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M. Prasad -

Alagappa University, Karaikudi, India, prasdeep25@gmail.com

C. Baskaran

Alagappa University, Karaikudi, India, cbklis@gmail.com

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Analyses the Use of Electronic Resources for Scholarly Information among the Faculty members in the State Universities in Southern Tamilnadu.

*M. Prasad,
Research Scholar, Dept. of Library & Information Science, Alagappa University,
Karaikudi-630 003, India*

*Dr. C. Baskaran,
Librarian & Research Supervisor, Alagappa University, Karaikudi-630 003, India*

Abstract

The study analyses the male respondents are found 263(69.21%) which is followed by female respondents 117 (30.79%).285(75%) which is followed by M.Phil. with NET qualified respondents 51 (13.42%) and PG with NET qualified respondents 44 (11.57%). 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. 263(69.20%) male respondents and 117(30.80%) female respondents. Out of 263 male respondents, the majority of 259 (98.50%) respondents are got training from the University Library for accessing the E – Resources and Only 4 (1.50%) male respondents are not getting training from the University Library.

Keywords: E-resources, IFNLIBNET, Faculty members, E-Journals, E-books, E-theses and Dissertation and E-databases.

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

Information and Library Network (INFLIBNET) ² Centre is an autonomous Inter-University Centre of the University Grants Commission (UGC) of India. It is a major National Programme initiated by the UGC in March 1991 with its Head Quarters at Gujarat University Campus, Ahmedabad. Initially started as a project under the IUCAA, it became an independent Inter-University Centre in June 1996. INFLIBNET is involved in modernizing university libraries in India and connecting them as well as information centres in the country through a nation-wide high speed data network using the state-of-

art technologies for the optimum utilisation of information. INFLIBNET is set out to be a major player in promoting scholarly communication among academicians and researchers in India. Open access initiatives are Info port, Ojas, Shodhganga etc.

Review of Literature

Md. Sohail and Shakil Ahmad (2017)³ 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 Ratanya (2017)⁴ 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. (2017)⁵ 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. Franklina Adjoa Yebowaah and Florence Dedzoe Dzokotoe Plockey (2017)⁶ stated the objective of this study was to examine the use of electronic resources by lecturers of the University for Development Studies, Wa campus. Baskaran (2011)⁷ explained that tackles systemic problems first rather than individual pieces of technology within that system. In this respect, information science can be seen as a response to technological determination, the belief that technology" develops by its own laws, that it realizes its own potential, limited only by the material resources available, and must therefore be regarded as an autonomous system controlling and ultimately permeating all other subsystems of society. Baskaran, (2018)⁸explored that 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. Baskaran (2018)⁹ explained that 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 Open2 Study in Australia. Baskaran and Ramesh (2019)¹⁰. 31 (6%) respondents have completed Arts, Science and Management studies graduates by the faculty members, 91 (17.5%) have completed graduation in Engineering. highest number of respondents that about 409 6(33%) makes this sources for use of e-journals among the respondents. maximum number of 251 (48.3%) respondents rated that information sought from e-books are "Excellent" large number of 280 (53.8%) respondents "Agree" that electronic journals save the time of the user. majority of 337 (64.8%) of the respondents "Agree" that e-resources are help them to keep abreast of knowledge. Binu PC and Baskaran C. (2019)¹¹ analysed that the respondents of the study were 421 from selected State Universities in Kerala State, India. The Respondents categorize include Teaching

faculty, Research Scholars and PG Students, the analysis made effective use of Electronic resources in rely on academic research prevalence of their needs in the Six State Universities of Kerala. The results examined out of 421 respondents, 220 (52.3%) of them belong to Research scholar. majority of respondents 109 (25.9%) are post graduates and 75 (17.8%) are having PG with NET qualification. Mean value for 'To borrow books' was 3.86 and assigned the rank one. Majority of respondents 416 (98.8%) are searching for educational and research Information. Baskaran and Ramesh (2019)¹² 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%). Prasad M and Baskaran C. (2019)¹³ 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.

Objectives of the study

1. To find out the Gender wise distribution of respondents Educational qualification wise distribution of respondents
2. To observe the University wise distribution of respondents and Gender vs. Training provided by University Library
3. To analyse the Designation Vs. Training Provided by University Library - Chi-Square Test.
4. To analyse the Satisfaction of respondents for their information needs by accessing E-Resources and services provided by University Libraries.

Hypotheses

- H1: There is no significant difference between Designation wise respondents and they have acquired training for accessing E resources in Selected State Universities in South Tamil Nadu.
- H2: There is no significant difference between Gender-wise respondents and Level of their satisfaction on access of the University Library website E-Resources in Selected State Universities in South Tamil Nadu.

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. Considering the comments and suggestions of the respondents, some modifications are made in the questionnaire and used for the final survey. The main survey was conducted between 2014 -2015 in four State Universities in South Tamil Nadu. Out of 450 questionnaires distributed, the 400 (88.88%) were received back. Out of 400 questionnaires 20 were not be used for the final analysis as they were incomplete. Hence finally 380 questionnaires are used for final analysis.

Result 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

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).

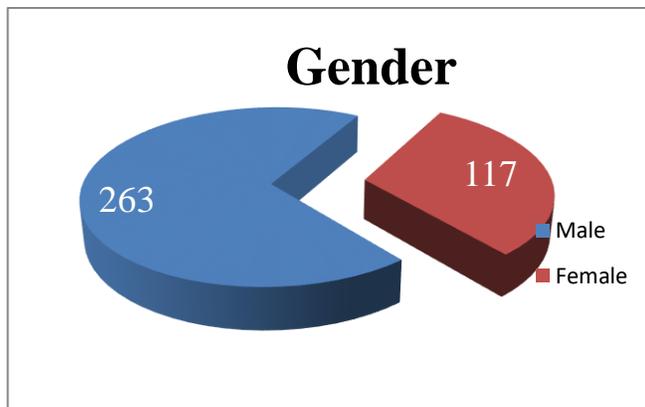


Figure 1: Gender wise distribution of Respondents

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

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%).

TABLE 3 UNIVERSITY WISE DISTRIBUTION OF RESPONDENTS

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

*Source Computed

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.

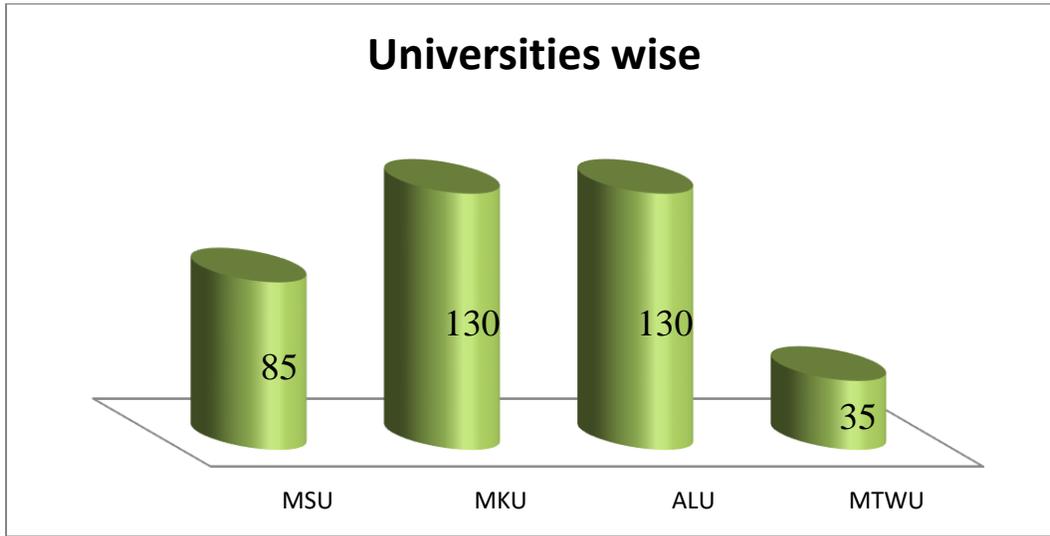


Figure 2: University wise Distribution of Respondents

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%).

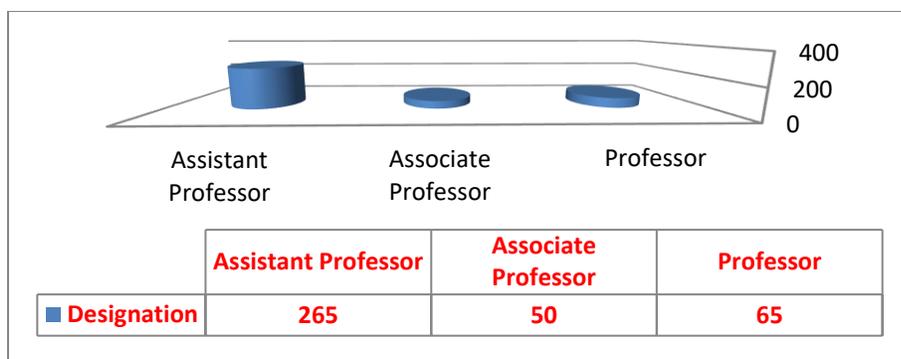


Figure 2 Designation wise Distribution of Respondents

Table 5 Gender vs. Training provided by University Library

Sl. No.	Gender	Training provided by University Library		Total
		Yes	No	
1.	Male	259 (98.50)	4 (1.50)	263(69.20)
2.	Female	112(95.70)	5(4.30)	117 (30.80)
	Total	371 (97.60)	9(2.40)	380 (100)

*Source Computed

* * Figures in Parentheses denoted Percentages

Gender vs Training provided by university library

Table 5 indicates the distribution of respondents according to Gender vs. Training provided by the University Library. Gender is one of the important factors in determining the opinion of the faculty members. Out of 380 respondents it is found that there are 263(69.20%) male respondents and 117(30.80%) female respondents. Out of 263 male respondents, the majority of 259 (98.50%) respondents are got training from the University Library for accessing the E – Resources and Only 4 (1.50%) male respondents are not getting training from the University Library. It is also seen that out of 117 (30.80%) female respondents, the majority of 112 (95.70%) respondents are got training from the University Library and only 5(4.30%) female respondent are not getting training from the University Library.

Table 6 Gender and Training Provided By the University Library – Chi-Square Test

Calculated value	2.6533
Table value at 5 per cent	3.841

Degrees of freedom	1
Inference	Insignificant

H1. There is no significant difference between Gender – wise respondents and they have acquired training for accessing E resources in Selected State Universities in South Tamil Nadu. (NULL HYPOTHESIS)

Table 7 Designation Vs. Training provided by University Library

No.	Sl. Designation Wise	Training provided by University Library		Total
		Yes	No	
	Assistant Professor	256 (96.60)	9 (3.40)	265 (69.70)
	Associate Professor	50 (100)	0 (0)	50 (13.20)
	Professor	65 (100)	0 (0)	65 (17.10)
	Total	371 (97.60)	9 (2.40)	380 (100)

*Source Computed

** Figures in Parentheses denoted Percentages

Designation vs. Training provided by university library

Table 7 indicates the distribution of respondents according to Designation Wise training provided for accessing the E-Resources. It is seen that out of 265(69.70%) respondents from Assistant Professor Designation the majority of 256 (96.60%) respondents are got training from University Libraries and only 9 (3.40%) respondents are not getting the Training. It is found that out of 50 (13.20%) respondents from Associate Professor Designation, all the 50 (100%) respondents are got training. It is observed that out of 65 (17.10%) respondents from Professor Designation all the 65 (100%) respondents got training.

It is very clear from the above discussion that all the Associate Professor, Professor Designation respondents are got training for accessing E-Resources from University Library and its percentage is 100%.

Table 8 Designation Vs. Training Provided by University Library - Chi- Square Test

Calculated value	4.0004
Table value at 5 per cent	5.991
Degrees of freedom	2
Inference	Insignificant

H1. There is no significant difference between Designation wise respondents and they have acquired training for accessing E resources in Selected State Universities in South Tamil Nadu. (NULL HYPOTHESIS)

The chi-square test was applied for further discussion in Table 8. The computed value is lesser than its tabulated value. Hence the null hypothesis is accepted. Hence the Universities wise Vs. Training provided by its Library for accessing E-Resources is statistically identified as insignificant. Therefore, it could be inferred that the Training provided by the University Library Vs. Faculty wise faculty members do not have a significant relation for using of the Electronic Resources.

Table 9 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	192(50.52)	125(32.89)	32(8.42)	18(4.73)	13(3.42)

Services					
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 9 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%).

TABLE 10 Gender Vs. Level Of Satisfaction University Library Website - Chi-Square Test

Calculated value	9.6804
Table value at 5 per cent	12.592
Degrees of freedom	6
Inference	Insignificant

H2. There is no significant difference between Gender-wise respondents and Level of their satisfaction on access of the University Library website E-Resources in Selected

State Universities in South Tamil Nadu.(NULL HYPOTHESIS)

The chi-square test was applied for further discussion in Table 10. The computed value is lesser than its tabulated value. Hence the null hypothesis is accepted. Hence the Gender vs. Level of satisfaction on accessing University Library website among the respondents is statistically identified as insignificant. Therefore, it could be inferred that the Gender vs. Level of satisfaction on accessing the University Library website does not have a significant relation for using of the Electronic Resources.

Conclusion

The analysed the impact on the use of electronic resources among the faculty members in Universities in Sothern Tamilnadu, India. The study could be brought the results are 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%).Out of 380 respondents, the Ph.D. qualified respondents are found 285(75%) which is followed by M.Phil. 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. 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%).Gender is one of the important factors in determining the opinion of the faculty members. Out of 380 respondents it is found that there are 263(69.20%) male respondents and 117(30.80%) female respondents.It is seen that out of 265(69.70%) respondents from Assistant Professor Designation the majority of 256 (96.60%) respondents are got training from University Libraries and only 9 (3.40%) respondents are not getting the Training.

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