LEVEL OF UTILISATION OF ELECTRONIC RESOURCES AND ITS INFLUENCING FACTORS OF SCHOOL TEACHERS

I.JOTHI[1]   M.Kanmani [2]

ABSTRACT

An electronic resource is defined as a resource which requires computer access or any electronic product that delivers a collection of data, be it text referring to full text bases, electronic journals, image collections, other multimedia products and numerical, graphical or time based, as a commercially available title that has been published with an aim to being marketed. Nowadays its role is highly significant in the field of education. Keeping this in mind this study is intended to find the status of utilisation of electronic resources of schools and its influence on the various factors of school teachers. The investigator has adopted survey method for the study using simple random sampling technique to collect the data. Descriptive analysis, 't', 'F', Chi square test and correlation techniques are used to analyse the data statistically. It was found that the level of utilisation of e-resources by the school teachers is found to be   .

Key words: Utilisation of electronic resources, School Teachers

INTRODUCTION

The phrase "electronic resources", has broadly been defined as information accessed by a computer, maybe useful as bibliographic guides to potential sources but, as of yet, they infrequently appear as cited references in their own right (Graham, 2003). Moreover, electronic resources refer to that kind of documents in digital formats which are made available to library users through a computer based information retrieval system. The electronic resources are systems in which information is stored electronically and made accessible through electronic systems and computer networks. An electronic resource is defined as a resource which requires computer access or any electronic product that delivers a collection of data, be it text referring to full text bases, electronic journals, image collections, other multimedia products and numerical, graphical or time based, as a commercially available title that has been published with an aim to being marketed. These may be delivered on CD ROM, on tape, via internet and so on.

There are two different types of electronic resources. They are i. online e -resources which includes e-journals, e-books, online databases and websites. ii. other electronic resources which includes CD ROM, diskettes and other portable computer databases.

OBJECTIVES

i. To find the level of utilisation of electronic resources by the school teachers.

ii. To find whether there is any significant difference in utilisation of electronic resources by the school teachers with respect to

         a. Medium of instruction
         b. Location of the school.

iii.   To find whether there is any significant association between the levels of utilisation of electronic resources by the school teachers and their

        a.   Age

        b.   Designation

HYPOTHESES

The following hypotheses are formulated based on the above objectives

i.   There is no significant difference between the school teachers who are handling classes in Tamil and English as their medium of instruction, in the utilisation of electronic resources.

ii.   There is no significant difference in the utilisation of electronic resources between the teachers working in schools which are located in rural and urban areas.

iii.   There is no significant association between the levels of electronic resources of school teachers and their

        a.   Age

        b.   Designation

SAMPLE

Simple Random sampling technique is used to select seven hundred and twenty five (725) teachers working in various schools.

Methodology

Survey method is used to collect the data from teachers working in various schools.

Research Instruments Used

A scale on "Utilisation of electronic resources(2017)" was developed by the investigator and the guide.

Validity

"Face " and 'Expert" validity was adopted to find out the truthfulness of the tool.

Reliability

"Test -retest" method was used to find the coefficient of reliability, and it was found to be 0.845, which is highly reliable.

Statistical Techniques Used

Descriptive analysis, 't', 'F', and Chi square tests are used to analyse the data collected from the samples.

Analyses

i.   There is no significant difference between the school teachers who are handling classes in Tamil and English as their medium of instruction, in the utilisation of electronic resources.

Variable	Tamil as medium of instruction = 340		Female N= 385		Calculated value of 't'	Remarks at 5% Level
	Mean	SD	Mean	SD		
Utilisation of electronic resources	74.90	24.43	78.03	26.05	1.669	NS

(At 5% level of significance, the table value is 1.96) *NS - Not significant*

Inference

It is inferred from the above table that the calculated value of 't' (1.66) is less than the table value of 't' (1.96) at 5% level of significance for df 723. Hence the null hypothesis is *accepted*. Thus, the school teachers do not differ in their utilisation of e-resources who teach in either Tamil or English as their medium of instruction.

ii. There is no significant difference in utilisation of e-resources between the teachers working in the schools located in rural and urban areas.

Variable	Rural = 147		Urban N= 578		Calculated value of 't'	Remarks at 5% Level
	Mean	SD	Mean	SD		
Utilisation of electronic resources	71.02	21.4	77.98	26.07	3.35	S

(At 5% level of significance, the table value is 1.96) *S - Significant*

Inference

It is inferred from the above table that the calculated value of 't' (3.35) is greater than the table value of 't' (1.96) at 5% level of significance for df 723. Hence the null hypothesis is *rejected*. Thus, the school teachers differ significantly in their utilisation of e-resources who are working in schools located in rural and urban areas. When their mean scores are compared, the level of utilisation of teachers working in urban schools is more than the teachers working in rural schools.

ii. There is no significant association between utilisation of electronic resources by the teachers working in various schools and their age.

Variable	Age in years	df	Calculated value of χ^2	Remark at 5% level
Utilisation of electronic resources	20 -30	4	4.263	NS
	30-40			
	Above 40			

(At 5% level of significance, for (4) df the table value of 'χ^2' is 9.49),**NS - Not Significant**

Inference

It is inferred from the above table that the calculated value of 'χ^2' (4.263) is less   than the table value of 'χ^2' (9.49) for degrees of freedom 4 at 5% level of significance. Hence, the null hypothesis is *accepted.* Thus, the age of school teachers and their level of utilisation of electronic resources did not associate significantly .

v. There is no significant association between designation and utilisation of electronic resources of school teachers.

Variable	Experience(years)	df	Calculated value of χ^2	Remark at 5% level
Teacher effectiveness	Block Resource Teachers	4	6.60	**NS**
	Trained Graduate Teachers			
	Post graduate Teachers			

(At 5% level of significance, for (4) df the table value 'χ^2' is 9.49), **NS- Not significant**

Inference

It is inferred from the above table that the calculated value of 'χ^2' (6.6) is less than the table value of 'χ^2' (9.49) for 4 degrees of freedom at 5% level of significance. Hence the null hypothesis is *accepted.* Thus, the designation and the utilisation of electronic resources of school teachers did not associate significantly.

FINDINGS

1.   77 % of school teachers have moderate level of utilisation of e-resources .

2.   The school teachers do not differ in their utilisation of e-resources who teach in either   Tamil   or English as their medium of instruction.

3.   School teachers differ significantly in their utilisation of e-resources who are working   in   schools located in rural and urban areas. When their mean scores are compared, the   level of utilisation   of teachers working in urban schools is more than the teachers   working in rural   schools.

4.   The designation and utilisation of electronic resources of school teachers did not   associate significantly.

5.   The age of school teachers and their level of utilisation of electronic resources did not   associate significantly .

SUGGESTIONS

1.   Either stakeholders or the authorities of the schools may introduce "Awards" to the   teachers in schools for their best utilisation of electronic resources in their respective   subjects.

2.   The influencing factors which might increase their utilisation of electronic resources   may   be found out and necessary steps may be taken to implement it in the schools by   the stakeholders.

3.   Recent technologies can be integrated in curricular and extracurricular activities, to   investigate   its impact on improving the utilisation of electronic resources and the participation of   teachers in various activities of the schools.

4.   Training programmes may be conducted to the administrators of the schools   emphasising   the significance of teaching-learning applications using ICT in schools.

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