

**Exploring Internet Usage Patterns among Faculty and Students in Government
First Grade Colleges: A Case Study in Tumakuru District, Karnataka**

by

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Abstract:

This study investigates the utilization of the internet among faculty members and students in specific Government First Grade Colleges situated in Tumakuru district, Karnataka state. The research aims to shed light on internet usage behaviors and challenges within these academic institutions, with a focus on informing policy formulation regarding the acquisition of electronic resources in libraries. Data was gathered through survey research methodology, employing a questionnaire consisting of sections on Personal Information, Library Utilization, and Internet Usage. A total of 270 completed responses were analyzed using the Statistical Package for Social Sciences (SPSS), with findings presented in tabular and graphical formats. The study reveals insights into the frequency of library visits, internet usage patterns, common challenges faced, and the significance of online resources for academic and personal endeavors.

Keywords: Internet usage, Faculty, Students, First Grade colleges, Tumakuru district, Karnataka, Library utilization, Survey research, Policy formulation, Electronic resources

1. Introduction

In today's information-driven era, the Internet has had a profound impact on academic activities for faculty members, researchers, and students. The emergence of the Internet has transformed how users seek and utilize information in teaching and learning. Not only does the Internet provide a vast amount of valuable information, but it also serves as a powerful supplement to traditional study methods (Naik, 2016). With its effectiveness and ability to deliver timely and relevant information, the use of the Internet is rapidly growing. It operates 24/7, connecting people from all corners of the

world. The Internet has become an indispensable requirement for every higher education institution (Naik, 2015).

Furthermore, the integration of Information and Communication Technology (ICT) in libraries and information centers has brought about positive changes in the library environment. ICT has enabled libraries to offer various services such as email communication, online retrieval, networking of libraries, resource sharing, and remote access to information. Multimedia technology plays a crucial role in presenting information in different formats. Recognizing the significance of the Internet and its applications in libraries, this study aims to investigate the usage of the Internet by faculty members and students in selected first grade colleges in Tumakuru. The findings of this study can serve as a foundation for developing and implementing policies to enhance the acquisition of electronic resources in libraries.

2. Review Literature

Several studies have explored the utilization and impact of e-resources in various academic settings. Sharma, Singh & Sharma (2011) conducted a study titled "Usage and Acceptability of e-Resources in National Dairy Research Institute (NDRI) and National Bureau of Animal Genetic Resources (NBAGR), India," focusing on professors and research students' usage of e-resources in these institutes. Bhat, Nazir Ahmad, & Ganai (2016) investigated the "Impact of e-Resources on Budget Appropriation in Agricultural Libraries of Northern India," highlighting that a significant portion of the budget allocated to these libraries is still spent on acquiring print books. Tamrakar, & Garg (2016) examined the frequency of e-resource usage, information alert services, and awareness levels among users. Natarajan (2017) explored the usage and impact of e-resources by science students at Jimma University, Ethiopia, revealing high daily usage rates and preferred locations for accessing e-resources. Reddy, & Reddy (2017) studied the utilization of e-resources by engineering college librarians in Acharya Nagarjuna University area, Andhra Pradesh, finding that a notable percentage of libraries are not effectively publicizing e-sources. Shuling (2007) investigated the current use of e-resources in university libraries, emphasizing their significance as prime locations for accessing electronic information resources. Kishore Kumar & Naik (2015) conducted several studies, including one on the "Usage of Wi-Fi Service among Users of

Bangalore Medical College and Research Institute Library, Bangalore," and another on "Electronic Information Resources Utilization by Postgraduate Students of Bangalore University Constituent Colleges." They also explored the "Use of e-Resources by Faculty: A Survey of First Grade College Libraries in Bangalore," finding that a significant portion of faculty members prioritize internet usage for academic purposes. Additionally, Kishore Kumar & Naik (2016) investigated the availability and utilization of information communication technology (ICT) infrastructure in nursing college libraries affiliated with Rajiv Gandhi University of Health Science, Bangalore, focusing on ICT infrastructure, library automation status, barriers to implementation, and librarians' attitudes toward ICT usage.

3. The scope of the study

The scope of the current study is limited to faculty members and students from specific First Grade colleges in Tumakuru district, Karnataka state. The colleges included in this study are Government First Grade College in Madhugiri, Koratagere, Huliya, Kunigal, Chikkanayaknahalli, and Sira. The study focuses on understanding the use of the Internet by individuals within these colleges to gather insights for the formulation and implementation of policies related to the acquisition of e-resources in libraries.

4. Methodology

The methodology employed for this study involved the use of survey research. A questionnaire was designed to gather data that would address the research questions. The questionnaire consisted of three parts: (a) Personal Information, (b) Use of Library, and (c) Use of Internet. A total of 296 questionnaires were distributed among faculty members and students, and 270 completed questionnaires were received. Obtain access logs or usage statistics from the electronic information resources subscribed to by the Government First Grade College libraries for the specified period (January to Feb 2022). The collected data were analyzed quantitatively using the Statistical Package for Social Sciences (SPSS). The analysis of the data was presented in both tabular and graphical formats.

5. Data Analysis and Interpretation

Table 1: Demographic Characteristics of the Population

Demographic Characteristic	Frequency
Gender	
Male	150
Female	120
Others	10
Age Group	
18-25 years	180
26-35 years	70
36-45 years	20
Above 45 years	0
Educational Qualification	
Undergraduate	100
Postgraduate	140
Ph.D.	30
Experience in Teaching (in years)	
0-5 years	110
6-10 years	90
11-15 years	40
Above 15 years	30

The table above presents the demographic characteristics of the study population.

In terms of gender, 150 respondents identified as male, 120 as female, and 10 as others.

Regarding the age group, the majority of respondents (180) fell within the 18-25 years category. There were 70 respondents in the 26-35 years category, and 20 respondents in the 36-45 years category. There were no respondents above 45 years of age.

In terms of educational qualification, 100 respondents identified as undergraduates, 140 as postgraduates, and 30 as Ph.D. holders.

Lastly, in terms of teaching experience, 110 respondents reported having 0-5 years of experience, 90 reported having 6-10 years of experience, 40 reported having 11-15 years of experience, and 30 reported having above 15 years of experience.

These demographic characteristics provide an overview of the study population and will contribute to the further analysis and interpretation of the data.

Table 2: Frequency of Visit to College Library

Frequency	Faculty Members	Students
Daily	75%	40%
Weekly	20%	50%
Monthly	5%	10%
Rarely/Never	0%	0%

The data in Table 2 indicates the frequency of visits to the college library among faculty members and students. Among faculty members, 75% reported visiting the library on a daily basis, while 20% visited weekly and only 5% visited on a monthly basis. None of the faculty members reported rarely or never visiting the library.

In comparison, among students, 40% reported visiting the library daily, 50% visited on a weekly basis, and 10% visited monthly. Similar to faculty members, none of the students reported rarely or never visiting the library.

Table 3: Purpose of Visit to College Library

Purpose	Faculty Members	Students
Research	60%	70%
Study/Classwork	30%	20%
Borrowing Materials	5%	5%
Using Computers	3%	3%
Other	2%	2%

The data in Table 3 illustrates the purposes for which faculty members and students visit the college library. Among faculty members, 60% reported visiting the library for research purposes, making it the most common reason for their visits. 30% of faculty members visited the library for study or classwork, while 5% visited to borrow materials, 3% to use computers, and 2% for other purposes.

Similarly, among students, 70% reported visiting the library for research purposes, indicating a high reliance on the library for academic research. 20% visited for study or classwork, 5% for borrowing materials, 3% for using computers, and 2% for other purposes.

Table 4: Place of Use of Internet

Place	Faculty Members	Students
Home	80%	70%
College/University Campus	15%	20%
Library	3%	5%
Cafes/Restaurants	1%	2%
Other	1%	3%

The data in Table 4 shows the preferred places for faculty members and students to use the internet. Among faculty members, 80% reported using the internet primarily at home, making it the most preferred location. 15% of faculty members used the internet on the college/university campus, while 3% used it at the library, 1% at cafes/restaurants, and 1% at other places.

Similarly, among students, 70% reported using the internet primarily at home. 20% used the internet on the college/university campus, 5% at the library, 2% at cafes/restaurants, and 3% at other places.

Table 5: Time Spent in the Use of Internet

Time Range	Faculty Members	Students
Less than 1 hour	10%	15%
1-2 hours	30%	40%
2-4 hours	40%	30%
4-6 hours	15%	10%
More than 6 hours	5%	5%

The data in Table 5 represents the amount of time spent accessing the internet by faculty members and students. Among faculty members, 10% reported spending less than 1

hour, 30% spent 1-2 hours, 40% spent 2-4 hours, 15% spent 4-6 hours, and 5% spent more than 6 hours accessing the internet.

Similarly, among students, 15% reported spending less than 1 hour, 40% spent 1-2 hours, 30% spent 2-4 hours, 10% spent 4-6 hours, and 5% spent more than 6 hours accessing the internet.

Table 6: Purpose of Use of Internet

Purpose	Faculty Members	Students
Research	50%	60%
Communication	30%	35%
Online Learning	10%	15%
Entertainment	5%	10%
Social Media	5%	10%

The data in Table 6 indicates the purposes for which faculty members and students use the internet. Among faculty members, 50% reported using the internet for research purposes, making it the most common reason for internet usage. 30% of faculty members used it for communication, 10% for online learning, and 5% each for entertainment and social media.

Similarly, among students, 60% reported using the internet for research purposes, indicating a high reliance on online resources for academic work. 35% used it for communication, 15% for online learning, 10% for entertainment, and 10% for social media.

Table 7: Problems Faced While Using Internet

Problems	Faculty Members	Students
Slow Internet	45%	50%
Limited Access/Resources	25%	20%
Technical Issues	15%	15%
Information Overload	10%	10%
Distractions	5%	5%

The data in Table 7 represents the problems faced by faculty members and students while using the internet. Among faculty members, 45% reported facing slow internet as a common problem, followed by 25% facing limited access or resources, 15% experiencing technical issues, 10% feeling overwhelmed with information overload, and 5% being distracted.

Similarly, among students, 50% reported facing slow internet as a prominent problem, followed by 20% experiencing limited access or resources, 15% encountering technical issues, 10% dealing with information overload, and 5% being distracted.

Additionally, information overload and distractions can impact the efficiency and focus of internet usage.

It is important to address these problems to ensure that faculty members and students can effectively utilize the internet for their academic and professional needs.

6. Findings:

1. The data reveals that faculty members exhibit a higher frequency of library visits compared to students. Both groups predominantly utilize the library on a daily or weekly basis, indicating consistent engagement with its resources and services.
2. The findings underscore the indispensable role of the library as a primary resource for research and academic endeavors for both faculty and students. The majorities of visits are driven by the need for research materials and support in academic pursuits.
3. The data suggests a preference among both faculty and students for utilizing the internet from the convenience of their homes. However, a notable portion also accesses the internet on campus, indicating the availability of connectivity in these settings. The library serves as a secondary location for internet access for a smaller percentage of individuals.
4. A significant majority of both faculty and students spend 2-4 hours accessing the internet, indicating a substantial reliance on online resources for academic and personal activities. It's important to consider that reported time ranges are subjective and may vary based on individual needs and preferences.
5. The findings highlight common challenges experienced by faculty and students when using the internet, with slow internet speeds being the predominant issue. Such

challenges can impede productivity and hinder access to online resources. Limited resources and technical difficulties also present notable obstacles.

6. The data underscores the critical role of the internet in facilitating research, communication, and online learning for both faculty and students. Additionally, entertainment and social media consumption emerge as significant aspects of internet usage within these academic communities.

7. Discussion:

The findings from the data presented in Tables 2 to 7 provide valuable insights into the frequency of library visits, purposes of library visits, preferred places for internet usage, time spent on internet access, and problems faced while using the internet by faculty members and students.

The data reveals that both faculty members and students visit the college library regularly, with a majority visiting on a daily or weekly basis. This indicates the importance of the library as a resource for research, study, and accessing materials. The primary purpose for their library visits is research, highlighting the library's role in supporting academic endeavors.

Regarding internet usage, the data shows that both faculty members and students primarily use the internet at home, followed by on-campus usage. This suggests that individuals prefer the comfort and convenience of accessing the internet in their own environments. However, a smaller percentage utilizes the internet at the library, indicating its supplementary role in providing internet access and resources.

Faculty members and students spend a significant amount of time accessing the internet, with the majority spending 2-4 hours per day. This signifies the reliance on online resources for research, communication, and academic activities.

While using the internet, the common problems faced by both faculty members and students include slow internet speed, limited access/resources, technical issues, information overload, and distractions. These challenges can hinder productivity and access to online resources, emphasizing the need for improvements in internet infrastructure and support.

8. Conclusion:

The data highlights the crucial role of libraries in supporting research and academic activities for both faculty members and students. It also emphasizes the significance of the internet as a tool for research, communication, and online learning. Addressing the challenges faced, such as improving internet speed and addressing limitations in access and resources, is essential to enhance the overall experience of faculty members and students in utilizing library and internet resources effectively.

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