



USE AND USER PERCEPTION OF E-RESOURCES IN SPEECH AND HEARING INSTITUTIONS IN INDIA: A STUDY

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ABSTRACT

The present paper examines the importance of e-resources comprising of e-journals, e-books and e-theses and e-databases. The study also highlights the preferences and importance of e-resources among the faculty members and research scholars of 24 speech and hearing institutions in India. A structured questionnaire covering all the aspects of the use of e-resources was distributed to 366 faculty members and research scholars. The data collected have been analyzed under frequency and percentages, Chi-square test and Cramer's value test.

KEYWORDS: Speech and Hearing Institutions, e-resources, e-books, e-journals, e-databases.

1.INTRODUCTION :

Electronic resources are materials in digital format accessible electronically, e-resources help to expand access, increase usability, effectiveness and establish new ways for individuals to use information to be more productive in their endeavors. The use of e-books, e-journals and e-databases are necessary for users mainly because the electronic resources which provide better, faster and easy access to information than information accesses through print media.

The speech and hearing institution libraries in India provide full text of information at a minimal cost and rendering effective services to its users.

2. OBJECTIVES

The main objectives of the study are as follows:

- 1.To know the use of internet by the faculty and research scholars of speech and hearing institutions in India.
- 2.To examine the extent of awareness of the e-resources among the faculty and research scholars of speech

and hearing institutions in India.

3.To know the time spent on the use of e-resources by different users.

4.To assess the purposes for which the faculty and research scholars of speech and hearing institutions use e-resources.

5.To know the extent of relevance of e-resources made available to the users.

6.To identify the need for training the faculty and research scholars for optimal use of e-resources.



3. METHODOLOGY

Speech and hearing institutions in India has 8 departments with 268 faculty members and 98 research scholars totaling 366 users as the entire population. Structured questionnaire and interview schedule were used for data collection. The questionnaire distributed to the entire population out of which 285 filled in questionnaires were received. This amounted to 77.86% of the total population. Out of the 285 respondents, 78.35% are faculty members and the remaining 21.65% are research scholars. The analysis is based on the responses received from the said faculty and research scholars. The data collected have been analyzed under frequency and percentages, Chi-square test and Cramer’s value test.

4. DATA ANALYSIS

4.1 Distribution of respondents

Table 1: Designation wise distribution of respondents

Sl. No.	Designation	Respondents		Total	CV& P
		Faculty	R S		
1.	Professors	18 (8.6%)	0 (0.0%)	18 (6.3%)	CV=1.000; p=.000
2.	Associate Professors	9 (4.3%)	0 (0.0%)	9 (3.2%)	
3.	Assistant Professors	45 (21.4%)	0 (0.0%)	45 (15.8%)	
4.	Lecturers	138 (65.7%)	0 (0.0%)	138 (48.4%)	
5.	Research Scholars	0 (0.0%)	75 (100.0%)	75 (26.3%)	
Total		210 100.0	75 100.0	285 100.0	

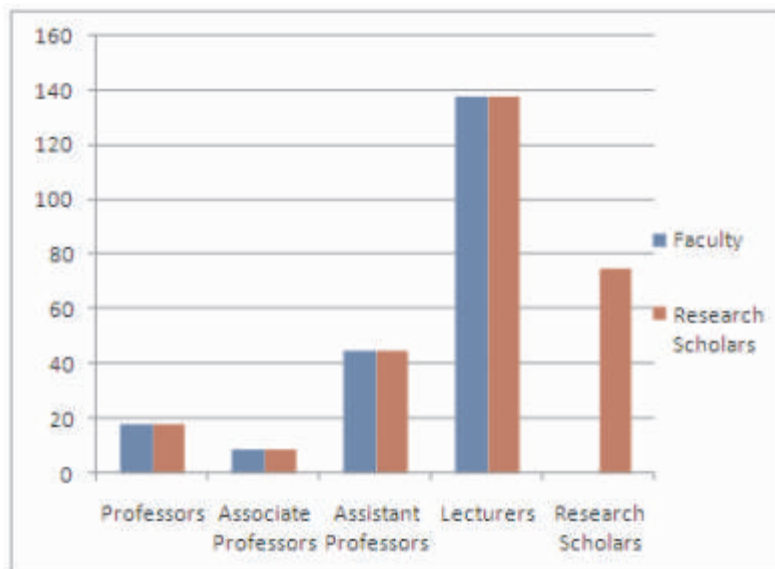


Fig. no. 1: Graphical representation of designation wise distribution of respondents

Table 1 and fig. no. 1 shows designation wise distribution of respondents in the present study. Among the 285 faculty and research scholars 138 respondents representing 48.4% are lecturers, 75 respondents representing 26.3%, 45 respondents representing 15.8% are Assistant Professors, 18 respondents representing 6.3% are Professors and further, 9 respondents represents 3.2% are Associate Professors. From the above table it is cleared that faculty members are more in number compared to research scholars from 24 institutions of

speech and hearing. Further, Cramer's Value test revealed a significant (CV=1.000; p=.000) difference between these groups of frequencies indicating that majority of the respondents are Lecturers.

Table 2: Frequency of use of e-resources

Sl. No.	Frequency	Respondents		Total	CV& P
		Faculty	R S		
1.	Daily	75 (35.7%)	37 (49.3%)	112 (39.3%)	CV=.177 ; p=.113
2.	Alternative Days	52 (24.8%)	13 (17.3%)	65 (22.8%)	
3.	Twice weekly	21 (10.0%)	4 (5.3%)	25 (8.8%)	
4.	Weekly	38 (18.1%)	8 (10.7%)	46 (16.1%)	
5.	Fortnightly	13 (6.2%)	8 (10.7%)	21 (7.4%)	
6.	Occasionally	11 (5.2%)	5 (6.7%)	16 (5.6%)	
Total		210 100.0%	75 100.0%	285 100.0%	

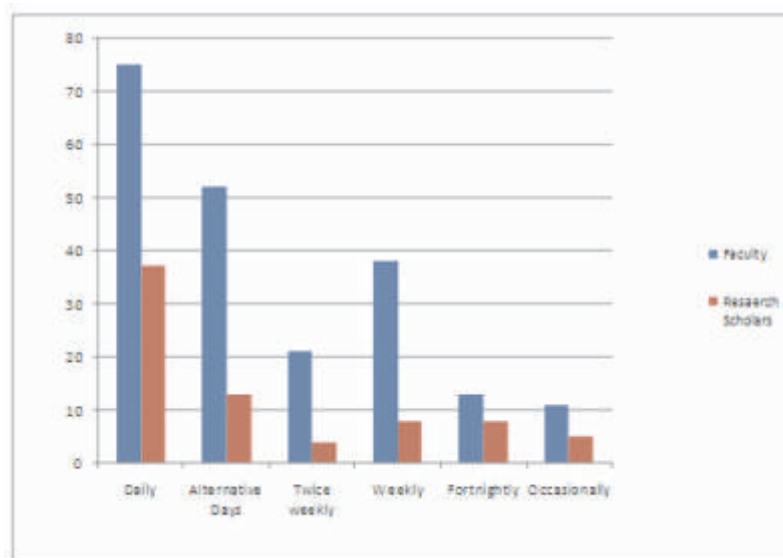


Fig. no. 2: Graphical representation of frequency of use of e-resources

Table 2 and fig. no. 2 projects the frequency of use of e-resources. Among the entire population of the users, 39.3% access the e-resources on a daily basis. Another 22.8% of the users access the e-resources on alternative days. From this it is clear that 62.1% of the users frequently access the e-resources for various academic and research purposes. Further, 16.1% access the e-resources once in a week. A very few users representing 7.4% and 5.6% have responded that they access the e-resources once in a fortnight and occasionally. This clearly depicts that in speech and hearing institutions, faculty engaged in supervising the research and research scholars working for doctoral degree depend on e-resources frequently. Cramer's Value test revealed a significant difference between groups of frequencies for number of years (CV=.177; p=.113).

Sl. No.	Place of browsing facility		Faculty and Research Scholars			CV& P
			Low	Moderate	High	
1	Department	Frequency	41	79	150	CV=.269; p=.000
		Percentage	15.2	29.3	55.6	
2	Library	Frequency	38	76	156	CV=.285; p=.000
		Percentage	14.1	28.1	57.8	
3	Institution internet centre	Frequency	66	109	95	CV=.265; p=.000
		Percentage	24.4	40.4	35.2	

Table 3: Extent of adequacy of internet browsing facility in the department, library and institution internet centre

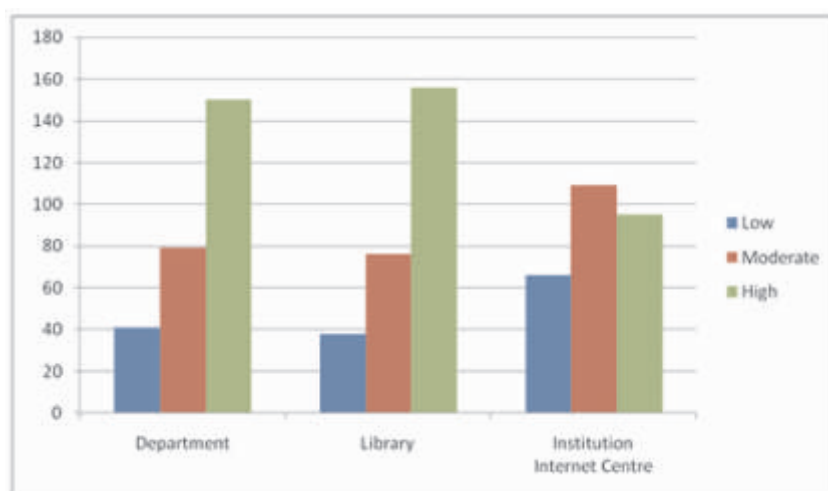


Fig. no. 3: Graphical representation of extent of adequacy of internet browsing facility in the department, library and institution internet centre

Table 3 and fig. no.3 furnishes extent of adequacy of internet browsing facility in the department, library and institution internet centre. It is encouraging to note that a large majority of the respondents in the study have indicated that the browsing facility is highly adequate in the library as well as departments. In other words, a majority of respondents as faculty and research scholars opine that the browsing facility is highly adequate in department and library. Among the respondents, 55.6% have indicated that the browsing facility is highly adequate in the departments (CV=.269; p=.000). Further, 57.8% of the respondents opine that the browsing facility is highly adequate in the libraries of the institutions(CV=.285; p=.000). However, it is only 35.2% of the respondents feel that the facility is highly adequate in the internet browsing centres of the institutions (CV=.265; p=.000). Further, among the respondents 76 (28.1%) of them feel the browsing facility is moderate in the libraries and 38 (14.1%) respondents express that the browsing facility is low in their institution libraries. Thus, it is inferred that a large majority of the respondents representing 57.8% opine that the internet browsing facility is highly adequate and 28.1% feel that the facility is adequate to a moderate extent. Further, just 14.1% opine that the facility is only to a limited extent. Therefore, it is inferred that the facility of internet browsing need to be improved in some of the institution libraries so that access to e-resources can be more effective and the staff can assist in accessing e-resources subscribed by the libraries.

Use of online e-resources

Table 5: Extent of use of e-books

Sl. No.	Extent of use of e-books	Respondents		Total	X ² & P
		Faculty	R S		
1.	Low	26 (12.4%)	4 (5.3%)	30 (10.5%)	X ² =77.38; p=.000
2.	Moderate	74 (35.2%)	34 (45.3%)	108 (37.8%)	
3.	High	110 (52.4%)	37 (49.3%)	147 (51.5%)	
Total		210 100.0%	75 100.0%	285 100.0%	

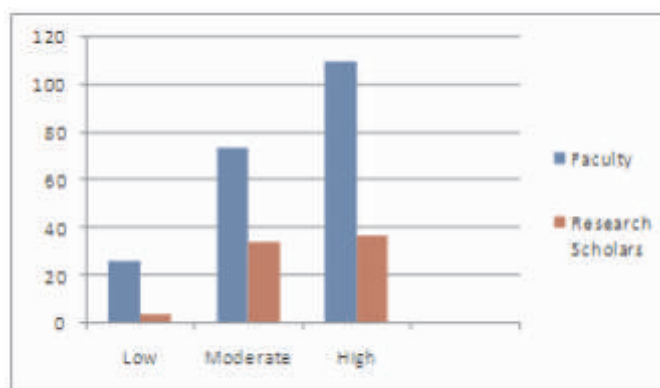


Fig. no. 5: Graphical representation of extent of use of e-books

Table 5 and fig. no. 5 furnishes the extent of the use of e-books by the faculty and research scholars of 24 speech and hearing institutions. It is clearly evident from the table that a large majority of the users use e-books to the higher extent. Among the users, 147 (51.5%) have opined that they use to the higher extent and 108 (37.8%) users access e-books only to a moderate extent. Another 30 users representing 10.5% use only to a little extent.

While considering the use of e-books by category of users, 110 (52.4%) of the faculty members use to the higher extent and 74 (35.2%) use to a moderate extent. On the other hand, 37 research scholars representing 49.3% use e-books to the higher extent and 34 of them access to a moderate extent which accounted for 45.3%. From this it can be inferred that a large percentage of faculty and researchers use e-books to the higher extent. Chi-square test revealed a significant difference between groups of frequencies on extent of use of e-books (X²=77.38; p=.000).

Table 6: Extent of the use of e-journals

Sl. No.	Extent of use of e-journals	Respondents		Total	X ² & P
		Faculty	R S		
1.	Low	11 (5.2%)	1 (1.3%)	12 (4.2%)	X ² =228.38; p=000
2.	Moderate	61 (29.0%)	6 (8.0%)	67 (23.5%)	
3.	High	138 (65.7%)	68 (90.7%)	206 (72.2%)	
Total		210 100.0%	75 100.0%	285 100.0%	

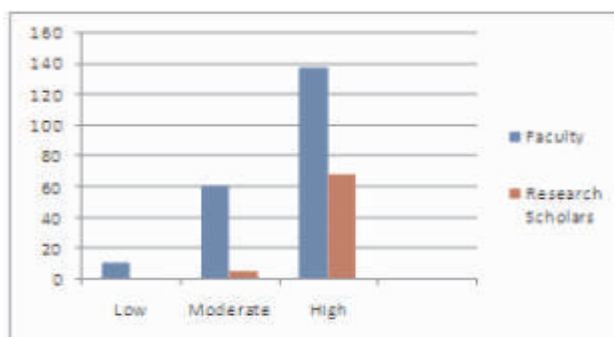


Fig. no. 6: Graphical representation of extent of use of e-journals

Table 6 and fig. no.6 explains the extent of the use of e-journals by the faculty and research scholars. Among the respondents, 206 representing 72.2% have expressed that the use of e-journals is high for their professional needs. Again, 67 (23.5%) respondents of faculty and research scholars mentioned that extent of use of e-journals is moderate and 12(4.2%) respondents have indicated that the extent of use of e-resources is low.

However, among the faculty, 138 representing 65.7% opine that the use of e-Journals is high and 61 (29.0%) felt that the use of e-journals is to the moderate extent. Just 11 (5.2%) of them felt the use is only to the lower extent. While considering the use of e-journals by the research scholars, 68 representing 90.7% have stated the use is to the higher extent. However, among the researchers, 6 (8.0%) opined that the use is to a moderate extent and 1 (1.3%) of them felt that the use is only to a little extent. Thus, it is deduced a large majority of the faculty and researchers in speech and hearing institutions rely upon e-journals to the higher extent. Chi-square test revealed a significant difference between groups of frequencies on extent of use of e-journals ($\chi^2=228.38; p=.000$).

Table 7: Designation-wise responses of the faculty and research scholars on the use of open access online databases

Sl. No.	Extent of use of open access online databases	Designation wise responses					Total	CV& P
		Lecturer	Assistant Professor	Associate Professor	Professor	Research Scholars		
1.	Low	11 (8.0%)	5 (11.1)	0 (0.0%)	1 (5.6%)	4 (5.3%)	21 (7.4%)	CV=.185; p=.012
2.	Moderate	46 (33.3%)	18 (40.0)	5 (55.6%)	5 (27.8%)	10 (13.3%)	84 (29.5%)	
3.	High	81 (58.7%)	22 (48.9%)	4 (44.4%)	12 (66.7%)	61 (81.3%)	180 (63.2%)	
Total		138 100.0%	45 100.0%	9 100.0%	18 100.0%	75 100.0%	285 100.0%	

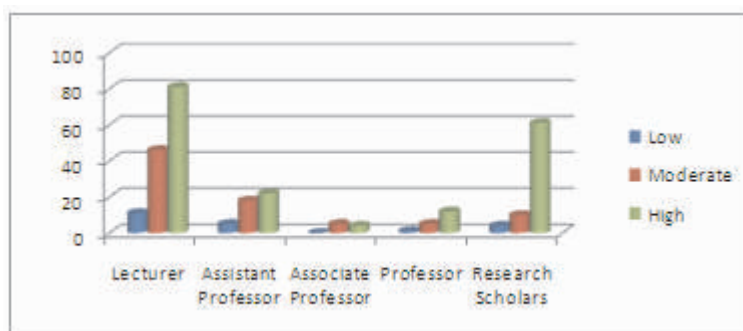


Fig. no. 7: Graphical representation of designation-wise responses of the faculty and research scholars on the use of open access online databases

Table 7 and fig. no. 7 shows designation-wise responses of faculty and research scholars on the use of open access online databases. 180 faculty and research scholars representing 63.2% have stated that the extent and use of open access online databases is high. 84 respondents which include faculty and research scholars representing 29.5% have indicated that the extent and use of open access online databases is moderate and 21 respondents representing 7.4% have mentioned that the extent and use of open access online databases is low.

While considering the faculty, 81 Lecturer’s representing 58.7%, 22 Assistant Professors representing 48.9%, 4 Associate Professors representing 44.4% and 12 Professors representing 66.7% have expressed that the use of open access online databases is high. On the other hand, 46 Lecturers representing 33.3%, 18 Assistant Professors representing 40.0%, 5 Associate Professors representing 55.6%, 5 Professors representing 27.8% have noticed that the use of open access online databases is moderate. 21 respondents have felt that the use of open access online databases is low.

While considering the research scholars, 61 respondents representing 81.3% have mentioned that the use of open access online databases is high followed by 10 respondents representing 13.3% have mentioned that the use of open access online databases is moderate. Only 4 respondents representing 5.3% have indicated that the use of open access online databases is low. The observation clearly reveals that a large majority of faculty and research scholars have expressed that they rely upon open access online databases to a great extent. Cramer’s value revealed a non-significant association between faculty and research scholars and their responses (CV=.185; p=.012).

4.3 Orientation/Training Program

Table 8: Age wise responses on the need of orientation/training

Sl.No.	Need of Periodical Training	Age wise responses				Total	CV& P
		30-35	36-40	41-45	Abv.45		
1.	No	37 (24.0%)	16 (16.3%)	3 (20.0%)	9 (50.0%)	65 (22.8%)	CV=.188; p=.018
2.	Yes	117 (76.0%)	82 (83.7%)	12 (80.0%)	9 (50.0%)	220 (77.2%)	
Total		154 100.0%	98 100.0%	15 100.0%	18 100.0%	285 100.0%	

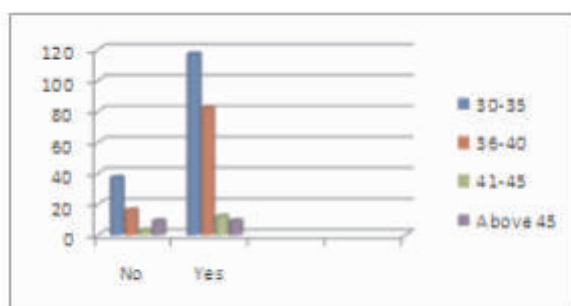


Fig. no. 8: Graphical representation of age wise responses on the need of orientation/training

Table 8 and fig. no. 8 presents the data on the extent of experience in using computers indicate that a majority of the respondents needed training. However the table 76 depicts that 77.2% of the total respondents have indicated the necessity of training from time to time. Among the total respondents, 83.7% in the age group of 36-40 years, 80.0% in the age group of 41-45 years, 76.0% in the age group of 30-35 years and 50.0% in the age group of above 45 years have indicated that they need training for accessing and using e-resources in a better way.

The observation clearly reveals that training requirement is needed by a large number of respondents in the age group of 30-35 years, 36-40 years and 41-45 years when compared to the respondents who are in the age group of above 45 years of age. A small segment of respondents has indicated that training is not needed which account for 22.8% in the entire population of respondents. The researchers have to rely upon the digital technology to a great extent for accessing current information; hence training is needed to a greater extent. Cramer's Value revealed a significant difference between frequencies ($CV=.188$; $p=.018$), with 'Yes' responses high.

FINDINGS

1. A large number of faculty and research scholars' access e-resources on daily basis for their professional needs. This clearly indicates that the e-resources are being used by faculties and researchers to a greater extent for academic and research purposes.
2. Faculty and research scholars access e-journals to a greater extent when compared to e-books for their professional needs.
2. Browsing facility is highly adequate to access e-resources in the library of the institution, which accounted for 57.8%.
3. Reprographic services is highly adequate in the library, department of the institution and internet institution centre to meet the needs of the users.
4. Faculty and research scholars access online e-databases to a higher extent when compared to e-theses and dissertations.
5. Orientation/Training programs should also be revised as per requirements by the user community which is essential to access e-resources now-a-days.

CONCLUSION

Electronic resources have played a vital role in all the fields of the disciplines. The use of e-resources benefits the faculty and research scholars to access up to date information. The subject specialists in the disciplines of medical and allied fields are involved in research and extension activities, including organization of seminars and workshops and also much in the publication of research findings. On the other hand, the experts are also found seeking up-to-date and scholarly content for clinical practice. Hence, the need of extending the up-to-date information services on modern lines using information technology. The practitioners and teachers in speech pathology, electronics and audiology, clinical psychology and neurology always browse for the research findings in their subject disciplines because the latest trend will put them on the right track of clinical practice. Therefore, the information services in medical discipline has assumed greater importance. It is also the fact that the library professional staff has to be up-to-date in organizing and rendering services. This presupposes the need of undergoing training and attending workshops being organized from time to time by the professional bodies like Indian Medical Library Association, programmes sponsored by Indian Council of Medical Research and Rajiv Gandhi University of Health Sciences.

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