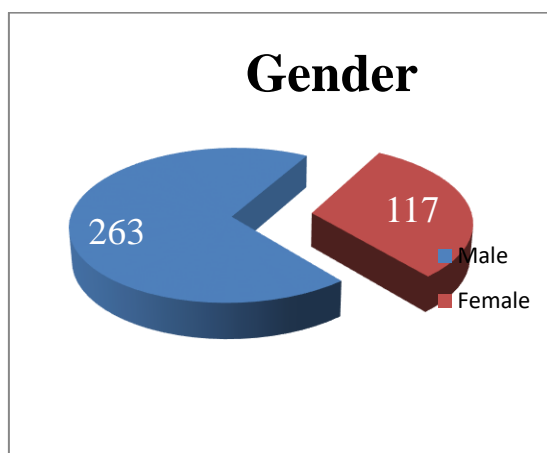


Figure 1: Gender wise distribution of Respondents

Table 2- Educational qualification wise distribution of respondents

Educational Qualifications	No. of Respondents	Percentage
PG with NET	44	(11.57)
M.Phil with NET	51	(13.42)
Ph.D.	285	(75)
Total	380	(100)

*Source Computed

* * Figures in Parentheses denoted Percentages

Educational qualification wise distribution of respondents

Data presented in table 2 represents the Educational Qualification wise respondents of the selected state Universities. Out of 380 respondents, the Ph.D. qualified respondents are found 285(75%) which is followed by M.Phil. with NET qualified respondents 51 (13.42%) and PG with NET qualified respondents 44 (11.57%) (Fig. 3).

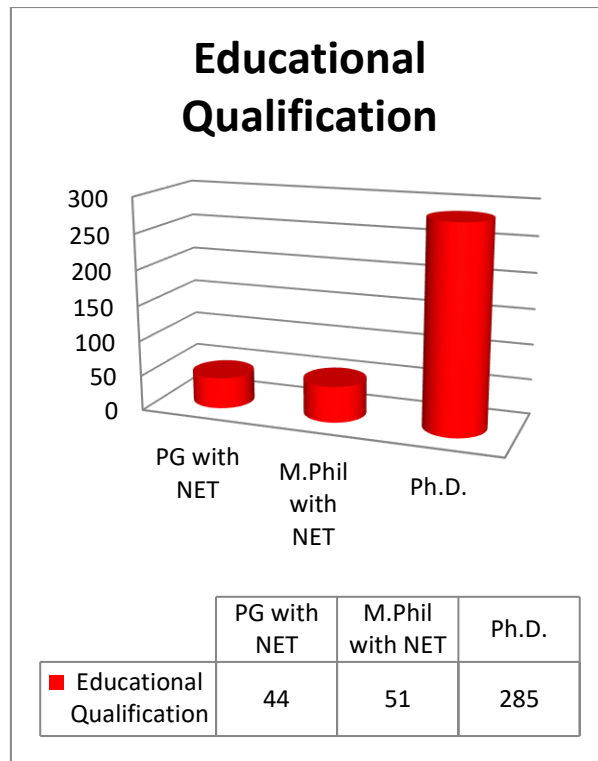


Figure 2: Educational Qualification wise Distribution of Respondents

Table 3- University Wise Distribution of Respondents

Sl.No.	Name of the University	No. of the Respondents	Percentage
1	Manonmaniam Sundaranar University(MSU)	85	(22.36)
2	Madurai Kamaraj University(MKU)	130	(34.21)
3	Alagappa University(AU)	130	(34.21)
4	Mother Teresa Women's University(MTU)	35	(9.22)
	Total	380	(100)

*Source Computed

* * Figures in Parentheses denoted Percentages

University wise distribution of respondents

Table 3 observed that the University wise respondents are accounted for this study. Out of 380 respondents, it is found that Madurai Kamaraj University and Alagappa University have respondents of each 130 (34.21%), 85 (22.36%) respondents are belonging to Manonmaniam Sundaranar University, 35(9.22%) respondents are from Mother Teresa Women’s University (Fig.4).

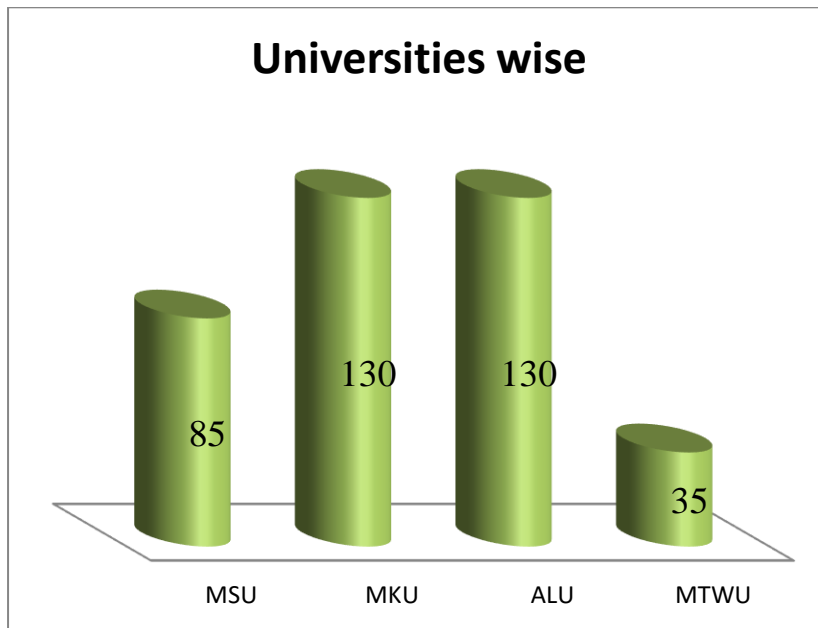


Figure 3: University wise Distribution of Respondents

Table 4- Designation wise distribution of respondents

Designation	No. of Respondents	Percentage
Assistant Professor	265	(69.74)
Associate Professor	50	(13.15)
Professor	65	(17.11)
Total	380	(100)

*Source Computed

* * Figures in Parentheses denoted Percentages

Designation wise distribution of respondents

The data in Table 4 indicate the distribution of respondents according to Designation wise. Out of 380 respondents, Assistant Professor Respondents are

found 265 (69.74%) which is followed by Professor Respondents 65(17.11%) and Associate Professor Respondents 50 (13.15%) (Fig.6).

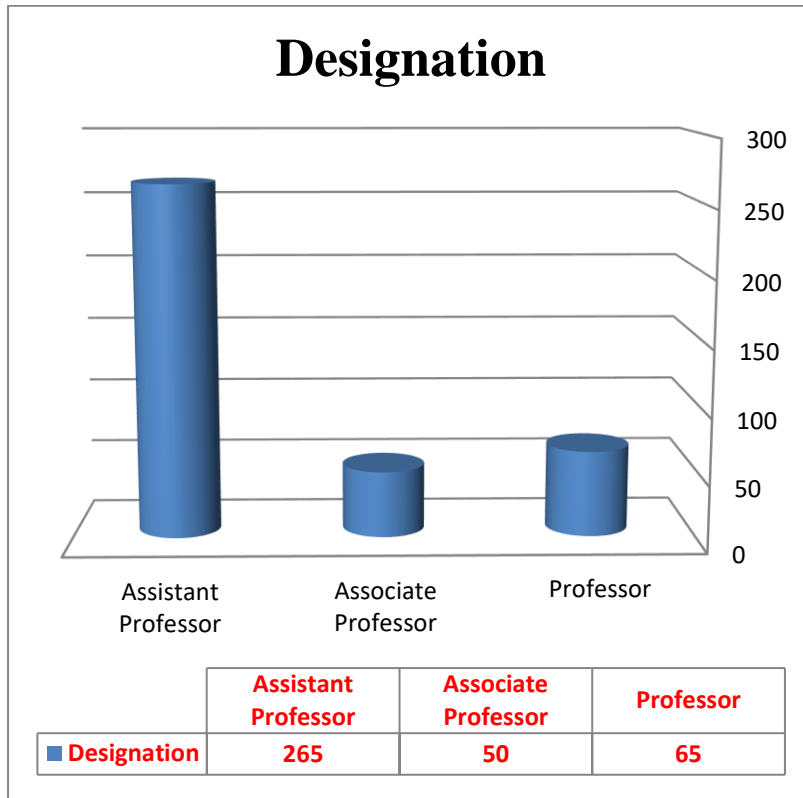


Figure 4: Designation wise Distribution of Respondents

Table 5- Computer owned by the respondents

Computer owned by the respondents	No. of Respondents	Percentage
Yes	357	(93.90)
No	23	(6.10)
Total	380	(100)

*Source Computed

** Figures in Parentheses denoted Percentages

Distribution of the respondents according to computer owned by them

The data in Table 5 indicates the distribution of respondents according to computers owned by them. It is found that 357 (93.90%) respondents are owned computers and 23 (6.10%) respondents are not owned computers (Fig. 8).

Table 6-Aware of E-Resources available in the University Library by the respondents

Aware of E-Resources available in the University Library by the respondents	No. of Respondents	Percentage
Yes	380	(100)
Total	380	(100)

*Source Computed

Aware of e-resources available in the university library by the respondents

The data in Table 6 found the distribution of respondents according to the awareness of E-Resources available in the University Library. Out of 380 respondents, it is found that all 380 (100%) respondents are aware of E-Resources available in the University Library.

Table 7- Frequency of access to scholarly information through E-Resources

Frequency of Access to scholarly information through E-Resources	No. of Respondents	Percentage
Daily	181	(47.66)
Once in Two Days	109	(28.68)
Once in a Week	37	(9.73)
Once in two Week	26	(6.84)
Once in a Month	18	(4.73)
Occasionally	9	(2.36)
Total	380	(100)

*Source Computed ** Figures in Parentheses denoted Percentages

Frequency of access to scholarly information through e-resources by the respondents.

The data in table 7 indicates the distribution of respondents according to the frequency of access to scholarly information via E-Resources. Out of 380 respondents, it is seen that 181 (47.66%) respondents are accessing the scholarly information via E-Resources on daily basis, 109 (28.68%) respondents are using once in two days. 37 (9.73) respondents are using the E-Resources once in two week and 18(4.73%) respondents are using the E-Resources once in a month. 9 (2.36%) respondents are occasionally using the E-Resources (Fig.9).

Table 8- Place of usage frequency to E-Resources by the respondents

Place of Use to E-Resources	Very Frequently Used	Frequently Used	Occasionally Used	Rarely Used	No Comment
Department	262(68.94)	98(25.78)	15(3.94)	3(0.78)	2(0.52)
Home	186(48.94)	164(43.15)	24(6.31)	5(1.31)	1(0.26)
Internet Cafe	71(18.68)	62(16.31)	165(43.42)	80(21.05)	2(0.52)
University Library	115(30.26)	85(22.36)	148(38.94)	23(6.05)	9(2.36)

*Source Computed

** Figures in Parentheses denoted Percentages

Place of usage to e-resources by the respondents.

The data in table 8 analysed the distribution of respondents according to the place of usage to E-Resources. Out of 380 respondents, It is found that 262(68.94%) respondents are very frequently used the E- Resources at their Department, 98(25.78%) respondents are frequently used the E-Resources at their Department. It is observed that 15 (3.94%) respondents are occasionally used the E-Resources at their Department and only 5(1.31%) respondent are rarely used the E-Resources at their Department. It is found that 186(48.94%) respondents are very frequently used the E-Resources and 164(43.15%) respondents are frequently used the E-Resources. 24 (6.31%) and 5(1.31%) respondents are occasionally and rarely used the E-Resources at Home respectively. It is also seen that 165 (43.42%) respondents are occasionally used the E-Resources and 71 (18.68%) respondents are very frequently used the E-Resources at Internet Café. It is seen that 82 (21.57%) respondents are rarely used the E-Resources whereas (62 (16.31%) respondents are frequently used the E-Resources.

Table 9- Universities wise Training provided for accessing E-Resources

Sl. No.	Universities Wise	Training provided for accessing E-Resources		Total
		Yes	No	
1	MSU	82 (96.50)	3 (3.50)	85 (22.40)
2	MKU	126 (96.90)	4 (3.10)	130 (34.20)
3	AU	129 (99.20)	1 ((0.80)	130 (34.20)
4	MTWU	34 (97.10)	1 (2.90)	35(9.20)
	Total	371 (97.6)	9 (2.40)	380 (100)

* MSU - Manonmaniam Sundaranar University *MKU - Madurai Kamaraj University * AU - Alagappa University * MTWU - Mother Teresa Women's University

*Source Computed

Universities wise training provided for accessing e-resources

Table 9 analyzed the distribution of respondents according to Universities wise training provided for accessing the E-Resources. It is seen that out of 85 (22.40%) respondents from MSU the majority of 82 (96.50%) respondents got training from University Libraries and only 3 (3.50%) respondents are not getting the Training. It is found that out of 130 (34.20%) respondents from MKU the majority of 126 (96.90%) respondents are got training and only 4 (3.10 %) respondents are not getting the training. It is observed that out of 130 (34.20%)respondents from Alagappa University the majority of 129 (99.2%) respondents got training and only 1 ((0.80) respondent not getting the training. It isseen that out of 35(9.20%) respondents from MTWU the majority of 34 (97.1) respondents are getting training and 1 (2.90) respondent is not getting training. It is very clear from the above discussion that the majority of 129 (99.20 %) respondents got training from Alagappa University and majority of 34 (97.10%) respondents got training from Mother Teresa Women's University.

Table 10: Satisfaction of respondents for their information needs by accessing E-Resources and services provided by University Libraries.

LibraryE-Resources/Services	Extremely Satisfied	Very Satisfied	Moderately Satisfied	Slightly Satisfied	No Comment/ Not Used
CDs/DVDs	90(23.68)	110(28.94)	82(21.57)	72(18.94)	26(6.84)

E - Books	116(30.52)	127(33.42)	95(25)	25(6.57)	17(4.47)
E Journals	140(36.84)	131(34.47)	79(20.78)	18(4.73)	12(3.15)
E- Databases	205(53.90)	108(28.42)	42(11.05)	11(2.89)	14(3.68)
E-Theses and Dissertations	122(32.10)	140(36.84)	58(15.26)	32(8.42)	28(7.36)
E-Question Bank	94(24.73)	102(26.84)	106(27.89)	46(12.10)	32(8.42)
Email alert service	92(24.21)	112(29.47)	88(23.15)	52(13.68)	36(9.47)
OPAC/Web OPAC	210(55.26)	101(26.57)	47(12.36)	10(2.63)	12(3.15)
Automated Circulation Services	192(50.52)	125(32.89)	32(8.42)	18(4.73)	13(3.42)
Other-Resources/E-Services	72(18.94)	126(33.15)	75(19.73)	65(17.10)	42(11.05)

*Source Computed

* * Figures in Parentheses denoted Percentages

Satisfaction of respondents for their Information needs by accessing e-resources and services provided by University Libraries.

Table 10 observed the distribution of respondents according to the level of Satisfaction for their information needs by accessing various E-Resources and services provided by University Libraries. Out of 380 respondents, it is seen that 210 (55.26) respondents are extremely satisfied on OPAC/Web OPAC. 205(53.90) respondents are extremely satisfied on E-Databases, 192(50.52) respondents are extremely satisfied on Automated circulation services, 140(36.84) respondents are extremely satisfied on E-Journals, 122(32.10) respondents are extremely satisfied on E-Theses and Dissertations, 116(30.52) respondents are extremely satisfied on E-Books for their information needs by accessing the E-Resources and services provided by University Libraries. It is also seen that 94(24.73), 92(24.21), 72(18.94) respondents are extremely satisfied on E-Question Bank, Email alert services, other E-Resources/E-services respectively provided by the University Libraries. It is found that 140(36.84) respondents are very satisfied with E-Theses and Dissertations and 106(27.89) respondents are moderately satisfied with E-Question Bank. It is also observed that 72(18.94) respondents are slightly satisfied with CD/DVDs and 42(11.05) respondents are given no comment/not used option on other E-resources/E-services provided by the University Library. It is very clear from the above discussion that the majority of respondents are extremely satisfied on OPAC/Web OPAC (55.26%) provided by University Library followed by E-Databases (53.90%).

6. Conclusion

Academic Institutional libraries have been played vital part of the society, it acts always been dedicated to making research and learning easier for faculty and students. Today's understand that the libraries are efficiency, discovery and access. Now, to accommodate changing scholarly habits, as well as new roles for the physical library space itself, librarians are exploring or already undertaking – the transition from print resources to electronic. Thus study taking place among the research scholars for acquiring information needful to the academic and research in the south state Universities of Tamilnadu. Significant utilization of various e-resources was found in the study. However faculty members expect more E- databases on subscription based. Hence to save the cost it is essential to subscribe more needed E-Databases via consortia. UGC-INFONET collections are now merged with e-Shodh Sindhu E-Consortium and the number of E-collections has to be increased for full text access for these Universities for the benefit of the users for their further expansion of scholarly activities. Improved IT infrastructure is a necessity for the better use of electronic resources. It is also important to upgrade the internet bandwidth of the University Libraries. More over an awareness programs on E-Resources has to be conducted on a frequent gap which will boost and refresh the new joiners to get more awareness on E-Resources to improve the scholarly information access.

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