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Critical Review On Exposure Of E-Resources Through Teacher Educators

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ABSTRACT:

Developments in information and communication technologies (ICTs) or e-resources have impacted every aspect of society, including education. The use of ICTs in teacher education through e-learning is already altering the methods of instruction and learning. Higher education institutions have adopted e-learning due to a variety of pedagogical and socioeconomic variables. Increased cooperation and collaboration, synchronous learning, improved information access, increased communication via electronic means, cost- effectiveness and pedagogical advancement through simulations, virtual experiences, and graphic representations are the key patterns. In this article, critical review on exposure of e-resources through teacher educators has been discussed.

Keywords: Exposure, E-Resources, Teacher, Educators.

INTRODUCTION:

Enhancing the quality of human learning is the primary goal of educational technology. It is focused on accomplishing the objectives of upholding self-control and adjusting to its surroundings, among other things. Educational technology, which includes current testing and evaluation methods, appropriate child learning procedures, and a variety of mass communication platforms, is crucial for effectively addressing the myriad issues in education. If educators want to keep up with one another and surpass industrialised nations, they must learn how to use it, especially in developing nations like India. Thus, educational technology can serve to expedite and accelerate both the numeric expansion and the qualitative enhancement of education.

CRITICAL REVIEW OF LITERATURE:

According to AlJasser, Reham et al. (2021), evaluating the effects of e-learning on health sciences students using various e-resources King Saud University in Saudi Arabia's health science student body (n = 211; 134 females and 77 males) participated in a cross-sectional study. A previously used structured questionnaire was used to gather data in order to evaluate how e-resources affected learning. Zoom (38%), YouTube (31%), Google apps (29%), and Blackboard (27%), were the four most often utilised e-resources. According to reports, 35% of the pupils reported using e-resources for three or more hours every day. The majority of students (55.9%) acknowledged that faculty members' e-resource utilisation varied according to their age and gender. The majority of students (58.2%) think that faculty members' recommendations for reputable internet resources were made. The majority of students said that the organisation and logic of the information (64.5%), the video's legitimacy (64.5%), and the video's modern "look and feel" (60.6%) were the main e-resources that affected their academic achievement. The study determined which e-resources are most commonly used, how faculty members use them differently based on their age and gender, how much students rely on faculty opinions to determine the reliability of e-resources, and which three e-resource qualities are most crucial—organisation, credibility, and updated status. Because e-learning tools were used so often in health sciences courses, they had a major educational impact on the students who took part. [1]

A.S. Gautam and M.K. Sinha (2020) looked into how the advancement of information technology and web technology had affected changes to digital libraries, online databases, digital repositories, virtual libraries, and other information storage and retrieval systems. The collection and services offered by libraries have undergone significant transformation in recent times. A more extensive library collection had to be created due to the growth of information and user demand. Publishers of printed journals have recently begun to release electronic and online editions of their publications. Many schools and institutions are unable to purchase periodicals because of their high cost. The UGC and Ministry of HRD have begun to purchase electronic resources for all university libraries at significantly lower costs through consortium agreements with top publishers. One of the benefits of the UGC-INFONET Digital Library Consortium is the BHU Library.

One of the authors' PhD research projects includes the current study. This study was carried out to find out how instructors and academics used the e-resources that the BHU library had to offer. The current study examines how BHU academics and instructors use electronic resources (e-books, e-journals, online and offline databases, and web resources) that are made available by the INFLIBNET Centre in e-resource consortiums like the UGC-INFONET Digital Library Consortium. The current investigation was carried out from January to July 2015 as a component of the doctoral research project. [2]

Puneeth B. M. (2019) focuses on the many aspects of e-resources and how well they may be used in academic libraries. The use of stored intelligence is now more relaxed, quicker, and quicker thanks to digital technologies. The knowledge that has been amassed over time must be used in upcoming studies on social transformation and general development. Digitized print and electronic information sources are becoming more and more significant to academic institutions as a result of electronic assets' ability to monitor knowledge flow and solve storage issues. Technology has forced libraries to add new items to their catalogues; among these, e-resources are the most widely used. This essay discusses the necessity for electronic resources, their advantages, how well they work when used, the many kinds of electronic resources, and their services. It also summarizes these resources and discusses some of their advantages and disadvantages. [3]

Ravi N. Bellary and Sandeep Surve (2019) explored that information is a teacher's and researcher's nervous system; without it, they are unable to impart knowledge or do new research in an academic setting. The tools of information and communication technology have transformed the way people communicate and may access information in a digital setting. The goal of this study is to examine how the engineering faculties at NMIMS (Deemed to be University), Mumbai, use and are aware of e-resources. The findings indicate that the majority of faculty members—85.71 percent—employ electronic resources for research and learning purposes. Additionally, it was discovered that busy schedules at the institute hinder faculty members' ability to use e-resources effectively and efficiently—552.38% of respondents—from doing so. [4]

Hsiung, W. Y. (2018) found that the perception of chemistry as a dry and uninteresting science subject is common, perhaps

because of the usage of static textbooks, traditional teaching methods, a lack of engagement, and difficulties visualizing abstract chemical concepts. The traditional textbook and talk-and-chalk teaching approach has been replaced by e-learning materials (e-resources) and technology use as one of the main trends in education. To find out how students felt about the effects of technology and e-resources on different areas of their education, a study was conducted. A questionnaire was used to gather information from 28 undergraduate students at Taylor's University in Malaysia who were enrolled in first-year chemistry courses. The students were given access to an e-learning platform called Moodle, which allows them to evaluate electronic resources at any time and from any location. Cutting-edge tools like augmented reality (AR), simulation, and mobile clickers have been used in classroom learning. The majority of students thought the offered electronic tools were helpful and adequately prepared them for the course exams. They had become more knowledgeable and capable of responding to inquiries. [5]

Oyeronke Olufunmilola Ogunlande and Festus Oladimeji Olafare (2018) stated that data resources are exclusively accessible online via computers and other ICT devices. The purpose of the study was to determine how much pre-service teachers in Kwara State's colleges of education were using e-resources. A descriptive survey research design was used. A total of 150 pre-service teachers from two Kwara state institutes of education were chosen using the purposive sample approach. Relevant data was gathered using a researcher-designed questionnaire called "e-resource utilisation by pre-service teachers" (ERUPT), which was validated by specialists in educational technology. Descriptive statistics in the form of means and percentages were used for data analysis. According to the study, the majority of pre-service teachers knew that the library had electronic materials available. Over 50% of them didn't regularly utilize the resources. Among the main obstacles are inadequate power supply, lack of IT knowledge, excessive information, restricted access to computer terminals, inadequate familiarity with the tools, and poor network/internet connectivity. The study's conclusions led to the formulation of some suggestions. [6]

Olaniran S. O. et al. (2017) explored that electronic resources are now a standard component of both traditional and remote learning-based higher education. The predominant feature of higher education institutions in this century is e-books, which

may be accessed through e-libraries, as opposed to the past, when libraries and hard copies of books were the main sources of information. This study looked at the use of e-learning tools with remote pre-service teacher trainees. To conduct the study, a survey research design was adopted. An anonymous web-based survey was completed by 144 pre-service teachers from three distance learning institutions in South Africa. The purpose of the survey was to collect data related to the five research issues that the study aimed to address. The findings showed that while respondents used e-resources extensively for learning, they used them less for teaching. The study suggests that pre-service teacher trainees in ODL institutions receive institutionally based instruction on how to access and use e-learning resources. [7]

Awadhesh Singh Gautam and Manoj Kumar Sinha (2017) investigated how ICT has fundamentally altered how libraries and information centres operate. Every aspect of life is affected by ICT, including the Internet and WWW. Libraries are not an anomaly. Numerous e-resources, including e-books, e-journals, and online and offline databases, are being published as a result of electronic publishing. These resources are being purchased by academic libraries, particularly those at colleges and universities. Consortia models are being implemented and tested by colleges and universities for the purchase and access to e-resources due to the rising costs of learning resources, both printed and electronic, as well as financial issues the academic libraries are facing. The INFLIBNET Centre has been effectively implementing consortium models for the purchase of e-resources since 2003. This is covered in the first section of the article. Approximately 179 university libraries have access to e-resources, including online databases and e-journals, through the UGC-INFONET Programme. The utilisation of e-resources by Allahabad University researchers and instructors is covered in the second section of the report. The purpose of this study is to determine how research scholars and teachers at Allahabad University use journals. Specifically, the study will look at how they use e-resources that are available to them on campus, primarily at the Central and Departmental Libraries. The period of this study's execution was January through June 2015. In order to determine the validity of the questionnaire, a smaller sample was used in this initial pilot study. For this investigation, a basic random sampling technique has been used. The study's conclusions show that younger library patrons have embraced the Internet and online and offline

electronic resources or web resources with remarkable speed, whereas older library patrons find it difficult to use social media, the Internet, and e-resources. They use traditional printed resources more frequently. The university library, together with INFLIBNET and other organisations, must conduct comprehensive and frequent user awareness activities in order to maximise the use of the e-resources made available to users through consortia. [8]

Sumathiral and Ravi (2016) investigated how much the Coimbatore region's teacher educators used e-content. The current study used samples from 284 teacher educators. There was usage of the survey research design. The investigators built the instrument. Using the Statistical Package for Social Science, descriptive analysis was used to examine the data that had been gathered (SPSS). The results showed that most of the chosen teacher educators—64 percent of them—occasionally use e-resources. [9]

Joseph Jestin and Ally Sornam (2016) carried out a survey among the chosen faculty members of fifteen engineering colleges in Kerala. 240 genuine answers to the 375 online surveys that were disseminated were received. The results demonstrate that most faculty members are well-versed in e-resources and make use of them at least once a week. The majority of e-resources are readily available, with the exception of a few engineering e-packages. The majority of staff members use desktop computers to access electronic resources, primarily for educational purposes. Among the challenges students are facing are not knowing their password, viruses, bad internet connections, a lack of time, and the availability of e-resources that are only available on campus. The survey also shows that practically every employee is happy with the e-resource access facilities. [10]

Tawfeeq Nazir (2015) explored that the study's goal was to ascertain how well users were using and how satisfied they were with the electronic resources the University of Kashmir made available to them. 200 questionnaires were given out in total to full-time research scholars (M.Phil./Ph.D.) and graduate students in the scientific and social science faculties at the University of Kashmir in order to gather primary data. The results show that the main reasons for low e-resource consumption are a lack of knowledge about the various kinds of e-resources and a lack of support from libraries. The outcome demonstrates that science faculty members use e-

resources more skillfully than social science faculty members do. The results may be useful in understanding the many difficulties and worries people encounter when utilising and gaining access to electronic resources. The report also describes the state of the University of Kashmir's science and social science faculties in terms of their knowledge of and use of electronic resources. [11]

The many kinds of electronic resources utilised by researchers, their goals and usage patterns, and the challenges students encounter while gaining access to and utilising these resources at university have all been covered by Kumbar et al. (2014). A standardised questionnaire was used for the study, and it was delivered to 100 research scholars from various science departments. Of those, 92 fully completed questionnaires were returned, yielding a 92% response rate overall. The article indicates that Karnataka University research scientists now rely heavily on electronic resources for their information needs. [12]

Shanthi and Radhakrishnan (2014) studied the use of electronic resources by research scholars from engineering institutions affiliated with Anna University of Technology, Coimbatore. The purpose of the study was to examine the electronic resource utilisation patterns of Ph.D. candidates at Anna University, Coimbatore, and its affiliated institutions. Data from the research scholars was examined and collected using the questionnaire method. With the aid of the Statistical Package for Social Science (SPSS), the gathered data has been examined. ANOVA, Chi-Square, and percentage were among the statistical techniques applied. This study provided evidence in support of the hypotheses. The findings showed that there are notable differences in the degree to which researchers across various age groups are accustomed to using technological resources. Links between course-specific websites and library websites facilitate easy and efficient use of these resources by research scholars. [13]

In order to investigate how users are exposed to electronic resources, Garg and Tamrakar (2014) assessed how Indian Institute of Technology library patrons used electronic resources (e-resources). Additionally, it seeks to draw attention to the library's alert services, the journals' most popular format, e-resource awareness, e-resource helpfulness, and the library's attempts to provide improved e-services to its patrons. The foundation of this study is a standardised

questionnaire, for which 822 postgraduate students, research scientists, and faculty members were given questionnaires in total. Out of all the surveys that were issued, 412 were properly completed and returned by the participants. A variety of statistical techniques have been applied to data analysis. This paper presents and discusses the study's findings. [14]

In order to ascertain the advantages faculty members identify with electronic resources and the difficulties they have in obtaining them, Kwafoa et al. (2014) looked into faculty members' awareness of and use of online academic databases. The information was gathered using a questionnaire. This is so that data from a potentially huge number of respondents can be gathered at a low-cost using questionnaires. For this study, a total of one hundred respondents were polled. The data was analysed into frequencies and percentages using the statistical package for the social sciences (SPSS) software version 16. The study made it abundantly evident that faculty members rely heavily on electronic resources available online for both research and instructional support. Unfortunately, very few people use the online academic databases available at the library. The main reason for this was that the faculty members were either unaware that the databases even existed or that the library had a subscription to them. In view of the aforementioned discoveries, the library must increase teacher and student knowledge of the availability and use of its electronic resources. [15]

Aina R.F. (2014) explored the study on academic staff at Babcock University Business School's awareness, accessibility, and use of electronic databases and found that, remarkably, only three databases—Academic Journal, Ebscohost, and JSTOR—were fully utilised, with 38 (44.7%), 40 (47.1%), and 36 (42.4%) percent, respectively. The results also show that the World Bank Open Knowledge Repository (31, 36.8%), SAGE 23 (27.1%), International Research Journal, and National Virtual Library (25, 29.4%) electronic databases were not used. This suggests that the rate at which respondents were using electronic resources did not match the rate at which they were aware of them. [16]

Pauline Adeniran (2013) did research at the Redeemer's University library in Mowe, Nigeria, to look at how undergraduate students used electronic resources. The population for the study consisted of 256 students who were enrolled in 200-level classes or higher and who made use of the

library during that time. For this study, the survey research approach was chosen. The tool for gathering data was a questionnaire. The data was analysed using basic percentages and frequency counts. According to the study, Redeemer's University undergraduate students' academic performance is significantly impacted by their usage of electronic resources, yet they still need to improve their proficiency with these tools. [17]

When asked if they were aware of the electronic library services that are available, respondents to the Abinew and Vuda (2013) survey on acceptance and use of these services in universities were asked to mark their answers using the buttons "Yes," "No," and "To some extent." The majority of respondents (57.97%) indicated in their "to some extent" response that they knew little to nothing about the resources available through e-libraries and didn't know them thoroughly. Twenty-six percent of those surveyed had no idea that e-library services even existed. Of the respondents, only 21.38% were fully aware that e-library services existed. In the same study, they discovered that there are no appreciable differences in university staff and postgraduate student awareness of e-library services, nor between streams (faculties, colleges, and institutions). [18]

The majority of respondents to Dolo-ndlwana's (2013) study on the usage and usefulness of the library's electronic resources by academic and postgraduate students at Cape Peninsula University of Technology used e-resources; nevertheless, a small percentage did not use them because they were unaware of them. [19]

In Ratcliff, Swartz, and Ivanitskaya's (2013) study, 87% of the participants said they lacked the knowledge and abilities necessary to use the PubMed online database, and over 50% said they had only a cursory understanding of the principles of electronic databases. This held true even though other survey results indicated that professionals with degrees less than ten years old were less likely than those with degrees more than ten years old to reply to internet correspondence. [20]

Sivathaasan and Velnampy (2013) carried out a case study. Finding out how university instructors' use of e-resources affects their academic performance is the primary goal of the research. Since the participants in this study were only university instructors employed by the University of Jaffna in

Sri Lanka, a stratified random sampling technique was used to choose a sample from each of the five faculties according to the group's real size within the overall population. The operational hypotheses of the study are tested using a regression model and correlation analysis. The findings indicate a significant positive correlation between academic achievement and e-resource consumption ($r = 0.623$, $p < 0.01$). Using e-resources has an impact on academic achievement at a rate of 38.8% ($R2 = 0.388$), according to multiple regression analysis. This impact is statistically significant at the 0.01 ($p < 0.01$) significance level. The researchers would greatly benefit from this study, which examines the effect of e-resource utilisation on academic achievement. [21]

In his research, Velmurugan (2013) discovered that a prevalent issue encountered by those who utilize electronic resources is that a higher proportion of participants expressed dissatisfaction with their internet speed. The time needed to obtain pertinent information is wasted due to the poor speed. Others can be the inconsistency of the electrical supply and the availability of electronic resources. [22]

According to research by Prangya and Rabindra (2013), 12 postgraduate students (52%) are aware of the e-facilities and e-resources, while 11 research scholars (48%) are unaware of the facilities. Similarly, 12 research scholars (52%) are aware of the e-resources, while 11 research scholars (48%) are unaware of the e-facilities provided by the library. [23]

The majority of faculty members from Indian institutes in Dubai International Academic City who participated in a study conducted by Ahmad and Panda (2013) on their awareness of and usage of electronic information resources did so. Their investigation revealed more evidence of ignorance and improper use of library-specific resources, including CD-ROM databases, patents, and e-theses. [24]

A study conducted by Dange, Girish, Savitha, Sushma, and Veenakumari (2013) on postgraduate students at Kuvempu University's awareness and use of digital information sources and services found a significant difference in the awareness of digital information sources, digital information services, and digital information source usage between students in their final year and those in their previous year. The understanding of digital information sources, digital information services, and utilisation of digital information sources and services varies

significantly among postgraduate students in the arts, sciences, and education. However, there isn't a noticeable distinction between final-year and prior-year students' awareness of and use of digital information sources and services. The use of digital information sources, awareness of digital information services, and utilisation of digital information services by male and female postgraduate students do not significantly differ from one another. [25]

Vinod Kumar Singh (2013) looked into how IIM Bangalore's staff, research scientists, and students used electronic resources. The study investigated the users' awareness of the various types of electronic resources available in the IIM Bangalore Library, their purpose and frequency of use of these resources, the factors influencing their resource utilisation, the impact of these resources and services on their academic work, and how to effectively use the resources and services offered by the IIM Bangalore Library. [26]

The Dhaka University Library (DUL) offers electronic resources, facilities, and services. Umme Habiba and Salma Chowdhury (2012) have examined the state of these resources. It also covers the goal of using e-resources, their advantages, the state of subject coverage, user satisfaction overall, issues DUL users run into when using e-resources, and how users perceive the influence of e-resources. The report concludes by summarizing the findings of a questionnaire-based study on the usage of e-resources and how it affects DUL users. [27]

CONCLUSION:

Education technology is being developed today not only to increase access to education but also to raise the standard of education that is already offered. Audio-visual aids are the conceptualization of educational technology. What is its greatest potential? Its primary goal is to enhance the message's quality; if it takes the shape of a problem-oriented technique, its primary goal will be the creation of instructional materials. However, educational technology also addresses the administration and organisation of people and materials in order to accomplish the particular goals of planning and implementation, which limits the scope of both of these interpretations.

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