Utilization Of E-Resources By The Faculty Memebers Of Engineering Colleges In Pudukottai Distrct: A Study

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Abstract—E- Resources, especially in higher education and research, are getting a prime place in academic activities. Now a days the academic community is slowly switching over from using print resources to e- resources. Changing priority of the academic community for e-resources create a new challenge to library management at Colleges and Universities. This study is conducted to know about the priority and use of e-resources for academic purposes. This study is aimed at assessing the extend to use of e-resources by faculty members of engineering colleges in Pudukkottai district of Anna University.

Keywords—Academic Community, E-Resources, Anna University.

Introduction

Use of information and its management become inevitable in an era of information explosion and widespread use of digital information sources. In the modern world, people are depending more on technology for useful information sources and services than on traditional gadgets. Development in the field of Information Communication Technology (ICT) enabled the use of networking, Internet, mass storage media, interactive video technology, virtual reality, and public and private databases. It opened up now possibilities in dealing with collection, organization, and dissemination of information on a large scale. Today information can not only be stored, retrieved, communicated and broadcasted electronically in enormous quantities at phenomenal speed, but can also be rearranged, selected and transformed into different forms. It is to be noted that the large quantity of useful information products is only available in digital format. Extend of access to information and its use in the country make them information 'rich' or 'poor'. The gap between so called 'information rich' and 'information poor' countries is widening further and 'information poor' countries are now under the threat of 'information starvation'. To overcome this unfortunate situation, Libraries and Information Centers in developing countries need to review their policies and, instead of heavily depending on traditional sources, should develop adequate e-resources. They also

need to give priority to staff training and user education in order to introduce, promote and use e-resources.

E-resources are the materials consisting of data and/or computer programmes encoded for reading and manipulation by a computer and peripheral devices directly connected to the computer, such as a CD ROM Drive or remotely via a network such as the Internet.

Electronic Information Resources

According to Shuling (2007), electronic information has gradually become a major resource in every information centre/library. The emergence of electronic information resources, simply referred to as electronic resources, has tremendously transformed information handling and management in academic environments and in University libraries in particular. Ellis and Oldman (2005) note that through the use of electronic resources, researchers and students; now have access to global information resources, particularly the Internet for their scholarly intercourse.

According to Tsakonas et al. (2006) electronic information resources are information resources provided in electronic form, and these include resources available on the Internet such as e-books e-journals, online database, CD-ROM databases and other computer –based electronic networks, among others.

Internet

According to Jensen's Report (2007), 54 countries in Africa had Internet connectivity. By the year 2009 however, Internet penetration as a percentage of 4 the total population of Africa was still 1.4% compared to the world average penetration of 12.7% (Internet Worldstats.com2009). According to Missen et al. (2005), the Internet poses African Universities to gain equal footing with their sister institutions in the more developed countries.

Electronic Journals

With the advent of the Internet, researchers and academics have recognized the capabilities of the information and communication technologies as efficient means to share results and to get around barriers by full transfer of intellectual property rights from the author to the publisher, it is also a means of improving the slow turn-over of traditional publishing (Correia and Neto, 2006). Electronic journals relatively provide efficient access to information and, thus they are easy to distribute to library patrons than traditional print; in the financial stringent environment of higher education system, electronic journals have become a medium which is cheaper than the traditional printed journals (Ellis and Oldman, 2005).

CD-ROM databases

CD-ROM databases allow users access to relevant databases without robust Internet connectivity in libraries. It is therefore cost effective than online databases as information could be accessed off-line without paying for telecommunications fee (Afolabi, 2007). Besides, CD-ROM databases are of immense value over print if the system is networked, as patrons at their terminals could access information without coming to the library. The information revolution brought forth by advances in information and communication technology has enabled

universities and colleges around the world to take advantage of these developments. New modes of teaching, learning and accessing information have emerged as a result of Internet and World Wide Web (Darkwa et al 2007). CD-ROM databases are important tools for identifying the bibliographic details of potentially useful documents and ensure easy access to large volumes of literature for research.

OBJECTIVES

1. To identify the frequency of using E-resources.
2. To find out the respondents time spent for accessing E-resources.
3. To find out the respondents purpose of visiting the library
4. To find the frequency of using E-mail.

HYPOTHESES

1. There is a significant association between occupation studies of the respondents frequency of using E-resources
2. There is a significant association between occupies studies of the respondents time spend for accessing E-mail services.
3. There is no significant association between occupies studies of the respondents, purpose of visiting library.
4. There is a significant association between occupies studies of the respondents time spend for accessing E-resources.

METHODOLOGY

There have been many methods and techniques are available for data collections, the researcher has distributed 200 questionnaires to the faculty members of 10 engineering colleges in pudukkottai district, the investigator despondence from the 180 faculty members only. Thus, it gives an analytical orientation to this study and the design of this study is partly exploratory and partly analytical in nature

Research methodology is a way to systematically solving the research problem, it may be understand as a science and technology of studying how research is done scientifically.

TABLE 1

Category wise distribution of respondents according to frequencies of Access E-Resources

Category	More than once in a week	Once in a week	Once in a month	Less than once in a month	Once in a fortnight	TOTAL
Asst. professor	30 (51.72)	15 (25.86)	06 (10.34)	04 (6.89)	03 (5.17)	58 (32.22)
Associate professor	25 (50)	10 (20)	06 (12)	06 (12)	03 (06)	50 (27.77)
Professor	45 (62.5)	10 (13.8)	08 (11.11)	05 (6.94)	04 (5.55)	72 (40)
TOTAL	100 (55.55)	35 (19.44)	20 (11.11)	15 (8.33)	10 (5.55)	180 (100)

Data Presented In Table 1 indicates the categories wise respondents according frequencies of access E-resources.it includes more than once in a week, once in a month, less than once in a month and once in a fortnight. It could be noted that the out of 180 respondents100 (55.55%)are E-resources through more than once in a week occupy the first position , 35(19.44%) are E-resource through once in a week occupy second position,20(11.11%) are E-resources through once in a month occupy third position ,15(8.33%)

are E-resources through less than once in a month occupy fourth position, and 10(5.55%) E-resources through once in a fortnight occupy the last position.

It could be seen clearly from above discussion that majority (55.55%) of the respondents Access E-resources more than once in a week.

Fig: 5.1 Category wise distribution of respondents according to frequencies of Access E-Resources
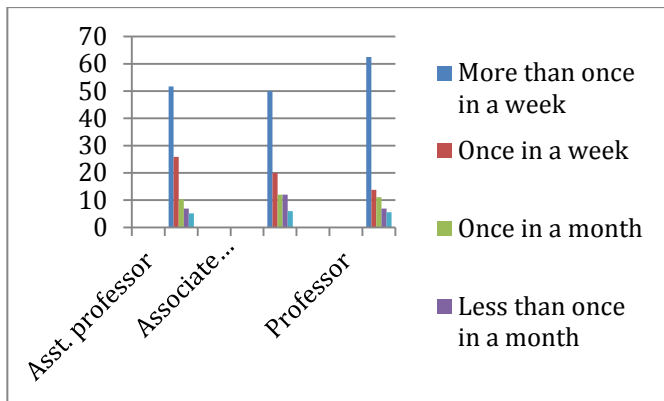

Table 2

Education wise respondents according to their frequency of library E-resources

Education wise	More than once in a week	Once in a week	Once in a month	Less than once in a month	Once in a fortnight	TOTAL
BE	10 (33.33)	08 (26.66)	04 (13.33)	05 ((16.66)	03 ((10)	30 ((16.66)
ME	40 (44.44)	20 (22.22)	15 (16.66)	10 (11.11)	05 ((5.55)	90 ((50)
Ph.D	30 (50)	12(20)	12 (20)	03 (05)	03 ((05)	60 ((33.33)
TOTAL	80 (44.44)	40 (22.22)	31 (17.22)	18 (10)	11 ((6.11)	180 ((100)

Table 2 shows the education wise respondents according to their frequency of library E-resources out of 180 respondents 80(44.44%) respondents of there are using more than once in a week, 40(22.22%) respondents for using once in a week, 31(17.22%) respondents are using once in a month, 18(10%) respondents are using less than

once in a month and 11(6.11%) respondents are using once in a fortnight

It is clearly noted from the above discussion that that most of the respondents 80(44.44%) of them

More than once in a week utilize their E-resources frequently. Around 50% of them P.G.(ME) qualified.33% of them qualified Ph.D. only 60% of them are from under graduate (BE) level qualified.

Table 3

Gender Wise Distribution of Respondents Frequency of Accessing E-Resources

Gender wise	More than once in a week	Once in a week	Once in a month	Less than once in a month	Once in a fortnight	TOTAL
Male	65 (56.52)	15 ((13.04)	20 (17.39)	07 ((6.08)	08 ((6.95)	115 ((63.88)
Female	35 (53.84)	12 ((18.46)	08 ((12.30)	07 ((10.76)	03 ((4.61)	65 ((36.11)
TOTAL	100 (55.55)	27 ((15)	28 ((15.55)	14 ((7.77)	11 ((6.11)	180 ((100)

The table 3 indicates that the gender wise distribution of respondents frequency accessing E-resources. Out of 180 respondents 115 (63.88%) male respondents E-resources and 65 (36.11%) female respondents are using E-resources.

Among the male respondents 65(56.52%) from more than once in a week, 20 (17.39%) from once in a month, 15(13.04%) from once in a week,8 (6.95%) from once in a fortnight and 7 (6.08%) from less than once in a week in E-resources.

Among the female respondents 35(53.84%) from more than once in a week, 12(18.46%) from once in a week, 8(12.30%) from once in a month, 7(10.76%) from

less than once in a month and 3(4.61%) from once in a fortnight.

It is clearly noted from the above discussion that majority of the e-resources accessing respondents are belong to male accessing E-resources.

Fig :5.3.1. Gender Wise Distribution Of Respondents
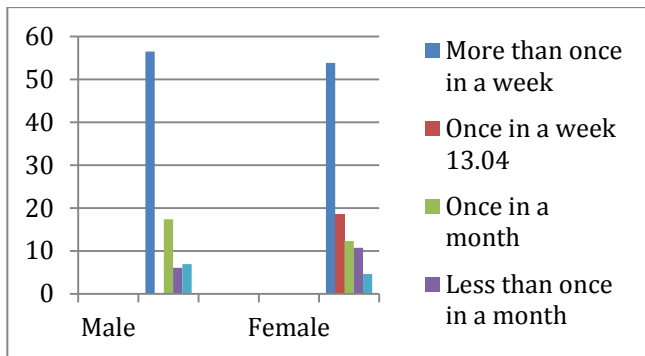
Frequency Of Accessing E-Resources

Table 4

Gender Wise distribution of Respondents Using E-mail services provided

Gender wise	Gmail	Yahoo	hotmail	Redifmail	TOTAL
Male	55 (47.82)	35 (30.43)	15 (13.4)	10 (8.69)	**115** (63.88)
Female	45 (69.23)	10 (15.38)	06 (9.23)	04 (6.15)	**65** (36.11)
TOTAL	**100** (55.55)	**45** (= 25)	**21** (11.66)	**14** (7.77)	**180** (100)

The above table 4 indicates that the gender wise distribution of respondents using E-mail services provided. Among the 115 (63.88%) male respondents are using E-resources and 65(36.11%) female respondents are using E-resources.

The above table indicates that the gender wise distribution of respondents using E-mail service provided. among the 115 male respondents 55(47.82%) from belongs

Gmail are using E-mail services provided, 35 from yahoo,15 from hotmail, and 10 from rediff mail are using E-mail services provided.

Among the 65 female respondents 45 from Gmail are using E-mail services provided, 10 fr5om yahoo, 6 from hot mail and 4 from rediff mail respondents are using E-mail services provided.

It is clearly noted from the above discussion that majority of the male respondents highly in using E-mail services provided.

Table 5

Designation wise sources of using despondence E-resources

Designation	Gmail	Yahoo	hotmail	Redifmail	TOTAL
Assistant professor	30 (50)	15 (25)	10 (16.66)	5 (8.33)	**60** (33.33)
Associate professor	15 (37.5)	15 (37.5)	06 (15)	04 (10)	**40** (22.22)
Professor	35 (43.75)	25 (31.25)	10 (12.5)	10 (12.5)	**80** (44.44)
TOTAL	**80** (44.44)	**55** (30.55)	**26** (14.44)	**19** (10.55)	**180** (100)

A data were analyzed in table 5 indicates sources of using E-resources. The designation wise reveals the following facts. The assistant professor respondents are using Gmail, 50% occupies highest level. 15 associate professor respondents are using Gmail and yahoo.37.5% occupies highest level and the professor respondents are using Gmail (43.75%) occupies highest level .hotmail and rediff mail source are using the lowest level.

It is clearly noted from the above discussion that majority of the faculty members have been utilizing Gmail.

FINDINGS:

From the Analysis of Collected Data, Some Useful Findings have drawn the following finding.

➢ It can be concluded the most of the faculty are frequency access E-resources more than once in a week.

➢ In order of frequency of using Education wise analysis more than once in a week occupies first position P.G. level

➢ It could be most of gender wise respondents are using access E-resources more than once in a week. male respondents using E-resources more compare to female respondents.

➢ It is evident that gender wise respondents mail of using E-mail service provided majority of male respondents using E-mail provided.

➢ It is formed that majority of the faculty members have been utilizing Gmail.

CONCLUSION:

We are living in the age of information, E-resources is playing a very important role in the present day environment. Now a days E-resources have changed traditional practices of library and information centres.It become imperative for faculty members to use E-resources, so as to keep them selves uploaded in the latest information in their subjects.

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