

HTCE JOURNAL OF EDUCATIONAL RESEARCH

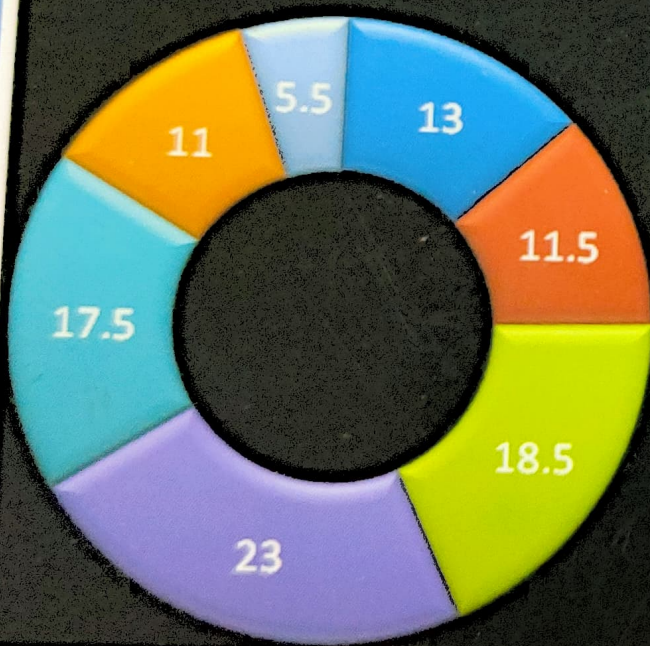
(A Peer-Reviewed / Refereed Journal)

VOLUME II

ISSUE II

DECEMBER 2013

Problems of using e-resources



- Time consuming
- Unavailable materials
- Difficult to read
- Technical problems
- More expensive
- Lack of knowledge
- Lack of technical training

UTILIZATION OF E-RESOURCES AMONG TEACHER EDUCATORS

Sahithamol & Deepa

Abstract

The investigation on utilisation of e-resources among teacher educators was carried out using survey method of research. The study was intended to find out the various e-resources used by the teacher educators and the frequency of using them. The sample consisted of 200 teacher educators selected randomly from various B.Ed. and M.Ed. teacher training institutions in Kanyakumari district. This study revealed that the majority of the respondents prefer to use websites and educational CD's. The study also revealed that there is significant difference between male and female teacher educators in e-resources utilization and there is significant difference between rural and urban teacher educators on e-resources utilization.

Key words: Electronic Resources, Teacher Educator

INTRODUCTION

Electronic resources are the information resources that are generated through some electronic medium and made available to a wide range of viewers both on-site and off-site via some electronic transferring machine or Internet. Electronic resources consist of materials that are computer-controlled, including materials that require the use of peripherals attached to a computer (Kaur & Verma, 2009). According to Lang (2008) electronic resources comprises library online catalog, CD-ROMs, online journals, databases, online newspapers, reference materials, e-books, e-learning materials, e-chatting, e-mail, websites, e-maps, online publishers and online bookshops. The effective use of this information requires

planning with sound pedagogical backing. Features of 'e'-resources such as speed, capacity, automation, communicability, replication, interactivity, non-linearity, multi modality etc, can be used for better advantage in the teaching and learning process, but a shift in the pedagogical approaches are necessary for both teachers and students for effective utilization of e-resources (Kanniyappan, Nithyanandan, & Ravichandran, 2009). E-resources and their effective utilization is a fundamental requirement for the present day education. Teacher education institutions are faced with the challenge of preparing a new generation of teachers who can effectively use the new learning tools in their teaching learning effectively (Sharma & Sharma 2010). Teacher as a key stakeholder of education should realize the importance of e-resource utilization. Thereby a teacher can expand his/her knowledge of accessing e-resources, online instructional designs, content creation and management, content delivery and learning management, assessment creation and management etc. on personal blogs/websites for potential readers. Such activities of the teacher educators are very important for quality assurance and sustenance in the teacher education programme.

OBJECTIVES

1. To identify the e-resources used by the teacher educators
2. To find out frequency of using e-resources by teacher educators
3. To know the purpose of using e-resources by teacher educators
4. To know the problems encountered by teacher educators while using e-resources
5. To find out the significant difference if any in utilization of e-resources by teacher educators based on
 - a) Gender
 - b) Locale

HYPOTHESES

1. There is no significant difference in e-resources utilization among teacher educators with respect to gender.
2. There is no significance of difference in e-resources utilization among teacher educators with respect to locality.

METHODOLOGY

The method used for the study is normative survey. The sample consisted of 200 teachers of B.Ed. and M.Ed. working in various teacher education institutions in Kanyakumari district. The teacher educators selected for the investigation differ in terms of age, gender and locality. The data were collected using e-resources utilization questionnaire prepared by the Investigator. The collected data were subjected to percentage analysis and 't' test.

RESULTS AND DISCUSSION

Use of various e-resources

Table 1

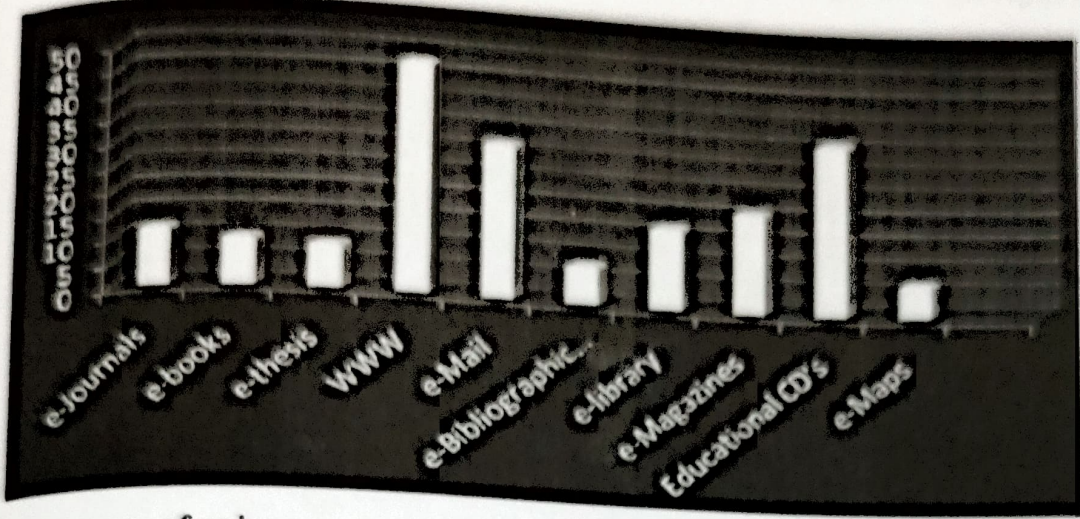
Number & percentage of teacher educators using various e-resources

e-resources	No. of respondents			
	Male	Female	Total	%
e-journals	5	7	12	6.00
e-books	4	6	10	5.00
e-thesis	5	4	9	4.50
Websites	23	25	48	24.00
e-mail	12	20	32	16.00
e-bibliographic databases	6	2	8	4.00
e-library	11	6	17	8.50
e-magazines	10	11	21	10.50
Educational CD's	21	15	36	18.00
e-Maps	2	5	7	3.50
Total	99	101	200	

The above table shows that 24% of the respondents (48/200) prefer to use websites. 18% prefers to use Educational CD's (36/200). It also shows that use of e-mail by 16% (32/200) of respondents, E-Magazines were used by 10.5% (21/200). The rest of the respondents 6% (12/200) used e-Journals, e-books by 5% (10/200), e-thesis by 4.5%(9/200) e-bibliographic databases by 4%(8/200) and e-maps by 3.5% (7/200).

Figure 1

Use of various E-resources



Frequency of using e-resources

Table 2

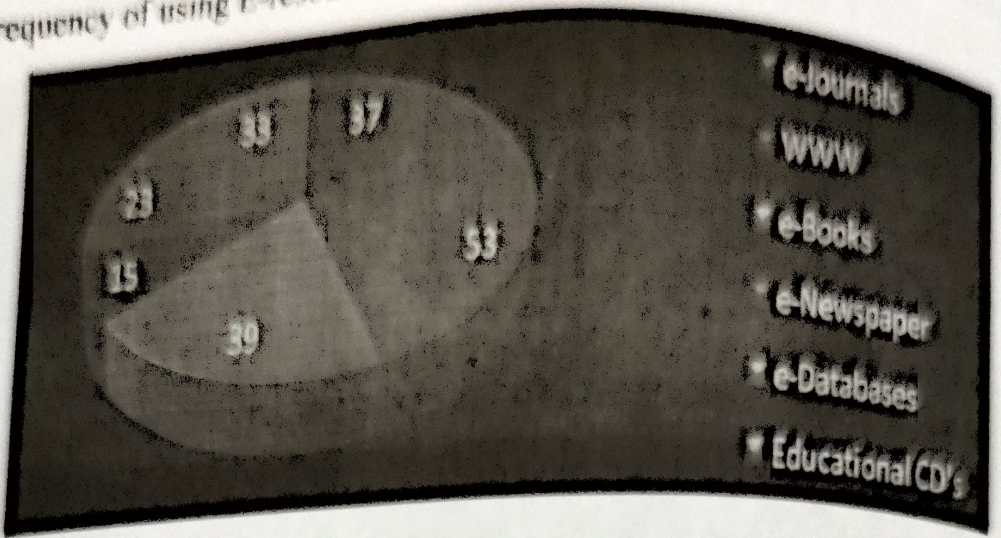
Frequency of using various e-resources by the teacher educators

e-resources	Almost Always	Often	Sometimes	Seldom	Almost Never
e-journals	37	43	38	15	7
websites	53	12	15	24	17
e-books	39	26	42	15	22
e-newspaper	15	17	18	24	25
e-databases	23	10	33	44	47
Educational CD's	33	58	22	12	9

Table 2 shows that majority of the teacher educators almost always use websites, e-books, e-journals, and educational CD's as regards to frequency of using e-resources. The teacher educators often use educational CD's and e-journals with a frequency of 58 (29%) and 43 (21.5%) respectively. The teacher educators sometimes use of e-books, e-journals and e-databases frequencies 42 (21%), 38 (19%) and 33 (16.5%) respectively. E-database and e-newspaper are used almost never, with frequencies 47 (23.5%) and 25 (12.5%) respectively by the respondents.

Figure 2

Frequency of using E-resources



Purpose of using e-resources

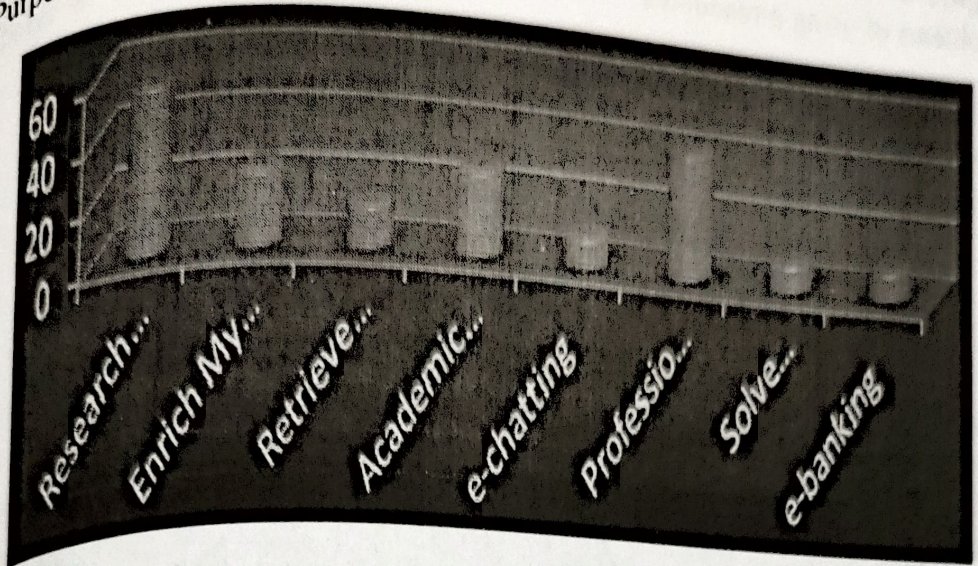
Table 3

Frequency of using e-resources based on purpose

Purpose	No. of Respondents	Percentage
Research work	55	27.5
Enrich my knowledge	26	13.0
Retrieved teaching materials	15	7.5
Academic activities	29	14.5
e-chatting/e-mailing	11	5.5
Professional development	43	21.5
Solve personal problems	10	5.0
e-banking	11	5.5

Table 3 shows that the majority of the respondents use (55, 27.5%) e-resources for their Research purpose. Secondly, e-resources are used by the respondents for Professional Development (43, 21.5%), Academic activities (29, 14.5%) and to enrich their knowledge (26, 13%) respectively.

Figure 3
Purpose of using e-resources



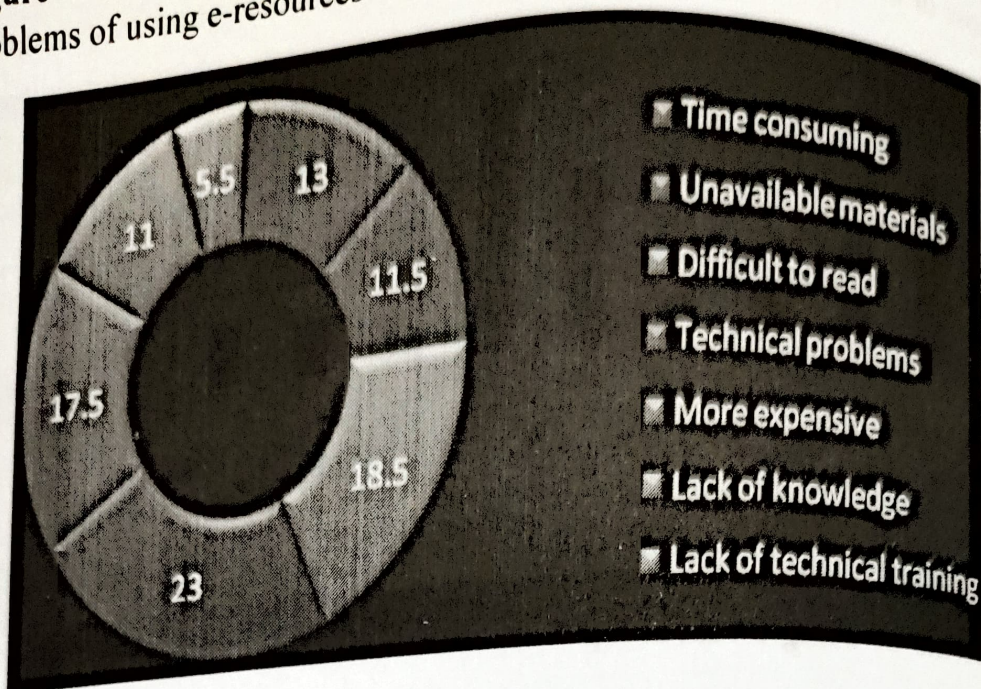
Problems of using e-resources

Table 4
Problems of using e-resources

Problems	No. of Respondents	Percentage
Time consuming	26	13.0
Unavailable materials	23	11.5
Difficult to read	37	18.5
Technical problems	46	23.0
More expensive	35	17.5
Lack of knowledge	22	11.0
Lack of technical training	11	5.5

Table 4 reveals that 23% of the respondents, experience technical problems while using e-resources. Eighteen and half percentage (18.5%) opined that they feel difficulty to read and 17.5% feel that e-resources are more expensive. Thirteen percentage (13 %) of respondents were of the feeling that using e-resources is a time consuming process and 11.5% opined that e-resources are unavailable materials. Some of the respondents are not using e-resources due to the lack of knowledge (11%). The remaining 5.5 % respondents opined that due to the lack of technical training they weren't able to use e-resources.

Figure 4
Problems of using e-resources



Testing of the hypothesis 1

Table 5

Gender-wise comparison of subjects on e-resources utilization

Gender	N	Mean	SD	t-value	Level of Significance
Male	87	220.29	38.70	6.630	0.01
Female	113	250.75	26.16		

From the table 5 it is evident that calculated mean scores of male and female Teacher Educators on e-resources utilization are 220.29 and 250.75 and the corresponding standard deviations are 38.70 and 26.16 respectively. The obtained *t*-value is 6.63 greater than table value (2.58) at 0.01 level of significance. This result indicates that there is significant difference between male and female teacher educators in e-resources utilization. So the null hypothesis is not supported at 0.01 level of significance.

Testing of hypothesis 2

Table 6

Locality wise comparison of subjects on e-resources utilization

Locality	N	Mean	SD	t-value	Level of Significance
Rural	96	220.53	37.49		
Urban	104	253.16	25.00	7.292	0.01

From the table 6 it is evident that calculated mean scores of rural and urban teacher educators on the variable e-resources utilization are 220.53 and 253.16 and the corresponding standard deviations are 37.49 and 25.00 respectively. The obtained *t*-value is 7.292 (CR=2.58) which is significant at 0.01 level. This result indicates that there is significant difference between rural and urban teacher educators in e-resources utilization. So the null hypothesis is not supported at 0.01 level of significance.

CONCLUSION

The study reflects that use of e-resources is very common among the teacher educators and majority of the respondents are dependent on e-resources to get the desired and relevant information. It is found most of the teacher educators use the e-resources for their research work.

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