



USE OF ICT AMONG ACADEMICIANS IN UNIVERSITY LIBRARIES

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ABSTRACT

This study reports the perception of information technology gadgets to support their academics based on the feedback of 838 respondents covering students and teachers of universities in Hyderabad Karnataka region.

KEYWORDS: Information Technology, Learning Tools, Users Behaviour.

INTRODUCTION:

Information technology has changed the mode of publication of traditional sources of information. Development in electronic publishing can be used efficiently and effectively to provide information to users pin pointedly, exhaustively and in time. Today, libraries are surrounded by networked data that is connected to vast ocean of Internet-based services. Moreover, electronic resources relevant to the professions are developing at an unprecedented pace. Electronic publishing has been revolutionizing the format of the recorded knowledge. Electronic information services are attracting reader's attention in today's network environment. This changing scenario in library environment has arisen because of the need and use of e-resources along with print version. Electronic resources bring new challenges before the library and information professionals to give full text access to scholarly publications both in print and electronic version to its end users.

Ali (2016) reiterated that in recent years, digital resources have become most popular sources of information for the students, research scholars, faculty members and library professionals. The present study was designed to find out the necessity and usage of digital resources by the students and faculty members of Moradabad Institute of Technology, Moradabad, Uttar Pradesh, India. This study is based on survey method. Data collected through questionnaire, interview and observation techniques. Response of 260 students and 50 faculty members were taken for data analysis and interpretation. Results show that majority of students and all the faculty members are aware with the digital resources. A large majority of students and all the faculty members are using Internet and EJournals for academic purposes. Maximum number of students and faculty members admit that digital resources can be good substitute for conventional resources. Study also reveals that students and faculty members are also faced the problem in using digital resources like generation of redundant information and lack of subject coverage. Some recommendations also have been given to improve the use of digital resources.

OBJECTIVES

The main objective of the study is to

- Use of personal computers and interactive boards
- Use of learning management systems AND Video conferencing system

- Extent of ICT support in communication/ networking, learning and in organizing work and keeping records

METHODOLOGY

The self-administrative questionnaire has been adopted to collect the information which includes use of technological gadgets and its support in learning and research activities.

Table No. 1: Designation of the respondents

Designation	Frequency	Percentage
Teaching faculty	316	37.7
Research scholar	522	62.3
Total	838	100.0

The above table reveals about the designation of the respondents. It may be seen from the above table that out of 838 respondents, a majority proportion of the respondents, more than three-fifth, (522, 62.3%) is research scholar and a significant proportion of the respondents, less than two-fifth, (316, 37.7%) is teaching faculty.

RESULTS AND DISCUSSION

Table No.2: Use of personal computer

Use	Frequency	Percentage
Never	18	2.10
Occasionally	24	2.90
Often	36	4.30
Always	760	90.7
Total	838	100.0

The table 2 reveals about use of personal computer in academic and research activities by the respondents; it may be seen from the above table that out of 838 respondents, a majority proportion of the respondents, more than four-fifth (760, 90.7%), is opined that they have used personal computer for academic and research activities. A very small proportions of the respondents, less than one-tenth, (36, 4.30%), (24, 2.90%) and (18, 2.10%) is opined that they have used it often, occasionally and never used respectively.

Therefore, it is clear from the above table that the majority of the respondents have used personal computer in academic and research activities.

Table No.3: Use of interactive whiteboards

Use	Frequency	Percentage
Never	287	34.2
Rarely	101	12.1
Occasionally	82	9.8
Often	202	24.1
Always	166	19.8
Total	838	100.0

The table 3 shows the use of interactive whiteboards in academic and research activities by the respondents; it may be seen from the above table that out of 838 respondents, a majority proportion of the

respondents, more than one-fourth (287, 34.2%), is opined that they have never used interactive whiteboards for academic and research activities. A significant proportion of the respondents, less than one-fourth (202, 24.1%) opined that they often used it, followed by proportion less than one-fifth (166, 19.8%) have said they always use it. A small proportion of the respondents, more than one-tenth, (101, 12.1%) and less than one-tenth (82, 9.80%) have opined that they used it rarely and occasionally respectively.

Table No.4: Use of learning management systems

Use	Frequency	Percentage
Never	223	26.6
Rarely	166	19.8
Occasionally	222	26.5
Often	160	19.1
Always	67	8.00
Total	838	100.0

The table shows the use of learning management systems in academic and research activities by the respondents; it may be seen from the above table that out of 838 respondents, a majority proportion of the respondents, more than one-fourth (223, 26.6%), have opined that they have never used learning management systems for academic and research activities. Relatively same proportion of them (222, 26.5%) have opined that they have often used it. A small proportions of the respondents, less than one-fifth (166, 19.8%) and (160, 19.1%) have opined that they have used is occasionally and always respectively. A very small proportion or them less than one-tenth (67, 8%) said they always use it.

Therefore, it is clear from the above table that the majority of the respondents have never used learning management systems in academic and research activities.

Table No.5: Use of Video conferencing systems

Use	Frequency	Percentage
Never	352	42.0
Rarely	232	27.7
Occasionally	134	16.0
Often	92	11.0
Always	28	3.3
Total	838	100.0

The table 5 shows the use of video conferencing systems in academic and research activities by the respondents; it may be seen from the above table that out of 838 respondents, a majority proportion of the respondents, more than two-fifth (352, 42.0%), have opined that they have never used video conferencing systems for academic and research activities. A significant proportion of the respondents, more than one-fourth (232, 27.7%) have opined that they used it occasionally. A small proportions of the respondents, more than one-tenth (134, 16.0%) and (92, 11.0%) have opined that they used it often and always respectively. A very small proportion of them less than one-tenth (28, 3.3%) said they always use it.

Table No.6: ICT support in communication/ networking

Extent of support	Frequency	Percentage
Not at all	38	4.50
To some extent	286	34.1
To full extent	514	61.3
Total	838	100.0

The table 6 reveals the perception of the respondents about ICT support in their learning, research and teaching activities; it may be seen from the above table that out of 838 respondents, a majority proportion of the respondents, more than three-fifth (514, 61.3%) have opined that the use of technology helped them in full extent for communicating and/ or networking. A significant proportion of the respondents, less than two-fifth (286, 34.1%) said that this technology helped them in some extent. Whereas, a very small proportion of them less than one-tenth (38, 4.5%) opined that it has not helped them at all.

Table No.7: ICT support in own development and learning

Extent of support	Frequency	Percentage
Not at all	52	6.20
To some extent	347	41.4
To full extent	439	52.4
Total	838	100.0

The table 7 depicts about the perception of the respondents about ICT support in their own development and learning; it may be seen from the above table that out of 838 respondents, a majority proportion of the respondents, more than three-fifth (514, 61.3%) have opined that the use of technology helped them in full extent for communicating and/ or networking. A significant proportion of the respondents, less than two-fifth (286, 34.1%) said that this technology helped them in some extent. Whereas, a very small proportion of them less than one-tenth (38, 4.5%) opined that it has not helped them at all.

Table No.8: ICT support in organizing work and keeping records

Extent of support	Frequency	Percentage
Not at all	104	12.4
To some extent	300	35.8
To full extent	434	51.8
Total	838	100.0

The above table reveals about the perception of the respondents about ICT support in organizing and keeping their records; it may be seen from the above table that out of 838 respondents, a majority proportion of the respondents, more than two-fourth (434, 51.8%) have opined that the use of technology helped them in full extent for organizing and keeping records. A significant proportion of the respondents, less than two-fifth (300, 35.8%) said that this technology helped them in some extent. Whereas, a small proportion of more than one-tenth (104, 12.4%) opined that it has not helped them at all.

Therefore, it is clear from the above table that the majority of the respondents admitted that the use of technology helped them to full extent for organizing their work and keeping records.

Table No.9: ICT support in preparing lessons/ accessing and learning e-resources

Extent of support	Frequency	Percentage
Not at all	45	5.40
To some extent	300	35.8
To full extent	493	58.8
Total	838	100.0

The above table reveals about the perception of the respondents about extent in which ICT technology helped them for preparing lessons/ accessing and learning e-resources; it may be seen from the above table that out of 838 respondents, a majority proportion of the respondents, more than two-fourth (493, 58.8%) have opined that the use of technology helped them in full extent for preparing their lessons/ accessing and learning e-resources. A significant proportion of the respondents, less than two-fifth (300,

35.8%) said that this technology helped them in some extent. Whereas, a very small proportion of them less than one-tenth (45, 5.4%) opined that it has not helped them at all. Therefore, it is clear from the above table that the majority of the respondents admitted that the use of technology helped them to full extent for preparing lessons/ accessing and learning e-resources.

CONCLUSION

The library information resources as those information bearing materials that are in both printed and electronic formats such as textbooks, journals, indexes, abstracts, newspapers and magazines, reports, CD-ROM databases, internet/E-mail, video tapes/cassettes, diskettes magnetic disk, computers, micro forms etc. These information materials are the raw materials that libraries acquire, catalogue, stock, and make available to their patrons, as well as use to provide various other services. Results found there is a need for further orientation and adoption of IT in curriculum and practical academic and research activities .

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