ABSTRACT

Technology has influenced all the spheres of life. The field of education is not an exception. Information technology has generated multiple and new sources of retrieving information. Traditional print media has served the libraries of various disciplines for decades with books, journals, encyclopedias and other resource material. With the advent of the internet and the proliferation of information in electronic form, the education college librarians are doubtful about the use and application of books and printed journals. Technology has manifold advantages namely, convenience, cost effectiveness, round the clock availability. Due to these advantages, electronic information resources are pointing towards an appealing future. The field of education has also undergone this transition. But there is an urgent need to study this transition because teacher educators are entrusted with the important responsibility of producing teachers deal effectively with the rapid advancement of technology in education. The present paper aims to study the preference of teacher educators towards print and electronic resources. The results of this study will provide directions to administrators, academicians and librarians to create climate which favours this much-needed transition.

Keywords: Teacher Educators, Print Resources, Electronic Resources.

INTRODUCTION

In recent years, there has been a revolution in the development of information resources, due to which it is now termed as 'Information Era'. To thrive in this modern era, one needs a variety of information, no matter how well versed one is in a field or profession, Tahir, Mahmood & Shafique (2008). This creates the need to understand the information needs of people engaged in various professions or disciplines in teaching. The understanding of information needs and information-seeking behavior of various professional groups is essential as it helps in the planning, implementation, and operation of information system, and services in work settings, Devadason & Lingman (1997). Modern users best know how to find their way in this new information environment, that they have the skills to find the right databases, enter the right search terms, to discover the most appropriate research content for their teaching and learning and use it in the most appropriate way, Hampton-Reeves et al. (2009). With the infusion of technology into all aspects of daily life, teachers are becoming more and more adept at using technology as an educational resource, Efaw (2005). Teacher educators are not far behind. They are entrusted with the important task of preparing competitive teachers for the future. Therefore, acquainting themselves with the recent changes in information technology assumes greater importance for them. They too, have to seek information to make constructive contribution in their work area. Information seeking and gathering plays a vital role in all active teaching and learning methods, Sahoo & Ramesh (2011). The field of education is not an exception.

The invention of printing revolutionized the process of information retrieval and communication. Books are printed in large numbers every year and accessible to common man at affordable prices. No other invention has had such an influence on all spheres of life. For manifold reasons, print formats will remain in existence for many years to come. In times of technological evolution, new technologies often imitate older entities that are not necessarily related, Sathe, Grady & Giuse (2002). The advent of a new medium does not necessarily invalidate the former ones. It takes time for the new agent to attain permanence and credibility. Print is a time tested format that continues to fulfill promises which electronic advancement cannot ensure. It is more applicable in a country like India where people prefer to follow the conventional approach. Print media is important due to its stability,
permanence and completeness and ease of use. But just as it seems that we have accomplished the insurmountable task of organizing the printed word, the publishing world is in the middle of another transition, Kumaran & Bassett (2006). From all around the library world, we hear that people were changing from using paper journals to electronic journals, Siebenberg, Galbraith & Brady (2005). Libraries in education colleges are also undergoing digitalization. Electronic media are slowly empowering the librarians' with the power of technology and access to e-resources. Teacher educators are also slowly adapting to this change.

The emergence of electronic resources has drastically revamped the status of all the libraries and information centers across the world during the last decade, Natarajan (2011). These technological advances have replaced traditional services and processes with electronic versions which are attractive and economically feasible for the academic libraries, Dhingra & Mahajan (2007). Electronic versions of traditional journals change the publication system the least, as they may merely provide more convenient access to subscription based journals, Tenopir, King & Bush (2006). However, E-books makes the content much more versatile and flexible than the traditional print book, Hasan, Chavan & Chaurasia (2011). Due to these advantages of e-resources, education college libraries are also subjected to the pressure of adapting to them in order to enable the teacher educators to stay abreast with technological advancement in the field of information retrieval. Teachers have been challenged to the curriculum in a less traditional sense and to keep update with changes in the theories of teaching and learning, Hall (1986). These changes can only be studied globally with the use of electronic resources because the storehouse of print resources is very large.

In the light of the above discussion, it becomes important to study the transition taking place among teacher educators from print resources to electronic resources. This study is conducted in order to know the extent to which teacher educators prefer print and electronic media for teaching, research and knowledge updating.

**OBJECTIVES**

- To study the difference between teacher educator's preference of Print and Electronic Information Resources.
- To study the differences among male teacher educator's preference of Print and Electronic Information Resources.
- To study the differences among female teacher educator's preference of Print and Electronic Information Resources.

**HYPOTHESES**

- There is no significant difference between teacher educator's preference of Print and Electronic Information Resources.
- There are no significant differences between male teacher educator's preference of Print and Electronic Information Resources.
- There are no significant differences between female teacher educator's preference of Print and Electronic Information Resources.

**STATEMENT OF THE PROBLEM**

**OBJECTIVES**

A Study of Teacher Educator's Preference of Print and Electronic Resources of Information

- To study the difference between teacher educator's preference of Print and Electronic Information Resources.
- To study the differences among male teacher educator's preference of Print and Electronic Information Resources.
- To study the differences among female teacher educator's preference of Print and Electronic Information Resources.

**METHODOLOGY**

The present investigation aims to study the preference of teacher educators towards print and electronic information resources. It is a descriptive research as it involves collecting data to test the hypotheses concerning the information seeking behaviour of teacher educators.

**SAMPLE AND SAMPLING TECHNIQUE**

The sample comprised 100 teacher educators working in ten education colleges in Ambala district of Haryana, India. Stratified random sampling technique was used to draw out the sample. At the first stage, all the colleges of education of Ambala district were listed. At the second stage, ten colleges of education were selected randomly. Out of the selected colleges, at the third stage, ten teacher educators were randomly selected to fill the questionnaires.

**TOOL FOR DATA COLLECTION**

A self designed questionnaire was used to collect data regarding the teacher educator's preference for print and electronic information resources. It was named Teacher Educator's Preference of Information Resources (TEPIR). The questionnaire consisted of 36 items distributed over six dimensions, namely, ease of use, authenticity, timeliness, quality, accessibility and applicability. Each dimension consisted of six items each. The questionnaire was scored using a five-point Likert scale. The respondents expressed their views by ticking any one of options- strongly agree, agree, neutral, disagree or strongly disagree.

**RESULTS AND DISCUSSION**

Table 1 given below shows the significance of difference between the mean scores on various dimensions of TEPIR regarding preference of teacher educators towards print and electronic resources. We can see from the table that there is a significant difference between the preferences towards print and electronic resources on all the dimensions of TEPIR, i.e. ease of use, authenticity, timeliness, quality, accessibility and applicability at 0.01 level of significance for 98 degrees of freedom. However, it is interesting to note that there is no significant difference on overall scores. This is due to the fact that teacher educators preferred print media on the dimensions
There are some dimensions on which teacher educators prefer to use electronic media. They feel that electronic media provide more timely information as soft copies are made available before printed form. Internet is a large store house of information which provides timely information to them. Therefore, the mean score on dimension 'Timeliness' is higher in favour of electronic resources. Similar is the case with quality. Printed books get damaged when stored for long time, whereas soft copies of information remain intact. Application of electronic resources is also higher than printed resources. Thus we see that teacher educators prefer different media in different situations. We cannot say that one of the two is dominant. Therefore, in the light of above findings, hypothesis 1 is partially accepted and partially rejected.

**Fig. 1: Bar Graph Showing the Comparative Mean Scores of Preference of Teacher Educators**

The bar graph shown above testifies the findings of table 1. The mean scores on dimensions ease of use, authenticity and accessibility are higher for print resources and lower for dimensions authenticity, quality and applicability.
Table 2: Comparison of Mean Scores of Dimensions of TEPIR for Male Teacher Educators

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Print</th>
<th>Electronic</th>
<th>Print</th>
<th>Electronic</th>
<th>t-ratio</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ease of Use</td>
<td>24.65</td>
<td>22.00</td>
<td>2.096</td>
<td>2.010</td>
<td>6.789**</td>
<td>Significant</td>
</tr>
<tr>
<td>Authenticity</td>
<td>24.73</td>
<td>21.24</td>
<td>2.530</td>
<td>2.250</td>
<td>7.845**</td>
<td>Significant</td>
</tr>
<tr>
<td>Timeliness</td>
<td>23.67</td>
<td>24.86</td>
<td>2.613</td>
<td>2.000</td>
<td>2.380*</td>
<td>Significant</td>
</tr>
<tr>
<td>Quality</td>
<td>21.59</td>
<td>25.33</td>
<td>2.109</td>
<td>2.007</td>
<td>8.617**</td>
<td>Significant</td>
</tr>
<tr>
<td>Accessibility</td>
<td>25.43</td>
<td>21.12</td>
<td>1.857</td>
<td>2.123</td>
<td>11.190**</td>
<td>Significant</td>
</tr>
<tr>
<td>Applicability</td>
<td>21.27</td>
<td>24.82</td>
<td>2.155</td>
<td>2.496</td>
<td>7.463**</td>
<td>Significant</td>
</tr>
<tr>
<td>Total</td>
<td>141.33</td>
<td>139.37</td>
<td>5.179</td>
<td>5.103</td>
<td>1.745</td>
<td>Not Significant</td>
</tr>
</tbody>
</table>

*Significant at 0.05 level ** Significant at 0.01 level

Table 2 given above shows the comparison of mean scores of preference for print and electronic resources in case of male teacher educators. We can see that the results are significant on all the dimensions of TEPIR. The calculated value of 't' is significant at 0.01 level for the dimensions ease of use, authenticity, quality, accessibility and applicability. It is significant at 0.05 level for the dimension 'timeliness'. The mean scores for the dimensions ease of use, authenticity and accessibility are higher for print resources, thereby signifying that male teacher educators prefer print resources due to their easy usage, reliability of information being a primary source of data and easy access.

Electronic resources are liked by male teacher educators due to timeliness in retrieving the content, better quality in terms of content and coverage and applicability in changing situations. The difference is not significant for total scores because of the preference for print resources on three dimensions and preference for electronic resources for the other three dimensions. So we cannot conclude that male teacher educators are showing transition from print to electronic resources while seeking information. Therefore, hypothesis 2 is partially accepted and partially rejected.

Fig. 2: Bar Graph Showing the Comparative Mean Scores of Preference for Print and Electronic Resources for Male Teacher Educators

The bar graph given above confirms the results obtained in table 2. Male educators have scored more in case of print resources for three dimensions and for electronic resources for other three dimensions.
Table 3: Comparison of Mean Scores of Dimensions of TEPIR for Female Teacher Educators

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Mean</th>
<th>S.D.</th>
<th>t-ratio</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Print</td>
<td>Electronic</td>
<td>Print</td>
<td>Electronic</td>
</tr>
<tr>
<td>Ease of Use</td>
<td>24.65</td>
<td>21.61</td>
<td>1.739</td>
<td>2.029</td>
</tr>
<tr>
<td>Authenticity</td>
<td>24.61</td>
<td>21.00</td>
<td>1.777</td>
<td>2.041</td>
</tr>
<tr>
<td>Timeliness</td>
<td>22.98</td>
<td>24.65</td>
<td>2.594</td>
<td>1.932</td>
</tr>
<tr>
<td>Quality</td>
<td>21.29</td>
<td>25.57</td>
<td>2.072</td>
<td>1.814</td>
</tr>
<tr>
<td>Accessibility</td>
<td>24.80</td>
<td>20.92</td>
<td>1.848</td>
<td>1.835</td>
</tr>
<tr>
<td>Applicability</td>
<td>20.98</td>
<td>25.18</td>
<td>2.155</td>
<td>1.550</td>
</tr>
<tr>
<td>Total</td>
<td>139.31</td>
<td>138.94</td>
<td>5.474</td>
<td>3.971</td>
</tr>
</tbody>
</table>

** Significant at 0.01 level

Table 3 given above shows the comparison of mean scores of preference for print and electronic resources in case of female teacher educators. The results show significant difference on all the dimensions of TEPIR at 0.01 level of significance. The results are in line with the results obtained for male teacher educators. As in the case of male educators, females too have in favour of print resources on the dimensions ease of use, authenticity and accessibility. They have voted for electronic resources on the dimensions quality, timeliness and applicability. Therefore, hypothesis 3 is also partially accepted and partially rejected.

Fig. 3: Bar Graph Showing the Comparative Mean Scores of Preference for Print and Electronic Resources for Female Teacher Educators

The bar graph given above shows that the results are similar to those obtained for male teacher educators.
CONCLUSION

The methods and media of information storage and its dissemination have undergone a sea change meaning thereby, the traditional print media has been acquiring the shape of multimedia and hyper media as sources of information, Rattan (2011). This is applicable to most areas including education. Information seeking behavior of teachers and teacher educators has also transformed to a great extent. Earlier, teachers used to spend a lot of time in libraries, looking for books, journals, magazines and other print media to support their teaching and research. But, in the recent years, the focus has shifted from print to electronic resources. Internet has revolutionized the way teachers seek information. They now spend time on the internet looking for e-books, e-journals and other relevant information sources. The present study has evaluated this transformation among teacher educators. There is no gender difference in preference of print or electronic media. The study has contributed valuable information about the future of education college libraries and their role in the times to come.

REFERENCES


