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Utilization of E-Resources Among the Arts Colleges Teachers

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Abstract

The development in electronic information networks education system seem to make use of it in diffusing its possibilities to the public educational institutions including universities which create their own network, as a result of which in a single network is expected to develop in future. This can further enhance the scope of providing education in a better way. Hence the knowledge and utilization of ICT and its components are essential for the present and future teachers. The knowledge about E-Resources and its utilization by the higher education teachers is inevitable and it is a desperate one for a teacher in this digital era. This paper discusses about the utilization of E-Resources among the Colleges of Education Teachers. This paper will be helpful to get a scenario about utilizing E-Resources by teachers serving at the Arts Colleges.

Key words: E-Resources, Online Resources, Education Technology

Introduction

The role played by a teacher in a digital class room is more of a facilitator than being a provider. Here, students explore knowledge for themselves. To tell it metaphorically, the role of a teacher has been changed from a sage on the stage to a “guide by the side”. Educational technology is a “profession concerned with the design, development, utilization, management, and evaluation of processes and resources for learning” (Seals and Richey, 1994.)¹. The present class rooms are equipped with Smart boards or Interactive White Boards and this means that the teacher in the near future has more responsibility in enriching his knowledge on the technologies that facilitate teaching and learning process. Hence the researcher decided to analyze the present scenario of the teacher working with the Arts College in Tamil Nadu and chosen two districts as sample to observe. Chodorow (1996)², In his sense, research productivity and electronic information resources usage can be said to have an effect on the pedagogical practices of lecturers as concurs. Finholt and Brooks (1997)³, states that in a JSTOR survey it was found that faculty members from humanities, economics, and social sciences use online catalogues, full text electronic journal databases, and abstracting and indexing databases most frequently and expect to use them more extensively in the future. Lawson and Comber, (1999)⁴, observed that Teachers are more likely to use ICT in teaching and improve their skills if their ICT training is meaningful for their individual needs.

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Definition of the Terms:

E-Resources: E-Resources are defined as online information resources, including bibliographic databases, electronic reference books, search engines for full text collections, digital collections of data and data sets.

Utilization of E-Resources: The utilization of E-Resources in this study refers to: making use of email, internet, CD-ROM, social networking, e-journals, e-books, bibliographic databases etc. by the teachers in their teaching and academic purpose.

Objectives of the study

1. To find out the utilization of E-Resource among the Arts College Teachers.
2. To find out the significant difference between Male and Female Arts College Teachers.
3. To find out the significant difference in utilization of E-Resources among the Arts College Teachers based on their Designation.

Tools and Techniques: A tool to measure the Utilization of E-Resources was constructed and standardized by the Investigators.

Methodology

Normative Survey Method was employed for the study. A Random sample of 160 teachers working in Arts colleges in Thiruvannamalai and Vellore districts of Tamilnadu was selected for the study. Mean, Standard Deviation, 't' Test and 'f' Test were employed in the study.

Results

Table 1 shows that the mean value of Utilization of E-Resources is found to be 23.00 and the mean value of the tool is 29.23 which is higher than the obtained value. Therefore it is concluded that the Utilization of E-resources among the Arts College Teachers is low.

In order to find out the significant difference in E-Resources Utilization among the Arts College Teachers based on gender, the 't' value was calculated and the calculated 't' value was found to be .499 which is lower than the table value 1.97 which is significant at 0.05 level (Table 2). Therefore the null hypothesis is accepted and concluded that there is no significant difference in E-Resources Utilization between the Male and Female Arts College Teachers.

In order to find the significant difference in E-Resources Utilization among the Arts College Teachers based on Designation, the 'f' value was calculated and found to be 1.683 which is lower than the table value 3.06 which is not significant at 0.05 level (Table 3). Therefore the null hypothesis is accepted and concluded that there is no significant difference with E-resources Utilization among the Arts College Teachers based on their Designation.

Conclusion

Today as we experience the digital technology's menace in all spheres of human life and also the present generation learner gravitate toward technology in all their needs. They also seem to anticipate some technical skills and

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knowledge from the teachers. Hence this study portrays the present picture of only two districts in Tamil Nadu but a different scenario may prevail if analyzed in the counterparts.

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Tables

Table – 1: Utilization E-Resources among the Arts College Teachers

Variables	N	Mean	S.D	Level
Utilization of E-Resources	160	23.00	8.57	Average

Table – 2: Significant difference in E-Resources knowledge among the Arts College Teachers based on Gender

Variable	Sub Groups	N	Mean	S.D	't' Value	Interpretation
Utilization of E-Resources	Male	48	22.51	9.11	.449	Not Significant
	Female	112	23.20	8.37		

Table – 3: Significant difference in E-Resources Utilization among the Arts College Teachers based on their Designation

	Source	Sum of Squares	Df	Mean Squares	'f'	Significance
Utilization of E-Resources	Between Groups	245.35	2	122.67	1.683	Not Significant
	Within Groups	11370.64	158	72.89		
	Total	11616.00	160			