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**Information Users' Preference on the Use of Print and Electronic Resources in the
University of Education, Winneba,(UEW) Ghana: A Survey**

Abstract

This paper is based on a study that examined information users' preferences on the use of print and electronic resources at the University of Education, Winneba. A survey method was used as the research design to facilitate the collection of data from users of the library. A purposive sampling technique was used to select respondents, comprising undergraduate and post-graduate students as well as academic and research staff. Empirical data for the study was collected using a questionnaire survey and interview guide. Out of the 120 questionnaires distributed, 105 were completed and used in the study, resulting in an 88 percent return rate. The study found out that print resources are more preferred than electronic ones. These findings are not in congruency with the popular assumption that the ready availability of online resources has supplanted print resources. However, one significant finding in this study is that e-resources' popularity has started to gain ground in the university. The respondents suggested fostering the use of both print and electronic resources in the university for wider access of knowledge, particularly in the resource-limited contexts prevailing in the university. Based on the findings, the study concluded that a hybrid collection is the panacea to optimizing resources as it provides users with more access choices between the two formats.

Key words: Users, Information, Print resources, Electronic resources, Digital resources, Hybrid library.

Introduction

The aim of university libraries is to provide academic information and services for learning, teaching and scientific research. Recently, the proliferation of information resources in both print and electronic formats has been seen in most university libraries. Print resources represent traditional information resources such as printed books and print journals. Any interactive website, system, or tool that can support users in finding and using electronic information can be regarded as an electronic resource.

Man has always been keen to seek out new ways and means of storing knowledge. In the course, it has already moved from parchment sheets to papyrus to paper and paper to microforms like microfilm, microfiche, etc. and, of late, it has moved towards recording knowledge in digital form, what we commonly know as digital documents or electronic sources of information. Recording knowledge and information in electronic forms has revolutionized the human endurance of exploring things beyond the horizon.

Regarding print resources of information, a lot has already been talked about and penned down.

To this, we can only add that as long as pen and paper are in use, printing will continue indefinitely. Human inquest to write with a pen, and thus continuous production of manuscripts, commits to print's strong presence and endurance in human life. It has always been a difficult task to draw a comparison between the uses of electronic and printed sources of information. The use of electronic and printed sources of information has always been a difficult task, because people have liked both the sources equally. People in some places prefer to use e-resources and other print resources for reasons best known to them. Looking at the recent past, we can see that print is equally or even more in demand, with far greater readership, than e-resources. In

libraries, the dominant form of information resources available is still print, and print is the most consulted source of information in libraries. The University of Education, Winneba library maintains over 134656 titles of books, a wide range of research and archival information sources, pamphlets, periodicals, newspapers, manuscripts, theses, and reprints, which are fully classified as per the Library of Congress Classification Schedule. The library also subscribes to free and paid databases and print versions of national and international journals. The routine library services offered to members include circulation, reference and information, online access and internet facilities. The University of Education, Winneba presently offers graduate, postgraduate, diploma, and certificate programmes in various disciplines.

Academic libraries have planned for, experienced with, and generally been waiting for the e-book revolution as a solution to many library challenges and for the advantages the it provides to users. Unlike its print counterpart, an e-book can never be lost, marked-up, or worn out. It does not take up any shelf space and saves on the overhead cost of the building. It does not require a staff member or (self-check kiosk) to check it out or check it back into the library (Wand, Freeman & Nixon, 2016). Wand, Freeman, and Nixon (2016) are of the view that the challenges facing the e-book revolution can be summed up in two statements: (1) lack of sufficient content and (2) users' stated preference for print books in many cases. Although time will eventually solve the problem of lack of content, librarians still take the issue that many users prefer printed books. The reason is that in-depth reading of an e-book is difficult, partly because of poor interfaces but primarily because the e-book is not a print book. According to Millar and Schrier (2015), print journals may continue to be widely used even after the introduction of electronic journals. (2005) investigated the use of electronic resources (USSER) by students and faculty at Ashesi University to examine the level of use, the type of information accessed, and the effectiveness of the library's communication tools

for information research, and found that the usage of some internet resources was very high, whereas the use of scholarly databases was quite low, which might be attributed to inadequate information about the existence of these library resources.

According to Mizrachi, Boustany, Kurbanolu, Dogan, and Salaz (2016, 2018) and Mizrahi (2015), digital technology has successfully permeated the traditional book industry, with electronic format products proving more suited and convenient for some activities and being more popular with many educators, administrators, and policymakers than traditional sources. In fact, the electronic "invasion" has had such an impact that it is now widely assumed that digital technology will eventually replace paper-based media.

Electronic resources refer to materials whose use requires a computer or related technology. E-journals, e-books, full-text databases, reference databases, dictionaries, and encyclopedias are among the resources (IFLA, 2012). These resources represent an increasingly important collection in libraries. Indeed, the introduction of the internet and its subsequent penetration in African institutions of higher learning libraries and information centers, including the University of Education, Winneba, has resulted in a paradigm shift in learning.

On one hand, information technological development has provided users with an opportunity to be able to choose between the two media. On the other hand, it poses challenges also sparked by intense debate and pressure on university management during the making of acquisition and subscription choices between print and electronic resources amid stringent library budgets. These resources are becoming an increasingly important part of library collections. Indeed, the introduction of the internet and its subsequent penetration in African institutions of higher learning, libraries, and information centers, such as the University of Education, Winneba, has

raised the prospect of a digital divide in a continent already plagued by them. Advances in technology and the transformation of the information landscape have altered how users interact with information in this regard.

According to Smith's (2003) examination into faculty use of electronic journals at the University of Georgia, junior faculty tend to use these resources more frequently than senior faculty. According to Lenares (1999), the most significant variables affecting a faculty member's decision to choose electronic over printed materials are convenience, timeliness, and the ability to search text. However, they prefer print resources over electronic ones because they can browse through them easily and because they are portable, comfortable, and convenient.

Furthermore, advances in information technology have given users the option of choosing between the two media. Furthermore, it poses challenges that are compounded by intense debate and pressure on university management when making acquisition and subscription decisions between print and electronic resources in the face of limited library budgets.

Similarly, Schaffner (2001) cautioned the academic world that "the trend toward the exclusive use of electronic resources should be cause for concern about the direction of scholarship, because a wealth of research materials is not now and may never be available in electronic formats."

Indeed, Sharama and Kumar (2016) argue that when reading materials are available in a variety of formats, users' preferences must be considered in order to generate a need-based investment in the acquisition of such resources and to ensure a balanced library collection. WU (2005) emphasised this understanding by stating that a twenty-first-century academic library must have both traditional print materials and electronic resources.

In order to provide a critical and fair assessment of the realities on the ground regarding library users' preferences for print and electronic resources in the academic community, it was deemed necessary to solicit library patrons' views on their preferences in order to realize the best value for institutional financial resources expended. As a result, the purpose of this study was to determine information users' preferences for print and electronic resources at the University of Education, Winneba, and give recommendations to university management based on the empirical findings.

Objective of the study

The purpose of this study is to determine users' preferences in the usage of electronic and printed sources of information, having the following goals in mind:

1. Identify information users' preferences regarding the use of print and electronic resources.
2. To assess preference among different users towards electronic sources of information over that of printed sources of information.
3. Solicit views on strategies for achieving a balanced/rational use of financial resources in the acquisition and use of print and e-resources in the University of Education, Winneba library in Ghana.

Research questions

1. What format of materials do information users prefer most?
2. What are the reasons for information users' preference of either resource format over the other?

3. What can be done to achieve a balanced and rational use of financial resources in the acquisition and use of print and e-resources in academic libraries in Ghana?

LITERATURE REVIEW

The preference of library information users for print or electronic resources is an important topic for Ghana's higher education institutions to investigate in order to plan effectively for academic library collection development. This comes at a time when university libraries around the world are working on increasing the availability of electronic and printed materials to meet their users' different information demands. Electronic resources are gradually becoming a preferred and effective source of scholarly information for enhancing teaching, learning, and research.

The ongoing discussion among university researchers about whether to use print or electronic information resources is critical, and libraries must assess users' preferences in the face of budget constraints, a member of the German Chemical Society's board of directors said. While writing in 2009 about the pleasure and importance of print journals, the GDCh, and head of the editorial board of the *Journal Angewandte Chemie*, believes that high-quality journals such as *Nature* and *Science*, and in chemistry, *Angewandte Chemie* and *Journal of the American Chemical Society*, should continue to appear in all of their published formats, including print, and that failing to do so puts the quality of these prestigious journals at risk. Diederich, 2009 (as cited in Eisen, 2009)

Amaya and Seeker's (2016) study on choosing between print and electronic... or keeping both, conducted in the United Kingdom, involved 655 students from different universities. Participants were drawn from undergraduates, postgraduates, and students with visual impairments. The study found that 42 percent of the respondents indicated a high preference for reading materials in print

format. The findings further revealed that the diffusion of e-resources remains rather low, even in the developed countries, although it has started to gain ground.

In a survey conducted in the United Kingdom by Amaya and Seeker (2016), 655 students from several universities were asked to choose between print and electronic resources or maintain both. Students with visual impairments, as well as undergraduates and postgraduates, were included in the study. According to the research, 42 percent of the respondents indicated a high preference for reading materials in print format. The studies also found that, even in affluent countries, the spread of e-resources is still relatively modest, albeit it is beginning to gain momentum.

Mizhirachi (2015) employed an online questionnaire administered to 400 students at the University of California in the United States to investigate undergraduates' preferences for electronic and print formats when searching for academic readings. When it comes to achieving a deeper learning outcome, the study found that 67.7% of respondents prefer print over electronic resources for all courses, while 32.3 percent prefer electronic resources. Despite the rise of e-resources, the results show that printed resources remain the primary source of information for academic study. However, because the majority of the participants in this study were undergraduates, the findings may not be applicable to other user groups. All user groups with various academic backgrounds participated in the current study.

In another study, Yamson, Appiah, and Tsegah (2018) conducted a study on the use of electronic versus print resources at Central University, Ghana and found out that the respondents were more interested in print materials than e-resources. Direct Textbooks carried out a study and discovered that 72% of the respondents preferred printed textbooks to e-resources for reasons

like ease of reading, cost, ability to physically highlight, reduced eyestrain, and freedom from internet access (Bolkan, 2015).

Furthermore, Mizrachi, Boustany, Kurbanolu, and Dogan (2016) looked into the Academic Reading Format International Study (ARFIS), which included students from all around the world.

A total of 9,279 undergraduate and graduate students from 19 countries across four continents responded to the poll. The combined results for both student levels show a strong preference for print over electronic materials, with about two-thirds of all students expressing strong preferences for print over electronic materials.

In Mizrachi's (2014) study, users' preferences for print versus electronic resources were more prominent in both the UK and the US. Instead of presuming that course material should always be transformed into digital formats, the study recommends that attention be devoted to providing students with print format facilities.

Pesut and Zivkovic (2016) surveyed 232 students in Croatia about their academic reading format preferences. According to the study, 82 percent of respondents did not prefer to read their courses electronically, while 81 percent preferred to do so in print format. Respondents, on the other hand, stated that they sometimes preferred electronic formats for organizing large amounts of literature, which facilitated referencing.

Woody and Baker (2010) also observed that students preferred printed academic materials over electronic ones. However, deep and surface learners recognized the relative advantage e-materials offered for a fuller understanding of the learning materials.

Similarly, Mawindo and Hopkins (2008) investigated students' usage of print and electronic resources at the University of Malawi's College of Medicine and discovered that while students used both print and electronic resources, print resources were still preferable.

In a similar vein, Halloumeh and Jirjees (2016) study on the use of e-resources against print journals in academic libraries in Abu Dhabi discovered that the majority of respondents (65 percent) preferred electronic journals to printed journals. Respondents, on the other hand, urged that libraries not relinquish their print acquisitions. Lee (2007) and Sharma and Kumar (2016) agree that electronic and print versions should coexist, and that a hybrid collection is a reasonable option because it gives users more access options between the two formats.

The findings of the study can help university administration, faculties, librarians, and library users determine user preferences so that libraries can plan for better and more effective resource allocation for both print and e-resource acquisition. Similarly, these insights can help players in the publishing business understand their readers' interests and cater to them appropriately.

Methodology

This study employed a survey research design to allow the gathering of data that provides a comprehensive picture of the current situation regarding information users' preferences for the usage of print and electronic resources at the University of Education, Winneba. A survey, according to Mugenda and Mugenda (2003), aims to collect data from members of a population in order to identify the population's current status in relation to one or more variables.

The population in this study were University of Education, Winneba undergraduate and postgraduate students, as well as academic and research professionals. These individuals were

chosen for the study because of their proximity and level of involvement in the generation and use of information in both print and electronic media in their academic and research pursuits as well as consulting. Academic and research employees were also included due to their role in the selection and procurement of print and electronic library content.

A survey is also the best and most appropriate method for this type of study. Researchers typically employ a variety of approaches to acquire data in a survey method. Questionnaires, both open-ended and closed-ended, are the most widely utilized approaches, followed by interviews and other personal observations. A survey was conducted with the use of a questionnaire specifically created for the purpose in order to explore the aforementioned field of study or investigation. The questionnaire was distributed to 120 people, with 105 responding for an 88 percent response rate.

Data Analysis

Questionnaires were distributed to a selected group of users, but only 105 responses out of 120 were received. In the tables below, the data collected from respondents has been categorized, analyzed, and interpreted separately.

Table 1:Gender

Gender	No. of Respondents	Percentage
Males	65	62%
Females	40	38%

Total	105	100%
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Percentage figures on tables may not add to 100% because of rounding.

Table 1 shows that 65 (62%) of the respondents were males and 40 (38%) were females.

Table 2: Users' Category

Category	No. of Respondents	Percentage
Undergraduate students	42	40%
Post-Graduate Students	36	34%
Academic/Research Scholars	24	23%
Administrators	3	3%
Total	105	100

Table 2 also shows that academic and research staff made up 24 (23%) of the respondents, whereas under-graduate students accounted for 42 (40%) of the respondents, and post-graduates for 36 (34%). The results also show that 3 (0.3%) of the respondents were administrators.

Table 3: How have Users learnt to Access to Electronic Resources

Category	No. of Respondents	Percentage
Guidance from library staff	10	9.5%

Trial and error	15	14.2%
Self-taught	20	19.0%
Guidance from fellow students	18	17.1%
Guidance from lecturers	10	9.5%
Courses offered by the institution	15	14.2%
Guidance from computing staff	4	3.8%
Guidance from technicians	3	2.8%
External courses	8	7.6%
No option	2	1.9%
Total	105	100.0%

One important area where we frequently fall short of providing the necessary attention is learners' access to electronic resources. According to the aforementioned investigation, 15 (14.2%) respondents claim to have picked up access to electronic resources by trial and error. 18 (17.1%) say they were guided by fellow students or colleagues, and 10 (9.5%) had responded that they have learnt to do it with the help of guidance from library staff. From the above figure, it is very much

evident that libraries and library professionals are not acting as effective information technology (IT) teaching and learning centers. The majority of the respondents, which constitute 20 (19.0%), say that they are self-taught, while 15 (14.2%) confirm that they have learned access to electronic resources through the courses offered at the institution. 10 (9.5%) said that they received guidance from lecturers. 4 (3.8%) said they received guidance from computing staff and 3 (2.8%) received guidance from computer technicians, respectively. 8 (7.6%) say they have taken some external courses. 2 (1.9%) respondents have not commented on this particular question.

Information Preferences for Print and Electronic Resources by Users

The research's main objective was to determine information users' preferences for using print and electronic resources. Because the information sought was connected, responses to questions about the types of resources consulted and the types of materials liked most by users were related. Table 4 summarizes the responses received:

Table 4: Types of Resources Used

Types of Resources Used	No. of Respondents	Percentage
Print	72	68.6%
E-Resources	10	9.5%
Both	23	21.9%
Total	105	100%

Table 4 shows that 23 (21.9%) of respondents utilize both printed and electronic materials, with 72 (68.6%) using only printed resources and 10 (9.5%) using solely electronic resources. In general, it appears that the University of Education Winneba relies on both print and electronic resources for information. As a result, libraries should continue to purchase both types of resources in order to maintain a balanced collection that suits users' information needs.

The findings support Zell's (2013) argument that, in the near future, digital and print formats must remain complimentary, and that both formats must be gathered, preserved, and promoted.

Table 4 further reveals that e-resource utilisation is relatively low among UEW library users (9.5%). Despite large investments in subscriptions and resource marketing via university websites, information literacy training, social media, and webinars, among other approaches, this is the issue.

Surprisingly, both print and electronic versions were preferred by 23 (21.9%) of the respondents. The findings back up Kiondo's (2004) claim that hybrid selections are required to meet the informational needs of users.

Table 5: Materials that are Most Preferred

Category	No. of Respondents	Percentage
Printed resources exclusively	30	29%
Printed resources mostly	25	24%

Electronic resources exclusively	15	14%
Electronic resource mostly	20	19%
Both equally	15	14%
Total	105	100%

In response to the aforementioned question, 30 (29%) respondents said they only use print resources. Only 15 (14%) said they rely solely on electronic resources. 15 (14% of respondents) said they liked both types of resources equally. The intriguing portion of this question is that 20 (19%) of respondents prefer to utilise electronic resources exclusively, whereas 25 (24%) prefer to use printed resources exclusively. These data show that print resources are favoured over electronic resources since the number of printed sources of information is significantly more than the number of electronic resources used exclusively. Based on these data, it appears that when allocating library expenditures for the procurement of learning resources, university administrators should pay more attention to print resources.

Evidently, caution must be exercised in scraping off printed resources, as doing so could impede the teaching, learning, and research process. The results back up earlier research findings that printed materials are preferred. Despite the fact that the adoption and usage of e-resources is still a relatively recent phenomenon in the Ghana, UEW, their popularity among information users is growing. This development could be attributed by easy access to ICTs, internet connectivity, e-resources marketing strategies, and frequent library training sessions.

Reasons for information users' preferences for print or electronic resources

The second objective of this study sought to establish reasons behind users' preference for either print or electronic resources. The responses obtained have been clustered because the information generated is related. The resultant answers have been summed up in table 6.

Table 6: Multiple responses for purposes of using print and electronic resources

Category	No. of Respondents	Percentage
Teaching and learning	49	47%
Research	36	34%
Preparation of exams	18	17%
Recreational purposes	2	2%
Total	105	100%

Table 6 illustrates that 49 (47%) respondents said they use print and e-resources for teaching and learning purposes; 36 (34%) said they do so for research; 18 (17%) mentioned examination preparations; and 2 (2%) mentioned recreation. The findings support those of Katalwa (2016), who found that electronic resources are vital and valuable in supporting academic activities in higher education institutions, such as teaching, improving knowledge, and doing research to provide new information for solving societal problems. Furthermore, e-materials enhance the printed resources available at university libraries.

Printing electronic resources for use or reference purposes

The purpose of the question was to see if online electronic resources are used in their original form or if they are printed first. Table 7 shows the responses.

Table 7: Printing out of E-resources

Category	Frequency	Percentage
Yes	61	58%
No	29	28%
I don't know	3	3%
Sometimes	12	11%
Total	105	100%

61 (58%) of respondents stated they printed the e-resources they accessed or downloaded, whereas 29 (28%) said they didn't, 3 (3%) said they didn't know, and 12 (11%) said they did it occasionally.

Table 8: Reasons for printing e-resources

Category	Frequency	Percentage
For further reference in case there is no internet and computers	37	35.2%

Ease of use and reading of the material (concentration, i.e., comfortability) anywhere and when offline	18	17.1%
Backup/permanent record in case it is removed from a database	13	12.3%
Unreliable internet connectivity	10	9.5%
Unreliable electric power	8	7.6%
Print resources are easily accessible.	7	6.7%
Reading e-resources on a screen strains the eye and causes focus loss.	4	3.8%
It saves time	3	2.9%
Lack of ICT facilities, for instance, PCs for reading e-resources	3	2.9%
Availability of printing machine, for instance. photocopy machine	2	1.9%
Total	105	100%

When asked why they printed e-resources, 37 (35.2%) stated they needed to make sure they were available when the internet and computer access were unavailable, while 18 (17.1%) said it was simpler to read in print than on computer screens. According to the findings, 13 (12.3%) of respondents print e-resources as backup copies in case they are withdrawn from the hosting database.

In addition, 10 (9.5%) and 8 (7.6%) of respondents believe they were forced to print due to inconsistent internet connectivity and unreliable electricity power, respectively. However, 7

(6.7%) said simple access to print materials, while 4 (3.8%) chose print because viewing e-resources strains the eye and causes focus loss. In addition, reading a real book is different from reading on a computer screen. The reason given is that printed material is user-friendly.

According to Lui & Stork (2000), reading printed materials is less distracting than reading online. It seems that many people search or browse digital documents, but when they need to have an in-depth reading of a document, they prefer to print it out for annotation.

It saves time and lacks ICT facilities, according to 3 (2.9%) and 3 (2.9%), respectively. Finally, the availability of printing machines accounted for 2% of the total (1.9 %).

Overall, these statistics indicate that the vast majority of respondents print out e-resources. In other words, users turn electronic resources into paper-based texts notwithstanding their availability. This backs up prior findings by Liu and Stork (2000), who claim that due to the insecurity of online resources, users will continue to print e-documents for in-depth reading.

Table 9: Reason for not printing E-resources

Category	Frequency	Percentage
Printing cost is an obstacle	30	28.6 %
E-resources are easily readable on the ICT Screens e.g. PCs	20	19.0%
They can be store/saved/kept on ICT devices e.g. google drive, PCs, Flash drives for future use	15	14.2%
I normally note down key points I need	10	9.5%

They are easily accessible online	8	7.6%
Lack of printing facilities	6	5.7%
No need of doing so	5	4.8%
Time factor	5	4.8%
Internet resources are not sometimes satisfactory	4	3.8%
Reduces the burden to carry	2	1.9%
Total	105	100%

Table 9 shows that some respondents do not want to print materials available online for reasons such as printing costs, which were noted by 30 (28.6%) respondents; 20 (19.0%) respondents are of the view that e-resources are easily visible and readable on the computer screen. Also, 10 respondents represented 9.5% said they usually jot or note down the main elements they require. For easily accessible online, 8 (7.6%) respondents are not printing e-resources. Furthermore, 5 (4.8%) respondents believe there is no need for them to print, and 5 (4.8%) respondents believe they are unable to print e-resources due to time constraints. However, 6 (5.7%) respondents don't print e-resources because there are no printing facilities, 4 (3.8%) respondents said because internet resources are not always satisfactory, so they are not able to print, and 2 (1.9%) respondents said they are not printing out e-resources because it reduces the burden of carrying printed information. Overall, these findings show that the majority of respondents end up printing e-resources out. In other words, despite the availability of e-resources, users convert them into paper-based texts. This affirms the earlier findings by Liu and Stork (2000) and Marshall (1997),

who contend that people are likely to continue printing e-documents out for in-depth reading due to the instability of online resources.

Table 10: Consulting traditional library after accessing e-resources

Category	Frequency	Percentage
Yes	81	77%
No	9	9%
I don't know	15	14%
Total	105	100%

With the development of ICT, coupled with the availability of online e-resources, there is a notion that the role of traditional physical libraries is becoming increasingly redundant in this ICT era.

In response to a question on whether they would still consult a traditional library after finding the information they needed online, 81 (77%) respondents insisted that they would, whereas 9 (9%) said they would not, and 15 (14%) stated they were undecided. Despite the availability of information online, users still trust traditional libraries and will continue using their sources. The traditional library would continue to support academic endeavours. Even in the information age, this demonstrates the value of hybrid academic libraries.

Indeed, the culture of using the traditional library for educational and research purposes has not been erased by the availability of information online. The findings of this study support those of Vernon (2006), who discovered that students arrive at university with specific reading habits in place, which they are generally hesitant to modify.

Future of Print and Electronic Resources at University of Education, Winneba Library

The third objective of this study sought to solicit views on strategies for achieving a balanced or rational use of financial resources in the acquisition and use of print and e-resources in the University of Education, Winneba Library. To get a composite picture of the future of print and e-resources, respondents were asked to indicate their perception of the future of the two information resources in the light of current university libraries' subscription practices to e-resources in the library. The resources received have been presented in tables 11, 12, and 13 below.

Table 11: University Libraries' Subscription to Resources

Category	Frequency	Percentage
Yes	55	52.4 %
No	18	17.1%
I don't know	32	30.5%
Total	105	100%

In all, 55 (52.4%) respondents confirmed that the library subscribed to both print and electronic learning resources, followed by 32 (30.5%) who did not know if this was done, and 18 (17.1%) who indicated otherwise. Many academic and research libraries in Ghana have subscribed to e-resources as a result of the Consortium of Academic and Research Libraries in Ghana (CARLIGH), CARLIGH intervention, and the trend has spread like wildfire. However, the

consortium has focused heavily on e-journal subscriptions at the expense of other resources such as print.

As academic libraries incorporate e-resources into their collections, subscriptions to printed resources should be considered as well. Print materials, too, require prioritization in order to maintain a balanced and diversified collection. 72 (68.5%) respondents stated they subscribed to e-journals, 25 (23.99%) respondents said they subscribed to e-books, and 8 (7.6%) respondents claimed the institution subscribed to databases. Below are their responses.

Table 12: Types of e-resources University Library subscribed to

Category	Frequency	Percentage
E-journals	72	68.5%
E-book	25	23.8%
Databases	8	7.6%
Total	105	100%

Table 13: Future of Print and Electronic Resources in University of Education, Winneba Library

Category	Frequency	Percentage
Print resources will continue to co-exist with electronic resources	62	59%

Electronic resources will supplement print resources	25	24%
Electronic resources will eventually replace printed resources	18	17%
Total	105	100%

According to table 13, the majority (62, or 59%) of respondents indicated that print resources would continue to co-exist with e-resources; 25 (24%) believe that e-resources would enhance or supplement print resources; and 18 (17%) believe that e-resources would eventually replace print resources.

These findings are consistent with those of Kiondo (2003). Zell (2013), Zell (2005), and Wu (2003) argue against a hybrid information environment in which online information does not supplant information in print but adds access opportunities for information users. Besides, both formats should be collected, maintained, and supported by librarians.

According to IFLA (2012), the development and acquisition of e-resources presents a number of challenges not encountered in the development and acquisition of traditional analogue materials; as a result, libraries are encouraged to develop clear policies and processes to provide clarity to staff and ensure that e-resources are within the preservation requirements and constraints.

Conclusions and Recommendations

This study looked into how information users used print and electronic resources in the University of Education Winneba Library. This study's overall conclusion and lesson is that the majority of information users still prefer printed materials over electronic alternatives.

This outcome goes against the widely assumed notion, particularly in the context of limited resources, that freely available online resources have replaced printed ones.

The result is that university management should think twice before reducing or eliminating subscriptions to printed resources in order to ensure that they continue to provide information services that support teaching, learning, and research goals. The formats complement each other to best serve information users' needs.

In short, the current academic library climate in the University of Education Winneba Library supports a hybrid environment in which print and electronic formats complement each other to best serve information users' needs.

This conclusion, however, does not negate the fact that e-resources are gaining popularity among UEW users, a culture that should be promoted to thrive in the face of the scarcity of current print resources and editions in many academic libraries. Due to the accelerated acceptance, adoption, and utilisation of e-resources among university academic user communities in the University of Education Winneba, the findings of this study are also consistent with Davis (1989) Technology Acceptance Model (TAM). Similarly, e-resources are progressively becoming the preferred mode of learning, which is being recognised systematically.

In short, the current academic library climate in the University of Education Winneba Library supports a hybrid environment in which print and electronic resources are available and accessible to all. Overall, the basic tenets of this theory are that the invention of new technology can alter the way society responds to events or what they used to do in the past. As a way forward, the majority of the respondents embrace hybrid libraries that provide both print and e-

resources. Presently, print and e-formats each have exclusive values, and until those values can be replicated in other media, both formats must be collected, maintained, and supported by libraries. Standard 606 of the American Bar Association's Standards for Approval of Law Schools clearly recognizes the importance of multiformat materials and electronic information.

Libraries serve as gateways, and librarians as experienced and knowledgeable guides in the use of emerging and existing media in pursuit of information. Neither print nor electronic information can be ignored or avoided, as both play a critical role in the academic library's survival.

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