USE OF ELECTRONIC RESOURCES BY TEACHER OF DEGREE COLLEGE IN CUDDALORE DISTRICT

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ABSTRACT

The paper presents the result of a survey on the use of electronic resources by Degree College in cuddalore district. The objectives of the survey were to know the sources and purpose of accessing e-resources. A Questionnaire was randomly circulated to three hundred Teachers in four degree colleges in cuddalore.

Keywords: *Information communication technology, e-book, e-journal, search engine, OPAC*

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INTRODUCTION

Advanced micro electronic-based Information Communication Technology (ICT) is at the heart of recent social and economic transformations in both industrialized and developing countries. As information technology capabilities are increasing, they are being increasingly applied in all sectors of education and societies.

The widespread of ICT opens up new opportunities for information to harness these technologies and services to serve their goals. In the last few years, there have been many initiatives at the highest level of government to promote the construction of a global information infrastructure. The secret of success in all sectors of society depends on the optimum utilization of information technology.   Moreover, it creates faith and confidence about the products and services of an organization among its customers. The advances in information technology and the advent of internet and e-commerce have resulted in the knowledge products forming a substantial portion of the economic growth of many countries. Countries that master the techniques of creating, managing and protecting their knowledge and information products would emerge as the superpowers in the ensuing knowledge era.

The large amount of information produced in the world poses many problems in information handling, retrieval and dissemination. To overcome these problems, professionals have to equip themselves with the latest   information communication technology provides efficient services. The increased availability of CD-ROM products, electronic publishing activity, the education and training activities in the country have focused on the application of new expansion of utilization of computer and its application in many areas.

OBJECTIVES

1. To investigate the usage of e-resources and services
2. To find out the sources of accessing e-resources
3. To examine the purpose of using e-resources; and
4. To find out the automated information services

LIMITATIONS

The findings of this study are mainly applicable to degree colleges in cuddalore faculty members and not applicable to other college faculty members. Only four institutions have been selected for this study since studying of all institutions would be not possible for an individual researcher, owing to constraints of money, time, energy, and efforts.

METHODOLOGY

A questionnaire based survey method was adopted to gather the data on the use of e-resources by the degree college teacher in cuddalore. Questionnaires were distributed randomly to 100 teachers in each four colleges under survey. In all 400 questionnaires were personally distributed to the teachers. A Total of 290 filled in questionnaire were received with response rate

ANALYSIS OF DATA

The data collected from the teachers through questionnaires was analyzed using simple percentage technique.

Table – 1

Gender wise distribution of respondent

S.No	Gender	Number of Respondents	Percentage
1	Male	110	37.94
2	Female	180	62.06%
	Total	290	100%

Table 1 shows that gender-wise distribution of respondents; in this study 62.06 % of the respondents belong to the category of female where as 37.94 % of the respondent belong to the category of male.

Table -2

Types of E-Resources Accessed

Types of resources	Response received	Percentage
Electronic journals	86	29.65
Electronic books	95	32.75
Bibliographic Databases	54	18.62
CD-ROM Databases	55	18.96

Table 2 shows that types of e-resources access. 32.75% of respondents are accessed e-books, 29.65% of respondents are access e-journal, 18.96% of respondents access CD-ROM database, 18.62% Bibliographic database.

Table3

Sources of Accessing Resources

Sources for e-resources	Response received	Percentage
OPAC	89	30.68
Search engines	130	44.82
Websites of other institutions	80	27.58

Table 3 shows that sources of accessing resources. Majority of the respondents 44.82% Access search engine, 30.68% of respondent access OPAC, 27.58% of respondents' access websites of the other institutions.

Table 4

Frequency of Using E-Resources By Teachers

Types of e-resources	Frequently	Some times	Never
Electronic journals	104 (35.86)	75(25.86)	111(38.27)
Electronic books	98(33.79)	50(17.24)	142(48.96)
Bibliographic Databases	75(25.86)	44(15.17)	171(58.96)
CD-ROM Databases	49(16.89)	38(13.10)	203(70.00)
Online database	51(17.58)	37(12.75)	202(69.65)

Table 4 shows that frequency of using e-resources by teachers. Very few teachers frequently accessed the e-resources 35.86% teachers used e0journals, 33.79% teacher used e-book and 25.86% teacher used bibliographic database, 17.58% teacher used online database; 16.89%teachers used CD-ROM database. While these e-resources has found favor by a few more teacher who could access them some times. However, a little more than half of the teachers were yet to use e-resources.

Table 5

Purpose of Using E-Resources by Faculty

Purpose	Response received	Percentage
For academic assignment	95	32.75
To keep up-to-date on subject of interest	108	37.24
For career development and growth	87	30

Table 5 shows that the purposes for which e-resources were used by the teachers. 37.24% teachers used e-resources to keep up-to-date on subject of interest; 32.75% used e-resources for doing their academic assignment; 30% teacher used for career development and growth.

Table 6

Problem in Accessing E-Resources

Problem	Agree	Disagree
Too much information is retrieve	180 (62.06)	183(63.10)
Lack of IT knowledge and skills for effectively utilizing services	107 (36.89)	110 (37.93)
Using e-resources often distracts from work	169 (58.27)	121(41.72)
Limited access to compute	89 (30.68)	201 (69.31)

Table 6 shows that problem accessing e-resources. 62.06% of teachers agreed that there was too much information is retrieved; 58.27% of teachers agreed that there was using e-resources often distracts from work. Around half of the teachers, is, 68.31% disagreed that using e-resources often distract from work.

Table 7

Use of Automated Information Services

Categories of automated service	Response received	Percentage
Circulation service	98	33.79
Reference service	50	17.24
Bibliographic service	40	13.79
Current awareness service/SDI	74	25.51
Inter library loan services	28	9.25
News paper clippings	-	-

Table 7 shows that use of automated information services. The circulation service was used the most by 33.79% teachers; 25.51% use of CAS/SDI;

17.24% use of Reference service; 13.79% use of bibliographic service; 9.25 % use of inter library loan services.

CONCLUSION

Result of the shows that in use of electronic resources by teachers of degree colleges and they confidently use of most of these resources.32.75% respondents most prefer to use e-journal.44.82% of respondents most prefer to access search engines. 73.24% of respondents most prefer to using keep up-to-date on subject interest. 33.79% of respondents most prefer to use of circulation services. Overall, majority of the teachers found that too much of the information retrieve and access to computers being the problems to use e-resources and indicated their willingness to get trained to learn more about using the internet and e-resources.

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