

Impact of Library Resources on Pharmacy Teacher's Academic Performance

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Abstract

This study has been done to know the behavior of teachers teaching in pharmacy colleges located in Gwalior Chambal division in acquiring new information in teaching and research work (such as visiting libraries and spending time, resources used, level of satisfaction, success rate of obtaining information resources, difficulty in obtaining information, etc.). This research work concluded that college libraries should further develop digital collections according to the needs of each user. Teachers are important users of library collections for teaching and research work. They need some specific sources for their research work. College libraries should regularly organize user awareness programs, orientation programs, seminars, and workshops to enrich library services and make them accessible to more and more users. The staff working in the college library should organize regular training programs about upgrading library technology from time to time. In the 21st century, libraries should make good arrangements for the use of library management software and teachers' infrastructure.

Introduction

In the rapidly evolving field of pharmacy, educators are tasked with not only imparting knowledge but also with staying abreast of the latest advancements and research. The ability to effectively seek out and utilize information is crucial for pharmacy faculty, as it directly impacts the quality of education and the preparation of future pharmacists. This article explores the various information-seeking strategies employed by pharmacy educators. It delves into the challenges they face, the resources they rely on, and the impact of technology on their search for information. From traditional libraries to digital databases, pharmacy faculty must navigate a complex information landscape. The faculty's perspective is critical in understanding the effectiveness of current information sources and identifying areas for improvement. By examining their experiences, preferences, and satisfaction levels with different information-seeking methods, we can gain insights into the role of information

literacy in pharmacy education. Through interviews, surveys, and observational studies, this article presents a comprehensive analysis of the information-seeking behavior of pharmacy faculty. It highlights the importance of continuous learning and adaptation in the pursuit of educational excellence and the advancement of the pharmacy profession. This introduction sets the stage for a detailed discussion on the topic, aiming to shed light on the importance of information-seeking strategies in the context of pharmacy education and how they shape the teaching and research landscape.

Information Seeking Behavior

Information-seeking behavior is an area of interest for librarians, information scientists, communication scientists, sociologists, and psychologists. Information-seeking behavior arises from identifying a need perceived by the user, which results in the user seeking information on formal systems such as libraries, information centers, online services, or any other person to satisfy his/her perceived need. So we can say, "Information-seeking behavior refers to any activity of an individual undertaken to identify a message that satisfies a perceived need". Sometimes information information-seeking complex situations appear ambiguous and heterogeneous as it is challenging for librarians to determine the information needs of particular groups of users and the information flow from specific positions in the organization. This situation has given rise to the concept of information seeking and the method of determining the searching pattern has been termed as information-seeking behavior. Information-seeking behavior is one of the most important research areas in library user studies and is influenced by various factors. Thus, an individual uses information through a process of awareness, understanding, evaluation, and assimilation according to his/her individual needs. (G. Akhtar Hussain at al., 2014)

Objective

1. To determine the availability of library, print and digital content for pharmacy teachers.
2. To identify the information sources used for required information.
3. To find out the impact of digital resources on the research and teaching activities of pharmacy teachers.
4. To find out the satisfaction of pharmacy professors with library services and their impact on academic performance.

Literature Review

Literature reviews are an essential component of the research process, contributing significantly to nearly every operational stage. (Ranjit Singh p.54) A literature review is a

critical analysis and synthesis of previous research on a specific topic. It summarises the present state of knowledge, identifies gaps, and highlights major results from the literature. The goal of a literature review is to contextualize your study within existing scholarship, demonstrate your understanding of the issue, and illustrate how your work contributes to the continuing conversation in the field. Your ability to summarise and synthesize past research on a specific issue indicates your understanding of the subject matter and facilitates the learning process. (Dhanya Alex , 2024).

(Guntuka Kumar Swamy et al, 2023) investigate of use of library and information resources among faculty and postgraduate (PG) students in selected pharmacy colleges of Telangana state. Through a quantitative survey approach, data has been collected from both faculty and PG students. It highlights the patterns of resource use, levels of satisfaction, challenges faced, and perspectives on the importance of resource access in meeting information needs.

(Samuel Ankamah et al, 2022) studied the use of electronic resources in research and learning in a health sciences library in Ghana the study found that most respondents were aware of the electronic resources provided by the library Further, the study found that users' computer literacy skills have a positive correlation with their awareness of e-resources.

(Muhammad Rafi et al., 2019) assessed how digital library database resources affect academic research output. This study aimed to assist management in creating an excellent academic policy. The use of standard database resources can enhance higher academic research by encouraging the development of new ideas and improving the cognitive abilities of researchers. This study provides information about the intellectual development of young people.

Segen, Lefuma (2017) explored the results of a survey on access to and use of electronic information resources in the Lesotho Library Consortium academic libraries (LELICO). Nine institutions were studied. According to the survey, the most common use of e-resources was to support teaching and learning activities, such as communication. The findings showed that e-resource awareness was mostly gained through formal interactions, such as library orientation, as well as informal contact with colleagues.

(N. Sivathanan, et al 2013) electronic information resources (e-resources) were found to play a vital role in the teaching and learning process at the university level. The main objective of this study was to identify the impact of the use of e-resources on the academic performance of university teachers. This study will benefit researchers by exploring the impact of the use of e-resources on academic performance.

Research Methodology

Study was conducted to determine the effect of library resources on the academic performance of pharmacy teachers who teach pharmacy and do research work in pharmacy colleges in the Gwalior Chambal division. 188 questionnaires were distributed through Google Forms to 14 pharmacy colleges located in the Gwalior Chambal division out of the distributed questionnaires, 140 were received. The questionnaire has been prepared by referring to the previous research questionnaire. The questionnaire contains 10 questions.

Data Analysis and Interpretation

After collecting responses, the data was organized and statistical analysis and interpretation was done, and based on the characteristics of the responses the data is presented in tabular format. Hence it can be said that the existing faculty members were fully considered at the time of questionnaire distribution, but during the questionnaire collection the number of respondents declined, as can be seen in the table below.

Table 1 Response rate of Pharmacy teachers

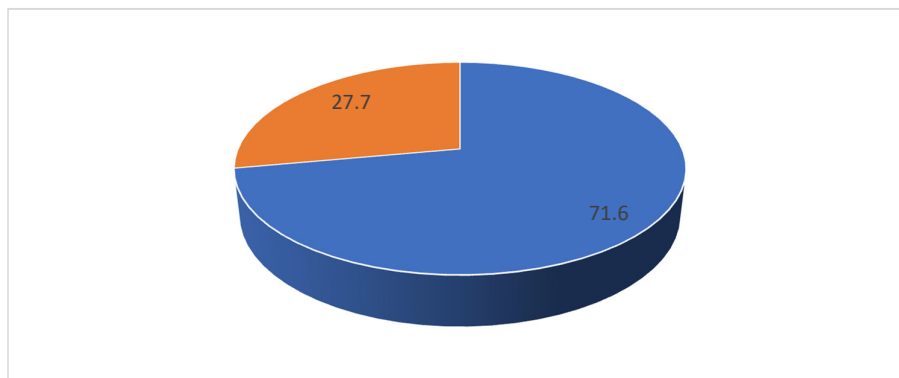
	Total no. of participant	Total number of received	Percentage
Faculty members	188	140	134.2%

It is clear from Table 1 that in this study, out of the total 188 questionnaires sent to the teachers teaching in 14 pharmacy colleges located in the Gwalior Chambal division, 140 responses were received i.e. 134.%.

Table 2 Gender

S.No.	Gender	Response	Percentage
01	Male	101	71.6
02	Female	39	27.7
	Total	140	100%

Table 02 shows the ratio of teachers teaching in pharmacy colleges in Gwalior Chambal division in this study. This study is based on the answers of male teacher and female teacher respondents in which 71.6% are male teacher respondents and 27.7% are female teacher respondents (Figure2).

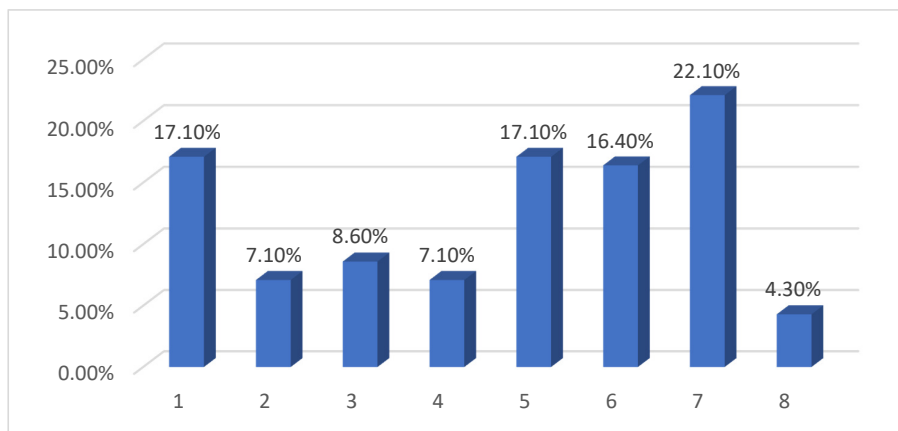


(Figure 2) Gender

Table 3 Purpose of library visit

S.No.	Purpose	No. of Users	Percentage
01	To borrow and return books	24	17.1%
02	To read general books	10	7.1%
03	To read reference books	12	8.6%
04	To read periodicals	10	7.1%
05	To read subject books	24	17.1%
06	To read newspapers	23	16.4%
07	To develop research skills	31	22.1%
08	To prepare subject notes	6	4.3%
	Total	100	100.0%

Table 03 shows the purpose of using the library by the teachers teaching in the pharmacy colleges of Gwalior Chambal division in this study. 17.1 % of teachers use the library for the issue return of books 7.1 % of teachers for reading general books 8.6% for reading reference books 7.1 % for reading journals 16.1 % for reading newspapers 22.1 % for improving research skills 4.3% for making subject notes (Figure 03).

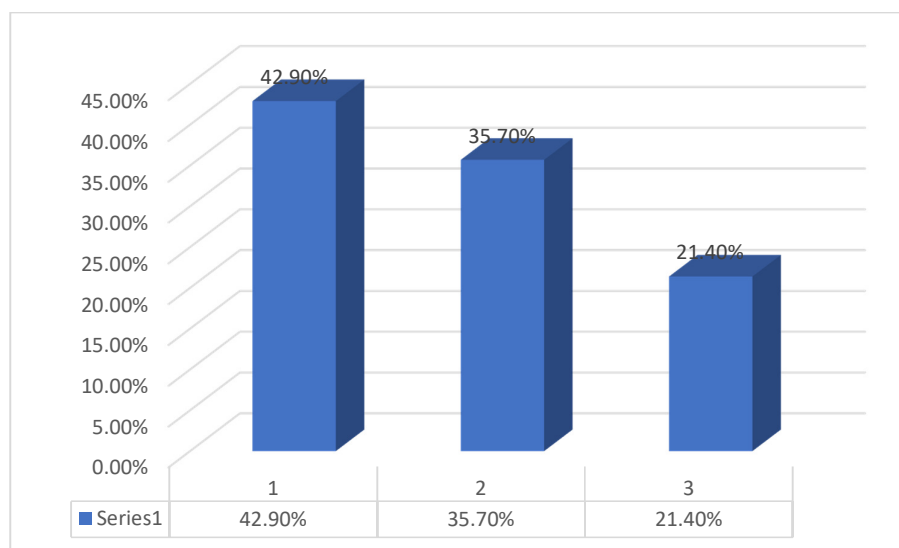


(Figure 3) Purpose of library visit

Table 4 information search from the library

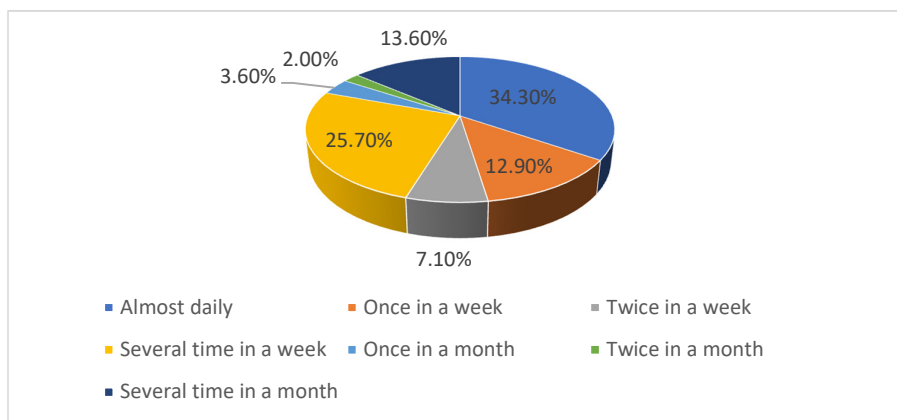
S.No.	Information search	No. of Users	Percentage
01	Help of Librarian	60	42.9%
02	Search himself	50	35.7%
03	Help of colleagues	30	21.4%
	total	140	100.0%

Table 4 shows This study shows that 42.9% of the teachers who teach pharmacy get the required information with the help of a librarian, 35.7% of the teachers get the information himself and 21.4% of the teachers get the information with the help of colleagues (Figure 04).

**(Figure 4) information search from the library****Table 5 For seeking new information**

S.No.	New information	No. of Users	Percentage
01	Almost daily	48	34.3%
02	Once in a week	18	12.9%
03	Twice in a week	10	7.1%
04	Several time in a week	36	25.7%
05	Once in a month	05	3.6%
06	Twice in a month	04	2.0%
07	Several time in a month	19	13.6%
	Total	140	100.0%

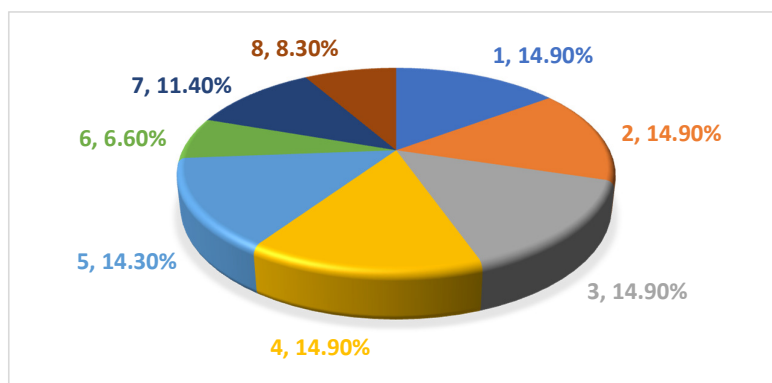
This study shows the library's purpose is to gain new knowledge from the teachers of pharmacy colleges of the Gwalior Chambal division. 34.3% of teachers use the library daily 12.9% once a week 7.1% twice a week 25.7% several times a week 3.6% once in a month 2.0% twice in a month 13.5% several times a month (Figure 05).



(Figure 5) Seeking new information

Table 6 Printed and E- information source availability

S.No.	Information source	Availability	Percentage
01	Printed books	140	14.9%
02	Printed journals	140	14.9%
03	Back volumes (Journals)	140	14.9%
04	Encyclopaedia's	140	14.9%
05	Pharmacopeia's	135	14.3%
06	Conference proceedings	61	6.6%
07	E-books	107	11.4%
08	E-journals	78	8.3%
	Total		100%



(figure 6) Printed and E- information source availability

Table 7 Primary information source of teaching and research work

S.No.	Primary Information Resource	Uses	Percentage
01	E-Books	16	11.4%
02	Textbooks	84	60.0%
03	Conference Proceedings	05	3.6%

04	Databases	06	4.3%
05	Research Journals (Printed)	29	20.7%
	Total	100	100%

This study shows that 11.4% of teachers teaching pharmacy subjects get their primary information from e-books, 60% from textbooks, 3.6% from conference proceedings, 4.3% from databases, and 20.7% from research journals (Figure 06).

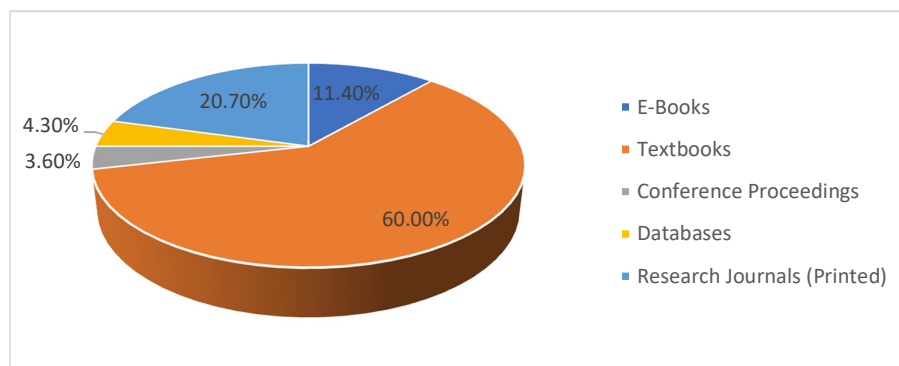


Figure 7 Primary information source of teaching and research work

Table 8 Access to library resources

S.No.	Access	Availability	Percentage
01	OPAC	11	7.9%
02	Suggestion of librarian	122	87.1%
03	Inter library lone	07	5.0%
	Total	140	100%

Table 08 shows the access to library resources by teachers teaching in pharmacy colleges. 7.9% of teachers access library resources through OPAC 8 7.1% of teachers access library resources through physical catalogue 5.0% through interlibrary loan.

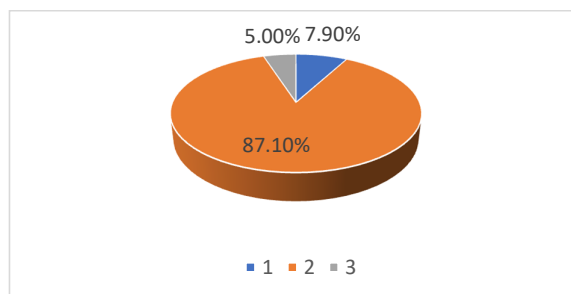


Figure 8 Access to library resources

Table 9 Challenges in accessing electronic resources

S.No.	Challenge access	Availability	Percentage
01	Yes	38	27.1%
02	No	84	60.0%
03	Not applicable	18	12.9%
	Total	140	100.0%

In Table 09, 27.1% of the teachers teaching in pharmacy colleges face challenges in accessing electronic resources. 60.0% of the teachers do not face challenges in accessing electronic resources while 12.9% of the teachers did not respond.

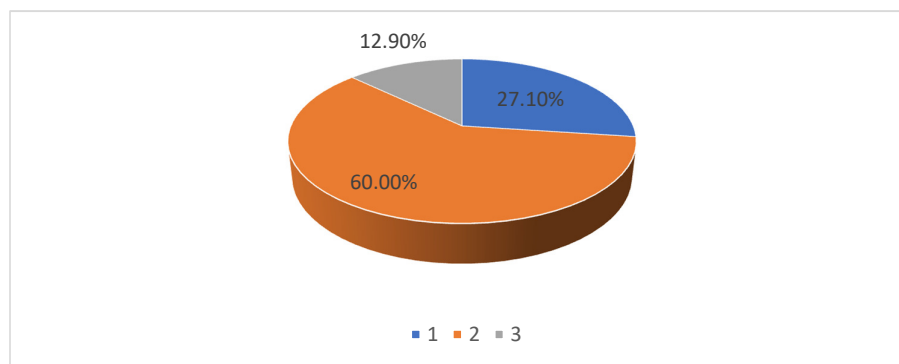


Figure 9 Challenges in accessing electronic resources

Table 10 library resources impact teaching methods

S.No.	Impact	Availability	Percentage
01	Improved	98	70.0%
02	Not improved	32	22.9
03	No impact	10	7.1
	Total	140	100.0%

In Table 10, 70% of the teachers teaching in pharmacy colleges said that library resources affect teaching methods, 22.9% said that library resources do not affect teaching methods and 7.1% said no Library resources affect teaching methods.

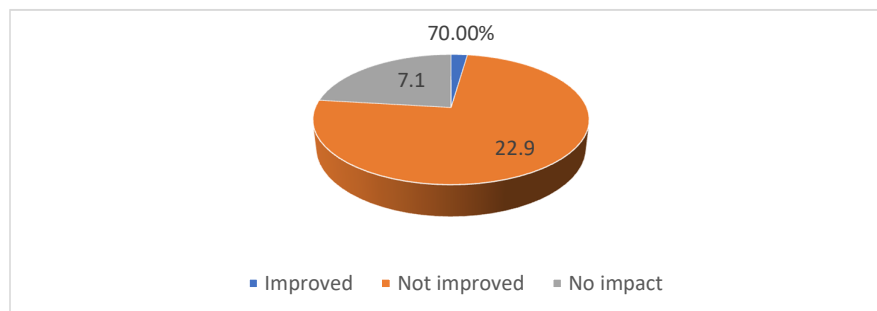
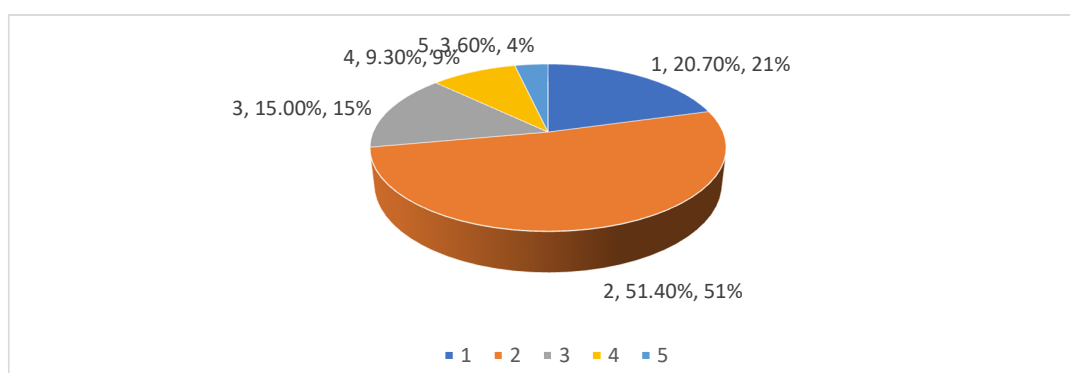


Figure 10 library resources impact teaching methods

Table 11 satisfaction of availability information resources

S.No.	Impact	Availability	Percentage
01	Very satisfied	29	20.7%
02	Satisfied	72	51.4%
03	Neutral	21	15.0%
04	Dissatisfied	13	9.3%
05	Very dissatisfied	05	3.6%
	Total	140	100.0%

In Table 11, 20.7% of the teachers teaching in pharmacy colleges are very satisfied with the information resources available in the library 51.4% Satisfied 15.0% Neutral 9.3% Dissatisfied 3.6% very dissatisfied.

**(Figure 11) satisfaction availability information resources**

Conclusion

This study has been made to know the impact of library resources on teachers working in pharmacy colleges located in the Gwalior Chambal division. The study helps in better understanding the information search behavior of teachers. Through this research work, the researcher found that 22.1% of teachers use the library for research work and 17.1% of teachers use the library to read subject books, while 42.9% of teachers search for necessary information on the advice of the librarian. 34.3% of teachers work to obtain information related to teaching and research work every day. Teachers use printed books, printed journals, e-journals, encyclopaedias, and firm copies to keep themselves updated. Teachers use printed journals and books the most for teaching and research work. 60 percent of teachers use books to obtain primary information. 87.1% of teachers take the help of a librarian to get the required information from the library while 20.7% of teachers are very satisfied with the library information sources, 51.4% are satisfied, 15% are neutral, 9.3% are dissatisfied and 3.7% teachers are very dissatisfied.

Suggestion

After studying the in-depth presentation of the research material and research process mentioned in the title, the following important suggestions are made: College university libraries should further develop digital collections according to the needs of each user. Teachers are important users of library collections for teaching and research work. They require some specific sources for their research work. Libraries should pay attention to their demand while accessing information sources in the library. Integrated college library services should be of great importance to teachers. Without user education and special training, users cannot make optimal use of library services and collections. College libraries should regularly organize user awareness programs, orientation programs, seminars, and workshops to enrich college library services and market them to a wider range of users. Libraries should subscribe to association-based resources, abstract/indexing databases, full-text databases, and citation databases on various subjects according to the demands of teachers. The number of library and information science professional staff should be increased for the development of library materials as well as various services. The staff working in the college library should conduct regular staff training programs about the upgradation of library technology from time to time. In the modern era of the 21st century, libraries should make good arrangements for the infrastructure for the teachers and the use of library management software in the library.

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