Impact of Library Resources on Pharmacy Teachers' Academic Performance

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ARTICLE INFO	ABSTRACT
	This study has been conducted to know the behavior of teachers teaching in pharmacy colleges located in the Gwalior Chambal division to acquire new information in teaching and research work. The researcher has conducted a research study using a self-made questionnaire based on a study conducted earlier. To conduct this research, the researcher distributed 188 closed-ended questionnaires to teachers teaching in 16 colleges teaching pharmacy subjects in the Gwalior Chambal division. A total of 140 questionnaires were received from the distributed questionnaires. The researcher has done research work through the 140 questionnaires received. This research has 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. Regular training programs should be organized about upgrading library technology from time to time for the staff working in the college library. In the 21st century, libraries should make good arrangements to use library management software and teachers' infrastructure.
	KeyWords: Digital resources; Library services; accessibility; New information; Library collections

1. 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.

1.1 Information Seeking Vehavior

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 centres, 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)

2. Literature Review

Literature reviews are an essential component of the research process, contributing significantly to nearly every operational stage. (Ranjit Singh p.54) Without studying the related literature, the researcher's research work will be like an arrow in the dark. In its absence, he cannot take even a single step forward in the right direction. Unless he knows how much work has been done in that field, by which method the work has been done, and what its conclusions are, the study of the related literature clarifies the process to be adopted for research, the instruments to be used and the appropriate techniques to be used for the analysis of data (Rai, 95).

(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. Sivathasan et al. (2013) discovered that electronic information resources (e-resources) play an important role in the teaching and learning process at the university level. The primary goal of this study was to determine the influence of using e-resources on university professors' academic performance. This study will help researchers investigate this influence.

3. 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 investigate the impact of digital resources on the research and teaching activities of pharmacy educator
4. Determine the satisfaction of pharmacy professors with library services and its impact on academic achievement.

4. Scope and Limitation
The scope of this study is limited to all the teachers teaching D.Pharma, B.Pharma, and M.Pharma in all the private pharmacy institutes and private universities of Gwalior and Chambal divisions. Teachers from 14 private pharmacy institutes of Gwalior Chambal district have been included in it. This study aims to investigate the effect of library resources on the academic performance of pharmacy professors in the Gwalior Chambal division.
The scope of this study is limited to all the teachers teaching D.Pharma, B.Pharma and M.Pharma in all the private pharmaceutical institutes and universities of Gwalior and Chambal divisions. It includes teachers from 14 private pharmaceutical institutes of Chambal region of Gwalior. The aim of this study is to find out the effect of library resources on the teaching and research work of teachers.

5. Research Methodology

This study has been conducted to determine the effect of library resources on the academic performance of pharmacy teachers teaching pharmacy and doing research work in pharmacy colleges in the Gwalior Chambal division. 188 questionnaires were distributed through Google Form in 16 pharmacy colleges located in Gwalior Chambal division after obtaining permission from the principal, out of which 140 questionnaires were received by the researcher. The questionnaire has been prepared by referring to the previous research questionnaire. There are a total of 10 questions in the questionnaire.

This study has been conducted to investigate the effect of library resources on the academic performance of pharmacy instructors teaching pharmacy and doing research in pharmacy institutes in Gwalior Chambal division. After obtaining permission from the principals, 188 questionnaires were circulated through Google Forms in 14 pharmacy colleges functioning in Gwalior Chambal division, out of which 140 questions were received by the researcher. The questionnaire has been prepared by referring to previous studies.

6.1 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 Pharmacy teachers

	Total no. of people involved	Total number of collected	Percentage
Teacher's	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).

Table 3 Purpose of library session

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 depicts the purpose of library use by professors in the pharmacy colleges of the Gwalior Chambal division in this study. 17.1 percent of teachers utilize the library to issue and return books. 7.1% of teachers have read general books. 8.6% for reading reference books. 7.1% for reading journals. 16.1 percent for reading newspapers. 22.1% reported improved research skills. 4.3% for preparing subject notes.

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 that according to this study, 42.9% of pharmacy teachers obtain the necessary information from 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.

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 demonstrates that the library's objective is to learn new things from the teachers of pharmacy colleges in the Gwalior Chambal division. 34.3% of instructors utilise the library every day. 12.9% once per week. 7.1% twice a week, 25.7% numerous times every week. 3.6% once per month. 2.0% twice per month. 13.5% many times per month.

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 procedings	61	6.6%
07	E-books	107	11.4%
08	E-journals	78	8.3%
	Total		100%

Table 6 This study shows that 14.9% of teachers get information from printed books, 14.9% of teachers get information from printed journals, 14.9% of teachers get information from back-volume (journals), 14.9% of teachers get information from encyclopaedia's, 14.3% of teachers get information from pharmacopeia's, 6.6% of teachers get information from conference proceedings, 11.4% teachers get information from e-books, 8.3% teachers get information from e-journals.

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).

Table 8 Access to library resources

S.No.	Access library resources	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.

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.

Table 10 library resources impact teaching methods

S.No.	Impact of teaching methods	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.

Table 11 satisfaction of availability information resources

S.No.	Satisfaction of information resources	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.

7. Finding

This study was conducted to determine the impact of library resources on professors at pharmacy institutions 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.

8. Conclusion

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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