



RESEARCH ARTICLE

USE OF E-RESOURCES AMONG TEACHER EDUCATORS: A SURVEY

***Jincy Joseph, Aleeshya, P. V. and Yamuna, P. B.**

SB College, Changanassery

ARTICLE INFO

Article History:

Received 08th March, 2017

Received in revised form

17th April, 2017

Accepted 29th May, 2017

Published online 20th June, 2017

ABSTRACT

This study focussed on the use of e-resources among faculties and satisfaction with dissemination of information from e-resources available in internet. The study conducted among the faculties of St. Joseph college of Teacher education to find the awareness of educational information disseminate through internet. The majority of the faculty know about the internet resources but proper use of it is very less. Consortium and database are used for educational efficiency is very less by the faculty members.

Key words:

E-Materials, Internet resources,
Consortium, Institutional repository.

Copyright©2017, Jincy Joseph et al. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Jincy Joseph, Aleeshya, P. V. and Yamuna, P. B. 2017. "Use of e-resources among teacher educators: A survey", *International Journal of Current Research*, 9, (06), 52319-52323.

INTRODUCTION

Teachers are the guiding light of tomorrows' promises. Good teachers who have wealth of knowledge transmit the rays of wisdom to the students. Acquiring good knowledge is very important because of abundance of knowledge in this new era. Today internet plays an important role in accumulation and dissemination of knowledge. Information abundantly stored in internet is categorised and used by the teachers and students is very important. This study conducted among faculties of St. Joseph college of teacher education for women who are the guiding light of tomorrow's teacher. Well informed and trained teachers are important for the development of any country. Teachers training colleges have an important role in making efficient teachers. To make teacher's more accomplish and innovative, information is vital, to access information and keep up to date with the new developments, Internet connectivity is become essential.

Objectives

1. To know the level of satisfaction on E-resources available in internet
2. To identify awareness of consortium and databases
3. To identify the impact of Internet on academic efficiency.

4. To identify the problem faced by faculties and students in using Internet

MATERIALS AND METHODS

A detailed pre-structured questionnaire was designed and circulated among user categories. Each questionnaire was formulated by taking into account objectives of the study. Questionnaires were distributed among 20 Teachers of St. Joseph's College of Teacher Education for women, Ernakulam.

Review of Literature

Bhatti, Rubina, Mian Nazir Ahmad, and Shakeel Ahmad Khan (2014) explore the use of internet among the college teachers of district Lodhran. The study includes purposes of use, its impact on teaching and learning, usage of internet resources and to identify the problems during using internet. Survey research method has been selected for this study and well-established questionnaire was used to collect data from the college teachers of district Lodhran. Total respondent were 134 and response rate was 115 (85.82%). Descriptive statistics were used to analyze the data. The results revealed that college teachers frequently used internet facilities to improve their knowledge and information related to their subject. Respondents used internet for literature search, email and sometimes for the preparation of lectures and updating the information. Results shows load shedding, slow speed, insufficient awareness of internet usage techniques were

major problems. There is need to improve IT infrastructure in the colleges of district Lodhran including internet access in college libraries for teachers as well as students and provide adequate training to the teachers for internet using.

Jali, Pramod et al. (2014) assess the current level of knowledge on the computer and internet among under graduate dental students. The study consists of self-administered close ended questionnaire survey. Questionnaires were distributed to undergraduate dental students. The study was conducted during July to September 2012. In the selected samples, response rate was 100%. Most (94.4%) of the students had computer knowledge and 77.4% had their own computer and access at home. Nearly 40.8% of students use computer for general purpose, 28.5% for entertainment and 22.8% used for research purpose. Most of the students had internet knowledge (92.9%) and they used it independently (79.1%). Nearly 42.1% used internet occasionally whereas, 34.4% used regularly, 21.7% rarely and 1.8% don't use respectively. Internet was preferred for getting information (48.8%) due to easy accessibility and recent updates. For dental purpose students used internet 2-3 times/week (45.3%). Most (95.3%) of the students responded to have computer based learning program in the curriculum. Computer knowledge was observed to be good among dental students.

Jose Joseph (2014) investigates the awareness of internet usage among B.Ed students of Nagaland. The objectives of the study were to compare the mean scores of awareness of internet usage among B.Ed students of rural and urban, male and female, government and private and arts and science. Separate variance formula of t test was used to analyze the data, using Statistical Package for Social Sciences (SPSS). The study reveals that there is no significant difference between the B.Ed students belonging to male and female ($M=0.21$), Arts and Science ($M=1.91$) and Government and private colleges ($M=0.41$) in the awareness of internet usage but there is a high significant difference between B.Ed students of urban and rural ($M=16.43$) in the awareness of internet usage.

Şahin, Mehmet (2014) examines the relationship between the internet addiction and aggression among university students comprehensively. A correlational research design was used in the study by assuming that a relationship could exist between the internet addiction and aggression. 328 university students from different faculties constituted sample group which was determined by simple random sampling of probability sampling method. Researcher himself collected the data from university students, based on the principle of voluntariness, by using a questionnaire including socio-demographic form, the Internet Addiction Scale (IAS) and Aggression Scale (AS). Results of the study were obtained in 4 phases. In the study relationship between the internet addiction and aggression was investigated through 4 phases by using correlation and structural equation modeling analysis and no relationship was determined between these two variables.

Al-hantoushi, Mashhor, and Saad Al-abdullateef (2014) conducted a study measure the prevalence of internet addiction among secondary school students in Riyadh city. A cross sectional survey, was conducted between May and June 2010, using a self-administered questionnaire distributed to

randomly selected 770 secondary schools students, using 20-item Young's internet addiction test, and the Center for epidemiological studies depression scale, with questions related to demographic, social, academic and internet use factors. 716 students answered the questionnaire, 391 are males and 325 are females. Prevalence was 5.3%, with male predominance. Internet addiction was associated with a lower degree of school performance, more hours using internet every day, lower level of parental control, and higher level of depression. Internet addiction has psychological, physical, and social effects on adolescents' life, which requires preventive strategies and therapeutic interventions.

ANALYSIS AND RESULTS

Awareness of Consortium and Repositories

Respondents were asked to indicate their Awareness of resources through consortium and repositories.

Consortium

All the faculties 100% indicated their awareness, use, and the availability of UGC-Infonet in their library, when 43.75% of faculties mentioned that they are aware of OER 56.25% indicated that they use it and 100% opined that it is not available in their library.

Repositories

Majority of the faculties 81.25% are aware of Shodhganga 68.75% indicated that they use it and 75% opined that it is available in their library. When 37.5% indicated that they are aware of SIRS 25% mentioned that they use it and 31.25% agreed that it is available in their library.

Use of Internet Resources and Services on Internet

Online Information Resources

Respondents were asked to indicate their preferred online information resources.

Use of Internet Resources

Table 2 explains that

First preference

Majority of the faculties 43.75% use E-Journals. When 31.25% prefer E-Magazine/ Newspapers, 12.5% give preference to E-Books and only 6.25% prefer to use E-Thesis and E-Dictionaries/ Encyclopedias as their online information resources.

Second preference

When 37.5% of faculties give second preference to E-Books 31.25% of faculties give second preference to E-Journals. 12.5% of faculties give second preference to E-Research papers and E-Dictionaries/ Encyclopedias and 6.25% of faculties give second preference to E-Magazine/ Newspapers.

Third preference

When 50% of faculties give third preference to E-Books 31.25% of faculties give third preference to E-Research papers

Table 1. Awareness of Consortium and Repositories

E-Information Resources	Awareness		Use		Availability	
	Yes	No	Yes	No	Yes	No
Consortium UGC-Infonet	16 (100%)	-	16 (100%)	-	16 (100%)	-
OER	7 (43.75%)	9 (56.25%)	5 (31.25%)	11 (68.75%)	-	16 (100%)
Repositories Shodhganga	13 (81.25%)	3 (18.75%)	11 (68.75%)	5 (31.25%)	12 (75%)	4 (25%)
SIRS	6 (37.5%)	10 (62.5%)	4 (25%)	12 (75%)	5 (31.25%)	11 (68.75%)

Table 2. Use of Internet Resources

Online Information resources	Order of Preference							
	No of Respondents and Percentage							
	1	2	3	4	5	6	7	8
E-Journals	7 (43.75%)	5 (31.25%)	4 (25%)	-				
E-Books	2 (12.5%)	6 (37.5%)	8 (50%)	-				
E-Maps	-	-			4 (25%)	7 (43.75%)	5 (31.25%)	
E-Magazine/ Newspapers	5 (31.25%)	1 (6.25%)	2 (12.5%)	8 (50%)				
E-Thesis	1 (6.25%)	-	1 (6.25%)	7 (43.75%)	3 (18.75%)	1 (6.25%)	3 (18.75%)	
E-Research papers	-	2 (12.5%)	5 (31.25%)		1 (6.25%)		3 (18.75%)	5 (31.25%)
E-Dictionaries / Encyclopedias	1 (6.25%)	2 (12.5%)	5 (31.25%)	1 (6.25%)	2 (12.5%)	3 (18.75%)	1 (6.25%)	
E-Seminar reports/Conference proceedings	-	-	2 (12.5%)		3 (18.75%)	1 (6.25%)	4 (25%)	6 (37.5%)

and E-Dictionaries/ Encyclopedias. 25% faculties give third preference to E-Journals. While 12.5% of faculties give third preference to E-Magazine/ Newspapers and E-Seminar papers/ Conference proceedings, only 6.25% of faculties give third preference to E-Thesis.

Fourth preference

When 50% of faculties give fourth preference to E-Magazine/ Newspapers 43.75% of faculties give fourth preference to E-Thesis. Only 6.25% of faculties give fourth preference to E-Dictionaries/ Encyclopedias.

Fifth preference

When 25% of faculties give fifth preference to E-Maps 18.75% of faculties give fifth preference to E-Thesis and E -Seminar papers/ Conference proceedings. 12.5% of faculties give fifth preference to E-Dictionaries/ Encyclopedias and 6.25% of faculties give fifth preference to E-Research papers.

Sixth preference

When 43.75% of faculties give sixth preference to E-Maps 18.75% of faculties give sixth preference to E-Dictionaries/ Encyclopedias. Only 6.25% of faculties give sixth preference to E-Thesis and E-Seminar papers/ Conference proceedings.

Seventh preference

When 31.25% of faculties give seventh preference to E-maps 25% of faculties give seventh preference to E –seminar papers/

conference proceedings. 18.75% of faculties give seventh preference to E-thesis and E-research papers and only 6.25% of faculties give seventh preference to E-dictionaries/ Encyclopedias.

Eighth preference

When 37.5% of faculties give eighth preference to E-seminar papers/ conference proceedings 31.25% of faculties give eighth preference to E-research papers.

Level of satisfaction on internet resources

Respondents were asked to indicate their level of satisfaction on internet resources in their field.

Fully satisfied

When 81.25% of faculties are fully satisfied with E-Dictionaries/Encyclopedias in their field 43.75% are fully satisfied with E-Maps. When 37.5% are fully satisfied with E-Magazine/ Newspapers 12.5% are fully satisfied with E-Research paper, E-Journals and E-Books whereas only 6.25% of faculties are fully satisfied with E-Seminar reports/ Conference proceedings.

Partially satisfied

When 37.5% are partially satisfied with E-Research paper in their field 31.25% of faculties are partially satisfied with E-Maps and E-Magazine/ Newspapers followed by 25% are partially satisfied with E-Journals and E-Books , 18.75% are

partially satisfied with E-Dictionaries/ Encyclopedias, 12.5% are partially satisfied with E-Seminar reports/ Conference proceedings whereas only 6.25% are partially satisfied with E-Thesis.

Not satisfied

When 50% of faculties are not satisfied with E-Research paper in their field 31.25% are not satisfied with E-Books, followed by 25% of faculties are not satisfied with E-Maps, E-Thesis and E-Seminar reports/Conference proceedings whereas only 12.5% of faculties are not satisfied with E-magazine/ Newspapers.

Not Available

The faculties who indicated the non-availability of internet resources in their library are E-Research papers 68.75%,

Quality or Usefulness of information retrieved through internet search

Respondents were asked to indicate quality of information retrieved through internet search.

Table 3. Quality or Usefulness of information retrieved through internet search

S. No.	Quality or Usefulness	Number of Respondents	Percentage of Respondents
1	Helpful	14	(87.5%)
2	Very helpful	2	(12.5%)
3	Partially helpful	-	-
4	Not helpful	-	-

Table 3 indicates the quality of information retrieved via internet search is Helpful for 87.5% of faculties and 12.5%

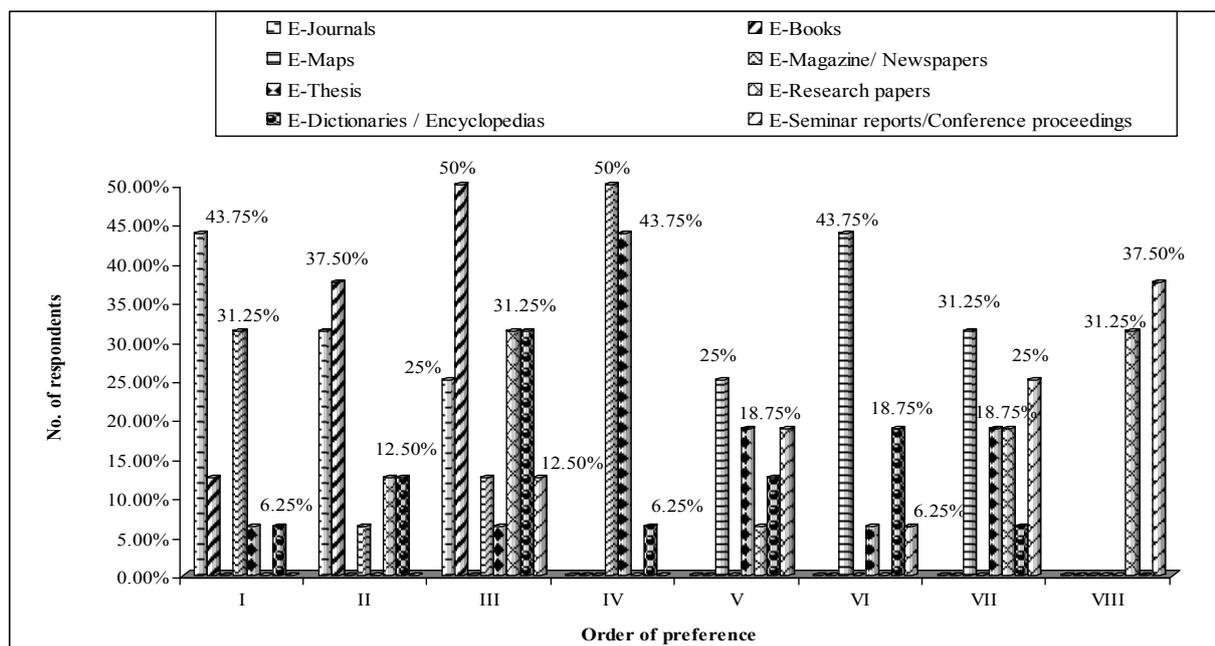


Fig.1. Cylinder diagram showing Use of Internet Resources

Table 4. Level of satisfaction on internet resources

Sl.No	Internet Resources	Fully Satisfied	Partially Satisfied	Not Satisfied	Not Available
1	E-Journals	2 (12.5%)	4 (25%)	1 (6.25%)	9 (56.25%)
2	E-Books	2 (12.5%)	4 (25%)	7 (43.75%)	3 (18.75%)
3	E-Maps	7 (43.75%)	5 (31.25%)	4 (25%)	0
4	E-Magazine/ Newspapers	6 (37.5%)	5 (31.25%)	2 (12.5%)	3 (18.75%)
5	E-Thesis	0	1 (6.25%)	4 (25%)	11 (68.75%)
6	E-Research paper	2 (12.5%)	6 (37.5%)	8 (50%)	0
7	E-Dictionaries/ Encyclopedias	13 (81.25%)	3 (18.75%)	0	0
8	E-Seminar reports /Conference proceedings	1 (6.25%)	2 (12.5%)	4 (25%)	9 (56.25%)

E-Journals and E-Seminar reports/Conference proceedings 56.25%, E-Journals 25%, E-Books and E-Magazine/ Newspapers 18.75%.

mentioned that the quality of information retrieved via internet is Very helpful for their purpose.

Benefits of E-materials over Print document

Respondents were asked to indicate their reason behind the selection e-materials over the print materials

Table 5. Benefits of E-materials over Print document

Sl. No	Benefits of internet	No. of Respondents	Percentage of Respondents
1	Ease of updating	14	(87.5%)
2	Time saving	16	(100%)
3	Searching tool	2	(12.5%)
4	Easy to store	11	(68.75%)

It is clear from Table 5 all the faculties 100% opined that they prefer e-materials over print documents due to the factors such as Time saving followed by Ease of updating 87.5%, Easy to store 68.75% and availability of Searching tool 12.5%.

DISCUSSION

1. Majority of faculties prefer e-journals among various internet information resources.
2. The study also revealed that the library do not provide important online information sources such as E-journals, E-thesis, E-research papers, E-conference proceedings/ seminar reports in adequate quantity
3. It is revealed from the analysis that the information retrieved through internet is helpful to majority of users whereas they are partially satisfied with internet facilities offered by the college.
4. According to majority of users time saving is major benefit of internet over printed documents.

Suggestions

Based on the findings of the study, the following suggestions are recommended to improve the use of the internet among the

faculties and students of St. Joseph College of Teacher Education for Women, Ernakulam.

1. Computers in library should have proper antivirus installation.
2. Library shall develop its own websites.
3. Online subscriptions of subject databases should be increased.
4. Qualified digital librarian should be appointed.
5. More subject databases should be provided.

REFERENCES

- Al-hantoushi, Mashhor, and Saad Al-abdullateef. 2014. "Internet addiction among secondary school students in Riyadh city, its prevalence, correlates and relation to depression: A questionnaire survey." *International Journal of Medical Science and Public Health*, 3.1.
- Bhatti, Rubina, Mian Nazir Ahmad, and Shakeel Ahmad Khan. 2014. "Trends Towards Internet Usage Among College Teachers Of Lodhran District, South Punjab, Pakistan."
- Jali, Pramod K., *et al.* 2014. "Knowledge and attitude about computer and internet usage among dental students in Western Rajasthan, India." *Journal of International Society of Preventive & Community Dentistry*, 4.1, 29.
- Jose Joseph. 2014. "Awareness of internet usage among B.Ed students of Nagaland-a study". *Indian Streams Research Journal*, 4.2.
- Şahin, Mehmet. 2014. "The internet addiction and aggression among university students." *Düşünen Adam: The Journal of Psychiatry and Neurological Sciences*, 27.1; 43-52.
