

Faculty Members' Attitudes Towards the Usage and Applications of Library and Internet Resources: A Study on Rajshahi University, Bangladesh

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Abstract

The study was aimed at exploring how much the surveyed faculty members are being influenced by the roles of library and Internet on several parameters. The present researcher also tried to expose the viewpoints of respondents towards Internet as the real surrogate of the library or best addition to traditional library resources. The study was carried out on the basis of primary data collected through a structured questionnaire. 100 faculty members from 20 departments and 2 institutes of Rajshahi University were randomly selected and, questionnaires were served among them. 62 respondents returned the questionnaires to the researcher with a response rate of 62 percent. The findings revealed that half of the total respondents treated the Internet as traditional library substitute while the greater number of respondents (75%) do not see any kind of threat against library posed by the Internet.

Introduction

Due to the rapid advancement of ICT, modern society has been transformed into information/knowledge-based society to meet the ever-increasing demands of different types of people in society. The main ingredient of information/knowledge-based society is information or knowledge. As a storehouse of knowledge, libraries have been playing significant roles in different sectors of the society, especially in education, research, and development, cultural sector, religious and ideological sector, recreational sectors etc.

The use of the Internet and related technologies has played an instrumental role in the emergence of the new society. It brings radical changes in every sphere of life. Quick and easy access to the huge bulk of information is not a pipe-dream. Instantaneous communication and quick sharing of knowledge among distance audiences are now the reality. Due to the application of Internet resources and services, people of the 21st century are now witnessing enormous expansion in different areas of society like business, education, research, governance, communication, entertainment, culture etc. areas. It accelerates the speed of information generation, information capture, information transmission,

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information storage and seeking attitudes of users. The expansion and availability of Internet technologies have also introduced a massive change in usage, perceptions, and endeavors of all kinds of people in society including students, teachers and research scholars.

Background

The diversified usages of search engines as well as some extensive e-database help to build up the concept of the Internet as a substitute for the library. Obviously, Internet and related technologies started a new era in storage, retrieval and effective use of information. The scope of the Internet is extensive but not enough at all time in respect of utilization of information. Internet congregates comprehensive collection of information but not balanced in the case of conducting research and development. Internet simplifies the use of information but cannot claim as a substitute of the library. It offers complete multimedia experiences of the digital world, but all these experiences sometimes become useless due to lack of pertinent guidance, i.e. how to use, where to use, what to use etc. (Islam and Begum 2010).

By watching the rapid development of electronic media, some scholars like Marshall McLuhan predicted in the middle of the 20th century the end of printed media by the end of the twentieth century but that has not happened (Krupa 2006). Electronic Technology (Internet) has not rendered the traditional library obsolete, but rather has extended its reach and made it more efficient. Greater technological sophistication will allow the library to keep changing to meet the needs and expectations of the users (Foss 2002).

For instantaneous communication and getting up-to-date information regarding weather, current affairs, and scientific discovery, Internet is ideal (Coyle 1997). While in the case of getting pertinent and free materials at all the time, organized collection of web resources, quality control of web pages, higher research and education, health and psychological issues relating to uninterrupted net browsing, Internet sometimes might not be perfect (Herring 2010).

Kim et al (2011) categorized the dark sides of the Internet into *technology-centric*, which includes spam, malware, hacking, denial of service attack, phishing, click fraud, violation of digital property rights, etc., and *non-technological-centric* which includes online theft, online scams and frauds, physical harm, cyber bullying, spreading false or private information, illegal online gambling, aiding crime, other reprehensible behaviors etc. They also described the damages due to the dark side of the Internet may come in the form of loss of money, defamation, invasion of privacy, physical harm, loss of time, mental anguish etc.

Research Objectives

The study is designed and carried out with a view to exploring the perceptions and attitudes of faculty members towards the usage and applications of library and Internet resources. The other objectives related to the general objective are as follows:

- a) To find out respondents' library and Internet visiting purposes and frequencies;
- b) To trace out the best medium as information storehouse to fulfill academic requirements;
- c) To identify the satisfaction level of the faculty members on library and Internet;
- d) To discover the positive and negative sides of library and Internet.

Research Methodologies

The present study was exploratory in nature. The survey method was used in this study. The data were collected by a structured questionnaire consisting of 30 different questions relating to reflect views and perceptions of the respondents regarding library and Internet resources. The questionnaire comprising of both open and closed questions was formulated based on the literature review. The questionnaire had been broken into four distinct parts for the purpose of easy understanding of the respondents, and straightforward data analysis, viz. demographic information, and general view on Internet and library, information search & retrieval, and evaluation. The respondents of the present research were faculty members working as four different designation categories, viz. Lecturer, Assistant Professor, Associate Professor, and Professor under 20 departments and 2 institutes of Rajshahi University, Bangladesh. The structured questionnaire was randomly sent to 100 faculty members out of more than 1200 are currently working at Rajshahi University. Out of these 62 questionnaires were returned to the researcher and also found to be accurate with a response rate of 62%.

Results

Demographic Information

Table 1: Designation-wise distribution of the respondents

| Designation of Respondents | Lecturer | Assistant Professor | Associate Professor | Professor | Total |
|--------------------------------------|----------------|---------------------|---------------------|----------------|--------------|
| Respondents (Number & Percentage) | 29 (46.77%) | 15 (24.19%) | 11 (17.74%) | 07 (11.29%) | 62 (100%) |

Table 1 depicts that majority of the respondents belong to the lecturer category (46.77%) where least number of respondents (11.29%) belongs to professor category.

Table 2: Department and gender-wise distribution of the respondents

| List of the Departments / Institutions | Faculty/ Institute | Designation of Respondents | | | | Gender | | Total |
|--|----------------------|----------------------------|---------------------|---------------------|-----------|-----------|----------|-----------|
| | | Lecturer | Assistant Professor | Associate Professor | Professor | Male | Female | |
| D-01 | Arts | 5 | - | - | 1 | 5 | 1 | 6 |
| D-02 | Arts | - | - | - | 1 | 1 | - | 1 |
| D-03 | Arts | 1 | - | - | - | 1 | - | 1 |
| D-04 | Law | 4 | 1 | - | - | 2 | 3 | 5 |
| D-05 | Social Science | 1 | - | - | - | 1 | - | 1 |
| D-06 | Social Science | 1 | 1 | - | - | 2 | - | 2 |
| D-07 | Social Science | 1 | - | - | - | | 1 | 1 |
| D-08 | Social Science | - | - | 1 | - | 1 | - | 1 |
| D-09 | Social Science | - | - | 1 | - | 1 | - | 1 |
| D-10 | Science | 3 | 4 | 2 | - | 7 | 2 | 9 |
| D-11 | Science | 5 | - | - | 2 | 7 | - | 7 |
| D-12 | Science | - | 3 | 1 | | 3 | 1 | 4 |
| D-13 | Science | - | 1 | | | 1 | - | 1 |
| D-14 | Science | - | | 2 | 2 | 4 | - | 4 |
| D-15 | Life & Earth Science | - | 1 | 1 | - | 2 | - | 2 |
| D-16 | Life & Earth Science | 7 | 1 | 1 | - | 9 | - | 9 |
| D-17 | Life & Earth Science | - | - | - | 1 | 1 | - | 1 |
| D-18 | Agriculture | - | - | 1 | | 1 | - | 1 |
| D-19 | Agriculture | - | 2 | - | - | 2 | - | 2 |
| D-20 | Business Studies | 1 | - | - | - | 1 | - | 1 |
| I-01 | Institute | - | 1 | - | - | 1 | - | 1 |
| I-02 | Institute | - | | 1 | - | 1 | - | 1 |
| Total | | 29 | 15 | 11 | 7 | 54 | 8 | 62 |

The names of the departments have been avoided intentionally for ensuring security and legal issues of research rather it has encrypted as D-01, D-02 and the name of the institution as I-01 and I-02. A total of 62 faculty members comprising of 54 male and 8 female respondents in the ratio of 6.75:1 from 20 departments of 7 faculties and 2 institutes were taken into consideration for the present study.

Table 3: Age wise distribution of the respondents

| Age Range | 18-24 | 25-30 | 31-35 | Over 35 | Total |
|--|-------|----------------|----------------|----------------|--------------|
| Respondents (Number & Percentage) | - | 22 (35.48%) | 16 (25.80%) | 24 (38.70%) | 62 (100%) |

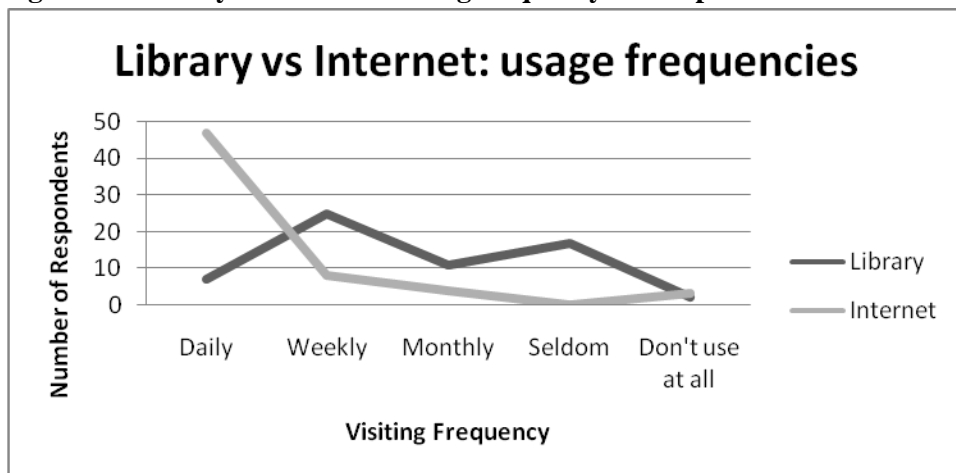
Table 3 shows the age wise distribution of respondents. Age ranges of the respondents have been classified into four pre-defined categories. Out of the total respondents, 22 (35.48%) respondents belong to the age group below 30 years and 16 (25.80%) respondents belong to the age group of 31-35. Whereas the majority of the respondents (38.70%) belong to the age group over 35.

General Views over Internet & Library

Table 4 Library & Internet visiting frequency

| Frequencies | Daily | | Weekly | | Monthly | | Seldom | | Don't use at all | |
|--|---------------|----------------|----------------|---------------|----------------|--------------|----------------|----------|------------------|--------------|
| | Library | Internet | Library | Internet | Library | Internet | Library | Internet | Library | Internet |
| Lecturer (Number & Percentage) | 4 (6.45%) | 19 (30.64%) | 15 (24.19%) | 6 (9.67%) | 3 (4.83%) | 4 (6.45%) | 7 (11.29%) | - | - | - |
| Assistant Professor (Number & Percentage) | 2 (3.22%) | 14 (22.58%) | 2 (3.22%) | 1 (1.61%) | 3 (4.83%) | - | 6 (9.67%) | - | 2 (3.22%) | - |
| Associate Professor (Number & Percentage) | - | 9 (14.51%) | 5 (15.62%) | 1 (1.61%) | 3 (4.83%) | - | 3 (4.83%) | - | - | 1 (1.61%) |
| Professor (Number & Percentage) | 1 (1.61%) | 5 (8.06%) | 3 (4.83%) | - | 2 (3.22%) | - | 1 (1.61%) | - | - | 2 (3.22%) |
| Total (Number & Percentage) | 7 (11.29%) | 47 (75.80%) | 25 (40.32%) | 8 (12.90%) | 11 (17.74%) | 4 (6.45%) | 17 (27.41%) | - | 2 (3.22%) | 3 (4.83%) |

The researcher has the target to find out the Internet and library habituation rate of the respondents. So they had been asked to point out how frequently they use the Internet and library. Table 4 shows that a good number of respondents (75.80%) use Internet on the daily basis whereas 11.29% respondents use library daily. Lecturers are the higher in terms of both the library (6.45%) and Internet (30.64%) visiting frequencies compared to other categories of respondents. The weekly users of the library (40.32%) are far better than the weekly users of the Internet (12.90%). The percentage rate of monthly internet users is lower (6.45%) than the monthly library visitors (17.74%). A number of 27.41% of all categories of respondents seldom use library while 4.83% respondents through all categories mentioned that they do not use the Internet at all.

Figure 1: Library & Internet visiting frequency: a comparison

According to Figure 1, the number of the daily Internet user is more than the number of the daily library user. While the number of weekly and monthly library user is greater than the number of weekly and monthly Internet users.

Table 5: Fulfillment of academic/research requirement

| Respondents | Best medium to fulfill academic requirement | | |
|----------------------------|---|------------------------------|----------------------------|
| | Library | Internet | Both |
| Lecturer | 14 (22.58%) | 13 (20.96%) | 2 (3.22%) |
| Assistant Professor | 5 (8.06%) | 9 (14.51%) | 1 (1.61%) |
| Associate Professor | 6 (9.67%) | 5 (8.06%) | - |
| Professor | 5 (8.06%) | 2 (3.22%) | - |
| Total | 30 (48.38%) | 29 (46.77%) | 3 (4.83%) |

The respondents were asked to identify with which they fulfill most of their academic/research requirements. Table 5 shows that 48.38% respondents think that library is the best medium to fulfill academic requirements and 46.77% respondents, on the other hand, think that Internet is the best medium to fulfill academic requirements while 4.83% respondents think both. At this stage, the library still holds its position to fulfill most of the faculty members' academic demands.

Table 6: Best places for Internet access (multiple responses)

| Places of Internet access | At home | In computer lab | In Library | In the cyber cafe | In other places |
|--|------------------------------|------------------------------|----------------------------|-----------------------------|------------------------------|
| Lecturer (Number & Percentage) | 11 (14.28%) | 11 (14.28%) | 2 (2.59%) | 9 (11.68%) | 3 (3.89%) |
| Assistant Professor (Number & Percentage) | 9 (11.68%) | 2 (2.59%) | - | - | 7 (9.09%) |
| Associate Professor (Number & Percentage) | 2 (2.59%) | 5 (6.49%) | 1 (1.29%) | - | 5 (6.49%) |
| Professor (Number & Percentage) | 2 (2.59%) | 2 (2.59%) | 1 (1.29%) | - | 5 (6.49%) |
| Total | 24 (31.16%) | 20 (25.97%) | 4 (5.19%) | 9 (11.68%) | 20 (25.97%) |

The respondents were also asked where they feel most comfortable to browse the Internet. The intention of this question was to observe whether the respondents reckon the library as a suitable place for net surfing along with other places. Table 6 depicts that majority of the respondents i.e. 31.16% access Internet facilities at home while only 5.19% of them go to the library for accessing the Internet. That means that library is not the popular place for net surfing.

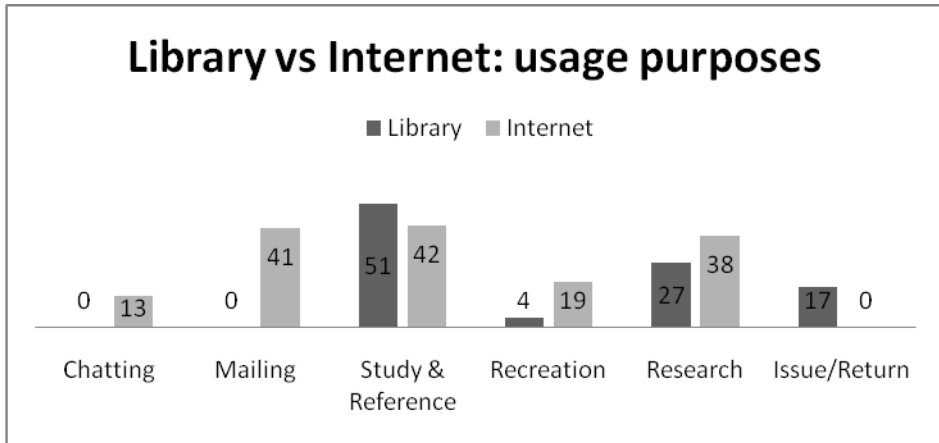
Table 7: Purposes of using library and Internet (multiple responses)

| Purposes | Chatting | | Mailing | | Study & Reference | | Recreation | | Research | | Issue/Return | |
|---------------------|----------|-----------------------------|---------|------------------------------|------------------------------|------------------------------|----------------------------|-----------------------------|------------------------------|------------------------------|-----------------------------|------|
| | Lib. | Int. | Lib. | Int. | Lib. | Int. | Lib. | Int. | Lib. | Int. | Lib. | Int. |
| Lecturer | - | 7 (2.77%) | - | 17 (6.74%) | 27 (10.71%) | 17 (6.74%) | - | 9 (3.57%) | 8 (3.17%) | 13 (5.15%) | 7 (2.77%) | - |
| Assistant Professor | - | 3 (1.19%) | - | 9 (3.57%) | 10 (3.96%) | 11 (4.36%) | 1 (0.39%) | 6 (2.38%) | 6 (2.38%) | 11 (4.36%) | 4 (1.58%) | - |
| Associate Professor | - | 1 (0.39%) | - | 9 (3.57%) | 8 (3.17%) | 8 (3.17%) | 1 (0.39%) | 3 (1.19%) | 7 (2.77%) | 9 (3.57%) | 2 (0.79%) | - |
| Professor | - | 2 (0.79%) | - | 6 (2.38%) | 6 (2.38%) | 6 (2.38%) | 2 (0.79%) | 1 (0.39%) | 6 (2.38%) | 5 (1.98%) | 4 (1.58%) | - |
| Total | - | 13 (5.15%) | - | 41 (16.26%) | 51 (20.23%) | 42 (16.66%) | 4 (1.58%) | 19 (7.53%) | 27 (10.71%) | 38 (15.07%) | 17 (6.74%) | - |

The respondents were given six options viz. chatting, mailing, study & reference, recreation, research, and issue/return of book materials to indicate their purposes in using the Internet as well as the library. Table 7 reveals that more than 20% of the respondents indicate library as the best place for study and reference purpose which is followed by 16.66% in the case of the Internet. Only 7.53% of the total respondents treat the Internet as a medium of recreation while 1.58% use the

library as a place of recreation. For doing research, the Internet is the best field for information searching (15.07%) while libraries are still performing some authentic and real roles for researchers (10.71%). Chatting (5.15%) and mailing (16.26%) are the special features of Internet whereas issue/return of book materials (6.74%) is also the special feature for library's point of view although Internet might also play role in issuing/returning library materials virtually.

Figure 2: Purposes of using library and Internet



Most of the respondents use both Internet and library for study & reference and research purposes. The concept of Internet has become popular mainly due to the fulfillment of recreational purposes and quick communication among its users.

Information Search & Retrieval

Table 8: Best searching media

| Best Searching Media | Library | Internet |
|--|---------------------------|---------------------------|
| Lecturer (Number & Percentage) | 17 (27.41%) | 12 (19.35%) |
| Assistant Professor (Number & Percentage) | 5 (8.06%) | 10 (16.12%) |
| Associate Professor (Number & Percentage) | 5 (8.06%) | 6 (9.67%) |
| Professor (Number & Percentage) | 4 (6.45%) | 3 (4.83%) |
| Total | 31 (50%) | 31 (50%) |

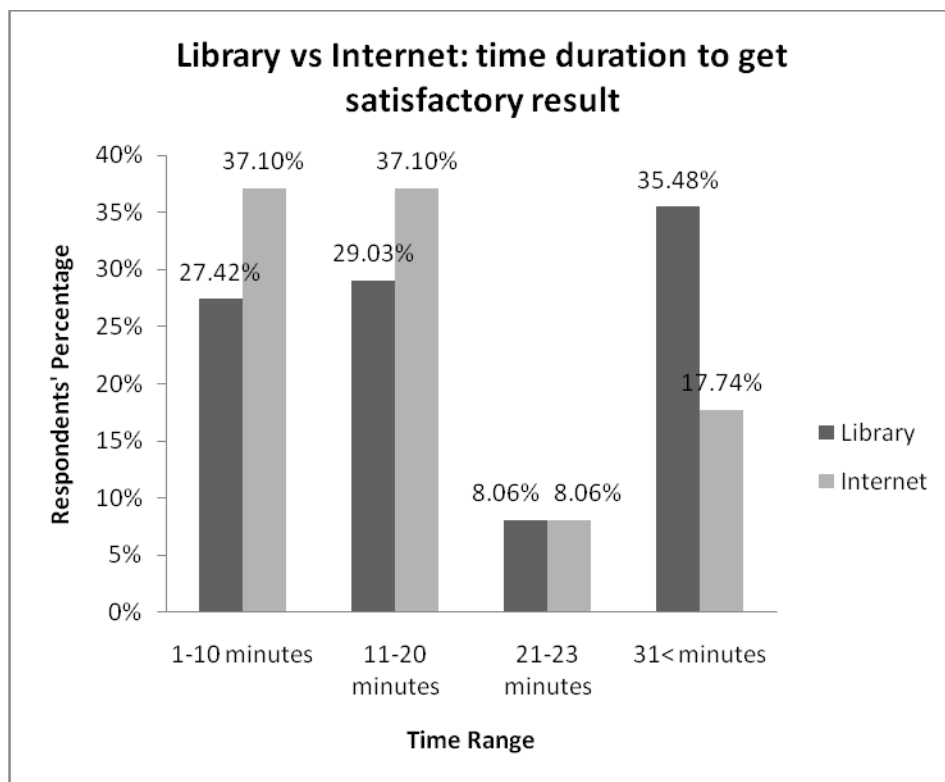
The respondents were told to point out the best searching medium in the case of searching information related to academic studies. Table 8 shows that 50% of respondents equally think Internet and library as the best medium in the case of searching academic study related information.

Table 9: Methods for searching information in the library and Internet (multiple responses)

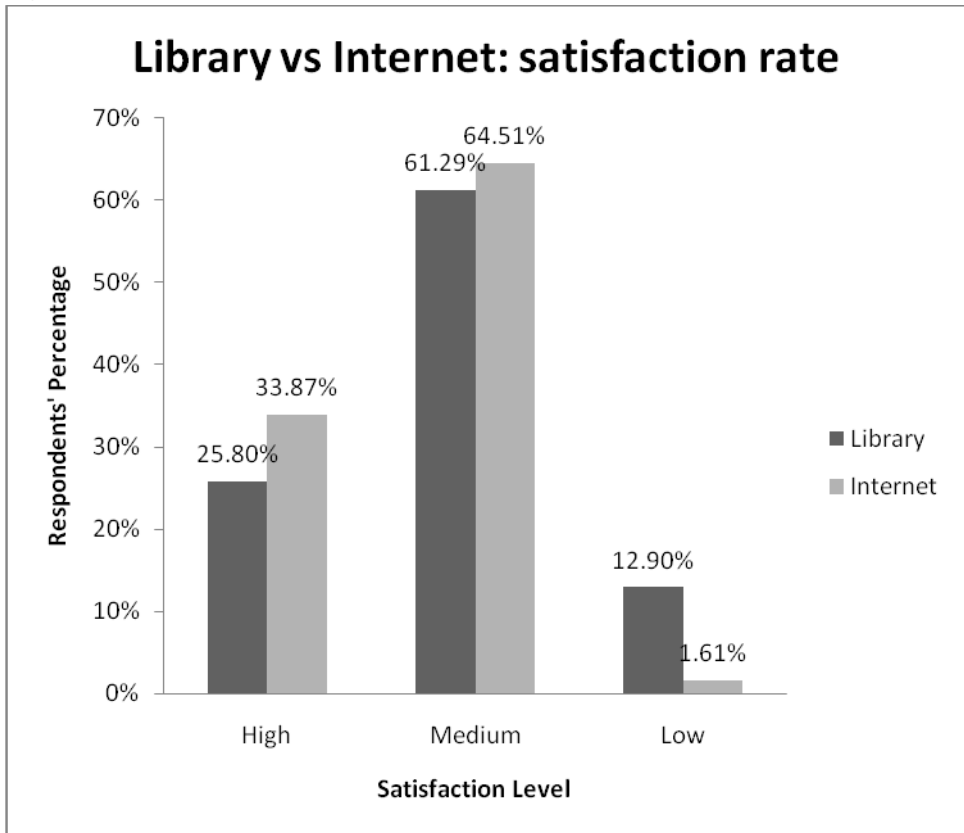
| Respondents' categories | Lecturer | Assistant Professor | Associate Professor | Professor | Total |
|--|-----------------------|---------------------|---------------------|--------------|------------------------------|
| A. Searching methods for Internet | | | | | |
| I. By using search engine | 21 (29.16%) | 13 (18.05%) | 8 (11.11%) | 5 (6.94%) | 47 (65.27%) |
| II. By typing the URL of required website in address bar | 9 (12.5%) | 4 (5.55%) | 5 (6.94%) | 5 (6.94%) | 23 (31.94%) |
| III. By using meta search engine | 2 (2.77%) | - | - | - | 2 (2.77%) |
| B. Searching methods for Library | | | | | |
| I. Searching library's own database/catalogue | 17 (24.28%) | 11 (15.71%) | 9 (12.5%) | 7 (10%) | 44 (62.85%) |
| II. Searching library's subscriber database | 6 (8.57%) | 3 (4.28%) | - | 1 (1.42%) | 10 (14.28%) |
| III. Library guidance service | 10 (14.28%) | 1 (1.42%) | 3 (4.28%) | 2 (2.85%) | 16 (22.85%) |

Effectiveness in searching information either for Internet or for library entirely depends on searching skills and competencies of users. Typically users search information on the Internet using various search engines which is the normal attitudes of average Internet users. Only expert or advanced level of users use meta-search engine which is something like advanced searching tools while some users type the URL of websites only when the users know the URL well or visit those particular websites frequently. In the case of library users normally search any document using library's catalog (database). If otherwise, they ask for the help of personnel working there at. Therefore, the respondents under survey were given three different options each for Internet and library. The result is given in table 9. With no surprise, 65.27% respondents under survey search information on the Internet by using the search engine while only 2.77% respondents use meta-search engine for the said purpose. In the case of the library, the majority of the respondents (62.85%) use library's own database/catalogue for searching information. Consulting with library personnel for searching information as the special feature of the library (22.85%), which is completely absent in the case of net browsing.

Figure 3: Time required in finding satisfactory results in library and Internet



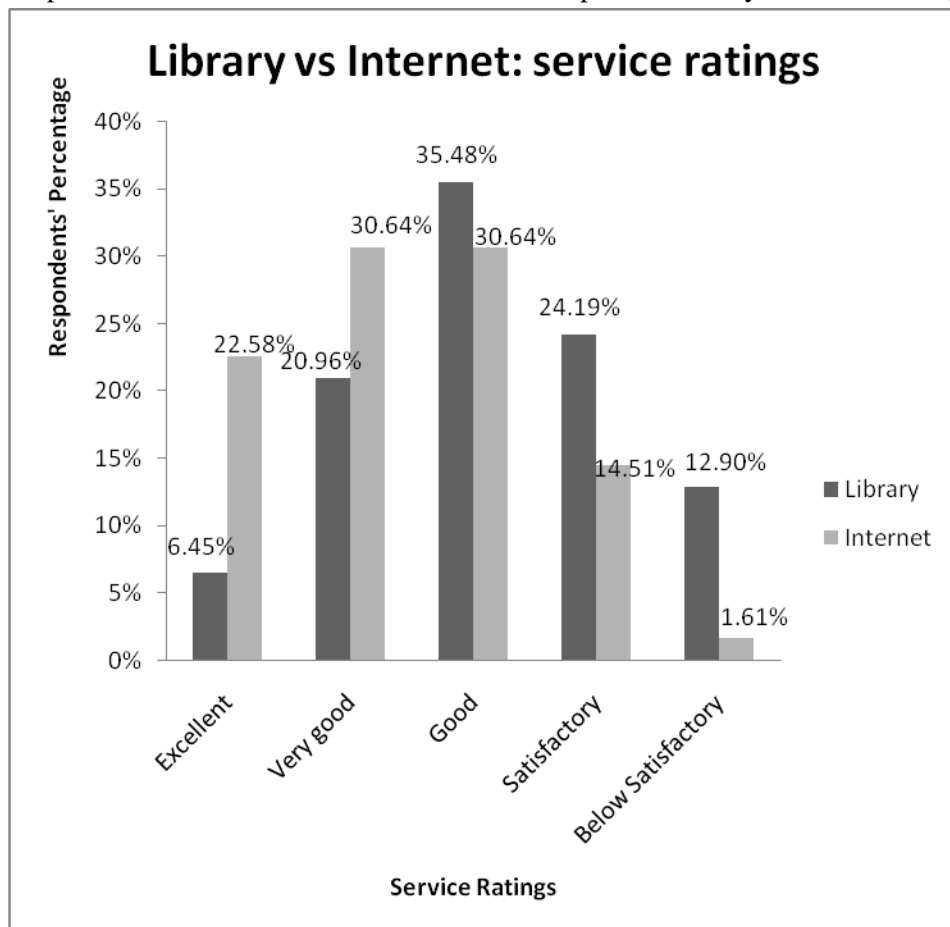
The goal of any information storehouse is to help the user in finding information within a reasonable boundary of time and personal efforts. Time duration to retrieve relevant information is thus an important factor to be considered. The possibility of getting a satisfactory result depends upon attainment of relevant document within minimum possible time. The fourth law of library science is to “*save the time of the users*”. So the time of the user is always thought valuable in the library. Users can get their desired information within the shortest possible time that has always been given prime importance here. But the real truth is that if we go to a comparison with the Internet we get the fact that majority of respondents (35.48%) get desired information more than half an hour in the library while in the case of the Internet a good number of the respondents (37.10%) get their satisfactory results within 1-10 minutes.

Evaluation**Figure 4: Satisfaction rate on library and Internet**

Respondents were asked to indicate their satisfaction level on library and Internet. They were given three qualitative terms viz. high, medium and low through which they were asked to express their views. According to figure 4, about 34% of the respondents felt highly satisfied with the Internet services while near about 26% respondents showed it on behalf of the library. From Internet's point of view about 64.51% respondents told that they were moderately satisfied. A similar kind of response was also found in the case of the library. Here, moderately satisfied rate on behalf of the library was 61.29%. In comparison with the Internet, the least satisfied rate for the library was a bit high. 12.9% of the total respondents claimed that they were least satisfied with the services and activities provided by the library while the least satisfaction rate on behalf of the Internet was only 1.61%. So far as we can draw a conclusion from here that satisfaction level for Internet use is a bit high compared to library use.

Figure 5: Library & Internet service ratings

The service rating of library and internet is often determined by fulfilling information demand of faculty members to their specific subject field of interest. Respondents were asked to rate on service impact of library and Internet by



giving five qualitative terms viz., excellent, very good, good, satisfactory and below satisfactory. Figure 5 shows that 22.58% of the respondents think that Internet is excellent to find specific subject related information while the percentage in the case of the library is only 6.45%. A number of 30.64% of total respondents equally think that Internet is 'very good' and 'good' gradually to find subject related information while the same qualitative terms in the case of library service rating are 20.96% (very good) and 35.48% (good). In the case of library service rating 12.90% respondents felt that they are least satisfied while only 1.61% respondents show their dissatisfaction in the case of Internet use.

Table 10: Reading of electronic resources over Internet

| Reading of electronic resources over Internet | Lecturer | Assistant Professor | Associate Professor | Professor | Total |
|---|----------------|---------------------|---------------------|--------------|----------------|
| Yes | 25 (40.32%) | 15 (24.19%) | 10 (16.12%) | 6 (9.67%) | 56 (90.32%) |
| No | 4 (6.45%) | - | 1 (1.61%) | 1 (1.61%) | 6 (9.67%) |

Respondents were asked to indicate whether they read the electronic version of books, newspapers, magazines on the Internet or not. More than 90% percent respondents confirmed that they read the electronic version of the book, newspaper, magazine over the Internet. Then they were asked to point out the preference of reading electronic version over hard copy. An interesting response was received from the respondents, which is depicted in Figure 6.

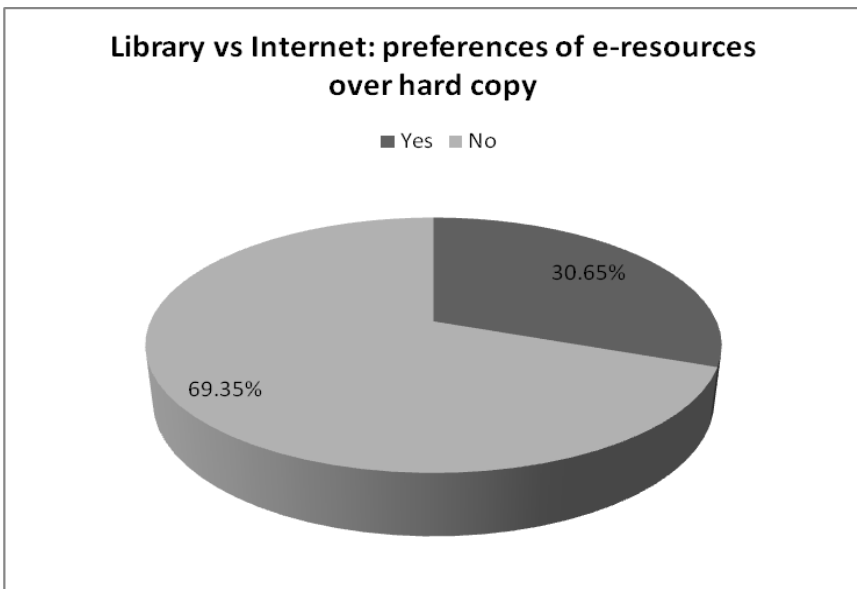
Figure 6: Preference in reading e-version over hard copy

Figure 6 reveals that though a high percentage of the respondents (90.32%) read e-resources on the Internet yet only 30.65% respondents had given privilege in reading the electronic version of books on the Internet than hard copy.

Table 11: Positive and negative sides of library & Internet (multiple responses)

| Positive/Negative sides | Lecturer | Assistant Professor | Associate Professor | Professor | Total |
|---|----------------|---------------------|---------------------|--------------|----------------|
| A. Positive sides of Library | | | | | |
| Reliable & genuine source of information | 17 (16.66%) | 11 (10.78%) | 8 (7.84%) | 6 (5.88%) | 42 (41.17%) |
| Almost free access to books & journals | 11 (10.78%) | 6 (5.88%) | 3 (2.94%) | 4 (3.92%) | 24 (23.52%) |
| Best place for conscientious study | 9 (8.82%) | 1 (.98%) | 4 (3.92%) | 3 (2.94%) | 17 (16.66%) |
| Help to acquire knowledge | 11 (10.78%) | 4 (3.92%) | 2 (1.96%) | 2 (1.96%) | 19 (18.62%) |
| Total Responses | | | | | 102 |
| B. Positive sides of Internet | | | | | |
| Quick & easy access to information | 23 (19.65%) | 13 (11.11%) | 8 (6.83%) | 7 (5.98%) | 51 (43.58%) |
| Access to huge bulk of information | 11 (9.40%) | 2 (1.70%) | 5 (4.27%) | 3 (2.56%) | 21 (17.94%) |
| Immediate Communication through mailing, chatting etc. | 8 (6.83%) | 7 (5.98%) | 4 (3.41%) | 3 (2.56%) | 22 (18.80%) |
| Access is available, 24 hours a day | 8 (6.83%) | 7 (5.98%) | 4 (3.41%) | 4 (3.41%) | 23 (19.65%) |
| Total Responses | | | | | 117 |
| C. Negative sides of Library | | | | | |
| Few pertinent books to borrow | 15 (15%) | 5 (5%) | 5 (5%) | 4 (4%) | 29 (29%) |
| Short borrowing period | 6 (6%) | 5 (5%) | 1 (1%) | 3 (3%) | 15 (15%) |
| Insufficient reading materials | 12 (12%) | 7 (7%) | 5 (5%) | 4 (4%) | 28 (28%) |
| Not accessible at all time | 10 (10%) | 9 (9%) | 5 (5%) | 4 (4%) | 28 (28%) |
| Total Responses | | | | | 100 |
| D. Negative sides of Internet | | | | | |
| Difficult to trace out exact information | 10 (12.04%) | 3 (3.61%) | 5 (6.02%) | 1 (1.20%) | 19 (22.89%) |
| Inaccurate & undependable information along with accurate information | 15 (18.07%) | 8 (9.63%) | 7 (8.43%) | 2 (2.40%) | 32 (38.55%) |
| Old & backward information along with current one | 5 (6.02%) | 2 (2.40%) | - | - | 7 (8.43%) |
| Nothing is free on Internet for quality Information | 8 (9.63%) | 8 (9.63%) | 4 (4.81%) | 5 (6.02%) | 25 (30.12%) |
| Total Responses | | | | | 83 |

Table 11 exhibits that 41.17% of the respondents indicated that the reliable and genuine source of information is the positive sides of the library. On contrary, 43.58% respondents pointed out that quick and easy access to information is the positive sides of the Internet. 23.52% respondents think that library has almost free access to books & journals, which is its optimistic side while 19.65% of the respondents think that Internet can be accessed at all time, 24 hours a day.

Table 11 also highlights the problems encountered by the respondents while using the Library and the Internet. 'Few pertinent books to borrow' was the leading limitation of the library pointed out by the respondents (29%) which is followed by 'Insufficient reading' and 'Not accessible at all time'(28%). Difficult to demarcate the Inaccurate and undependable information with accurate one is the major problem of the Internet (38.55%). A good number of respondents (30.12%) agreed with the statement that "Nothing is free on the Internet for important and quality information".

Table 12: Internet as an alternative to the traditional library system

| A. Internet as library Substitute | Lecturer | Assistant Professor | Associate Professor | Professor | Total |
|--|-----------------|----------------------------|----------------------------|------------------|----------------|
| Yes (Number and Percentage) | 16 (25.80%) | 8 (12.90%) | 3 (4.83%) | 4 (6.45%) | 31 (50%) |
| No (Number and Percentage) | 13 (20.96%) | 7 (11.29%) | 8 (12.90%) | 3 (4.83%) | 31 (50%) |
| B. Internet as a threat to traditional library system | | | | | |
| Yes (Number and Percentage) | 8 (12.90%) | 3 (4.83%) | 2 (3.22%) | 2 (3.22%) | 15 (24.19%) |
| No (Number and Percentage) | 21 (33.87%) | 12 (19.35%) | 9 (14.51%) | 5 (8.06%) | 47 (75.80%) |

Respondents were given two options to express their views on 'Internet as library substitute' and 'Internet as a threat to the traditional library resources'. 50% respondents think the Internet as an alternative to the traditional library system. 75.80% of respondents did not think the Internet as a threat to the traditional library resources.

Major Findings and Discussion

Majority of respondents under survey were daily Internet users (75.80%) while the majority of the respondents were weekly library users (40.32%). Almost half of the respondents (48.38%) think library as the best medium to fulfill academic requirements. Only 5.19% respondents under survey use the Internet in the library premises. Both library and Internet have the equal importance for study

and reference (20.23% & 16.66%) and research purposes (10.71% & 15.07%) respectively. Respondents treat both library and Internet as best searching media (50% each). Quick and easy access to the Internet is the prime factor for net browsing. In this case, greater parts of the respondents (65.27%) use the Internet for searching information by using search engine. In contrary 62.85% respondents accept library database/catalogue searching as best searching method. In the case of the internet, 37.10% of the respondents get satisfactory results within 1-10 minutes while at the same time the rate for library is 27.42%. 33.87% of the respondents are highly satisfied on Internet where the rate for the Internet service rating is somewhat lower (22.58%). On the other hand, 25.80% respondents are highly satisfied on the library and for library service ratings only 6.45% respondents think it excellent. 90.32% respondents use e-resources but greater part of the respondents did not give high preference of e-resources over hard version.

A good number of respondents (38.55%) became puzzled in demarcating which information is accurate and which one is not on the Internet. Because anyone can publish any sort of information irrespective of true or false on Internet. The popular image of Internet has been developed due to its availability of information and accessibility at all time, 24 hours a day (19.65%). The general users' consensus on the Internet is everything that you want can be got just a click away. The sad part of the scenario is that every quality, constructive, authentic and useful information is surely just a click away on Internet but you have to pay for it in most of the instances (30.12%).

To get maximum benefits from the Internet, users should have some skills in literature searching. The searching output of a skilled person and the layman must vary. As a result, sometimes a good number of Internet users might face trouble to trace out exact information from huge bulk of information (22.89%). On the other hand, users might feel bored with the result of today's typical search engine. To get information, users often find so many hits, and among them only few are pertinent their demand, users then feel themselves helpless over internet. Another problem of Internet is that once information is published on Internet, it has rarely been updated time to time. As of 2014, there are more than 1 billion websites all over the world but 75% of them are inactive i.e. updated on regular basis (Internet Live stats 2016). As a result, websites containing backward and old information has been frequently seen with the websites of updated ones (8.43%).

Due to procedural limitations and some other factors as financial hurdle the library users can not borrow all pertinent books what they expect to do so. Therefore a high number of respondents (29%) think that borrowing limitation was a drawback of the library. 'Insufficient reading material' and 'inaccessibility of the library materials at all times' are another pitfall of the library mentioned by the respondents (28%) under survey.

Both the Internet and Library have pros and cons. But at the age of internet proliferation where ICT has brought the whole world into one's grip and converted world into global village, it is very much normal for typical users to treat the Internet as library substitute. In fact, sometimes Internet was thought as a threat to traditional library resources also. But the present study reveals that over 75% respondents do not think Internet as a threat to the library.

Conclusion

As Information is the prime resource for the development of a nation's socio, economic and cultural aspect, it is impossible to keep track of development activities in the absence of dependable information and information system. Internet and library are being considered as the principal sources of any kind of information that meet up academic, professional, and research information needs. Due to ambiguity in terms of perceptions and applications the importance of these two major sources of information has been overlapped repeatedly. Though these two terms cannot be substituted to each other, each of which has specific but significant roles to play in education, research, recreation, and society, yet in few cases these have been alternatively utilized unconsciously.

Library and Internet both have been playing important roles to fulfill the information requirements of the users over the years. A good number of studies have been carried out throughout the world on application, resources, and services of library and Internet simultaneously or separately or even a good number of articles can also be found on the usage and application of Internet in library and vice-versa but there have been few studies on comparative analysis between library and Internet on the basis of users' opinions. With the rapid growth and availability of Internet and communication technologies, the dependency of information sources has been changed during the last two decades. Peoples of the modern age are eager to get expected information by staying at home or workplace. In this circumstance, the Internet can play an intermediary role to locate current as well as older materials between information sources of library and distance users. According to Burke (1999), internet cannot replace libraries but play roles to convert traditional libraries into digital ones. If the Internet has the replacement ability in some instances, that was no library at all (McGrorty 2004). Further, research should be more interesting on larger dataset conducting a large survey on 'Internet as library substitute', 'library vs internet', 'Internet in library context' etc.

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