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PERCEPTIONS OF LIBRARY PROFESSIONALS TOWARDS WEBINARS IN HARYANA (INDIA)

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Abstract

Webinars are proving a boon for all academic fraternity in the present scenario of COVID-19 pandemic when almost all learning and education centers are in state of lockdown not only in India but in the world. The present study explores the perceptions of library professionals of Haryana which is one of northern state of India. The data has collected from the professionals via Google questionnaire. Results indicates that Whats App was the most popular app for promoting webinars among library professionals, Zoom platform was widely preferred, mobile devices were highly used, free webinars were attended by majority of professionals, the main intention to attend webinars was to gain knowledge on burning topics, more than eighty percent were satisfied with webinars and found them as per their expectations, and 35.9 percent participants were disagreed or strongly disagreed on the statement ‘Webinars can replace the class room teaching’. The study may generalize the utility and continuity of webinars for future perspectives even when the COVID period is over.

Key Words: Webinars, Library Professionals, COVID 19, Social Media.

1. Introduction

The word “webinar” as the name indicates is made up of two words “web” and “Seminar” that clears that if the seminars are held on Web, they are called Webinars. This tool is undoubtedly very useful for many industries and one of them is Education. Many features make them wonderful for academicians’ like- Flexibility in terms of location and time, cost effective, interactive features as chat, queries and response, calls, polls, real time talks using audio video, presentations, feedback, etc. A few software’s to hold webinars are- Google meet, Zoom, Cisco WebEx, Skype, Adobe Connect, etc. Webinar is defined as “Webinars are presentations, lectures, workshops, or seminars transmitted over the World Wide Web and are usually live and interactive. Webinar software usually incorporates chat functions and the ability to ask and receive questions and answers in real time.”¹

In the present scenario, when a pandemic “COVID -19” is spreading over globe and no country has remained untouched of it, educational industries are facing a lot of obstacles in providing education within walls due to the panic prevailing situations. Almost all education hubs -schools, college, universities, coaching institutes and other educational centers are in shut down mode throughout the world. In the same way all decided conferences, workshops and other short and long training programmes have also been postponed keeping in view the social

distancing requirements. In this scenario, webinars are becoming powerful tool to provide education, knowledge and learning.

Webinars in the field of education “has been used since long period of time and most of them used to be performed in smaller groups in places where they could offer high-speed internet connectivity. As there is lack of physical presence and need of technical knowledge, these webinars were not very wide spread. Recently due to effect of pandemic there has been a phenomenal shift of concepts on webinars and had increased by more than 300% in 2020 compared to”.² A big volume of webinars in every field is flowing at a fast speed but relevance, value and usefulness of these webinars is a big issue for all. The present study has been conducted to assess the perception of Librarians towards the series of webinars being held for all academicians.

2. Review of Related Literature

Susan E. Montgomery (2010)⁶ revealed that a librarian if become one of instructor or embedded in the courses taught in college and universities can enhance student learning by teaching students authentic resources. Thus, librarians can provide instructions to students on resources and databases via webinars and provide them a different e-learning environment. Buxton et al. (2012)¹ studied pharmacists to evaluate satisfaction level and aims to attend webinars and found that who attended minimum one webinar were positive ‘regarding the quality of the programming and the method of delivery. ‘No significant differences were found in demographics or reasons for enrolling between participants who completed a single webinar and those who completed 2 or more. While the webinars received positive evaluations for quality, value, and relevance, the limited average number of webinars attended by each pharmacist was a concern, and several tactics will be implemented to address scheduling conflicts and other deterrents to repeat participation’. Khechine, et al. (2014)³ had shown the acceptance of a webinar system in a blended learning course by 114 students. He found that students’ intention to attend webinar was ‘influenced by performance expectancy, effort expectancy, and facilitating conditions. Only the age variable had a moderating effect’. Ahrens, et al (2016)⁵ studied teacher educators’ opinion on webinars in higher education revealed low level of educators’ knowledge on concept of webinars (27.58 %), skills in webinars in higher education (32.75 %) their attitude to webinars (34.48 %). Their response on demerits than merits for webinars reflected their negativity towards webinar and they were thus not seemed willing to attend webinars. Nambi et al. (2020)⁴ tried to find the effect of webinar-based teaching learning program on the attitude of physiotherapists, quality of treatment and satisfaction of patients with chronic low back pain. Their attitude was measured before and after attending the 3-day webinar on theoretical and practical approaches of low back pain. Greater evidence of improvement in quality of life and satisfaction of patients was noted in webinar training group than non-training group.

3. Objectives

The study has been undertaken with following objectives:

1. To identify the sources of awareness regarding webinars among library professionals.
2. To know the purpose library Professionals for attending webinars.
3. To identify the components preferred for attending webinars.
4. To make out the type of webinars attended by library professionals of Haryana.
5. To recognize the satisfaction count of library professional towards webinars.
6. To assess the perception of library professionals towards different aspects of webinars.

4. Research Methodology

For the present study, a Google survey was conducted for library professionals of Haryana state. For this, a Google questionnaire was framed and circulated among all practicing library professionals via different social media apps. From Google drive, short link of questionnaire was copied and shared among different library professionals for filling out the responses against questions. After 15 days data was exported into CSV file for further analysis.

5. Data Analysis

5.1 Respondents Institutes: The data in table 1 signifies the responses received from the different educational institutes. A total of 53 responses were received from the library professionals of 24 educational institutes of Haryana state. Out of total 53 respondents, the maximum of 09 responses received from the library professionals from Kurukshetra University, Kurukshetra, followed by 08 from Maharishi Dayanand University, Rohtak, 5 responses were from CCS Haryana Agricultural University, Hisar and Chaudhary Devi Lal University, Sirsa respectively, 3 from BPSMV, Sonapat and GJUS&T, Hisar, respectively, 2 response received from DCRUS&T and remaining responses 1 received from other colleges and universities mentioned in the table.

Table 1: Response received from educational institutes of Haryana

Value	Count
Amity University	1
BPSMV, Sonapat	3
CCSHAU, Hisar	5
Central University of Haryana, Mahendergarh	1
Chaudhary Bansi Lal University, Bhiwani	2
Chaudhary Devi Lal University, Sirsa	5
DAV College Sadhaura, KUK	1
DIET	1
Deen Bandhu Chhotu Ram University	2
GJUS&T, Hisar	3
ICAR-NDRI, Karnal	1
JC BoseUST, YMCA	1

KurukshetraUniversity, Kuruksheta	9
Manohar Memorial Postgraduate college	1
Maharishi Dayanand University, Rohtak	8
MMU,Sadipur	1
Mukand Lal National College	1
NIT Kurukshetra	1
RDVV	1
RKSD College Kaithal	1
Rishihood University	1
S A Jain PG College	1
SNRL Jairam Girls college Lohar Majra Kurukshetra	1
Sanatan Dharma College Ambala Cantt	1
Total	53

5.2 Demographic Profile: Different aspects related to demographic profile of the respondents of the study has been indicated by table 2. It is very apparent that majority of respondents were female (73.6%) than male professionals (24.4%), between the age of 39-46 years (43.4%) followed by above 46 years (28.3%), Assistant Librarians (35.8%) and Assistant professors (91.3%) followed by Deputy Librarian (9.4%) and PG and PhD (49.15%) respectively.

Table.2: Demographic profile of respondents

Gender	No. of Respondents	%
Male	39	26.4
Female	14	73.6

Age		
18-25 yrs	0	0
25-32 yrs	6	11.3
32-39 yrs	15	17
39-46 yrs	23	43.4
More than 46 yrs	9	28.3
Designation		
Assistant Professor	6	11.3
Professor	3	5.7
Assistant Librarian	19	35.8
Deputy Librarian	5	9.4
University Librarian	2	3.8
Librarian	4	7.5
College Librarian	3	5.7
College librarian	3	5.7
LIBRARIAN	2	3.8
Professional Assistant	1	1.9
Library Attendant	1	1.9
Librarian	1	1.9
College librarian	1	1.9
Library Assistant	2	3.8
Educational Qualification		
PG	26	49.1
PhD	26	49.1
Post Doc	1	1.9

5.3 Sources of Awareness about Webinars: Table 3 illustrates the different sources from which the library professionals of Haryana became aware of webinars in their fields. It is clear from the table that out of 53 respondents, the majority of the library professionals (92.5%) became aware of webinars from their Whats App groups, followed by e-mail alerts (47.2%), Facebook pages (43.4%) and friends and colleagues (41.5%). A few professionals became aware of webinars from other different social media applications (13.2%). This shows that WhatsApp is the most popular social media app among library professionals to get aware of webinars.

Table. 3 Source of webinar awareness

Source	No. of Response	%
WhatsApp	49	92.5
Facebook	23	43.4
Friends/colleagues	22	41.5
email alerts	25	47.2
other social media app	7	13.2
Total	53	

5.4 Platform Used for Attending Webinars: A number of webinars were attended by the library professionals using different platforms. Table 4 depicts the various platforms used by

them for attending the webinars. More than eighty percent of library professionals (83%) attended webinars on zoom meeting followed by one fourth of professionals (75.5%) who used google meet platform. WebEx Events was used by 62.3 percent professionals while Live streaming via YouTube by 37.7 percent library professionals., Least used platforms for attending webinars were Microsoft and telegram as they were used by only one each professional. Thus, the table reveals that Zoom application software has been widely preferred and used by the LIS professionals for organizing and attending webinars in comparison with other application software's.

Table.4 Platform used to attend webinars

Platform	No. of Response	%
Google Meet	40	75.5
Zoom meeting	44	83
WebEx Evens	33	62.3
Live Stream via You Tube	20	37.7
Global go to meeting	10	18.9
Microsoft team	1	1.9
Telegram	1	1.9

5.5 Devices Used for Attending Webinars: Different devices preferred and used by the library professionals for attending webinars are indicated through table 5. The majority of the library professionals found using their smart mobile phones (84.9%) for participating in webinars followed by laptops (62.3%). A little more than twenty percent of professionals (22.6%) preferred using desktops for attending the webinars. The main reason for using smart mobile phones to attending the webinars may be handy to carry and use in comparison to other devices.

Table.5 Devices used for attending webinar

Device	No. of Response	%
Laptop	33	62.3
Mobile	45	84.9
Desktop	12	22.6

5.6 Webinar Types Preferred by Professionals: The data in table 6 demonstrate the different types of webinars organized by the organizers like paid, free and also types and webinars attended by the library professionals in Haryana. It is amazing finding that the majority of the library professionals (62.3%) attended freely organized webinars while 39.62 percent professionals attended paid webinars. There were 37.7% professionals who participated in both types of webinars, *i.e.* paid and free. The reason for attending more free webinars may be due to - gain knowledge during the pandemic “COVID-19” when governments and a large number of professional associations around the world are promoting to organize such web events free of cost in comparison to paid webinars.

Table.6 Type of webinars attended

Type	No. of Response	%
Paid	21	39.62
Free	33	62.3

Both	20	37.7
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5.7 Purpose to Participate in Webinars: An effort has been made to identify the different purposes of library professionals for participating in webinars through table 7. The majority of the library professionals (88.7%) attended webinars to gain knowledge regarding latest and burning topics on their subject's current scenario, followed by Online Interaction with Intellectuals (50.9%), to get awareness of Resource person in their disciplines (39.6%), for having professional collaborations (35.8%), to get e-certificates (13.2%) and only 3.8 percent each library professionals attended webinars to deliver lecture as resource person and 1.9 percent library professionals for only time pass. Most of the library professionals attended the webinars to gain knowledge for the current scenario.

Table.7 Purpose for attending webinars

Purpose	No. of Response	%
To gain Knowledge regarding burning topics	47	88.7
Online Interaction with Intellectuals	27	50.9
To get e- Certificate only	7	13.2
Professional collaboration	19	35.8
To get awareness of Resource person in ...	21	39.6
To deliver lecture	2	3.8
Time pass	1	1.9

5.8 Components of Webinars Preferred: The data in Table 8 explores the different components of webinars preferred to participate. More than half of library professionals (50.9%) were agreed with the lessons; while 26.4 percent seemed strongly agree with lessons. Nearly half of participants (49.1%) were agreed that they preferred listening lectures via webinars and 34 percent were strongly agreed with this statement. There were 47.2 percent library professionals seemed agreed for attending webinars to learn about 'how to use different types databases' while 30 percent were strongly agreed with this. 37.7 percent professionals were strongly agreed to attend webinars for learning 'how to use different types of software's while 35.8 percent seemed agreed, 32.1 percent library professionals were agreed with 'how to use bibliometrics tools' while 14 were strongly agreed with this, 32.1 percent were agreed with the 'simulations', 15.1 percent were strongly agreed while 34 percent were neutral for this, Only 26.4 percent library professionals were agreed with the 'publishers demonstrations', 18.9 percent were strongly agreed while majority were neutral for this.

Table.8 Components preferred for attending webinars

Components	SA	%	A	%	N	%	D	%	SD	%
Lessons	14	26.4	27	50.9	6	11.3	1	1.9	0	0.0
Lectures	18	34.0	26	49.1	6	11.3	0	0.0	0	0.0
Social Media Elements	15	28.3	19	35.8	12	22.6	2	3.8	0	0.0
Use of Software	20	37.7	19	35.8	9	17.0	1	1.9	0	0.0
Publishers Demo	10	18.9	14	26.4	20	37.7	1	1.9	0	0.0
Use of Databases	16	30.2	25	47.2	8	15.1	1	1.9	0	0.0

Simulation	8	15.1	17	32.1	18	34.0	2	3.8	1	1.9
Bibliometric tools	14	26.4	17	32.1	12	22.6	3	5.7	1	1.9

(SA= Strongly Agree; A=Agree; N=Neutral; D=Disagree' SD=Strongly Disagree)

5.9 Opinion and Perceptions the Webinars: The data in table 9 explores the librarians' opinion and perceptions about webinars. Majority of library professionals (88.7%) were agreed or strongly agreed with the opinion that 'During webinar participants can archive lecture content and provide access to the people who missed the real-time lectures' followed by 83.1 percent professionals' opinion on 'Resource persons can communicate with participants in a synchronous format and provide immediate feedback to learners', More than 80 percent (81.1 %) professionals opined on the statements 'webinars are affordable events', 'Technical knowledge base is must to operate webinar', 'Team Teaching is possible', 'People after login do not attend sincerely. After login they engage in other works', attending webinars may become addiction'. More than 70 percent librarians opined that 'Instructors can share the application easily with all participants'(79.2%), 'It saves time and travel expenses' (77.4%), 'Webinars can replace the class room teaching'(77.4%), 'Webinar are real-time tools, presenter can teach, interact with the participants, facilitate participant group collaboration in a real-time format and designate certain participants to be in charge of the sessions' (75.5%), Webinars must include only a few audience (75.5%), 'Webinars motivate academic fraternity to learn new things' (73.6%), 'Most of Webinars are useless.(71.7%). There were twenty to thirty percent were in the opinion that 'Family life get disturbed if webinars are attended at home'(28.3%), 'Long time Webinars are dangerous for eyes and ears' (26.4%), 'Longtime webinars create boredom'(26.4%), and 'they cannot use my mobile data for attending long webinars' (22.4%). On the other hand more than 30 percent participants were seemed disagreed or strongly disagreed on a few statements that 'Webinars can replace the class room teaching' (35.9%), 'I cannot use my mobile data for attending long webinars' (30.1%). More than twenty percent were disagreed on 'Most of Webinars are useless' (26.5%), 'Attending webinars may become addiction' (26.4%), 'Webinars are not effective when participants are big in number' (24.5%), 'Webinars create stress regarding recollection of ideas discussed' & 'Webinars must include only a few audience' (20.1% each).

Table.9 Opinion and perception towards webinars

Opinion	SA	%	A	%	N	%	D	%	SD	%	
Affordable event	28	52.8	19	35.8	4	7.5	1	1.9	0	0.0	1.9
Instructors can share the application easily with all participants.	24	45.3	19	35.8	8	15.1	1	1.9	0	0.0	1.9
Resource persons can communicate with participants in a synchronous format and provide immediate feedback to learners.	17	32.1	25	47.2	10	18.9	1	1.9	0	0.0	1.9
Webinar are real-time tools. Presenter can teach, interact with the participants, facilitate participant group collaboration	17	32.1	27	50.9	9	17.0	0	0.0	0	0.0	0

in a real-time format and designate certain participants to be in charge of the sessions.											
During Webinar participants can archive lecture content and provide access to the people who missed the real-time lectures.	17	32.1	23	43.4	8	15.1	4	7.5	0	0.0	7.5
It saves time and travel expenses.	33	62.3	14	26.4	4	7.5	1	1.9	1	1.9	3.8
Technical knowledge base is must to operate webinar.	19	35.8	22	41.5	9	17.0	2	3.8	1	1.9	5.7
Team teaching is possible.	17	32.1	26	49.1	8	15.1	2	3.8	0	0.0	3.8
Webinars motivate academic fraternity to learn new things.	22	41.5	21	39.6	10	18.9	0	0.0	0	0.0	0
Long time Webinars are dangerous for eyes and ears.	20	37.7	19	35.8	13	24.5	0	0.0	1	1.9	1.9
Most of Webinars are useless.	7	13.2	7	13.2	23	43.4	11	20.8	3	5.7	26.5
Most of Webinars are useful for my academic work.	15	28.3	23	43.4	11	20.8	1	1.9	2	3.8	5.7
I cannot use my mobile data for attending long webinars	6	11.3	14	26.4	17	32.1	12	22.6	4	7.5	30.1
Webinars can replace the class room teaching.	7	13.2	5	9.4	21	39.6	11	20.8	8	15.1	35.9
Short Webinars are sincerely attended by faculty and students	16	30.2	25	47.2	8	15.1	3	5.7	0	0.0	5.7
Long term Webinars are sincerely attended by faculty and students	5	9.4	15	28.3	25	47.2	5	9.4	2	3.8	13.2
People after login do not attend sincerely. After login they engage in other works.	7	13.2	12	22.6	24	45.3	8	15.1	0	0.0	15.1
Webinar must include queries during the lecture so that participant could be attentive	22	41.5	21	39.6	8	15.1	1	1.9	0	0.0	1.9
Webinars create stress regarding recollection of ideas discussed	4	7.5	15	28.3	22	41.5	6	11.3	5	9.4	20.7
Longtime webinars create boredom	13	24.5	24	45.3	10	18.9	4	7.5	1	1.9	9.4
Webinars are not effective when participants are big in number	6	11.3	8	15.1	25	47.2	9	17.0	4	7.5	24.5

Webinars must include only a few audience	6	11.3	15	28.3	20	37.7	7	13.2	4	7.5	20.7
Long sitting for webinars create problem like headache, backache etc	15	28.3	25	47.2	9	17.0	2	3.8	1	1.9	5.7
Family life get disturbed if webinars are attended at home	8	15.1	14	26.4	21	39.6	5	9.4	4	7.5	16.9
Attending webinars may become addiction	6	11.3	9	17.0	23	43.4	6	11.3	8	15.1	26.4

(SA= Strongly Agree; A=Agree; N=Neutral; D=Disagree' SD=Strongly Disagree)

5.10 Satisfaction of Library Professional and View on Continuation of webinars: The data in table 10 shows the satisfaction status with webinars attended by the library professionals. The majority of the library professionals (81.13%) were satisfied with the attended webinars and all the webinars they attended as per their expectations. There were only 16.9 percent professionals were not found satisfied from the webinars they attended and they were not as per their expectations. The data in table 10 also shows that nearly 85 percent Library professionals desired that the webinars should be continued for future while 15 percent were not in favor of continuation.

Table.10 Satisfaction and views of continuation of webinar

Response (Satisfaction)	No. of Response	%
Yes	43	81.13
No	9	16.98
Not responded	1	1.88
Response (Views of continuation)		
Response (Views of continuation)	No. of Response	%
Yes	45	84.90
No	8	15.9

6. Conclusion

During the period of COVID-19 the word ‘webinar’ is famous. The online webinars provide easily sharing of impartial information and experiences in a casual, versatile interactive learning environment and allowing the participants to feel connected with each other. The Webinars chat section has been allowed to all the participants to interact with each other by text messages. The result of the study shows that response of a total of 53 library professionals have been covered in this study. Out of 53 library professionals, 92.5% were aware about the webinars from their WhatsApp groups, 83% of the library professionals were attended webinars through zoom application, 84.9% were attended all the webinars through their mobile phones and majority of the library professionals were attended freely organized webinars in comparison to paid webinars. The majority of the library professionals (88.7%) attended webinars to gain knowledge regarding latest and burning topics on their subject’s current scenario and 81.13% of the library professionals were satisfied with all the webinars and they thought that all are as per their expectations. Some of the respondents felt that government to take initiative to create a good IT infrastructure with high speed internet connectivity to the public places, as online

webinars saved the time of the researchers and professionals, and few numbers of participants attended webinars only for certificates.

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