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Awareness and Perception about E-Resources among Faculty Members in selected Self-Financing Arts and Science Colleges of Chennai – A Study

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Abstract

The present study analyses the awareness and perception about e-resources among faculty members in selected self-financing arts and science colleges of Chennai. The major objectives of the study are to analyze the purpose, level of awareness, perception, and satisfaction towards the use of e-resources. Data was collected from designation wise faculty members like professor, associate professor, and assistant professor. The findings of the study reveals that the majority of the respondents were aware about the e-resources, and it also found that the majority (31.95%) of the respondents are using e-resources for teaching, and preparing study materials for the students, and only (2.93%) of respondents are using e-resources for other purposes.

Keywords: E-resources, Awareness, Perception, Digital environment

Introduction

Information is an essential product necessary to develop various skills in the human beings. Information may be accessed through various forms like books, magazines, journals, newspapers etc that acts as the medium to disseminate information around the globe in printed document. Mostly people cannot access their relevant information easily in time. The reasons being unable to locate, high cost, time consumption etc. But now anyone can access their relevant information very easily because of the development of Information and Communication Technology (ICT). ICT creates a great platform for the development of digital environment. E-resources are one of the most important transformation of printed document into digital and virtual format. The exchange of information, ideas and thoughts are converted into e-resources. The electronic resources are defined as “systems in which information is stored electronically and made accessible through electronic systems and computer networks. It includes e-databases, e-thesis, online books, magazines, journal, newspapers, CD-ROM, OPAC etc. The sources of information become more effective by the use of multimedia tools presentation.

William Dijkhuis introduced electronic resources in 1977. The first publication was made in 1980 in the form of plain text. An electronic resource can be defined as a resource which requires electronic gadgets, internet, and network.

The digital environment plays a vital role in the academic community for developing their teaching and research skills in the relevant subjects. Therefore, the awareness and perception about e-resources among faculty members are essential to update recent information in the relevant subjects.

Review of Literature

Krishnasamy, Thamaraiselvi and Manthira Moorthi ¹ (2017) had conducted a study on competency

skills to access electronic resources among graduate students in Tirunelveli. The purpose of the study was to identify the level of competency skills among graduate students while accessing electronic resources. Survey method was adopted and well structured questionnaires were distributed to the respondents in arts and science colleges. The findings of the study revealed that majority of the respondents are male, who belonged to the science discipline and came from rural area. 52.03% of the respondents were found to have a moderate level of competency skills. 42.42% respondents accessed e-journals, magazines and articles. 43.94% of the respondents were using e-resources to update knowledge and gather related information for study. 39.30% respondents accessed electronic resources occasionally. 34.85% of the users lack skills in searching relevant information. 30.3% of the respondents felt satisfied as they could access of electronic resources.

Viswanathan and Sasi Reka ² (2016) investigated a study about the use of library electronic resources among selected arts and science colleges in Tamilnadu. The purpose of the study to identify the familiarity, utility and purpose of using e-resources. The data was collected through questionnaire cum interview method. The findings of the study concluded that 50% of the respondents are spent one hour time to use e-resources. 46.11% of the respondents are well aware and 4.68% of the respondents are not aware about e-resources. Majority of the respondents are use e-resources once in a week. 40.63% of the respondents are use e-resources for reading subject related information and 50% of the respondents are satisfied with the use of e-resources. The study suggested that to increase the speed of internet and intranet connection. The users want to make use of e-resources on regular basis and the library professional should create more awareness, training, and orientation programme to the users about how to use the availability or e-resources.

Akpojotor ³ (2016) has attempt a study on awareness and usage of electronic information resources among post graduate students of library and information science in Southern Nigeria. The study was adopted by descriptive survey design and census sampling technique. The purpose of the study to examine the awareness and usage of electronic information resources. The findings of the study denotes that post graduate students of library and information science are quite aware and highly use electronic information resources. They are skilled in the use of electronic information resources. The study also concluded that electronic information resources acts as an essential tool for enhancing knowledge among post graduate students of library and information science in Southern Nigeria.

Dharmambihai, Seethai and Mani ⁴ (2014) investigated the use of e-resources and services by faculty members of women's arts and science colleges in Chennai. The purpose of the study is to analyze the impact of e-resources information use by the faculty members, time spent, purpose and adequacy of using e-resources and to know the level of satisfaction while using e-resources. The findings of the study reveals that majority of the faculty members like associate and assistant professor are spent less than an hour to access e-resources. Majority of the associate professor using e-resources for the purpose of professional development and assistant professor are using for research purpose. Majority of the associate professor felt that the usages of e-resources are easy to use and assistant professor felt that the usage of e-resources is appropriateness. Majority of the associate and assistant professor are always using e-resources and services. Most of the faculty members are access e-resources and services through self learning and most preferred search engine

was Google. Majority of the faculty member are somewhat satisfied while using e-resources and services.

Objectives of the Study

1. To identify the level of awareness about e-resources among the faculty members.
2. To know the level of usage of e-resources among the faculty members
3. To identify the purpose of using e-resources.
4. To analyze the level of perception towards e-resources.
5. To know the satisfaction level while accessing of e-resources.

Hypotheses

1. There is no significant difference between the designation of faculty members and level of awareness towards e-resources.
2. There is no significant difference between the designation of faculty members and level of perception towards e-resources.

Methodology

This study deals with the awareness and perception about e-resources among faculty members of selected self-financing Arts and Science colleges of Chennai. The researcher has chosen five colleges randomly for the study. Survey methods were adopted for the study with simple random sampling technique. The population of the study consists of faculty members like professor, associate professor and assistant professor of self-financing Arts and Science colleges of Chennai. A well structured questionnaire was distributed by the researcher individually among 500 respondents. Out of 500 questionnaires 410 filled questionnaires were received and considered for the study. The collected data were analysed and interpreted by using statistical techniques like percentage and chi-square test. The statistical techniques were calculated by using SPSS 17.0 version and 0.05 significant level was used to test hypotheses.

Table 1: Demographic details of the Respondents

Variables		No. of Respondents (N-410)	Percentage
Gender	Male	61	14.87
	Female	349	85.13
Designation	Professor	62	15.13
	Associate Professor	24	5.85
	Assistant Professor	324	79.02

Table 1 shows the demographic details of the respondents. Majority of the respondents are female 349(85.13%) and male respondents are 61 (14.87%).

According to the designation wise distribution of the respondents, out of 410, 324 (79.02%) of the respondents are Assistant professors, followed by 62 (15.12%) respondents are Professors and 24 (5.85%) of the respondents are Associate professors.

Hence, it was concluded that majority of the respondents were female and the majority of respondents designation was Assistant Professors.

Table 2: Faculty Members and Level of Awareness about E-resources

Variable	Designation	Level of Awareness about E-resources			Total	Percentage
		Well aware	Aware	Somewhat aware		
Faculty Members	Professor	17 (27.42%)	43 (69.35%)	2 (3.23%)	62	15.12
	Associate Professor	3 (12.50%)	16 (66.67%)	5 (20.83%)	24	5.85
	Assistant Professor	10 (3.09%)	180 (55.56%)	134 (41.36%)	324	79.02
	Total	30 (7.32%)	239 (58.29%)	141 (34.39%)	410	100

Source : Primary Data

(Figures in Parentheses denote Percentage)

Table 2 reveals the faculty members and level of awareness about e-resources. Out of 62 Professors, 17 (27.42%) respondents were well aware about e-resources followed by 43 (69.35%) respondents who were aware and 2 (3.23%) respondents who were somewhat aware about e-resources. Out of 24 Associate Professors, 3 (12.50%) respondents were well aware about e-resources followed by 16 (66.67%) respondents who were aware and 5 (20.83%) respondents who were somewhat aware about e-resources. Out of 324 Assistant Professors, 10 (3.09%) respondents were well aware followed by 180(55.56%) respondents who were aware and 134 (41.36%) respondents who were somewhat aware about the e-resources.

Hence, it was concluded that majority of the respondents were aware about the e-resources.

Hypothesis 1:

There is no significant difference between the designation of faculty members and level of awareness towards e-resources.

Calculated Value	Degrees of Freedom	Table Value
68.4 *	4	9.49

*Significant Level = 0.05

Table 2. reveals that the calculated value of chi-square is 68.4 at 4 degree of freedom, which is significant at 0.05 level ($P < 0.05$). The calculated value is greater than the table value. Therefore, the null hypothesis is rejected. Hence there is a significant difference between the designation of faculty members and level of awareness towards e-resources.

Table 3: Purpose of Using E-resources

S. No	Purpose	Designation			Total	Percentage
		Professor	Associate Professor	Assistant Professor		
1	To update	18 (15.79%)	4 (3.51%)	92 (80.70%)	114	27.8

	knowledge in relevant subject					
2	To teach and prepare study materials	20 (15.27%)	11 (8.40%)	100 (76.34%)	131	31.95
3	To write books, articles, research papers	13 (13.00%)	7 (7.00%)	80 (80.00%)	100	24.39
4	To carry out research	10 (18.52%)	2 (3.70%)	42 (77.78%)	54	13.17
5	Other	1 (9.09%)	0 (0.00%)	10 (90.91%)	11	2.68
	Total	62 (15.12%)	24 (5.85%)	324 (79.02%)	410	100

Source: Primary Data

(Figures in Parentheses denote Percentage)

Table 3 indicates the purpose of using e-resources among faculty members. 131 (31.95%) of the respondents are using e-resources for teaching and preparing study materials for the students followed by 114 (27.80%) of the respondents are using it to update knowledge in relevant subject, 100 (24.39%) of the respondent are using e-resources to write books, articles and research papers whereas 11 (2.68%) of the respondents are using e-resources for other purposes.

Hence, it can be stated that majority of the respondents are using e-resources for teaching and preparing study materials for the students and only few respondents are using e-resources for other purposes.

Table 4: Level of Perception about E-resources

Variable	Designation	Level of Perception about E-resources			Total	Percentage
		Low	Medium	High		
Faculty Members	Professor	12(19.35%)	23 (37.10%)	27 (43.55%)	62	15.12
	Associate Professor	7 (29.17%)	12 (50.00%)	5 (20.83%)	24	5.85
	Assistant Professor	65 (20.06%)	157 (48.46%)	102 (31.48%)	324	79.02
	Total	84 (20.49%)	192 (46.83%)	134 (32.68%)	410	100

Source : Primary Data

(Figures in Parentheses denote Percentage)

Table 4 cleared the level of perception about e-resources among faculty members. 43.55% of the professor are have high level of perception about e-resources, followed by associate professor and assistant

professor are have medium level of perception about e-resources. Overall 20.49% of the respondents are have low level of perception, followed by 46.83% of the respondents are have medium level of perception whereas 32.68% of the respondents are have high level of perception about e-resources.

Hence, it concluded that professors are having a high level of perception followed by associate and assistant professors are having a medium level of perception about e-resources.

Hypothesis 2:

There is no significant difference between the designation of faculty members and level of perception towards e-resources.

Calculated Value	Degrees of Freedom	Table Value
5.85*	4	9.49

*Significant Level = 0.05

Hypothesis 2 reveals that the calculated value of chi-square is 5.85 at 4 degree of freedom, which is significant at 0.05 level ($P < 0.05$). The calculated value is less than the table value. Therefore, the null hypothesis is accepted. Hence, there is no significant difference between the designation of faculty members and level of perception towards e-resources.

Table 5: Level of Satisfaction about E-resources

Variable	Designation	Level of Satisfaction about E-resources			Total	Percentage
		Dissatisfied	Satisfied	Fully Satisfied		
Faculty Members	Professor	2 (3.23%)	32 (51.61%)	28 (45.16%)	62	15.12
	Associate Professor	3 (12.50%)	15 (62.50%)	6 (25.00%)	24	5.85
	Assistant Professor	35 (10.80%)	205 (63.27%)	84 (25.93%)	324	79.02
	Total	40 (9.76%)	252 (61.46%)	118 (28.78%)	410	100

Source: Primary Data

(Figures in Parentheses denote Percentage)

Table 5 shows the level of satisfaction about e-resources. 61.46% of the faculty members are satisfied towards the use of e-resources followed by 28.78% of the faculty members are fully satisfied and 9.76% of the faculty members are dissatisfied towards the use of e-resources.

Hence, it concluded that majority of the faculty members are satisfied towards the use of e-resources.

Findings and Conclusion

The findings are based on the analysis of data collected through questionnaire from faculty members

1. Majority of the respondents are female 349(85.13%) and male respondents are 61 (14.87%).
2. According to the designation wise distribution of the respondents, out of 410, 324 (79.02%) of the respondents are Assistant professors, followed by 62 (15.12%) respondents who are Professors and 24 (5.85%) of the respondents who are Associate professors.

3. Out of 62 Professors, 17 (27.42%) respondents were well aware about e-resources followed by 43 (69.35%) respondents who were aware and 2 (3.23%) respondents who were somewhat aware about e-resources. Out of 24 Associate Professors, 3 (12.50%) respondents were well aware about e-resources followed by 16 (66.67%) respondents who were aware and 5 (20.83%) respondents who were somewhat aware about e-resources. Out of 324 Assistant Professors, 10 (3.09%) respondents were well aware followed by 180(55.56) respondents who were aware and 134 (41.36%) respondents who were somewhat aware about the e-resources.

There is a significant difference found (χ^2 is 68.4, $df = 4$) between the designation of faculty members and level of awareness towards e-resources.

Majority (31.95%) of the respondents are using e-resources for teaching and preparing study materials for the students and only (2.93%) of respondents are using e-resources for other purposes.

Majority (43.55%) of professor are have high level of perception followed by (50.00%) of associate and (48.46%) of assistant professor are have medium level of perception about e-resources.

There is no significant difference found (χ^2 is 5.85, $df = 4$) between the designation of faculty members and level of perception towards e-resources.

Majority (61.46%) of the faculty members are satisfied towards the use of e-resources.

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