

Use of Internet by the Students and Faculty Members in Nursing College Libraries: An Analysis

Shivaraja O.

Abstract

The aim of this study was to analyze the use of the Internet and related issues among the students and faculty of nursing colleges of the Bangalore city. A well structured questionnaire was distributed among the 250 students and faculty of selected nursing colleges of the Bangalore city. The response rate was 84%. The present study demonstrates and elaborates the various aspects of Internet use such as, use of internet, factors influenced the use of internet, methods of learning to make use of internet, time spent for using internet, frequency of use of internet services, experience of internet use, purposes of internet use, problems encountered while using internet, comparison of traditional documents, internet influence on academic efficiency, internet expertise and satisfaction level of the students and faculty members with the Internet facilities provided at the Nursing college libraries. The result of the study also provided information about the benefits of the Internet over conventional documents. It was found that the Internet had become a vital instrument for teaching, research and learning process of these respondents. Some suggestions have been set forth to make the service more beneficial for the academic community of the nursing colleges under study.

Keywords: Internet use; Students; Faculty; Bangalore city.

Introduction

Communication technology plays a vital role in the development of society. Vast amounts of data are transmitted in seconds, and Internet access offers unimaginably large amounts of information, data, and interpreted materials. As a powerful and dynamic tool for communication, it is the largest single source of information at the global level.[1] The Internet is becoming more widely used by academic institutions to support the learning, teaching, and research activities of students and faculty members.[2] The Internet facility has enabled the teachers and students to enhance their academic excellence by

providing them the latest information and access to worldwide information.[3] The Internet is also widely used in education and it is very important. It is now being used to teach in schools and colleges to get more out of it. The Internet offers more information than the largest libraries in the world.[4]

The Internet has become an essential part in educational institutions since it plays a vital role in meeting information and communication needs of students, teachers and institutions. Teachers are being invited to give their teaching materials and other support resources available through the Internet.[5] Students use the Internet to communicate not only with colleagues, but also with their instructors. Students and teachers can communicate with each other with the help of Internet.[6] It has an easy access to all information on the latest research reports from anywhere in the world. It helps researchers, teachers, students and institutions to disseminate information to more viewers worldwide through websites.[6,7]

Author's Affiliation: *Librarian, Mallige College of Pharmacyalong, Bangalore- 90, Karnataka, India.

Reprint's Request: Shivaraja O., Librarian, Mallige College of Pharmacyalong, Bangalore- 90, Karnataka, India.

E-mail:shivarajayaka@rediffmail.com

Review of Literature

This part is concerned with the review of literature directly related to the present study. It is in two parts viz. review of foreign literature and review of Indian literature. A review of the literature reveals that the students and faculty members are the most frequent users of Internet. They use Internet for teaching, learning and for research purposes.

*Review of Foreign Literature**Use of internet*

Internationally, there are a number of studies on Internet facilities. Asemi (2005)[8] conducted a study in University of Isfahan, Iran. One hundred percent of users frequently used the Internet. A number of academic user studies have also reported that email is the most used Internet resource for staff and students.[9-12] Marklein (1997) indicates that the use of email by college students in the US is so common that for some of them, "It is like picking up a phone".[13] In one study, researchers used survey data to extrapolate that 9.1 million college students use email regularly and 6.1 million use it almost daily. Some studies have revealed that academic staffs use the Internet in various ways to enhance teaching and learning. Jefferies and Hussein reported that teaching faculty construct web pages to help structure students gather data and to provide access to other resources.[14] Students, on the other hand, use email to communicate with their peers and with their tutors. The researchers emphasized the fact that students preferred to email their tutors rather than have face-to-face meetings.

Laite surveyed 406 graduate and undergraduate students from Shippensburg University. The survey revealed that 57.6% of the undergraduate students used the Internet 1-2 times per week and another 37.1% used it 1-2 times daily. 54.7% of the graduate students used Internet 1-2 times per week and 37.7% used it 1-2 times daily. The survey showed that the most used Internet service was e-mail.

100% of the graduates and undergraduate students used e-mail services. [15]

Hanauer surveyed a diverse community college to assess the use of the Internet by the students. The survey showed that although all the students surveyed had free Internet access through their community college, only 97% of the students reported having access to the Internet. The survey showed that 83% of Internet users had access to Internet at their home and 51% of the respondents accessed the Internet at their college or library. 81% of the students reported to access the Internet most for college work and 80% for e-mail/chat.[16]

User Problems and Satisfaction

The internet is not free from problems. The most common problem faced by the users in many studies was that of slow access speed which took lot of their slot time to retrieve the relevant information by Ansari [17] & Rehman and Ramzy. [18] Ali found that a large Majority (41%) had absolutely no difficulties in using the internet, but (20%) of users were faced the problem of lack of knowledge about the resources followed by lack of guidance (17%) and slow down loading (13%).[19] However Koovakkai & Noor found that majority (69.3%) of the science teachers faced the problems of non- availability of full text information in using electronic resources where as lack of time was the hindrance of the majority (55.33%) of the non- science teachers.[20]

*Review of Indian Literature**Use of Internet*

Maheswarappa and Emmanuel conducted an exploratory study at Gulbarga city, showing a high rate of computer knowledge.[21] Chandran carry out a study on the use of Internet resources and services in S.V. University, Tirupati, indicating that more than 56 percent of respondents used to the Internet to access information.[22] Kaur studied Guru Nanak Dev University,[23] and

Bavakutty and Salih conducted a survey at Calicut University,[24] which showed that students, research scholars, and faculty members used the Internet on education and research purpose.

In case of the study by Kumar and Kaur conducted on the use of internet by teachers and students found that 46.7% teachers and 36.7% student's daily use the internet. About 90% respondents use internet at their college.[25] Yahoo is found as the favorite search engine. Only 31.7% respondents were fully satisfied, whereas 36.7% were partially satisfied with internet facilities. Mishra, Yadav and Bisht conducted a research study to learn the Internet utilization patterns of undergraduate students at the G B Pant University of Agriculture and Technology, Pantnagar. The findings of the study indicate that a majority of the students (85.7%) used the Internet. The findings of the study also showed that 61.5% of the males and 51.6% of the females used the Internet for preparing assignments. A majority of the respondents i.e. 83.1% male and 61.3% female respondents indicated that they faced the problem of slow functioning of Internet connections.[26]

Biradar and Sampath Kumar conducted a study on internet usage by the student and faculties in Kuvempu University. The results indicated that 42.1 % students use internet twice a week and 31.25% faculties use it every day. The majority of students as well as faculties use internet for study/ teaching purpose. The favorite place for using internet is library followed by commercial places. [27] Sivaraj and Mohamed surveyed on Use of internet by the students, faculty members, and research scholars. Responses of users showed that the Internet is being used by students, faculty members, and research scholars to gather a variety of information and gain more extensive knowledge as part of their learning, teaching, and research activities.[28]

User Problems and Satisfaction

A study of Kumar and Kaur surveyed on the use of internet and its use in engineering

colleges of Punjab, India. Results shows that the common problem faced by majority of the respondents in surfing internet related to the inordinate delay in retrieving relevant information. It was also found that internet has become a vital instrument for teaching, research and learning process of these respondents.[29] Mishra and Bisht conducted at the G B Pant University of Agriculture and Technology, Pantnagar. They found that majority of male (83.1%) and female (61.3%) respondents indicated that they faced the problem of slow functioning of Internet connection.[30]

The ever increasing number of people accessing the Internet coupled with recent explosion of information resources on the Internet may have considerable implications for teaching, learning and research. Teachers and students are depending more and more on the Internet for their various educational purposes. The present study is, therefore, an attempt to assess the effectiveness of the Internet as an educational tool, and what role it actually plays in the educational system with special reference to the nursing colleges of the Bangalore city.

Scope and Limitations of the Study

The scope of the present study is limited to the following:

- The scope of study is confined to selected five colleges, which are engaged in importing Degree level course in the field of nursing.
- The study focused on the use of Internet by Students and Faculty of Nursing College libraries functioning within the territorial jurisdiction of the Bangalore city.

Objectives of the Study

The study has been conducted with the following objectives:

- To study the use of Internet by students

and faculty in nursing college libraries.

- To examine the frequency of use of Internet tools and resources.
- To find out the average time spent for using these resources by the respondents.
- To identify the different purposes for which the Internet is used by the respondents.
- To identify the various factors which influenced the respondents to use Internet.
- To find out the satisfaction level with the Internet based services and sources.
- To find out the problems faced by the respondents while using the Internet
- To suggest some measures to improve the use of Internet.

Methodology

In order to collect the comprehensive and relevant data for the study, a well- designed questionnaire method is used for collecting the primary data. In order to know the usage of Internet by students and faculty of nursing college libraries, the questionnaire was designed keeping in view the objectives of the study. Questionnaire was distributed personally to the students and faculty. 250 questionnaires distributed, and 210 were returned, making the response rate 84%.

Data Analysis and Finding

The data analysis is based on questionnaire responses of 210 faculty and students of nursing colleges. The required information has been collected through well designed questionnaire. Questionnaire consists of several questions regarding the use of Internet such as use of internet, factors influenced the use of internet, methods of learning to make use of internet, time spent for using internet, frequency of use of internet services, experience of internet use, purposes of internet

use, problems encountered while using internet, comparison of traditional documents, internet influence on academic efficiency, internet expertise and satisfaction level of the students and faculty members with the Internet facilities provided at the Nursing college libraries. The information thus collected is tabulated and presented in the form of tables and graphs.

The data summarized in the Table 1 demonstrates the demographic characteristics of respondents. It shows that out of 210 respondents' 73.33% are female respondents and 26.66% are male of respondents selected from different nursing college libraries. The numbers of respondents are from MSRINER, DCN, KIN, KCN, and ACCN. 68.09% of respondents come under the age group of below 25 years. 10% of respondents come under the age group of 26-30 years. 17.61% of respondents come under the age group of 31-35. Equal numbers of (50% each) respondents are faculty & students.

Use of Internet

Table -2 illustrates the use of Internet by Students and Faculty. It clear from that all faculty used 100% internet. While 98.10% students used the Internet.

Factors influenced the Use of Internet

Three factors are considered to know the use of Internet and they are:

- a) Internet connection in the office/home;
- b) Availability of need based information
- c) Training in use of e-mail and Networks.

The respondents were asked to mention the factors, which influenced the use of Internet. Each factor that influenced the use of Internet is measured on four point scale: to full extent, to some extent. To little extent and not at all.

It is evident from the Table 3 that to full extent 52.42% respondents reported that availability of Internet connection in the

Table 1: Demographic Characteristics of Respondents

Demography of respondents (n=210)		Counts	Percentage
Gender	Male	56	26.66
	Female	154	73.33
Age	<25	143	68.09
	26-30	37	17.61
	31-35	21	10
	36-40	04	1.9
	41-45	04	1.9
	<50	01	0.47
Colleges	MSRINER	50	23.80
	DCN	50	23.80
	KCN	40	19.04
	KIN	50	9.52
	ACCN	20	23.80
Designation	Faculty	105	50
	Students	105	50

Note: Number given in parenthesis represents the percentage
MSRINER-M.S.Ramaiah Institute of Nursing Education & Research

DCN- Diana College of Nursing

KCN-Karnataka College of Nursing

KIN-Kempegowda Institute of Nursing

ACCN-Ambigara Chowdaiah College of Nursing

Table-2: Use of Internet

Respondents	Use of Internet	
	Yes	No
Faculty (n=105)	105 (100)	0
Students (n=105)	103 (98.10)	02 (1.90)
Total (n=210)	208(99.05)	02 (0.95)

Note: Number given in parenthesis represents the percentage

Table 3: Factors Influenced the Use of Internet

Respondents	Factors				
	To Full Extent	To Some Extent	To Little Extent	Not at all	
Faculty (n=105)	a	70 (66.66)	24 (22.85)	05 (4.76)	06 (5.71)
	b	54 (51.42)	42 (40)	03 (2.85)	06 (5.71)
	c	44 (41.90)	37 (35.23)	04 (3.80)	20 (19.04)
Students (n=103)	a	39 (37.86)	34 (33.00)	18 (17.47)	12 (11.65)
	b	24 (23.30)	43 (41.74)	19 (18.44)	17 (16.50)
	c	29 (28.15)	40 (38.83)	19 (18.44)	15 (14.56)
Total (n=208)	a	109 (52.42)	58 (27.88)	23 (11.05)	18 (8.65)
	b	78 (37.5)	85 (40.86)	22 (10.57)	23 (11.05)
	c	73 (35.09)	77 (37.01)	23 (11.05)	35 (16.82)

Note: Number given in parenthesis represents the percentage

a- Internet connection office/home

b-Availability of need based information

c-Training in use of e-mail and network.

office/ home. To some extent availability of need based information on the Internet (40.86%) influenced them to use of Internet. Equally good number of respondents (37.01%) also reported that, some extent training in use of e-mail and computer network has influenced them to use Internet.

According to the opinion of majority of respondents, the availability of need based information is one of the main factors which influenced them to use Internet. Thus the respondents opined that need based information sources are available on the Internet.

Methods of Learning to Make Use of Internet

A-University / institution course b-Trial and error method continuing education course c-With help of friends / colleagues d-By reading books and articles.

Of the total respondents answered for the question on how they learnt to use the Internet (university / institution course, trial and error method continuing education course, with help of friends / colleagues and by reading books and articles), the respondents reported significantly in different ways. Data in Table 4 shows that to full extent 30.76% of respondents learnt with the help of friends/ colleagues. To some extent, 40.86%

Table 4: Methods of Learning to Make Use of Internet

Respondents	Methods to Use of Internet				
	To Full Extent	To Some Extent	To Little Extent	Not at all	
Faculty (n=105)	a	24(22.85)	26(24.76)	28(26.66)	27(25.71)
	b	36(34.28)	43(40.95)	09(8.57)	17(16.19)
	c	28(26.66)	39(37.14)	09(8.57)	29(27.61)
	d	23(21.90)	37(35.23)	15(14.28)	30(28.57)
Students(n=103)	a	18(17.47)	30(29.12)	25(24.27)	32(31.06)
	b	20(19.41)	30(29.12)	11(10.67)	42(40.77)
	c	36(34.95)	46(44.66)	13(12.62)	08(7.76)
	d	33(32.03)	28(27.14)	13(12.62)	29(28.15)
Total (n=208)	a	42(20.19)	56(26.92)	53(25.48)	57(27.40)
	b	56(26.92)	73(35.09)	20(9.61)	59(28.36)
	c	64(30.76)	85(40.86)	22(10.57)	37(17.78)
	d	55(26.44)	65(31.25)	28(13.46)	59(28.36)

Note: Number given in parenthesis represents the percentage
a-University/institution course b-Trial and error method continuing education course
c-With help of friends/colleagues, d-By reading books and articles

Table 5: Time Spent for Using of Internet

Respondents	Duration of Internet use				
	Less than one hour	1 to 2 hours	2 to 3 hours	3 to 4 Hours	More than 4 hours
Faculty (n=105)	16 (15.23)	69 (65.71)	13 (12.38)	02 (1.90)	05 (4.76)
Students(n=103)	24 (23.30)	66 (64.07)	13 (12.62)	-	-
Total (n=208)	40 (19.23)	135 (64.90)	26 (12.5)	02 (0.96)	05 (2.40)

Note: Number given in parenthesis represents the percentage

Table 6: Frequency of Use of Internet Services

Respondents	Frequency of Internet services use			
	Daily	2 to 3 times a week	2 to 3 times as month	Once in month
Faculty (n=105)	73(69.52)	23(21.90)	04(3.80)	05(4.76)
Students(n=103)	27(26.21)	64(62.13)	12(11.65)	0
Total (n=208)	100(48.07)	87(41.82)	16(7.69)	05(2.40)

Note: Number given in parenthesis represents the percentage

Table 7: Experience of Internet Use

Respondents	Frequency				
	Less than 6 month	6 months-1 year	1-2 years	2-4 years	More than 4 years
Faculty (n=105)	02 (1.90)	05 (4.76)	09 (8.57)	35 (33.33)	54 (51.42)
Students (n=103)	14 (13.59)	13 (12.62)	30 (29.12)	23 (22.33)	23 (22.33)
Total (n=208)	16 (7.69)	18 (8.65)	39 (18.75)	58 (27.88)	77 (37.01)

Note: Number given in parenthesis represents the percentage

respondents learnt with the help of friends/colleagues and 35.09% of respondents learnt it by trial and error method.

Time Spent for Using of Internet

Table 5 shows that 64.90% respondents use

the Internet for 1-2 hours. In case of faculty, 65.71% of respondents stated that they use the Internet for 1-2 hours whereas 64.07% of student's respondents use it for 1-2 hours. The analysis clearly indicates that the majority of the respondents used it for 1-2 hours.

Frequency of Use of Internet Services

Table 8: Purposes of Internet Use

Purpose	Respondents		
	Faculty (n=105)	Students (n=103)	Total (n=208)
Study	89 (84.76)	94 (91.29)	183 (87.98)
Teaching	73 (69.52)	83 (80.58)	156 (75)
Browse E-journals	52 (49.52)	89 (86.40)	141 (67.78)
Access web resource	44 (41.90)	40 (38.83)	84 (40.38)
General information	51 (48.57)	87 (84.46)	138 (66.34)
E-mail	61 (58.09)	78 (75.72)	139 (66.82)
Entertainment	49 (46.66)	64 (62.13)	49 (54.32)

Note: Number given in parenthesis represents the percentage
Total number is more than 100 percentage because multiple choice questions

In order to assess the frequency of use of Internet, the respondents were asked to indicate any one out of four categories of time lag. 48.07% of respondents used the Internet daily, and 41.82% used it 2 to 3 times a week, 69.52% of faculty used it daily whereas 62.13% of students used it 2-3 times a month (Table 6).

Experience of Internet Use

Respondents were asked to indicate the number of years of experience they had in using the Internet. It is seen from Table 7 that 37.01 % of respondents have been using Internet for more than 4 years and 27.88% of respondents have 2-4 years of experience in using Internet. In case of faculty 51.42% of respondents have more than 4 years of experience in using Internet whereas 29.12% of students have 1-2 years of experience in using Internet.

Purposes of Internet Use

One of the significant research questions was to explore the purpose for which they are using the Internet. Majority (87.98%) of respondents used the Internet for study purpose, and 75% respondents used it for an teaching purpose. In case of faculty 84.76% and 80.58% of respondents used it for their study and teaching purposes respectively, whereas 91.29% of students used it for their study purpose (Table 8).

Problems Encountered While Using Internet

It can be inferred from Table 9 that using the Internet is not free from problems. The barriers or problems encountered while using the Internet mainly come from five factors: slowness of network communication or slow access speed; it takes too long to view Web

Table 9: Problems Encountered While Using Internet

Problems	Respondents		
	Faculty (n=105)	Students (n=103)	Total (n=208)
Slow access speed	79 (75.23)	58 (56.31)	137 (65.86)
Difficulty in finding relevant information	30 (28.57)	36 (34.95)	66 (31.73)
Overload of information on the internet	20 (19.04)	30 (29.12)	50 (24.03)
It takes too long to view/download page	39 (37.14)	22 (21.35)	61 (29.32)
Privacy problem	11 (10.47)	18 (17.47)	29 (13.94)

Note: Number given in parenthesis represents the percentage
Total number is more than 100 percentage because multiple choice questions

Table 10: Comparison of Traditional Documents and Internet

Factors	Respondents		
	Faculty (n=105)	Students (n=103)	Total (n=208)
Time saving	98 (93.33)	94 (91.26)	192 (92.30)
Easy to use	90 (85.71)	83 (80.58)	173 (83.17)
More informative	99 (94.28)	89 (86.40)	188 (90.38)
More expensive	59 (56.19)	40 (38.83)	99 (47.59)
More useful	95 (90.47)	87 (84.46)	182 (87.5)
More preferred	94 (89.52)	78 (75.72)	172 (82.69)

Note: Number given in parenthesis represents the percentage
Total number is more than 100 percentage because multiple choice questions

Table 11: Influence on Academic Efficiency

Academic efficiency	Respondents		
	Faculty (n=105)	Students (n=103)	Total (n=208)
Use of traditional documents has decreased	47(44.76)	33(32.03)	80(38.46)
Dependency on the internet has increased	35 (33.33)	51 (49.51)	86 (41.34)
Expedited the research process	26 (24.76)	15 (14.56)	41 (19.71)
Improved professional competence	81 (77.14)	54 (51.42)	135 (64.90)

Note: Number given in parenthesis represents the percentage
Total number is more than 100 percentage because multiple choice questions

Table 12: Satisfaction with Internet Facilities

Respondents	Satisfaction			
	Fully	Partially	Least Satisfied	No Comments
Faculty (n=105)	55 (52.38)	42 (40)	04 (3.80)	04 (3.80)
Students (n=103)	44 (42.71)	38 (36.89)	10 (9.70)	11 (10.67)
Total (n=208)	99 (47.59)	80 (38.46)	14 (6.73)	15 (6.73)

Note: Number given in parenthesis represents the percentage

Table 13: Expertise Rate with Internet

Respondents	Expertise rate	
	Very good	Good
Faculty (n=105)	34 (32.38)	71 (67.61)
Students (n=103)	20 (19.41)	83 (80.58)
Total (n=208)	54 (25.97)	154 (74.03)

Note: Number given in parenthesis represents the percentage

pages/ download pages; difficulty in finding relevant information; overload of information on the Internet; and the privacy problems. 75.23% of faculty and 56.31% of student respondents reported that they faced the problem of slow access speed in using Internet.

Comparison of Traditional Documents and Internet

Table 10 shows that 92.30% of respondents expressed that Internet is time saving as

compared with traditional documents. 90.38% of respondents felt that the Internet is more informative as compared to traditional documents and 87.5% of the respondents felt that Internet is more useful than traditional documents. In case of faculty 94.28% and 93.33% of respondents believed that Internet is more informative and time saving respectively as compared to traditional documents. While 91.26% of students felt that Internet is time saving compared to traditional documents.

Influence on Academic Efficiency

The information available on the Internet has proved to be a great asset for many of the respondents. They have been able to keep themselves abreast with the latest information and improve their professional competence.

Table 11 depicts the influence of Internet on academic efficiency of the respondents. 64.90% respondents opined that the Internet has improved their professional competence, and 41.34% respondents opined that due to the availability of latest and instant access to information on the Internet, dependency on Internet has increased. 77.14% of faculty and 51.42% of students opined that the Internet has improved their professional competence.

Table 12 shows that 47.59% respondents have fully satisfied with the Internet facilities and also 38.46% of respondents partially satisfied with the Internet facilities.

Internet Expertise

Table 13 indicates that the majority of respondents (74.03%) are good expertise with the Internet. Only 25.97% of the respondents are very good expertise in the use of Internet.

Conclusion

The Internet facility has enabled the students and faculty to enhance their academic excellence by providing them the latest information and access to worldwide information. The present study has highlighted the existing situation of the Internet services provided by the nursing colleges of the Bangalore city.

Majority of students and faculty indicated that their used internet for study and teaching purposes and also they have shown attractiveness of electronic mail as a mode of communication. But study clearly indicates that majority of respondents used internet in the college or work place. These colleges must provide internet facility to the users to utilize the sources and services of internet for the study / teaching thus the library authorities should consider the problems of students and faculty and should initiate campus networking to provide internet facility to all departments.

The information on the Internet is not usually available in an organized way and the

users are unable to get pin pointed information from the Internet. In order to make the Internet more beneficial, the library staff who have acquired a good deal of efficiency in the collection, organization and retrieval of information should feel duty-bound to see that the users are able to obtain right information at the right time. For this, they should organize and classify the information on a website in such a way that the users are able to find easily the information they need for their studies and research purposes. The library services supplemented by Internet services can prove a great boon to the users in getting the right information at the right time.

References

1. Maheswarappa BS, & Ebnazar CE. Use of Internet resources and services in Gulbarga City: An exploratory study. *SRELS Journal of Information Management*. 2003; 40(4): 409-420.
2. Sivaraj (S) and Mohamed. Use of internet by the students, faculty members, and research scholars in bannari Amman institute of technology: An analysis. *Information Studies*. 2007; 13(4).
3. Kumar R & Kaur A. Internet and its use in the Engineering Colleges of Punjab, India: A Case Study. *Webology*. 2005; 2(4): Article 21. Available at: <http://www.webology.org/2005/v2n4/a21.html> (February 12, 2011).
4. Usun S. Undergraduate Students Attitudes towards Educational Uses of Internet. Interactive. *Educational Multimedia*. 2003; 7: 46-62. <http://www.ub.es/multimedia/iem>(February 12, 2011).
5. Dede C. Emerging technologies and distributed learning. *American Journal of Distance Education*. 1996; 10(2): 4-36.
6. Molebash P. Technology and education: current and future trends. *Information Technology Journal*. 1999 [Online] Available: <http://etext.virginia.edu/journals/itjournal/1999/molebash.html> (February 12, 2011).
7. Dede, C. (1996). Opcit
8. Wright VH, & Marsh GE. Technology and teaching: a turning point. 2000. [Online] Available: <http://computed.coe.wayne.edu/>

- vol5/wright%26Marsh.htm (February 12, 2011).
9. Asemi A. Information searching habits of Internet users: A case study on the Medical Sciences University of Isfahan (MUI), Iran. *Webology*. 2005; 1(2).
 10. Ojedokun AA, & Owolabi EO. Internet use for teaching and research in Botswana. *African Journal of Library, Archives, and Information Science*. 2003; 13(1): 43-53. Tillman HN, & Ladner SJ. Special libraries and the Internet. *Special Libraries*. 1992; 83: 127-131. www.stg1.kar.nic.in/newgul accessed on 06-12-2008 (February 13, 2011).
 11. Applebee AC, Clayton P, & Pascoe C. Australian academic use of the Internet. *Internet Research: Electronic Networking Applications and Policy*. 1997; 7(2): 85-94.
 12. Adele FB, & Milheim WD. Internet insights: How academics are using the Internet. *Computers in Libraries*. 1995; 15(2): 32-36.
 13. Tillman HN, & Ladner SJ. Special libraries and the Internet. *Special Libraries*. 1992; 83: 127-131. www.stg1.kar.nic.in/newgul accessed on 06-12-2008 (February 13, 2011).
 14. Marklein MB. At colleges, e-mail is as easy as ABC. *USA Today*. 1997 (5 March): 1D.
 15. Jefferies P, & Hussain F. Using the Internet as a teaching resource. *Education Training*. 1998; 40(8): 359-365.
 16. Laite B. Internet use survey: analysis. 2000. Retrieved May 21, 2004, from <http://www.ship.edu/~bhl/survey/> (February 12, 2011).
 17. Hanauer D, Dibble E, Fortin J, & Col, NF. Internet use among community college students: Implications in designing healthcare interventions. *Journal of American College Health*. 2004; 52(5): 197-202.
 18. Al-Ansari. Internet use by the faculty members of Kuwait University. *Journal of Electronic Library*. 2006; 24: 791-803. <http://www.emerlandinsight.com>
 19. Rehaman S and Ramzy V. Internet use by health professionals at the health science center of Kuwait University. *Online Information Review*. 2004; 28(1): 53-60.
 20. Ali. The use electronic resurgences at IIT Delhi library: a study of search behaviors. *The Electronic Library*. 2005; (6): 691-700.
 21. Koovakkai and Noor. Electronic information use among the faculty. *Library Herald*. 2006; 44(4): 313-320.
 22. Maheswarappa BS, & Ebnazar CE. Op.cit. 2003.
 23. Chandran D. Use of Internet resources and services in S. V. University, Tirupathi environment. *Conference on Information Services in a Networked Environment in India*. Organized by INFLIBNET, 18-20 December 2000, Ahmedabad. 2000: 3.124-3.127.
 24. Bavakutty M, & Salih Muhamad TK. Internet services in Calicut University. National Convention Academic Libraries in the Internet Era. Organized by INFLIBNET, 18-20 February 1999, Ahmedabad. 1999: 37-44.
 25. Kaur A. Internet facility at GNDU: A survey. *National Seminar on Academic Libraries in the Modern Era*, Organized by IASLIC, 4-6 December 2000, Bhopal. 2000: 119-124.
 26. Kumar and Kaur A. Internet and its use in the engineering of Punjab, India. *Webology*. 2005; 24: Article, 21. Available at <http://www.webology.ir/2005/v2n4/a21.html> (February 12, 2011).
 27. Mishra OP, Yadava N, & Bisht K. Internet Utilization Pattern of Undergraduate Students. *University News*. 2005; 43(13): 8-12.
 28. Biradar BS, Rajashekar GR and Sampath Kumar BT. A study of internet usage by students and faculties in Kuvempu University. *Library Herald*. 2006; 44(4): 283-29.
 29. Sivaraj S and Mohamed. Op.cit. 2007.
 30. Mishra OP, Yadava N, & Bisht K. Op.cit. 2005.

Appendix I

List of Colleges

1. M.S. Ramaiah Institute of Nursing Education & Research, M.S.R. Nagar, Bangalore.
2. Diana College of Nursing, Bangalore
3. Karnataka College of Nursing, Bangalore
4. Kempegowda Institute of Nursing, Bangalore
5. Ambigara Chowdaiah College of Nursing, Bangalore.