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Impact and Usefulness of E- resources on Delivering Knowledge in Contemporary Learning Environments of Medical Colleges in Kerala: A Study

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Abstract

Advances in ICT and increased availability of e-resources at affordable cost during the past few decades have brought radical changes in the way information is gathered, stored, organized, accessed, retrieved and consumed. The present study analyses the impact and usefulness of E-resources on delivering knowledge in contemporary learning environments of medical colleges in Kerala. The main objectives of the study are to identify the level of awareness, purpose, frequency, access points, key constraints and level of satisfaction towards the use of e-resources among the undergraduate students of Medical colleges. A descriptive survey method was chosen by using a well-structured questionnaire as a tool to collect relevant data from the students. The findings of the study reveal that the majority of the respondents were aware of the e-resources and it is mainly used for the purpose of preparing for higher studies. Even though the cost of the e-resources is the major constraint preventing them from practical use, it has improved their learning/professional competence and increased dependency over print media.

Keywords: E-Resources, e-Journals, e-Books, awareness and usage, online databases

1. Introduction

The knowledge economy has, in recent years, shown an ever-growing demand for new methods of providing education, leading to dramatic changes in training technologies and organizations. These radical changes in learning needs and technology are fuelling a transition in modern

learning in the era of the internet, commonly referred to as e-learning. In the midst of this transformation, businesses, government organisations, and educational institutions must grasp the e-learning system and determine strategically how e-learning strategies can be implemented in their unique environments.

(Moran, Briscoe, & Peglow, 2018) explained that contemporary medical education is characterized by versatility and active learning methods. In addition to traditional classroom lectures, E-learning, a web-based technology that extends the curriculum beyond the classroom, allows learners to hear and interact with educators. Collaboration between course directors, faculty of teaching, and technology experts must be developed to provide an active e-learning program.

Electronic resources are regarded as data mines processed in the most concrete and compact form by modern ICT equipment, which are optimized and restructured and stored more often in the cyberspace. Digital resources often refer to those types of records in digital form, which are made available by a computer-based information collection system to library users. E-Resource means electronic resource, which is electronically and digitally accessible.

E-learning needs to be incorporated with the e-resources available in medical education. The Indian Medical Council of India (MCI), the regulatory authority for medical education in India, has recognizes the value of the technology and has taken into account the use of electronic means. The student needs to acquire new knowledge continuously and keep up to date with new developments, which in the absence of technology are now considered challenging to attain. The use of e-learning will help them achieve the purpose of continuous career development, despite the comprehensive complexity of the curriculum, lack of time, and already overburdened

timetables. Medical professionals in a developing country like India are well aware of the new technologies their counterparts in the advanced countries use.

A study was carried out to examine the awareness and usefulness of e-resources in the contemporary learning environments of Govt. medical colleges in Kerala. The study was intended to assess the level of compliance with user's information needs and to recognize shortcomings in service provision so that recommendations can be made for the enhancement of these services.

2. Review of Related Literature

(Dadzie, 2005) found that general computer access was high due to the state-of-the-art IT infrastructure of the university. There was also great use of some internet resources, while the use of scientific databases is minimal. Inadequate knowledge of the presence of these library resources was due to low patronage. The study also suggests that knowledge skills be incorporated throughout a program or that a one-unit course is taught at all levels.

(Romanov & Aarnio, 2006) describes, there are different uses of electronic resources among students. Data analysis skills are connected to the use of digital tools, but the standard of basic Computer skills does not play an important part. The student data shows that the use of electronic information resources increases through adequate training in the search for information.

(Bana, Eze, & Esievo, 2019) the results show that students use certain e-resources and perhaps not other e-resources due to their lack of knowledge or skills. Altogether, nearly half of the students rated their skills to make good use of e-resources. There has also been an important difference between the use of e-resources among LIS and informatics students.

(Baro, Endouware, & Ubogu, 2011) the students rely primarily on the Nigerian National University Commission digital library for information, textbooks, medical journals, the internet. Electronic tools like the MEDLINE, HINARI, the Library of Cochrane and EbscoHost are seldom used. This could be due to a lack of knowledge and skills required to scan databases. (Nemati & Babalhavaeji, 2013) Students at the three universities were not aware of and were less aware that there is a general search engine to meet their knowledge requirements and students who are unaware that the IDL platform exists. The respondents acknowledged their most significant problem with the lack of knowledge of IDL. Among the universities investigated, the Endnote, Elsevier, Thomson, Scopus, and Proquest databases were most used by students of the University of the Medical Science of Tehran (TUMS).

(Reddy & Sengupta, 2012) This study provides an image of faculty members receptivity to change their paradigm from conventional to online class. They explain the worries, challenges, and possible path to e-learning in clinical learning. Policymakers can be informed by the debate on the appropriate accreditation structures for online grades and graduation.

(Tripathi, 2013) The study describes, in comparison to individual subscriptions, how consortia support libraries financially and save money by shared access to databases and e-resources. It also means that various consortia can be united in one country and can be used to provide consumers with services.

(Haridasan & Khan, 2009) The major results of the study show that e-resources (e-books, e-journals, e-encyclopedias, e-theses, CD-ROM libraries, e-mail, web and the OPAC) are accessible to respondents. These e-resources are used by numerous researchers and faculty members to conduct research. Many faculty members strongly agreed that information should be

accessed via computer and internet. Most users are happy with the NASSDOC e-resources available in the library.

(Thanuskodi & Kumar, 2017) To eradicate a lack of awareness, the author suggested guidelines and data literacy programs. The important aspects suggested by the researcher include providing support facilities for entry, selective information dissemination and detection of issues before rectification. The researchers also emphasize the role of libraries and ophthalmology groups in using digital and online tools effectively.

3. Objectives of the Study

The aim of this study is to investigate about the awareness, impact and effectiveness of e-resources in the learning process among students of selected government medical colleges in Kerala. Besides, the study also explores the level of satisfaction and quality consciousness about the e-resources among students.

The specific objectives of the study are:

- ❖ To identify the awareness of e-resources among the students
- ❖ To ascertain the purpose and frequency of using e-resources.
- ❖ To find out the access points and types of e-resources used by the respondents
- ❖ To determine the key constraints that prevents the effective use of e-resources.
- ❖ To find out the impact and usefulness of e-resources among undergraduate students in medical colleges

4. Scope and Limitation:

The scope of the study gives an outline of the impact and usefulness of E-resources on delivering knowledge in contemporary learning environments of medical colleges in Kerala at present. This study was confined to the undergraduate (M B B S) students of three government medical

colleges in Kerala. The study was also restricted to usage analysis of electronic information resources.

5. Research Methodology

The study was intended to identify the impact and usefulness of e-resources among the M B B S students of selected government medical colleges in Kerala. The M B B S students of Government Medical College, Kozhikode, Government Medical College, Thrissur and Government Medical College, Kottayam, constituted the population of the present study. One from the northern region (Government Medical College, Kozhikode), one from the middle region (Government Medical College, Thrissur) and one from the southern region (Government Medical College, Kottayam) of Kerala were selected for the study from the ten Government Medical Colleges having student's enrolment. The total undergraduate student population of these three colleges, as per university enrolment statistics, stood at over 2750. A total of 450 M B B S students were selected using stratified random sampling techniques. However, a proportional sampling unit (150 students each from three medical colleges) was selected from each college to ensure unbiased representation. A survey method was adopted for this study. A well-structured questionnaire contains open and closed-ended questions distributed to the respondents to collect the data. The questionnaire was structured in such a way to ensure that all pertinent variables are measured. The questionnaires were distributed among 450 respondents. Out of 450 questionnaires, 352 filled questionnaires were received. This constitutes 78.22% (352/450) of the total response. The secondary data was collected through the internet and other sources. The descriptive statistics were analysed using frequency counts and percentages.

6. Data analysis and Interpretation

Three hundred thirty-eight or more measurements/surveys are needed to have a confidence level of 95% that the real value is within $\pm 5\%$ of the measured/surveyed value and more likely to get a

correct answer than from a large sample where only a small percentage of the sample responds to the survey. Therefore 450 questionnaires were distributed and of which 352 were received back.

6.1 Demographic Information

Table 1: Demographic information of respondents

Demographic Information		Gender					
		Female		Male		TOTAL	
		Freq	%	Freq	%	Freq	Col %
Institution	Govt. Medical College Kottayam	57	31.80%	53	30.60%	110	31.20%
	Govt. Medical College Kozhikode	74	41.30%	80	46.20%	154	43.80%
	Govt. Medical College Thrissur	48	26.80%	40	23.10%	88	25.00%
	TOTAL	179	50.90%	173	49.10%	352	100.00%

Table 1 shows the demographic distribution of respondents, such as gender and location of the institutions under study. It could be noted that out of the total 352 respondents, 154 (43.80%) are from Govt. Medical College, Kozhikode, 110 (31.20%) from Govt. Medical College Kottayam and the remaining 88 (25.00%) from Govt. Medical College, Thrissur. Moreover, the majority of respondents belong to females 179 (50.90%) and male respondents constitute 173(49.10%).

6.2 Level of awareness about e-resources

The respondents under study were examined to know the levels of their awareness about the e-resources, which they are using to fulfill their daily information requirements. Three categories of e-resources were selected, such as Generic form of e-resources, online medical subject databases by the commercial vendors and online tutorials, helping the respondents to prepare for their PG entrance examination. The details of the data analysis are given in Table 2.

Table 2: Awareness Level of Respondents about the E-resources

Category	Types of E-resources	Yes	No	% of awareness
General E-Resources	E-Books/E-Journals	330	22	93.80%
	Open access e-Resources	209	143	59.40%
	E-Thesis and Dissertation	143	209	40.60%
Subject Online Databases	ClinicalKey	176	176	50.00%
	Ovid	33	319	9.40%
	PubMed	330	22	93.80%

Online Tutorials - Higher Studies	Bhatia	341	11	96.90%
	Dams	352	0	100.00%
	PrepLadder	297	55	84.40%

Table 2 discusses the awareness level respondents towards different types of e-resources available nowadays. When the general nature of the e-resource is considered, most of the students have the information about E-Books/E-Journals 330(93.80%), Open Access E-Resources 209(59.40%) and followed by E-Thesis and Dissertation 143(40.60%). In the case of subject-specific databases, majority knows PubMed 330 (93;.80%) when compared to ClinicalKey 176(50.00%) and Ovid 33(9.40%). However, there is a remarkable difference in the awareness levels of online platforms like Dams 352 (100%), Bhatia 341 (96.90%) and PrepLadder 297(84.40%), which supports the students to prepare for entrance examinations to get admission for higher studies with other forms of e-resources.

Table 3: Sources of Information about the E-resources

Sources of Information about the E-resources	Institution				
	Govt. Medical College Kottayam	Govt. Medical College Kozhikode	Govt. Medical College Thrissur	TOTAL	
	Frequency	Frequency	Frequency	Freq.	%
Friends and Colleagues	88	121	66	275	78.10%
information Brochures	44	55	44	143	40.60%
Library Membership	22	33	22	77	21.90%
Social Media	110	154	88	352	100.00%
Websites	22	33	22	77	21.90%

(Multiple answers were invited)

Table 3 shows that the majority of the respondents are getting information or awareness about the e-resources from social media 352 (100%) and followed by Friends and colleagues 275(78.10%). They least depend on library membership 77(21.90%) websites 77(21.90%) and information brochures 143(40.60%) for collecting information about e-resources.

6.3 Purpose and Frequency of accessing E-Resources

Since information is acting as a necessary ingredient in the day to day activities of human beings, the investigator asked to mention the purpose and frequency of using e-resources. The role of e-resources is to diffuse knowledge for a specific purpose. They excel in providing current value and user interest information. Hence possible purposes of accessing e-resources by the respondents are discussed below.

Table 4: Purpose of Using E-Resources

Purpose of Using E-Resources	Institution				
	Govt. Medical College Kottayam	Govt. Medical College Kozhikode	Govt. Medical College Thrissur	TOTAL	
	Frequency	Frequency	Frequency	Freq	%
Entertainment	00	00	00	0	0.00%
Higher Studies	110	154	88	352	100.00%
Learning	88	121	77	286	81.20%
Research	45	67	39	151	42.9%

(Multiple answers were invited)

Table 4 affirms that students of medical colleges depend more on those e-resources supporting them for higher studies 352 (100%), and it follows as an aid for learning process 286 (81.20%). The respondents are not even thinking of using e-resources for entertainment 0(0%), and they are less concerned about using e-resources for research 151(42.9%).

Table 5: Frequency of Using E-Resources

Period and Time spend on e-Resources		Institution				
		Govt. Medical College Kottayam	Govt. Medical College Kozhikode	Govt. Medical College Thrissur	Total	
		Frequency	Frequency	Frequency	Freq	%
How long have you been using E-Resources	Below one Year	22	55	11	88	25.00%
	1 Year - 3 Years	33	77	66	176	50.00%
	3 Years - 5 Years	44	11	11	66	18.80%
	More than 5 Years	11	11	0	22	6.20%
	TOTAL	110	154	88	352	100.00%

How much time do you spend on E-resources	Less than 2 hours a week	33	66	22	121	34.40%
	2-5 hours a week	11	44	55	110	31.20%
	More than 5 Hours a week	55	44	0	99	28.10%
	Only when needed	11	0	0	11	3.10%
	TOTAL	110	154	88	352	100.00%

Table 5 Indicated that a large portion of the respondents under survey is using e-resources for the last three years 176(50%), but some are started using it within a period of less than one year 88(25%). The statistics show that usage e-resources for more than five years are negligible 22(6.20%).

Most of the students spend less than two hours per week to access e-resources 121(34.4%) and followed by the 2 to 5 hours per week 110(31.2%) and the usage statistics exceed over and above five hours per week constitute to 99(28.10%). One thing that is very clearly evident from the table is that majority of the respondents uses e-resources when compared to those who use it as and when required 11(3.10%).

6.4 Access Points used for retrieving information

The user preferences about the location and the electronic gadgets of their interest in retrieving information from e-resources are discussed below. In accomplishing academic assignments, retrieving the right information from the right sources using right methods is very critical. The right information retrieval method used will enable the student to lessen the time, focus, and thinking efforts in information searching. As a consequence, student's learning time can be allocated to performing other academic-related tasks. This paper report the study's finding on the preferred method used by the student while searching their electronic resources for assignment accomplishment.

Table 6: Electronic Gadgets Used for Accessing E-Resources

Electronic Gadgets Used	Institution				
	Govt. Medical College Kottayam	Govt. Medical College Kozhikode	Govt. Medical College Thrissur	TOTAL	
	Frequency	Frequency	Frequency	Freq	Col %
Desktop	22	33	11	66	18.80%
Laptop	44	66	33	143	40.60%
Mobile phone	110	154	88	352	100.00%
Netbook	0	0	0	0	0.00%
Tablet	44	66	33	143	40.60%

(Multiple Answers)

All the respondents are unanimously suggested that Mobile phones 352(100%) are their primary and significant devices to access e-resources when compared to Tablet 143(40.06%), Laptop 143(40.06%) and Desktop 66(18.8%) as per the table 6. It is clear from the table that nobody prefers Netbook for the purpose and even Desktop is used by 66(18.8%) of respondents only.

Table 7: Preferred Location of accessing e-resources

Preferred Location of accessing e-resources	Institution				
	Govt. Medical College Kottayam	Govt. Medical College Kozhikode	Govt. Medical College Thrissur	TOTAL	
	Frequency	Frequency	Frequency	Freq	Col %
College Library	68	102	71	241	68.47%
Department	22	33	22	77	21.90%
Home/Hostel	110	154	88	352	100.00%
Off Campus	66	88	55	209	59.40%

(Multiple answers)

From the analysis of Table 7, it can be inferred that most of them prefer to access e-resources from Home/Hostel 352(100%) rather than accessing it from College Library 241(68.47%), Off-campus 209(59.40%) and Department 77(21.90%).

6.5 Constraints that prevent the effective use of e-resources.

During every technological development over the 20th century in electronic resources, users had to have more direct, convenient, and timely access to resources. The significant setbacks could be:

Table 8: Constraints in accessing E-Resources

Problems of accessing e-resources	Agree	Neutral	Disagree	Total
Lack of knowledge about E-	154(43.75%)	77(21.88%)	121(34.36%)	352(100%)
Don't know how to search	75(21.31%)	79(22.44%)	198(56.25%)	352(100%)
Lack of Time	132(37.5%)	110(31.25%)	110(31.25%)	352(100%)
virus threat	99(28.13%)	99(28.13%)	154(43.75%)	352(100%)
Privacy Problem	110(31.25%)	55(15.63%)	187(53.13%)	352(100%)

The study also attempted to identify critical problems faced while accessing electronic resources by the users. Representatives were asked to choose the potential problems listed in Table 8 and figure 1. Answers reveal that the significant setback faced by the undergraduate students in the usage and access of e-resources is the higher cost 253(71.86%), lack of awareness 154(43.75%) and lack of time 132(37.5%). But, Lack of searching skills 198(56.25%) %. Privacy problem 187(53.13%), and virus threat 154(43.75%) are not at all holding them back in using e-resources.

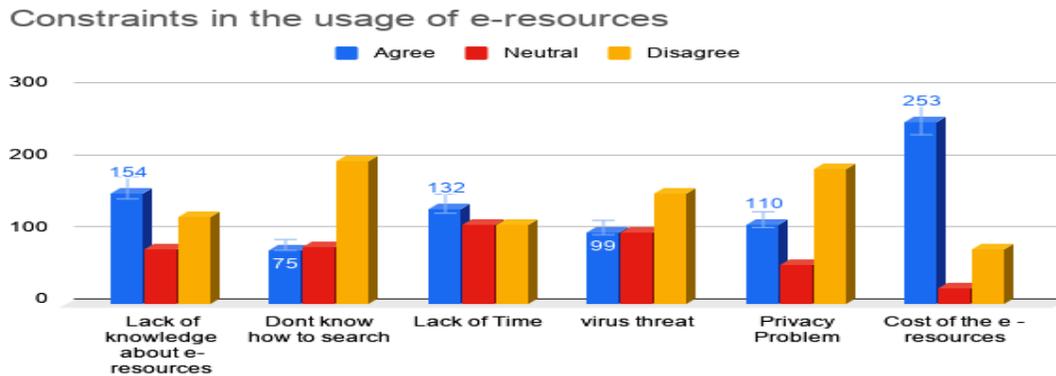


Figure.1

6.6 Impact and usefulness of e-resources

Conventional learning is increasingly shifting online. In contrast to traditional information resources, electronic information resources have many advantages. Electronic tools for teaching and learning are available on the Web. In the last few years, e-publishing has seen many changes. Many issues, such as publication costs, changing reader perception, changing user expectations, rights management and Archiving, are of interest to publishers.

Table 9: Usefulness of E-Resources

Usefulness of E-Resources	Agree	Neutral	Disagree	Total
Accessing E-Resources are generally easy and helps to faster completion of Task	288(81.82%)	22(6.25%)	42(11.93%)	352(100%)
It displays more scientific information and helps to resolve technical Problems	253(71.88%)	65(18.47%)	34(9.67%)	352(100%)
Ability to access all the database at home and work	224(63.64%)	82(23.3%)	46(13.07%)	352(100%)
It was excellent and really helped my experimental process and assignment	230(65.71%)	77(21.88%)	45(12.78%)	352(100%)
Helped me to become more organised in studies	168(48%)	86(24.43%)	98(27.84%)	352(100%)

The majority 288(81.82%) perceived that accessing e-resources is generally accessible and helps them for faster completion of tasks. Significantly, 253(71.88%) of the students agree that e-resources display more scientific information and help to resolve their technical problems. Whereas, 98(27.84%) respondents disagree with the statement that the e-resources helped them to become more organised in studies. Further, 224(63.64%) proposed that ability to access all the databases at home and work as one of the primary usefulness of e-resources. It is evidently indicates that the respondents are profoundly using the e-resources to complete their tasks by collecting scientific information. Many of the students 230(65.71%) stated that e-resources really helped them for the experimental processes and to submit the assignments with satisfaction.

Table: 10 Impacts of E-Resources

Influence of e-Resources on academic efficiency	Institution				TOTAL	
	Govt. Medical College Kottayam	Govt. Medical College Kozhikode	Govt. Medical College Thrissur			
	Frequency	Frequency	Frequency	Freq	%	
Dependency on the e-Resources has increased	22	77	33	132	37.50%	
Expedited the research process	22	22	22	66	18.80%	

Improved learning/professional competence	66	55	33	154	43.80%
TOTAL	110	154	88	352	100.00%

The study also sought to identify the impact of e-resources vide figure 3 and table 10. The respondents under study 154(43.8%) was suggested that the usage of e-resources has improved their learning/professional competence, 132(37.50%) indicated that dependency on the e-resources had been increased due to the continuous usage and 66(18.80%) was happy with the e-resources since it has been expedited their research process.

Influence of e-Resources on academic efficiency

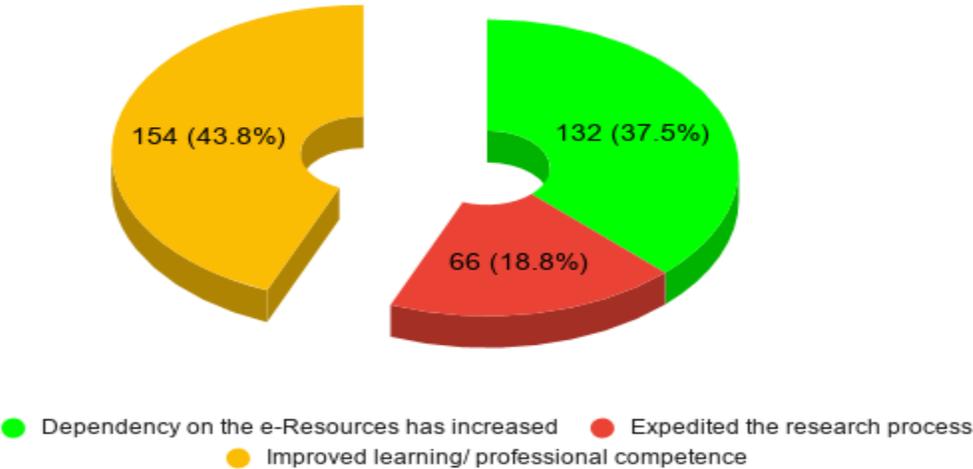


Figure.2

7. Findings and Conclusion

The research exposed that the level of student's awareness and use of available e-resources have no considerable variation, in particular when comparing colleges and e-resources and its usage. The majority of the respondents are aware of the different types of e-resources available nowadays. The remarkable fact could be analyzed that the undergraduate students of medical colleges in Kerala are more aware about the online platforms supports them for the preparations

of entrance examinations, like Dams 352 (100%), Bhatia 341 (96.90%) and PrepLadder 297(84.40%) than the subject-specific databases like ClinicalKey 176(50.00%) and Ovid 33(9.40%).

The study disclosed that social media 352 (100%) and friends 275(78.10%) handle an inevitable role in building awareness about e-resources among the undergraduate students of medical colleges.

The purpose of e-resources usage has been analysed in the study has revealed that students of medical colleges depends more on those e-resources supporting them for higher studies 352 (100%), and it follows as an aid for learning process 286 (81.20%). So it is evident that the respondents are very particular about their future studies rather than acquiring thorough knowledge in the subject of study. Moreover, there is a significant relationship between the level of awareness and the purpose of usage.

It is clear from the study that favorite location of undergraduate medical students to access the e-resources is either home or hostel and the most preferred electronic device used to retrieve information are mobile phones than laptops and tablets. The majority of the respondents has less than three years of acquaintance with e-resources and spends only two hours per week.

Though the cost of the e-resources is the major constraint pulling back the respondents from the effective use of e-resources, most of the students are suggested that the usage of e-resources have improved their learning/professional competence and increased dependency on e-resources over print media.

All types of medical information are currently available online. E-resources play an essential role in accessing and sharing information between the medical student groups. The research shows an influence with marginal limitations on knowledge and the successful use of available e-

resources. The study concluded that the undergraduate students of medical colleges in Kerala use e-resources as a tool to achieve their goal to get admission for higher studies.

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