

Using Pattern of Internet and E-resources by the Students and Faculty Members of a Private University in Bangladesh

Md. Maidul Islam^{1,*}, Umme Habiba²

¹Department of Information Science and Library Management, University of Dhaka, Bangladesh

²Library and Information Science, Khwaja Yunus Ali University, Sirajgonj, Bangladesh

*Corresponding author: maidul@du.ac.bd

Received March 24, 2015; Revised April 06, 2015; Accepted April 15, 2015

Abstract The main objective of this study is to find out the using pattern of internet and e-resources by the Eastern University (EU) students and faculty members. A printed version of the questionnaire was distributed in the respective students and faculty members of EU. To analyze the influence of demographic information on overall satisfaction on internet and e-resources simple frequency were carried out. The results showed that students and faculty members are generally satisfied with the current level of internet and e-resources. They identified limited number of titles, difficulty in finding information, limited access to computers and slow download speed as major constraints. These constraints do affect internet and e-resources use in a private university. However, these constraints are mainly related to the poor IT infrastructure and limited access to internet and e-resources, which may also lead to other constraints such as an unwillingness to use the internet and e-resources regularly and consequently low satisfaction with such resources.

Keywords: *internet, e-resources, using pattern, student use, faculty use, private university, Bangladesh*

Cite This Article: Md. Maidul Islam, and Umme Habiba, "Using Pattern of Internet and E-resources by the Students and Faculty Members of a Private University in Bangladesh." *American Journal of Educational Research*, vol. 3, no. 5 (2015): 541-546. doi: 10.12691/education-3-5-1.

1. Introduction

The widespread use of information and communication technologies, especially the internet and web, has brought significant changes in the way information is generated, stored and accessed. With the rapid development and use of the internet and web-based technologies, publishing and distribution of information resources in digital format has become widespread (Ahmed, 2013). Internet has become an unavoidable necessity for every institution of higher learning (Bhat and Mudhol, 2014). The library as an organization is a collection of information resources with the specific purpose of obtaining, preserving and making available recorded knowledge and sharing this knowledge to the user community. The efficiency and effectiveness of the library as a tool of research and learning is determined by the success of providing patrons with relevant and timely information (Ayiah and Kumah, 2011). In recent years, internet and e-resources has emerged as a powerful educational information tools that has been spread technological literacy and given people all over the world fast access to vast resources. Scholars can communicate with each other, as well as accessing news groups, library catalogues, bibliographic databases, and other academic resources. Now-a-days academic libraries have changed in terms of services, holding information and sharing

information worldwide because of the revolution in internet and e-resources. Bangladesh is also no exception of these technologies. Most of the academic libraries in Bangladesh completely modernizing the tools of learning as well as process of teaching, learning, research and also change the process of providing and sharing information to the user community through these technology driven service.

2. Background of the Study

Eastern University (EU) was established in 2003 under the Private University Act 1992, as amended in 1998 and approved by the University Grants Commission (UGC). Now the number of students and faculty members is about 3531 and 155 respectively. The University currently has four faculties named faculty of arts, faculty of business administration, faculty of engineering and technology and faculty of law. EU Library has about 15000 books of 5100 titles, 2000 reports and journals, 810 audio-visual materials, 300 internship reports and thesis papers. It also subscribes more than 29000 online journals and 3000 e-books through Bangladesh INASP-PERI-Consortium (BIPC) and UGC Digital Library Consortium published by various internationally reputed publishers. In addition to these collections, the library subscribes printed issues of 60 journals, 10 foreign and 9 local magazines, 1 foreign

newspaper and almost all leading national newspapers of Bangladesh. Eastern University Library has taken an initiative to build a rich digital library with Greenstone Digital Library Software by the EU Library professionals with the help of Digital Library Network in South Asia (DLNetSA). Greenstone Digital Library Software (GSDL) has been taken in consideration due to some unique features of this software (Eastern University Library website).

3. Objectives

The main objective of this study is to find out the using pattern of internet and e-resources by the EU students and faculty members; and to find out the constraints faced by them in accessing the e-resources. The objectives of the study are to:

- assess the contemporary use of internet and electronic information resources by the students and faculty members;
- examine the evaluation and satisfaction of the students and faculty members towards university internet and e-resources;
- identify the constraints that hinder the use of internet and e-resources; and
- suggest measures for promoting the use of internet and e-resources by the students and faculty members.

4. Literature Review

There have been a number of studies conducted on the students and faculty member's use of and satisfaction with e-resources in the universities worldwide. While the use of such resources by students and faculty members in developed countries is well-recognized, their use and adoption by universities in developing countries are still mixed. In light of this topic, a survey of available literature is made here to make the study more strengthen and widen. Though there have been a number of studies carried out worldwide and also in Bangladesh concerning the use of internet and e-resources, but no in- depth study has been done on the use of the internet and e-resources in the Eastern University. The present study is an attempt to clearly establish the present status of internet and e-resources use in Eastern University.

Internet has become an invaluable tool for learning, teaching and research. It could be regarded as technology evolved in furtherance of the concept of paperless society. It is also called the super high wave invention, which is already advancing the cause of humanity of the greatest height especially in this millennium (Onatola, 2004). A recent study in Bangladesh by Islam (2013) conducted in the Department of Information Science and Library Management, University of Dhaka for the purpose of showing the need for information, information media preferences, frequency of internet use, search engine preferences and purpose of using internet. The result showed that most of the students in this department including 1st year, 2nd year, 3rd year and 4th year, a majority of students from 2nd year, 31(68.89%) use internet every day and a vast majority of students use internet for their courses and assignments. Ahmed (2013) showed that

faculty members are not generally satisfied with the current level of university subscribed e-resources. They identified limited number of titles, limited access to back issues, difficulty in finding information, inability to access from home, limited access to computers and slow download speed as major constraints. These constraints do affect e-resources use in the public universities. However, these constraints are mainly related to the poor IT infrastructure and limited access to e-resources, which may also lead to other constraints such as an unwillingness to use the resources regularly and consequently low satisfaction with such resources.

Whereas, the study of Arthurang Brafı(2013) revealed that many students in the municipality had learnt how to use the Internet from their teachers and were more likely to use the internet cafes as access point. Many of them also believed the cost of access was expensive. They also showed that more students are using the internet technology to look for information for assignments. Habiba and Chowdhury (2012) surveyed a study at Dhaka University Library (DUL) where they discovered that most (44.00%) of the users access to e-resources every day and use e-resources for many purposes such as for learning (54.0%) and for current information (35.00%). They also found the problem faced by DUL users as slow download speed and bandwidth of internet connection in DU campus.

Another study by Mulla (2011) reported that majority of the students learnt the use of Internet by assistance from the teachers, compared to formal training self- instruction and assistance from others and 50(51.02%) users use internet to prepare their assignments/seminars. This survey also showed that majority (81.65%) of the students were satisfied with the use of internet and those who were not satisfied and also indicated that lack of organized information was the major source of dissatisfaction. A study of Annamalai University which is conducted by Thanuskodi (2011) showed that the researchers in sciences are more positive about the use of internet and its impact on their educational experience. All of them (100%) have a positive attitude toward the internet and feel comfortable gaining information through it for academic and personal purposes. About 60% of researchers in social sciences also agree with the importance of internet's information resources. 80 % of the internet use is for academic purposes by the researchers in science, whereas only 45% in social sciences use it for academic purposes.

Kaur and Manhas (2008) conducted a study at engineering colleges of Punjab and Haryana (India) which showed that teachers and students of this university used the internet for consulting technical reports (64.9%), for reading e-journals on the internet (59%) and for consulting e-books (56.1%). The results of the study further showed that more than 80% of the respondents felt that the internet could not replace library services and that it was only a supplement to the library services. Aqil and Ahmad (2011) conducted a survey at Aligarh Muslim University (AMU) to find out the status of internet-based services usage by the users. Internet-based information is the most satisfactory one for the research scholars and post graduate (PG) students. Therefore, 70 (46.05%) users opined that the internet-based information services are the most satisfactory for their academic activities, while 50 (32.89%) chose journals/magazines. Most of the research

scholars and PG students of the science faculty use the internet for their research work. Dhanavandan (2012) has investigated the use of e-resources by Krishnasamy College of Engineering & Technology Library users to find out the purpose and utilization of the e-resources and services by the users, the type of information accessed and the difficulties encountered by the users while using e-resources. In view of the above literature, the study sought to examine the use pattern, acceptance, perceived importance and satisfaction on e-resources.

It is clear that there is insufficient research on internet and e-resources use in Bangladesh. In addition, there are no empirical studies conducted on the students and faculty member's use and satisfaction with internet and e-resources accessed through university networks. This is the first time an effort has been made to study internet and e-resources use by the students and faculty members in a private university in Bangladesh. It is hoped that this study will help to identify students and faculty members need for internet and e-resources and their satisfaction with current subscriptions available to various private universities in Bangladesh.

5. Methodology

The study sampled all the students and faculty members of EU. The total numbers of users both students and faculty members (150) of EU were considered as the research population. A printed version of the questionnaire was distributed in the respective students and faculty members of EU. The data were collected from August through December 2014. Out of these 150 questionnaires, 137 were returned, giving a response rate of 91.33 %. Four responses that were either incomplete or contained skipped answers were dropped from the analysis. Consequently, the researchers analyzed 133 responses. The questionnaire consisted of following elements:

- (1) demographic information such as faculty, user category, gender and age;
- (2) purpose and frequency of internet and e-resources use;
- (3) users' evaluation with university library facilities; and
- (4) users' satisfaction with the university internet and e-resources.

For the category (4) above, users were asked to evaluate each questionnaire item from 1 – "lowest" to 5 – "highest", corresponding to a 5-point Likert scale.

6. Results of the Study

The respondents' demographic information is shown in Table 1. A total of 133 students and faculty members took part in this study. Among them 89 (66.92%) were student and 44 (33.08%) were faculty member and 82 (61.65%) were male and 51 (38.35%) were female. This indicates a balance between male and female users as respondents for this survey. Out of 133 users 22 (16.54%) were from faculty of arts, 41 (30.83%) were from faculty of business and administration, 30 (22.65) were from faculty of engineering and technology and 40 (30.08%) were from faculty of law. Most of users from the age group between 18-24 years and 25-30 years.

Table 1. Demographic information of the user

Variable	Classification	Frequency	Percentage
Faculty	Faculty of Arts	22	16.54
	Faculty of Business Administration	41	30.83
	Faculty of Engineering and Technology	30	22.56
	Faculty of Law	40	30.08
Category of user	Student	89	66.92
	Faculty member	44	33.08
Gender	Male	82	61.65
	Female	51	38.35
Age	18-24 years	74	55.64
	25-30 years	27	20.30
	31-35 years	9	6.77
	36-40 years	6	4.51
	41-45 years	3	2.26
	46-50 years	3	2.26
	51-55 years	2	1.50
	56-60 years	2	1.50
	61-65 years	3	2.26
65+ years	4	3.01	

The frequency of library use varies among students and faculty members. Table 2 shows that the largest group of students and faculty members used library daily (48). A significant proportion of students used library on two or three times a week (41).

Table 2. Frequency of library use

Frequency of library use	Student		Faculty member		Total
	Male	Female	Male	Female	
Less than once a month	1	2	2	1	6
Once a month	2	2	1	4	9
Once every two weeks	5	4	3	1	13
Once a week	12	2	1	1	16
Two or three times a week	25	10	2	4	41
Daily	18	6	10	14	48
Total	63	26	19	25	133

The frequency of internet use varies among students and faculty members. Table 3 shows that the largest group of users used internet every day (52). A significant proportion of users used internet on once a month or less (19) or weekly or several times a day basis (27).

Table 3. Frequency of internet use

Frequency of internet use	Student		Faculty member		Total
	Male	Female	Male	Female	
Once a month or less	9	6	1	3	19
Once a week	5	3	0	0	8
Several times a week	19	7	0	1	27
Every day	24	4	14	10	52
Several times a day	6	6	4	11	27
Total	63	26	19	25	133

Table 4. Sources of access to internet (multiple)

Sources of access to internet	Student		Faculty member		Total
	Male	Female	Male	Female	
Work	3	1	19	24	47
Library	34	11	10	10	65
Home	40	13	19	24	96
Computer Lab	31	10	0	0	41
Cyber café	8	1	0	1	10
Total	116	36	48	59	259

Table 4 reveals the sources of access to internet of users. Most of the users used internet from home (96). A significant proportion of users accessed to internet from library, work place and computer lab. It indicates that the majority of the respondents accessed the internet from their home and library.

It is evident from the Table 5 that, majority of the respondents accessed e-resources most days (74), followed by respondents accessed few times every week (30), at least once a week (19), at least once a fortnight (4) and similarly of the respondents accessed e-resources at least once a month (6).

Table 5. Frequency of access to e-resources

Frequency of access to e-resources	Student		Faculty member		Total
	Male	Female	Male	Female	
Most days	25	12	14	23	74
Few times every week	18	8	3	1	30
At least once a week	10	6	2	1	19
At least once a fortnight	4	0	0	0	4
At least once a month	6	0	0	0	6
Total	63	26	19	25	133

According to Table 6, most of the respondents reported that they used e-resources for learning purpose (116). The table also showed that they also used e-resources for current information (99), for research work (52). In addition, to that respondents used e-resources for teaching purpose (43).

The preferences given by the library users to various types of e-resources are as follows, most of the respondents used library catalogues (98), for e-books (90), for e-newspapers (85) followed by for e-journals (70), for bibliographic databases (38), for e-magazines (36) and the respondents used e-thesis (24) respectively. A large number of the respondents used the e-resources for searching library catalogues while the lowest number used it for e-thesis (see Table 7).

Table 6. Purpose of using e-resources (multiple)

Purpose of using e-resources	Student		Faculty member		Total
	Male	Female	Male	Female	
Research	10	3	19	20	52
Learning	53	21	17	25	116
Current information	39	15	16	21	91
Teaching	0	0	19	24	43
Total	102	39	71	90	302

Table 7. Types of using e-resources (multiple)

Types of using e-resources	Student		Faculty member		Total
	Male	Female	Male	Female	
E-journals	22	5	19	24	70
E-books	38	12	17	23	90
Bibliographic databases	5	4	14	15	38
Library catalogues	38	18	19	23	98
E-thesis	15	2	2	5	24
E-magazines	10	2	7	17	36
E-newspapers	39	12	15	19	85
Total	167	55	93	126	441

Table 8. Evaluation of library facilities

Facilities	Always (%)	Mostly (%)	Sometimes (%)	Never (%)
I am able to access computer workstations in library	44 (33.08)	31 (23.31)	58 (43.61)	0 (0)
Computer facilities and electronic equipment are accessible	33 (24.81)	64 (48.12)	34 (25.56)	2 (1.50)
Printing facilities are adequate	16 (12.03)	47 (35.34)	33 (24.81)	37 (27.82)
The library's collection meets my research needs	21 (15.79)	49 (36.84)	43 (32.33)	20 (15.04)
Group study facilities are adequate	28 (21.05)	52 (39.10)	38 (28.57)	15 (11.28)
Photocopying facilities are adequate	33 (24.81)	50 (37.59)	30 (22.56)	20 (15.04)
Library staff keep me informed about new services & collections	41 (30.83)	48 (36.09)	36 (27.07)	8 (6.02)
Library space is adequate	46 (34.59)	45 (33.83)	32 (24.06)	10 (7.52)
Opening hours are adequate	60 (45.11)	44 (33.08)	25 (18.80)	4 (3.01)
Study space in the library is adequate	48 (36.09)	39 (29.32)	39 (29.32)	7 (5.26)
Computer room is adequate	33 (24.81)	49 (36.84)	32 (24.06)	19 (14.29)
Resources				
Resources are appropriate for my course needs	35 (26.32)	57 (42.86)	38 (28.57)	3 (2.26)
Resources are up to date and relevant	24 (18.05)	59 (44.36)	46 (34.59)	4 (3.01)
Resources are easy to find	28 (21.05)	74 (55.64)	30 (22.56)	1 (0.75)
Suggestions to find resources elsewhere are good	29 (21.80)	62 (46.62)	40 (30.08)	2 (1.50)
Recommendations for new or different resources are listened to by library staff	43 (32.33)	53 (39.85)	33 (24.81)	4 (3.01)
Borrowing facilities are good	39 (29.32)	70 (52.63)	23 (17.29)	1 (0.75)
You usually find the resources you need	27 (20.30)	58 (43.61)	43 (32.33)	5 (3.76)
If it is not because: the library does not have the item	19 (14.29)	21 (15.79)	62 (46.62)	31 (23.31)
All copies/titles are in use	15 (11.28)	27 (20.30)	65 (48.87)	26 (19.55)
The catalogue says the item is in the library but you cannot locate it	12 (9.02)	18 (13.53)	65 (48.87)	38 (28.57)
There are not sufficient resources on the topic you are researching	15 (11.28)	16 (12.03)	70 (52.63)	32 (24.06)
You usually ask library staff for assistance	16 (12.03)	63 (47.37)	45 (33.83)	9 (6.77)
You feedback to the lecturer involved that you are having difficulty locating resources	16 (12.03)	64 (48.12)	44 (33.08)	9 (6.77)
You find there are always resources available that address assignment questions	14 (10.53)	66 (49.62)	46 (34.59)	7 (5.29)
Catalogue searching				
You use the catalogue when searching for resources	72 (54.14)	41 (30.83)	20 (15.04)	0 (0)
You browse the shelves when searching for resources	61 (45.86)	50 (37.59)	21 (15.79)	1 (0.75)
When using the catalogue, you search using: <i>Keyword</i>	48 (36.09)	34 (25.56)	45 (33.83)	6 (4.51)
<i>Subject</i>	75 (56.39)	44 (33.08)	12 (9.02)	2 (1.50)
<i>Title</i>	83 (62.41)	40 (30.08)	10 (7.52)	0 (0)
<i>Author</i>	73 (54.89)	50 (37.59)	9 (6.77)	1 (0.75)
You use a different method if your first search is unsuccessful	41 (30.83)	43 (32.33)	43 (32.33)	6 (4.51)
You are able to find the specific titles/subject areas you are looking for when you check the catalogue	19 (14.29)	74 (55.64)	39 (29.32)	1 (0.75)
Do you use the catalogue via the Internet from home	20 (15.04)	46 (34.59)	51 (38.35)	16 (12.03)

Eastern University Library users' evaluation on library facilities, resources and catalogue searching shows in Table 8. Most of the cases, users evaluation is satisfactory except the opinion of printing facilities are adequate, the library's collection meets my research needs, group study facilities are adequate, photocopying facilities are adequate and computer room is adequate on library facilities; the library does not have the enough item, all copies/titles are in use, the catalogue says the item is in the library but you cannot locate it, there are not sufficient resources on the topic you are researching on resources; and do you use the catalogue via the internet from home on catalogue searching of Eastern University Library.

Table 9 shows the mean and standard deviation (SD) on computer literacy and overall satisfaction with e-resources of EU Library users. It is cleared that, library users are agreed with the importance of computer literacy of EU Library (mean=3.81). Moreover, they also satisfied with the e-resources that their library provides (mean=3.61).

Table 9. Computer literacy and overall satisfaction with e-resources

Factors	Mean	SD
Computer literacy is important to use e-resources	3.81	1.213
Overall, to what extent are you satisfied with e-resources your library provides?	3.61	0.806

The respondents were asked to evaluate their satisfaction with e-resources of EU Library. Table 10 reveals the mean and SD of users opinion on satisfaction with e-resources. It shows that library users satisfied with

their library website, accessing online databases, searching online catalog, electronic journals and electronic books in their library. Moreover, it is also cleared that the library users also satisfied with the e-resources like full text databases, listserv, discussion groups and online ILL form. It suggests users are overwhelmingly satisfied with e-resources of EU Library as most ratings are above three.

Table 10. Satisfaction with e-resources

E-resources	Mean	SD
Full text databases	3.36	0.940
Electronic journals	3.53	0.893
Electronic books	3.41	0.871
Web sites	3.64	0.987
Online catalog	3.56	0.811
Online databases	3.57	0.781
Ask a-librarian	3.50	1.077
Listserv, discussion groups	3.32	0.884
Online ILL form	3.26	0.935

This study also found the positive outcomes from the users of the EU library about the performance of the library in satisfying users' information needs via e-resources except 'how do you rate the typical access time when you search an electronic resource'. Moreover, they agreed that the EU library provides adequate access to e-resources and the librarians offer adequate bibliographic instructions and assistance enable them to use the e-resources effectively as most ratings are above three (see Table 11).

Table 11. Performance of the library in satisfying users' information needs via e-resources

Performance of the library in satisfying users' information needs via e-resources	Mean	SD
The library provides adequate access to e-resources	3.52	0.910
The librarians offer adequate bibliographic instructions and assistance enable me to use the e-resources effectively	3.52	0.849
The library provides adequate training on how to use e-resources	3.29	0.983
How do you evaluate search results of e-resources you have used (For example database, catalog)?	3.54	0.900
How do you rate the quality of information you acquire from e resources?	3.27	0.872
How do you rate the typical access time when you search an e-resource	2.89	1.110
How do you rate the usability of the interface of the library web site?	3.46	0.950

Table 12. Level of satisfaction with the content and services provided

Evaluation of content	Mean	SD
The level of materials available	2.93	0.741
The coverage of my subject/work	3.02	0.778
Ease of access	3.19	0.730
Ease of use	3.24	0.740
Technical evaluation of resources		
Availability of computer facilities in the university	2.92	0.826
Adequate bandwidth to access to resources the resources	2.88	0.871
Easy navigation to resources from library websites	2.98	0.753
Overall satisfaction		
	3.22	0.569

Table 12 shows the level of satisfaction with the contents and services provided by the EU Library. It is found that, on the evaluation of content part, the level of materials available in the library are not adequate (mean=2.93), but they agreed that the contents that the library provide are easy to use (mean=3.24). Despite the fact that the respondents also give negative opinion in case of technical evaluation of resources, i.e., availability of computer facilities in the university library are not well (mean=2.92) and inadequate bandwidth to access to

resources (mean=2.88) and easy navigation to resources from library websites (mean=2.98). But the overall satisfaction with the e-resources is average.

7. Findings and Discussion

A majority of the respondents (48) used library daily and other significant proportion of users used library on two or three times a week. It was found from the survey that largest group of (52) of users used internet every day. Respondents were asked about the sources of access to internet they used. From the analysis it is found that, most of the users used internet from their home (96) and a significant proportion of users (65) accessed to internet from library. A good percentage of the respondents (74) accessed e-resources most days and few of the respondents (30) used few times every week. The respondents' main purpose of searching e-resources for learning (116), they also searching for current information (99) and for research work (52). Most of the respondents (98) given preference to use library catalogs, they also use e-books (90), e-newspaper (85) and e-journals (70). In case of facilities and resources of the library, it was found that, opening hours of the library is not adequate

(mean=1.80), computer facilities and electronic equipment are not accessible (mean=2.04), and study space in the library is not enough for library users (mean=2.04).

Moreover, in case of library resources, it was reported that, borrowing facilities are not good as well (mean=1.89) and recommendations for new or different resources are listened to by the library staff (mean=1.98). This study also found the performance of the library in satisfying users information needs via e-resources i.e., the evaluation of the search results of e-resources they have used are relevant to their query. Moreover, they agreed that the EU Library provides adequate access to e-resources and the librarians offer adequate bibliographic instructions and assistance enable them to use the e-resources effectively. In case of satisfaction with the contents and services provided by the EU Library, this study found that, the level of materials available in the library are moderately adequate (mean=2.93), but they highly agreed that, the contents that the library provide are easy to use (mean=3.24). Despite the fact that the respondents also give moderate opinion in case of technical evaluation of resources, i.e., availability of computer facilities in the university library are not well (mean=2.92) and inadequate bandwidth to access to resources (mean=2.88).

8. Conclusion

This study has examined the pattern of use of internet and e-resources by the students and faculty members of a private university in Bangladesh in order to find out the constraints faced by them in accessing the internet and e-resources. This study showed that the uses of internet and e-resources are very common among the users both students and faculty members. It also showed that a significant numbers of users are reliant on internet and e-resources to get desired, relevant, and current information. The following observations and inferences are made from the study: more computers should be installed in the library for the benefit of the library members; EUL should be equipped with the internet facilities as well; the problem of slow connectivity should be overcome by using or subscribing to higher bandwidth connectivity; EUL should provide computer facilities and also provide assistance in case of using electronic equipment; EUL should develop their collection to meet the research needs of the user; library staff should inform about the new services and collections to the user community; library and its study space should be increased so that user can use this accurately; the library staff also should provide resources that are up to date and relevant to the user needs; they should also assist the user community to find their needed resources and provide it to the user at the right time. Moreover, borrowing facilities should be developed; the librarians should offer adequate bibliographic instructions and assistance for enabling them to use the e-resources effectively; the EU library should also provide adequate training program to the users and library staffs about e-resources; the library should provide high quality of sources and services, etc.

Finally it is hoped that this study will inspire private university libraries elsewhere, both within and without Bangladesh, to identify and assess students and faculty members' needs for internet and e-resources and their satisfaction with current internet and e-resources available to a private university.

Acknowledgement

We would like to thank the students and faculty members of the Eastern University, Bangladesh for taking part in this study.

References

- [1] Ahmed, S.M.Z (2013), "Use of electronic resources by the faculty members in diverse public universities in Bangladesh", *The Electronic Library*, Vol. 31 No. 3, pp. 290-312.
- [2] Aqil, M. and Ahmed, P. (2011), "Use of the internet by research scholars and post-graduate students of the Science Faculty of Aligarh Muslim University", *Library Philosophy & Practice*, Paper 538, available at: <http://digitalcommons.unl.edu/libphilprac/538> (accessed 29 November, 2014).
- [3] Arthur, C. and Brafi, P.O. (2013), "Internet use among students in tertiary institutions in the Sunyani Municipality, Ghana", *Library Philosophy and Practice (e-journal)*, Paper 859, available at: <http://digitalcommons.unl.edu/libphilprac/859> (accessed 13 October, 2014).
- [4] Ayiah, E.M. and Kumah, C.H. (2011), "Social networking: a tool to use for effective service delivery to clients by African Libraries", available at: <http://conference.ifla.org/past-wlic/2011/183-ayiah-en.pdf> (accessed 2 January, 2015).
- [5] Bhat, I. and Mudhol, M.V. (2014), "Use of e-resources by faculty members and students of Sher-E-Kashmir institute of medical science (SKIMS)", *DESIDOC Journal of Library & Information Technology*, Vol. 34 No. 1, pp. 28-34.
- [6] Dhanavandan, S. (2012), "Use of electronic resources at Krishnasamy College of Engineering & Technology Library", *Cuddalore*, Vol. 26 No. 3, pp. 369-386.
- [7] Eastern University Library Website, available at: <http://library.easternuni.edu.bd/main/> (accessed 5 January, 2014).
- [8] Habiba, U. and Chowdhury, S. (2012), "Use of electronic resources and its impact: a study of Dhaka University Library users", *Eastern Librarian*, Vol. 23 No. 1, pp. 74-90.
- [9] Islam, M.M. (2013), "Measuring Dhaka University students' internet use behavior of the department of Information Science and Library Management", *Library Philosophy and Practice (e-journal)*, Paper 920, available at: <http://digitalcommons.unl.edu/libphilprac/920> (accessed 12 December, 2014).
- [10] Kaur, A. Manhas, R. (2008), "Use of internet services and resources in the engineering colleges of Punjab and Haryana (India): a study", *The International Information & Library Review*, Vol. 40 No. 1, pp. 10-20.
- [11] Mulla, K.R. (2011), "Use of electronic resources by faculty members in HKBK College of Engineering: a survey", *Library Philosophy and Practice (e-journal)*, Paper 593, available at: <http://digitalcommons.unl.edu/libphilprac/593> (accessed 5 October, 2014).
- [12] Onatola, A. (2004), "*Basics of librarianship*", Lagos: Omega Publishing, pp. 65-66.
- [13] Thanuskodi, S. (2011), "Internet use by researchers: a study of Annamalai University, Annamalaiagar", *Library Philosophy and Practice (e-journal)*, Paper 632, available at: <http://digitalcommons.unl.edu/libphilprac/632> (accessed 18 December, 2014).