

USE OF ONLINE INFORMATION BY THE UNIVERSITY RESEARCH STUDENTS AND ITS EFFECT ON THE QUALITY OF RESEARCH DISTRICT LAHORE



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ABSTRACT

Academics, especially research students, are increasingly using online data assets (OIRs). According to statistics, MS students and college and university graduates both decide how frequently they use social networking platforms. The file also reveals that one of the most popular reasons college students apply to University Research University College is a "passion for evaluating data." Online reporting resources have appeared since the inception of the Internet, and these resources are becoming more and more well-liked among Internet users, particularly academics, researchers, and college students. These online knowledge sources have positive influence on Pakistan's study lifestyle as well. As a result, Pakistan has a more suited research culture. To do this, consider reading record ownership forms online; learn about the OIRs' offer and amount of importance; access to styles; access to methods; and the applicability of various types. With the study's goals in mind, quantitative study methods were used, and questionnaires were created to gather information from the respondents. A total of 18 people (60%) and 12 public universities (40 participants) took part in this poll. Out of 200 university studies, 16 (8% of the total) are from public institutions, and 80 (forty %) are from non-public universities in the area. 104 with an average pattern size (fifty-two present). In terms of gender ratio, 94 (47%) of the respondents were male and 146 (73%) were female, which is a fair response. Facts took on a numerical form and included scales for nominal, ordinal, programming language, and length ratio. More statistical resources are available to research undergraduates at public research universities than at private institutions. They needed more possessions and more access to options for the investigation's direction and craft. Standard because, at this time, university students studying

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humanities, social sciences, and technology most frequently access patterns through search engines like yahoo and google.

KEYWORDS: Online, Information, University, Students

INTRODUCTION

1.1 Background of the Study

Your clients can apply for amazing access possibilities to online information property. There is no value in having access to those assets because the property has an open access right that allows anyone to access all complete text content assets from anywhere. They could be databases on complex subjects, specialized magazines, electronic books, or research files. Subscribed feeds imply that authentication or login are required in order to access the proper information resources. Real access to some resources' facilities and databases is available. Such assets give the buyer the right to access bibliographic databases, but they also call for verification because the buyer needs a whole textbook. Four, the existence of online data belonging to someone does not necessarily imply that they can access it (Aguolu & Aguolu, 2002).

The development of computers, the Internet, and other online information sources has had a significant impact on many facets of society, including libraries and their patrons. Both the conversion method and the ways in which data is received, acquired, controlled, and disseminated have changed over time. The separation between search engines and record explorers has grown significantly since the shift from paper to digital. As a result of this exchange, libraries were compelled to buy virtual and digital goods for their users. Hybrid libraries are a result of combining virtual sources with traditional library sources (ARL, 2002). Hybrid libraries offer both paper and digital data sources. Chris (1998) first used the phrase "hybrid library" to describe a library that blends print and digital resources in his study report. Contrary to popular belief, paper files and computer systems operate significantly differently. Computer-based statistics cannot completely replace paper files in terms of utility and convenience (Valauskas, 1994). The use of print materials and traditional libraries by academics, research students, and library users has already advanced and changed as a result of electronic

resources and virtual libraries 2. (Liu, 2006).

Online archive resources are a well-known type of virtual media, and because they have some extra features, real property on the Internet is gaining popularity with both library customers and students. Online data assets are "assets in which statistics are electronically kept and may be accessed through electronic devices and the network environment," according to Wikipedia. (2012) Dhanavandan and Tamizhchelvan

Online resources include things like online newspapers, digital books, periodicals, records, and theses, as well as things like library catalogs, online magazines, and Internet site statistics. referred to as electronic resources. assets (Deng, 2010).

Zero technology is transforming how information seekers and researchers access, control, acquire and disseminate knowledge. Online facts belongings consist of, amongst different things, databases, books, magazines, journals, journals, records, theses, convention files, exam papers, authoritative files, studies reviews, texts, and monographs in a virtual layout. The sorts of research output are significant given its purpose and scope. However, for training and any instructional job, records and experience are crucial.

Customers of the internet information property have excellent access to alternatives. The ability to complete the text goods from any location is made possible by the right of open access to the products, which has no cost associated with it. A research library, periodicals or trade magazines, e-books, or a database of quality articles are a few examples. Subscribed sources are where a person must provide the required authentication or login to get access to the correct data sources. Access to several resource centers and databases has been partially established. These sources grant access to the bibliography database, but identification is necessary before the tutor can incorporate the entire text. The ease with which any consumer can access online registry assets has decreased (Aguolu & Agulu, 2002). However, using natural data assets, specific types of authentication, and system access are necessary for the availability approach by which assets are maintained with the assistance of consumers. For particular online registry resources that have subscriptions, this method is necessary.

Some users have been able to access some resources by using the login credentials of their friends or coworkers. Although there are certain theft issues, the client compares its unique login information with others to share assets. However, this exercise is unique to the development or perhaps in more and more foreign countries. Compared to college students, school children have better access to the alternative, and this precept was created due to financial limitations. Institutes frequently admit their undergraduate students, and occasionally research undergraduates, because it is consistent with the sponsor's fee.

HEC's role in addition to the extraordinary obligations it has undertaken, consists of funding for countrywide universities, funding research e-books, national and international scholarships for taxpayers and university students, research, and travel, and it is likewise vital in numerous positions. For seminars, workshops, and training. For the advantage of teachers and librarians, HEC also grants get right of entry to rights to leading international journals and e-book databases to all registered universities.

A remarkable initiative to improve Pakistan's research culture and academic standards is the HEC National Virtual Library. Academics and university students from Pakistani universities have access to online databases that contain the full text of outstanding journals and periodicals issued by well-known trade publishers. The HEC state digital library offers access to about 50,000 e-books and about 23,000 periodicals on a wide range of topics. College students can access the top periodicals and magazines from renowned publishers thanks to the library's computers with Internet access.

HEC record sources have a significant impact on Pakistani sports education and research. The availability of full-text digital databases for research students at local public and private universities has significantly benefited studies in recent years. About 6,000 essays from Pakistani students have appeared in international and national magazines. Less than 1,000 articles were published in 2003; but, as salaries increased in 2008, more articles were produced. These internet resources have a major impact on how Pakistani academic life is decorated.

Significance of the Study

Due to their impact on human living, the laptop, the Internet, and other key advancements have all grown significantly in recent years. Every aspect of existence has changed or is undergoing a conversion process. Additionally, this improvement has an impact on academics and research. Data creation, acquisition, management, and dissemination methods have changed over time. Online data assets are a crucial part of research and education. Understanding the availability of online information sources and how to use the right techniques and strategies to exploit them is crucial. With the help of this study, college students will be able to meet their requests for information from a variety of sources while also gaining empirical insights regarding the accessibility and effective use of online information resources. To evaluate the utilization of HEC data resources, open access, institutional subscriptions, and private subscriptions, no research has been done in Pakistan.

Understanding the extent of user pride in online information sources might be crucial. It is only practical while the survey reveals the difference between actual and desired pleasure with using and gaining access to online information resources. This note does a good job of examining the level of satisfaction with various online data assets using Pakistani research students.

Objectives of the study

- Investigate the respondents' socioeconomic and demographic characteristics.
- Measure the effective online research techniques that will be used.
- Illustrate the fundamental requirements for and disadvantages of using internet information resources for research in the Lahore district.
- Learn about the benefits of online statistical sources.
- Look at the difficulties that research students have using and accessing electronic resources..

.terial and Method

The benefits, traits, and advantages of qualitative and quantitative research methodologies have been well studied. Another important point was the comparison of

the dates and evaluation of each method. Qualitative approaches cover phenomena like behaviors, attitudes, existence, etc. that may not be numerically very similar.

High-quality research methodologies, like many of their rivals, include rules and restrictions that must be followed to discover the appropriate studies, particularly for quantitative evaluation. The quantitative approach now takes hold and offers researchers the chance to provide accurate quantitative data that might be typical for large groups. Researchers can use quantitative analysis techniques and statistical tools to test their analytical hypotheses. (Crossman, 2014).

Because the investigations can be described in statistical form together with forms, tables, and graphs, the quantitative research technique has the special ability to reveal the phenomenon under consideration. In the social sciences, survey techniques are frequently applied to descriptive, descriptive, and research investigations. This is the most common approach for evaluating a male or female human being in the assessment unit. After that, you can have a look at the information gathered from a ranked sample survey. A survey study design will take top importance for the research design because this study is concerned with human behavior (Creswell, 2005).

Although there are many different quantitative research techniques, each one has unique traits, survey research was also discussed because of its advantages and scope for learning about the phenomenon being studied. This is explained by the survey study methodology.

The term "survey technique" refers to a strict methodology that prioritizes quantitative analysis and calls for the collection of data from a wide range of businesses using documented data methodologies, mail-in surveys, and phone interviews. Yes, and statistical methods are used to analyze this data. (Gable, 1994)

The voting process offers locations to accommodate sizable groups dispersed across a certain area, which is typically not practical at this time. Through mail, email, telephone interviews, and questionnaires, as well as the Internet, it offers access to vast numbers of people. Through the use of survey tools, it is possible to examine the consultant behavior of a sizable group and draw conclusions that apply to everyone (Pinsonneault & Kraemer, 1993).

According to the latest HEC (public and personal) list, Pakistan, which incorporates Azad Jammu & Kashmir, may additionally have 158 universities and diploma-granting institutions in overall. Out of 158 institutions, there are 30 universities in Lahore (18. Ninety eight%), with 12 being in most people's quarter and 18 being within the personal sector. The top 24 colleges at 30 universities provide graduate packages that comprise master's, grasp's, and bachelor's levels in a variety of fields, together with engineering, medicinal drug, the herbal and social sciences, the humanities and humanities, and business education.

Analysts have made numerous pricey instruments and systems available for exceptional memberships because of today's fascination with "mass events." However, due to their limitations, many basic data assessment mechanics are not utilized by most colleagues.

Result and Discussions

A) Demographic Information

Table 4.1: *Distribution of the respondents according to their gender* Reveals that men made up the majority of responders (59.0%), while women made up 41.0%.

Table 4.2: *University name* 16.5% of the students were from Minhaj University 14% of the students were from Lahore Leads University 12.5% of the students were from Superior University 11.5% of the students were from Punjab university 10% of the students were from Lahore university 10% of the students were from government college 9.5% of the students were from university of education 9% of the students were from haj very university 7% of the students were from Lahore College for woman.

Table 4.3: *University type* 42% of universities were public universities 58% were private universities

Table 4.4: *Subject* 12% of students were from the mathematics department 11.5% of students were from the computer science department 9.5% of students were from the Arabic department 9% of students were from the IT department 8.5% of students were from the sociology department 8.5% of students were from the chemistry department 8% of students were from the Urdu department 6.5% of students were from the physics

department 5.5% of students were from the English department 5% of students were from the art department.

Table 4.5: *Program*

	Frequency	%
M.Phil.	134	67.0
BS	66	33.0
Total	200	100.0

67% of students were from thPhil 33% of students were from the BS.

Table No 4.6: *Type of program* 32.5% were the full-time students 27.5% wthe part-time students 40% were the weekend students

Table No 4.7: *Level of the program* 33.5% of the students were still at the stage of course work while 66.5% were at athe stage of the research work.

B) Types of online information resources

Table4.8: *Types of online information resources*

	Frequency	%
Very Important	29	14.5
Important	31	15.5
Some important	77	38.5
not important	57	28.5
Don't Know	6	3.0
Total	200	100.0

38.5%the students viewed that online information is some important 28.5% the students viewed that online information is not important 15% the students viewed that online information is very important 3% the students viewed that online information is don't know

C) Availability of online information resourcesTable 4.9: *Do you have access to information resources? Please select all that apply.*

	Frequency	%
At home	38	19.0
At work	64	32.0
At library	60	30.0
Other (please specify)	38	19.0
Total	200	100.0

32% of the students had access to the information resource at work 30% of the students had access to the information resource at library 19% of the students had information resource at home 19% of that students had access to the information resource other(please specify)

Table 4.10: *How do you search for relevant information? Please select all that apply.*

	Frequency	%
Via online library websites / catalogs	27	13.5
Via web portals	25	12.5
Via web search-engines Please specify:	14	7.0
Via discovering tools like summons	110	55.0
Any other (please specify)	24	12.0
Total	200	100.0

55% of the students searched the relevant information via discovering tools like summons 13.5% of the students searched the relevant information via online library websites/catalogs 12.5% of the students searched the relevant information via web portals 12% of the students searched the relevant information any other(please specify)7% of the students searched the relevant information.

Table 4.11: *What is your level of satisfaction with the online information?*

	Frequency	%
Low Level of Satisfaction	70	35.0
High Level of Satisfaction	130	65.0
Total	200	100.0

65% of the students are at a high level of satisfaction with online information 35% of the students are at the low level of satisfaction with online information

D) Use of online information resources

Table 4.12: *What purposes do you use electronic resources?*

	Frequency	%
Rarely	7	3.5
Often	193	96.5
Total	200	100.0

96.5% used electronic online information often 3.5% used electronic online information rarely.

Table 4.13: *What are your specific objectives when accessing electronic information resources?*

	Frequency	%
Always	12	6.0
Often	43	21.5
Sometime	107	53.5
Rarely	29	14.5
Never	9	4.5
Total	200	100.0

53.5% of the students use online resources sometimes 21.5% of the students use online information resources often 14.5% of the students use online information resources rarely 6% of the students use online information resources always 4.5% of the students use online information resources never.

Table 4.14: *How frequently do you use electronic resources*

	Frequency	%
Daily	16	8.0
Weekly	39	19.5
Monthly	72	36.0
Occasionally	60	30.0
Rarely	13	6.5
Total	200	100.0

36% of the students used electronic resources for acquiring information monthly 30% of the students used electronic resources for acquiring information occasionally 19% of the students used electronic resources for acquiring information weekly 8% of the students used electronic resources for acquiring information daily 6.5% of the students used electronic resources for acquiring information rarely.

Table 4.15: *Usefulness of online information*

	Frequency	%
S.A	6	3.0
Agree	26	13.0
Neither Agree or Disagree	89	44.5
Disagree	75	37.5
Strongly Disagree	4	2.0
Total	200	100.0

44.5% of students express no opinion on whether or not the material found online is valuable. 37.5% of students disagree that material found online is valuable. 13% of students concur that online information is valuable. 3 % of students strongly concur that online information is valuable. 2% of students strongly disagree that online information is valuable.

E) Barriers to availability and use of online information resources

Table 4.16: *Barriers to availability and use of online information resources*

	Frequency	%
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Strongly agree	19	9.5
Agree	44	22.0
Neither Agree or Disagree	67	33.5
Disagree	53	26.5
Strongly disagree	17	8.5
Total	200	100.0

33.5% of the students neither agreed nor disagreed with the barriers to the use of online information 26% of the students disagreed with the barriers to the use of online information 22% of the students agree with the barriers to the use of online information 9.5% of the students were strongly agree with the barriers to the use of online information 8.5% of the students strongly disagreed with the barriers to the use of online information.

Table 4.17: The obstacles faced by research students working on coursework and research papers in using the many online information resources will not significantly alter.

Status	Level of program		
	Course Work	Research Work	Total

what are the barriers to access and use of online information	strongly agree	6	13	19
	Agree	27	17	44
	Neither Agree or Disagree	16	51	67
	Disagree	12	41	53
	strongly disagree	6	11	17
Total		67	133	200

The table shows the correlation among access and use of available on line information assets via Studies College students working on coursework and research papers and the absence of any appreciable differences in get entry to and usage boundaries. The chi square cost (20.978) famous a surprisingly tremendous association ($p = 000$) between the great variations in the obstacles that research students confronted when trying to get right of entry to and use the online information resources that had been available to them for their course- and research-related work. The speculation is accepted due to the fact the value of Gamma (zero.276) indicates a weakly positive association among the variables, which indicates that there may not be any considerable variations inside the barriers dealing with studies students the use of online statistics sources for each path paintings and research paintings.

Table 18: The difficulties that the BS&MS research student will encounter in gaining access to and using the online information resources that are available will not significantly alter.

Status	Program			
	M.Phil.	BS	Total	
What are the barriers to access and use of online information resources	strongly agree	6	13	19
	Agree	23	21	44
	Neither Agree or Disagree	53	14	67
	Disagree	42	11	53
	strongly disagree	10	7	17
Total	134	66	200	

The hyperlink between the lack of a discernible difference in get right of entry to and usage limitations for available online facts resources by way of BS&MS research students is shown inside the desk. There will no longer be a sizeable distinction within the limitations to get right of entry to and use of the available online records assets with the aid of the studies students of the BS & MS programmes, in step with the chi square value (23.646), which shows that it's far surprisingly sizeable (p=000). There is not any statistically widespread distinction among the hurdles that the research college students inside the BS and MS programmes have whilst trying to access and use the net facts resources, as indicated through the fee of Gamma (-0.343). Therefore, the principle is showed.

Table 4.19: The accessibility of online information sources for research students preparing for coursework and research papers won't alter noticeably.

Working place			Level of program		
			Course Work	Research Work	Total
Access to information resources	At home	23	15	38	
	At work	16	48	64	
	At library	14	46	60	
	Other (please specify)	14	24	38	
Total		67	133	200	

The availability of online data sources for studies students running on coursework and studies papers is proven inside the table to now not range a good deal. There will not be a full-size distinction within the availability of online records assets for studies students who look at for coursework as opposed to for employment research, in line with the chi square cost (17.509), which suggests that it's far very sizeable ($p=001$). There may not be a discernible difference among the provision of online information sources for studies students reading in coursework and research papers, in step with the gamma price (zero.223), which demonstrates a strong superb correlation. Therefore, the concept is showed.

Discussions

According to the quantitative study, the respondents' initial impressions of online information resources are known. The majority of respondents are seasoned users of internet information resources and exclusively rely on various sources for all of their knowledge and information requirements. The respondents in this survey come from a variety of academic fields and represent both the public and private universities in Lahore in a reasonable ratio of men and women. This study includes research students with a BS, MS, and MPhil degree.

According to Badu and Markwei (2005) and the HEC e-books, HEC Journal Database, and HEC Study Archive Library Catalog (OPAC), research students are conversant with all types of statistical resources. Along with many other things (Shirky, 2003), including publications and articles for patents, archives, conventions, workshops, and seminars. This finding is the outcome of in-depth investigation using Comrade HEC resources, such as electronic books, journals, and journal databases. Quarterly researchers in public and private universities should take a look at repositories. Online information assets come in a wide variety of forms for Internet users. Several remarkable studies Was is primarily used by university students, who share almost certain forms of internet material utilised by members of specialist

networks. Online resources are essential for possible browser resolution to satisfy their preference for route information and viewing drawings, according to Maynard and O'Brien's (2010) analysis. Information Resources from HEC The most valuable resources for college students are digital books and reliable magazine/newspaper databases. Additionally, research university students claimed that magazines and newspapers, in addition to HEC, are essential online archive resources for their direction and evaluation of works of art.

Availability of OIRs

Most of the college research students who worked on the study mentioned having unique sources of knowledge for college students who study a lot. All public universities in the Lahore area have access to the HEC Journals database, whereas private district institutions in Lahore can only access some restricted databases. Both public and private institutions in Lahore have access to HEC e-books and HEC repositories, where each student can more or less conduct research for her writings and artwork. You shouldn't register for Library Catalog Access (OPAC), but some students in the nation now lack access to the public catalog, which means they are unable to recognise the library catalogue when creating their studies. does not appreciate the value of catalogues. For MS/MPhil and BS students, a social networking website with blogs and wikis is provided. According to the data, undergraduate MS and MPhil students are more familiar with social networking sites than graduate students. All students in the discipline have access to electronic books, journals, and periodicals as well as online resources for dissertations. For BS Research students, a thesis or dissertation is required in addition. For research college students, the proceedings from conferences, workshops, and seminars are also available.

Access points of OIRs

Research students were able to access online knowledge assets through a variety of unique locations, such as academic institutions or their own personal online communities. The Hussain (2013) review produced the same outcomes. The information verified that institutions and, generally, universities in the public area can

access databases for HEC e-books, journals/magazines, and other materials. Despite the fact that a number of surveys conducted by the Pakistan Higher Education Commission are readily accessible, the evidence indicates that only a very small %age of respondents to the Institute's data assets are survey college students. Some college students complain that the reservation no longer reaches them when they get home. However, they gain from institutional and non-public subscriptions.

Satisfaction Level

The modern study phase and the one that university students proudly aspire for the HEC Journal database are very different. The standards for admission are too high, yet the most recent reputation does not correspond to the level of worry. The gap between the Modern/Current Happiness Section and the Preferred Happiness Section is illustrated by the theme of a certain category of online data resources. With the present entertaining portion, the necessary certificate of satisfaction for HEC eBooks is given out.

Access Patterns

Students from research universities join OIRs in an entirely novel approach. Search engines like Google, Yahoo, etc., provide general duties. For university students, the study is a pattern of qualification that is higher than the right of admittance. He began his academic career by using a search engine like Google. These results are supported by a number of earlier experiments (Griffith and Brophy, 2005). Research university students have the same approach as monopoly disciplines in the arts, social and natural sciences, applied sciences, and generation, and are accustomed to viewing artworks about actual natural resources. Students in research colleges frequently communicate with niche business websites, dating websites, and focused databases. technical data from the Internet, MEDLINE, and other sources.

Recommendations

To put the emphasis on the various online record sources that are accessible, the library must construct statistical literacy programmes. If the clients are not well informed on the assets that are offered, they lose their value or may become less useful. As a result,

it's crucial that people are aware of the resources that are available, and library administrators should arrange training sessions so that users can also learn about the resources that are available. The best online record keeping tools should be known to teachers, managers, and mentors. manual for its researchers and students. The best sources of information for research students' professors and studies are virtually always determined by their instructors and supervisors. Because of this, it is crucial that all academics, managers, and mentors understand the value of practically all data sources in their particular areas. They are able to better direct their college students' academic and classwork through this. To provide library users practise accessing and utilising OIR, the library should put together instructional capacity-building packages. Even if the resources are there and the users are aware of them, it could still be challenging for them to use the fonts correctly. It is crucial that all library administrations and authorities provide training consultations to its patrons on how to use the online library correctly. The needs and requirements of their research students in terms of statistics must be understood by experts and management. This is a fundamental step to take before carrying out any plan to make statistical sources available to your clientele. It is crucial to recognise both the needs of the facts and the needs of the customers. Choosing the appropriate data source for your users is made possible by this step. This not only increases the usage of all supplies but also increases their profitability and utility.

For its users, the library must configure and manage a variety of online statistical resources. The library must offer distinctive online sources of information to its users in addition to print resources due to the various advantages and benefits of doing so.

To access and utilise the resources accessible, the library must prepare to offer the necessary infrastructure.

The teacher instructor should be prepared to access and apply various online data assets by attending conferences, seminars, and workshops organised by professional institutions. Professional organisations continue to play a significant role in the education of librarians. These organisations are a great place to find continuing

education opportunities and transform librarians into knowledge creators. 8. The user-accessibility and distribution of online information sources.

The curriculum at library schools needs to be updated, and students should be taught how to gather, manage, and distribute OIRs to their library's users. All LIS schools are encouraged to incorporate the material roughly in the use of the most up-to-date tools and technology in the libraries, even though certain LIS colleges have a real element of digital sources in their curriculum.

Conclusions

The demand for more comprehensive online information sources is expanding as a result of the rise of student research university students in various disciplines, and different types of online data assets are required to evaluate college students. Numerous universities have been established in the last ten years, and numerous universities are presenting new subjects. With regard to the highest educational level in particular, the proportion of students with greater training increases. The online statistical tools required to support their academic and research demands are well-known to these college students. More online statistical resources are available to research undergraduates at public universities than to academics at private institutions. In the statistical analysis, it was discovered that public colleges have a greater range of online data assets than non-public universities. All universities in Pakistan's public sector have access to the full range of databases offered by the Pakistan Higher Education Commission (HEC), but universities in the non-public sector only have limited or partial access to some specific databases. Top-tier male to female enrollment in single study programmes is on the rise. The enrollment of students in full-time research programmes is encouraged. Students typically prefer to apply for full-time research positions, despite some colleges establishing evening or weekend programmes. Only a few humanities and social science-related apps cater to specific college students in their weekend packages, but there are no weekend or nighttime applications at any universities for engineering and technology.

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