

## Factors Influencing Use of Web for Academic Pursuit in Relation to User Categories

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### ABSTRACT

This paper examines the factors accountable for users' tendency to use the free web resources for achieving their academic goals and also the reasons that prevented the users from using the credible sources of the library for their academic needs. Further, this study also attempted to ascertain whether user category has any influence on the factors which boost the use of web for academic purpose. A questionnaire-based survey was conducted for five universities of Chandigarh, Haryana and Punjab including post graduate students, research scholars and faculty members. The findings showed that a majority of respondents from three categories chose the web because of the speedy retrieval of information, ease of access, no need for any advanced search skills to search on internet and further it saved their time when compared with the online e-resources subscribed by the library. Most of them found it difficult to physically visit the library. They were not familiar with which e-resources were available on subscribed databases or on the web. About half of users stated that no updation was made on the library website about newly subscribed e-resources. Discontinued e-resources were not removed from library website when users searched them for information and found nothing. The paper recommends that user education programmes should be conducted and the interface of the library should be made user friendly so as to encourage the users to use authentic information from the e-resources subscribed by the library for academic purpose.

**Keywords:** The web; Factors influencing use of the web; Academic pursuit; Internet; Ease of access; Speedy retrieval; User categories; Academic attainment; User education

### 1. INTRODUCTION

The web has exerted a powerful influence on the users, due to its speedy retrieval and convenience, where scholarly information generated may be questionable in an academic realm. Huge impact of internet on the most important segment of users including post graduates, research scholars and faculty members can be clearly visualised. A lot of studies have been undertaken in India and other nations on the 'use of the web'. Many research studies had reported that the internet had positive impact on the academic performance of students while some studies discovered that internet use for general and entertainment purposes impacted academic achievement adversely distracting students from their studies and making addiction of certain degree for surfing it among them.<sup>1-4</sup> There are also some studies which reported that the use of internet had affirmative impact on the research outcomes as researchers made the use of email and the web for information retrieval and communication

purposes. The web helped them to provide access to global information sources.<sup>5</sup> However, to the best knowledge of the researchers, no study was carried out in Indian context on what are factors which motivate users for academic quest to make the use of information available free on the web and consequently, affect seriously the quality of teaching, learning and research using such type of information in a university setting. Hence, this study has been planned to find out the reasons which actually lure the users to search for academic information freely available on the web when there are other reliable sources like library databases available at their dispense. The study also made an attempt to know underlying factors that prevent them to use the resources of the library, even electronic resources.

Further, this research work also attempted to ascertain whether user category on the basis of their academic attainment (postgraduates, research scholars and faculty members) has any influence on the factors which boost the use of web for academic purpose. For the purpose of the study, five universities of Chandigarh, Haryana

and Punjab have been selected. Thus, the research work will provide useful information to university libraries why users obtain academic information from the web when they are providing credible information sources, even in electronic format. The outcome of this work will give suggestions to solve this issue.

## 2. LITERATURE REVIEW

Liu<sup>6</sup>, *et al.* through their study presented that it was important to find out particular system features that determined students' information seeking behavior for achieving their academic endeavors. Heavy reliance of students' on internet sources instead of reliable library resources was observed. This had a deplorable impact on the quality of academic output. Hou<sup>2</sup>, *et al.* in their study focused that self control among the students acts a moderating factor in their influence on academic performance while they used social media platform like WeChat. While those with high self control tendencies were seen to have positive impact of WeChat usage on their academics.

Feng<sup>7</sup>, *et al.* also revealed that use of Facebook was considered to divert the students attention from academics to other frivolous indulgences which ultimately leaves a poor impact on their academic performance. In a similar study by Chang<sup>4</sup>, *et al.* examined that ease of access and convenience of social media and internet held the Turkish students to aptly search for information for academic purpose which negatively influences their grading and scholarly achievement. Abbas<sup>8</sup>, *et al.* reported that diminishing academic performance of the students of selected universities of Pakistan was due to the easy accessibility of information through social media and internet. Results can be clearly visible on their potential in research as well as learning skills.

Shahibi & Rusli<sup>9</sup> investigated that the desire to retrieve the information easily and quickly, motivated them to search for free information on the web. Mallya & Lakshminarayanan<sup>10</sup> introduced that the governing factors for students' inclination towards internet were subjected to their perception of ease of use, usefulness and their attitude towards online learning. Liyana & Noorhidawati<sup>11</sup> reported that internet search engines formed the first choice of the respondents while searching academic information. Sawant & Kamat<sup>12</sup> reported that the respondents favoured using internet over the library because of their perception that information was available round the clock on internet. In a study conducted by Gad & Gopakumar<sup>13</sup>, it was found that around 30.00 percent users viewed that internet can replace libraries.

As discussed in the literature review, previous studies have focused on the use of the web and on the user search behaviour. Most of the studies did not include research scholars and faculty members. Hence, there is a need for a comprehensive research on university libraries in Indian context to investigate numerous factors which motivate the users to find academic information on the web in relation to their categories.

## 3. OBJECTIVES

To investigate the factors influencing the users' selection of information available on the web for academic pursuits in relation to their categories on the basis of academic attainment.

To find out the reasons which prevent the users to obtain information from the library in relation to their categories.

## 4. METHODOLOGY

Taking into account the objectives of the study, a questionnaire was prepared for the purpose of collecting the primary data through a survey conducted at the Panjab University, Chandigarh; Kurukshetra University, Kurukshetra; Maharishi Dayanand University, Rohtak; Panjabi University, Patiala and Guru Nanak Dev University, Amritsar among faculty members (FM), research scholars (RS) and postgraduate (PG) students. The study sample comprised users from both sciences and social sciences disciplines. Interview and observation methods were also utilised wherever required. A pilot study on 20 users of Panjab University, Chandigarh was first conducted. A few modifications were made in the questionnaire as prompted in the responses received from the pilot study. Using the stratified random sampling technique, a sample of 972 users was selected. Out of the total number of respondents, 819 (84.26 %) completed and returned the questionnaires. SPSS was used to statistically analysing the collected data. Chi-Square test was used to derive the variance between the expected and the observed frequencies of data. The five point Likert scale was utilised to understand the respondents' preferences for academic information from free web resources. The findings were presented in percentage and ranking formats.

## 5. DATA ANALYSIS AND INTERPRETATION

### 5.1 Response Categorisation

Out of the 819 respondents, 300 (36.63 %) were post graduates, 288 (35.16 %) were research scholars and 231 (28.20 %) were faculty members.

### 5.2 Reasons to Search for Academic Information on the Web in Relation to User Categories on the Basis of Their Academic Attainment

The study specifically aimed at interrogating the reasons which tempt the users to use the web for scholarly purpose in relation to user categories on basis of their academic attainment. With regard to speedy/quick retrieval, more than 90.00 % of all three user categories strongly inclined towards free information on the web because they opined that information was more instantly available through the internet whereas the subscribed databases took longer to produce the required information (strongly agree and agree taken together). Table 1 illustrated that almost 85.00- 95.00 % from three groups considered that minimum efforts were required to obtain desired information from the internet while getting information

from the library databases was much more tedious. Thus, convenience formed a strong reason for their inclination towards free web for searching academic information. Pertaining to ease of access, a major part of all three categories (85.00- 98.70 %) considered it to be one of the most important reasons for searching information freely available on the web. Besides, 80.90- 89.60 % of all user categories preferred to use web because of its access from anywhere. Similarly, major chunk belonging to three groups (88.0- 94.0 %) chose free information from the web because they found it to be more time

saving and effective in comparison to other credible sources of information (Table 1).

Around 60.00 % of students and more than 70.00 % faculty members were of view that web did not require any advanced skills for searching information when compared with the subscribed e-resources of the library. Also, 49.70- 59.80 % of all three categories did not know which e-resources were available on subscribed databases or on the web. Likewise, almost 30.00 % respondents from three stages of academic achievement believed that Federated search was not available for the

**Table 1. Reasons to search for academic information available on the web in relation to user categories on the basis of their academic attainment**

Reasons		PG	RS	FM	X <sup>2</sup> Results
<b>Speedy/ quick retrieval</b>	Strongly Agree	145(48.3)	167(58)	146(63.2)	X <sup>2</sup> value= 20.619 df= 8 p=.008*
	Agree	139(46.3)	102(35.4)	78(33.8)	
	Neutral	13(4.3)	16(5.6)	7(3)	
	Disagree	3(1)	1(0.3)	0(0)	
	Strongly Disagree	0(0)	2(0.7)	0(0)	
<b>Convenience/ least effort required to retrieve the information</b>	Strongly Agree	110(36.7)	130(45.1)	119(51.5)	X <sup>2</sup> value= 28.207 df= 8 p= .000*
	Agree	143(47.7)	128(44.4)	100(43.3)	
	Neutral	36(12)	29(10.1)	8(3.5)	
	Disagree	9(3)	1(0.3)	4(1.7)	
	Strongly Disagree	2(0.7)	0(0)	0(0)	
<b>Ease of Access</b>	Strongly Agree	150(50)	142(49.3)	132(57.1)	X <sup>2</sup> value= 34.605 df= 8 p= .000*
	Agree	105(35)	114(39.6)	96(41.6)	
	Neutral	40(13.3)	26(9)	3(1.3)	
	Disagree	3(1)	6(2.1)	0(0)	
	Strongly Disagree	2(0.7)	0(0)	0(0)	
<b>Access from Anywhere</b>	Strongly Agree	131(43.7)	132(45.8)	130(56.3)	X <sup>2</sup> value= 32.36 df= 8 p= 000*
	Agree	123(41)	101(35.1)	77(33.3)	
	Neutral	33(11)	31(10.8)	15(6.5)	
	Disagree	7(2.3)	24(8.3)	9(3.9)	
	Strongly Disagree	6(2)	0(0)	0(0)	
<b>Time saving/ Information available on the spot</b>	Strongly Agree	153(51)	148(51.4)	139(60.2)	X <sup>2</sup> value= 16.853 df= 8 p= .032*
	Agree	111(37)	118(41)	78(33.8)	
	Neutral	27(9)	15(5.2)	8(3.5)	
	Disagree	6(2)	7(2.4)	6(2.6)	
	Strongly Disagree	3(1)	0(0)	0(0)	
<b>Advanced search skill not required</b>	Strongly Agree	75(25)	58(20.1)	71(30.7)	X <sup>2</sup> value= 16.388 df= 8 p=.037*
	Agree	113(37.7)	114(39.6)	95(41.1)	
	Neutral	69(23)	75(26)	37(16)	
	Disagree	35(11.7)	33(11.5)	27(11.7)	
	Strongly Disagree	8(2.7)	8(2.8)	1(0.4)	
<b>Don't know which e-resources are available on subscribed databases or on the internet, as sometimes subscribed articles are also retrieved from the internet</b>	Strongly Agree	41(13.7)	28(9.7)	29(12.6)	X <sup>2</sup> value= 51.757 df= 8 p= .000*
	Agree	108(36)	123(42.7)	109(47.2)	
	Neutral	121(40.3)	108(37.5)	40(17.3)	
	Disagree	27(9)	27(9.4)	51(22.1)	
	Strongly Disagree	3(1)	2(0.7)	2(0.9)	

<b>Federated search is not available for subscribed databases of the library</b>	Strongly Agree	26(8.7)	10(3.5)	17(7.4)	X <sup>2</sup> value= 24.523 df= 8 p= .002*
	Agree	60(20)	78(27.1)	52(22.5)	
	Neutral	154(51.3)	169(58.7)	138(59.7)	
	Disagree	45(15)	24(8.3)	16(6.9)	
	Strongly Disagree	15(5)	7(2.4)	8(3.5)	
<b>Automatic spell error correction on search engines like Google</b>	Strongly Agree	99(33)	88(30.6)	68(29.4)	X <sup>2</sup> value= 14.021 df= 8 p=0.081
	Agree	120(40)	120(41.7)	72(31.2)	
	Neutral	47(15.7)	52(18.1)	54(23.4)	
	Disagree	24(8)	22(7.6)	26(11.3)	
	Strongly Disagree	10(3.3)	6(2.1)	11(4.8)	
<b>No provision of feature like “Do you mean” on library databases</b>	Strongly Agree	54(18)	30(10.4)	23(10)	X <sup>2</sup> value= 18.009 df= 8 p=.021*
	Agree	105(35)	104(36.1)	80(34.6)	
	Neutral	94(31.3)	104(36.1)	81(35.1)	
	Disagree	30(10)	43(14.9)	37(16)	
	Strongly Disagree	17(5.7)	7(2.4)	10(4.3)	
<b>No provision of feature like “similar pages” on library databases</b>	Strongly Agree	61(20.3)	36(12.5)	29(12.6)	X <sup>2</sup> value= 18.306 df= 8 p=.019*
	Agree	99(33)	109(37.8)	89(38.5)	
	Neutral	91(30.3)	94(32.6)	65(28.1)	
	Disagree	32(10.7)	41(14.2)	41(17.7)	
	Strongly Disagree	17(5.7)	8(2.8)	7(3)	
<b>Library databases do not retrieve information like search engine</b>	Strongly Agree	49(16.3)	34(11.8)	22(9.5)	X <sup>2</sup> value= 23.374 df= 8 p=.003*
	Agree	123(41)	108(37.5)	113(48.9)	
	Neutral	76(25.3)	112(38.9)	62(26.8)	
	Disagree	41(13.7)	26(9)	29(12.6)	
	Strongly Disagree	11(3.7)	8(2.8)	5(2.2)	
<b>No update of newly subscribed e- resources on library website</b>	Strongly Agree	42(14)	22(7.6)	29(12.6)	X <sup>2</sup> value= 11.364 df= 8 p= 0.182
	Agree	96(32)	105(36.5)	83(35.9)	
	Neutral	101(33.7)	101(35.1)	67(29)	
	Disagree	45(15)	47(16.3)	45(19.5)	
	Strongly Disagree	16(5.3)	13(4.5)	7(3)	
<b>No removal of the links of the discontinued e-resources from library website</b>	Strongly Agree	45(15)	24(8.3)	26(11.3)	X <sup>2</sup> value= 11.249 df= 8 p=0.188
	Agree	91(30.3)	96(33.3)	86(37.2)	
	Neutral	110(36.7)	118(41)	76(32.9)	
	Disagree	42(14)	42(14.6)	32(13.9)	
	Strongly Disagree	12(4)	8(2.8)	11(4.8)	
<b>Multi user access</b>	Strongly Agree	102(34)	75(26)	52(22.5)	X <sup>2</sup> value= 24.448 df= 8 p= .002*
	Agree	121(40.3)	160(55.6)	128(55.4)	
	Neutral	65(21.7)	47(16.3)	37(16)	
	Disagree	9(3)	5(1.7)	12(5.2)	
	Strongly Disagree	3(1)	1(0.3)	2(0.9)	
<b>Multiple formats</b>	Strongly Agree	99(33)	69(24)	59(25.5)	X <sup>2</sup> value= 30.37 df= 8 p=.000*
	Agree	135(45)	168(58.3)	100(43.3)	
	Neutral	47(15.7)	44(15.3)	55(23.8)	
	Disagree	16(5.3)	5(1.7)	17(7.4)	
	Strongly Disagree	3(1)	2(0.7)	0(0)	

<b>Lack of support from the library staff</b>	Strongly Agree	38(12.7)	35(12.2)	17(7.4)	X <sup>2</sup> value= 19.808 df= 8 p=.011*
	Agree	71(23.7)	56(19.4)	50(21.6)	
	Neutral	71(23.7)	84(29.2)	55(23.8)	
	Disagree	98(32.7)	78(27.1)	69(29.9)	
	Strongly Disagree	22(7.3)	35(12.2)	40(17.3)	
<b>No subject-wise organization of e-resources on library website or links to subject gateways on library website</b>	Strongly Agree	47(15.7)	24(8.3)	14(6.1)	X <sup>2</sup> value= 17.985 df= 8 p=.021*
	Agree	73(24.3)	71(24.7)	60(26)	
	Neutral	105(35)	101(35.1)	87(37.7)	
	Disagree	57(19)	73(25.3)	50(21.6)	
	Strongly Disagree	18(6)	19(6.6)	20(8.7)	
<b>Makes the subject more illustrative and interesting</b>	Strongly Agree	96(32)	80(27.8)	47(20.3)	X <sup>2</sup> value= 14.516 df= 8 p= 0.069
	Agree	126(42)	137(47.6)	121(52.4)	
	Neutral	59(19.7)	56(19.4)	42(18.2)	
	Disagree	15(5)	14(4.9)	19(8.2)	
	Strongly Disagree	4(1.3)	1(0.3)	2(0.9)	
<b>Overall more User-friendly</b>	Strongly Agree	120(40)	106(36.8)	77(33.3)	X <sup>2</sup> value= 20.594 df= 8 p= .008*
	Agree	138(46)	141(49)	138(59.7)	
	Neutral	31(10.3)	37(12.8)	13(5.6)	
	Disagree	8(2.7)	4(1.4)	3(1.3)	
	Strongly Disagree	3(1)	0(0)	0(0)	
<b>Total</b>		<b>300(100)</b>	<b>288(100)</b>	<b>231(100)</b>	

Notes- Source: Field data compiled by author, n=819,percentage in parenthesis; PG=Postgraduate; RS= Research scholar; FM= Faculty

subscribed databases of the library. Correspondingly, almost 73.00 % of students and 61.00 % faculty members were fascinated by the option of automatic spell error correction available on search engines like Google.

About half of three categories tended to use free web resources for academics because they viewed that there was no provision of feature like ‘do you mean’ on library databases which was instead available on web. Parallel to this, more than half of the respondents belonging to three categories, proved their preference for internet because they thought that there was no provision of feature like similar pages on library databases which was available on the search engines like Google. More than half of three groups of respondents approved of using the web for academic purpose because they believed that library databases did not retrieve information like search engines. This pointed out the complex interface of the subscription based databases of the library. In the same way, almost half of the respondents from three categories considered that there was no update of newly subscribed e-resources on the library website.

Almost 40.00- 50.00 % from three groups of respondents surfed internet information for academic purpose due to the reason that links/URLs to the discontinued e-resources were not removed from the library website. It was also found that a majority from three academic levels (70.00-80.00 %) supported that feature of multi user access was one major reason for them to search for information on the internet. A similar percentage from all three categories chose free web resources for academic

purpose because of the reason that information is available in multiple formats there.

About 30.00- 40.00 % of three groups agreed that lack of support from library staff was one reason for holding up to academic information freely available on the web. On the contrary, more than 40.00 % respondents felt library staff to be supporting. Missing links of the subject-wise organisation of e-resources on the library website was also taken as a reason for choosing internet by a similar percentage of respondents from three categories. A lack of consciousness regarding the subject gateways on the library website has led them to move to the free web sources. This ignorance on the part of the respondents affected the worth of academic and scholarly output.

Internet made the subject more illustrative and interesting for around 75.00 % of three categories which form an extensive portion of the population. Also, more than 85.00 % of all three categories considered web to be more user friendly than the subscribed e-resources/ databases which thus constituted to be one prime reason for searching free information from internet for academic purpose.

The results of the Chi-square test showed that p-values are significant at 0.05 level and proved that ease of access, convenience and speed of information access and retrieval showed considerable difference between the three categories of users. While time saving, advanced search skill, automatic spell error correction on search engines like Google, no update of the newly subscribed e-resources on library website, no removal



of discontinued e-resources on library website, make subject being more illustrative and interesting were the reasons with which no significant variation could be seen among different categories.

**5.3 Reasons Preventing the Use of Academic Information from the Library in Relation to User Categories on the Basis of their Academic Attainment**

In response to the query regarding what restrained the respondents from using the academic information from the library, the researcher recorded a set of mixed reactions. Table 2 depicted that 39.00 % postgraduates, 50.70 % research scholars and 64.50 % faculty members considered that need of physically visiting the library

abstained them from using library’s academic information. It was revealed that higher the academic level, the lesser the visit to a library. Only About 18.60-33.00 % of all categories believed that there was a lack of good quality e-resources in the library which made them to use free web resources.

Similarly, adequate number of respondents (25.70- 42.40 %) didn’t use the library for fulfilling their academic needs because of the complex interface of e-resources/ online databases subscribed by the library. While, lack of support from library staff moderately affected their use of academic information from the library (8.70- 11.70 %) for all user categories. Against this, a major part of the population was content with the

**Table 2. Reasons preventing the use of academic information from the library in relation to user categories**

Reasons	PG	RS	FM	X <sup>2</sup> Results
Need of visiting to library or to be present within institution	117(39)	146(50.7)	149(64.5)	X <sup>2</sup> value= 33.979 df= 2 p=.000*
Lack of quality print resources	8(2.7)	12(4.2)	1(0.4)	X <sup>2</sup> value= 7.173 df= 2 p= .028*
Lack of awareness about subscription based e-resources	20(6.7)	15(5.2)	2(0.9)	X <sup>2</sup> value= 10.672 df= 2 p=.005*
Lack of quality e-resources	99(33)	76(26.4)	43(18.6)	X <sup>2</sup> value= 13.838 df= 2 p= .001*
Complex interface of e-resources/ online databases subscribed by the library	77(25.7)	95(33)	98(42.4)	X <sup>2</sup> value= 16.584 df= 2 p= .000*
No access to subscribed e-resources outside the library	13(4.3)	15(5.2)	14(6.1)	X <sup>2</sup> value=.806 df= 2 p= 0.668
Lack of User Education Programmes	14(4.7)	4(1.4)	2(0.9)	X <sup>2</sup> value= 9.982 df= 2 p= .007*
Lack of support from the library Staff	35(11.7)	32(11.1)	20(8.7)	X <sup>2</sup> value= 1.356 df= 2 p= 0.508
Slow speed of internet/ Wifi	16(5.3)	7(2.4)	13(5.6)	X <sup>2</sup> value= 4.109 df= 2 p= 0.128
Any other	2(0.7)	2(0.7)	4(1.7)	X <sup>2</sup> value= 1.896 df= 2 p=0.387
<b>Total*</b>	<b>300(100)</b>	<b>288(100)</b>	<b>231(100)</b>	

\*Multiple responses

Notes: percentage in parenthesis; n= 819

PG=Postgraduate; RS= Research scholar; FM= Faculty member

quality of print resources the library. It can be clearly seen from Table 2 that most of the respondents were aware of the subscription based e-resources of the library with only an inconsiderable number of the three categories (0.90- 6.70 %) who were unaware of subscribed databases of library. During the informal interaction it was observed that the majority of students were not much aware of subscription based e-resources. Insignificant number of respondents felt that absence of access to the subscribed e-resources outside the library prevented them from using academic information from the library. Respondents did not feel the need for awareness programmes with only 1.00-5.00 % users from all three categories who felt the need for user education programmes. The respondents were satisfied with the speed of the internet in the library.

According to the Chi-square test, significant variations among the three categories were found only for problem of physically visiting the library, lack of awareness about subscription based e-resources, lack of quality e-resources, complex interface of e-resources/ online databases subscribed by the library, lack of user education programmes as p value is less than 0.05 level.

## 6. DISCUSSION

An overwhelming majority of all categories considered that there are good quality e-resources in the library. However, they turned to the web to obtain their desired academic information because speedy retrieval, ease of access and convenience were major factors which attracted them searching their information on the web. These findings are consistent with the past studies (Welling & Casselden<sup>14</sup>; Xu & Du<sup>15</sup>; Desta<sup>16</sup>, *et al.*) Chi square analysis showed statistically that there was significant variation among three categories of users but further analysis clubbing 'strongly agree' and 'agree' did not indicate significant difference and even faculty members are under the influence of the above mentioned three factors. About the half of all three categories are not familiar with which e-resources were available on subscribed databases or on the web since many a times subscribed articles are also retrieved from the web when they access the web within the university where access to subscription based e-resources is IP address basis. Probably they thought that library databases may be searched through the internet and as a result of it, they came across web resources. There were statistically significant differences for this reason in relation to user categories. Interestingly, faculty members and research scholars in comparison to postgraduates were less familiar with this aspect.

A reasonable number of respondents (30.0 %) from three groups knew that facility of Federated search was not there for library databases. It was evident that they wanted to find e-resources from various databases on a single user interface, the requirement for which was fulfilled by search engine such as Google to certain extent. Chi square results indicated that statistically significant difference were observed among three categories of

users but further data analysis while combining 'strongly agree' and 'agree' did not reveal remarkable variation. About half of users from three categories stated that no updation was made on the library website about newly subscribed e-resources, thus keeping them unaware of newly arrived resources otherwise they might have obtained their desired information from these e-resources rather than from the web. Moreover, what sometimes happens that discontinued e-resources were not removed from the library website and user searched them for information and found nothing. Due to this, they perhaps think these resources are useless and turn to the web. No significant variation were seen among the groups of user with regard to not updating newly subscribed e-resources and not removing discontinued e-resources ( $p > 0.05$ ). Thus, user category did not make any impact on factors which boost the web usage for academic pursuit.

A reasonable number of respondents (32.00 to 40.00 %) from three groups mentioned that e-resources were not organised subject-wise on the library website. They searched information navigating through library website and it was tedious. It was also taken as a reason for choosing internet resources. Further, non-availability of the subject gateways on the library website also led them to move to the free web sources. In this way, the use of web resources by the academicians adversely affects the academics. The results of Chi square test presented that there were significant differences for this reason between the students and researchers (research scholars and faculty members). The postgraduates gave much consideration to this aspect.

## 7. CONCLUSION AND SUGGESTIONS

During the analysis, it was found out that majority of respondents from the three selected categories chose the free web information because of the speedy retrieval of information, ease of access, no need for any advanced search skills to search on internet and its being time saving when compared with the online e-resources subscribed by the library. A majority of respondents are unable to understand that which e-resources are to be searched on subscribed databases since some subscribed documents can be downloaded searching via the web when they have internet access using campus wide network because access to subscription based e-resources is on the basis of IP address. Some discontinued online resources were not updated on library website and users feel frustrated when their searches turned futile and in such a situation the Web became a right platform to find academic information. More than half of the faculty members and research scholars did not use the resources of the library simply because they found it difficult to physically visit the library.

It could be suggested that users should be made aware of the difference between indiscriminate collection of information available on the internet and authentic and credible sources which are subscribed by the library. Libraries should work upon making the interface of

the databases more user friendly and easy. Facility of federated search should be provided so that users could search multiple databases using a common interface. Due to lack of user education, they tend to use web resources, which do not prove good for the health of our academics. Therefore, user instruction should be conducted so as to encourage the users to use authentic information from the e-resources subscribed by the library for academic purpose.

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