

Teachers Approach to Electronic Information Resources

G Sivaprasad

B Dhana Lakshmi

K Venkata Rao

Abstract

The present study indicates that 67.50% and 38.75% of college teachers use electronic information resources for the purpose of their class room teaching and research work. 88.75% of teachers use Internet as an electronic information resource. The study reveals that majority (78.75%) of the teachers opined that access to current information is only through electronic resources. 71.25% of respondents stated that too much information retrieved is one of the major hindrance in using electronic resources.

Keywords: Electronic Resources, User Study

1. Introduction

Modern academic library is a conglomeration of printed books and journals as well as electronic resources where both forms of the documents can be stored, retrieved and delivered as and when required. Internet is network of networks, it provides seamless access to wide variety of information by not limited to a particular subject or language. In addition to traditional source teachers are forced to use electronic information resource, which is ranging from primary source to tertiary source for organizing their day today teaching-learning activities more creative. It is also necessary to create awareness among the academic community due to the exponential growth of information along with unfiltered information. Hence, we are motivated to conduct study on teachers approach to electronic information resources.

2. Statement of Problem

Teachers are the agents to bring right information to the learner through well designed teaching learning programmed using both traditional as well

as electronic information resources either through formal or non-formal system of education. But the quality of Electronic information resources affects the end product of education. Hence, the study is entitled as 'Teachers approach to Electronic Information resources'.

3. Objectives of the Study

Objectives of the present study includes the following

1. To understand the purposes for which the college teachers are using the internet.
2. To understand the frequency of using electronic information resources
3. To identify the most preferred search engine used by college teachers when browsing electronic information resources.
4. To find out the hindrance and problem faced by the teachers while accessing and using electronic information resources
5. To analyse the most preferred format choosed by the college teachers when browsing electronic resource.
6. To suggest suitable recommendations to improve the electronic information resources and services for the benefit of teachers.



4. Hypotheses of the Study

The following hypotheses are framed for the study

1. College teachers are well aware of the quality of electronic information resources
2. college teachers are depending more on electronic rather than traditional one

5. Limitations of the Study

The present study is based on a sample of 80 Degree college teachers in Guntur District, Andhra Pradesh, October, 2008. Data collected for this study is based on convenient random sampling. The present study is confined only to the degree college teachers.

6. Methodology

The present study intends to describe the college teachers approach on electronic information resources. Hence the investigator has adopted survey method for data collection using stratified random sampling method and descriptive statistics has been used for the interpretation of the data.

7. Analysis of data

7.1 Background Variables

The sample for the present study consists of 80 degree college teachers of various colleges of Arts and Science. The age of the teachers responding to the questionnaire varies from 24 to 56 years. Out of 80 college teachers, 52 are males and the remaining are females. Again 34 respondents are of rural background and the remaining 46 are from urban areas, 31 from arts faculty and the remaining 49 are from science faculty.

7.2 Purpose of Using Internet

The purpose of using the Electronic information resources by the college teachers by the order of preference is depicted in Table 1.

Table 1 – Purpose of using Electronic Information Resources (n=80)

S.N.	Purpose	No. of Users	%
1	Preparation to class room teaching	54	62.50
2	Research work	31	38.75
3	For Knowledge	23	28.75
4	Individual learning	14	17.50
5	Other activities	4	2.50

Note: Because of multiple choice options the percentage is exceeded to more than 100%.

Table 1 shows that the first and foremost purpose of using Internet by college teachers is for preparation to class room teaching, research work, for the sake of knowledge and individual learning.

7.3 Frequency of using Electronic Information Resources

From the table 2, it is clear the most (61.25%) of the college teachers are using electronic information resources less than five hours in a week. It is followed by 28.75% are using electronic information resources 5-10 hours in a week and only 10% are using electronic information resources for more than 10 hours in a week. This shows that they are depending more on traditional source than electronic information resources.

Table 2 – Frequency of using Electronic Information Resources (n=80)

S.No	Duration of Internet use	No. of Users	%
1	Less than 5 hours	49	61.5
2	5-10 hours	23	28.75
3	Greater than 10 hours	8	10.00

Note: Because of multiple choice options the percentage is

7.4 Use of Electronic Information Resources

Table 3 shows that 88.75% of college teachers are using internet, followed by 67.5% use E-Journals, 43.75% use CD-ROM, 38.75% teachers are using online database, 15% and 10% respondents use e-books and OPAC.

Table 3 – Use of Electronic Information Resources (n=80)

S.No	Type Electronic information Resources	No. of Users	%
1	CD-ROM	35	43.75
2	Internet	71	88.75
3	E-Journals	54	67.50
4	Online database	29	36.25
5	E-Books	12	15.00
6	OPAC	8	10.00

Note: Because of multiple choice options the percentage is exceeded to more than 100%.

7.5 Learned to Electronic Information Resources

Table 4 shows that most popular method of acquiring the necessary skill to use electronic information resources. 42.50% of respondents acquired skills from Guidance from the other teachers, while 28.75% respondents are learned through self thought, 26.25% respondents are learned through trail and error, 23.75% respondents are learned through external course, 22.5% teachers are learned through library staff, 18.75% respondents are learned through computer staff and 10% respondents are learned from course offered by Institutions.

Table 4 – Learned to Electronic Information Resources (n=80)

S.No	Learned Electronic Information Resources	No. of Users	%
1	Trail and error	21	26.25
2	Guidance from other teachers	34	42.50
3	Self thought	23	28.75
4	Guidance from library staff	18	22.50
5	Course offered by Institutions	8	10.00
6	Guidance from Computer staff	15	18.75
7	External course	19	23.75

Note: Because of multiple choice options the percentage is exceeded to more than 100%.

7.6 Preference of Using Search Engine

Table 5 shows that 85% teachers using Google, followed by 52.5% respondents are use Yahoo, 32.5% respondents use Altavista, 17.5% and 15% respondents use MSN and other search engines respectively to access information in the Internet.

Table 5 – Preference of using Search Engines (n=80)

S.No	Search Engines	No. of Users	%
1	Google	68	85.00
2	Yahoo	42	52.50
3	Altavista	26	32.50
4	MSN	14	17.50
5	Any other	12	15.00

Note: Because of multiple choice options the percentage is exceeded to more than 100%.

7.7 Most Preferred Format

From the table 6, it is clear that most preferred format is PDF format and even though mixed response followed by HTML and Word format respectively.

Table 6 – Most preferred format (n=80)

S.No	Format	No. of Users	%
1	MS word	14	17.50
2	PDF	41	51.35
3	HTML	16	20.00
4	BOTH	9	7.50

Note: Because of multiple choice options the percentage is exceeded to more than 100%.

7.8 Hindrance of Accessing Electronic Information Resources

It is noted in the table 7 that 71.25% teachers stated that too much information retrieved is the main barrier to access electronic resources. 51.25% opined that limited access to a computer terminal hindered to access electronic resources..

Table 7 – Hindrance of accessing Electronic Information Resources (n=80)

S.No	Hindrance	No. of Users	%
1	Too much information retrieved	57	71.25
2	Time consuming	34	42.503
3	Limited access to a computer terminal	41	51.25
4	Lack of IT knowledge to effectively utilize the service	32	40.00
5	Using electronic resources often detracts from doing work	19	23.75

Note: Because of multiple choice options the percentage is exceeded to more than 100%.

7.9 Impact of Electronic Information Resources on Academic Development

Table 8 shows that 78.75% respondents stated that access to current up to date information as a benefit of using electronic information resources, followed by 67.5% and 43.75% teachers stated that electronic resources helps access to information and faster access to information respectively and 35% respondents found that access to a wider range of information an advantage of using electronic information resources.

Table 8 – Impact of Electronic Information resources on academic development (n=80)

S.N.	Impact of Electronic Resources information	No. of Users	%
1	Access to current up to date information	63	78.75
2	Easier access to information	54	67.50
3	Faster access to information	35	43.75
4	Access to a wider range	28	35.00

Note: Because of multiple choice options the percentage is exceeded to more than 100%.

8. Findings and Suggestions

Based on the analysis of data, the following findings and suggestions are made

1. Purpose of using electronic information resources by the majority of college teachers is for the preparation of class room teaching and research work

2. Average time spent by the college teachers for accessing electronic information resources are less than 5 hours in a week.
3. The high percentage of teachers are learnt to access electronic information resources by the guidance of other teachers.
4. Google search engine is considered the highly familiar search engine among college teachers
5. Most preferred format of information by college teachers is PDF.
6. The frequency usage of electronic information resources is increasing day by day rapidly.

9. Conclusions

Electronic information resources have become the vital part of human life in 21st century. It has rapidly changed the way of seeking and disseminating information. It is clear from the study that how electronic information resources are useful to preparation of classroom teaching and research work. This study helps the librarians in planning and developing electronic information resources in providing modern services to their library users.

References

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About Authors

Dr. G Sivaprasad, Lecturer, Library Science, MVGR Degree College, Bhattiprolu Guntur.
E-mail : sivaprasad_gorantla@yahoo.co.in

Mr. B Dhana Lakshmi, Librarian,
Tirumala Engineering College, Jonnalagadda,
Narasaraopet, Guntur.

Mr. K Venkata Rao, Incharge Librarian,
AM Library, Acharya Nagarjuna University, Guntur.