ORIGINAL RESEARCH PAPER

Education

A STUDY ON E-RESOURCES KNOWLEDGE AND ATTITUDE TOWARDS USING SOCIAL MEDIA AMONG COLLEGE STUDENTS

Shakira Begum. S — Research scholar

Dr. P.C. Naga Subramani — Associate professor Tamilnadu University .Karapakkam Chennai.

ABSTRACT

This study examined the association of e-resources knowledge and attitude towards using social media among college students. The sample was 888 college students selected from Chennai district, Tamil Nadu, India. Stratified random sampling method was adapted to select the sample for the present study. Measure of E-resource knowledge test was constructed and standardized by Nagasubramani (2015) and the Attitude towards using social media scale (ASMS) was constructed and validated by Nagasubramani (2015). Data collected were analyzed using t-test and correlation. The results indicate that significant correlations exist between e-resources knowledge and attitude towards using social media. It the student is has more e-resource knowledge they might have high level of attitude towards using social media.

Introduction:

Libraries have transformed into digital and virtual libraries where books, journals and magazines have changed into e-books, e-journals, and e-magazines. This has increased the global dissemination of information (Abinew & Vuda, 2013). Electronic resources such as e-journals, e-books, e-databases, web resources, e-serials amongst others are easily accessible in remote areas. Jone (2008) opined that electronic resources solve storage problems and control the flood of information, that is, print sources is being digitized. The rapid growth of new technologies has changed the communication process and reduced the cost of communication for individuals. Electronic information resources can be defined as the electronic representation of information which can be accessed via electronic system and computer network (Johnson, Evensen, Gelfand, Lammers, Sipe & Zilper, 2012). They further buttress that electronic information sources can be seen as the most recent development in information technology and that they are available in various forms like e-books, digital libraries, online journal magazine, e-learning tutors and online test. Because of the effective presentation with multimedia tools, these e-resources have become the source of information. Electronic resources deliver the collection of information as full text (aggregated) databases, ejournals, image collections, multimedia in the form of CD, tape, internet, web technology, etc. Eresources include e-journals, e-discussions, e-news, data archives, e-mail online chatting, just to mention but a few. Electronic information source are a wide range of products going from electronic periodicals to CD-ROMs, from mailing list to databases, all of them having a common feature of being used and sometime modified by a computer (Thanuskodi, 2012). Electronic information sources are becoming more and more important for the academic community (Egberongbe, 2011). Researchers around the world have been fascinated by social media and its effects on adolescents. However, researchers are not just concerned with the correlation between students' writing and their social media usage; they are concerned with social media's effects on students behavior, attitudes, self-esteem and relationships. Some researchers say social media raises adolescents' self-esteem, while other claim that this social media is diminishing their self-esteem. Adolescents are suffering from emotional distress such as "Facebook Depression" and cyber bullying. On the other hand, some researchers claim that because adolescents receive "likes" and positive feedback from their peers on these websites, social media can be a positive tool. Social media allows students to relieve stress. Surprisingly instant messaging made some adolescents feel a sense of belonging and emotional relief. Social media can most easily be defined as a collection of technologies that enable people to share content online with one another. The present study tries to find out relationship between the e-resources knowledge and attitude towards using Social media of college students.

Objectives:

1. To assess the e-resources knowledge and attitude towards using social media among college students in relation to their gender and internet user.
2. To understand the relationship between e-resources knowledge and attitude towards using social media among college students

Hypotheses:

1. There is no significant difference in the e-resources knowledge between the male and female college students.
2. There is no significant difference in the e-resources knowledge between the college students who belong to internet users and non users.
3. There is no significant difference in the attitude towards using Social media between the male and female college students
4. There is no significant difference in the attitude towards using Social media between the college students who belong to internet users and non users.
5. To find out whether there is any significant relationship between the

e-resources knowledge and attitude towards using Social media of college students.

Methodology:
Procedure:

This study implemented survey method the self reported questionnaires were used to collected the data for two variables of the study along with the personal data sheet. The selected college students of (N=900) were given the standardized questionnaire under personal supervision. In spite of supervision it was found that some questionnaires were partially responded and hence only 888 were considered for the analysis.

Sample:

Random sampling technique was used to the sample, the sample was collected from about 888 college students studying in the colleges in Chennai district, Tamil Nadu, India. There are about 1464 colleges which include Arts and Science colleges, Physical education colleges, Oriental colleges, Schools of Social work, and Colleges of Education are functioning under the administrative control of the Directorate of Collegiate Education. The number of college students studying in Government, Government aided and Self-Finance College, arts and science colleges in Chennai District is approximately about 86,500 . By using the Stratified Random Sampling Technique, I have only about selected only 888 Students from about10 Colleges from Chennai, Tamil Nadu.

Tools:
E-resources knowledge test by P.C. Nagasubramani(2015)
E-resources knowledge test was constructed and standardized by Dr.P.C. Naga subramani (2015). E-resources knowledge test

consists of 49 items. An individual score is the sum of the scores of all the 49 items. Therefore one can get a maximum score of '49' and a minimum score of '0' for this test. The scores range from 1-49. Higher score indicates the high E-Resources Knowledge and the Lower score indicates the low E-Resources Knowledge.

Attitude towards using Social media Scale (ASMS) by P.C. Nagasubramani

The investigator felt that very scanty tool was only available to study the Attitude towards using Social media. To conductintensive study, the investigator decided to construct and standardized scale, to measure the Attitude of the college students towards using Social media. The scaleconsists of 49 items in each statement five point scale ranging from "Strongly Agree", "Agree", "Undecided", "Disagree", "Strongly Disagree" is used. The different points on the scale are assigned arbitrary weights, for example 5, 4, 3, 2, and 1 in the order of "Strongly Agree" response to "Strongly Disagree" response for the positive statements. The scoring scheme is reversed for the negative statements. Here the "Strongly Disagree" response is given the weight of 5 and the "Strongly Agree" response is given the weight of 1. An individual score is the sum of all the score of the 45 items. The maximum score that one can get in this is 225. Higher score indicating the presence of high level of Attitude towards using Social media.

Results and Discussion
Table 1 showing the mean, SD and t- value for E- E-resources knowledge scores of college students on the basis of gender

Gender	N	Mean	SD	't' Value	Level of significance	S / NS
Male	452	31.27	4.21	0.43	0.05	NS
Female	436	31.62	3.91			

S - Significant NS - Not Significant

The details of the calculations are given in Table 1. The 't' value is found to be 0.43 which is lesser than the table value (1.96) and not significant at 0.05 level. Therefore, the null hypothesis is accepted and it is concluded that there is no significant difference between the male and female college students in terms of their e-resources knowledge.

Table 2 showing the mean, SD and t- value for E-resources knowledge scores of college students on the basis of Internet users.

Internet users	N	Mean	SD	't' Value	Level of significance	S / NS
Users	652	34.31	5.24	4.42	0.05	S
Non Users	236	30.82	4.83			

S - Significant, NS - Not Significant

The details of the calculations are given in Table 2. The 't' value is found to be 4.42 which is greater than the table value (1.96) and significant at 0.05 level. Therefore, the null hypothesis is rejected and it is concluded that there is significant difference between the college students who belong to internet users and non users in respect of their e-resources knowledge.

Moreover, the internet users (Mean = 34.31) are found to be better than their non users counter parts (Mean = 30.82) in their e-resources knowledge. Those who are using e-resources often will have more computer knowledge than others.

Table3 Showing the Mean, SD and t-value for attitude towards social media of the college students on the basis of gender

Gender	N	Mean	SD	't' Value	Level of significance	S / NS
Male	452	154.26	11.36	0.64	0.05	NS
Female	436	155.45	11.87			

S - Significant, NS - Not Significant

The details of the calculations are given in Table . The 't' value is found to be 0.64 which is lesser than the table value (1.96) and not significant at 0.05 level. Therefore, the null hypothesis is accepted and it is concluded that there is no significant difference between the male and female college students in terms of their attitude towards using Social media.

Table 4 Showing the Mean, SD and t-value for attitude towards social media of the college students on the basis of Internet users.

Internet users	N	Mean	SD	't' Value	Level of significance	S / NS
Users	652	156.47	11.89	3.37	0.05	S
Non Users	236	153.52	11.67			

S - Significant, NS - Not Significant

The details of the calculations are given in Table 4. The 't' value is found to be 3.37 which is greater than the table value (1.96) and significant at 0.05 level. Therefore, the null hypothesis is rejected and it is concluded that there is significant difference between the college students who belong to internet users and non users in terms of their attitude towards using Social media.

Moreover, the internet users (Mean = 156.47) are found to be better than their non users counter parts (Mean = 153.52) in their attitude towards using Social media. Hence College students who are using computers often will have favourable attitude towards using social media.

Table 5: Zero order correlation between e-resources knowledge and attitude towards using social media.

PAIRS	df	Calculated Value of 'r'	Table value of 'r'	Level of significance	S/NS
e-resource knowledge and attitude towards using social media	886	0.162	0.088	0.05	S

S - Significant, NS - Not Significant

The details of the calculations are given in Table 4.35. The 'r' values are found to be 0.162 which is greater than the table value (0.088) and significant at 0.05 level.

Therefore, the null hypothesis is rejected and it is concluded that there is relationship between the e-resources knowledge and attitude towards using Social media of college students. It the student is have more e-resource knowledge they might have favourable attitude towards using social media.

Findings:
1. Gender do not influences the e-resources knowledge and attitude towards using social media of college students.
2. Internet users influences the e-resources knowledge and attitude towards using social media of college students.
3. Significant correlations exist between e-resources knowledge and attitude towards using social media.

Conclusion
In the present day scenario, the technological explosion has opened up new vistar of learning procedure in the classroom also of every institution. The e-resource knowledge help the students to get self – educated and also interact with their peer group to discuss upon any topic, like science, history, geography & politics. In addition the social media also help them to enter into every nook and corner of education system by themselves to learn as well as to get satisfied with the exploding information available to them. In conclusion, the present research demonstrates the implementation of e-resource knowledge, social media s are gaining popularity in contemporary society. People, and especially in field of education become more successful with the combination of positive and good attitude towards social media

which leads to acquire more knowledge through e resource. With the implementation of e- resource every reader gets accurate and sufficient information at right time. E -resources is helpful to ensure exhaustive and pinpointed information. The e-resources provide themselves various search options to the user. Using of e-resources enable the library to save space of library and time of the users. . E-resources are useful for every users of the society who are starving to get a variety of information through the globe. In the present study Gender do not influences the e-resources knowledge and attitude towards using social media of college students. Internet users shows more attitude towards social media than the non users. Student has more e-resource knowledge they might have high level of attitude towards using social media.

Recommendations
Today's world is very dynamic and non-static. There have been tremendous changes in life style of human being under the influence of science and technological explosion, to keep pace with such tremendous advancement and explosion of knowledge. The government as well as the society has to contribute towards the establishment of good infrastructure with regard to e-resources and social media their accessibility to the college students has to be provided with new and effective methods of teaching and learning process in e- resources knowledge. Efficient and highly qualified teachers should be appointed in college to train the students in this aspects also. The students should be motivated to inculcate positive attitude towards e – resource knowledge, ICT skills social media and implement it most effectively for collaborative learning. The e-resource knowledge analysed among the college students revealed that the e-resources knowledge of them are with lacuna, hence to enhance their potential the institute should organize seminars, workshops and orientation programmes for faculty members and college students at regular interval of time to keep them in phase with latest technologies. Despite the fact that nearly 68% of them showed neutral level of attitude towards using social media, the remaining percentage of the students should be given awareness about the significance of the e resource knowledge and motivated to develop a positive attitude towards e- resourcing. The internet users has good expertise than the internet non-users, because the users browsing centres regularly, which makes them to learn and improve their e – knowledge and potential, non users will be at the lowest ebb of e- resource knowledge. The present study showed a similar attitude towards social media pursuance among the gender(male and female), day scholar and hosteller, urban and rural area students, arts and science group students, nuclear family and joint family students as well as the govt, govt aided and self financing colleges.

REFERENCES
1. Abinew, A.A. & Vuda, S. (2013) A case study of acceptance and use of electronic library services in universities based on SO-UTAUT model. International Journal of Innovative Research in Computer and Communication Engineering, 1(4), 903-910. Retrieved from: http:// ijircce.com/ upload/2013/ June/ 17_A%20Case% 20Study.pdf
2. Egberongbe, H.S. (2011) The use and impact of electronic resources at the University of Lagos. Library Philosophy and Practice. Retrieved from: http:// www.webpages.uidaho.edu/ ~mbolin/egberongbe.htm
3. Johnson S, Evensen O. G, Gelfand J, Lammers G, Sipe, L. & Zilper, N. (2012) Key issues for e-resource collection development; A guide for libraries. International Federation of Library Associations and Institutions. http:// www.ifla.org/ files/ assets/acquisitioncollectiondevelopment/publications/IFLA_ELECTRONIC_RESOUR CE_GUIDE_DRAFT%20F OR%20COMMENT.pdf.
4. Jones, P. H. (2008) Turning the page: Learning about the future of electronic books from students today. Toronto: University of Toronto Libraries, 38.
5. Thanuskodi, S. (2012) Use of e-resources by the students and researchers of facultyofArts,AnnamalaiUniversity.Retrievedfrom: http:// article.sapub. org/ 10.5923.j.library.20120101.01.html