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Relational Analysis of Post-Graduate Students Profile with the Use of E-Resources

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Abstract
The present study was conducted at the College of Agriculture, Parbhani, Latur, and Badnapur, which fall under the jurisdiction of Vasantrao Naik Marathwada Krishi Vidyapeeth (VNMKV), Parbhani, during the academic year 2024–2025. A proportionate random sampling method was employed, selecting 30 per cent of the total post-graduate student's population from the aforementioned colleges, resulting in a sample size of 173 students. The study was based on an ex-post facto research design. The study reveals that the correlation analysis highlights highly significant relationships between use of e-resources and variables such as parents' education, annual family income, medium of instruction at school level, academic performance, achievement motivation, possession of electronic devices, internet exposure and technosaviness and also gender having non-significant and family background having significant relationship with use of e-resources by post-graduate students.

Keywords: Use, post-graduate, e-resources, VNMKV, Students

INTRODUCTION

E-resources, or electronic resources, refer to digital materials and tools that provide access to information, knowledge, and services through electronic means."Electronic resources refer to the sources that require computer access or any electronic product that delivers a collection of data, be it text referring to full-text bases, electronic journals, image collections, other multimedia products, and numerical, graphical or time-based, as a commercially available title that has been published with an aim to being marketed." (Chowdhury and Chowdhury,2001).

"An electronic resource is defined as a resource which require computer access or any electronic product that delivers a collection of data, be it text referring to full text bases, electronic journals, image collections, other multimedia products and numerical, graphical or time based, as a commercially available title that has been published with an aim to being marketed. These may be delivered on CD ROM, on tape, via internet and so on" (Dr. B. S. Padval, 2022). IFLA (International Federation of Library Associations and Institutions) gives definition as "Electronic resources refer to those materials that require computer access

or any electronic product that delivers a collection of data in digital format."
Electronic resources are, those in which the information is stored electronically and which are accessible through electronic network and electronic systems. These e-resources constitute a variety of publishing models, which include OPACs, e-mail publishing, wireless publishing, electronic link and web publishing etc. Hence, "Any electronic product that delivers collection of data in text, numerical, graphical, or time based as a commercially available resource" (Bavakenty et al. 2003). Here, some types of e-resources are mentioned.

A. Online e-resources, which may include:

- E-journal (Full text & bibliographic)
- E-books
- E- databases
- Web sites
- E-library
- E-newspaper
- E-prints
- E-analysis of data
- E-payments
- E-map
- E-banking
- E-shopping. Etc

B. Other electronic resources may include:

- CD ROM
- Diskettes
- Presentation software. Etc

Objectives

1. To study the profile of post-graduate students.
2. To delineate the relationship between profile of post-graduate students and use of e-resources by post-graduate students.

Materials and Methods

The study was carried out in the College of Agriculture at Parbhani, Latur, and Badnapur, under VNMKV. Using proportionate random sampling, 173 post-graduate students were selected, representing 30% of the total student population. An ex-post facto research design was used, appropriate for observing natural associations without manipulating variables. The collected data was organized, tabulated and analyzed with the help of statistical tools like frequency, mean, percentage, standard deviation and correlation of coefficient (r).

Result and Discussion

It was observed from Table 1 that, majority (68.78%) of the students were male. About 36.41% of the students' parents had education up to the secondary level, and a significant portion (60.69%) of the students came from rural backgrounds. In terms of economic status, 58.96 per cent of the students belonged to

families with a medium level of annual income. Most of the students (76.87%) had English as their medium of instruction, and a majority (78.62%) exhibited a medium level of academic performance. Furthermore, 60.12 per cent of the students had a medium level of achievement motivation, while 35.83 per cent owned a smartphone and both a smartphone and a laptop. A large majority (94.22%) reported that high level usage of internet and spends more time on internet. additionally, 75.72 per cent of the students were found to have a medium level of technosaviness.

It was observed from Table 2 that, relationship between profile of post-graduate students and the use of e-resources. The overall contribution of all the selected independent variables in use of e-resources by post-graduate students was found that except gender all other variables like Parents' education, Annual family income, Medium of instruction at school level, Academic performance, Achievement motivation, Possession of electronic devices, Internet exposure and Technosaviness are all highly significant only Family background is significant.

Table 1: Distribution of post-graduate students according to their Profile

Sr. No.	Category	Post-graduate students (N = 173)	
		Frequency	Percentage (%)
1.1 Gender			
1.	Male	119	68.78
2.	Female	54	31.22
1.2 Parents Education			
1.	Illiterate	0	00
2.	Primary School	38	21.96
3.	Secondary School	63	36.41
4.	Higher Secondary School	30	17.35
5.	Graduation	26	15.02
6.	Post-Graduation	12	6.93
7.	Ph.D. / Doctorate	4	2.31
1.3 Family Background			
1.	Urban	26	15.03
2.	Semi-urban	42	24.28
3.	Rural	105	60.69
1.4 Annual family income			
1.	Low (Less than 1 lakh)	35	20.24
2.	Medium (1 lakh- 6 lakhs)	102	58.96
3.	High (Above 6 lakhs)	36	20.80
1.5 Medium of instruction at school level			
1.	Other (Kannada/Telugu/Tamil/Hindi)	5	2.89
2.	Marathi	35	20.24
3.	English	133	76.87

1.6 Academic performance			
1.	Low (Up to 19)	16	9.25
2.	Medium (20-24)	136	78.62
3.	High (above 24)	21	12.13
1.7 Achievement motivation			
1.	Low (Up to 13)	31	17.92
2.	Medium (14-16)	104	60.12
3.	High (above 16)	38	21.96
1.8 Possession of electronic devices			
1.	Laptop	13	7.53
2.	Desktop	8	4.62
3.	Smartphone	62	35.85
4.	Smartphone + laptop	62	35.85
5.	Smartphone + desktop	28	16.19
1.9 Internet exposure			
1.	Low (Less than 5)	7	4.04
2.	Medium (5-6)	3	1.74
3.	High (6 and above)	163	94.22
1.10 Technosaviness			
1.	Low (Up to 17)	29	16.76
2.	Medium (18-22)	131	75.72
3.	High (above 22)	13	7.52

Table 2: Coefficient of correlation between use of e-resources and profile of post-graduate students

Sr. No	Independent Variable	Correlation coefficient ('r')
1	Gender	**0.1246** ^{NS}
2	Parent's education	0.3051**
3	Family background	**0.2146***
4	Annual family income	0.2616**
5	Medium of instruction at school level	0.2416**
6	Academic performance	0.5184**
7	Achievement motivation	0.3829**
8	Possession of electronic devices	0.3130**
9	Internet exposure	0.3067**
10	Technosaviness	0.4227**

Significant at 0.01 per cent level. NS= non-significant
Significant at 0.05 per cent level.

Conclusion

Based on the collected data, it was concluded that the majority of the respondents were male and came from rural areas. Most of their parents had attained secondary education, and respondent's medium of instruction at school level was English. The respondents generally belonged to households with a medium level of annual income. In terms of academic performance and achievement motivation, a medium level was commonly observed. Additionally, a significant portion of the participants possessed electronic devices, with smartphones and laptops being the most frequently used. Internet exposure was high, with most respondents using it daily for more than three hours. Furthermore, a medium level of technosaviness was predominant among the respondents. These findings suggest a balanced distribution in terms of academic and technological engagement among the participants, influenced by moderate socioeconomic and educational backgrounds.

As per relationship between use of e-resources and profile of post-graduate students it was illustrate that, gender had non-significant relationship while family background had positive and significant relationship and remaining are all positive and highly- significant. i.e. parent's education, annual family income, medium of instruction at school level, academic performance, achievement motivation, possession of electronic devices, internet exposure and technosaviness

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