Impact of E-Resources among the Faculty Members of Constituent Colleges of Tamilnadu Agricultural University

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Abstract

The study is designed to investigate the use of e-resources by the faculty members of constituent colleges of Agricultural University in Tamilnadu. The study includes frequency of accessing e-resources, place of accessing e-resources, frequently used e-resources, benefits of accessing e-resources, usefulness of e-resources, level of satisfaction and problem faced by the faculty members.

Keywords

Member of faculty, E-resources, Agricultural colleges

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Introduction

Agricultural education is the basic foundation for developing manpower for research, education, training and extension. In India, it has special significance because it is basically an agricultural country. India has achieved a rapid progress in agricultural sector due to the introduction of modern agricultural management systems during Green Revolution Era. The country after having attained the first phase of Green Revolution is leading ahead for its second phase in order to reach the food grain's targets of over 225 million tones and more per year. Our country is in fact capable of producing more food grains than this if Education, Research and Extension are further strengthened and streamlined. Now-a-days the agricultural scientists are using e-resources for improving education, research and extension activities in agriculture.

E-resources have become the fundamental source of information in variety of fields and more so in the field of education and research. Research and development has an inseparable relation with the library systems where the libraries are going online today.

Objectives
1. To find out the frequency of accessing e-resources among the faculty members of constituent colleges of Tamilnadu Agricultural University.
2. To find out the place of accessing e-resources among the faculty members.
3. To determine the frequently used e-resources by the faculty members.
4. To identify the frequently used search engines used by the faculty members.
5. To study the benefit of accessing e-resources among the faculty members.
6. To study the usefulness of e-resources by the faculty members.
7. To determine the level of satisfaction among the faculty members.
8. To identify the problem faced by the faculty members.

Methodology

This study attempts to examine the use of e-resources of Agricultural faculty members by making an experiment on Constituent College of Agricultural University in Tamilnadu.

In order to study the usage of e-resources of faculty members in Agricultural colleges, author has chosen ten Agricultural colleges.

1. Agricultural College and Research Institute, Killikulam
2. Agricultural Engineering College and Research Institute, Kumulur, Trichy
3. Forest College and Research Institute, Mettupalayam, Coimbatore
4. Horticultural College and Research Institute, Periyakulam
5. Home Science College and Research Institute, Madurai
6. Agricultural College and Research Institute, Madurai
7. Anbil Dharmalingam College of Agriculture, Trichy
8. Agricultural College and Research Institute, Coimbatore
9. Horticultural College and Research Institute, Coimbatore and
10. Agricultural Engineering College and Research Institute, Coimbatore.

The relevant data are collected from the faculty members of the concerned colleges by employing mailed questionnaire method. The collected data were classified and tabulated according to the objectives and hypothesis stated, for this simple percentage analysis have been used in this study.

Table – 1. Distribution of questionnaires and response from the faculty members

S.No.	User Category	No. of Respondents	%
1	Professor	298	40.82
2	Associate Professor	150	20.55
3	Assistant Professor	282	38.63
	Total	**730**	**100.00**

A total of 779 questionnaires were distributed to the faculty members, 298 valid questionnaires were collected from the Professor, 150 questionnaire from Associate professor and 282 questionnaires from the Assistant professors. The response rate was 93.75%.

It is evident from the above table 2 that 58.63 percent of the Faculty members are using the e-resources more than once in a week. 20.41 percent once in a week, 11.51 percent once in a month, 5.89 percent less than once in a month and the remaining 3.56 percent once in a fortnight.

The result (table 3) reveals that 240 (32.88%) Faculty members accessed e-resources available at the department, 199 (27.26%) Faculty members accessed e-resources at the library, 189 (25.89%) Faculty members accessed through at home, 59 (8.08%) Faculty members accessed e-resources commercially available at Café and 43 (5.89%) Faculty members accessed e-resources at any other places.

Table 4 shows the type of e-resources that are types used by the Faculty members. As far as the utilization of e-resources by constituent colleges are concerned, e-journals (23.29%) were the most used items followed by on line data base (16.30%), e-books (10.00%), Website information (9.59%), online news papers (9.18%), on line Thesis (9.04%), Online Magazine (8.22%), CD-Rom data base (8.08%), other items (3.84%) and library catalogue (2.47%).

The completed data in the table 5 indicates that out of 730 respondents, 349 (47.81%) respondents have used Google, 106 (14.52%) respondents have used Altavista, 192 (26.30%) respondents have used Yahoo, 63 (8.63%) respondents have used MSN and 20 (2.74%) respondents have used others. It is clearly observed from the above discussion that majority of the respondents have used Google.

It is evident from the table 6 that 26.58 percent of the Faculty members have expressed that it is time saving, 30.96 percent have expressed that easy to use, 19.04 percent have reported that it is easy to use, 14.38 percent have expressed that it is more informative and the remaining 9.04 percent have expressed that it is more preferred.

The result (table 7) reveals that 345 (47.26%) respondents were of the opinion that the e-resources are useful; 248 (33.97%) respondents were of the opinion that it is very useful; 100 (13.70%) respondents were of the opinion that it is average and 37 (5.07%) respondents were of the opinion that the e-resources are not useful in upgrading their research and teaching skills.

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Table 2. Distribution of Respondents' Frequency of accessing e-resources

Designation	More than Once a week	Once a Week	Once a Month	Less than Once a month	Once a fortnight	Total
Professor	202 (67.79)	58 (19.46)	20 (6.71)	10 (3.36)	08 (2.68)	298 (40.82)
Associate Professor	83 (55.33)	32 (21.33)	18 (12.00)	11 (7.33)	06 (4.00)	150 (20.55)
Assistant Professor	143 (50.71)	59 (20.92)	46 (16.31)	22 (7.80)	12 (4.26)	282 (38.63)
Total	**428 (58.63)**	**149 (20.41)**	**84 (11.51)**	**43 (5.89)**	**26 (3.56)**	**730 (100.00)**

(Figures in Parentheses denote percentage)

Table 3. Distribution of Respondents' Place of accessing e-resources

Designation	Library	At Department	At Cafe	At Home	Any other	Total
Professor	60 (20.13)	126 (42.28)	12 (4.03)	90 (30.20)	10 (3.36)	298 (40.82)
Associate Professor	35 (23.33)	47 (31.33)	15 (10.00)	45 (30.00)	08 (5.33)	150 (20.55)
Assistant Professor	104 (36.88)	67 (23.76)	32 (11.35)	54 (19.15)	25 (8.87)	282 (38.63)
Total	**199 (27.26)**	**240 (32.88)**	**59 (8.08)**	**189 (25.89)**	**43 (5.89)**	**730 (100.00)**

(Figures in Parentheses denote percentage)

Table 4. Distribution of Respondents' view on frequently used e-resources

Designation	E-Journals	E-Books	Online Date Base	Online Thesis	Online News Papers	Online Magazines	Website Information	CD	Library Catalogue	Others	Total
Professor	70 (23.49)	26 (8.72)	45 (15.10)	24 (8.05)	28 (9.40)	34 (11.41)	32 (10.74)	21 (7.05)	8 (2.68)	10 (3.36)	298 (40.88)
Associate Professor	40 (26.67)	13 (8.67)	32 (21.33)	10 (6.67)	18 (12.00)	7 (4.67)	9 (6.00)	72 (8.00)	3 (2.00)	6 (4.00)	150 (20.55)
Assistant Professor	38 (13.48)	34 (12.06)	64 (22.70)	32 (11.35)	21 (7.45)	19 (6.74)	29 (10.28)	26 (9.22)	7 (2.48)	12 (4.26)	282 (38.62)
Total	**148 (20.27)**	**73 (10.00)**	**141 (10.32)**	**66 (9.04)**	**67 (9.18)**	**60 (8.22)**	**70 (9.59)**	**59 (8.08)**	**18 (2.47)**	**28 (3.84)**	**730 (100)**

(Figures in Parentheses denote percentage)

Table – 5. Distribution of Respondents' views on Search Engines Used

Designation	Google	Altavista	Yahoo	MSN	Any other	Total
Professor	148 (49.67)	38 (12.75)	86 (28.86)	22 (7.38)	04 (1.34)	298 (40.82)
Associate Professor	70 (46.67)	28 (18.67)	35 (23.33)	10 (6.67)	07 (4.67)	150 (20.55)
Assistant Professor	192 (32.62)	40 (14.18)	110 (39.00)	31 (10.99)	09 (3.19)	282 (38.63)
Total	**310 (42.47)**	**106 (14.52)**	**231 (31.64)**	**63 (8.63)**	**20 (2.74)**	**730 (100.00)**

(Figures in Parentheses denote percentage)

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Table 6. Distribution of Respondents' Benefit of using e-resources

Designation	Time Saving	Easy to Use	Easy to locate	More Information	More Preferred	Total
Professor	90 (30.20)	84 (28.19)	62 (20.81)	32 (10.74)	30 (10.07)	298 (40.82)
Associate Professor	47 (31.33)	38 (25.33)	29 (19.33)	24 (16.00)	12 (8.00)	150 (20.55)
Assistant Professor	57 (20.90)	104 (36.88)	48 (17.02)	49 (17.38)	24 (8.51)	282 (38.63)
Total	**194 (26.58)**	**226 (30.96)**	**139 (19.04)**	**105 (14.38)**	**66 (9.04)**	**730 (100.00)**

(Figures in Parentheses denote percentage)

Table 7. Distribution of Respondents' regarding the Usefulness of e-resources

Designation	Very Useful	Useful	Average	Not Useful	Total
Professor	97 (32.55)	158 (53.02)	32 (10.74)	11 (3.69)	298 (40.82)
Associate Professor	51 (34.00)	71 (47.33)	20 (13.33)	08 (5.83)	150 (20.55)
Assistant Professor	100 (35.46)	116 (41.13)	48 (17.02)	18 (6.38)	282 (38.63)
Total	**248 (33.97)**	**345 (47.26)**	**100 (13.70)**	**37 (5.07)**	**730 (100.00)**

(Figures in Parentheses denote percentage)

Table 8. Distribution of Respondents' Satisfaction Level of e-resources

Designation	Highly Satisfied	Satisfied	Some What Satisfied	Dissatisfied	Highly dissatisfied	Total
Professor	58 (19.46)	128 (42.95)	62 (20.81)	38 (12.75)	12 (4.03)	298 (40.82)
Associate Professor	28 (18.67)	53 (35.33)	41 (27.33)	18 (12.00)	10 (6.67)	150 (20.55)
Assistant Professor	49 (17.38)	82 (29.08)	81 (28.72)	42 (14.89)	28 (9.93)	282 (38.63)
Total	**135 (18.49)**	**263 (36.03)**	**184 (25.21)**	**98 (13.42)**	**50 (6.85)**	**730 (100.00)**

(Figures in Parentheses denote percentage)

Table 9. Distribution of Respondents' Hindrances Faced While Accessing e-Resources

Profession	Slow Access Speed	Finding Relevant Information	Accessing Full Text	Read from Computer	Excess Retrieved Information	Limited Access Terminal	Others	Total
Professor	88 (29.53)	54 (18.12)	48 (16.51)	44 (14.77)	38 (12.75)	14 (4.70)	12 (4.03)	298 (40.82)
Associate Professor	57 (38.00)	28 (18.67)	22 (14.67)	19 (12.67)	12 (8.00)	04 (2.67)	08 (5.33)	150 (20.55)
Assistant Professor	54 (19.15)	56 (19.86)	52 (18.44)	39 (13.83)	47 (16.67)	16 (5.67)	18 (6.38)	282 (38.63)
Total	**199 (27.26)**	**138 (18.36)**	**122 (16.71)**	**102 (13.97)**	**97 (13.29)**	**34 (4.66)**	**38 (5.21)**	**730 (100.00)**

(Figures in Parentheses denote percentage)

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It could be noted (table 8) that out of 730 respondents, 135 (18.49%) respondents are highly satisfied, 263 (36.03%) respondents are satisfied, 184 (25.21%) respondents are some what satisfied, 98 (13.42%) respondents are dissatisfied and 50 (6.85%) respondents are very dissatisfied.

With regard to (table 9) 298 Professors, 29.53 percent of them faced slow access and 4.03% percent of them faced other problems while accessing e-resources. Out of 150 Associate Professors, 38.00 percent of them faced slow access speed and 2.67 percent of them faced limited access terminal. Among the total umber of 282 Assistant Professor, 19.86 percent of them faced finding relevant information and 5.67 percent of them faced limited access terminal as problem while accessing e-resources.

Findings

- From the study it was found that most of the Faculty members are using the e-resources more than once in a week.
- It was concluded that 42.28 percent of Professors are access at Department and 36.88 percent of Assistant Professors access e-resources at library.
- It was found that out of 730 respondents, 310 (42.47%) respondents have used Google, 106 (14.52%) respondents have used Altavista, 231 (31.64%) respondents have used
- It was concluded that most of the Faculty members have reported that it is time saving.
- It was found that 47.26 percent of the Faculty members opined that e-resources were useful in upgrading their learning skills.
- It was found concluded that most of the faculty members are satisfied.
- From this study 204 (27.95%) respondent's faced slow access speed, 133 (18.22%) respondent's faced finding relevant information and 34 (4.66%) respondents faced limited access terminal.

Conclusion

To sum up, this study throws light on the various aspects of e-resources usage among college teachers in the ten constituent colleges of Tamilnadu Agricultural Universities. The users are dependent to some extent on libraries and have some expertise in using computer. E-journals service is the best used online services. Google is the most commonly used search engine among the users. User friendly is the main factor which influences the use of search engine. Users have undergone formal training to make best use of the resources. The study also suggests some measures to achieve effective and efficient use of e-resources by University teachers and Research scholars.

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