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## E-RESOURCES KNOWLEDGE OF COLLEGE STUDENTS

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### ABSTRACT :

**T**he study was intended to find out the E-Resources knowledge of College Students in Madurai District, Tamil Nadu, India. Random Sampling Technique was used to compose a sample of 1000 College Students. Mean, Standard Deviation and t value were calculated for the analysis of data. The result revealed that the Gender and Type of family had no significant difference but, Residence, subject group and Internet users exhibited significant difference in respect of their E-Resources knowledge of College Students.

**KEYWORDS :** E-Resources, Knowledge, College Students.

### INTRODUCTION:

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. Over the past few years, a number of techniques and related standards have been developed which allow documents to be created and distributed in electronic form. Hence to cope with the present situation, librarians are shifting towards new media, namely electronic resources for their collection developments that the documents of users are better fulfilled. The e-resources on magnetic and optical media have a vast impact on the collections of University libraries. These are more useful due to inherent capabilities for manipulation and searching, providing information access is cheaper to acquiring information resources, savings in storage and maintenance etc. and sometimes the electronic form is the only alternative.

### NEED AND IMPORTANCE OF THE STUDY

Technology has altered the way that people live so that many would be hard-pressed to do without it. Due to the difficulty of achieving proficiency in learning, a period of intensive learning is required in which tasks must be stimulating enough to push students to work and learn. One of the ways in which they have done these in recent years is through the use of technology. PowerPoint, Wikipedia, and YouTube have become vital sources for learning material in and out of the classroom, and yet when used as they generally seem to be, these tools are limited to the presentation of information and are therefore limited in their usefulness for actually learning. Thus the need for various social media is felt by the educator society today. Because technology is such a large part of student life, suggests that technology is the key to student motivation in relation to learning. Given the rapid release of technology today, it is important to uncover and evaluate student e-resources knowledge.

### STATEMENT OF THE PROBLEM

The problem selected for the present study may be stated as follows, "E-Resources knowledge of College Students".

### OBJECTIVES OF THE STUDY

The researchers have framed following objectives for the study to find out the difference in E-Resources knowledge if any, among:

1. Male and Female College Students
2. Hosteller and Day scholar College Students
3. Arts and Science group College Students
4. College Students coming from Nuclear and Joint family
5. Internet users and non users of B.Ed. Trainees

### HYPOTHESES OF THE STUDY

For the present study, based on the objectives the researchers framed the following hypotheses,

1. There is significant difference between Male and female College Students in respect of their E-Resources knowledge.
2. There is significant difference between Hosteller and Day scholar Students in respect of their E-Resources knowledge.
3. There is significant difference between Arts and Science group College Students in respect of their E-Resources knowledge.
4. There is significant difference between Nuclear and Joint family College Students in respect of their E-Resources knowledge.
5. There is significant difference between Internet users and non users College Students in respect of their E-Resources knowledge.

### METHODS OF THE STUDY

Normative survey method was employed. The tool is administered to the samples of 1000 College Students. The data was collected and subjected to statistical analysis to arrive at a conclusion.

### TOOLS USED

E-Resources knowledge test was constructed and standardized by Naga subramani P.C. (2015). This test consists of 49 multiple choice questions. The maximum mark for a question is 1 and the minimum mark is 0. Therefore one can get a maximum score of '49' and a minimum score of '0' for this test. The test used in this study, in order to measure students E-Resources knowledge has construct validity. Also the intrinsic validity found by the author (Naga subramani P.C.) of this tool was 0.79 and the reliability was found to be 0.63 by the split-half technique.

### SAMPLE OF THE STUDY

In this present study, 1000 College Students studying in different Arts and Science Colleges were taken as sample. The random sampling technique (Kothari, 1985) has been used in the selection of the sample. The samples were collected from the College Students of various Arts and Science Colleges in Madurai District, Tamil Nadu, India.

### STATISTICAL TECHNIQUES USED

The following statistical techniques have been used in the present study for the analysis of collected data.

1. Descriptive Analysis
2. Differential Analysis

## DIFFERENCE BETWEEN THE MEANS OF THE E-RESOURCES KNOWLEDGE

SL. NO	VARIABLE		NUMBER	MEAN	S.D	't'	Significant value
1.	Gender	Male	450	24.76	14.71	0.64	NS
		Female	550	23.92	16.85		
2.	Residence	Hosteller	560	25.19	16.59	4.16	S
		Day scholar	440	21.64	15.65		
3.	Subject group	Arts	600	21.12	16.29	3.86	S
		Science	400	24.77	15.76		
4.	Types of family	Nuclear	555	22.16	17.63	0.38	NS
		Joint	445	21.48	16.56		
5.	Internet Users	Yes	620	23.15	15.64	5.27	S
		No	380	18.69	16.73		

S=Significant

NS=Not Significant

## MAJOR FINDINGS OF THE STUDY

(i) The verification of the hypothesis based on the analysis of data indicates that there is no significant difference in the E-Resources knowledge of Male and female College Students ( $t=0.64$ ).

(ii) The testing of the hypothesis based on the analysis of data indicates that there is a significant difference in the E-Resources knowledge of Hosteller and Day scholar Students ( $t=4.16$ ) and it is inferred that the Hosteller have more E-Resources knowledge than the Day scholar Students.

(iii) The testing of the hypothesis based on the analysis of data indicates that there is significant difference in E-Resources knowledge of Arts and Science group College Students ( $t=3.86$ ) and it is inferred that the Science group College Students have more E-Resources knowledge than the Arts group College Students.

(iv) The testing of the hypothesis based on the analysis of data indicates that there is no significant difference in the E-Resources knowledge of Nuclear and Joint family College Students ( $t=0.38$ ).

(v) The testing of the hypothesis based on the analysis of data indicates that there is significant difference in E-Resources knowledge of Internet users and non-users College Students ( $t=5.27$ ) and it is inferred that the Internet users have more E-Resources knowledge than the non-users.

## CONCLUSION

To sum up, the following conclusions have been reached in the light of the present investigation. Gender and Type of family had no significant difference but, Residence, subject group and Internet users exhibited significant difference in E-Resources knowledge of College Students in Madurai District, Tamil Nadu, India.

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