

# Differences among Staff and Students in Use of E-Resources for their Academic Need: A Study on Pharmacy Colleges in Chennai City

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**Abstract** - Depending upon the academic need of the staff and students the usage of the e-resources could be varied. The present study analyses the difference among the staff and students of Pharmacy Colleges located in Chennai city, Tamil Nadu. The study focuses on the place of access, mode of learning, search engines used, browser, search mechanism adopted and purpose of accessing the internet and e-resources by the faculty and students for their academic demand.

**Keywords:** Academic Need, Browser, E-Resources, Pharmacy College, Search Engines, Search Mechanism

## I. INTRODUCTION

Internet and e-resources offer academic community a wide range of possibilities for improving their status and they provide a vast amount of information that is needed for survival in academic environment [1]. College faculties and students are eager in using e-resources and college library actively participate to provide these sources to their users of the library. It is fact that most the students and staff preferred college library as a major access point for accessing internet and e-resources. For the purpose of effective access of these e-resources the users should have a good ICT knowledge and skills [2]. T. Kavitha, S. Mohamed Esmail and M. Nagarajan analyzed the use of Electronic Health Services by the Professional of Puducherry Medical College [3]. G. Sasireka, S. Gopalakrishnan and R. Karpagam studied the librarians' opinion regarding the usage of electronic journals by the users of selected engineering colleges in Tamil Nadu [4]. The present study examines the difference among the staff and students in using the e-resources for their academic achievement and need.

## II. OBJECTIVES

- To find out preferable access point for internet and e-resources of the faculties and students;
- To study mode of learning internet and e-resources skills of the faculties and students;
- To identify search engines and browsers used by the respondents;
- To determine the purpose of using e-resources by the faculties and students of selected pharmacy colleges in Chennai City;

- To know the problem faced by the faculties and students while accessing internet and e-resources.

## III. METHODOLOGY

In order to examine the difference among the staff and students in using the e-resources the researcher has applied the stratified random sampling techniques. Through this technique the researcher has taken up the responses of 696 respondents of selected pharmacy colleges in Chennai city. Simple percentage analysis has been applied to analyse the data collected for the study.

## IV. DATA ANALYSIS AND INTERPRETATION

Table I indicates academic status-wise respondent's preferable access point for internet and e-resources. Majority of the faculty (84.71%) and 80.69% of the students are accessing the internet at College/College Library. It is also revealed from the study that the faculty percentage is higher compared to students in accessing the internet at home.

The data presented in the Table II shows that academic status-wise respondent's mode of learning internet and e-resources skills. It reveals that 92.94% of the faculties and 82.49% of students learning internet and e-resources skills through guidance from friends and colleagues. It is observed from the table that more percentage of faculty respondents guided by library staff and computer staff to access internet and e-resources.

The Table III shows respondent's views on search engines used. The 85.88% of faculty used Google while 87.23% of student used yahoo search engines for their information retrieval process. Also More number of faculty and students respondents used hotmail and rediff search engines.

The data available in Table IV shows that academic status-wise respondents commonly used browser. The 85.88% of the faculty and 90.51% students respondent's used internet explorer, and 72.94% of faculty and 81.18% of student respondents used Mozilla fire fox.

Table V shows that 91.76% of the faculty and 81.34% of students respondents adopted basic search mechanism to access e-resources. It is also observed that a good number of respondents also adopted advanced search and Boolean logic search mechanism from both categories.

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TABLE I ACADEMIC STATUS-WISE RESPONDENTS' PREFERABLE ACCESS POINT FOR INTERNET AND E-RESOURCES

Academic status-wise	College/College Library	Home	Cyber Cafe	Friends Home
Faculty	72 (84.71)	56 (65.88)	42 (49.41)	11 (12.94)
Students	493 (80.69)	331 (54.17)	273 (44.68)	51 (8.35)
Total	565 (81.18)	387 (55.60)	315 (45.26)	62 (8.91)

Source: Computed  
(Note: Figures in parentheses denote percentage)

TABLE II ACADEMIC STATUS-WISE RESPONDENTS' MODE OF LEARNING INTERNET AND E-RESOURCES SKILLS

Academic Status	Guidance from Friends and Colleagues	Guidance from the Library Staff	Guidance from the Computer Staff	Training Offered by the Institution	Self Learning	Print Documents
Faculty	79 (92.94)	62 (72.94)	54 (63.53)	32 (37.65)	18 (21.18)	9 (10.59)
Students	504 (82.49)	357 (58.43)	272 (44.52)	149 (24.39)	116 (18.99)	18 (2.95)
Total	586 (84.20)	419 (60.20)	326 (46.84)	181 (26.01)	134 (19.25)	27 (3.88)

Source: Computed  
(Note: Figures in parentheses denote percentage)

TABLE III ACADEMIC STATUS-WISE RESPONDENTS' VIEWS ON SEARCH ENGINES USED

Academic status	MSN	Alta Vista	Rediff	Hot Mail	Indya	Khoj	Lycos	Yahoo	Sify	Google	Open Tex	123 India	Others
Faculty	32 (37.65)	29 (34.12)	65 (76.47)	68 (80.00)	28 (32.74)	23 (27.06)	18 (21.18)	71 (83.53)	21 (24.71)	73 (85.88)	20 (23.53)	13 (15.29)	7 (8.24)
Students	264 (43.21)	208 (34.04)	416 (68.09)	421 (68.90)	162 (42.39)	162 (26.51)	84 (13.75)	533 (87.23)	88 (14.40)	536 (81.73)	90 (14.73)	36 (5.89)	16 (2.62)
Total	296 (42.53)	237 (34.05)	481 (69.11)	489 (70.26)	190 (27.29)	199 (28.59)	102 (14.66)	604 (86.78)	109 (15.66)	609 (87.5)	110 (15.80)	49 (7.04)	23 (3.30)

Source: Computed  
(Note: Figures in parentheses denote percentage)

TABLE IV ACADEMIC STATUS-WISE RESPONDENTS' COMMONLY USED BROWSER

Academic status	Internet explorer	Mozilla fire fox	MSW	Opera	Netscape navigator
Faculty	73 (85.88)	62 (72.94)	54 (63.53)	50 (58.82)	19 (22.35)
Students	553 (90.51)	496 (81.18)	461 (75.45)	421 (68.90)	126 (20.62)
Total	626 (89.94)	558 (73.99)	515 (48.13)	471 (67.67)	145 (20.83)

Source: Computed  
(Note: Figures in parentheses denote percentage)

TABLE V ACADEMIC STATUS-WISE RESPONDENTS' ADOPTED SEARCH MECHANISM

Academic Status	Basic Search	Advanced Search	Boolean Logic	browsing Table of Contents or Menu Driven Search
Faculty	78 (91.76)	62 (72.94)	53 (62.35)	16 (18.82)
Students	497 (81.34)	335 (54.83)	275 (45.01)	49 (8.02)
Total	575 (82.61)	397 (57.04)	328 (47.13)	65 (9.34)

Source: Computed  
(Note: Figures in parentheses denote percentage)

TABLE VI ACADEMIC STATUS-WISE RESPONDENTS' FREQUENTLY USED E-RESOURCES

Academic Status	Online Data Base	E-Journals	CD-ROM	OPAC System	E-thesis and Dissertation	E-books	Full Text DataBase	E-Newspaper/ E-Newsletter	Web Resources	Open Sources
Faculty	79 (92.94)	66 (77.65)	54 (63.53)	49 (57.65)	32 (37.65)	37 (43.52)	26 (30.59)	56 (65.88)	51 (60.00)	30 (35.29)
Students	494 (80.85)	448 (73.32)	388 (63.50)	370 (60.56)	258 (42.23)	308 (50.41)	225 (36.82)	359 (58.76)	409 (66.94)	61 (9.98)
Total	573 (82.33)	514 (73.85)	442 (63.51)	419 (60.20)	290 (41.67)	345 (49.57)	251 (36.07)	415 (59.63)	460 (66.09)	91 (13.07)

Source: Computed  
(Note: Figures in parentheses denote percentage)

It is observed from the Table VI that 92.94% of the faculty respondents frequently used online database, whereas 80.85% of the student respondents used this e-resources. The second highest respondents of both categories used e-journals which are 77.65% of faculty and 73.32% of student respondents. Full text database and open sources are the lowest used e-resources among faculty as well as student respondents in selected sample pharmacy colleges in Chennai city.

The Table VII shows that academic status-wise respondent's purpose of accessing internet and e-resources. It could be deduced from the table that all the faculty respondents accessing internet and e-resources for the purpose of teaching, whereas 90.51% of the students respondents accessing the e-resources for updating subject knowledge and GK. It is also observed from the table that 40% of the faculty respondents and 27% of student respondents accessing the internet and e-resources for career development and research work/project work respectively.

TABLE VII ACADEMIC STATUS-WISE RESPONDENTS' PURPOSE OF ACCESSING INTERNET AND E-RESOURCES

Academic Status	Research Work/ Project Work	Teaching Purpose /Seminar	Communication	Specialization	Updating subject knowledge and GK	Career Development	Others
Faculty	80 (94.12)	85 (100)	61 (71.76)	78 (91.76)	51 (60.00)	34 (40.00)	9 (10.59)
Students	165 (27.00)	47 (7.69)	302 (49.43)	267 (43.70)	553 (90.51)	405 (66.28)	19 (3.11)
Total	245 (35.20)	132 (18.97)	363 (52.16)	345 (49.57)	604 (86.78)	439 (63.07)	28 (4.02)

TABLE VIII ACADEMIC STATUS RESPONDENTS' PROBLEMS FACED WHILE ACCESSING INTERNET AND E-RESOURCES

Academic Status	Inadequate Time in Accessing E-Resources	Slow System Speed and Network Capacity	Unawareness of the Availability of the E-Resources Related to Their Research and Academic Work	Unawareness of the Access Mechanisms And Lack of Adequate Access Point	High Cost to Access	Insufficient of Training Programme to Access And Use the E-Resources	Lack of Subject Gate Ways	Insufficient of Printing Facilities
Faculty	62 (72.94)	74 (87.06)	52 (61.18)	46 (54.12)	42 (49.41)	61 (71.76)	38 (44.71)	28 (32.94)
Students	360 (58.92)	310 (50.74)	280 (45.83)	266 (43.54)	268 (43.86)	298 (48.77)	231 (37.81)	251 (41.08)
Total	422 (60.63)	384 (55.17)	332 (47.70)	312 (44.83)	310 (44.54)	359 (51.58)	269 (38.65)	279 (40.09)

Source: Computed  
(Note: Figures in parentheses denote percentage)

It is clear from the Table VIII that 87.06% of faculty respondents faced the problem of slow system speed and network capacity and 58.92% of students respondents faced inadequate time in accessing e-resources while using internet and e-resources. 32.94% of faculty respondents faced the insufficient of printing facilities problems.

The Table IX clearly depict that only 24.70% of the faculty and 21.60% of student respondents having a success rate of 100% in finding required information from internet and e-resources.

TABLE IX ACADEMIC STATUS WISE RESPONDENTS' SUCCESS RATE OF FINDING REQUIRED INFORMATION FROM INTERNET AND E-RESOURCES

Academic status	100%	75 to 99%	50 to 74%	25 to 49 %	Less than 25%	Total
Faculty	21 (24.70)	29 (34.12)	20 (23.53)	9 (10.59)	6 (7.06)	85 (12.21)
Students	132 (21.60)	250 (40.92)	135 (22.09)	56 (9.17)	38 (6.22)	611 (87.79)
Total	153 (21.98)	279 (40.09)	155 (22.27)	65 (9.34)	44 (6.32)	696 (100)

Source: Computed

(Note: Figures in parentheses denote percentage)

## V. FINDINGS

1. Majority of the faculty and student respondents preferred to access internet and e-resources at college/college library and home. There are slide differences among the staff and students in their place of accessing internet and e-resources.
2. It is found that faculty respondents are getting more benefits from library staff and computer staff in learning internet and e-resources accessing skill compared to students.
3. The result shows that more number of faculty respondents used Google and more number of student respondents used yahoo search engine.
4. It is found that there are slide differences among the faculty and students respondents in the use of mozilla fire fox, MSW and opera browser.
5. The finding shows that students are very less in using advanced search and Boolean logic search mechanism comparatively with other search mechanism.
6. It is found that majority of the faculty respondents frequently used open sources but only 9.98% of the students used these sources.
7. It is found that most of the faculty respondents accessing internet and e-resources for research work, teaching, communication and subject specialization but most of the students are used these sources for updating subject knowledge GK and career development.
8. There are good and considerable differences among the faculty and student respondents in the problem faced while accessing internet and e-resources.
9. There are no much differences among the staff and students respondents success rate in finding required information from internet and e-resources.
10. The academic community of pharmacy colleges have been frequently used the e-resources for their need of academic activities.

## VI. CONCLUSION

E-resource is playing a crucial role in contemporary academic society. The academic community of any discipline can derive tremendous advantages from this e-resources for updating their knowledge and there in no exception that pharmacy society also. In the present study most of the students and faculties are frequently access and use the e-resource for their study and research work. From the study it is revealed that, to learn e-resources access skills, the students are lag behind the faculty and it is suggested that the management of the institutions should properly organize training programme for the benefit of the students. With regard to search mechanism adopted by the students mostly, they are using basic search and training is need to use of advanced search mechanism for accessing e-resources.

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