

Original Research Article

Attitude of students about e-resources for academic and research work in Agriculture universities of Uttar Pradesh

ABSTRACT

e-resources are now an essential part of all intellectual activities in higher education. Realizing the value of e-resources, the majority of Indian colleges have made generous investments to give students access to these materials to assist learning, teaching, and resources. Every country's finest learning and intellectual centres are universities, and university libraries are what fuel all of these centres' intellectual pursuits. The present study aims to study on attitude of students (Post-Graduate and Ph.D level) about e-resources in Academic and Research work of agriculture universities of Uttar Pradesh. The study was conducted during 2022 in the state using a structured questionnaire and data were collected through Online Google Form. About 240 responses were received and analysed. Out of total respondents' 26 percent were females while 74 percent were males, 23-29 years of age (57.50%) and 46% belonged to rural background. To measure the attitude of students towards e-resources, the scale was developed by the investigator for data collection from the students. Majority of the students had medium level of attitude. Students from four agriculture universities, had more or less similar attitude towards e-resources which might be due to more or less same awareness about various e-resources available in their universities. It was found that most of the students strongly agreed with the fact that "e-resources are useful to update the knowledge globally" with 92 MPS. Students of agriculture universities had a positive and favourable attitude towards e-resources but required proper exposure and training at the right time for the better utilization of all e-resources.

Key words: Attitude, e-resources, Wikipedia, ICT and training

INTRODUCTION

Electronically stored information is referred to as a "e-resource," and it can be accessed through electronic networks and systems. e-resources are now an essential part of all intellectual activities in higher education. Realizing the value of e-resources, the majority of Indian colleges have made generous investments to give students access to these materials to assist learning, teaching, and resources. Every country's finest learning and intellectual centres are universities, and university libraries are what fuel all of these centres' intellectual pursuits. University libraries are progressively expanding their access to e-resources as they represent a significant portion of global intellectual research output. Although universities have made significant investments in the infrastructure for teachers, researchers and students to use electronic resources, there have been relatively few attempts to explore attitude of students about e-resources in universities and colleges. Hence, a need was felt to know the attitude of the students about e-resources in universities and colleges. Keeping this objective in mind, a study was conducted by Kumari Asha, H.C Singh, Ashwani Kumar Verma and Rohit (2022) with students in academic and research work of Agriculture universities of Uttar Pradesh.

Research Objectives

Research Questions or Hypothesis

METHODOLOGY

Considering the different locations of the students, a structured questionnaire was designed using an online survey tool viz., Google Form for collecting data and ex-post facto research design was adopted in the investigation. Questionnaires were sent through g-mail and social media platforms like WhatsApp. The state of Uttar Pradesh was purposively selected for study. Out of five Agriculture universities in the State, four universities, which had been operating for the last ten years were selected for study. Only the agriculture faculty was specifically chosen from among them since PG and

Ph.D programmes have been successfully offered by this faculty for the past 10 years. Sixty students (Post-Graduate and Ph.D. level) from each designated college were chosen at random from the list that had been created. In total, 240 Post Graduate and Ph.D. students made up the study's sample used.

To know the attitude of respondents towards e-resources, an arbitrary scale was developed that contains a set of statements under the various categories. The scale consists of 17 statements, out of which 14 positive and 3 negative. The statements can be administered on a five point continuums as followed by (Likert 1932) viz., Strongly agree, Agree, Undecided, Disagree and Strongly disagree with a score of 5,4,3,2 and 1, respectively for positive statements and reverse scoring for negative statements. The maximum score amounted to 85 and minimum score was 17.

The total attitude score of each respondent was obtained by adding all the scores of their responses of all the statements. Thereafter, the scores of each individual was calculated and categorized into three categories viz. Low category (<65.37 score), Medium category(65.37-77.23 score) and High category(>77.23 score) using mean and standard deviation. Attitude of respondents mean percent score for each statement was calculated and ranked accordingly. In order to find out the significant difference between the respondents of selected universities about attitude towards use of e-resources, Analysis of Variance-One way method was applied and interpretations was done accordingly.

RESULT AND DISCUSSION

The basic socio-economic and academic status of the respondents is presented in Table 1. It was found that the majority of the respondents were males (74%); had 23-29 years of age(57.50%):Rs.1,00,000 to 6,00,000/ annual family income(54.58%): belonged to rural background(46%): had medium level of competence(53%): 54% students received no training : parents occupation was Government jobs (31%) and 39% students fathers were Graduate.

Table:1 Socio-economic and Academic status of students

N=240

Characteristics	Frequency	Percentage
Gender		
Male	178	74.17

Female	62	25.83
Age		
< 23 years	52	21.67
23-29 years	138	57.50
>29 years	50	20.83
Annual Income		
< 1,00,000	53	22.08
1,00,000-6,00,000	131	54.58
> 6,00,000	56	23.33
Family background		
Rural	111	46
Semi-Urban	72	30
Urban	57	24
ICT Competence		
Low	53	22
Medium	126	53
High	61	25
Training received		
No	129	54
Yes	111	46
Family occupation		
Farming	62	26
Farming +other occupation	49	20
Private sector /Business	55	23
Govt. sector	74	31
Fathers Education		
Ist -Middle school	41	17
Ninth -Higher secondary school	54	23
Graduation	94	39
Above Graduation	51	21

Similar studies also reported that majority of respondents' families (40%) were engaged in farming and belonged to rural areas, had 23-29 years of age, medium level of annual family income, had been exposed to training which is required to use of e-resources (Chaubey, 2015; Oresanya and Oresanya, 2016; Yadav, 2018; Mishra, 2020). Few studies revealed that majority of the respondents were female (61.98%); and residing in Urban areas (Meinam et. al., 2023).

Classification of students (Post-Graduate and Ph.D.

level) according to their level of Attitude toward e-resources: It was found that the majority (58.75%) of the students of agriculture universities in Uttar Pradesh had medium level of

attitude followed by 23.75 per cent of them with the high level of attitude and rest 17.50 per cent of them were found with low level of attitude (Table 2).

Table2 Classification of students (Post-Graduate and Ph.D level) according to their level of Attitude toward e-resources

N=240

S.No.	Attitude level	CSAUAT, K anpur		ANDUAT, A yodhya		SVPUAT, M eerut		SHUATS, Pr ayagraj		Total	
		f	%	f	%	f	%	f	%	f	%
1.	Low (<65.37 score)	13	21.67	9	15	8	13.33	12	20	42	17.50
2.	Medium (65.37-77.23 score)	34	56.67	40	66.67	35	58.33	32	53.33	141	58.75
3.	High (>77.23 score)	13	21.66	11	18.33	17	28.34	16	26.67	57	23.75
	Total	60	100	60	100	60	100	60	100	240	100

$\bar{X}=71.29$ s.d =5.92

The reason for the vast majority of the students with a positive attitude toward e-resources might be that they were more focused on their academic and research activities and understood the scope of ICT/e-resources in the present and future time to develop their career.

Similar findings have also been reported by **Sivathaaram et al. (2014)**, **Oresanya and Oresanya (2016)** and **Mishra (2020)** who indicated that majority of the students had a positive attitude toward online shopping.

Statementwise Attitude of students (Post-Graduate and Ph.D. level) toward e-resources.

A perusal of data presented in Table 3 reveals that most of the students strongly agreed with the fact that “e-resources are useful to update the knowledge globally” with 92 MPS, and it was ranked first by the students, this was followed by the statements namely “e-resources are useful in improving our professional competence by providing appropriate knowledge about that particular profession” and “e-resources are very effective in providing current information in their respective disciplines” with 91, 90.17 MPS and ranked second and third, respectively by the students. Thus, it can be concluded that students of agriculture

universities had a positive and favourable attitude towards e-resources but require proper exposure and training at the right time for the better utilization of all e-resources.

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Table 3 Statementwise Attitude of students (Post-Graduate and Ph.D level) toward e-resources

N=240 (Multiple responses)

S.No.	Attitude statements	CSAUAT, Kanpur		ANDUAT, Ayodhya		SVPUAT, Meerut		SHUATS, Prayagraj		Total	
		MPS	Rank	MPS	Rank	MPS	Rank	MPS	Rank	MPS	Rank
1.	e-resources are unable to meet the increasing demands of scholars	71	XV	64	XVI	71	XVI	73	XV	69.75	XV
2.	Maximum use of e-resources for academic purposes	83.67	XII	84.67	XIII	84.33	XIII	81	XIV	83.42	XIII
3.	Practical use of e-resources like e-books, e-journal can give desire and relevant information	85	XI	87.67	VIII	89.67	IV	86.33	IX	87.17	IX
4.	Electronic information resources(EIR) offer today's students different opportunities from their predecessors	83.33	XIII	85	XII	85	XII	83.67	XII	84.25	XII
5.	Using EIR (electronic information resources) is not as exciting as using print resources	60.33	XVII	62.33	XVII	64.33	XVII	65.67	XVII	63.17	XVII
6.	Seeking information through internet is easy process	87.33	VIII	89.67	V	89	VII	89	IV	88.75	V
7.	Providing e-resources by username and password can be easily hacked by anyone	65	XVI	66	XV	72.33	XV	73	XV	69.08	XVI
8.	e-resources are useful in improving our professional competence by providing appropriate knowledge about that particular profession	91.33	I	90	IV	90.33	II	92.33	I	91	II
9.	e-resources allow users to access and modify the information in their desired format	80	XIV	78.33	XIV	83	XIV	82.67	XIII	81	XIV
10.	e-resources have the potential to conserve fragile/precious original materials	88.33	VI	88	VII	86.67	XI	87.67	VI	87.67	VIII
11.	e-resources are very effective in providing current information in their respective disciplines	89	III	91	II	90	III	90.67	II	90.17	III
12.	e-resources help to contact the authors /editors through email for further information	86.67	IX	86.67	X	87.67	IX	87	VIII	87	X
13.	e-resources help to provide reference materials anytime for successful completion of assignments	89	III	89	VI	89.67	IV	88.33	V	89	IV
14.	Different e-resources enable the user easy search of required information	89	III	87.67	VIII	89.33	VI	87.33	VII	88.33	VI
15.	e-resources are updated easily with new articles and journals	88	VII	90.33	III	88	VIII	86.33	IX	88.17	VII
16.	e-resources are useful to update the knowledge globally	90.67	II	92.67	I	94	I	90.67	II	92	I
17.	e-resources help the readers to access the information quickly compared to print material	85.33	X	86.67	X	87.33	X	84.67	XI	86	XI

Thus, it can be concluded that students (Post-Graduate and Ph.D. level) of agriculture universities had a positive and favourable attitude towards e-resources but require proper exposure and training at the right time for the better utilization of e-resources.

(The scale consists of 17 statements, out of which 14 positive and 3 negative. This statement that was aforementioned should be discussion here why 3 negative. What factors made the negative and positive attitude. This the researcher can discuss based on the data information and the researcher's opinion.)

The present findings are in line with the findings of Sepahpanah *et al.* (2015) and also supported by Mishra (2020) who indicated that majority of the scholars agreed that Electronic information sources provide predecessors different opportunities for career development and resources make life easier and comfortable by e-shopping, e-ticket, e-banking etc.

Comparison of Attitude among the students (Post-Graduate and Ph.D. level) of selected agriculture universities: Analysis of Variance-One way test (F-test) was used for comparison of students. Data presented in Table 4 shows that calculated F value was 0.66, which is found to be less than the tabulated value which is statistical non-significant. Thus, the null hypothesis (H_0) "there is no significant difference among the students (Post-Graduate Ph.D.) with respect to their attitude towards e-resources" was accepted and alternate hypothesis (H_1) was rejected. It referred that students from our agriculture universities had more or less similar attitude towards e-resources.

Table 4. Comparison of Attitude among the students (Post-Graduate and Ph.D. level) of selected agriculture universities

Universities	Count	Sum	Average	Variance
CSAUAT, Kanpur	60	4239	70.65	36.23
ANDUAT, Ayodhya	60	4259	70.98	30.56
SVPUAT, Meerut	60	4325	72.08	34.52
SHUATS, Prayagraj	60	4288	71.47	39.95

Source of Variation	SS	Df	MS	F	Fcrit
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BetweenGroups	69.85	3	23.28	0.66^{NS}	2.64
WithinGroups	8334.15	236	35.31		
Total	8403.99	239			

NS:Non-significant

The probable reason for similar nature of attitude of students of selected universities may be that they possessed more or less same awareness about various e-resources available in their universities.

The similar findings have been reported by **Mishra(2020)**.

CONCLUSION

It was found that majority of the students of agriculture universities in Uttar Pradesh were males (74%), had 23-29 years of age (57.50%), Rs.1,00,000 to 6,00,000/ annual family income (54.58%), belonged to rural background(46%). Majority of the students had medium level of attitude. Students from four agriculture universities, had more or less similar attitude towards e-resources which might be due to more or less same awareness about various e-resources available in their universities. Students of agriculture universities had a positive and favourable attitude towards e-resources but require proper exposure and training at the right time for the better utilization of all e-resources.

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