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## Use Of E-Resources to Enhance Performance by the Student-Teachers

\*Dr. S. K. Panneer Selvam

\* Assistant Professor, Bharathidasan University, Tiruchirappalli-T.N

### ABSTRACT

*Electronic information is becoming more plentiful and accessible, and while print collections remain important, the provision of information is becoming fundamentally an online concern. E-resources are dynamic, especially within the large database packages providing access to multiple titles from a variety of publishers. E-learning can be defined as learning opportunities delivered and facilitated by electronic technology. The term 'e-learning' refers to technology oriented tool to facilitate learning environment which covers a wide set of applications of Computer Based Learning, Web Based Learning, Virtual classroom and Web-based Learning. It is a well accepted fact that a single teacher cannot provide the complete and up-to-date information in any subject. ICT can fill this gap as it provides access to different sources of information. Educational institutions are also in the midst of information waves. Instead of big schools or large universities, virtual universities or online learning systems are emerging. Accordingly, the duties and responsibilities of teachers and learners are to be changed to adjust with the new society and the new environment.*

**Keywords : technology- environment- e-Learning -web resources-e-books -e-resources.**

### INTRODUCTION

E-resources are dynamic, especially within the large database packages providing access to multiple titles from a variety of publishers. Journals can be added or removed from collections, titles can merge or divide, and entitlement to publication years can change as further back-issues are digitized or "moving wall" embargos on the most recent issues gradually free up new content. The Library must respond swiftly to ensure all changes included in monthly update reports are dealt with and that Library users are given correct information on the entitlement available to them.

### NEED OF THE STUDY

The growth of diversity of electronic resources over the last few years has led many to predict the extinction of print resources. Some others believe the future electronic resource will be different from print antecedents and will be necessary for the growth of knowledge. In this context, it is important to look into the use of e-resources by the student teachers in terms of their preference, frequency, purpose, difficulties involved and merits and demerits perceived. Hence, the present study has been undertaken to investigate the use of e-resources by the Student Teachers of a particular district namely Karur.

### STATEMENT OF THE PROBLEM

The present study focuses on the use of e-resources by the teacher trainees. Hence the problem taken up for the present study is stated as "Use of E-Resources by the Student Teachers of Karur District in T.N."

### OBJECTIVES OF THE STUDY

The major objective of the study is to assess the use of e-resources by the Student Teachers in Karur in terms of certain variables like frequency, preference, purpose, place of access etc., The specific objectives of the study are:

1. To assess the awareness of e-resources among the Student Teachers of Karur.
2. To find out the frequency of e-resource reference by the Student Teachers of Karur.

3. To find out the days and time, preferred by the Student Teachers of Karur for e-resources reference.
4. To find out the reasons attributed by the Student Teachers of Karur for their preference of e-resources.
5. To find out the prominent purpose for which the Student Teachers of Karur refer to the e-resources.

### METHODOLOGY OF THE STUDY

As the study is descriptive by nature, normative survey technique has been adopted. As many as one hundred and thirty six student teachers Karur have been chosen through random sampling technique to form the sample. A questionnaire, aimed at investigating into the use of e-resources by the students was administered to the students for the purpose of data collection. The tool is a modified version of Use of E-Resources questionnaire developed by Nirmala Tamilselvi and Senthilnathan (2007). The collected data were subjected to appropriate statistical analysis.

### LIMITATION OF THE STUDY

It possible that some Resources might not have been included both in the content of the dissertation and the questionnaire. In this way the study is limited. The following are the delimitations of study

1. Though the term 'student teachers' refers to teacher trainees at the diploma and degree levels, the sample of present study has been drawn only from the degree level Teacher Trainees (i.e.,) those studying in the Colleges of Education (B.Ed.,Colleges).
2. The study has a geographical delimitation too i.e., the student teachers of only Karur district have been taken as sample.

### Validity of the Tool

The tool is a modified version of Use of E-Resources questionnaire developed by Nirmala Tamilselvi and Senthilnathan (2007) The modified questionnaire was given to experts to in the field of Research and Library and information science. Suggestions given by them were incorporated and some



of the items were restructured and reworded. The finalized questionnaire was subjected to another review by the same experts. Thus, the face validity and the content validity of the questionnaire were established.

**DATA COLLECTION PROCEDURE**

The questionnaire was administered by the investigator himself to the 136 student teachers who formed the sample for the study. The investigator made himself available at Arasu College of Education, Ponkalamman College of Education, Jairam College of Education, MSES College of Education, Rasama College of Education, Aasee College of Education, Kaliyammal College of Education and Servite College of Education for the purpose of administering the questionnaire in person.

**ANALYSIS AND INTERPRETATION OF DATA**

**TABLE-1**

**Analysis of the sample in terms of sex, age, discipline of study, type of management of institutions and their previous educational qualification**

Sex	No. of Student Teachers	Percentage %
Male	60	44
Female	76	56
Age	No. of Student Teachers	Percentage
20-23	92	68
24-27	37	27
27 and above	7	5
Discipline of study	No. of Student Teachers	Percentage
Arts	60	44
Science	76	56
Types of Institution	No. of Student Teachers	Percentage
Self Finance	136	100
Previous Qualification	No. of Student Teachers	Percentage
UG	86	63
PG	50	37

The above table (Table No.1) presents the distribution of the sample in terms of sex, age, Discipline of study, Type of management of institutions and previous educational qualification. From the table it can be understood that out of the sample of 136, 44 percent of the student teachers are male and the remaining 56 percent are female.

From the table, it can be understood that out of the total sample of 136, 68 percent of the student teachers are aged between 20 to 23, 27 percent of the student teachers belong to 27 and above age group. As seen the above table, 44 percent student teachers pursue Arts Discipline subjects and the remaining 56 percent pursue Science Discipline subjects. The table further reveals that 86 percent of the samples are undergraduates and the remaining 14 of them are post graduates.

**TABLE-2**  
**ANALYSIS OF THE SAMPLE IN TERMS OF THEIR POSSESSION OF E-MAIL ids**

E-Mail ID	No. of Student Teachers	Percentage %
E- Mail holder	43	32
Non E – Mail holder	93	68

The above table (Table No.2) presents an analysis of the sample in terms of possession E-Mail ID. The e-mail holders are 32 percent of the sample and 68 percent of the sample do not have E-Mail IDs.

**TABLE-3**  
**Analysis of the sample in terms the reasons that discourage them from using the e-resources**

Discouraging reasons	No. of Student Teachers	Percentage %
If there is no enough information relevant to my need	27	20
If a web page is downloaded very slowly	40	29
If I need to pay for accessing the e-resources	46	34
If I do not feel familiar with how to search the e-resources service	16	11
If there is no human help	36	26
If there is no on – line help	24	18
If I am not able to print an article for reading	24	18
If I am not able to save an article on a floppy or CD	26	19
If there is no 24-Hour access to e-resource service	16	12

The above table (Table No.3) presents the analysis of the sample in terms of the them situations the discourage the student teachers from using the e- resources as detailed below:

- o If there is no enough information relevant to my need-27 student teachers (20%)
- o If a web page is downloaded very slowly-40 student teachers (29%)
- o If I need to pay for accessing the e-resources-46 student teachers (34%)
- o If I do not feel familiar with how to search the e-resources service-16 student teachers (11%)
- o If there is no human help-36 student teachers (26%)
- o If there is no on – line help-24 student teachers (18%)
- o If I am not able to print an article for reading-24 student teachers (18%)
- o If I am not able to save an article on a floppy or CD-26 student teachers (19%)
- o If there is no 24-Hour access to e-resource service-16 student teachers (12%)

**MAJOR FINDINGS AND CONCLUSIONS OF THE STUDY**

From the analysis it can be under stood that of the 136 student teachers who formed the sample.

- o 32 percent are E-Mail holders and the remaining 78 percent of them have no E-mail IDs.
- o 10 percent are novices in using the computer 45 percent have below average level of computer expertise, 29 percent have average level computer expertise, 14 percent have above average level of computer expertise and the remaining 2 percent are expert users of computers.
- o The maximum 54 percent of the student teachers has been less than one year experience with computer.
- o The Frequency of computer use maximum 41 percent of the student teachers once in a week level.
- o 37 percent of the student teachers have below average level of expertise with the Internet and only 4 percent of them are expert users of the Internet.
- o 33 percent of the student teachers use the internet once in a week and 22 percent of them never used the Internet.

**SUGGESTIONS AND RECOMMENDATIONS**

Based on the above given findings and conclusions, the present study offers the following suggestions and recommendations:

1. The Student Teachers of Colleges of Education must to be encouraged to make use of frequency visit to computers.
2. The College of Education Students must to be improved Internet Access.
3. The College of Education Students makes to be frequency visit to the use of e-resources.
4. Established more than computer lab specialties Colleges of Education.
5. All the college of educations to be connected links and Access e-Journal, e-books, e-resources subscribe (e.g.) UGC INFONET.

6. The College of Education Students must be encouraged to hold e-mail IDs.

#### SUGGESTIONS FOR FURTHER RESEARCH

The findings of the present study open up a few areas for further investigation. They are as follows:

1. As this study has been taken up with only B.Ed., level student teachers as sample, studies with the Diploma level

Teacher Training students as sample may also be taken up.

2. Attempts may be taken to study the attitude of Student Teachers to words e-resources.
3. Attempt may be taken to study the various district B.Ed., trainees of the state of Tamil Nadu, since the findings may be useful for curriculum revision by Tamil Nadu Teacher Education University.

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