Full Length Research Paper

Use of internet and e-resources by the students of business management: A survey of P. G. students of business administration, Sambalpur University, India

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In recent years, Internet and electronic resources have become most popular sources of information for the researchers, scholars, teachers, professionals and students. The present study was designed to find out the necessity and usage of Internet and e-resources by the students undertaking the master's course in Business Administration, in Sambalpur University, Orissa, India. A structured questionnaire was monitored among 120 MBA students, out of which 91 (75.83%) responded to this survey. The present investigation gives an indication of the range of uses of internet and e-resources by MBA students. The investigation result shows that majority of the students ($^1/_3$ of them) have a long experience of using Internet for 2 - 4 years and all are more or less aware of the applications of Internet technology. More than half of the students surveyed in the study strongly feel that management study will be severely affected with out the use of internet and e-resources.

Keywords: Internet, e-resources, communication medium, study and research, master in business administration (MBA), Sambalpur University, Orissa.

INTRODUCTION

Since last couple of years Internet has become a major source for study, research and development. A statistical analysis of the use of Internet and e- resources has become a hot issue in the field of library study. Internet has become the most popular medium of communication and the basis for personal, economic and political ad-vancement in the present society. It is an efficient tool for finding latest news, views, events, browse library cata-logues, indexes, abstracts, exchange of information with colleagues and intellectuals, ideas with experts, join in lively debates or financial and business transactions instantly. Internet has brought people beyond telephone, fax and isolated computers to a burgeoning networked information frontier. The Internet is being used skillfully, to shrink the world and bring information, expertise and knowledge straight on to the desktop. The study excelled that 1/3 of the respondents possess 2 - 4 years experience in 'using Internet' and 34.06% use internet as priority for fulfilling their academic thrust.

Aims and objectives

In every research practices there must be some specified and intensified aims and objectives for which studies are to be conducted. Research has no meaning without aims. In the present study has following aims and objectives as enunciated below:

(1) To find out the purpose of Internet browsing and the level of satisfaction of the users in relation to the availability of e-recourses.
(2) To ascertain the quantum of Internet and e-resources used and the amount of time spent by the students of Business Management.
(3) To know which type of e-resources are better used by the students
(4) To make an evaluation of IT skills of the students
(5) To determine the problems they face while using internet.

METHODOLOGY

This paper is the result of a descriptive survey carried out among

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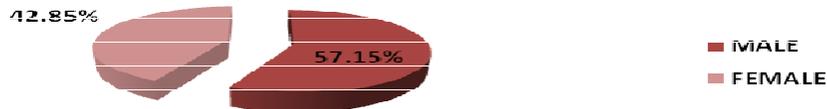
Figure 1. Category wise composition of respondents in survey.

Table 1. Experience of Internet use.

Period of experience	No. of respondents (n = 91)	Percentage (%)	c.f. (%)
Less than 6 months	14	15.38	15.38
6 months-1 year	18	19.78	34.16
1-2 years	20	21.97	56.13
2-4 years	30	32.96	89.13
More than 4 years	09	9.89	100

120 MBA students of Sambalpur University, Orissa, India. The instrument used for data collection was a structured questionnaire with 18 close ended questions. The uses of Internet and other e-resources by the students by the end of the survey, 91 (75.83%) valid questionnaires were collected for necessary analysis and interpretation.

REVIEW OF LITERATURE

A careful review of literature discloses that, many investigations have already been carried out to study the use of Internet and e-resources in India and abroad by the faculty members, students and research scholars of different academic institutions from time to time. On the basis of the available literature, the design of the present research was made. Most of the studies reported acceptance of e- resources and services by the users' community and have emphasized on training programmes to make the e-users aware about ever changing tools and techniques of ICT and e- resources. (Singh et al., 2009; Shuling, 2006; Hinson et al., 2006; Odero-Musakali et al., 2007; Mathews, 1997; Gylfadottir and Hlynsdottir, 2006) discovered that Iceland is a nation where 88% of the population aged 16 - 74 years use computers and 86% use Internet. Fusilier et al. (2005), incorporated user experience into the technology acceptance model (TAM) and the theory of planned behavior (TPB) to predict intentions to use the Internet among a sample of college students in India. To encourage students' internet use from a behavioral perspective, educational administrators and faculty might focus on creating ease of use and internet usefulness perceptions, creating social expectations regarding usage and improving students' sense of using the internet. Swain and Panda (2009), in their study have made a very close watch into accessibili-ty and usability of e-resources by the faculty members of business schools in the states of India and found high preference on the use of e-articles by the users, while the least preference goes

towards the use of electronic theses and dissertations (ETDs). Srikantaiahet al. (1998), discussing on the internet and its impact on developing Countries with special reference to India and China penetrated that most developed countries obtained their connection to the Internet between 1988 and 1990, while developing countries began around 1994 - 1995. Even now many developing countries do not have Internet facilities. A high proportion of respondents are using e-resources and about 98% of research scholars are more concerned about easy to use downloaded materials for their research work at University of Delhi (Madhusudhan, 2007). It is examined from this study that a significant portion of international business students have no prior experience with electronic library services in their home countries (Song and Yoo- Seong, 2004). Nwagwu et al. (2008), showed that about 73% of respondents considers internet information as useful, while much less as this 44.4% reported finding internet information as trustworthy. The results of this study show that there are very few University libraries in Pakistan with access to the Internet and there is a desperate need to develop functional IT infrastructure in the Universities of both private and public sectors (Saeed et al., 2000).

ANALYSIS AND DISCUSSIONS

Background of the present study

The present investigation bases on the questionnaire survey conducted by the scholar among the management students of Sambalpur University. The P. G. Department of Business Administration of Sambalpur University has 180 regular students, out of which the questionnaires distributed to 120 students. As a result of tireless effort, 91 questionnaires returned back duly filled in by the students and out of which 52 (57.15%) belong to male category and 39 (42.85%) belong to female, with regards
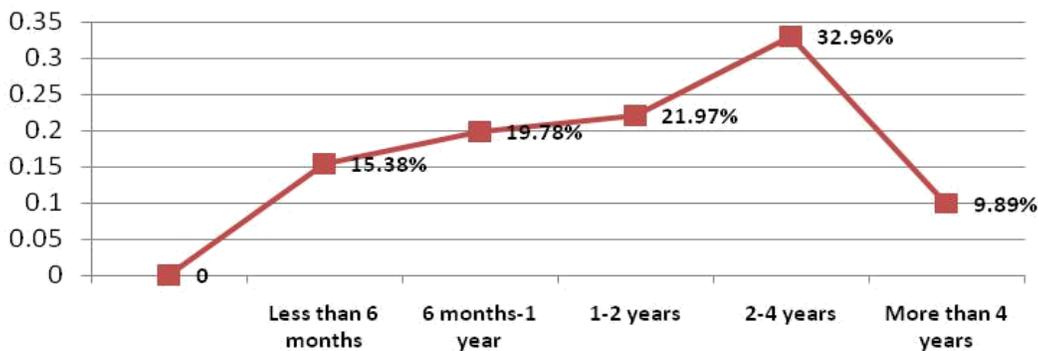
Figure 2. Experience of Internet use

Table 2. Frequency of Internet use.

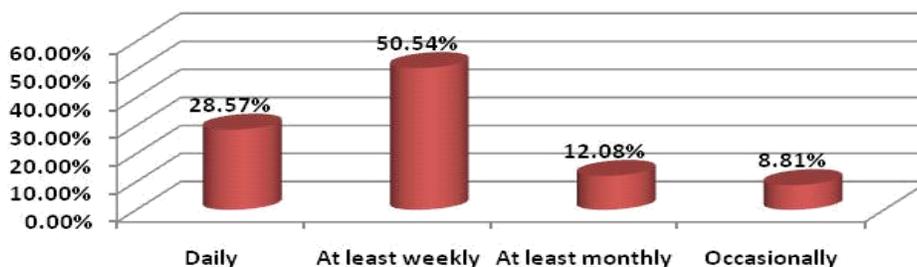| Frequency	Responses	Percentage (%)	c.f. (%)
Daily	26	28.57	28.57
At least weekly	46	50.54	79.11
At least monthly	11	12.08	91.19
Occasionally	8	8.81	100

Figure 3. Frequency of Internet use.

to age of respondents between 21 and 25 years (Figure 1 and Table 1).

Internet is one of the vital tools used for education and research now days. The more the scholars get exposed to the internet and its applications, the more they start relying on its services. The table 2 indicates how much of experience do the respondents have in working with Internet. It is found in this survey that, maximum number of respondents that is 30 (32.96%) have been using internet an average for 2 - 4 years. Further, 20 (21.97%) of respondents have experience of 1 - 2 years, 18 (19.78%) of 6 months to 1 year and 14 (15.38%) of less than 6 months in using internet. while only 9 (9.89%) of respondents have been using internet for more than 4 years (Figure 2 and Table 2).

The present age is called as Internet age as it has revolutionized the way of think, work and lives of people in several directions at every moment. Table 2 indicates that a majority 46 (50.54%) of respondents use the

internet at least "weekly", where as 26 (28.57%), 11 (12.08%) respondents use at least "daily" or "monthly" respectively and only 8 (8.81%) students need internet occasionally (Figure 3 and Table 3).

Table 4 denotes that the maximum number of students that is 26 (28.57%) use internet for 2 - 4 h in a week, where as 22 (24.17%) use for 1 - 2 hours, while 15 (16.48%) use for 4 - 6 h, 14 (15.38%) for 6 - 8 h, 6 (6.59%) for 8 - 10 h and 5 (5.49%) for less than 1 h in a week. However, only 3 (3.29%) students use internet for more than 10 hours a week (Figure 4 and Table 4).

Table 5 connotes that the highest majority of students, 45 (49.46%) of students use e-mail "2/3 times a week", 25 (27.47%) use "daily", 15 (16.48%) use "2/4 times a month" and only 6 (6.59%) use "rarely". In case of e-journals 29 (31.89%) of respondents use "rarely", 26 (28.57%) use "2/4 times a month", while 11 (12.08%) use "$^2/_3$ times a week" and only 6 (6.59%) use "daily".

**Table 3.** Amount of time spent on the internet.

Period of time spent (h)	No. of respondents (n = 91)	Percentage (%)	c.f. (%)
Less than 1	5	5.49	5.49
1-2	22	24.17	29.66
2-4	26	28.57	58.23
4-6	15	16.48	74.71
6-8	14	15.38	90.12
8-10	06	6.59	96.71
More than 10	03	3.29	100
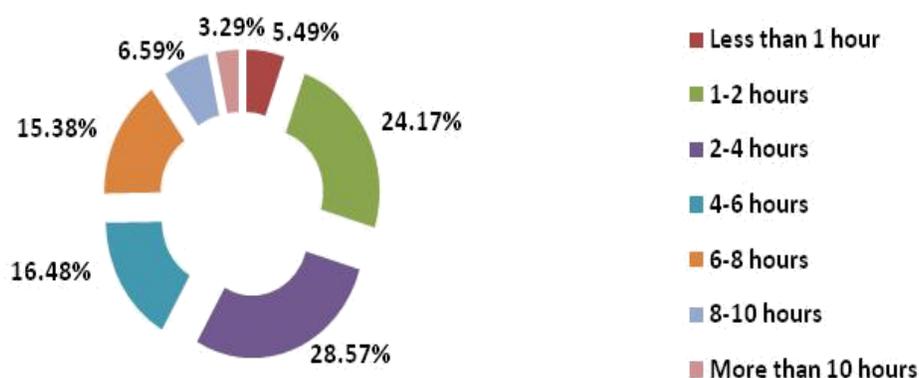
Figure 4. Amount of time spent on the internet.

**Table 4.** Use of internet resources and services.

Internet resources and services	Daily (%)	2/3 times a week	2/4 times a month (%)	Rarely (%)	Never (%)
E-mail	25 (27.47)	45 (4946)	15 (16.48)	6 (6.59)	0
E-journals	6 (6.59)	11 (12.08)	26 (28.57)	29 (31.89)	19 (20.87)
E-books	5 (5.49)	8 (8.79)	28 (30.76)	32 (35.18)	18 (19.78)
Online database	5 (5.49)	11 (12.08)	22 (24.17)	32 (35.18)	21 (23.07)
Digital archives	3 (3.29)	4 (4.39)	14 (15.38)	32 (35.18)	38 (41.76)
E-theses	0	7 (7.69)	15 (16.48)	37 (40.67)	32 (35.18)
Mailing lists	6 (6.59)	18 (19.78)	11 (12.08)	35 (35.58)	21 (23.07)
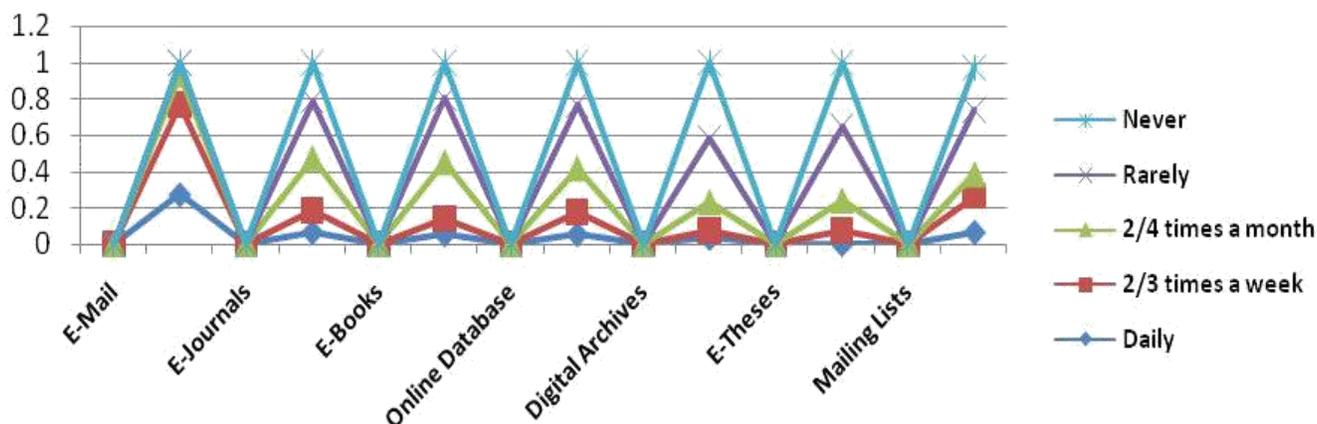
Figure 5. Use of Internet resources and services.

Table 5. Purpose of using e-resources.

Purpose	Responses	Percentage (%)	c.f.(%)
Communication	23	25.27	25.27
Recreation	06	6.59	31.86
Professional research activities	16	17.58	50.47
Support your study	31	34.06	84.53
Personal research	12	13.18	97.61
Any other	03	3.29	100
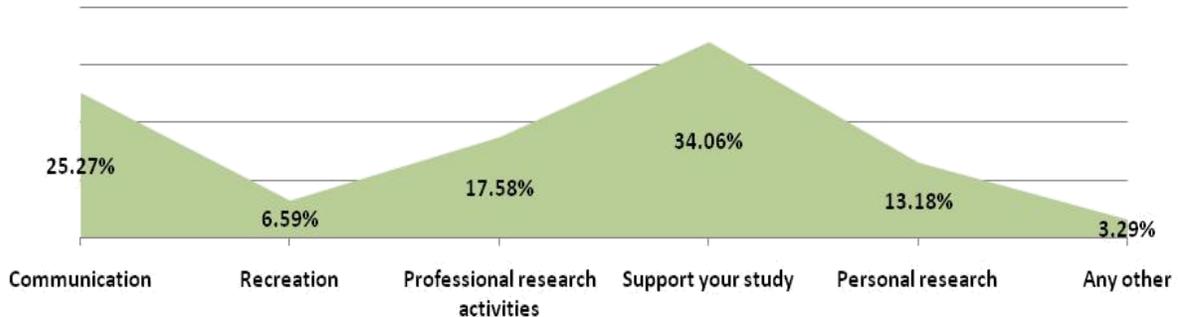
Figure 6. Purpose of using e-resources.

Table 6. Comparative advantage of using internet (in respondents' opinion).

Internet is	Responses (n = 91)	Percentage (%)
Time saving	79	86.81
More informative	68	74.72
More expensive	20	21.97
More preferred	51	56.04
More useful	64	70.32
More consuming	12	13.18
Less information	23	25.27
Less expensive	71	78.62
Less useful	27	29.67
Less preferred	40	43.95

Where as the majority 32 (35.18%) of respondents use e-books "rarely" and only 5 (5.49%) use "daily". "Online database" and "Digital archives" each used by maximum 32 (35.18%) of respondents "rarely". E- theses are used by 37 (40.67%) and "mailing lists" by 35 (35.58%) of students "rarely" (Figure 5 and Table 5).

It is revealed from Table 6 that e-resources are highly used by majority (31; 34.06%) of management students for their study purpose, while 23 (25.27%) and 16 (17.58%) used them for "communication" and "professional research activities". Where as 12 (13.18%, 6 (6.59%) and only 3 (3.29%) of respondents used e-resources for their "personal research", "recreation" and "any other"

purposes respectively (Figure 6 and Table 6).

Table 7 explores that a large number that is 79 (86.81%) of students feel and are of the opinion that internet is "time saving", as compared to conventional documents. 71 (78.62%), 68 (74.72%) and 64 (70.32%) of management students opined that internet is "less expensive", "more interactive" and "more useful" for their study which can not be denied. Further, only 12(13.18%) which is lowest in number of students viewed it is more "consuming" (Figure 7 and Table 7).

Table 8 and graph exhibits that nearly half of the respondents, that is, 45 (49.45%) "Strongly agreed" with given statement. While 40 (43.97%) viewed as "agree",
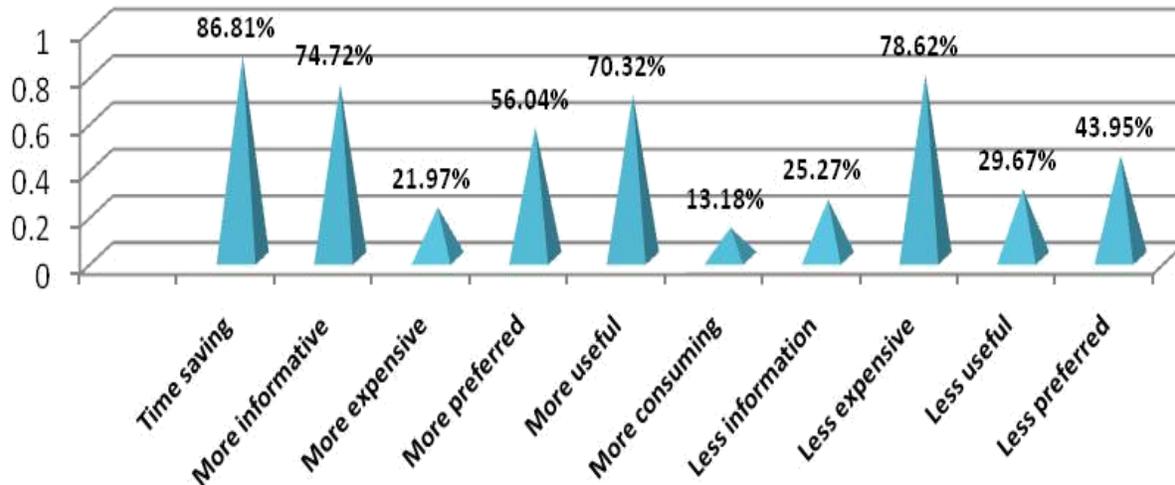
Figure 7. Comparative advantage of using Internet (in respondents' opinion)

Table 7. Whether management study will suffer without Internet and E-Resources?

Students opinion	Responses (n = 91)	Percentage (%)	c.f.
Strongly agree	45	49.45	49.45
Agree	40	43.97	93.42
Disagree	04	4.39	97.81
Do not know	02	2.19	100

4 (4.39%) "disagree" and least 2 (2.19%) of respondents proclaimed they "do not know" (Figure 8 and Table 8).

It is evident from Table 8 that a major portion of students (57; 62.64%) are "experts" in sending and receiving e-mails, while 56 (61.38%) and 54(59.45%) are beginners in using "search engines" and "e-journals".

Similarly, it is found that using "online catalogues", "CD-ROM database" 46 (50.56%) and 44 (48.42%) of respondents are beginners respectively. However, 39 (42.85%) of respondents and 38 (40.75%) are unable to use "online database" and "online catalogues".

Hence, it is crystal clear from this table that even though all management students are not expert in using different aspects of e-resources, not also beginners. But all are aware more or less in exploiting internet and e-resources (Figure 9).

MAJOR FINDINGS OF THE STUDY

In the present research work out of logical analysis, examination and interpretation of collected data the scholar highlighted and prostrated following invaluable as well as utmost useful findings are presented as below:

(1) It has resulted from given experience that only about $1/3$ of management students have been using internet for 2 - 4 years.

(2) Majority of students are using internet a weekly basis, where as a very few are in use as rare basis.

(3) As free Internet access is provided by the Library and the P.G. Department, the students use eagerly internet 4 - 6 h in a week, an average.

(4) Maximum students show to have adequate knowledge about e-books rather than other form and formats of e-resources.

(5) E-resources and services in varied forms are rarely used by majority of management students as well as they are also of the opinion that these resources are highly important for self learning.

(6) As regard to the view of the students they are mostly facilitate to access internet and e-resources from their department.

(7) Most of the students are in favor of the internet that it is time saving, less expensive, more informative, more preferred, highly useful and inevitable for management education as well as research practices.

(8) More than one third of the respondents exploit internet facility to cater their academic needs.

(9) A larger number that is 79 (86.81%) of students feel and are of the opinion that internet is "time saving", as compared to conventional documents. To provide faster access band widths should be sought to make a source of motivation.
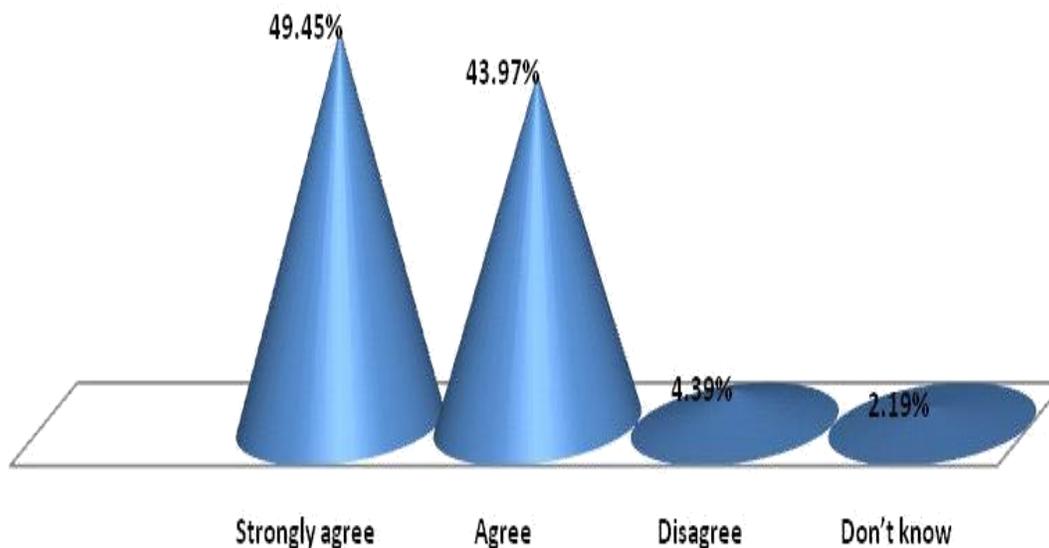
Figure 8. whether management study will suffer without Internet and E-Resources?

Table 8. Competence level of students in use of e-resources.

E-resources	Expert (%)	Beginner (%)	Unable to use (%)
CD-ROM databases	21 (23.05)	44 (48.42)	26 (28.53)
Online catalogues	07 (7.69)	46 (50.56)	38 (40.75)
E-journals	10 (10.98)	54 (59.45)	27 (29.67)
Internet/Web	43 (47.27)	38 (41.75)	10 (10.98)
E-mail	57 (62.64)	27 (29.67)	7 (7.69)
Search engines	15 (16.45)	56 (61.38)	20 (21.97)
Online databases	9 (9.89)	43 (47.26)	39 (42.85)

(10) About 50% of the respondents strongly attest to the fact that Management study will suffer without internet and e-resources.

COMMENTS AND SUGGESTIONS

With the growing impact of the internet, there has been a global revolution. The emergence of Internet has changed the role of libraries radically and has brought many challenges not only for libraries but also for users' community and library professionals. Thus, looking after the expanding impact of the value of the libraries, librarians and library professionals should possess in-depth knowledge of the information seeking behaviors of the users as well as their use of various library services.

A majority (86.81%) of the respondents opined that 'Time saving' is the vital advantage of using internet. Thus, it is interesting to note here that emergence of Internet usage in library services is satisfying the fourth law "save the time of the reader and staff" of library science. So, it would be rational to comment in this context that more popularity and extensive usability of library e-resources sought a culmination with high bandwidth internet connectivity to overcome erratic retrieval problems and for fast access of resources to achieve wide range of users' satisfaction with economy of time.

The study exhibits that about (50%) of respondents strongly agree "management study will suffer without internet and e-resources". Hence, looking after such an impact of internet over management studies the investigators like to suggest that the users should be well intimated with today's wide array of technology to handle their demands enhancing their skill and training at regular intervals, for simplifying and expediting access to information and enabling them to spend less time in surfing and more time upon reflection and experiment.

As it demands of the age there should be a rich information infrastructure to be managed in transparent manner for optimum use of e-resources and full satisfaction of the e-users so as to grant the ultimate duty of library and right of the users.

The study attests that 1/3 of the respondents possess 2 - 4 years experience in 'using Internet' and (34.06%) use the
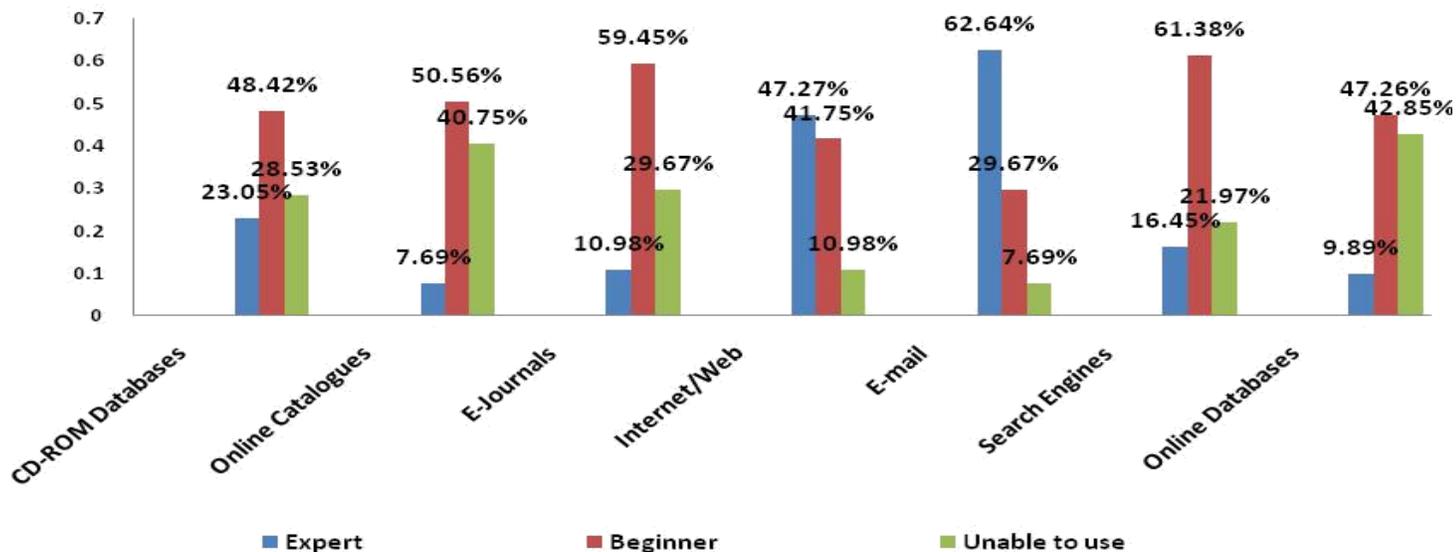
Figure 9. Competence level of students in use of e-resources

internet as priority for fulfilling their 'academic thrust'. Considering this result the investigators feel like suggesting more and more efforts to be undertaken by the faculty members and administration to encourage maximum participation of the students in e-use and draw optimum benefits to their credit.

Conclusion

In conclusion, it can be said that in view of credibility, the internet and e-resources have exponentially changed the way people communicate, interact, acquire, share knowledge, search, investigate and participate in creation and re-use of content and prompted to bring revolutionary changes in almost all spheres of activities of present day education and learning system and evolved broadly a collaborative structure over the ground and pillars of a range of new technological tools and techniques. A recent survey (of PG Students, Faculty members, research scholars and other non-teaching staff members during April 2006 – 2007) with 548 (68.5%) completed questionnaires by Singh et al. (2009) on the use of internet and e-resources reported that all users use internet as a source of information and the common problems they mostly encounter are erratic power supply, low internet bandwidths and inadequate full-text journals need adequate steps for extensive use of e-resources.

The label of information and communication technology (ICT) attached to new capabilities and services offered by second generation world wide web (www) which, has found to become more popular among the universe of students as resulted in the present survey of management pupils of Post-Graduate Department of Business Administration, Sambalpur University, Orissa, India.

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