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E-Information Search Pattern on Engineering and Technology among the Faculty Members in Coimbatore District

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Abstract

The study analyses that electronic information accessed by the faculty members at engineering and Technology Institutions in Coimbatore District. The study could be noticed that 26 per cent of the respondents are female and 74 per cent of them are male. It can be noticed that male respondents reported that 48% of them higher than female respondents. a large number of 263 (50.6%) of the respondents are "Highly Satisfied" with the lecturing materials followed by 257 (49.4%) for the respondents who are Satisfied" with e-resources offering lecturing materials. maximum number 251 (48.3%) of the respondents rated that information sought from E-Resources as "Excellent" while 205 (39.4%) of the respondents rated it as "Very Good" followed by 64 (12.3%) of the respondents who rated it as "Good".

Keywords: Electronic Information; Google; Faculty Members; E-Journals and E-Databases.

Introduction

User much more interest on using Internet for accessing scientific information in which global level publications. This study reveals that faculty of science respondents secured maximum level due to keen search and obtained information by scientific journals andelectronic publications. The maximum number of users are visited the library for preparing seminars, conferences and assignments. The Internet users are preferring Yahoo search engine and Google is next position in this study (Baskaran, 2011). The majority of the respondents are well aware of the various e-resources in their respective field and confidently use them regularly. The various patterns of use by the Professors and Associate Professors for instance. Assistant professors use the resources for study purpose. The faculty members also get to acquire the guidance and experience for accessing the scholarly journal from the Library staff and from the senior faculty members. It is however found that lack of training for accessing is an obstacle in proper and full utilization of them. The paper has conducted a survey on use and access to electronic resources through the search facilities provided by the publishers for full text articles (Baskaran and Kishore kumar, 2013). Usage of e-resources and services available in libraries of eleven degree colleges in Chandigarh. Bhatia analyzed the impediments that deter effective utilization of available online resources and suggested ways to make libraries digitally resourceful. The students expressed interest to get trained on effective utilization of e-resources as they are aware of the fact that Internet is a pivotal tool that facilitates learning. Furthermore, the students

are given a lot of assignments and they are largely dependent on e-resources for their completion (Jaspal Kaur Bhatia, 2011). E-Journals are the most preferred e-resource among the respondents. They seek the help of e-resources to perform their routine exercises, i.e. teaching, research, entertainment and communication. Some major problems faced by the respondents are slow speed of internet, difficulty in retrieving contents and poorly designed web sites (Chetan Sharma, Lakhpat Singh, Ritu Sharma, 2011). One of the studies explored that most of faculty members are access to e-journals at weekly 24 (44%). The faculty member and research scholars aware about UGC @ I nfonet accounted 103 (85.99%) and 17 (14.16) respondents are not aware this programme. The study observed that the faculty members who responded to the study, 70 (59.1%) learned through guidance from their teachers/guide 28 (56%). It is provide the highest proportion of faculty members 21 (42%) use their department for accessing the information, while research scholars 28 (40%) they were accessing their e-journals in their department itself (Baskaran, 2012). It reveals that academic staff were using many types of e-resources. They were also using the latest sources of information like e-groups, virtual conferences. Using the e-resources, their academic/ professional competency also improved. The teaching methodology also involved the e-resources uses and the students' ability was also affected in a positive manner by this methodology. Some problems were also explored in using e-resources. The majority of users were quite satisfied with using e-resources. (Sunil Bhatt, Madan Singh Rana, 2011). Electronic resources have become an integral part of the information needs of research scholars at Kurukshetra University. Further, it finds that e-resources can be good substitutes for conventional resources, if the access is fast, and more computer terminals are installed to provide fast access to e-resources. Google is the most widely used search engine for locating information electronically (Margam Madhusudhan, 2010). The study found that out of 120 respondents at the Faculty of Arts in the University of Kerala, 56.67% use internet for educational purposes and 19.16% for checking e-mail. Similarly, 49.2% respondents use e-resources predominantly for academic purposes, 27.5% for seminar presentations and 11.7% for project works. When inquired about their choice of search engine, most of the students and researchers preferred Google to Yahoo. It was also observed that most of the departments are not having adequate facility for using of e-resources (Sudhier K.G and Seethalekshmi, K.P., 2011). Data collection was made by directly administeringquestionnaire to the research scholars from four State Universities and one Central Deemed University in Tamilnadu. The study has been brought out among the research scholars have been intensively accessed the electronic resources for the purpose of their research work carry out in the South Universities in Tamilnadu. The research dealt with the purpose of visit the University Library, visit the University Library website, aware of electronic resources, how far internet fulfilling their research, Purpose of using the electronic resources, barriers and limitations while using the Electronic resources among the research scholars, ICT infrastructure and so on (Baskaran, 2018).

Hypotheses

H_1: There is no significance difference between Age-wise respondents and they accessed Electronic resources in the Engineering Institutions.

H_1: There is no significance difference between Qualification wise respondents and they accessed Electronic resources in the Engineering Institutions.

H_0: There is a significance difference between Designation wise respondents and they accessed Electronic resources in the Engineering Institutions.

H_0: There is a significance difference between Gender wise respondents and they accessed Lecture materials.

H_0: There is a significance difference between Designation of the respondents and they accessed Lecture materials.

H_1: There are no age wise respondents and they attended Seminar and Conferences.

Methodology

The study was found the rate of uniqueness of e-resources, degree of influence on teaching and research efficiency of e-resources, level of basic problems encountered while searching information on e-resources and preferred electronic resources to access engineering and technology related information. The questionnaire was personally distributed to respondents in the engineering institution in Coimbatore districts. Out of 600 questionnaires distributed, 520 (86%) were received back from the respondents.

Analysis and Discussion of the study

Gender of the Respondents

Table 1 observed that 26 per cent of the respondents are female and 74 per cent of them are male. It can be noticed that male respondents reported that 48% of them higher than female respondents

Table 1: Gender of the Respondents

Sl.No	Gender	Frequency	Percent
1.	Male	385	74
2.	Female	135	26
Total	520	100	

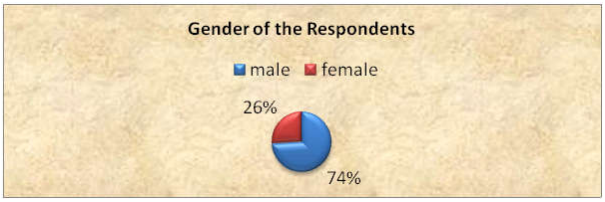

Fig. 1: Gender wise Respondents

Level of satisfaction while use Electronic resources

a. Lecturing Materials

The data shows from table 2, a large number of 263 (50.6%) of the respondents are "Highly Satisfied" with the lecturing materials followed by 257 (49.4%) for the respondents who are Satisfied" with e-resources offering lecturing materials.

b. Publish Paper in Journals

The data indicates that a maximum number of 291 (56.0%) of the respondents are "Highly Satisfied" in publishing paper in journals as against 229 (40.0%) of the respondents who are "Satisfied".

c. Preparing Articles for Seminar/Conference

The data reveals that a large number of respondents 326 (62.7%) of them are "Satisfied" in preparing articles for seminar/conference as against 194 (37.3%) of the respondent who are "Highly Satisfied".

d. Research and Development

The data interpreted indicated that a large number of respondents 448 (86.2%) of them are "Satisfied" in research and development as against 52 (10.0%) of the respondents stating "No comments" followed by 20 respondents (3.8%) of them who expressed that they are "Highly Satisfied" in research and development.

e. Project Work

The data explicates that a maximum number of respondents 290 (55.8%) of them are "Satisfied" in project work, 143 (27.5%) of the respondents are "Highly satisfied" 46 (8.8%)of the respondents are "Less satisfied" and 47 (7.9%) of the respondents have "No Comments".

f. Writing Books

The data explains that a large number of respondents 274 (52.7%)of them are "Satisfied" in writing books as against 93 (17.9%) of the respondents are "Less Satisfied" 84 (16.2%) of the respondents stating "No Comments" and 69 (13.3%) of the respondents are "Highly Satisfied" in writing books.

g. Exchange of Ideas

The data shows that majority of the respondents 223 (42.9%) of them are "Highly Satisfied" in exchanging of ideas as against 174 (33.9%) of the respondents who are "Satisfied", 82 (15.8%) of the respondents have "No Comments" and 41 (7.9%) of the respondents are "Less Satisfied" in exchanging ideas.

Table 2: Level of satisfaction while use Electronic resources

Sl. No	Electronic Resources	Highly Satisfied	Satisfied	Less Satisfied	Not Satisfied	No Comments	Total
1.	Lecturing materials	263 (50.6)	257 (49.4)	00	00	00	520 (100)
2.	Publishing paper in journals	291 (56.0)	229 (44.0)	00	00	00	520 (100)
3.	Preparing articles for seminar/conference	194 (37.3)	326 (62.7)	00	00	00	520 (100)
4	Research and development	20 (3.8)	448 (86.2)	00	00	52 (10.0)	520 (100)
5.	Project works	143 (27.5)	290 (55.8)	46 (8.8)	00	47 (7.9)	520 (100)
6.	Writing of books	69 (13.3)	274 (52.7)	93 (17.9)	00	84 (15.8)	520 (100)
7.	Exchanging of ideas	223 (42.9)	174 (33.5)	41 (7.9)	00	82 (15.8)	520 (100)

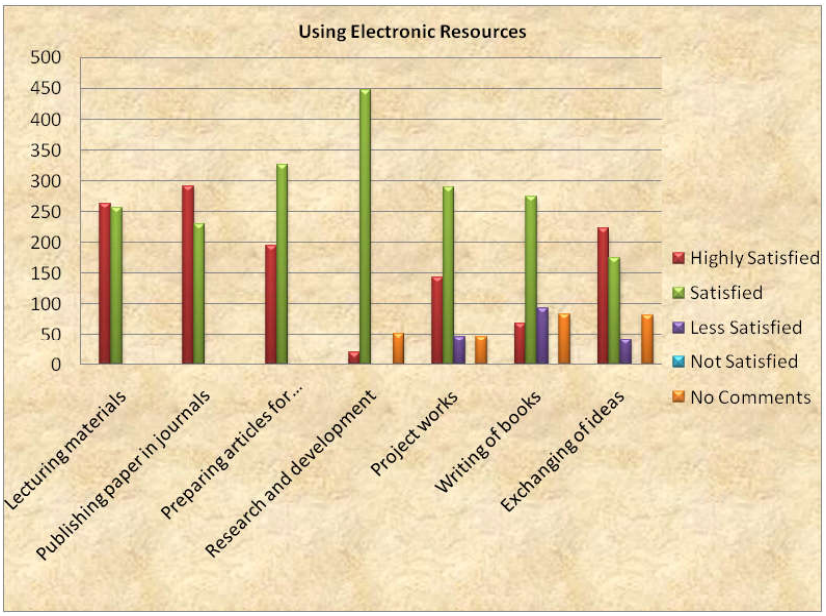

Fig. 2: Level of satisfaction while use Electronic resources

Electronic information access by the faculty members

Table 3: Electronic information access by the faculty members

Sl.No	Resources	Excellent	Very Good	Good	Very Poor	Poor	Total
1.	Electronic books	251(48.3)	205(39.4)	64(12.3)	00	00	520(100)
2.	Electronic journals	281(54.0)	207(39.8)	32(6.2)	00	00	520(100)
3.	Electronic databases	191(36.7)	247(47.5)	61(11.7)	21(4.0)	00	520(100)
4.	Electronic newsletter	144(27.7)	171(32.9)	98(18.8)	21(4.0)	86(16.5)	520(100)
5.	Other type of eresource	62(11.9)	161(31.0)	160(30.8)	21(4.0)	116(22.3)	520(100)

a. Electronic Books

Table 3 noticed that a maximum number 251 (48.3%) of the respondents rated that information sought from E-Resources as "Excellent" while 205 (39.4%) of the respondents rated it as "Very Good" followed by 64 (12.3%) of the respondents who rated it as "Good".

b. Electronic Journals

The data reveals that a large number of281 (54.0%) of the respondents rated that the information sought from E-resources is "Excellent" closely followed by 207 (39.8%) who rated as "Very Good" and 32 (6.2%) of the respondents rated it as"Good".

c. Electronic Database

The data shows that a majority of 247 (47.5%) of the respondents rated that the information sought from E-resources is "Very Good" while 191 (36.7%) of the respondents rated it as "Excellent". It has also been noticed that 61 (11.7%) of the respondents rated it as "Good" followed by 21 (4.0%) of the respondents who rated it as "Very Poor".

d. Electronic Newsletter

The data tells that a maximum number 171(32.9%) of the respondents rated that the information sought from electronic newsletters as "Very Good" while 144 (27.7%) of them rated it as "Excellent". It has also been noticed that 98 (18.8%) of the respondents rated it as "Good", 86 (16.5%) of the respondents as"Poor" followed by 21 (4.0%) of the respondents who rated it as "Very Poor"

f. Other Type of E-Resources

The data shows that a majority of 161 (31.0%) of the respondents rated that the information sought form E-resources is "Very Good" while 160 (30.8%) of them rated it as "Good" and very few number 116 (22.3%) of the respondents rated it as "Poor", 62 (11.9%) of the respondents as "Excellent" and 21 (4.0%) of the respondents rated it as "very poor."

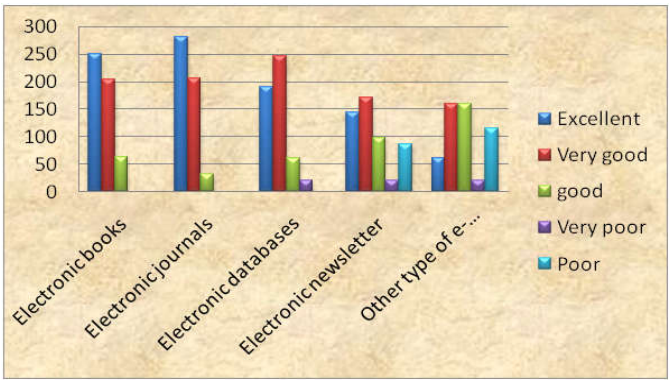

Fig. 3: Electronic information access by the faculty members

Age-wise respondents and they accessed Electronic resources

Table 4: Age-wise respondents and they accessed Electronic resources

Chi-Square Tests									
				Monte Carlo Sig. (2-sided)			Monte Carlo Sig. (1-sided)		
					99% Confidence Interval		99% Confidence Interval		
	Value	df	Asymp. Sig (2-sided)	Sig.	Lower Bound	Upper Bound	Lower Bound	Upper Bound	Sig.
Pearson Chi-Square	7.395a	2	.025	.022b	.019	.026			
Likelihood Ratio	12.824	2	.002	.004b	.002	.005			
Fisher's Exact Test	9.761			.008b	.006	.010			
Linear-by-Linear Association	.423c	1	.515	.556b	.544	.569	.291	.315	.303b
N of Valid Cases	511								

Table 4 observed that Age-wise respondents and they accessed Electronic resources in the Engineering Institutions. It can be found from above the result that df value is .515 and significant .303 (> 0.05). Hence, the result found that *''Null Hypotheses is accepted to this study*". There is No significance difference between Age-wise respondents and they accessed Electronic resources in the Engineering Institutions.

Qualification wise respondents and they accessed Electronic resources

Table 5 observed that Qualification wise respondents and they accessed Electronic resources in the Engineering Institutions. It can be found from above the result that df value is .533 and significant .276 (> 0.05).Hence, the result found that *''Null Hypotheses is accepted to this study''*. There is No significance difference between Qualification wise respondents and they accessed Electronic resources in the Engineering Institutions.

Table 5: Qualification wise respondents and they accessed Electronic resources

Chi-Square Tests									
				Monte Carlo Sig. (2-sided)			Monte Carlo Sig. (1-sided)		
					99% Confidence Interval		99% Confidence Interval		
	Value	df	Asymp. Sig (2-sided)	Sig.	Lower Bound	Upper Bound	Lower Bound	Upper Bound	Sig.
Pearson Chi-Square	52.660a	5	.000	.000b	.000	.000			
Likelihood Ratio	50.117	5	.000	.000b	.000	.000			
Fisher's Exact Test	39.787			.000b	.000	.000			
Linear-by-Linear Association	.448c	1	.503	.533b	.520	.546	.265	.288	.276b
N of Valid Cases	506								

Designation wise respondents and they accessed Electronic resources in the Engineering Institutions

Table 6 observed that Designation wise respondents and they accessed Electronic resources in the Engineering Institutions. It can be found from above the result that df value is 0.47 and significant .029 (< 0.05). Hence, the result found that *''Null Hypotheses is rejected to this study''*. There is a significance difference between Designation wise respondents and they accessed Electronic resources in the Engineering Institutions.

Gender wise respondents and they accessed Lecture materials

Table 7 observed that Gender wise respondents and they accessed Lecture materials. It can be found from above the result that df value is 0.000 and significant .000 (< 0.05). Hence, the result found that *''Null Hypotheses is rejected to this study''*. There is a significance difference between Gender wise respondents and they accessed Lecture materials.

Age wise respondents and they accessed Lecture materials

Table 8 observed that Age wise respondents and they accessed Lecture materials. It can be found from above the result that df value is 0.071 and significant .040 (< 0.05).Hence, the result found that *''Null Hypotheses is rejected to this study''*. There is a significance difference between Age wise respondents and they accessed Lecture materials.

Table 6: Designation wise respondents and they accessed Electronic resources

Chi-Square Tests									
				Monte Carlo Sig. (2-sided)			Monte Carlo Sig. (1-sided)		
					99% Confidence Interval		99% Confidence Interval		
	Value	df	Asymp. Sig (2-sided)	Sig.	Lower Bound	Upper Bound	Lower Bound	Upper Bound	Sig.
Pearson Chi-Square	11.009a	2	.004	.004b	.003	.006			
Likelihood Ratio	15.786	2	.000	.001b	.000	.001			
Fisher's Exact Test	12.577			.002b	.001	.003			
Linear-by-Linear Association	4.127c	1	.042	.047b	.042	.052	.025	.033	.029b
N of Valid Cases	511								

Table 7: Gender wise respondents and they accessed Lecture materials

Chi-Square Testsd						
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	14.876a	1	.000	.000	.000	
Continuity Correctionb	14.114	1	.000			
Likelihood Ratio	15.015	1	.000	.000	.000	
Fisher's Exact Test				.000	.000	
Linear-by-Linear Association	14.847c	1	.000	.000	.000	.000
N of Valid Cases	520					

Table 8: Age wise respondents and they accessed Lecture materials

Chi-Square Tests									
				Monte Carlo Sig. (2-sided)			Monte Carlo Sig. (1-sided)		
					99% Confidence Interval		99% Confidence Interval		
	Value	df	Asymp. Sig (2-sided)	Sig.	Lower Bound	Upper Bound	Lower Bound	Upper Bound	Sig.
Pearson Chi-Square	3.708a	2	.157	.165b	.156	.175			
Likelihood Ratio	3.716	2	.156	.165b	.156	.175			
Fisher's Exact Test	3.702			.165b	.156	.175			
Linear-by-Linear Association	3.390c	1	.066	.071b	.065	.078	.034	.045	.040b
N of Valid Cases	511								

Qualifications of the respondents and they accessed Lecture materials

Table 9 observed that qualification of the respondents and they accessed Lecture materials. It can be found from above the result that df value is .032 and significant .017 (< 0.05). Hence, the result found that *''Null Hypotheses is rejected to this study''*. There is significance difference between qualification of the respondents and they accessed Lecture materials.

Designation of the respondents and they accessed Lecture materials

Table 10 observed that Designation of the respondents and they accessed Lecture materials. It can be found from above the result that df value is .005 and significant .003 (< 0.05). Hence, the result found that *''Null Hypotheses is rejected to this study''*. There is a significance difference between Designation of the respondents and they accessed Lecture materials.

Age-wise respondents and they attended Seminar and Conferences

Table 11 observed that Age wise respondents and they attended Seminar and Conferences. It can be found from above the result that df value is .000 and significant .000 (< 0.05). Hence, the result found that *''Null Hypotheses is rejected to this study''*. There are no age wise respondents and they attended Seminar and Conferences.

Table 9: Qualifications of respondents and they accessed Lecture materials

Chi-Square Tests									
				Monte Carlo Sig. (2-sided)			Monte Carlo Sig. (1-sided)		
					99% Confidence Interval		99% Confidence Interval		
	Value	df	Asymp. Sig (2-sided)	Sig.	Lower Bound	Upper Bound	Lower Bound	Upper Bound	Sig.
Pearson Chi-Square	80.828a	5	.000	.000b	.000	.000			
Likelihood Ratio	83.920	5	.000	.000b	.000	.000			
Fisher's Exact Test	83.006			.000b	.000	.000			
Linear-by-Linear Association	4.548c	1	.033	.032b	.027	.036	.013	.020	.017b
N of Valid Cases	515								

Table 10: Designation of the respondents and they accessed Lecture materials

Chi-Square Tests									
				Monte Carlo Sig. (2-sided)			Monte Carlo Sig. (1-sided)		
					99% Confidence Interval		99% Confidence Interval		
	Value	df	Asymp. Sig (2-sided)	Sig.	Lower Bound	Upper Bound	Lower Bound	Upper Bound	Sig.
Pearson Chi-Square	8.954a	2	.011	.012b	.009	.015			
Likelihood Ratio	8.991	2	.011	.013b	.010	.016			
Fisher's Exact Test	8.954			.012b	.009	.015			
Linear-by-Linear Association	8.181c	1	.004	.005b	.004	.007	.002	.004	.003b
N of Valid Cases	520								

Table 11: Age wise respondents and they attended Seminar and Conferences

Chi-Square Tests									
				Monte Carlo Sig. (2-sided)			Monte Carlo Sig. (1-sided)		
					99% Confidence Interval		99% Confidence Interval		
	Value	df	Asymp. Sig (2-sided)	Sig.	Lower Bound	Upper Bound	Lower Bound	Upper Bound	Sig.
Pearson Chi-Square	8.954a	2	.011	.012b	.009	.015			
Likelihood Ratio	8.991	2	.011	.013b	.010	.016			
Fisher's Exact Test	8.954			.012b	.009	.015			
Linear-by-Linear Association	8.181c	1	.004	.005b	.004	.007	.002	.004	.003b
N of Valid Cases	520								

Age-wise respondents and they used search engines

Table 12 observed that Age wise respondents and they used search engines. It can be found from above the result complete Mean Score, and Standard deviation of the study 4.6058 and .96735 respectively. The study observed that highest Mean Score and SD of 1). Google search engine used 1.3452 and .47628 respectively in the age group 25-35. 2). Yahoo searched engines used and observed highest Mean was 1.8476 and SD was .58476 in the age group 36-45.

Further, the study analyzed that various search engine used for searching the electronic resources by the faculty members in the Engineering institutions. The result found that there are 7 search engines are categorized on those 3. AltaVista, 4.bink, 5. ask, 6. mywebsearch, 7.dogpile and 8. Others, the highest means andSD are to be observed for 3) 3.9600 and .90137, 4). 4.5200, .81420 5).4.8384 and .81420 6). 2.6769, 1.35690 7). 5.0000, .30288 8). 4.5991 and 1.11119.

Table 12: Age-wise respondents and they used search engines

		Descriptive							
						95% Confidence Interval for Mean			
		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
Google	25-35	281	1.3452	.47628	.02841	1.2893	1.4011	1.00	2.00
	36-45	105	1.0000	.00000	.00000	1.0000	1.0000	1.00	1.00
	46-55	125	1.1360	.34417	.03078	1.0751	1.1969	1.00	2.00
	Total	511	1.2231	.41673	.01843	1.1869	1.2593	1.00	2.00
Yahoo	25-35	240	1.6833	.46615	.03009	1.6241	1.7426	1.00	2.00
	36-45	105	1.8476	.58476	.05707	1.7345	1.9608	1.00	3.00
	46-55	125	1.7840	.41317	.03696	1.7109	1.8571	1.00	2.00
	Total	470	1.7468	.48621	.02243	1.7027	1.7909	1.00	3.00
Altavista	25-35	200	3.9600	.90137	.06374	3.8343	4.0857	2.00	5.00
	36-45	99	3.7374	.87582	.08802	3.5627	3.9121	3.00	5.00
	46-55	109	3.7064	.77343	.07408	3.5596	3.8533	3.00	5.00
	Total	408	3.8382	.86896	.04302	3.7537	3.9228	2.00	5.00
Bink	25-35	200	4.5200	.81420	.05757	4.4065	4.6335	3.00	5.00
	36-45	99	4.8384	.36997	.03718	4.7646	4.9122	4.00	5.00
	46-55	109	4.7248	.44869	.04298	4.6396	4.8100	4.00	5.00
	Total	408	4.6520	.65493	.03242	4.5882	4.7157	3.00	5.00
Ask	25-35	233	2.9356	.70721	.04633	2.8443	3.0269	2.00	5.00
	36-45	89	3.3034	1.04886	.11118	3.0824	3.5243	2.00	5.00
	46-55	106	3.4151	1.08556	.10544	3.2060	3.6242	2.00	5.00
	Total	428	3.1308	.91395	.04418	3.0440	3.2177	2.00	5.00
Mywebsearch	25-35	260	2.6769	1.35690	.08415	2.5112	2.8426	1.00	5.00
	36-45	105	2.6190	.99403	.09701	2.4267	2.8114	1.00	5.00
	46-55	125	2.2480	.66788	.05974	2.1298	2.3662	1.00	3.00
	Total	490	2.5551	1.15383	.05212	2.4527	2.6575	1.00	5.00
Dogpile	25-35	200	5.0000	.00000	.00000	5.0000	5.0000	5.00	5.00
	36-45	99	4.8990	.30288	.03044	4.8386	4.9594	4.00	5.00
	46-55	109	4.8991	.30261	.02898	4.8416	4.9565	4.00	5.00
	Total	408	4.9485	.22123	.01095	4.9270	4.9701	4.00	5.00
others	25-35	227	4.5991	.97880	.06497	4.4711	4.7271	2.00	5.00
	36-45	105	4.7238	.74026	.07224	4.5806	4.8671	2.00	5.00
	46-55	117	4.5128	1.11119	.10273	4.3094	4.7163	2.00	5.00
	Total	449	4.6058	.96735	.04565	4.5161	4.6955	2.00	5.00

Conclusion

The study could be analyzed the use and observation by the respondents of the faculty members they were utilized the electronic Information in Coimbatore District. They study could be analyzed through testing of hypotheses. It could be found the first hypothesis tested that df value is .515 and significant .303 (> 0.05). 'Null Hypotheses is accepted to this study''. There is No significance difference between Age-wise respondents and they accessed Electronic resources in the Engineering Institutions. The Second hypothesis tested that result that df value is .533 and significant .276 (> 0.05). Hence, the result found that ''Null Hypotheses is accepted to this study''. There is No significance difference between Qualification wise respondents and they accessed Electronic resources in the Engineering Institutions. The analysis found and third hypothesis tested that that df value is 0.47 and significant .029 (< 0.05). Hence, the result found that ''Null Hypotheses is rejected to this study''. There is a significance difference between Designation wise respondents and they accessed Electronic resources in the Engineering Institutions. The fourth hypothesis tested that df value is 0.000 and significant .000 (< 0.05). Hence, the result found that ''Null Hypotheses is rejected to this study''. There is a significance difference between Gender wise respondents and they accessed Lecture materials. The fifth hypothesis tested that result that df value is 0.071 and significant .040 (< 0.05). Hence, the result found that ''Null Hypotheses is rejected to this study''. There is a significance difference between Age wise respondents and they accessed Lecture materials. The Sixth hypothesis tested that df value is .032 and significant .017 (< 0.05). Hence, the result found that ''Null Hypotheses is rejected to this study''. There is a significance difference between qualification of the respondents and they accessed Lecture materials. The Seventh hypothesis tested that df value is .005 and significant .003 (< 0.05). Hence, the result found that ''Null Hypotheses is rejected to this study''. There is a significance difference between Designation of the respondents and they accessed Lecture materials. The eighth hypothesis tested that df value is .000 and significant .000 (< 0.05).Hence, the result found that ''Null Hypotheses is rejected to this study''. There are no age wise respondents and they attended Seminar and Conferences.

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