

# **Whatsapp Usage for Learning Resources and E Resources Sharing amongst Scholars of Sushant University during Lock Down Period**

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## **ABSTRACT**

*Social Media (particularly WhatsApp in this case) has to work as an effective tool for sharing information or knowledge as well as demonstrate in such a helpful way in creating awareness amongst the users. The current research paper measures during the lock down period how much did a library professional use WhatsApp, one of the most popular social messenger. It also highlights its impact on student learning achievement and faculty members satisfaction to access the Learning Resources during this period It has been observed that besides creating a social environment, the WhatsApp groups has been successful to share information and generate a healthy trend towards learning amongst the students for easy and speedy access to information and quick sharing amongst the peers and with the teachers through mobile phones have made learning an effective and pleasurable experience. Further it also show potent to be a remarkable teaching revolution for the future. The present finding highlights the possibilities offered by this technological tool towards effective teaching.*

**KEYWORDS:** WhatsApp, Learning Resources, Sharing Resources, Learning, On line course, Library

## **INTRODUCTION**

The debilitating COVID-19 pandemic forced the Sushant University library to shut down it's operations with library team confined to the precincts of their homes. Also, all of a sudden, the knowledge seekers have become helpless for their quest to information access to pursue studies or study material for further learning and classes. Ushering of On-line courses to tide over the ensuing imbroglio, the demand of provisioning of authentic and prompt information, etc have increased the pressure on the library staff for learning to handle new technologies and also to collate and provide the relevant information under extreme circumstances. Everything was going through sudden unprecedented change, however, the Library was committed to provide online services and kept on-demand

operations running through sharing tips, offering knowledge support to users. While the principle of resource sharing was given priority however, maintaining social distancing, pandemic fear psychosis, self-quarantine, restricted physical access, inadequate online infrastructure etc are still restricting library staffs to connect with students and faculty members.

The use of blackberries, laptop, PDAs, blogs, CBT, Blackboard, e-mailing, on line discussion forums, SMS, Virtual classroom, social media, web 2.0 applications and virtual games, etc. have continued to grow rapidly in Sushant University. The use of ICT tools have transformed pedagogy for learners with a positive learning impact. During and post COVID-19 lockdown, WhatsApp messenger has emerged as a useful on-line social network for spreading information, pictures and videos for effective learning and social awareness building purpose.

### **WHAT'S APP – AN OVERVIEW**

These days' WhatsApp is an emerging social network on the Internet. WhatsApp was invented by Koun in February 24, 2009 in California. It's application was well liked and favored across the globe including the college going students in achieving positive performance. WhatsApp messenger provide various gathering and sharing option of text, image, video and audio message, audio/video call and free chat option to exchange views and discussion This application facilitates the students to exchange information, create groups etc which support the social interaction and discussions among the group members.

### **WHAT'S APP AND LIBRARY RESOURCE CENTER**

The library administration had decided to choose WhatsApp application for the resource sharing among the user groups. This tool was effectively used by library staffs to improve academic performance in the University. Some of the major use of this tool includes –

- WhatsApp application had facilitated the library administration to provide any time - anywhere access to information from the Library.
- It enabled the user to make a direct call to library professional to sort their issues such as getting articles – other resources, synopsis work or in study related content.
- This application helped the library administration to assess new expectations and demands of users related to subscribed journals, e-journals and other resources.
- Lastly, WhatsApp favoured to achieve the desired efficiency in delivering services through resource sharing, Selective Dissemination of Information (SDI) service and Current Awareness Services (CAS) facilitates by the library profession.

### **LITERATURE REVIEW**

**Irfani, Mohammad and Dihimmar (2017)** ) studied on the applications of What's App has focused on the impact of What's App on the university level students with reference to the scholars of Surat and Navsari, Gujarat. A quantitative approach was applied to facilitate the study. Analysis reveal four factors like Negatively affected, Helpful, psychological change and essential factor and how the what's App make the communication easier and affects the behavior and education and routine lives of the youth

**Alsanie, S. I. (2015)** conducted a study to assess the relationship of the use of social media like WhatsApp, Twitter and Facebook, continuing university students with their families. 658 respondents participated in the study from the different departments. The study indicated that the social media tools and their usage had a negative effect in social communication as well as the relationship of students with their families.

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**Barhoumi, Chokri, (2015)** Conducted an experimental study entitled ‘The Effectiveness of What’s App Mobile Learning Activities guided by Activity Theory on Students’ Knowledge Management’. The Comparative method WAS used between an experimental group (34 students) and a control group (34 students). The t-test was used for Testing to compare the means of the control and experimental groups in the test and the students’ attitudes at 0.05 alpha levels.

**Ekwunife- Orakwue and Teng (2014)** found that there was not such a noticeable distinctive comparison between online, blended and traditional environments. However, they recommended blended and online courses with few direct meetings, as this could benefit the students more than the archived lecture.

**Fatma (2013)** conducted a study on e-learning trends and challenges wherein she laid considerable on the trends, issues of e learning how e learning helpful for informal and vocational training, which is highly effective for a developing country like India where a majority of population is living in rural/ remote areas and has received almost negligible formal education.

**Gasaymeh, Al-Mothana M. (2017)** conducted a cross-sectional study entitled ‘University students use of what’s App and their perceptions regarding its possible integrate ION in the education.’ This survey was conducted using questionnaire method. The main purpose of the study was to know the usage of this tool by the first-year student use what’s app. the results indicated that students use what’s app for personal and social purpose more extensively, rather than for educational.

**Jain Rajini & Jain, Sujeet (2016)** conducted a study at Madhav University, Pindwadda. The result shows that majority i.e. 95 science students were using the whatsapp several times in a day with 94.06% responses. The study further indicated that a majority of the students 100% prefer to interact with friends. 83% of the respondent indicated that chatting and 96.0% were using for uploading photos/videos useful information.

**Kaur, Simranjit (2017)** conducted a study on undergraduate degree students in D.A.V. College Pundri (Kaithal) Haryana to assess the use of what’s App Instant messenger among undergraduate degree students. The data were collected with the help of a structured questionnaire. The study indicated that majority of students 169 (95%) use WhatsApp for sending Images, videos and audios for general reasons followed by 159 (90%) for voice calls, 137 (77%) for entertainment, 130 (73%) for updating information on any topic, The use of what’s App by 105 (60%) respondents is reported for event/ festival greetings, 97 (55%) for chatting, 95(53%) for group discussion, 91 (51%) for latest news discussion, 87 (49%) family talk, 64 (36%) for social issue discussion, 35(20%) for sharing job vacancies information. 75(42%) have opined their chronic dependency on WhatsApp services.

**Khan (2013)** explained that web 2.0 tools influenced the managerial decisions, as new media is customer driven; more interactive, socially rich, on line content delivery and collaborative services compatible. It enhanced the interactive environment with innovative associations of tools and techniques to modernize the library services.

**Musangi (2015)** expressed that user-oriented services are taking place in the social space for Next Gen users. 2.0 tools have been incorporated into library services. University campus libraries came in the direct impact of library 2.0 tools.

## OBJECTIVES

The main objective of this research was to find out the effectiveness of WhatsApp for the students and faculty of Sushant University to their academia fulfillment.

The main objectives of the study are as under:-

- To identifies the purpose of using the WhatsApp by the University user communities.
- Identify the level of satisfaction of these services provided to the users.
- To check the Open Learning Environment (OLR) through WhatsApp Instant messenger
- To check the authenticity of right information to the user in their class lecture through what's App messenger

## SAMPLE SIZE

In this study for convenience and better results the users have been categorized in various groups, namely, CR (class representative) groups and Class teacher wise groups. These factors inspire the library administration to use WhatsApp as a tool in resource sharing among the students and faculty members during this pandemic.

The sample size has been drawn from various disciplines of Sushant University Gurgaon campus, namely students of SSD (School of Design), SSAA (Sushant School of Art & Architecture), SOL (School of Law) and SOM (school of Management). The study included the user who are benefited by the learning sources and e resources link through what's App instant messengers. In Sushant university campus, 04 departments are offering postgraduate and undergraduate and Ph.D courses. Students from different streams for the academic year 2019-2020 were considered for the study. The present study sampling formula given by Yamane adopted. Yamane (1967-1886) provides a simplified formula to calculate sample size. A 95% confidence level and P=5 are assumed for equation 5. Where n is the sample size; N is the population size and e is the level of precision. The esteemed population is N= 600 & e=5 therefore

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$$n = \frac{N}{1 + n(e)^2}$$

n =

$$\frac{600}{1 + 600 (.5)^2} = 150$$

Sample size was 180.

A questionnaire was designed and distributed through Google forms. The link was shared on WhatsApp among the respondents and 150 were received duly completed, which was about 83% response rate. The respondents are analyzed by using survey questionnaire and the data presented in the form of tables and charts.

## SCOPE AND LIMITATION

The finding of the present study was based on the responses received from the respondents of the questionnaires the limitation of the study is confined only to the four schools for the session 2019-2020 of Sushant University, Gurgaon.

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### **DATA ANALYSIS AND INTERPRETATION (TABLE NO. 1)**

<b>Questionnaires Distributed</b>	<b>Responses Received</b>	<b>Total</b>	<b>Response Rate</b>
180	Male/ Female		
	51 (34.0%) / 99 (66.0%)	150	83%

Table No.1: Questionnaire Response

180 questionnaires were distributed and 150 filled questionnaires with 83% of respondent's rate were finally received. The table 1 shows the gender diversity of 150 respondents. 51 (34%) respondents were male and remaining 99 (66%) respondents females. The study has received more responses from the female respondents. Majority of the respondents said that they used the WhatsApp on their phones to discuss various issues related to the academic purpose during the lock down period. They also mentioned that WhatsApp messenger helped them in circulating the useful information among the groups as well as to take suggestions from the colleagues and friends.

### **AWARENESS AND USE OF LEARNING RESOURCES AND E RESOURCES AMONG USER (TABLE NO.2)**

<b>Queries asked</b>	<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Are you aware about the learning sources and e-resources available online during COVID 19	Yes	129	86%
	No	21	14%
If yes, Which channel you used to get this information from	Self-surfing	147	98%
	Through friends	84	56%
	Through Librarian	35	23%
	Through Friends	9	6%
Did you access the learning resources ( e-resources) for your academic learning through WhatsApp	Yes	127	84.6%
	No	23	15.3%

Table 2 shows that, most of the users are aware of the learning sources and e resources through surfing and they are utilizing it for their academic purpose. Respondents also suggested to settles the various issues of students likewise exam point of view, extended the due date, and exempted fine, No Dues clearance.

### **RESPONDENT'S AWARENESS ON VARIOUS LEARNING RESOURCES AND E RESOURCES**

During the COVID 19 physical access of resources was blocked only e resources are the resources sharing tool. Various e resources that university subscribes government free access to e resources as well library administration also portion out various resources all over the world-famous universities open their doors for humanity and sharing the list of resource access by a user through WhatsApp.

### **OPEN ACCESS PLATFORM (TABLE NO: 3)**

<b>Open Access Platform</b>	<b>Frequency</b>	<b>Percentage</b>
J Stor	99	66.0
Manupatra	25	16.7

Legal information	19	12.7
Librivox	5	3.3

Table No. 3: Open Access platform

**OPEN ACCESS BOOK (TABLE NO: 4)**

Open Access Book	Frequency	Percentage
Ebsco e -book	59	39.3
Cambridge university press	47	31.3
Taylor and Francis open Access	28	18.7
Oxford Open	13	8.7
Open Text Book Library	3	2.1

Table No.4: Open Access Book

**MOOC's (TABLE NO: 5)**

MOOC's	Frequency	Percentage
NPTEL	69	46.0
NDLI	25	16.7
e-PG Pathshala	29	19.3
SWAYAM Prabha	23	15.3
MIT Open Courseware	4	2.7

Table No. 5: MOOC's

Table No.5 revealed that most of the respondents are aware of the learning resources and e resources. and most of the users in MOOC's are indicated that they are aware of NPTEL In the category of open access books (Table 4) more users indicated that they are aware of the EBSCO e book (subscribed by the university) as well as Cambridge university press (provide free access during lockdown) In the open Access platform (Table 3) user are aware of J Store platform followed by Manupatra (both are subscribed by the university).

**VARIOUS PATTERN OF USAGE OF WHATSAPP INSTANT MESSENGER**

WhatsApp Patterns	SSAA	SSD	SOL	SOM
To provide PDF, full Text	138 (92%)	102 (68%)	41 (27.3%)	14 (9.3%)
Document sharing	99 66%)	25 (16.7%)	19(12.7%)	5(3.3%)
To access Link (you tube website)	59 (39.3%)	47 (31.3%)	28 (18.7%)	13(8.7%)
To access E book	69 (46%)	25 (16.7%)	29 (19.3%)	23(15.3%)
To read out E newspaper	42 (28%)	39 (26%)	34(22.6%)	24 (16%)
To Get E journal	86(57.3%)	75 (50%)	42 (28%)	55 (36.6%)
To Choose E magazine	82 (54.6%)	76 (50.6%)	45 (30%)	42 (28%)
To scrutinize E Thesis/ Synopsis	57 (38%)	39 (26%)	25(16.6%)	23 (15.3%)

Table No.6: Various Pattern of usage of WhatsApp Instant Messenger

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Table No. 6 shows that 138 (92%) respondents indicated they are using PDF for the purpose of seminars followed by for the assignments. Using of WhatsApp for manual notes, to be prepared for class, dissertations, e thesis and synopsis on work are least preferred by the respondents, It shows that the majority of the user are using WhatsApp for preparing Webinar and for the assignments, enhancing good communication of ideas and information through learning resources

### **PURPOSE OF WHATSAPP INSTANT MESSENGER**

Table no. 7 shows that the majority of the respondents are using WhatsApp for complete the assignment 145 (96.6%) followed by webinar presentation of synopsis and dissertation 142(94.6%) followed by educational videos 121(81.7%) after that cultivating innovative thinking 120 (80%) Most of the users are also using WhatsApp for creating positive feeling among user 115(76%).

<b>Purpose</b>	<b>Most Frequently</b>	<b>Frequently</b>	<b>Sometime</b>	<b>Rare</b>	<b>Never</b>
Online database link	80 (53.3%)	38 (25.3%)	21 (14%)	3 (2.0%)	7 (4.7%)
Educational videos	121 (80.7%)	13 (8.7%)	5 (3.3%)	5 (3.3%)	6 (4.0%)
Educational webinar	13 (8.7%)	60 (40%)	41 (27.3%)	17 (11.3%)	19 (12.7%)
Opinion for using WhatsApp	20 (13.3%)	20 (13.3%)	55 (36.7%)	27 (18.0%)	27 (18.0%)
Improved my Learning skills	77 (51.3%)	50 (33.3%)	11 (7.3%)	9 (6%)	3 (2%)
Helped to complete my assignment on time	37 (24.7%)	70 (46.7%)	28 (18.7%)	5 (3.3%)	10 (6.7%)
Motivated me for class participation and discussion	42 (28.0%)	63 (42%)	33 (22%)	3 (2%)	9 (6.0%)
Cultivated innovative thinking	120 (80%)	78 (52%)	46 (30.6%)	15 (10%)	10 (6.6%)
Created positive feelings among user	115 (76%)	85 (56%)	55 (36%)	45 (30%)	7 (4.7%)
Improved academic performance	113 (75.3%)	73 (48.6%)	47 (31.3%)	27 (18%)	17 (11.3%)
To complete Assignment	145 (96.6%)	135 (90%)	122 (81.3%)	45 (30%)	12 (8%)
To prepare dissertation	142 (94.6%)	117 (78%)	97 (64.6%)	35 (23.3%)	15 (10%)
To prepared for classes	65 (43.3%)	62 (41.3%)	57 (38%)	46 (30.6%)	17 (11.3%)
Manual notes	57 (38%)	46 (30.6%)	34 (22.6%)	32 (21.3%)	13 (8.6%)
Webinar presentation of Synopsis	142 (94.6%)	139 (92.6%)	129 (86%)	87 (58%)	27(18%)

Table No 7: Purpose of WhatsApp Instant Messenger

### **RESPONDENT'S ATTITUDE TOWARDS THE USE OF LEARNING RESOURCES AND E RESOURCES THROUGH WHATSAPP**

As per the table no.8 the majority of the respondents have powerfully agreed to the statement that use of what's App is very flexible and easy to access at any time followed by the statement that what's App helps in on line learning. More users are agreed to the statements "I am willing to make a use of WhatsApp messenger for lot of materials



available in internet” followed by What’s App materials are easy to access as compared to textbooks and use of WhatsApp messenger helps to offer great opportunity of access and the authenticity of information 31% of the users indicated they are uncertain to the statement “I don’t know how WhatsApp helpful. It shows that the university students having an electro positive attitude towards the approach of what’s App instant messenger.

Statements	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree
Use of WhatsApp is very flexible and easy to access at any time	96 (64%)	30 (20%)	17 (11.3%)	3 (2%)	4 (2.7%)
WhatsApp instant messenger helps in on line learning	89 (59.3%)	32 (21.3%)	19 (12.7%)	4 (2.7%)	6 (4%)
I am willing to make a use of WhatsApp messenger for lot of materials available in Internet	30 (20%)	74 (49.3%)	28 (18.7%)	10 (6.7%)	8 (5.3%)
I don’t know how WhatsApp helpful	39 (26%)	46 (30.7%)	47 (31.3%)	13 (8.7%)	5 (3.3%)
WhatsApp Materials are easy to access as compared to textbooks	38 (25.3%)	56 (37.3%)	37 (24.7%)	12 (8%)	7 (4.7%)
Use of WhatsApp instant messenger helps in to offers great opportunity of access and the authenticity of information	47 (31.3%)	58 (38.7%)	24 (16%)	15 (10%)	5 (3.3%)

Table No. 8: Respondent’s attitude

## MAJOR FINDINGS

This study found that purpose of using the WhatsApp among the student and faculty members 100% of the user used whatsapp to reply all the users queries and communication between users and disseminate information like Online database link, Educational videos, Educational webinar, the service possibilities via WhatsApp to the users, reply from the LIS professionals to users 100% of the LIS professionals using the way to reply simply text.

The study also revealed that WhatsApp features/function experienced by the user motivated to use the WhatsApp as a tool by completing the following task like Helped to complete my assignment on time, Motivated me for class participation and discussion, Cultivated innovative thinking, Created positive feelings among user, To complete Assignment, To prepared for classes.

The study also reveals about the positive attitude towards the flexibility and easy to access anytime (64%), motivate in online learning (59.3%) opportunity of access and authenticity of information 31.3%.

## RECOOMENDATION

- Use of WhatsApp is very flexible and easy to access at any time – beneficial to users
- User didn’t know how WhatsApp was helpful – what to do in such case
- WhatsApp created a positive impact on the student, LIS professional mind
- WhatsApp, a user friendly platform could be useful for sharing and communication of information.
- As mobile technology is the future internet world, WhatsApp is a better way of sharing resources.



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- WhatsApp should be used to interact with users, It always helps the LIS professionals in delivering better services.
- WhatsApp efficiency and effectiveness is the great tool for providing relevant and timely information to library users.

### **SUGGESTION AND CONCLUSION**

The study findings have consolidated that the respondents have furnished positive input about their awareness on various open learning sources and e-resources. In relation to the use of various e-resources through different social media platforms, the majority of the users using WhatsApp instant messenger and various resources platform indicates a need for user awareness on learning resources and e-resources through WhatsApp. Sushant University library administration needs to address this issue. The university library has provided the URLs related to various learning sources and e resources (subscribed by university) on its web page, further the university library needs to adopt a modified pedagogical approach in providing awareness through WhatsApp during lockdown to its users. This would help the user to learn and use library resources successfully and become satisfied learners and excel in their academic activities.

To conclude, in the present "Information Society" creation, distribution and manipulation of information has become the most substantial economic and cultural activity and the present digital transition era brought numerous opportunities for information creators to communicate their work effectively and efficiently. The availability of an abundance of information is itself not enough to build knowledge society. The user must be aware of various open access information sources and services can be utilized to reach their goals. In relation to this, Sushant University library needs to conduct more awareness programmes to create the awareness about the learning sources and e resources among its users.

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