

Use of E-Resources by the Researchers of Agricultural Faculty, Annamalai University: A Gender Based Study

J. Bakkiaraj¹, M.G.Sathiyamurthy² and S.Mohamed Esmail³

¹Research Scholar, ^{2&3}Department of Library and Information Science, Annamalai University, Annamalainagar - 608 002, Tamil Nadu, India

E-mail: sankslibsal@gmail.com

(Received on 10 September 2012 and accepted on 01 November 2012)

Abstract – This study presents the Use of E-Resources by Researchers of Agricultural Faculty, Annamalai University, Tamil Nadu, India. A questionnaire consists of 23 questions and designed to elicit the opinion of research scholars of agricultural faculty, Annamalai University. There are 13 departments in agriculture faculty, Annamalai University. But the questionnaires were distributed only ten departments of agricultural faculty, Annamalai University. Among the total number of 132 research scholars 124 questionnaires were responded. From the study it is revealed that majority of the research scholar in the faculty of agriculture have been used e-resources for their research work.

Keywords: Agricultural Faculty, E-Resources

I. INTRODUCTION

Electronic resources are invaluable research tools, which complement print-based resources in any traditional library. E-resources are now as important as print sources. The meaning of library changes form day by day. They offer totally new environment new resources and new services to the users. The library collection will depend on user needs. In the modern digital era most of the library collection will be e-resources. So, all collection of electronic resources is to provide specific pin-pointed, exhaustive, expeditious dissemination of information service to their users. Electronic resources are now recognized as of being of importance to even small academic and public libraries and they are consuming an ever-increasing share of library budgets, often to the detriment of monographic acquisitions. CD-ROMs, local area networks, computer-equipments, online resources, the Internet, and other remote databases all provide libraries with vast resources for their user populations. In addition to the benefits of additional access, the information explosion has also produced a considerable amount of confusion on the part of library users and librarians.

Electronic resources are invaluable research tools which implement print based resources in any traditional library. Electronic resources provide access to information that might be restricted to the user because of geographical location or finances. Electronic resources also provide access to current information as these are often updated frequently. Through their various search techniques, electronic resources provide extensive links to explore additional resources or related content. In addition, electronic resources are convenient to use since users are able to access information from the library. It is for these reasons, electronic resources are considered as a important resource of teaching, research and training. Thus, most of libraries as well as the universities of the present day provide electronic resources for higher education and research.

II. OBJECTIVES OF THE STUDY

1. To find out gender-wise respondent's frequency of library visits.
2. To know gender-wise respondent's extent of dependence of library for research.
3. To study gender-wise respondent's access of e-resources for their research activities.
4. To assess gender-wise respondent's extend of use of online information for their academic and research works.
5. To find out gender-wise respondent's purpose of using library e-resources.
6. To study gender-wise respondent's method of acquiring IT skills.
7. To know gender-wise respondent's opinion on need of orientation / training programme for greater awareness about e-resource.
8. To identify gender-wise respondent's opinion on influence factor for the use of search engine.

III. METHODOLOGY

A questionnaire consists of 23 questions and designed to elicit the opinion of research scholars of agricultural faculty, Annamalai University. Further which helps to know the e-resources facilities and its benefits, whether the users have been benefited or not through these technological based services also can be easily identified. There are 13 departments in agriculture faculty, Annamalai University. But the questionnaires were distributed only ten departments of agricultural faculty, Annamalai University. Among the total number of 132 research scholars 124 questionnaires were responded. The well tested questionnaire was distributed

personally to the research scholars of Agricultural Faculty, Annamalai University. Sufficient time was given to the respondents to furnish the required information. Data were also collected from the University hand book.

IV. SCOPE AND LIMITATIONS

This study was conducted only in Agricultural Faculty, Annamalai University and no other faculty and department included in this study. The study is concerned with the use of e-resources by the research scholar only and not included UG and PG students of the agriculture faculty.

V. ANALYSIS AND INTERPRETATION

TABLE I GENDER-WISE RESPONDENT'S FREQUENCY OF LIBRARY VISITS

| S.No. | Gender | Every day | More than once in a week | Once in a week | Once in a fortnight | Once in a month | Occasionally | Never | Total |
|-------|--------|---------------|--------------------------|----------------|---------------------|-----------------|--------------|-------|--------------|
| 1 | Male | 48 | 27 | 21 | 1 | 6 | - | - | 103 |
| 2 | Female | 10 | 6 | 4 | 0 | 1 | - | - | 21 |
| | Total | 58 (46.77) | 33 (26.61) | 25 (20.16) | 1 (0.81) | 7 (5.65) | - | - | 124 (100) |

Table I shows gender-wise respondent's frequency of library visit. Among the 124 respondents, 48 male and 10 female respondents visit the library every day, 27 male and 6 female respondents visit the library more than once in a week, 21 male and 4 female respondents visit the library once in a week, only one male once in a fortnight, and 6 male and one female respondents visit the library once in a month.

It could be seen from the above discussion that majority of male respondents visit the library every day.

Table II shows that gender-wise respondent's extend of dependence of library for research. Among the 124 respondents 58 male and 11 female respondents totally dependent on library, 33 male and 9 female respondents substantially dependent on library and 12 male and one female respondents marginally dependent on library for research.

It is seen from the discussion that majority 58 of the male respondents totally dependent on the library.

TABLE II GENDER WISE RESPONDENT'S EXTEND OF DEPENDENCE OF LIBRARY FOR RESEARCH

| S.No. | Age | Totally Dependent | Substantially Dependent | Marginally Dependent | Occasionally Dependent | Never Dependent | Total |
|-------|--------|-------------------|-------------------------|----------------------|------------------------|-----------------|--------------|
| 1 | Male | 58 | 33 | 12 | - | - | 103 |
| 2 | Female | 11 | 9 | 1 | - | - | 21 |
| | Total | 69 (55.65) | 42 (33.87) | 13 (10.48) | - | - | 124 (100) |

Table III shows gender-wise respondent's Access of e-resources for their research activities. Among the total number of 124 respondents 69 male and 18 female accessing e-resource daily, 16 male and one female accessing e-resources thrice a week, and 15 male 2 female accessing e-resource once a week and only 3 male respondents accessing e-resources once a month. It is seen from the above table that majority 69 of the male respondents accessing e-resources daily.

Table IV shows that gender-wise respondent's extend use of online information for their academic and research works. 67 male and 19 female respondents uses online information some time and 36 male and 2 female respondents uses online information always.

It is seen from the discussion that majority 67 of the male respondents uses online information some time.

TABLE III GENDER WISE RESPONDENT’S ACCESS OF E-RESOURCES

| S.No. | Gender | Daily | Thrice a Week | Once a Week | Once a Month | Never | Total |
|-------|--------|---------------|---------------|---------------|--------------|-------|-------|
| 1 | Male | 69 | 16 | 15 | 3 | - | 103 |
| 2 | Female | 18 | 1 | 2 | - | - | 21 |
| | Total | 87 (70.16) | 17 (13.71) | 17 (13.71) | 3 (2.42) | - | 124 |

TABLE IV GENDER WISE RESPONDENT’S EXTEND OF USE OF ONLINE INFORMATION

| Sl.No. | Gender | Sometime | Always | Never | Total |
|--------|--------|---------------|---------------|-------|--------------|
| 1 | Male | 67 | 36 | - | 103 |
| 2 | Female | 19 | 2 | - | 21 |
| | Total | 86 (69.35) | 38 (30.65) | - | 124 (100) |

TABLE V GENDER WISE RESPONDENT’S PURPOSE OF USING LIBRARY E-RESOURCES

| Sl. No. | Gender | For Research | For Project | To Prepare Seminar | To Prepare Article | To Up Date Knowledge | Total |
|---------|--------|---------------|---------------|--------------------|--------------------|----------------------|--------------|
| 1 | Male | 63 | 25 | 3 | 8 | 4 | 103 |
| 2 | Female | 19 | 1 | 1 | - | - | 21 |
| | Total | 82 (66.13) | 26 (20.97) | 4 (3.22) | 8 (6.45) | 4 (3.22) | 124 (100) |

Table V shows that gender-wise respondent’s purpose of using library e-resources, 63 male and 19 female respondents using library e-resources for research, 25 male and one female respondents using library e-resources for project and 3 male and one female respondents using library e-resources to prepare seminar, 8 male respondents using e-resources to prepare article and 4 male respondents using e-resources to update knowledge.

It is seen from the discussion that majority 63 of the male respondents purpose of using library e-resources for research.

Table VI shows that Gender wise respondent’s method of acquiring IT skills. Among the 124 respondents, 50 male and 10 female respondents acquiring IT skills by attending workshops, 39 male and 5 female respondents acquiring IT skills by formal training and 10 male and 5 female respondents through colleagues and 2 male one female respondents training at work place and 2 male respondents attending workshop.

It is seen from the discussion that majority (50) of the male respondents acquiring IT skills by trail and error method and it is followed by 39 male respondents acquiring IT skills through their formal training.

TABLE VI GENDER WISE RESPONDENT’S METHOD OF ACQUIRING IT SKILLS

| Sl. No. | Gender | Trail and Error Method | Formal Training | Through Colleagues | Training at Work Place | Attending Workshops | Total |
|---------|--------|------------------------|-----------------|--------------------|------------------------|---------------------|--------------|
| 1 | Male | 50 | 39 | 10 | 2 | 2 | 103 |
| 2 | Female | 10 | 5 | 5 | 1 | - | 21 |
| | Total | 60 (48.39) | 44 (35.48) | 15 (12.10) | 3 (2.41) | 2 (1.61) | 124 (100) |

TABLE VII GENDER WISE RESPONDENT’S OPINION ON THE NEED OF ORIENTATION / TRAINING PROGRAMME

| Sl. No. | Gender | Yes | No | Total |
|---------|--------|----------------|--------------|--------------|
| 1 | Male | 93 | 10 | 103 |
| 2 | Female | 19 | 2 | 21 |
| | Total | 112 (90.32) | 12 (9.68) | 124 (100) |

Table VII shows that gender-wise respondent's opinion on need of orientation/ training programme for greater awareness about e-resources. Among the 124 respondents 93 male and 19 female respondents stated as needed orientation/ training programme for greater awareness about e-resources

Table VIII shows that Gender wise respondent's opinion on influence factors for the use of search engine. Among the 124 respondents, 34 male and 11 female respondents popular,

18 male and 8 female respondents more information, 11 male respondents user friendly, 29 male and one female respondents simpleness an 11 male and one female respondents stated easy to connect to internet as the factors that influence the use of search engine.

It could be seen from the above discussion that majority of the 34 male respondents stated that popularity of the search engine as a main factor for the use of search engine.

TABLE VIII GENDER WISE RESPONDENT'S OPINION ON INFLUENCE FACTORS FOR THE USE OF SEARCH ENGINE

| Sl. No. | Gender | Popular | More Information | User Friendly | Simpleness | Easy to Connect to Internet | Total |
|---------|--------|----------------|------------------|---------------|---------------|-----------------------------|-------|
| 1 | Male | 34 | 18 | 11 | 29 | 11 | 103 |
| 2 | Female | 11 | 8 | - | 1 | 1 | 21 |
| | Total | 45 (36.29%) | 26 (20.97) | 11 (8.87) | 30 (24.19) | 12 (9.67) | 124 |

VI. CONCLUSION

From the study it is revealed that majority of the research scholar in the faculty of agriculture have been used e-resources for their research work. Among the e-resources e-journals are the popular and frequently used resources through which these users are getting more information for fulfilling their needs. It is also determined from the study that most of the research scholars faced the problems of lack of IT knowledge. Hence, it is suggested that there is a need to train the research scholars how to use the electronic resources. At the same time the level of satisfaction of the research scholar with e-resources available in university library shows a positive results, so it is proved that the university library providing maximum level of services to its user.

REFERENCES

- [1] Rasha A Abdulla, "The Uses and Gratifications of the Internet Among Arab Students in Egypt", Dissertation, University of Miami. DAI-A 65/01 (2003): 218. 7, July 2004. <http://www.lib. uni.com/ dissertations /fullcit/3119807>.
- [2] Naushad Ali, "The Use of Electronic Resources at IIT Delhi Library: A study of Search Behaviors", *The Electronic Library*, Vol.23, No. 6, pp. 691-700, 2005.
- [3] Yasir Nasser Al-Saleh, "Graduate Students Information Needs from Electronic Information Resources in Saudi Arabia", *Dissertation, Florida State University*, Summer 2004.
- [4] Ameen Kanwal, "Barriers in Collection Sharing among Libraries of Pakistan: University Library Managers' Viewpoint", *Library and Information Science Research Electronic Journal*, Vol.18, No.1, 2004 March <http://libres.curtin.edu.au>