CHAPTER – V

SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

The primary aim of the study is to know the usage of e-resources with some objectives. In order to achieve the objects, a questionnaire was prepared and circulated to the students, research scholars and the faculty members of Vellore District Thiruvalluvar University and Arts and Science Colleges.

The analysis has been made for 216 respondents, which included 138 male 78 female respondents with regard to gender form educational institutions. The findings of the present study lead to the following observations.

5.1SUMMARY OF FINDINGS

- **Gender wise Respondents**

From the table 4.1 it is evident that 63.9 percentages of the respondents are Male and 36.1 percentages of the respondents are Female.

- **Age wise Respondents**

The study clearly points out that majority of the respondents belong to the age group between 26 and 35 Years and their score is 84 (38.9 %), 54 (25.0%) respondents come under the age group between 36 and 45 Years, 36 (16.7%) respondents come under the age group between 15 and 25 years, 21(9.7%) respondents belong to the age group between 46 and 55 years and the remaining 21(9.7%) respondents belong to the age group of above 56 years.

- **Qualification wise Respondents**

It can be observed from the table 4.3 that, Out of 216 total respondents,84 (38.9%) respondents are Professional degree holders, 69(31.9%) respondents are post graduates, 33(15.3%) respondents are Researcher and the remaining 30 (13.9%) respondents are under graduates.

It is concluded from the above table that Professional and Post graduate students are utilizing the e-resources facility.

- **Occupation wise Respondents**

Table 4.4 displays the Career-wise distribution of the respondents. It is found that 84 (38.9 %) of the respondents are found to be employed as the Teaching Faculty, 69(31.9%) of the respondents are Post Graduate Students, 24 (11.7%) of the respondents are Under Graduate Students and 21 (9.7%) of the respondents are Researcher (M.Phil / Ph.D Scholar) and the remaining 18 (8.3%) respondents are found to be Non-Teaching Staff.

- **Family Income wise Respondents**

Table 4.5 reveals the different categories of salary received by the respondents covered under the study. It is found that 84 (38.9%) of the respondents receive above ₹15000 per month while 75(34.7%) of the respondents receive between ₹10001- ₹ 15,000 per month. Further it is found that 57(26.4%) of the respondents receive the sum of ₹5001- ₹10000 per month and no respondents receive Up to ₹ 5000 as their salary.

- **Living Place wise Respondents**

The table 4.6 shows that 108 (50.0%) of the respondents belong to Semi-urban area, 60 (27.8%) of the respondents belong to urban area and the remaining 48 (22.2%) of the respondents belong to Rural background.

- **Gender wise Classification of Period of Usage**

Table 4.7 indicates that, Out of 216 respondents, 63 male respondents are using the e-resources for 2 to 4 years. 60 respondents are using the e-resources for 4 to 6 years. Among these 24 respondents are male and the remaining 36 respondents are female.

- **Gender wise Classification of Frequency of Usage**

It is observed from the table 4.8 that, 111 (51.4%) respondents are using the e-resources daily. Out of 111 respondents 75 respondents are male and 36 respondents are female. 45 (20.8%) respondents are using twice in a week, among these, 33 respondents are male and 12 respondents are female.30 (13.9%) of the respondents are using once in two days. Among these, 18 respondents are female and 12 respondents are male. 18(8.3%) of the male respondents are using once in two weeks and the remaining 12(5.6%) of the female respondents are using once in a week.

- **Gender wise Classification of Time to Access**

It is inferred from the table 4.9 that, out of 216 respondents, 80 (37.04%) of the respondents are accessing at night only, among these 21.76 percent of the respondents are male and 15.28 percent of the respondents are female. 66 (30.56%) of the respondents are accessing only in the evening. Among these 18.06 percent of the respondents are female and 12.50 percent of the respondents are male. 49 (22.69 %) of the respondents are accessing at late night. Among these 22.22 percent of the respondents are male and 0.46 percent of the respondents are female. 14(6.48%) of the respondents are accessing in the afternoon. Out of these 5.09 percent of the respondents are male and the remaining 1.39 percent of the respondents are female. 7(3.24%) of the respondents are accessing in the morning.

Out of these 2.31 percent of the respondents are male and the remaining 0.93 percent of the respondents are female.

It is concluded that maximum number of the respondents are working at night and in the evening.

- **Gender wise Classification of Time Spending**

The table 4.10 explains that, 96 (44%) of the respondents are spending the time for e-resources only one hour per day. Out of these 96 respondents, 78 respondents are female and 18 respondents are male.

72 (33.3 %) of the male respondents are spending the time for e-resources two hours per day.

36(16.7%) of the male respondents are spending the time for e-resources three hours per day.

12(5.6%) of the male respondents are spending the time for e-resources above three hours per day.

- **Gender wise Classification of Purpose of Usage**

The table 4.11 reveals that, 81 (37.5%) of the respondents are using the e-resources for studying purpose. 66 (30.6%) of the respondents are using e-resources for improving the teaching ability, 27 (12.5%) of the respondents are using the e-resources for exchanging of various ideas to gather new information. 24(11.1%) of the respondents are using the e-resources for the completion of their research work. 12 (5.6%) of the respondents are using the e-resources for publishing journals, articles and books. 6 (2.8%) of the respondents are using the e-resources for other purpose.

- **Age wise Analysis of Accessing E-resources at Libraries**

From the Table 4.12 it is evident that, Out of 100 % of the respondents, 77.78 % of the respondents are using the e-resources at libraries. Among these 29.17 % of the respondents belong to the age group of 26- 35 years. 20.83 % of the respondents belong to the age group of 36- 45 years. 11.1% of the respondents belong to the age group of 15-25 Years. 9.72 % of the respondents belong to the age group of 46-56 years and the remaining 6.94% of the respondents belong to the age group of above 56 years.

Out of 22.22 % respondents, 9.72 % of the respondents belong to the age group of 26-36 years. 5.6 % of the respondents belong to the age group of 15-25 years. 4.17 % of the respondents belong to the age group of 36-45 years. 2.78% of the respondents belong to the age group of above 56 years.

Correlation Result

The correlation analysis reveals that the co-efficient of correlation is Insignificant and therefore there is a significant relationship between accessing the e-resources at libraries and not accessing the e-resources at libraries.

- **Age wise Analysis of Accessing E-resources at Open Access Centre**

Table 4.13 shows that, Out of 100 % of the respondents, 66.96 % of the respondents are using the e-resources at open access centre, among these 28.70 % of the respondents belong to the age of 26- 35 years. 15.28 % of the respondents belong to the age of 36- 45 years. 10.6% of the respondents belong to the age of 15-25 Years, 5.56 % of the respondents belong to the age of 46-56 years and the remaining 2.78 % of the respondents belong to the age group above 56 years.

Out of 37.03 % of the respondents, 10.18 % of the respondents belong to the age of 26-36 years.9.72 % of the respondents belong to the age of 36-45 years.

6.94% of the respondents belong to the age above 56 years.6.1% of the respondents belong to the age of 15-25 years and remaining 4.17% of the respondents belong to the age of 46-55 years.

Correlation Result

The correlation analysis reveals that the co-efficient of correlation is Insignificant and therefore there is a significant relationship between accessing the e-resources at centre and not accessing the e-resources in the centre.

- **Age wise Analysis of Accessing E-resources at Home**

The Table 4.13 shows that, Out of 100 % of the respondents, 86.57 % of the respondents are using the e-resources at Home. Among these 30.56 % of the respondents belong to the age group of 26 to 35 years. 22.22 % of the respondents belong to the age group of 36 to 45 years. 16.2% of the respondents belong to the age group of 15 to 25 Years, 9.72 % of the respondents belong to the age group of 46 to 56 years and the remaining 7.78 % of the respondents belong to the age group of above 56 years.

Out of 13.43 % of the respondents, 8.33 % of the respondents belong to the age group of 26 to 36 years.2.78 % of the respondents belong to the age group of 36 to 45 years. 1.85 % of the respondents belong to the age group above 56 years and the remaining.0.5 % of the respondents belong to the age group of 15-25 years.

Correlation Result

The correlation analysis reveals that the co-efficient of correlation is Insignificant and therefore there is a significant relationship between accessing the e-resources at home and not accessing the e-resources in the home.

- **Age wise Analysis of Accessing E-resources at Working Place**

From the Table 4.15 it is clear that, Out of 100 % respondents, only 36.6 % of the respondents are using the e-resources at working place. Among these 13.4 % of the respondents belong to the age of 36- 45 years. 11.6 % of the respondents belong to the age of 26- 35 years. 7.9 % of the respondents belong to the age of above 56 years. 2.3 % of the respondents belong to the age of 15-26 years and the remaining 1.4 % of the respondents belong to the age of 46-55 years.

Out of 63.04 % respondents, 27.3 % of the respondents belong to the age of 26-36 years. 14.4 % of the respondents belong to the age of 15-25 years.11.6% of the respondents belong to the age 36-45 years. 8.3 % of the respondents belong to the age of 46-55 years and the remaining 1.8% of the respondents belong to the age group of above 56 years.

Correlation Result

The correlation analysis reveals that the co-efficient of correlation is Insignificant and therefore there is a significant relationship between accessing the e-resources in the working places and not accessing the e-resources in the working places.

- **Age wise Analysis of Accessing E-resources at Other Places**

Table 4.16 shows that, out of 216 respondents, 209 respondents have refused to access the e-resources at other places. Out of 96.8 % of the respondents, 36.6% of the respondents belong to the age of 26-35 years. 25.0 % of the respondents belong to the age of 36-45 years.16.2% of the respondents belong to the age of 15-25 years. 9.7% respondents belong to the age of 46-55 years and the remaining 9.2% respondents belong to the age group of above 56 years.

Correlation Result

The correlation analysis reveals that the co-efficient of correlation is Insignificant and therefore there is significant relationship between accessing e-resources in the other places and no accessing e-resources in the other places.

- **Spending Time for Website Usage**

It is evident from the Table 4.17 that, Out of 216 respondents, 93 respondents spend one hour for the website usage. Out of 93 respondents 49 respondents are male and 44 respondents are female.

71 respondents spend 2 hours for website usage. Out of 71 respondents, 58 respondents are male and 13 respondents are female.

37 respondents spend 30 minutes for website usage. Out of 37 respondents, 19 respondents are male and 18 respondents are female.

15 respondents spend more than 2 hours for website usage. Out of 15 respondents, 12 respondents are male and 3 respondents are female.

ANOVA Test

The table reveals that the average satisfaction of each group is found to be statistically not significant as the calculated value 15.080 is greater than the table value 3.8451. Thus the hypothesis framed is rejected.

- **Spending Time for E-journals Usage**

Table 4.18 shows that, 122 respondents spend one hour for reading the e-journals. Out of 122 respondents 93 respondents are male and 29 respondents are female.

69 respondents spend 2 hours for reading the e-journals. Among these, 39 respondents are female and 3 respondents are male.

15 respondents spend 30 minutes for reading the e-journal. Out of 15 respondents, 9 respondents are female and 6 respondents are male.

10 respondents spend more than 2 hours for reading the e-journals. Out of 10 respondents, 9 respondents are male and 1 respondent are female.

ANOVA TEST

The table shows that the average satisfaction of each group is found to be statistically not significant as the calculated value 1.219 is less than the table value 3.8451. Thus the hypothesis framed is accepted.

- **Spending Time for E-books Usage**

Table 4.19 clearly shows that, from the total respondents, 104 respondents spend 30 minutes for reading the e-books. Among these 84 respondents are male and 20 respondents are female.

97 respondents spend one hour for reading the e-book. Among these 48 respondents are male and 49 respondents are female.

15 respondents spend two hours for reading the e-book. Out of 15 respondents, 9 respondents are female and 6 respondents are male.

ANOVA TABLE

It indicates that the average satisfaction of each group is found to be statistically not significant as the calculated value 26.157 is greater than table value 3.8451. Thus the hypothesis framed is rejected.

- **Spending Time for Entertainment Purpose**

Above Table 4.20 shows that, Out of 216 respondents, 110 respondents spend 30 minutes for entertainment purpose. Out of 110 respondents, 66 respondents are male and 44 respondents are female.

54 respondents spend one hour for entertainment purpose. Out of 54 respondents, 34 respondents are male and 20 respondents are female.

20 respondents spend 2 hours for entertainment purpose. Out of 20 respondents, 17 respondents are male and 3 respondents are female and the remaining 32 respondents never use the e-resources for entertainment purpose.

ANOVA TABLE

It is clearly shown that the average satisfaction of each group is found to be statistically not significant as the calculated value 1.594 is less than the table value 3.8451. Thus the hypothesis framed is accepted.

- **Spending Time for CD-Rom database**

Table 4.21 shows that, from the total respondents, 127 respondents spend 30 minutes for reading the e-resources CD-ROM data. Among these, 88 respondents are male and 39 respondents are female.

48 respondents spend one hour for CD-ROM data. Among these 25 respondents are male and 23 respondents are female.

41 respondents spend two hours for CD-ROM data. Out of 41 respondents, 25 respondents are male and 16 respondents are female.

ANOVA TABLE

It is mentioned that the average satisfaction of each group is found to be statistically not significant as the calculated value 2.104 is less than table value 3.8451. Thus the hypothesis framed is accepted.

- **Spending Time for OPAC**

From the Table 4.22 it is clear that, Out of 216 respondents, 113 respondents spend 30 minutes for OPAC purpose. Out of 113 respondents, 76 respondents are male and 37 respondents are female.

20 respondents spend one hour for OPAC purpose. Out of 20 respondents, 10 respondents are male and 10 respondents are female and the remaining 83 respondents never use OPAC.

ANOVA TABLE

It is revealed that the average satisfaction of each group is found to be statistically not significant as the calculated value 0.156 is less than the table value 3.8451. Thus the hypothesis framed is accepted.

- **Spending Time for Other Purpose**

It is divulged from the Table 4.23 that, Out of 216 respondents, 130 respondents never use the e-resources for other purpose

76 respondents are spending maximum 30 minutes for other purpose, among these 57 respondents are male and 19 respondents are female.

10 respondents are spending maximum one hour for other purpose. Out of 10 respondents, 2 respondents are male and 8 respondents are female.

ANOVA TABLE

It divulges that the average satisfaction of each group is found to be statistically not significant as the calculated value 0.007 is less than the table value 3.8451. Thus the hypothesis framed is accepted.

- **Ranking for Website**

The above table 4.24 shows the Gender wise rank for the users of the Website. Out of 216 respondents, 141 respondents have been given the first rank for using the website. Among these 141 respondents 95 respondents are male and 46 respondents are female.

Second rank has been totally given to 27 respondents. Among these 22 respondents are male and the remaining 5 respondents are female.

Third rank has been given to 18 respondents. Out of these, 15 respondents are female and the remaining 3 respondents are male.

Fourth rank has been given to 18 respondents. Among these 10 respondents are female and the remaining 8 respondents are male.

Fifth rank has not been given to any of the respondents; Sixth rank has been given to 12 respondents. Out of 12 respondents, 10 respondents are male and 2 respondents are female.

- **Ranking for E-journals**

The table 4.25 shows the Gender wise rank for the users of e-Journals. Out of 216 respondents, 79 respondents have been given the third rank for using the e-journal. Among these 79 respondents, 46 respondents are male and 33 respondents are female.

Second rank has been totally given to 62 respondents. Among these, 41 respondents are male and the remaining 21 respondents are female.

39 respondents are given First rank. Out of these, 32 respondents are female and the remaining 7 respondents are male.

Fourth rank has been given to 15 respondents. Among these 8 respondents are female and the remaining 7 respondents are male.

Fifth rank has not been given to any of the respondents; Sixth rank has been given to 21 respondents. Out of 21 respondents, 12 respondents are male and 9 respondents are female.

- **Ranking for E-books**

The table 4.26 describes the Gender wise rank for the users of e-Books. Out of 216 respondents, None of the respondents have been given the First rank and Sixth rank for using e-books,

Second rank has been totally given to 79 respondents. Among these 41 respondents are female and the remaining 38 respondents are male.

62 respondents are given Third rank. Out of these, 44 respondents are male and the remaining 18 respondents are female.

Fourth rank has been given to 69 respondents. Among these 50 respondents are male and the remaining 19 respondents are male.

Fifth rank has been given to 6 respondents and all are male respondents.

- **Ranking for Entertainment**

The table 4.27 shows the Gender wise rank for the users of Entertainment purpose. Out of 216 respondents, 36 respondents have been given the First rank for using e-journals. Among theses 36 respondents, 11 respondents are male and 25 respondents are female.

Second rank has been totally given to 15 respondents. All the respondents are female.

42 respondents are given the Third rank. Out of these, 31 respondents are male and the remaining 11 respondents are female.

Fourth rank has been given to 53 respondents. Among these 36 respondents are male and the remaining 17 respondents are male.

Fifth rank has been given to 70 respondents; Out of 70 respondents, 45 respondents are male 25 respondents are female. Sixth rank has not been given to any respondents.

- **Ranking for CD-Rom**

Table 4.28 shows the Gender wise rank for the users of CD-ROM. Out of 216 respondents, No respondents have been given the First rank for using CD-ROM.

Second rank has been totally given to 21 respondents. Among these, 12 respondents are male and the remaining 9 respondents are female.

15 respondents are given the Third rank. Out of these, 14 respondents are male and the remaining 1 respondent is female.

Fourth rank has been given to 47 respondents. Among these 32 respondents are male and the remaining 15 respondents are male.

Fifth rank has been given to 101 respondents. Among these, 72 respondents are male and the remaining 29 respondents are female.

Sixth rank has been given to 32 respondents. Among these, 24 respondents are female and the remaining 8 respondents are male.

- **Ranking for OPAC**

Table 4.29 explains the Gender wise rank for the users of OPAC. Out of 216 respondents, No respondents have been given either the First or the Third rank for using OPAC.

Second rank has been totally given to 12 respondents. Among these, 10 respondents are male and the remaining 2 respondents are male.

14 respondents are given the Fourth rank. Out of these, 5 respondents are male and the remaining 9 respondents are female.

Fifth rank has been given to 39 respondents. Among these, 24 respondents are female and the remaining 15 respondents are male.

Sixth rank has been given to 151 respondents. Among these, 108 respondents are male and the remaining 43 respondents are female.

QUALIFICATION WISE ANALYSIS OF LEVEL OF SATISFACTION

- **Generally Easy to Access**

It is evident from the Table 4.30 that, 72 respondents have high level of satisfaction for the easy access of the e-resources. Among these, 32 respondents are Post Graduate, 17 respondents are Under Graduate, 15 respondents are Professional Degree holders and the remaining 8 respondents are doing Research.

118 respondents have Medium Level of Satisfaction. Among these, 60 respondents are Professional Degree holders, 32 respondents are Post Graduates, 20 respondents are Researchers and the remaining 6 respondents are Under Graduates.

26 respondents have Low Level of Satisfaction. Among these, 9 respondents are Professional Degree holders, 7 respondents are Under Graduates, 5 respondents are Post Graduates and the remaining 5 respondents are Researchers.

CHI-SQUARE

It is evident from the above table 4.30 that the calculated chi-square value is greater than the table value (5% level) and the result is not significant. Hence the hypothesis “qualification and the level of satisfaction in utilizing e-resources gets very easy are associated”. From this analysis, it is identified that there is a close relationship between qualification and the level of satisfaction in utilizing the e-resources.

- **Faster Completion of Task**

It is concluded from the Table 4.31 that, 55 respondents have high level of satisfaction for faster completion of task, 21 respondents are Post Graduates, 19 respondents are Professional Degree holders, 8 respondents are Under Graduates and the remaining 7 respondents are doing Research.

95 respondents have Medium Level of Satisfaction, 44 respondents are Professional Degree holders, 26 respondents are Post Graduates, 17 respondents are Under Graduates and the remaining 8 respondents are Researchers.

66 respondents have Low Level of Satisfaction. Among these 22 respondents are Post Graduates, 18 respondents are Researchers, 21 respondents are Professional Degree holders and the remaining 5 respondents are Under Graduates.

CHI-SQUARE

It is concluded from the table 4.31 that the calculated chi-square value is greater than the table value (5% level) and the result is not significant. Hence the hypothesis “qualification and the level of satisfaction in utilizing the e-resources gets faster completion of task are associated” does not hold well. From this analysis, it is identified that there is a close relationship between qualification and the level of satisfaction in utilizing the e-resources.

- **Provides Adequate Information**

It is observed from the Table 4.32 that, 24 respondents have high level of satisfaction for providing adequate information, 7 respondents are Researchers and the other 7 respondents are Under Graduates, 5 respondents are Post Graduates and the remaining 5 respondents are Professional Degree holders.

98 respondents have Medium Level of Satisfaction. Among these, 43 respondents are Professional Degree holders, 31 respondents are Post Graduates, 14 respondents are Researchers and the remaining 10 respondents are Under Graduates.

94 respondents have Low Level of Satisfaction. Among these, 36 respondents are Professional Degree holders, 33 respondents are Post Graduates, 13 respondents are Under Graduates and the remaining 12 respondents are Researchers.

CHI-SQUARE

It is observed from the table 4.32 that the calculated chi-square value is lesser than the table value (5% level) and the result is significant a. Hence the hypothesis "qualification and the level of satisfaction in utilizing the e-resources provides adequate information are not associated" holds good. From this analysis, it is identified that there is a close relationship between qualification and the level of satisfaction in utilizing the e-resources.

- **Finding Relevant Document**

It is evident from the Table 4.33 that, 95 respondents have high level of satisfaction for finding the relevant document is time consuming. Among these 44 respondents are Post Graduates, 20 respondents are Professionals degree holders, 18 respondents are Researchers and the remaining 13 respondents are Under Graduates.

68 respondents have Medium Level of Satisfaction. Among these, 38 respondents are Professional Degree holders, 11 respondents are Post Graduates, 10 respondents are Researchers and the remaining 9 respondents are Under Graduates.

53 respondents have Low Level of Satisfaction. Among these, 26 respondents are Professional Degree holders, 14 respondents are Post Graduates, 8 respondents are Under Graduates and the remaining 5 respondents are Researchers.

CHI-SQUARE

It is evident from the table 4.33 that the calculated chi-square value is greater than the table value (5% level) and the result is Insignificant. Hence the hypothesis “qualification and the level of satisfaction in utilizing the e-resources for finding relevant documents are not associated” does not hold good. From this analysis, it is identified that there is a close relationship between qualification and the level of satisfaction in utilizing the e-resources.

- **Need Adequate Training for Use**

Table 4.34 clearly shows that, 75 respondents have high level of satisfaction towards the training needed for use. Among these, 26 respondents are Post Graduates, 26 respondents are Professionals degree holders, 14 respondents are Researchers and the remaining 9 respondents are Under Graduates.

47 respondents have Medium Level of Satisfaction. Among these, 28 respondents are Professional Degree holders, 9 respondents are Researchers, 5 respondents are Post Graduates and the remaining 5 respondents are Under Graduates.

94 respondents have Low Level of Satisfaction. Among these, 30 respondents are Professional Degree holders, 38 respondents are Post Graduates, 16 respondents are Under Graduates and the remaining 10 respondents are Researchers.

CHI-SQUARE

It is clearly shown from the table 4.34 that the calculated chi-square value is greater than the table value (5% level) and the result is Insignificant. Hence the hypothesis “qualification and the level of satisfaction in utilizing the e-

resources need adequate training to use are not associated" does not hold good. From this analysis, it is identified that there is a close relationship between qualification and the level of satisfaction in utilizing the e-resources.

- **More Variation for Year to Year**

Table 4.35 explains that, 55 respondents have high level of satisfaction from year to year variation. Among these, 23 respondents are Post Graduates, 16 respondents are Professionals Degree holders, 8 respondents are Researchers and the remaining 8 respondents are Under Graduates.

86 respondents have Medium Level of Satisfaction. Among these, 42 respondents are Professional Degree holders, 23 respondents are Post Graduates, 12 respondents are Researchers and the remaining 9 respondents are Under Graduates.

75 respondents have Low Level of Satisfaction. Among these, 26 respondents are Professional Degree holders, 23 respondents are Post Graduates, 13 respondents are Researchers and the remaining 13 respondents are Under Graduates.

CHI-SQUARE

It is evident from the table 4.35 that the calculated chi-square value is lesser than the table value (5% level) and the result is Significant. Hence the hypothesis "qualification and the level of satisfaction in utilizing the e-resources more variation for year to year are associated" does hold good. From this analysis, it is identified that there is a close relationship between qualification and the level of satisfaction in utilizing the e-resources.

- **Easy to Resolve Technical Problem**

Table 4.36 shows that, 55 respondents have high level of satisfaction for resolving the technical problem. Among these, 20 respondents are Professionals Degree holders, 14 respondents are Researchers, 12 respondents are Post Graduates and the remaining 9 respondents are Under Graduates.

47 respondents have Medium Level of Satisfaction. Among these, 15 respondents are Post Graduates, 14 respondents are Under Graduates, 11 respondents are Professionals Degree holders and the remaining 7 respondents are Researchers.

114 respondents have Low Level of Satisfaction. Among these, 53 respondents are Professional Degree Holders, 42 respondents are Post Graduates, 12 respondents are Researchers and the remaining 7 respondents are Under Graduates.

CHI-SQUARE

From the table 4.36 it is evident that the calculated chi-square value is greater than the table value (5% level) and the result is Insignificant. Hence the hypothesis “qualification and the level of satisfaction in utilizing the e-resources easy to resolve technical problems are not associated” does not hold good. From this analysis, it is identified that there is a close relationship between qualification and the level of satisfaction in utilizing the e-resources.

- **Very Difficult due to the Lack of Computer Knowledge**

The Table 4.37 shows that, 62 respondents have high level of satisfaction towards the difficulty in operation without computer knowledge. Among these, 18 respondents are Post Graduates, 17 respondents are Professionals Degree holders, 14 respondents are Under Graduates and the remaining 13 respondents are Researchers.

78 respondents have Medium Level of Satisfaction. Among these, 36 respondents are Post Graduates, 22 respondents are Professionals Degree holders, 15 respondents are Researchers and the remaining 5 respondents are Under Graduates

76 respondents have Low Level of Satisfaction. Among these, 45 respondents are Professional Degree holders, 15 respondents are Post Graduates, 11 respondents are the Under Graduates and remaining 5 respondents are Researchers.

CHI-SQUARE

The table 4.37 shows that the calculated chi-square value is greater than the table value (5% level) and the result is Insignificant.. Hence the hypothesis "qualification and the level of satisfaction in utilizing the e-resources towards the difficulty to operate without computer knowledge are not associated" does not hold good. From this analysis, it is identified that there is a close relationship between qualification and the level of satisfaction in utilizing the e-resources.

- **Very Helpful to Exchange of Journals and Articles**

It is inferred from the Table 4.38 that, 30 respondents have high level of satisfaction for very helpful to exchange of Journals and Articles, Out of 30 respondents, 13 respondents are Researchers, 7 respondents are Professionals

Degree holders, 5 respondents are Under Graduates and the remaining 5 respondents are Post Graduates.

102 respondents have Medium Level of Satisfaction. Among these, 39 respondents are Professionals Degree holders, 35 respondents are Post Graduates, and 19 respondents are Under Graduates and the remaining 9 respondents are Researchers.

84 respondents have Low Level of Satisfaction. Among these, 38 respondents are Professional Degree holders, 29 respondents are Post Graduates, 11 respondents are Researchers and the remaining 6 respondents are Under Graduates.

CHI-SQUARE

The table 4.38 shows that the calculated chi-square value is greater than the table value (5% level) and the result is Insignificant. Hence the hypothesis "qualification and the level of satisfaction in utilizing e-resources very helpful to exchange of journals and articles are not associated" does not hold well. From this analysis, it is identified that there is a close relationship between qualification and the level of satisfaction in utilizing the e-resources.

- **Displays more Scientific Information**

The Table 4.39 indicates that, 45 respondents have high level of satisfaction for displaying more scientific information. Out of 45 respondents, 19 respondents are Post Graduates, 11 respondents are Professionals Degree holders, 8 respondents are Researchers and the remaining 7 respondents are Under Graduates.

49 respondents have Medium Level of Satisfaction. Among these 16 respondents are Post Graduates, 14 respondents are Professionals Degree holders, 14 respondents are Researchers and the remaining 5 respondents are Under Graduates.

122 respondents have Low Level of Satisfaction. Among these, 59 respondents are Professional Degree holders, 34 respondents are Post Graduates, 18 respondents are Under Graduates and the remaining 11 respondents are Researchers.

CHI-SQUARE

The table 4.39 reveals that the calculated chi-square value is greater than the table value (5% level) and the result is Insignificant. Hence the hypothesis "qualification and the level of satisfaction in utilizing the e-resources displays more scientific information are not associated" does not hold good. From this analysis, it is identified that there is a close relationship between qualification and the level of satisfaction in utilizing the e-resources.

- **Ability to Access at Any Place**

The Table 4.40 classifies that, 111 respondents have high level of satisfaction for the ability to access at any place. Out of 111 respondents, 47 respondents are Post Graduates, 41 respondents are Professionals Degree holders, 13 respondents are Under Graduates and the remaining 10 respondents are Researchers.

55 respondents have Medium Level of Satisfaction. Among these, 20 respondents are Professionals Degree holders, 17 respondents are Researchers, 9 respondents are Post Graduates and the remaining 9 respondents are Under Graduates.

50 respondents have Low Level of Satisfaction. Among these, 23 respondents are Professional Degree holders, 13 respondents are Post Graduates, 8 respondents are Under Graduates and the remaining 6 respondents are Researchers.

CHI-SQUARE

The table 4.40 indicates that the calculated chi-square value is greater than the table value (5% level) and the result is Insignificant. Hence the hypothesis "qualification and the level of satisfaction in utilizing the e-resources and the ability to access at any place are not associated" does not hold good. From this analysis, it is identified that there is a close relationship between qualification and the level of satisfaction in utilizing the e-resources.

- **Using this Facility Gets Very Tired**

Table 4.41 clearly shows that, 106 respondents have Low level of satisfaction for using this facility gets very tired. Out of 106 respondents, 35 respondents are Post Graduates, 38 respondents are Professionals Degree holders, 15 respondents are Under Graduates and the remaining 18 respondents are Researchers.

81 respondents have Medium Level of Satisfaction. Among these, 40 respondents are Professionals Degree holders, 21 respondents are Post Graduates, 10 respondents are Researchers and the remaining 10 respondents are Under Graduates.

29 respondents have high Level of Satisfaction, 15 respondents are Post Graduates, 6 respondents are Professional degree holders, 5 respondents are Under Graduates and the remaining 6 respondents are Researcher.

CHI-SQUARE

The table 4.41 shows that the calculated chi-square value is lesser than the table value (5% level) and the result is Significant. Hence the hypothesis "qualification and the level of satisfaction in utilizing e-resources gets very tired are associated" does hold well. From this analysis, it is identified that there is a close relationship between qualification and the level of satisfaction in utilizing the e-resources.

- **Helpful to My Experimental and Assignment**

The Table 4.42 shows that, 111 respondents have Low level of satisfaction for very helpful to experiment and assignments. Out of 111 respondents, 54 respondents are Professional Degree holders, 29 respondents are Post Graduates, 20 respondents are Under Graduates and the remaining 8 respondents are Researchers.

63 respondents have high Level of Satisfaction. Among these, 20 respondents are Professional Degree holders, 20 respondents are Researchers, 18 respondents are Post Graduates and the remaining 5 respondents are Under Graduates.

42 respondents have Medium Level of Satisfaction. Among these, 22 respondents are Post Graduates, 10 respondents are Professional Degree holders, 5 respondents are Under Graduates and the remaining 5 respondents are Researchers.

CHI-SQUARE

The table 4.42 shows that the calculated chi-square value is greater than the table value (5% level) and the result is Insignificant. Hence the hypothesis "qualification and the level of satisfaction in utilizing the e-resources very helpful to experimental and assignments are not associated" does not hold well. From this

analysis, it is identified that there is a close relationship between qualification and the level of satisfaction in utilizing the e-resources.

- **Helpful to Data Organisation and Archive Papers**

The above Table 4.43 indicates that, 98 respondents have Low level of satisfaction for very helpful to data organisation and archive papers. Out of 98 respondents, 37 respondents are Professional Degree holders, 29 respondents are Post Graduates, 18 respondents are Under Graduates and the remaining 14 respondents are Researchers.

59 respondents have Medium Level of Satisfaction. Among these, 23 respondents are Professional Degree holders, 22 respondents are Post Graduates, 7 respondents are Researchers and the remaining 7 respondents are Under Graduates.

59 respondents have High Level of Satisfaction. Among these, 24 respondents are Professional Degree holders, 18 respondents are Post Graduates, 12 respondents are Researchers and the remaining 5 respondents are Under Graduates.

CHI-SQUARE

The table 4.43 displays that the calculated chi-square value is lesser than the table value (5% level) and the result is Significant. Hence the hypothesis "qualification and the level of satisfaction in utilizing the e-resources which is very helpful to data organization and archive papers are associated" does hold well. From this analysis, it is identified that there is a close relationship between qualification and the level of satisfaction in utilizing the e-resources.

- **Easy to Find Earlier Date Journals**

The Table 4.44 reveals that, 103 respondents have Low level of satisfaction for very helpful to find earlier date journals. Out of 103 respondents, 43 respondents are Professional Degree holders, 31 respondents are Post Graduates, 16 respondents are Under Graduates and the remaining 13 respondents are Researchers.

50 respondents have Medium Level of Satisfaction. Among these, 24 respondents are Professional Degree holders, 15 respondents are Post Graduates, 6 respondents are Researchers and the remaining 5 respondents are Under Graduates.

63 respondents have High Level of Satisfaction. Among these, 23 respondents are Post Graduates, 17 respondents are Professional Degree holders, 14 respondents are Researchers and the remaining 9 respondents are Under Graduates.

CHI-SQUARE

The table 4.44 reveals that the calculated chi-square value is lesser than the table value (5% level) and the result is Significant. Hence the hypothesis "qualification and the level of satisfaction in utilizing the e-resources very helpful to find earlier date journals are associated" does hold well. From this analysis, it is identified that there is a close relationship between qualification and the level of satisfaction in utilizing the e-resources.

- **Inspired to Joint Research and Team work**

The Table 4.45 clearly shows that, 152 respondents have Low level of satisfaction for inspiration to Joint Research and Team work. Out of 152 respondents, 60 respondents are Professional Degree holders, 59 respondents are

Post Graduates, 20 respondents are Under Graduates and the remaining 13 respondents are Researchers.

41 respondents have Medium Level of Satisfaction. Among these, 17 respondents are Professional Degree holders, 14 respondents are Researchers, 5 respondents are Post Graduates and the remaining 5 respondents are Under Graduates.

23 respondents have High Level of Satisfaction. Among these, 6 respondents are Researchers, 7 respondents are Professional Degree holders, 5 respondents are Post Graduates and the remaining 5 respondents are Under Graduates.

CHI-SQUARE

The table 4.45 shows that the calculated chi-square value is greater than the table value (5% level) and the result is Insignificant. Hence the hypothesis "qualification and the level of satisfaction in utilizing the e-resources inspire to joint research and team works are not associated" does not hold good. From this analysis, it is identified that there is a close relationship between qualification and the level of satisfaction in utilizing the e-resources.

- **Helpful to Further Publication**

The Table 4.46 shows that, 118 respondents have High level of satisfaction for further publication. Out of 118 respondents, 520 respondents are Post Graduates, 37 respondents are Professional Degree holders, 17 respondents are Under Graduates and the remaining 12 respondents are Researchers.

71 respondents have Low Level of Satisfaction. Among these, 42 respondents are Professional Degree holders, 14 respondents are Researchers, 10

respondents are Post Graduates and the remaining 5 respondents are Under Graduates.

27 respondents have Medium Level of Satisfaction. Among these, 8 respondents are Under Graduates, 7 respondents are Post Graduates, 7 respondents are Researchers and the remaining 5 respondents are Professional Degree holders.

CHI-SQUARE

The table 4.46 displays that the calculated chi-square value is greater than the table value (a 5% level) and the result is Insignificant. Hence the hypothesis "qualification and the level of satisfaction in utilizing e-resources very helpful to further publication are not associated" does not hold well. From this analysis, it is identified that there is a close relationship between qualification and the level of satisfaction in utilizing the e-resources.

- **Opinions of E-resources Services**

The above Table 4.47 shows the Level of opinions for Internet and communication technology for e-resources purposes. Out of 216 respondents, 109 respondents have good opinions, 73 respondents have excellent opinions and the remaining 34 respondents have moderate opinions are moderate. No respondents have given poor and very poor opinion.

Regarding the level of opinions for Digital Library facility for e-resources purposes, 103 respondents have moderate opinions, 90 respondents have good opinions and the remaining 23 respondents have excellent opinions. And No respondents have the opinion of poor and very poor.

Regarding the level of opinions for Audio & Video Resources for e-resources purposes. Out of 216 respondents, 113 respondents have moderate opinions, 59 respondents have good opinions, 33 respondents have poor opinions

and the remaining 11 respondents have excellent opinions. No respondents have given very poor opinions.

Regarding the level of opinions for Virtual Class room for e-resources purposes, out of 216 respondents, 74 respondents have poor opinions, 72 respondents have moderate opinions, 58 respondents have good opinions and the remaining 12 respondents have excellent opinions. No respondents have given very poor opinions.

Regarding the level of opinions for Educational Television, out of respondents, 67 respondents have poor opinions, 57 respondents have good opinions, 46 respondents have moderate opinions, 23 respondents have excellent opinions and the remaining 23 respondents have given very poor opinions.

Regarding the level of opinions for E-Learning Services, 76 respondents have excellent opinions, 73 respondents have good opinions, 57 respondents have moderate opinions and the remaining 10 respondents have poor opinions. No respondents have given very poor opinions.

Regarding the level of opinions for E-Resources data Services,120 respondents have good opinions, 74 respondents have excellent opinions, 12 respondents have moderate opinions and the remaining 10 respondents have poor opinions. No respondents have given very poor opinions.

Regarding the level of opinions for open source software,76 respondents have good opinions, 66 respondents have excellent opinions, 50 respondents have poor opinions and the remaining 24 respondents have moderate opinions. No respondents have given very poor opinions.

Regarding the level of opinions for awareness program, 102 respondents have good opinions, 46 respondents have excellent opinions, 44 respondents have poor opinions, 12 respondents have moderate opinions and the remaining 12 respondents have given very poor opinion.

OCCUPATION AND THE LEVELOF OPINION FOR USAGE

- **Usage for Lectures and Presentations**

The Table 4.48 reveals the, Occupation wise Classification of level of usage for lectureship and presentation.

Out of 216 respondents, 165 respondents have given their view as strongly utilising the e-resources facility for lectureship and presentation purpose. Among these, 76 respondents are faculty members, 44 respondents are post graduate students, 18 respondents are under graduate students, 12 respondents are researchers and the remaining 6 respondents belong to other occupation.

51 respondents have given their view as useful in the e-resources facility. Among these, 25 respondents are post graduate students, 12 respondents belong to other occupation, 8 respondents are faculty members, 6 respondents are under graduates and the remaining 5 respondents are researchers.

- **Usage for Writing Articles and Books**

The Table 4.49 shows the, Occupation wise Classification of level of usage for writing articles and books.

Out of 216 respondents, 121 respondents have given their opinion as very useful for writing articles and books. Among these, 59 respondents are faculty members, 40 respondents are post graduate students, 12 respondents are under graduates, 5 respondents are researchers and the remaining 5 respondents are other academic people.

59 respondents have given their opinion as strongly useful for this facility. Among these, 20 respondents are faculty members, 16 respondents are post graduates, 11 respondents are researchers, 6 respondents are under graduates and the remaining 6 respondents are other academic people.

36 respondents have given their opinion as not useful for this facility. Out of these, 13 respondents are post graduates, 7 respondents are other academic people, 6 respondents are under graduates, 5 respondents are researchers and the remaining 5 respondents are faculty members.

- **Usage for Preparing Research Project**

The Table 4.50 shows the, Occupation wise Classification of level of usage for preparing the research project.

Out of 216 respondents, 96 respondents have given their opinion as very useful for preparing the research project. Among these, 39 respondents are post graduates, 34 respondents are faculty members, 10 respondents are under graduates, 8 respondents are researchers and the remaining 5 respondents are other academic people.

65 respondents have given their opinion as strongly useful for this facility. Among these, 38 respondents are faculty members, 9 respondents are under graduates, 8 respondents are researchers, 5 respondents are post graduates and the remaining 5 respondents are other academic people.

55 respondents have given their opinion as not useful for this facility, Out of these 25 respondents are post graduates, 12 respondents are faculty members, 8 respondents are other academic people, 5 respondents are researchers and the remaining 5 respondents are under graduates.

- **Usage for the Preparation Examinations**

The Table 4.51 shows the, Occupation wise Classification of level of usage for the preparation of examinations.

Out of 216 respondents, 98 respondents have given their opinion as very useful for preparing their examination. Among these, 39 respondents are post graduates, 35 respondents are faculty members, 12 respondents are under graduates, 7 respondents are other academic people and the remaining 5 respondents are researchers.

78 respondents have given their opinion as not useful for this facility, Out of these, 36 respondents are faculty members, 20 respondents are post graduates, 10 respondents are researchers, 6 respondents are other academic people and the remaining 5 respondents are under graduates.

40 respondents have given their opinion as strongly useful for this facility. Among these, 13 respondents are faculty members, 10 respondents are post graduates, 6 respondents are researchers, 6 respondents are under graduates and the remaining 5 respondents are other academic people.

- **Usage for Knowing General Knowledge**

The Table 4.52 shows the, Occupation wise Classification of level of usage for knowing the general knowledge.

Out of 216 respondents, 83 respondents have given their opinion as strongly useful for knowing general knowledge. Among these, 38 respondents are faculty members, 17 respondents are post graduates, 16 respondents are Researchers and 12 respondents are under graduates. No opinion has been given among the academic people.

72 respondents have given their opinion as very useful for this facility. Out of these, 33 respondents are faculty members, 25 respondents are post graduates, 12 respondents are under graduates and 2 respondents are researchers. No opinion has been given among the academic people.

49 respondents have given their opinion as not useful for this facility. Among these, 21 respondents are post graduates, 18 respondents are other academic people, 7 respondents are faculty members and 3 respondents are researchers. No opinion has been given among the under graduates.

12 respondents have given their opinion as strongly no useful for this facility. Among these, 6 respondents are faculty members, 6 respondents are post graduates. No opinion has been given among the researchers, under graduates and other academic people.

- **Usage for Relax and Time Pass**

The Table 4.53 clearly shows the, Occupation wise Classification of level of usage for relaxation and time pass.

Out of 216 respondents, 106 respondents have given their opinion as very useful for relaxation and time pass. Among these, 42 respondents are faculty members, 35 respondents are post graduates, 18 respondents are under graduates and 11 respondents are researchers. No opinion has been given among the academic people.

53 respondents have given their opinions as not useful for this facility, Out of these 18 respondents are other academic people, 17 respondents are faculty members, 14 respondents are post graduates, 4 respondents are researchers. No opinion has been given among the under graduates.

39 respondents have given their opinion as strongly useful for this facility. Among these 19 respondents are faculty members, 8 respondents are post graduates, 6 respondents are under graduates and the remaining 6 respondents are researchers. No opinion has been given among the other academic people.

18 respondents have given their opinion as strongly not useful for this facility. Among these, 12 respondents are post graduates, 6 respondents are faculty members. No opinion has been given among the researchers, under graduates and other academic people.

- **Usage to Keeping Abreast with Latest Development**

Table 4.54 indicates the, Occupation wise Classification of level of usage for keeping abreast with the latest development.

Out of 216 respondents, 100 respondents have given their opinions as very useful for keeping abreast with the latest development. Among these, 39 respondents are post graduates, 36 respondents are faculty members, 12 respondents are under graduates, 7 respondents are researchers and the remaining 6 respondents are other academic people.

68 respondents have given their opinions as strongly useful for this facility. Out of these, 26 respondents are faculty members, 17 respondents are post graduates, 13 respondents are researchers and 12 respondents are under graduates. No opinion has been given among the other academic people.

42 respondents have given their opinion as not useful for this facility. Among these, 22 respondents are faculty members, 12 respondents are other academic people, 7 respondents are post graduates and the remaining 1 respondent is a researcher. No opinion has been given among the under graduates.

18 respondents have given their opinion as strongly not useful for this facility. Among these, 12 respondents are post graduates, 6 respondents are faculty members. No opinion has been given among the researchers, under graduates and other academic people.

GENDER AND LEVEL OF OPINION FOR IMPLEMENTATION OF E-RESOURCES

- **Implementation Helps to Save Space**

Table 4.55 shows the Gender wise Classification of Implementation helps to save the space.

Out of 138 male respondents, 89 respondents have strongly adequate opinion and the remaining 49 respondents have adequate opinion.

Out of 78 female respondents, 40 respondents have strongly adequate opinion and the remaining 38 respondents have adequate opinion.

- **Implementation Helps to Save Time**

Table 4.56 classifies the Gender wise Classification of Implementation helps to save time.

Out of 138 male respondents, 67 respondents have strongly adequate opinions and the remaining 71 respondents have adequate opinions.

Out of 78 female respondents, 28 respondents have strongly adequate opinions and the remaining 50 respondents have adequate opinions.

- **Implementation to Save Money**

Table 4.57 clearly shows the Gender wise Classification of Implementation helps to save money.

Out of 138 male respondents, 78 respondents have strongly adequate opinion, 18 respondents have adequate opinions, 30 respondents have no opinion and the remaining 12 respondents have given their opinions as inadequate.

Out of 78 female respondents, 37 respondents have strongly adequate opinions, 2 respondents have adequate opinions, 31 respondents have no opinion and the remaining 8 respondents have inadequate opinions.

- **Implementation Helps to Access Any Time**

Table 4.58 reveals the Gender wise Classification of Implementation helps to access at any time.

Out of 138 male respondents, 78 respondents have strongly adequate opinions, 52 respondents have adequate opinions and the remaining 8 respondents have inadequate opinions.

Out of 78 female respondents, 29 respondents have strongly adequate opinions, 48 respondents have adequate opinions and the remaining 1 respondent has inadequate opinion.

- **Implementation Helps Easy to Use**

The Table 4.59 shows the Gender wise Classification of Implementation helps easy to use.

Out of 138 male respondents, 27 respondents have strongly adequate opinions, 85 respondents have adequate opinions, 10 respondents have no opinion and the remaining 16 respondents have inadequate opinions.

Out of 78 female respondents, 26 respondents have strongly adequate opinions, 42 respondents have adequate opinions, 8 respondents have no opinion and the remaining 2 respondents have inadequate opinions.

- **Implementation Helps to Provide Modern Information**

Table 4.60 divulges the Gender wise Classification of Implementation helps to provide modern information.

Out of 138 male respondents, 45 respondents have strongly adequate opinions, 90 respondents have adequate opinions and the remaining 3 respondents have inadequate opinions.

Out of 78 female respondents, 17 respondents have strongly adequate opinions, 53 respondents have adequate opinions and the remaining 8 respondents have inadequate opinions.

- **Implementation Helps to Maintain Quality Library**

Table 4.61 tells the Gender wise Classification of Implementation helps to maintain quality library.

Out of 138 male respondents, 23 respondents have strongly adequate opinions, 68 respondents have adequate opinions, 23 respondents have no opinion and the remaining 24 respondents have inadequate opinions.

Out of 78 female respondents, 21 respondents have strongly adequate opinions, 31 respondents have adequate opinions, 23 respondents have no opinion and the remaining 3 respondents have inadequate opinions.

- **Implementation Helps to Expert Lecture**

Table 4.62 discloses the Gender wise Classification of Implementation helps to expert lecture.

Out of 138 male respondents, 22 respondents have strongly adequate opinions, 71 respondents have adequate opinions and the remaining 45 respondents have inadequate opinions.

Out of 78 female respondents, 9 respondents have strongly adequate opinions, 50 respondents have adequate opinions and the remaining 19 respondents have inadequate opinions.

- **Implementation Helps to Interact with the Experts**

The Table 4.63 shows the Gender wise Classification of Implementation helps to interact with the experts.

Out of 138 male respondents, 9 respondents have strongly adequate opinions, 59 respondents have adequate opinions, 54 respondents have no opinion and the remaining 16 respondents have inadequate opinions.

Out of 78 female respondents, 15 respondents have strongly adequate opinions, 19 respondents have adequate opinions, 40 respondents have no opinion and the remaining 4 respondents have inadequate opinions.

- **Implementation Helps to Wider Reach**

The Table 4.64 classifies the Gender wise Classification of Implementation helps to wider reach.

Out of 138 male respondents, 12 respondents have strongly adequate opinions, 73 respondents have adequate opinions, 20 respondents have no opinions and the remaining 33 respondents have inadequate opinions.

Out of 78 female respondents, 8 respondents have strongly adequate opinions, 55 respondents have adequate opinions, 10 respondents have no opinion and the remaining 5 respondents have inadequate opinions.

- **Implementation Helps to Data Preservation**

The Table 4.65 indicates the Gender wise Classification of Implementation helps to data preservation.

Out of 138 male respondents, 3 respondents have strongly adequate opinions, 66 respondents have adequate opinions, 42 respondents have no opinion and 11 respondents have inadequate opinions and the remaining 16 respondent have strongly inadequate opinions.

Out of 78 female respondents, 8 respondents have strongly adequate opinions, 33 respondents have adequate opinions, 24 respondents have no opinions, 11 respondents have inadequate opinions and the remaining 2 respondents have inadequate opinions.

- **Implementation Helps to Stimulating Research**

The Table 4.66 reveals the Gender wise Classification of Implementation helps to stimulating research.

Out of 138 male respondents, 44 respondents have strongly adequate opinions, 21 respondents have adequate opinions, 21 respondents have no opinion, 25 respondents have inadequate opinions and the remaining 27 respondents have strongly inadequate opinions.

Out of 78 female respondents, 20 respondents have strongly adequate opinions, 36 respondents have adequate opinions, 6 respondents have no opinion, 4 respondents have inadequate opinions and the remaining 12 respondents have inadequate opinions.

- **DIFFICULTIES FACED TO IMPLEMENTATION**

The Table 4.67 shows the Difficulties Faced to Implementation opinions for Lack of funds. Out of 216 respondents, 77 respondents have strongly agreed, 129 respondents have agreed, 10 respondents have neutral opinions and none of respondents have given the opinion of disagree and strongly disagree.

Regarding the level of opinions for Lack of ICT Infrastructure facility for e-resources purposes, 20 respondents have neutral opinions, 145 respondents have agreed and the remaining 50 respondents have strongly agreed. And none of respondents have the opinion of disagree and strongly disagree.

Regarding the level of opinions for Lack of Power failure for e-resources purposes, Out of 216 respondents, 63 respondents have neutral opinions, 20 respondents have agreed and the remaining 133 respondents have strongly agreed. And none of respondents have the opinion of disagree and strongly disagree.

Regarding the level of opinions for Lack of motivation from the authorities for e-resources purposes, out of 216 respondents, 10 respondents have disagreed, 43 respondents have neutral opinions, 140 respondents have agreed, 23 respondents have strongly agreed and none of respondents have given the opinion of strongly disagree.

Regarding the level of opinions for Lack of information sources, out of 216 respondents, 10 respondents have disagreed, 24 respondents have neutral opinions, 99 respondents have agreed, 73 respondents have strongly agreed and the remaining 10 respondents have given the opinion of strongly disagree.

Regarding the level of opinions for Lack of Training, Out of 216 respondents, 70 respondents have strongly agreed, 103 respondents have agreed and the remaining 43 respondents have neutral opinions. And none of respondents have given the opinion of disagree and strongly disagree.

Regarding the level of opinions for Lack of Working Hours, out of 216 respondents, 13 respondents have disagreed, 103 respondents have neutral

opinions, 90 respondents have agreed, 10 respondents have strongly agreed and none of respondents have given the opinion of strongly disagree.

Regarding the level of opinions for Lack of Cooperation, , out of 216 respondents, 13 respondents have disagreed, 64 respondents have neutral opinions, 60 respondents have agreed, 33 respondents have strongly agreed and the remaining 46 respondents have given the opinion of strongly disagree.

Regarding the level of opinions for Lack of Skill, out of 216 respondents, 33 respondents have disagreed, 50 respondents have neutral opinions, 67 respondents have agreed, 53 respondents have strongly agreed and the remaining 13 respondents have given the opinion of strongly disagree.

Regarding the level of opinions for Lack of Knowledge, out of 216 respondents, 28 respondents have strongly disagreed, 96 respondents have neutral opinions, 84 respondents have agreed and the remaining 10 respondents have strongly agreed. And none of respondents given the opinion of disagree.

Regarding the level of opinions for Fear of failure, out of 216 respondents, 23 respondents have strongly disagreed, 54 respondents have neutral opinions, 86 respondents have agreed, 53 respondents have strongly agreed and none of respondents have given the opinion of disagree.

Regarding the level of opinions for Problems of Downloading Articles, out of 216 respondents, 13 respondents have disagreed, 20 respondents have neutral opinions, 117 respondents have agreed, 56 respondents have strongly agreed and the remaining 10 respondents have given the opinion of strongly disagree.

Regarding the level of opinions for Problems over searching, out of 216 respondents, 43 respondents have strongly disagreed, 63 respondents have neutral

opinions, 57 respondents have agreed and the remaining 53 respondents have strongly agreed. No respondents have given disagreed.

5.1 SUGGESTIONS AND RECOMMENDATIONS

- Government should provide adequate infrastructure facilities and motivate the user community for research.
- More organized training programs are needed to familiarize the e-resources
- Few publishers allow free e-journals. For instance, Directory open access journal is a free website which covers full text, quality controlled scientific and scholarly journals in all subjects and languages.
- The speed of internet needs to be increased for quickly accessing available resources.
- Qualified internet knowledge should be needed for the user.
- Librarian should take more initiative in participating on-line consortium for fulfillment of information need of the users and improving the online collection of the library.
- The Libraries at higher education get exposure in e-resources. The University Grant Commission information library network is in the forefront of automation of academic libraries in Indian Universities and colleges. Software of University Libraries has been brought and successfully running in many colleges of various states in India. Hence, library portal with appropriate tools is essential.
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5.3 CONCLUSION

This study proved that the usage of the faculty members in the Educational Institutional of e-resources was not at the anticipated level that would effectively enhance the learning and research process as stated in the mission statement of the Librarianship. Significant low usage was reported for e-books, bibliographic databases and e-journals. These attitudes might be a result for the lack of awareness about the e-resources provided by the library or due to the ineffective channels of communication in campus as reported in the earlier research. Some respondents have missing values in the question about frequency of using the e-resources; this might be explained as the lack of awareness of the participants about the resources provided by the library.

Results of this survey obviously ascertained the opinion that faculty members should be equipped with fairly good computer skills which will enable them to search and utilize the e-resources. It seems that the possessions of computer skills alone are not adequate for efficient use of the e-resources. Hence more organized training programs are needed to familiarize some of the faculty members with the e-resources, even though the results didn't explicitly show that there was a severe lack of training or that librarians offered insufficient bibliographic instruction.

This research did not support the prevailing notion that faculty members in the humanities and social sciences use the e-resources less frequently than their counterparts in economics and engineering. There was no significant difference in the usage across the colleges of the campus, with the College of Engineering

having the least usage. The latter finding was interesting and opened a window for further research to clarify this peculiar situation.

In conclusion, it can be said that in view of credibility, the internet and e-resources have exponentially changed the way people communicate, interact, acquire, sharing knowledge, search, investigate and participate in creation and re-use of the content and prompted to bring the revolutionary changes in almost all the spheres of activities of present day education and learning system and evolved broadly a collaborative structure over the ground and pillars of a range of new technological tools and techniques. On the use of internet and e-resources reported that all users use internet as a source of information and the common problems they mostly encounter are erratic power supply, low internet bandwidths and inadequate full-text journals need adequate steps for extensive use of e-resources. The label of information and communication technology (ICT) has been attached to new capabilities and the services are offered by the second generation world wide web (www).

5.4 SUGGESTIONS FOR FURTHER STUDY

There is a significant improvement in the usage of e-resources among the teaching community. The recommendations with be submitted to Government for consideration and implementation. The study has been undertaken among professional education only restricted to every district in Tamilnadu. This can be extended all types of educational institutions and for entire Tamilnadu.