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David A. Cabonero

Saint Mary's University, Phillipines, bluegemini7777@yahoo.com

Anivel A. Soliven

Saint Mary's University - Phillipines, anisoliven@yahoo.com

Febie G. Lanzuela

Saint Mary's University - Phillipines, febie.galapon@yahoo.com

Marivic S. Balot

Saint Mary's University - Phillipines, marvie0409@yahoo.com.ph

Eva Rose A. Bugaling

Saint Mary's University - Phillipines, bugalinge@yahoo.com

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The Use and Non-Use of Magazines and Journals in an Academic Library

Authors

Mr. David A. Cabonero

Coordinator, Library and Information Science Department
School of Engineering, Architecture and Information Technology
Saint Mary's University
Bayombong, Nueva Vizcaya
Email: bluegemini7777@yahoo.com

Mrs. Anivel L. Soliven

Periodicals Librarian
Saint Mary's University
Bayombong, Nueva Vizcaya
Email: anisoliven@yahoo.com

Dr. Febie G. Lanzuela

Director, University Learning Resource Center, and
Faculty, Library and Information Science Department
School of Engineering, Architecture and Information Technology
Saint Mary's University
Bayombong, Nueva Vizcaya
Email: febie.galapon@yahoo.com

Mrs. Marivic S. Balot

Librarian
Saint Mary's University
Bayombong, Nueva Vizcaya
Email: marvie0409@yahoo.com.ph

Mrs. Eva Rose A. Bugaling

Librarian
Saint Mary's University
Bayombong, Nueva Vizcaya
Email: bugalinge@yahoo.com

ABSTRACT

The study aimed to explore the use and non-use of magazines and journals at Saint Mary's University Learning Resource Center. Through a researcher-made survey questionnaire, data were gathered from 40 faculty and 46 student respondents from the four undergraduate schools. The descriptive method was used to determine the reasons for use and registration use of magazines and journals while qualitative method was used to elicit the recommendations for their effective use.

The study revealed that out of the 86 respondents, 47.7% do register magazines before using them and 52.3% do not. The primary reasons for using magazines and journals are for: 1) personal or leisure reading; 2) research; and assignments while the primary reasons for not using them are: 1) they prefer internet; 2) lack of time in visiting the library; and 3) use of magazines and journals are not required in class. There are more faculty than students and more females than males who use magazines while in terms of school, they almost use equally. Both the faculty and students like to improve the use of magazines and journals through the schools and in classes.

Keywords: Magazines and Journals, Use and Non-Use of Periodicals, Reasons for Using Periodicals, Utilization of Periodicals

Introduction

Journals and magazines are the one of the primary sources of information for learning, instruction and research in any higher education institution. They are an integral part of library collection because according to Ogunrombi (1997) as cited by Ogunniyi, Akerele, and Afolabi (2011), “serial publications form the backbone of any academic library because of their nature of informational value.” These are important leaning resources for two main reasons: 1) contributions published convey the latest information on specific fields; and 2) the information may not be available in book (Gaur, 2003; Khan, 1978; Kumar, 1998). Thus, they are one of the primary sources of recent information for research and instruction in particular.

Olanlokun and Salisu (1988) as cited by Ogunniyi, Akerele, and Afolabi (2011), stated that “journals are accorded prominence in the library because they provide the latest information in a discipline and if people want to be current in their field they have to read relevant journals.” Anunobi, Nwakwuo, and Ezejiolor (2010) pointed out that “the place of serials in scholarly research visibility and communication has posted it as a very important information material in university libraries. Goehner (1982) recommends that periodicals in academic libraries be given serious consideration towards greater utilization of the faculty particularly in the evaluation process. Thus, every university that is worth its name makes effort to acquire serials for the community”.

“The use of journal by undergraduate students continue to dwindle and that underpins the reason to educate the students to utilize the resource for improved research work and quality project writing” (Bamidele, Omeluzor & Amadi, 2013),”. On the other hand, Salisbury and Noguera (2003) found out that “faculty and graduate

students are beginning to accept the use of electronic journals and majority of them agreed that electronic journals access is a viable alternative to the physical reading room, thus, this affects the selection decisions to subscribe print or online formats. Rashidi, Gilchrist and Maris (2008) opined that journals are the most preferred format as manifested from the pattern of citation in their study. Thus, McGuigan (2008) revealed that the major developments facing periodicals collection management in libraries are due to availability of technology, constrained library budgets, and the information seeking behavior of users.

The librarian should bring to the attention of the readers the recent developments in the diverse fields, in particular, to the teaching and research staff of the institution for the following reasons: 1) they may not find time to scan the periodicals in their fields due to heavy work load; and 2) they may not find time to visit the library (Pichuraman & Gopalakrishnan, 1983).

On the other hand, Cabonero (2004) found out in his study that the primary reasons of faculty and students for using the library were: 1) borrow and return books; 2) read newspapers and magazines; 3) read materials for classroom purposes; and 4) look up materials for research paper, reports, etc. Also, Sison et al. (2014) concluded that: 1) the serials collection was used minimally and reading newspapers, magazines and journals is not a habit of the students; 2) newspapers remain as the most sought type of serials collection; 3) students are not aware of the importance of registering in the borrower's logbook for periodicals and teacher play a vital role in increasing the utilization of serials collection; 4) the library lacks marketing techniques and strategies in advertising the serials even though students are concerned about the latest acquisition

of serials; and 5) the attitude and the recency of serials collection are the factors that affect the utilization of serials collection. On the other hand, Bhat (2014) concluded that lack of awareness on the use of periodicals, lack of training on the use of online journals, and proper infrastructure in the library are the demotivating factors in the use of periodicals.

The study aimed to explore the reasons for the use and non-use of magazines and journals at Saint Mary's University Learning Resource Center. Specifically, it sought answers to the following:

1. What are the reasons for using and not using magazines and journals by library users?
2. Is there a significant difference in the use of magazines and journals when grouped according to type, sex and schools of respondents?
3. Is there a significant difference in the registration on the use of magazines and journals when grouped according to type, sex and schools of respondents?
4. What recommendations were made by faculty and students on the effective use of magazines and journals in their respective school and class?

The null hypotheses tested in this study were:

1. There is no significant difference in the use of magazines and journals when grouped according to type, sex and schools of respondents.
2. There is no significant difference in the registration on the use of magazines and journals when grouped according to type, sex and schools of respondents.

Methodology

The study made used of the descriptive method of research in determining the reasons for use and non-use of magazines and journals; and qualitative method for the recommendations by faculty and students in improving the utilization of said types of periodicals in their respective school and class. It was conducted at Saint Mary's University located in Bayombong, Nueva Vizcaya, Philippines particularly in its Periodicals Section and Periodicals Corner at the different sections of the University Learning Resource Center. The table below presents the profile of the respondents by type, sex and schools.

Table 1. Profile of Respondents by Type, Sex and School

Variables		Frequency	Percent
Type	Faculty	40	46.5
	Student	46	53.5
	Total	86	100.0
Sex	Male	35	40.7
	Female	51	59.3
	Total	86	100
School	SAB	24	27.9
	SEAIT	26	30.2
	SHaNS	16	18.6
	STEH	20	23.3
	Total	86	100

Legend: SAB – School of Accountancy and Business
SEAIT – School of Engineering, Architecture and Information Technology
SHaNS – School of Health and Natural Sciences
STEH – School of Teacher Education and Humanities

Results and Discussions

Section 1. Reasons for Use and Non-Use of Magazines and Journals

1.1. Registration in the Use of Magazines and Journals

Table 2. Responses on the Registration of Use of Magazines and Journals

Responses	Frequency	Percent
Yes	41	47.7
No	45	52.3
Total	86	100

Of the 86 respondents, 41 or 47.7% registered the magazines and journals before using them while 45 or 52.3% do not register. One of the important protocols in borrowing magazines and journals is to register them in the borrower's logbook. This is an effort of the library to see to it that these are being used or read to further the knowledge of the readers. The findings reveal that more efforts have to be done in order to require the library users in registering the journals and magazines before reading them.

1.2. Reasons for Using Magazines and Journals

Table 3. Reasons for Using the Magazines and Journals

Reasons	Frequency of YES	Percent
For research	37	43
For assignment	23	26.7
For personal or leisure reading	68	79.1
Others	7	8.1

Out of the 86 respondents, 68 or 79.1% reported that they use magazines and journals for personal or leisure reading, 37 or 43% for research and 23 or 26.7% for

assignment. Most of the respondents read magazines and journals for personal or leisure reading. This inherent interest to read usually satisfies the desire of the respondents to enrich their knowledge and even in the skills related to their field of study. In addition, the respondents find the magazines and journals as rich sources of information about the topics of their research. Research as a subject demands students and faculty to provide review of related literature and studies that are current in order for them to give a rich background and information of their research topics. This further explained by Rashidi, Gilchrist and Maris (2008) that journals are the most preferred format as manifested from the pattern of citation in their study.

Lastly, there were respondents who also said that they read magazines and journals to address their assignments. This means that students and faculty believe that using magazines and journals for assignments are necessary for them to keep abreast of the current issues and trends related to their courses. This effort of using these for assignment also demands the respondents to go to the Periodicals Section in order to see for themselves the efforts of the library to acquire a good number of titles in their respective specialization. This finding agreed with the statement of Anunobi, Nwaknuo and Ezejiolor (2010) that periodicals are very important information material in university libraries and they are worth to acquire for the community.

1.3. Reasons for Not Using the Magazines and Journals

Table 4 presents the reasons of the respondents for not using the magazines and journals.

Table 4. Reasons for Not Using the Magazines and Journals

Reasons for Not Using the Magazines and Journals	Frequency of YES	Percent
Prefer to Use the Internet	63	73.3
Lack of Time in Going to the Library	37	43
Unaware where to Find the Magazines and Journals	7	8.1
Not Required as Reading Materials for Classroom	11	12.8
Others	10	11.8

Out of the 86 respondents, 63 or 73.3% prefer to use the internet, 37 or 43% said they lack time in going to the library, 11 or 12.8% reasoned that they are not required to read materials for classroom purposes, and 7 or 8.1% unaware where to find the magazines and journals. The most popular reason for not using the magazines and journals is the preference to use the internet. Moreover, Pichuraman and Gopelakrishnan (1983) found out that most of their respondents recommend electronic access to periodical subscriptions over the printed format. This reality has provided students and faculty alternatives to explore their fields of specializations. It cannot be denied that with ICT, almost everything is accessible. In this way, the print magazines and journals plus the internet must supplement each other. Furthermore, these print magazines and journals underwent scrutiny by the schools before the library have acquired them.

Another reason for not using the magazines and journals is the lack of time to go to the library. This claim must reveal that the students and faculty have many tasks and activities to consider. Besides, they have to address their academic loads. In the case of the students, they have subjects to attend to. They prepare for their academic

requirements. For the teachers, they have to prepare for their lessons and they have to teach. Indeed, there are many things that can deter them from going to the Periodicals Section to read. Others said that reading magazines and journals are not required in the classroom. This may be due to faculty who do not see the value of reading current events or information. It is said that they provide the latest information about the field of interest of the learners. It is therefore important on the part of the school leaders to advocate the use of the magazines and journals so that in return these faculty will exert efforts to make these as part of their classroom teaching routines.

Section 2. Comparison Among Respondent's Profile Regarding the Use of Magazines and Journals

2.1. Comparison of Type of Respondents and Use of Magazines and Journals

Table 5. Descriptive and Inferential Statistics Regarding the Use of Magazines and Journals by Type of Respondents

Type	Mean	N	Std. Deviation	Df	Mean diff	t-value*	p-value	Decision
Faculty	3.7750	40	1.32988	84	.84022	2.854	.005	Reject Null Hypothesis Faculty use magazines and journals significantly higher than students
Student	2.9348	46	1.38888					
Total	3.3256	86	1.41788					

*significant at 0.05

It can be gleaned from the table that faculty (mean=3.7750) used magazines and journals more frequently than the students (mean=2.9348). The faculty use is 0.84022 more than the students with a t-value of 2.854 at p=0.005. Since the p-value is lower than 0.05, then there is a significant difference in favor of the faculty.

This is an expectation. At least, students who will be under these faculty will really help them become aware of the magazines and journals in the library and eventually these learners will use them too. Thus, Goehner (1982) recommends that periodicals in academic libraries be given serious consideration towards greater utilization of the faculty particularly in the evaluation process.

2.2. Comparison of Sex of Respondents and Use of Magazines and Journals

Table 6. Descriptive and Inferential Statistics Regarding the Use of Magazines and Journals by Sex

Sex	Mean	N	Std. Deviation	df	Mean diff	t-value*	p-value	Decision
Male	3.0286	35	1.52404	84	-.50084	-1.625	.005	Reject Null Hypothesis Female use magazines and journals significantly higher than male
Female	3.5294	51	1.31686					
Total	3.3256	86	1.41788					

*significant at 0.05

The table revealed that females (mean=3.5294) used magazines and journals more frequently than the males (mean=3.0286). The female use is 0.50084 more than the males with a t-value of 1.625 at p=0.005. Since the p-value is lower than 0.05, then there is a significant difference in favor of the females. This finding asserts that female faculty and students love to use magazines and journals. Hence, they are the ones frequently seen in the Periodicals Section.

2.3. Comparison of School Department of Respondents and Use of Magazines and Journals

Table 7 presents the descriptive and inferential statistics regarding the use of magazines and journals by schools.

Table 7. Descriptive and Inferential Statistics Regarding the Use of Magazines and Journals by Schools

School	Mean	N	Std. Deviation
SAB	3.5417	24	1.47381
SEAIT	3.1923	26	1.35703
SHANS	3.1250	16	1.31022
STEH	3.4000	20	1.56945

Table 7 revealed that SAB respondents had the highest mean in using the magazines and journals (mean=3.5417) followed by STEH respondents (mean=3.4), SEAIT respondents (mean=3.1923) then SHANS respondents (mean=3.1250).

Table 8. One-Way ANOVA Regarding the Use of Magazines and Journals Across Schools

	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	2.337	3	.779	.379	.768	Accept Null Hypothesis There is no significant difference in the use of magazines and journals among the schools
Within Groups	168.547	82	2.055			
Total	170.884	85				

The F-value of 0.379 at $p=0.768$. Since the p-value is greater than 0.05, then there is no significant difference in the uses of journals and magazines across the schools. While SAB posted that students and faculty there use magazines and journals the most, this finding revealed that all respondents from the schools have almost the same efforts on the use of these.

Section 3. Comparison Among Respondent's Profile Regarding the Registration in the Use of Magazines and Journals

3.1. Comparison of Type of Respondents and Registration in the Use of Magazines and Journals

Table 9. Descriptive and Inferential Statistics Regarding the Registration of Magazines and Journals by Type

Type	Mean	N	Std. Deviation	Df	Mean diff	t-value*	p-value	Decision
Faculty	.6500	40	.48305	84	.2369	2.232	.028	Reject Null Hypothesis Faculty register significantly higher than students
Student	.4130	46	.49782					

*significant at 0.05

It can be gleaned from the table that faculty (mean=0.65) registered magazines and journals more frequently than the students (mean=0.4130). The faculty register is 0.2369 more than the students with a t-value of 2.232 at p=0.028. Since the p-value is lower than 0.05, then there is a significant difference in favor of the faculty.

3.2. Comparison of Sex of Respondents and Registration in the Use of Magazines and Journals

Table 10. Descriptive and Inferential Statistics Regarding the Registration of Magazines and Journals by Sex

Sex	Mean	N	Std. Deviation	Df	Mean diff	t-value*	p-value	Decision
Male	.5143	35	.50709	84	.01513	-.136	.892	Accept Null Hypothesis Both Male & Female register magazines and journals
Female	.5294	61	.50410					

*significant at 0.05

Table 10 revealed that females (mean= 0.5143) registered magazines and journals borrowed less frequently than the males (mean=0.5294). The female register is 0.01513 more than the males with a t-value of 0.136 at p=0.892. Since the p-value is higher than 0.05, then there is no significant difference in favor of the females.

3.3. Comparison of School of Respondents and Registration in the Use of Magazines and Journals

Table 11. Descriptive and Inferential Statistics Regarding the Registration of Magazines and Journals by Schools

School	Mean	N	Std. Deviation
SAB	.6667	24	.48154
SEAIT	.5385	26	.50839
SHANS	.3125	16	.47871
STEH	.5000	20	.51299

Table 11 shows that SAB respondents had the highest mean in registering the magazines and journals (mean=0.6667) followed by SEAIT respondents (mean=0.5385), STEH respondents (mean=0.5000) then SHANS respondents (mean=0.3125).

Table 12. One-Way ANOVA Regarding the Registration of Magazines and Journals by Across Schools

	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	1.221	3	.407	1.650	.184	Accept Null Hypothesis The respondents coming from diff schools register w/o significant difference.
Within Groups	20.232	82	.247			
Total	21.453	85				

The F-value of 1.650 at $p=0.184$. Since the p-value is greater than 0.05, then there is no significant difference in the registration of journals and magazines across the schools.

Section 4. Recommendations of Faculty and Students on the Effective Use of Magazines and Journals in their Respective School and Classes

The opinions and recommendations of users are sources of feedbacks to improve the conditions of library resources since they are the primary beneficiaries. Most of the recommendations mentioned are categorized into: 1) curriculum and instruction; 2) Current Awareness Service; 3) acquisition of periodicals collection; 4) marketing and promotional activities; 5) location of periodicals; and 6) use or access.

Curriculum and Instruction. Their summary recommendations reveal that these magazines and journals must be:

- *integrated in the course outline*
- *related the topics to current events/issues*
- *included as reading assignments & activities*
- *required as reading reports*
- *borrowed for class research and assignments*
- *required as journal reports in every subjects*
- *required as reading materials*
- *used for sharing of current issues or events in class*
- *used them for more info.*
- *required citation of particular journals when there is an assignment*
- *used for future research projects*

Current Awareness Service. The faculty and students saw the importance of current awareness service to advertise or promote the magazines and journals. The following were the summary of their recommendations:

- *post the current issues in the Bulletin Board/ update a list at the bulletin board*
- *posters about up-to-date magazines/journals*
- *inform students about available magazines in the lib to be used in their academic requirements an updated black and white list should be provided*
- *provide updated list to respective schools*
- *give the students the list of journals (hard copy) and the frequency of subscription*
- *distribute a list every faculty and other for more usage*

Acquisition of Periodicals Collection. The following summary were suggested for more collection in order to enrich further their knowledge and competence:

- *always buy updated collection / magazines*
- *updated copies*
- *provide copy for the department/ each faculty room.*
- *the magazines & journals must be updated so that the students will be interested in reading and borrowing it.*
- *more new magazines and journals*
- *update monthly*

Marketing and Promotion. Faculty and students suggested the following in order to motivate more to use the magazines and journals:

- *set a students' reading challenge.*
- *launch an activity like "Bookworm award"*
- *oral or mass advertisements*
- *advertise, a must use for research materials*

Location of Periodicals. The faculty and students suggested the following to further motivate everyone to make these magazines and journals known to the entire University:

- *provide us copy in our faculty room*
- *may they be located at the department's area? If possible place the magazines in a conspicuous place*
- *place it in a more convenient place where students can find it easily*
- *students must be aware where to find the magazines/journals*

Use or Access. When all these suggestions above are addressed, Periodicals Library attendance may increase.

- *require students to go to the library*
- *invite classmates to see some magazines/journals.*

In summary, the recommendations on how to fully utilize magazines and journals fall mainly under curriculum and instruction including research. The awareness of these must therefore be an effort of the school. As found out, the use of magazines and journals is very much connected to lessons in the classrooms and in research. The richness of the Review of Related Literature and Studies and other parts of the research paper will be assured through the magazines and journals.

Conclusions and Recommendations

In conclusion, many do not register in using magazines and journals, however, most of them use for personal or leisure reading, research and assignment respectively. On the other hand, the primary reasons for the non-use are: 1) they prefer mostly the internet; 2) they do not have time to visit the library and read; and 3) use of periodicals

are not required in the classroom respectively. There are more faculty than students and more females than males who use magazines and journals however, in terms of schools, they almost use them equally. There are more faculty than students who register before using magazines and journals; and both females and males were found to almost register them before using but in terms of schools, they almost register before using them equally. The faculty and students like to improve the use of magazines and journals in their respective school and class along: a) curriculum and instruction; b) Current Awareness Service; c) acquisition of periodicals collection; d) marketing and promotional activities; e) location of periodicals; and f) use or access.

It is recommended then that the library should: 1) Strengthen the registration policy in the use of magazines and journals; 2) Create a more innovative library marketing strategies or activities to maximize the use of magazines and journals; and 3) Implement the recommendations of the faculty and students in utilizing periodicals in their curricular programs in particular.

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