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## KNOWLEDGE AND UTILIZATION OF E-RESOURCES AMONG THE TEACHERS OF HIGHER EDUCATION

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### Abstract

*There is mounting evidence that today's traditional students have a different relationship with information and learning than do previous generations, as a result of their access to the Internet and computer-enabled technologies. Diana Oblinger, Vice President for EDUCAUSE, summarized this research in her description<sup>2</sup> of these students, known variously as "Net-generation" learners, "Millennial Students", "Generation-Y", and "Digital-natives". This study examines the relationship between the knowledge and utilization of e-resources among the teachers of higher education. The study correlates some specific demographic variables in respect to knowledge and utilization of e-resources.*

**Keywords:** E-Resources, Technology in teaching, Online resources in teaching.

### INTRODUCTION

For over thirty years, higher education has attempted to harness educational benefits from ICT by employing educational technologists ( Lawless and Kirkwood, 1976; Harris, 1977). The Association for Educational Communications and Technology has defined educational technologists as a profession "concerned with the design, development, utilization, management, and evaluation of processes and resources for learning" (Seels and Richey, 1994). Until recently, educational technologists typically operated in small scale and close knit academic communities, where they researched and developed educational technologies while engaging in academic staff development and support (Epper, and Bates2001; Oliver, 2002, 2003). So the cottage industry of educational technology is transforming into a profession whose members need to deliver institutional systems for result oriented strategies. An example of a new and growing arena of competency now required of educational technologists to implement blended flexible learning is in estate management, performing a pivotal role in the creation of technology-rich learning spaces that can encourage collaborative, research-led learning (Brewster and Hamilton, 2008; Joint Information Systems Committee, 2008). The above mentioned researches vindicate that the present system of teaching needs to be modified according to the present scenario of our learning generation hence this research investigates into the knowledge and utilization of technology's boon that is E-resources in the teaching process, and aimed to measure the knowledge and utilization of E-Resources among the teachers of higher education.

### REVIEW OF RELATED LITERATURE:

Borrego, et al. (2007) observes that there have been many studies of users of electronic resources in the professional literature in the last few years. In a recent exhaustive review of the literature on the subject, Tenopir (2003) analyzed the results of over 200 studies of the use of electronic resources in libraries published between 1995 and 2003. The main conclusion of this review is that electronic resources have been rapidly adopted in academic spheres, though the behavior varies according to the discipline. Heterick (2002) reports that more than 60% of faculty studied are comfortable using electronic resources. They believe that a variety of electronic resources is important to their research, and they consider electronic databases to be invaluable. In addition, 62% expect that they will become increasingly dependent on electronic resources in the future. The resources they use most often are online catalogs, full-text electronic journal databases, and abstracting and indexing databases. Under such circumstances the researcher is developed a research tool to measure the knowledge of E-Resources among the teachers of higher education. Thanuskoti. S, made a study about the use of E-Resources by the postgraduate students and research scholars of Faculty of Arts at the Annamalai University, the study found that the majority of users are aware about the availability of e-resources. The result reveals that 47.78 % of respondents want to access only electronic version whereas only 32.78% users want to read the printed journals but 19.44% respondents want to use both electronic and printed versions. The majority of the respondents

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76.66% use e-resources for writing papers. The analysis reveals that many of the respondents search e-resources through linking facility available on the library website. Studies have also been carried out by Madhusudhan, 2008 on the use of electronic resources by teachers, students and research scholars of universities and research organizations. Seventy-eight percent (78%) of the respondents feel that the use of the UGC–Infonet e-journals have created high dependency value of their research work.

### **OPERATIONAL DEFINITION OF KEY TERMS**

*E-Resources:* E-Resources are defined as online information resources, including bibliographic databases, electronic reference books, search engines for full text collections, digital collections of data and data sets.

*Teachers of Higher Education:* In this study Teachers of Higher Education refers to the teachers working in engineering colleges and university engineering departments.

*Knowledge of E-Resources:* The knowledge of E-Resources in this study refers to knowledge about email, internet, social network e-journals, e-books, bibliographic databases.

*Utilization of E-Resources:* The utilization of E-Resources in this study refers to: making use of email, internet, social networking, e-journals, e-books, bibliographic databases, CD-ROM etc. by the teachers in their teaching and academic purpose.

### **OBJECTIVES OF THE STUDY**

1. To find out the knowledge E-Resources among Teachers of higher education is low.
2. To find out the utilization of E-Resource among the Teachers of higher education is low.
3. To find out the significant difference in E-Resources knowledge among the Teachers of higher education based on gender.
4. To find out the significant difference in Knowledge of E-Resources among the Teachers of higher education based on their experience.
5. To find out the significant difference in utilization of E-Resources among the Teachers of higher education based on gender.
6. To find out the significant difference in Knowledge of E-Resources among the Teachers of higher education based on their experience.
7. To find out the significant relationship between knowledge and Utilization of E-Resources among the Teachers of higher education.

### **HYPOTHESIS OF THE STUDY**

1. The level of E-Resources knowledge of Teachers of higher education.
2. The utilization of E-Resource among the Teachers of higher education.
3. There is no significant difference in E-Resources knowledge among the Teachers of higher education based on gender.
4. There is no significant difference in Knowledge of E-Resources among the Teachers of higher education based on their experience.
5. There is no significant difference in utilization of E-Resources among the Teachers of higher education based on gender.
6. There is no significant difference in utilization of E-Resources among the Teachers of higher education based on their experience.
7. There is no significant relationship between knowledge and Utilization of E-Resources among the Teachers of higher education.



## METHODOLOGY

### *Design of the Study:*

Normative Survey Method was employed for the study. A Random sample of 700 teachers working in Arts and Science, Engineering and B. Ed colleges in Thiruvannamalai and Vellore districts of Tamilnadu were selected for the study.

### *Tools Used:*

Knowledge of E-resources were constructed and standardized by the Investigators was used.

1. Utilization of E-resources was constructed and standardized by the Investigators was used.

### *Statistical Techniques Used:*

Mean, Standard Deviation, 't' Test, Pearson Product Moment Correlation was employed.

Table 1

Variables	N	Mean	S.D	Level
Knowledge of E-Resources	700	18.81	3.32	Average
Utilization of E-Resources	700	22.57	7.56	Average

The above table shows that the mean value Knowledge of E-Resources is found to be 18.81 and the mean value of the tool is 29.23 which is higher than the obtained value. Therefore it is concluded that the knowledge of E-resources among the teachers of higher education is low. The mean value of Utilization of E-Resources is found to be 22.57 and the mean value of the tool is 50.47. The mean value of the tool is greater than the obtained value. Therefore it is concluded that the utilization of E-resources among the teachers of higher education is low.

Table 2. Knowledge of E-Resources

Variable	Sub Groups	N	Mean	S.D	't' Value	Interpretation
Knowledge of E-Resources	Male	353	19.11	3.32	2.382	Significant
	Female	347	8.51	3.11		

In order to find the significant difference in E-resources knowledge among the teachers of higher education based on gender, the 't' value was calculated and the 't' value was found to be 2.382 which is higher than the table value 1.96 which is significant at 0.05 level. Therefore the null hypothesis is rejected and concluded that there is a significant difference with E-resources knowledge between the male and female teachers of higher education.

Table 3. Significant Difference in E-Resources Knowledge among the Teachers of Higher Education based on their Experience

	Source	Sum of Squares	Df	Mean squares	'f'	Significance
E-Resources knowledge	Between Groups	62.956	3	20.985	1.901	Not Significant
	Within Groups	7682.901	696	11.039		
	Total	7745.857	699			

In order to find the significant difference in E-resources knowledge among the teachers of higher education based on experience, the 'f' value was calculated and found to be 1.901 which is lower than the table value 3.01 which is significant at 0.05 level. Therefore the null hypothesis is accepted and concluded that there is no



significant difference with E-resources knowledge among the teachers of higher education based on their experience.

Table 4. Utilization of E-Resources

Variable	Sub Groups	N	Mean	S.D	't' Value	Interpretation
Utilization of E-Resources	Male	353	22.33	7.34	.811	Not Significant
	Female	347	22.80	7.78		

In order to find the significant difference in utilization of E-resources among the teachers of higher education based on gender, the 't' value was calculated and found to be .814 which is lower than the table value 1.96 which is significant at 0.05 level. Therefore the null hypothesis is accepted and concluded that there is no significant relationship with utilization of E-resources between the male and female teachers of higher education.

Table 5. Significant Difference in Utilization of E-Resources among the Teachers of Higher Education BASED on their Experience

Source	Sum of Squares	df	Mean squares	'f'	Significance	
Utilization of E-Resources	Between Groups	35.698	41	.871	1.337	Not Significant
	Within Groups	428.546	658	.651		
	Total	464.244	699			

In order to find the significant difference in utilization of E-resources among the teachers of higher education based on their experience, the 'f' value was calculated and found to be 1.337 which is lower than the table value 3.01 which is significant at 0.05 level. Therefore the null hypothesis is accepted and concluded that there is no significant relationship with utilization of E-Resources among the Teachers of higher education based on their experience.

Table 6. Relationship between Knowledge and Utilization of E-Resources among the Teachers of Higher Education

Variables	'r' Value	Level of Significance
Knowledge of E-Resources	.080	Not Significant
Utilization of E-Resources		

In order to find out the relationship between Knowledge of E-Resources and Utilization of E-Resources, Pearson's Product Moment correlation 'r' was calculated between the Knowledge of E-Resources and Utilization of E-Resources. The 'r' value was found to be .080 which is not significant at 0.05 level Hence it is concluded that there is no correlation between the knowledge of E-Resources and Utilization of E-Resources.

#### FINDINGS OF THE STUDY

- Knowledge of E-Resources among the teachers of higher education is low.
- Utilization of E-Resources among the teachers of higher education is low



- There is a significant difference in E-Resources knowledge between the male and female teachers of higher education.
- There is no significant difference with E-Resources knowledge among the teachers of higher education based on their experience.
- There is no significant difference with utilization of E-Resources among the Teachers of higher education based on their experience.
- There is no significant difference with utilization of E-Resources among the Teachers of higher education based on their experience.
- There is no significant relationship between the E-Resources knowledge with utilization of E-Resources among the Teachers of higher education.

## CONCLUSION

A very few studies have been conducted in the field of E-Resources and notably in measuring the two significant variables namely knowledge of E-Resources and Utilization of E-Resources among the teachers of higher education is a need of the hour. Since our governing authorities, policy makers and administrators of educational field now concerned with the quality of education. The driving force of education that is the teachers are too expected to produce quality teaching in this digital era. So the present study investigates the concerned area till some extent.

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