

A Study on Digital Media (E-Resource) Impact on the University Students in Tirunelveli

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Abstract

In recent years Digital Resource has become increasingly important towards educational system to be changed in the near future. Information and Communication Technology (ICT) is the new technologies that deliver on high-tech e-learning services in our world including India. The Educational e-Resources are e-Journals, e-books and multimedia productions, etc. Indian government has initiatives on Digital Media e-Resources, are less expensive and more useful for academic development. Moreover, Indian initiative open access “*Shodhganga*” is Facilitates e-resource portal for Indian theses and dissertations to the world academic community.

The rise of Web media 2.0 suggests many reasons for introducing new technologies in education (Bates, 2000) like, for example, improving the quality of E-education, reducing the costs and getting new revenues, accessing to new educational markets, and supporting the process of modernisation of the universities. Also, a rather large body of literature (especially from the USA) emphasizes the dramatic changes in the higher education system caused by the diffusion of new educational technologies, as well as the need for universities to radically change in order to stand both the social pressure and the competition from online universities (Bates et al., 2000). Moreover, Indian Government frequently invest money and adequate efforts to digitize higher education through subsequently providing E- resources through digital media, e-portals are apparently familiar amongst them. This paper tries to highlight the importance of e-Resource use and how they are access for academic performance and knowledge development. The data would be collected from University Students, Scholars and Teachers. Quantitative survey is applied in this study.

Keywords: E-Learning Portals, Digital User, E-Resource

Introduction

Digital information has become a prominent resource for higher education development. The booming of Web Technology has impact on education in a learning process and it is immediate response at the user place. Digital Environment is a very important one integrates links to interaction with the semantic web. Despite, the Digital media are defined as ‘the creative convergence of digital arts, science, technology and business for human expression, communication, social interaction and education’. Technology advancement of applications

provided a lot of information on the internet. Internet revaluation is tremendously development in Education. Education is collaborated with digital media. The increase in the number of devices capable of supporting digital media along with increasing internet access speed, has provided consumers with an option to access the media content of his choice be it information, entertainment or social activity anytime, anywhere. Digital media producer generate content to the digital users and its sharing information every minute. The rise of digital media players such as Netflix, Hulu, Amazon, Apple TV, Roku, and Boxee, etc. are challenging the traditionally maintained supremacy of the

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television as the main entertainment hub along with of social media, facebook twitter, youtube, linked in and slide share. In the combination with of hundreds of suggestions, likes and comments would be provided for each topic of search, browsing through extensive E-Resource consuming by the users. Digital media is process that facilitate large number of source such as text, audio, video and Animation Graphics. Digital media Technology as well as positively as well negatively because of easy decompose and retrieved within a second.

Digital media and its effects on society suggest that we are at the start of a new era in industrial history, called the Information Age, perhaps leading to a paperless society in which all media are produced and consumed on computers. Digital Resource has become increasingly important towards educational system to be changed in the near future. Information and Communication Technology (ICT) is the new technologies that deliver on high-tech e-learning services in our world including India. Indian government is taking vigorous efforts to enhance E-Learning platforms among the higher education. MHRD of Government of India has also funded to set up digital ICT-class rooms and E-materials sponsored to the students. In recent years, our Indian higher education universities have connected with many foreign universities because of Internet. In the last two decades researchers and students in India have easy to accessing E-resource published their work through the online. The revolution of Information Communication and Technology has brought a great change in the way of Education and it's providing good quality. In recent years, internet and subsequently an emergence of electronic resources, libraries have encountered a myriad of challenges ranging from collection management, cost of the resources, marketing of these resources, training users on how to use these resources among others. The Educational e-Resources are e-Journals, e-books and multimedia productions, etc. Indian government has initiatives on Digital Media e-Resources, are less expensive and more useful for academic development. Moreover, Indian initiative open access "*Shodhganga*" is Facilitates e-resource portal for Indian theses and dissertations to the world academic community. Moreover, indian Government frequently invest money and adequate efforts to digitize higher education through subsequently providing E-resources through digital media, e-portals are apparently familiar amongst them. This paper tries to highlight the importance of e-Resource use and how they are access for academic performance and knowledge development.

Literature Review

Now a day's numbers of young students use variety of media gazettes and applications at their colleges and traveling place and home. Now a days, Smartphone and web applications has very significant role among young

students. In this issue, we present a holistic perspective on young adults digital media use by accounting for the various factors and shape of their experience in digital media. Students play an important role in shaping young adults digital media experience (Marsh et al, 2017). In order that, to increase a deeper understand of digital media use by students. In this study, we address this awareness and use aim to contribute to the body of research on young students digital media use based on a selection of studies to covering of methodologies, including quantitative research as well as a systematic literature review.

According to the e-Marketer, pointed out, that the share of media consumption over digital mediums is estimated to touch 30.8% by the end of 2018, compared to just 17.9% in 2013 Indian adults will spend around 1 hour, 24 minutes per day with digital devices in 2018, largely led by Smartphone adoption. However, pointed out that although digital media usage is growing in India, traditional media consumption will continue to lead media consumption in the country.

The rise of Web media 2.0 suggests many reasons for introducing new technologies in education (Bates, 2000) like, for example, improving the quality of E-education, reducing the costs and getting new revenues, accessing to new educational markets, and supporting the process of modernization of the universities. Also, a rather large body of literature (especially from the USA) emphasizes the dramatic changes in the higher education system caused by the diffusion of new educational technologies, as well as the need for universities to radically change in order to stand both the social pressure and the competition from online universities (Bates et al., 2000). Moreover, indian Government frequently invest money and adequate efforts to digitize higher education through subsequently providing E-resources through digital media, e-portals are apparently familiar amongst them. This paper tries to highlight the importance of e-Resource use and how they are access for academic performance and knowledge development.

However, developments in information and communication technology (ICT) and the use of electronic resources, especially the Internet, in the 21st century were expected to improve the flow of information to research and academic communities (Patrick and Urquhart, 2001).

It is estimated that in the year 1986 less than 1% of the world's media storage capacity was digital and in 2007 it was already 94%. In the years since the invention of the first digital computers, computing power and storage capacity have increased exponentially. Personal computers and smart phones put the ability to access, modify, store and share digital media in the hands of billions of people. Many electronic devices, from digital cameras to drones have the ability to create, transmit and view digital media. Combined

with the World Wide Web and the Digital media are any media that are encoded in machine-readable formats. It can be created, viewed, distributed, modified and preserved on digital electronics devices with include software, digital images, digital video, video game, web pages and websites, including social media, data and databases, digital audio, such as MP3 and electronic books. Digital media often contrasts with print media, such as printed books, newspapers and magazines, and other traditional or analog media, such as images, movies or audio tapes. Digital media has a significant broad and complex impact on society and culture. User-generated content raises issues of privacy, credibility, civility and compensation for cultural, intellectual and artistic contributions. The spread of digital media, and the wide range of literacy and communications skills necessary to use it effectively, have deepened the digital divide between those who have access to digital media and those who don't. The rising of digital media has made the consumer's audio collection more precise and personalized. It is no longer necessary to purchase an entire album if the consumer is ultimately interested in only a few audio files.

Materials and Methods

This is a descriptive survey on digital media use university students in Tirunelveli in Tamil Nadu. The main purpose of this study is gain an insight as how university students use E-resource, of the most indispensable in digital technology.

Objectives

The specific research objectives are:

1. To understanding of Digital media among the university students
2. To Aware of use Digital media Resource among the university students
3. Find out E-Resource use for academic development among the university students

Questions are

1. What is the extent of usage of e-resources?
2. What is the impact of education on the usage of e-resources?
3. What challenges do users encounter when using e-resources?

Sampling Procedure

2.3 Method of research Survey method using questionnaire was distributed, which is ideal method in obtaining data from the respondents. In the present study the survey research is conducted in Manonmaniam Sundaranar university students in Tirunelveli.

Scope and Limitation

For increasing the use it is important that E-learners are aware about the E-book, E-Journals, E-magazines, E-Thesis and E-learning Government portals also. In this paper to identified about digital media usage for academic purpose among the university (MSU) students in Tirunelveli. The study area comprised an academic and research community that is actively involved in E-Learning Resource equivalent to those offered by institutions in India.

Methodology

The present study is conducted was Quantitative techniques apply to online survey. A Convenient sampling method is applied in this study. A total of 60 samples were selected among university departments. The study is based on primary data collected from various categories of users via an online **open and closed ended** questionnaire. Secondary data was reference to some previous studies literature. For this purpose, used purposive sampling techniques were used. However, to suit requirement of the study, were structured as per objectives of the study.

The questionnaire was distributed to researchers; postgraduates and undergraduates students formed the target population. The sample size is **60** by the social sciences, sciences, humanities and engineering disciplines. Then, the collected data was counted and fitted MS Excel sheet for further collections and preparation of table and Graphs. Finally, the tabulated data was copied to MS word, where the data was interpreted and findings of the study presented.

Data Analysis

Results and Discussions

Based on the data collected 100% of the respondents reported that they have Internet use with internet connection and have the internet enabled phones and other devices. The following figure shows the analysis of browsing frequency of respondents. Data was collected around 60 of the respondents.

Table 1: Showing average hours per day spent on both academic and social communication by respondents

Table 1. Average Hours Spent Per Day

Gender	Frequency	Percent
Less 2 hrs	22	36.7
2-4 hrs	20	33.3
4-6 hrs	9	15
Above 6 hrs	9	15
TOTAL	60	100

According to the table above, the average hours spent on usage of internet by majority of the respondents (33.3%) lies on 2-4 hours per day which is too much for students to spend those hours on academic activities rather than non - academic issues which eventually improves the academic performance.

The information in the above table can also be presented in a pie chart shown below:

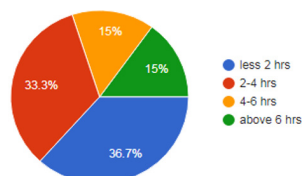


Figure 1

Table 2. Use of E-Resource for Academic Development

Use E-Resource for Academic	Frequency	Percent
Yes	56	93.3
No	4	6.7
Total	60	100

The information in the above table can also be presented in a pie chart shown below: As it can be shown above, the majority of respondents positively on the use of E-Resource (93.3%) for Academic Development few (6.7%) Respondents to access for various purposes.

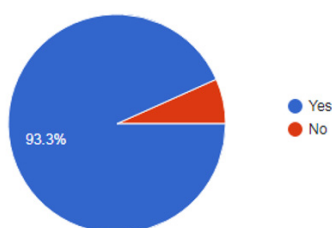


Figure 2

Table 3. Showing average hours per day spent on both academic and social communication by respondents.

Table 3. E-Resource sharing in the Social media Groups

E-Resource Sharing	Frequency	Percent
Yes	50	83.3
No	10	16.7
Total	60	100

This table indicates E-Resource sharing through social networking sites and mobile social apps. Obviously, an overwhelming majority of 83.3% of respondents has share materials to friends and classmates. Thus less than 16.7% of all respondents did not have to share to others.

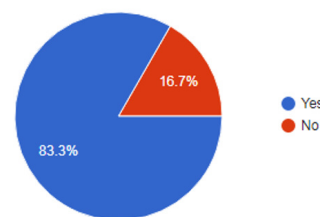


Figure 3

Discussion of Findings

From the analysis of result in table above, the following findings were made during the research; Most of the respondent expressed their academic performance was improved due to the proper usage of E-Resources.

Conclusion

In during time ICT-base Infrastructure is an essential for the effective access of E-Resource, there has to be improve knowledge. The Representatives has had extensive outcome on Digital media usage. In this study quite a few of the respondents use E-Resource for educational development but does not much aware of E-Portal in the university Digital Campus.

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