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# Reasons to Utilize Scholarly Journals by University Academic Staff

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## **1. Abstract**

### **1.1 Objectives:**

The objectives of the study were to investigate the preferred format of journals (print or online) by faculty members working at GC University Lahore, Pakistan, and to explore the reasons to use print and electronic journals by academic faculty.

### **1.2 Methodology:**

Survey method is selected for this study. The target population of this study was the all-academic faculty members of GC University Lahore. They consisted of 400 faculty members. The convenience sampling technique was used. The researchers designed a semi-structured questionnaire as data collection instrument on the basis of extensive literature review. Before conducting the main survey, the instrument (questionnaire) which was approved by field experts was pilot tested to make it reliable and valid. The researchers visited all the departments personally and distributed questionnaires in their offices. Finally, 313 questionnaires were returned with the response rate of 79 percent. Gathered data were analyzed through SPSS software.

### **1.3 Key Findings:**

Findings of the study reveal that a large number of respondents 217 (69.1%) preferred to use electronic journals while only 97 (30.9) respondents preferred to use print. A great number of respondents 236 (76%) preferred to use electronic journals to keep updated on the field followed

by 219 (69.8%) who used e-journals to browse current information, 211 (67.2%) to locate and access specific information, 178 (56.7%) used for teaching purpose, 188 (59.9%) for research assignments and the remaining 204 (65%) faculty members used e-journals to recommend the students. A vast majority of respondents 216 (68.7%) recommended for research journals promotion through library webpages followed by 176(56%) through Workshops and 178 (57%) through email alerts.

#### **1.4 Originality/Value:**

The study has investigated the preferred format of journals by the faculty members at GC University Lahore, explored the reasons to utilize scholarly journals, and recommendations to effectively utilize journals. Recommendations based on the literature review and findings of the study are guidelines to the competent authorities of the institutes.

**Key Words:** Reasons to Use Journals, Print Versus Electronic Journals, Journals-Utilization by University Faculty

## **2. Background of the Study**

Many faculty members of the different universities prefer both print and electronic journals at the same time. They just want to get the desired information from both sources to complete their tasks. They don't entirely rely on one format only. They use both formats for the purpose of completing their research work. Cochenour and Moothart (2003) conducted a user survey which aimed to investigate whether the academic faculty, administrative faculty and the graduate students of Colorado State University preferred to use electronic journals and supported to cancel the print subscription. They sent questionnaires to a sample of 6968 respondents and received only 725 (10.4%) filled questionnaires. They concluded that majority of the users (95%) supported both print and e-journals at the same time, however, 26% supported canceling the print subscription and 75% wanted to use only electronic journals. Almost three-quarters of the respondents using e-journals (75%) stated that they used e-journals at least once in a month. They would support the e-journals under this condition if the publisher guaranteed continued access to the volumes of library subscription journals.

Online journals have brought a revolution in the educational institutes. In past, researchers and faculty members preferred print journals. They did not prefer e-journals mostly because of IT skills problem. They felt easiness in using journals in print format. They could get relevant pieces of information through print journals without facing any problem. As early as 1997, Curtis, Weller,

and Hurd organized research on the ways of locating information of the teachers of health sciences using emerging information technology. The study aimed to analyze the usage of e-journals by faculty members. The results showed that the faculty members preferred to purchase printed journals. They did not make an excessive use of technology to locate required articles quickly.

Most of the faculty members in the universities of Pakistan have proper awareness of using online journals. They are properly trained to better utilize online journals for completing multiple tasks. They are well aware of HEC Online Databases which are a great blessing for them. They make an effective utilization of the databases which are available in their universities. Arshad and Ameen (2017) explored the academic use of e-journals at University of the Punjab. The findings showed that a significant number of faculty members had excellent skills in searching e-journals through search engines and full-text databases. The university gave access to full text online journals through HEC National digital library. Overall academic faculty members used electronic journals more frequently than print journals to fulfill their scholarly needs. They preferred to use e-journals to keep themselves up-to-date, to write research articles, research reports and to teach and instruct students.

## **2.2 Significance of the Problem**

Ministry of Education in Pakistan is taking initiatives to flourish quality learning and research culture in the country. More and more finances are being allocated to strengthen the institutions. The situation of national libraries related to the usage of scholarly journals is not up to mark. This research has addressed this gap. The results of this study are highly valuable for purchasing and subscribing print and electronic journals. This study is an important contribution to establishing a baseline body of research repository to enhance the research trends at the academic level.

## **2.3 Rationale and Importance of the Study**

GC University Lahore (GCU) has been the leading educational institution in the Indo-Pak Subcontinent since 1864. In 1872 The GCU Library was established to meet information needs of the community and to lend a hand in teaching, research, consultancy, and learning. Recommendations based on the literature review and findings of the study are guidelines not only to the competent authorities of the institutes but also to the government representatives for an effective utilization of journals in the university libraries.

### **3 Objectives of the Study**

The objectives of the study were as following:

1. To investigate the preferred format of journals at GC University Lahore, Pakistan
2. To explore the purpose to utilized scholarly journals at GCU Lahore

### **4 Literature Review**

Bar-Ilan, Peritz, and Wolman (2003) conducted the use of online databases and electronic journals by academic faculty at nine Israeli universities. They sent questionnaires to 1331 senior academic faculty between the end of 2000 and the beginning of 2001 and received 44% response rate. They concluded that most of the respondents (69.2%) used electronic databases and electronic journals while 24% used them for research while only few (0.6%) used for teaching purpose. However, the young faculty members were the most active users of electronic journals. They further elaborated that 49% preferred to use electronic version of titles, 29% preferred printed titles and remaining 22% expressed no preferences.

Online journals are easy to subscribe. Print journals are not easy to be subscribed. Only few faculty members do subscribe print journals otherwise most of the faculty members avail online journals from the university's central library. Cochenour and Moothart (2003) conducted a user survey which aimed to investigate whether the academic faculty, administrative faculty and the graduate students of Colorado State University preferred to use electronic journals and supported to cancel print subscription. They sent questionnaires to a sample of 6968 respondents and received only 725 (10.4%) filled questionnaires. They concluded that majority of the users (95%) supported both print and e-journals at the same time, however, 26% supported cancelling the print subscription and 75% wanted to use only electronic journals. Almost three quarters of the respondents using e-journals (75%) stated that they used e-journals at least once in a month. They would support the e-journals under this condition if the publisher guaranteed continued access to the volumes of library subscription journals.

The usage of e-journals is increasing with every passing day. The scientists prefer online journals because they want to bring quickness in their work. They make completion of certain project through online journals. Tenopir et al. (2003) divided the use of electronic journals by scientists into three phases. The earlier phase (1990-1993) followed the introduction of e-journals, the evolving phase (2000-2002) consisted of e-journals available in electronic form and accessible through archives and websites, while the advanced phase (2001-2002) followed the searching

capabilities, advanced features, and the availability of full text individual articles back to their origin. They conducted surveys during each of this phase and also compared the e-journals. The results of this comparison indicated that the use of e-journals had increased during these phases while the proportion of using personal subscription of journal has decreased. Furthermore, electronic access of journals appears to be replaced by the traditional print version of journals.

Faculty members of science disciplines usually prefer electronic journals. Faculty members belonging to the disciplines of Arts and Humanities usually rely on traditional resources because they are not technologically skilled. Smith (2003) conducted study on the role of online journals in increasing reading habits of the teachers. 129 respondents belonged to science and 54 were from social sciences disciplines. She concluded that three-quarters of faculty members read at least one research paper in a week. The science faculty preferred to read articles in electronic sources than social sciences faculty. The science faculty members read articles from the personal subscription of e-journals. However, the social science faculty members read them through library-subscribed electronic journals.

Faculty members want to get access to journals in both formats. Sometimes they need print journals and sometimes they meet their needs through online journals. They wish that the library should subscribe both journals for the easiness. Salisbury (2003) conducted a research on the utilization of e-journals. Participants of the study were the teachers of the department of Mathematics and also the students of graduation. It was found that the respondents visited the library lab frequently to access online journals. Teachers and students both accepted the electronic journals transaction. Around 68.4% faculty members suggested that more and more online journals resources should be acquired by the library. Users usually depend upon online journals. They do not want to waste their time. They quickly explore the required material through online journals.

Faculty members mostly use journals for teaching and research purpose. They update their knowledge through journals. They bring efficiency in their work. Rajendra and Joshi (2004) studied the use of the journals in University libraries with special reference to INFONET at University of Pune. They found that majority of respondents used e-journals for the purpose of research and teaching while few of them preferred to use printed journals only and also some of them did not use INFONET. Basically, the senior faculty had psychological issues in using e-journals and they were strongly in favor of printed journals while the young respondents were interested in using e-journals and they did not want to lose the access of INFONET services.

In the science libraries, e-journals are frequently utilized. Users make quick search through IT tools. They meet their information and research needs without wasting their precious time. They enhance their vision through IT. Bar-Ilan and Fink (2005) conducted a study on the usage of print and online journals. A total of 161 faculty members and 238 researchers participated in the survey at the Hebrew University of Jerusalem. The results revealed that the users had already been using e-journals for a number of years because 80.9% of respondents frequently used e-journals irrespective of their academic status or age. Almost an equal number of respondents preferred to use e-journals over printed journals. They preferred e-journals due to accessibility, desktop access, hyperlink and ease of retrieval. So, the respondents switched to e-format in terms of usage and preferences.

There are many benefits of online journals. These enhance insight. These help in attaining required goals. Voorbij and Ongerling (2006) carried out a user survey to explore their experience with e-journals among faculty at Netherland Universities. The study was conducted in two parts using an online-questionnaire and semi-structured interviews. They summarized that e-journals were widely accepted by scientists and social scientists and they had also profound effect on their information behavior to access the relevant articles for their research. They strongly preferred to use e-journals because it impacted on their research activities and overcame the barriers to obtaining articles in other subject areas.

Faculty members are getting awareness with online journals. They are learning the use of IT applications. They know well that in the present age, they can't excel without an effective utilization of IT applications. Raza and Upadhyay (2006) reported the results of a survey on the use of e-journals at Aligarh Muslim University (AMU) and Banaras Hindu University (BHU). They found that both university respondents were well aware of e-journals and they accessed them from departmental labs and university computer centers. The respondents preferred to use both print and electronic journals and the respondents also found e-journals useful in their research work. But the lack of training and slow download are the basic reasons which created problems while accessing them. The study ends with this statement that e-journals will not replace the printed journals but it is an alternative source to access scholarly material.

Faculty members are usually aware of online journals whether they are IT skilled or not. They know that IT has brought revolutionary changes. Online journals are a great blessing. Borrego et al. (2007) conducted a study on the usage of print and electronic journals by the teachers

of the universities. A questionnaire was distributed by post to 14,855 respondents. A total 2682 responses were received which represented 18.05% response rate. The results summarized that 95% of respondents were aware of electronic journals while 52% stated that they used electronic journals mainly and 28% used both electronic and print journals. The study concluded that research was the main focus of e-journal users while the young users who are in the process of consolidating their career mainly used e-journals and the old academic faculty mostly preferred both formats of journals. Another study revealed that faculty and students at A.C. Joshi Library, Punjab University, Chandigarh used e-journals mainly for their research work. They used e-journals 2-3 times in a week and were partially satisfied with e-journals. There were several issues which they were facing accessing the e-journals such as: poor infrastructure, lack of proper training and difficulty to read on screen (Dhingra & Mahajan, 2007).

Faculty members of Health Sciences prefer online journals. They use e-content for updating themselves in relevant disciplines. They used online content for completing research based assignments and projects. Dilek-Kayaoglu (2008) conducted a comprehensive study on the use of electronic journals by faculty at Istanbul University Turkey. A total 590 respondents from seventeen faculties responded to the survey. The results revealed that the majority of frequent users (70.8%) belonged to health sciences and the non-users (13.8%) belonged to humanities. They accessed the e-journals from their offices and mainly used them for research and to keep herself/himself updated on the subject. Most of the respondents (66.8%) preferred to use e-journals if both format (print and electronic) of journals are available. They supported the transition from print to electronic only. They liked the e-journals due to associated benefits such as: 24/7 accessibility, no need to go to the library, quick access and hyperlinks to outside contents. They also mentioned the barriers to e-journals use were the lack of subscription on their field and unawareness of e-journals service from library. Therefore, the users were pleased by the cancellation of the printed journals and they were in favor of e-journals only.

Online articles are getting popularity. Present age is known as the age of Information and Communication Technologies (ICTs). Therefore, there is a rising trend towards online journals. People mostly use electronic articles for completing required tasks. Tenopir et al. (2009) studied the information-seeking methods of the teachers of social science faculty members to examine how faculty members located, obtained, read, and used scholarly articles and used electronic journals. It was concluded that the average number of readings of e-articles per year continued to



increase among science faculty members. They identified the articles through browsing, searching and the recommendations of colleagues. But the proportion of subscription of e-journals has decreased as the respondents depend on library-oriented subscription. Online databases, e-journals and electronic research papers are getting popularity in the present age of Information and Communication Technologies (ICTs). The usage of online resources is quite easy. Faculty members utilize online resources for several purposes.

Scientists of pure and life sciences prefer electronic journals. Scientists of Social Sciences generally prefer print journals. Wang (2010) conducted a study to know information needs in National Cheng-chi University in Taiwan. Data was gathered from the teachers of different faculties. The findings revealed that the teachers used online journals for different purposes. They used for teaching purpose. They also used for supervising the research work of others. They sometimes faced problem in making an effective utilization of technology.

Baladhandayutham (2016) conducted a study on the utilization of online journals by the teachers of Madurai Kamaraj University, Madurai. The result showed that most of the respondents used open access journals. They used them for different purposes. Advantages of online journals can't be ignored. These bring easiness in work and research. The most recent study was conducted by Boakye (2017). This research was done to know the level of awareness and use of online journals by the teachers of Garden City University College (GCUC) and Christian Service University College (CSUC) in Kumasi, Ghana. A total of 178 teachers made participation in the survey. Response rate was 95%. The researcher concluded that the level of awareness of e-journals was quite high however level of access was quite poor. Teachers faced some issues like the slow internet, unstable network and power cuts to access the e-journals.

#### **4.1 Literature in the Perspective of Pakistan**

Faculty members in the universities of Pakistan use both print and electronic journals. They also use HEC online databases for making an effective utilization of online journals. Sometimes they face problems in accessing relevant material due to lack of IT skills. Ameen and Gorman (2008) explored the information and digital illiteracy (IDL) in developing countries and also researched the widespread state of poor information and digital literacy. They stated that the practice and training of staff were not the norm in libraries in Pakistan and other Asian countries. They found that the users preferred both print and online resources to meet their information needs. They accessed web sources, academic libraries and HEC Digital Library to gather the information.

Mirza and Mahmood (2012) conducted a survey to evaluate the effectiveness of the electronic resources and services in Pakistani university libraries. They utilized survey research method. The study found that majority of the users were utilizing online resources for the purpose of meeting their information needs. Another study conducted a survey on the use of electronic information resources among research scholars in the Islamia University of Bahawalpur, Pakistan. The results showed that researchers utilized e-resources frequently. They did not like conventional methods. They had become innovative in their approach. They keenly participated in training programs for developing IT skills (Amjad, Shamshad & Naeem, 2013).

## **5 Methodology:**

### **5.1 Research Design**

Survey method is selected for this study. Basically, survey is an effective and most commonly used method in social sciences because it provides the possibilities of quick and flexible data collection. In survey, a questionnaire is used to collect the data from target population. It is cheaper method to collect the data as compared to others and especially beneficial to get the responses from scattered population in a wide area.

### **5.2 Population and Sampling of the Study**

The target population was academic staff of GC University Lahore. They consist of 400 faculty members including professors, associate professors, assistant professors, lecturers and visiting faculty members. All the faculty members belong to five academic faculties named:

1. Science and Technology
2. Arts & Social Sciences
3. Languages, Islamic & Oriental Learning
4. Faculty of Engineering
5. Institute/ Schools/ Centres

### **5.3 Sample Size**

The updated list of academic faculty members who were the part of study was available on the university website. According to the list, there are 400 academic faculty members. The convenience sampling technique was used to approach them.

## **5.4 Survey Instrument**

The researcher designed a semi-structured questionnaire as data collection instrument on the basis of extensive literature review. It is the most common and simple tool to collect the information into a specific setting.

## **5.5 Pilot Testing**

Before conducting the main survey, the instrument (questionnaire) which was approved by field experts was pilot tested to make it reliable and valid. The sample of pilot testing was the GCU professors which were not the part of final data collection.

## **5.6 Data Collection**

The researchers visited all the departments personally and distributed questionnaires in their offices. Follow up activity was made through visiting their departments and sending them emails after a waiting period of three weeks. Finally, 313 questionnaires were returned with the response rate of 79 percent.

## **5.7 Data Analysis**

Gathered data was analyzed using SPSS software (Statistical Package for Social Sciences). Different appropriate statistical tests were applied.

# **6 Analysis and Interpretation of Data**

## **6.1 Gender of respondents**

A total of 314 respondents participated in this study out of the target population of 400 which represented 78.5% response rate. Out of total respondents, two hundred and fourteen (68.2%) were male and only one hundred (31.8%) of them were the females. These findings are consistent with the findings of Bar-Ila and Finka (2005) and Dilek-Kayaoglu (2008) which also showed the dominance of male faculty. Males are usually more in the institutes and organizations so natural they also respond more in number. Frequency distribution of respondents' gender is presented in table 1.

Table 1  
*Frequency Distribution of Respondents' Gender (N= 314)*

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	214	68.2
Female	100	31.8
Total	314	100.0

### **6.2 Department of the Respondents**

Total 314 respondents who participated in this study belonged to the twenty-five departments of four faculties and different Institute/Schools/Centers of GC University Lahore. Table 2 reveals the distribution of the respondents according to their departments.

Table 2  
*Frequency Distribution of Respondents' Teaching Departments (N= 314)*

<b>Departments</b>	<b>Frequency</b>	<b>Percent</b>
Math	5	1.6
Statistics	10	3.2
Geography	7	2.2
Philosophy	9	2.9
Fine ARTS	4	1.3
Arabic	4	1.3
Islamic Studies	7	2.2
History	14	4.5
Psychology/Clinical Psychology	16	5.1
Zoology	10	3.2
Persian	10	3.2
English	19	6.1
Chemistry	22	7.0
Pol Science	12	3.8
Punjabi	7	2.2
Urdu	27	8.6

Economic	18	5.7
English	4	1.3
Physical Education	6	1.9
IIB	19	6.1
Botany	16	5.1
SDSC	6	1.9
Physics	28	8.9
Computer Science	10	3.2
Electrical Engineering	12	3.8
ASSMS	9	2.9
Missing	1	.3
<b>Total</b>	<b>314</b>	<b>100.0</b>

### 6.3 Age of the Respondents

Respondents were asked to mention their age groups which ranged from less than 30 years to above fifty. Table 4.3 indicates that seventy-two (22.9%) respondents were less than thirty years of age. One hundred & twenty-two (38.9%) were 30 to 40 years old. Seventy (21.0%) respondents were between 41 to 55 years while forty-nine respondents (15.6%) had age above 50 years. Dilek-Kayaoglu (2008) also supports the findings that largest group of print and electronic journals users belonged to the age group 31-40 years of age. Possible reason is that people of this age are skilled and wise enough to use different educational resources efficiently. Frequency distribution of respondents' ages is given in table 3.

Table 3  
*Frequency Distribution of Respondents' Ages (N= 314)*

<b>Age Group</b>	<b>Frequency</b>	<b>Percent</b>
Less than 30 years	72	22.9
30-40	122	38.9
Between 41-50	70	22.3
Over 50 years	49	15.6
<b>Total</b>	<b>314</b>	<b>100.0</b>

#### **6.4 Academic Qualification of the Respondents**

Respondents were asked to mention their highest academic qualification. Results reveal that thirty-five (11.1%) respondents had the degree of Masters, one hundred and twenty-eight (40.8%) had the degree of MS/ M. Phil, similarly, one hundred and twenty-five (39.8%) respondents had the Ph.D. degree and only twenty-six (8.36%) had the degree of Post-doctorate. So, the results show that a great number of faculty have the qualification of MPhil and Ph.D. Frequency distribution of respondents' qualification is given in table 4.

Table 4

*Frequency Distribution of Respondents' Qualification (N= 314)*

<b>Qualification</b>	<b>Frequency</b>	<b>Percent</b>
Master	35	11.1
M. Phil	128	40.8
PhD	125	39.8
Post-Doc.	26	8.3
Total	314	100.0

#### **6.5 Designation of Respondents**

Respondents were asked to mention their designation. Table 4.5. presents that twenty-three (7.3%) respondents were professors, thirty-five (11.1%) were Associate Professor, one hundred and three (32.8%) were Assistant Professors, ninety-seven (30.9%) were Lecturers while only fifty-two (16.6%) were visiting faculty members. However, the major participated group of this study belonged to the assistant professors. Table 5 shows the frequency distribution of respondents' designation.

Table 5  
*Respondents' Designation*

<b>Designation</b>	<b>Frequency</b>	<b>Percent</b>
Professor	23	7.3
Associate Professor	35	11.1
Assistant Professor	103	32.8
Lecturer	97	30.9
Visiting Faculty	52	16.6
Missing	4	1.3
<b>Total</b>	<b>314</b>	<b>100.0</b>

### ***6.6 Teaching Experience of Respondents***

Respondents were asked to show their teaching experience. The results expose that eighty-eight (28.0%) respondents had experience of less than 5 years, eighty-seven (27.7%) had experience from 5 to 10 years, eighty-three (26.4%) had experience from 11 to 20 years, while fifty-two (16.3%) respondents had experience of more than 20 years. Table 4.6 indicated the frequency distribution of respondents' teaching experience.

Table 6  
*Respondents' Teaching Experience*

<b>Statement</b>	<b>Frequency</b>	<b>Percent</b>
Less than 5 years	88	28.0
Between 5-10	87	27.7
Between 11-20	83	26.4
Over 20 years	52	16.5
<b>Total</b>	<b>314</b>	<b>100.0</b>

### ***6.7 Place to Access Research Journals in Print and electronic Form***

The respondents were asked to mark the relevant place from where they accessed journals in print and electronic format. Table 7 reveals that one hundred and forty-three (45.5%) respondents were accessing print research journals from the University Library, forty-one (13.1%) respondents were accessing from Departmental Library, and one hundred and thirteen (36%)

preferred to access from off-campus/home. While on the other side, a significant respondent one hundred and forty-three (45.5%) were accessing electronic research journals from the University Library, forty-one (13.1%) from Departmental Library, and one hundred and thirteen (36%) from off-campus/home. It is interesting to worth mentioning that the respondents preferred to use electronic journals at their home over print journals. Although there are many restrictions on electronic journals access from off-campus/home. One of the previous studies shows contradictory findings that forty percent of respondents accessed the e-journals on campus, thirty-three percent at their home and only a few respondents accessed the e-journals from library/laboratories. Possible reason behind this finding may be because of the availability of personal computers and laptops. Now faculty members can access required content without visiting other places.

Table 7

*Respondents' Place to Access print and electronic Journals*

<b>Statement</b>	<b>Print Journals</b>		<b>Electronic Journals</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
University Library	138	43.9	143	45.5
Department	74	23.6	41	13.1
Off-Campus/Home	76	24.2	113	36.0
Missing	25	8.0	17	5.4
Total	314	100.0	314	100.0

### ***6.8 Reasons to Use Journals***

The respondents were given five-point Likert scale to rank their preferences/opinion regarding each statement. Table 8 represents the respondents' opinion in the form of Mean and standard deviation.



Table 8

*Reasons to use print and electronic journals*

<b>Statement</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Keeping up to date	313	4.29	.86485
Theses Writing	312	4.14	1.08959
Articles Writing	312	3.99	1.18535
Supervising Researchers	314	3.98	1.27512
Teaching	314	3.89	1.02171

Note: 1= Never, 2= Rarely, 3= Sometimes, 4= Often, 5= Always

Table 8 orders the statements according to their mean value. The mean value ranged between 4.3 to 3.9. However, the value of standard derivation (SD) is almost more than 1 which indicated the variation of opinion among the respondents' purpose to use the research journals. According to the findings, the most preferred purpose to use the research journals is to keep up to date with highest mean (4.29), after this, they use the research journals for thesis writing which have mean value (4.14). Article writing has mean value (3.99) while supervising researchers have almost same mean value (3.98). It is worth mentioning that teaching has the least mean value (3.89).

The findings show that the respondents used the research journals to keep themselves updated with the knowledge of their field, for writing research thesis and somehow important for teaching purpose. This is consistent with the results of Arshad and Ameen (2017), Baladhandayutham (2016), Rajendra and Joshi (2004), and Dilek-Kayaoglu (2008), who reported that academic faculty mainly used the print and electronic journals for writing keeping up to date, teaching and writing thesis and articles. Possible reason behind the similarity of past and present study is that faculty members use both print and electronic journals in order to keep themselves updated in their filed and to supervise the work of others. If they don't utilize traditional and the virtual trends then they may be left behind from others.

### **6.9 Experience to use research journals**

The respondents were asked to rate their overall experience of using research journals in Print and Electronic Format. Table 9 presented that sixteen (5.1%) respondents had "poor" experience while twenty-four (7.6%) respondents had "fair" experience in using research journals. Fifty-nine (18.8%) respondents had good experience followed by majority respondents one

hundred and six (33.8%) had very good while ninety-seven (30.9%) respondents had excellent experience in using research journals. The results indicate that the faculty has overall very good experience to use the print and electronic journals may be due to their interest.

Table 9

*Rating of Research Journals Experience*

<b>Statement</b>	<b>Frequency</b>	<b>Percent</b>
Poor	16	5.1
Fair	24	7.6
Good	59	18.8
Very Good	106	33.8
Excellent	97	30.9
Missing	12	3.8
Total	314	100.0

**6.10 Reasons to use print and electronic journals**

Table 10 ranked the statements according to their mean value. The preferred reasons are: “Email alerts of new issues”, “In e-journals, download article with references on single click”, “All journals are not available in electronic format” and “Printed journals provide immediate help from real source” (with mean value 3.5+). The least preferred reasons are “People choose print journals due to lack of IT skills” and “Printed journals are easily accessible”. Rogers (2001) supports this finding that people preferred the printed journals due to its portability and ease of access. They are confused with e-journals use due to junk on the internet. The above-mentioned reasons also support the findings of (Chu, 2000; Bar-Ilan, 2003; Borrego *et al.* 2006) Possible reason behind the similarity of the researcher’s study and past studies is that people lacking in IT skilled can’t handle online journals. Therefore, they tend to be traditional rather than becoming innovative.

Table 10

*Rating of Research Journals Experience*

Statement	Mean	SD
E-journals provide 24/7 access	4.23	1.94077
E-journals provide accessibility of back issues immediately	4.08	1.06799
Email alerts of new issues	3.99	1.11470
In e-journals, download article with references on a single click	3.98	1.11172
All journals are not available in electronic format	3.61	1.10911
Printed journals provide immediate help from the real source	3.52	1.17262
People choose print journals due to lack of IT skills	3.37	1.17909
Printed journals are easily accessible	3.18	1.29636

**6.11 Preferred format to use print and electronic journals**

The respondents were asked to give their opinion on the format preferences of print and electronic journals. Table 11 reveals that a significant number of respondents i.e. two hundred and seventeen (69.1%) preferred to use electronic journals while only ninety-seven (30.9%) respondents preferred to use printed books. Cochenour and Moothart (2003) support with the same findings that majority of faculty preferred to use e-journals and they also suggested to cancel the print subscription and rely on only electronic journals. Similarly, Bar-Ilan and Fink (2005) also explored that faculty preferred to use the electronic journals over the printed journal regardless of their academic status and age. However, the preferences to use the electronic journals is very common due to its accessibility and other dynamic features that also confirmed the findings of Voorbij and Ongerling (2006), Omotayo (2010) and Qasim and Khan (2015). Possible reason behind these similarities may be easiness in using e-journals and its multiple benefits.

Table 11

*Preferences of print and electronic journals*

Statement	Frequency	Percent
Print journals	97	30.9
Electronic journals	217	69.1
Total	314	100.0

### 6.12 Preferred of format to access specific information

Furthermore, the respondents were asked to mark their preferences of format to find out the specific information through research journals. They were given two options to express their views. The descriptive statistics of their preferences are given in Table 12.

Table 12  
*Preferences of print and electronic journals*

<b>Statement</b>	<b>Print journals</b>	<b>Electronic journals</b>
Browsing current information	95 (30.2%)	219 (69.8%)
To keep updated about the field	88 (28%)	236 (76%)
Locate and access specific information	103 (32.8%)	211 (67.2%)
For teaching purposes	136 (44.3%)	178 (56.7%)
For research assignments	126 (40.1%)	188 (59.9%)
To recommend the students	110 (35%)	204 (65%)

The results indicate that two hundred and thirty-six (76%) respondents preferred to use electronic journals to keep update about the field followed by two hundred and nineteen (69.8%) used e-journals to browse current information, two hundred and eleven (67.2%) locate and access specific information, one hundred and seventy-eight (56.7%) used for teacher purpose, one hundred and eighty-eight (59.9%) for research assignments and two hundred and four (65%) faculty members used e-journals to recommend the students. However, it confirmed from the data that academic faculty heavily dependent on electronic journals to keep update, browse and locate information. It is the more convenient format to access the desired information. Almost the same preferences to electronic journals are in line with the findings by Borrego *et al.* (2007), Voorbij & Ongering (2006) and Dilek-Kayaoglu (2008). The reason of similarity between the researcher's study and past studies is that faculty members don't use journals for only one specific purpose. They make the usage of journals for multiple goals.

## 7 Conclusions and Recommendations

The analysis of data indicated that a large number of respondents 217 (69.1%) preferred to use electronic journals while only 97 (30.9) respondents preferred to use print. A great number of respondents 236 (76%) preferred to use electronic journals to keep updated on the field followed by 219 (69.8%) used e-journals to browse current information, 211 (67.2%) locate and access specific information, 178 (56.7%) used for teaching purpose, 188 (59.9%) for research assignments and the remaining 204 (65%) faculty members used e-journals to recommend the students. However, findings revealed that academic faculty heavily dependent on electronic journals to access the desired information.

The respondents were provided a five-point Likert scale to express their reasons to use print and electronic journals. The analysis of the data indicated that the respondents were strongly agreed upon 5 reasons (with Mean= 3.5+, Mean=4+). These statements were: e-journals provide 24/7 access, e-journals provide accessibility of back issues immediately, email alerts of new issues, in e-journals, download article with references on a single click and all journals are not available in electronic format. While the respondents were agreed upon the remaining three reasons to use the print and electronic journals (with Mean=3+). These statements were: printed journals provide immediate help from a real source, people choose print journals due to lack of IT skills and printed journals are easily accessible.

The data indicated the most important recommendation that was highlighted by the academic faculty to improve the services of print and electronic journals. A vast majority of respondents 216 (68.7%) recommended for research journals promotion through library webpages followed by 176(56%) through Workshops and 178 (57%) through email alerts. The data also emphasized that there are few other recommendations in which the respondents were not much interested such as distribute Print guides, posters & newsletters related to journals 163 (52%) and Orientation program 188 (58.9%).

Following recommendations are furnished which are based upon findings of the study:

1. Electronic journals need to be effectively utilized through promotional activities keeping in view multiple benefits.
2. Library guides should be formulated to facilitate the faculty members.

3. Library web pages should be made user-friendly to better serve the faculty members in accessing electronic journals.
4. To improve the services of print and electronic journals, there is need to implement a market strategy for librarians.
5. Higher authorities should allocate sufficient budget to purchase print and electronic journals.

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