

User Awareness and Use of Online Journals among Education Faculty Members in Coimbatore District: A Survey

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ABSTRACT At present, the World Wide Web is the largest available repository of information with the largest number of users searching for information. Advances in computer applications during the past few decades have brought radical changes in the way information is gathered, stored, organized, accessed, retrieved and consumed. Today's users have their information needs met via a number of options. They need not come physically to the library to use print formats but can stay at home or the office and access online library resources and services via networks or authentication methods at any time. E-resources can be used for efficient retrieval and meeting information needs. This is very important for academic libraries since most of them call for more and more research work. This important fact is convincing many libraries to move towards e-resources, which are found to be less expensive and more useful for easy access. Results of the present study show that using online journals daily takes the first order reporting among the users of educational faculty members, using online journals twice a week the second, using online journals once in a week the third, using online journals once in a fortnight the fourth and using online journals thrice a week the fifth and using online journals as and when required the last. Study reveals that respondents have high level of location for accessing online journals such as central library, department library. The respondents have moderate level of location for accessing online journals such as computer center and other places.

INTRODUCTION

Internet is now a huge source of academic, research and general information. Internet facilitates the sharing of information by millions of people and institutions all over the world. It is like a global library that everyone can access at time. It is a global venue where every one can present their knowledge and information. Earlier libraries served information in traditional media whereas now computers serve the information in digital media. In this way, internet is a library that transcends space and media. Internet has become one of the most effective media for selection, collection, storage, management and dissemination of information in the gamut of knowledge. It works round the clock and connects every nook and corner of the globe. It is one of the important services of the information storage and retrieval process, which has reached millions of people. In the 1960s and 1970s, librarians were using electronic databases as a part of library services. In the 1980s, libraries started using CD-ROM versions of electronic databases. In 1990s and from 2000 onwards, internet access and consortia approach of journals subscriptions diversified the availability of electronic information. Presently many libraries in India have provisions to ac-

cess the same electronic information in multiple ways.

The emergence of the internet, particularly the World Wide Web, as a new medium of information storage and delivery represents a revolution which will have a lasting impact on the publishing and information delivery system in the 21st century. As electronic information and its access has grown, selection of information sources has become complex. When alternatives were limited, selection was primarily based on the access and cost factors. As CD-ROM and tape-loaded with electronic information became available, local area networks (LANs) and interfaces became important issues in their selection. Now with multiple sources of information, human, demographic, and technological factors have become important in their selection process. In addition to these, factors like training standards, password protection mechanism, links-to-holdings, and full-text availability are the parameters used by the users for the selection process. Because of the dynamic nature of electronic information, traditional selection criteria are not effective, so new criteria must be developed or adopted.

Presently we are living in knowledge society where information is the key item. Progress in this age depends largely on front line kno-

wledge / information gained by the society. In this era of information, internet has made tremendous impact on the academic activities of the faculty members, researchers, and the students. After the advent of internet, a significant transition is seen in users' approach and the way they seek information and the methods they use in research and learning activities. This has become possible as internet provides a wealth of new course materials and acts as a powerful supplement to the traditional ways of studying and learning. Internet is now facilitating electronic communication, exchange of ideas, and collaboration in research globally. Internet can be accessed for the latest developments in one's area of research at an amazing speed. It also plays a significant role in distance education and conferencing and thus transforming the academicians as facilitators in providing guidance, drawing students, and steering observations. The internet, therefore, creates an excellent academic environment where the academic community can perform their activities in a rejuvenated manner (Surendra Babu et al. 2010).

Online Journals

Online journals are simply serial publications in which the end products are made available in digital format and whose contents may or may not be peer-reviewed. There is no universally accepted definition of online journal. Some call it a "paperless journal", some people say "virtual journal", and some say it is an "electronic journal". Online journals are available through online hosts such as DIALOG at high costs. They are not likely to be part of library collections. An online journal allows remote access. It can be used simultaneously by more than one user. It provides timely access. Online journals support different searching capabilities and saves physical storage. An online journal is a serial publication, often scholarly that is made available in digital format and distributed over the internet. Considering articles within each year, and averaging each year from 2000-2010, online articles were cited 10 times more often than offline articles (Das and Das 2006). The experts in these fields gave the definition of online journals on the basis of production, distribution etc. According to Ali's Glossary of Library and Information Science, "An online journal is a publication, often scholarly, that is made acces-

sible in a computerized format and distributed over the internet."

Literature Review

Kannappanavar and Rajanikanta's (2008) paper highlights the use of e-learning resources in medical colleges. The study has found that medical education popularized only after the independence of the country. It is found that majority of the colleges under the study area have e-information resources, e-databases. Almost all colleges under study are also becoming members of a consortium. As far as the infrastructure facilities are concerned, almost all colleges under study have provided very good infrastructure facilities to their libraries to serve their clients effectively.

Varatharajan and Chandrashekara (2007) have found that digital libraries and digitization play an important role in preserving and disseminating knowledge in art and culture, education, science and technology, literature and humanities, media and entertainment, cultural heritage, and history. In India, a substantial number of libraries and information centres have initiated digital library activities. Indian society has created and preserved the resources of traditional and cultural heritage in various forms. However, thousands of ancient books and manuscripts that remain in perishable palm leaves urgently need digitization. This article describes some of the digital libraries and institutional repositories of India.

Aldojan (2006) investigated the internet use among Education faculty members in Jordanian Public Universities. The population of this study included the entire education faculty members (309) in seven Jordanian public universities, ranking instructor/lecturer, assistant, associate, and full professors. The study explored how often, what types of internet tool is used on a daily basis, and the degree of satisfaction of education faculty members in Jordanian public universities using the internet in their academic work. The purpose of this study was to collect and to analyze the data to determine the patterns of internet use and to identify the faculty's concerns and their overall satisfaction degree of its services.

Lohar and Roopashree (2006) have analyzed the collected data to cover the use of electronic resources and how the electronic reso-

urces have improved the academic career of the faculty and also the problems that are faced in using the electronic resources. They conclude that the main intention of the use of electronic resources has been the academic interest of the users.

Bergman (2005) has discussed the position of electronic resources as a specialty to deal with the management of digital resources, but little has been written about the librarians now working in this specialty. Electronic resources management appears to substantially blur the line between public and technical services.

Al-Asmari (2005) investigated the use of the internet by EFL teachers at the colleges of technology in four cities in the Kingdom: Riyadh, Abha, Jeddah, and Dammam. Results of this study, conducted in 2004, indicated a low level of internet adoption by faculty members for instructional purposes. Barriers to the adoption were identified - mainly limited access to the internet and lack of computer skills. Sait S et al. (2003) examined the use of the internet by students and teachers, as well as the internet's effect on them, in education levels ranging from primary schools to universities in Saudi Arabia. Results of the survey revealed trends in internet effects, perceived usage patterns, and effects on students and faculty.

Rehamn and Ramzy (2004) have discussed the electronic resources as vital, but extremely expensive and medical librarians are genuinely concerned with their effective use. It is a widely held view that low awareness and poor skills are among the primary reasons for their under utilization. A questionnaire based survey of health professionals affiliated with three reaching faculties of Kuwait University has been conducted to find out the nature and extent of use and the reasons of low use of these resources.

Adika (2003) analysed internet use among faculty members of universities in Ghana. Research results show that in spite of the benefits of the internet, its use among faculty is still very low. The main reasons for this are lack of access to the Internet and the need for training. It suggested that university authorities must take immediate steps to provide general access points for faculty through computer laboratories. Here librarians, information professionals and computer scientists have vital role to play in organizing training and refresher sessions for faculty to get up to date information via internet for teaching and research.

A doctoral study by Fortin (2000) explored faculty members' use of and their information seeking behaviors and activities on the internet at Angelo State University. Using both a quantitative and qualitative methodology, differences were found between tenured and tenure track faculty members on the perceived value of the internet to meet their research and classroom information needs. Similar differences were also found among faculty members in the broad discipline areas of the humanities, social sciences, and sciences. Tenure-track faculty members reported a higher average internet use per week than tenured faculty members.

Objectives of the Study

The main objectives of the present study are as follows:

- To find out the awareness of the users about available online journals.
- To study the purpose of utilization of online journals.
- To find out the frequency of using online journals.
- To find out the hindrances and problems faced by the users while accessing and using online journals.
- To examine the level of satisfaction of users about availability and coverage of online journals.
- To study the preferred format for using online journals.
- To examine the satisfaction level of users about infrastructure to support the access of online journals.
- To suggest suitable recommendations to improve facilities and services related to the use of online journals.

METHODOLOGY

Keeping in view the above objectives in mind, a structured questionnaire was prepared to collect data from the users of online journals among Education Faculty Members in Coimbatore District. Questionnaire contains various questions pertaining to the awareness and use of online journals. For this purpose a total of 200 questionnaires were distributed among education faculty members in Coimbatore district. Out of 200 questionnaires distributed, 160 valid questionnaires were collected. This constitutes

80 percent (160/200) of the total response. The collected data were analysed, tabulated, interpreted and presented in form of this paper.

RESULT AND DISCUSSION

A study of data in Table 1 indicates the age wise distribution of respondents. It could be noted that out of the total 160 respondents, 25 per cent of them belonged to the age group 36-40 years and 20 per cent of them come under the age group of 31-35 years. In this study, 17.50 per cent of them belonged to the age group of below 30 years and 16.25 per cent of them were found in the age group of 41-45 years. It is observed that 12.50 per cent of the respondents belonged to the age group above 50 years and the rest 8.75 per cent of them belonged to the age group 46-50 years. It is concluded from the above table that majority of the respondents were found to be in the age group of below 40 years.

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Table 1: Age wise distribution of respondents

<i>Age</i>	<i>No. of respondents</i>	<i>Percentage</i>
Below 30	28	17.50
31-35	32	20.00
36-40	40	25.00
41-45	26	16.25
46-50	14	8.75
Above 50	20	12.50
Total	160	100.00

A study of data in Table 2 indicates the gender distribution of respondents. It could be noted that out of the total 160 respondents, majority of the respondents (57.50%) belonged to the male group and the rest of them (42.50%) are females. It is concluded that male respondents are more in number than female respondents.

Table 2: Gender wise distribution of respondents

<i>Gender</i>	<i>No. of respondents</i>	<i>Percentage</i>
Male	92	57.50
Female	68	42.50
Total	160	100.00

Data presented in Table 3 indicate the age wise respondents' frequency of using online journals. It could be noted that out of the total 160 respondents, 22.50 per cent of them were using online journals daily. In this study, 20.62 per cent of them were using online journals twice a week and one-third of the respondents in the age group 36-40 years and above 50 years were using online journals twice a week. Out of the total 160 respondents, 16.25 per cent of them were using online journals once in a week. Majority of the respondents (19.23%) in the age group 41-45 years were using online journals once in a week. In this study, 15.00 per cent of the respondents were using online journals once in a fortnight. Majority of the age group 36-40 respondents (17.50%) were using online journals once in a fortnight. In this study, 14.38 per cent of the respondents were using online journals thrice a week and the rest 11.25 per cent of them were using online journals as and when required.

It could be seen clearly from the above discussion that using online journals daily takes the first order reporting among the users of educational faculty members, using online journals twice a week the second, using online journals once in a week the third, using online journals once in a fortnight the fourth and using online journals thrice a week the fifth and using online journals as and when required the last.

Data presented in Table 4 indicate the age wise respondents' frequency of access to online journals. It could be noted that out of the total 160 respondents, 29.38 per cent of them have below 1 hour of access to online journals. More than one-third of the respondents (42.86%) in the age group below 30 years have below 1 hour of access to internet. In this study, 21.25 per cent of them have 3-4 hours of access to online journals and one-third of the respondents of the 36-40 years and above 50 years have 3-4 hours of access to online journals. Out of the total 160 respondents, 18.12 per cent of them have 1-2 hours of access to online journals. Majority of the respondents (21.88%) in the age group 31-35 years have 1-2 hours of access to online jour-

Table 3: Age wise respondents' frequency of using online journals

Age	Daily	Thrice a week	Twice a week	Once in a week	Once in a fortnight	As and when required	Total
Below 30	7	5	4	5	4	3	28
	25.00	17.86	14.28	17.86	14.28	10.72	
31-35	7	5	5	6	5	4	32
	21.88	15.63	15.63	18.75	15.63	12.50	
36-40	8	4	12	5	7	4	40
	20.00	10.00	30.00	12.50	17.50	10.00	
41-45	7	5	3	5	3	3	26
	26.92	19.23	11.54	19.23	11.54	11.54	
46-50	3	2	3	2	2	2	14
	21.42	14.29	21.42	14.29	14.29	14.29	
Above 50	4	2	6	3	3	2	20
	20.00	10.00	30.00	15.00	15.00	10.00	
Total	36	23	33	26	24	18	160
	22.50	14.38	20.62	16.25	15.00	11.25	

nals. In this study, 17.50 per cent of the respondents have above 4 hours of access to online journals. Majority of the respondents (28.58%) in the age group 46-50 years have above 4 hours of access to online journals. Moreover, 13.75 per cent of the respondents have 2-3 hours of access to on-line journals and majority of the 46-50 years age group respondents (21.42%) fall under this category.

It could be seen clearly from the above discussion that less than 1 hour of access to online journals takes the first order reporting among the educational faculty members, 3-4 hours of access to online journals the second, 1-2 hours of access to online journals the third, above 4 hours of access to online journals the fourth and 2-3 hours of access to online journals the last.

A study of data in Table 5 indicates the age wise respondents' location for accessing online journals. It can be assessed with the help of 4

locations on a 5 point rating scale. The respondents' location for accessing online journals towards 4 locations can be observed from the following discussion. The respondents rank first order location towards central library as it secures a mean score of 4.01 on a 5 point rating scale. The respondents have second order location for accessing online journals with respect to department library as it secures a mean score of 3.85 on a 5 point rating scale. The respondents have third order location for accessing online journals towards computer center as it secures a mean score of 3.18 on a 5 point rating scale. The respondents have last order location for accessing online journals towards other places as it secures a mean score of 3.16 on a 5 point rating scale.

The age wise analysis examines the following facts. The respondents in the age group of below 30 years occupy the first position with

Table 4: Age wise respondents' frequency of access to online journals

Age	Less than 1 hour	1-2 hours	2-3 hours	3-4 hours	Above 4 hours	Total
Below 30	12	3	5	4	4	28
	42.86	10.72	17.86	14.28	14.28	
31-35	9	7	5	5	6	32
	28.12	21.88	15.63	15.63	18.75	
36-40	11	8	4	12	5	40
	27.50	20.00	10.00	30.00	12.50	
41-45	7	5	3	5	6	26
	26.92	19.23	11.54	19.23	23.08	
46-50	3	2	3	2	4	14
	21.42	14.29	21.42	14.29	28.58	
Above 50	5	4	2	6	3	20
	25.00	20.00	10.00	30.00	15.00	
Total	47	29	22	34	28	160
	29.38	18.12	13.75	21.25	17.50	

Table 5: Age wise respondents' location for accessing online journals

<i>Location for accessing online journals</i>	<i>Age</i>						<i>Total</i>
	<i>Below 30</i>	<i>31-35</i>	<i>36-40</i>	<i>41-45</i>	<i>46-50</i>	<i>Above 50</i>	
Central library	4.56	4.22	3.89	3.02	4.21	3.52	4.01
Department library	4.42	3.77	3.81	4.22	2.89	4.01	3.85
Computer center	3.96	3.16	2.89	3.89	2.77	2.44	3.18
Other places	3.65	3.76	2.89	2.49	3.96	2.26	3.16
Total	4.00	3.58	3.41	2.99	3.46	2.95	3.39

respect to their overall location for accessing online journals as their secured mean score is 4.00 on a 5 point rating scale. The respondents in the age group 31-35 years take the second position in their overall location for accessing online journals as their secured mean score is 3.58 on a 5 point rating scale. The respondents in the age group 36-40 years rank the third position in their overall location for accessing online journals as their secured mean score is 3.46 on a 5 point rating scale. The respondents in the age group 36-40 years take the fourth position in their overall location for accessing online journals as their secured mean score is 3.41 on a 5 point rating scale. The respondents in the age group 41-45 years occupy the fifth position in their overall location for accessing online journals as their secured mean score is 2.99 on a 5 point rating scale. The respondents of the highest age group lag behind others in their overall location for accessing online journals as their secured mean score is 2.95 on a 5 point rating scale.

It could be seen clearly from the above discussion that respondents have high level of location for accessing online journals such as central library, department library. The respondents have moderate level of location for accessing online journals such as computer center and other places.

A study of data in Table 6 indicates the age wise respondents' linking pattern of online journals. It can be assessed with the help of 4 factors

on a 5 point rating scale. The respondents' linking pattern of online journals can be observed from the following discussion. The respondents rank first order linking pattern of online journals as it secures a mean score of 4.00 on a 5 point rating scale. The respondents have second order linking pattern of online journals as it secures a mean score of 3.85 on a 5 point rating scale. The respondents put in the third order linking pattern of online journals as it secures a mean score of 3.20 on a 5 point rating scale. The respondents have fourth order linking pattern of online journals as it secures a mean score of 2.65 on a 5 point rating scale.

The age wise analysis examines the following facts. The respondents in the age group 31-35 years occupy the first position with respect to their overall linking pattern of online journals as their secured mean score is 4.01 on a 5 point rating scale. The respondents in the age group below 30 years take the second position in their overall linking pattern of online journals as their secured mean score is 3.86 on a 5 point rating scale. The respondents in the age group 41-45 years rank in the third position in their overall linking pattern of online journals as their secured mean score is 3.69 on a 5 point rating scale. The respondents in the age group 36-40 years take the fourth position in their overall linking pattern of online journals as their secured mean score is 3.18 on a 5 point rating scale. The respondents in the age group above 50 years occupy the fifth position in their overall

Table 6: Age wise respondents' linking pattern of online journals

<i>Linking pattern of online journals</i>	<i>Age</i>						<i>Total</i>
	<i>Below 30</i>	<i>31-35</i>	<i>36-40</i>	<i>41-45</i>	<i>46-50</i>	<i>Above 50</i>	
Links through library website	4.20	4.33	3.86	4.14	3.66	3.79	4.00
Links through publisher's website	4.11	4.26	3.96	3.99	3.52	3.66	3.85
Links through search engines	3.38	3.56	2.26	2.39	1.96	2.01	2.65
Links through online journals website	3.76	3.90	2.15	3.15	3.39	2.76	3.20
Total	3.86	4.01	3.18	3.69	3.10	3.12	3.49

linking pattern of online journals as their secured mean score is 3.12 on a 5 point rating scale. The respondents in the age group 46-50 lag behind others in their overall linking pattern of online journals as their secured mean score is 3.10 on a 5 point rating scale.

A study of data in Table 7 indicates the age wise respondents' purpose of gathering information from the online journals. It can be assessed with the help of 6 factors on a 5 point rating scale. The respondents' purpose of gathering information from the online journals can be observed from the following discussion. The respondents ranking first order purpose of gathering online journals for studying course work as it secures a mean score of 3.90 on a 5 point rating scale. The respondents having second order purpose of gathering online journals for writing papers as it secures a mean score of 3.85 on a 5 point rating scale. The respondents put in the third order purpose of gathering online journals for research work as it secures a mean score of 3.20 on a 5 point rating scale. The respondents having fourth order purpose of gathering online journals for teaching as it secures a mean score of 3.12 on a 5 point rating scale. The respondents possessing fifth order purpose of gathering online journals for update subject knowledge as it secures a mean score of 2.78 on a 5 point rating scale. The respondents having sixth order purpose of gathering online journals for any other works as it secures a mean score of 2.65 on a 5 point rating scale.

The age wise analysis examines the following facts. The respondents in the age group 31-35 years occupy the first position with respect to their overall purpose using online journals as their secured mean score is 4.01 on a 5 point rating scale. The respondents in the age group below 30 years take the second position in their overall purpose of using online journals as their

secured mean score is 3.86 on a 5 point rating scale. The respondents in the age group 41-45 years rank in the third position in their overall purpose of using online journals as their secured mean score is 3.69 on a 5 point rating scale. The respondents in the age group 36-40 years take the fourth position in their overall purpose of using online journals as their secured mean score is 3.18 on a 5 point rating scale. The respondents in the age group above 50 years occupy the fifth position in their overall purpose of using online journals as their secured mean score is 3.12 on a 5 point rating scale. The respondents in the age group 46-50 lag behind others in their overall purpose of using online journals as their secured mean score is 3.10 on a 5 point rating scale.

A study of data in Table 8 indicates the age wise respondents' according to the learned to use online journals. It can be assessed with the help of 5 factors on a 5 point rating scale. The respondents' learned to use online journals can be observed from the following discussion. The respondents ranked first order learned to use online journals through guidance from the library as it secures a mean score of 4.20 on a 5 point rating scale. The respondents having second order learned to use online journals through guidance from the computer staff as it secures a mean score of 4.10 on a 5 point rating scale. The respondents put in the third order learned to use online journals through training offered by the institution as it secures a mean score of 3.95 on a 5 point rating scale. The respondents having fourth order learned to use online journals through guidance from friends and colleagues as it secures a mean score of 3.85 on a 5 point rating scale. The respondents possessing fifth order learned to use online journals through self study as it secures a mean score of 3.37 on a 5 point rating scale.

Table 7: Age wise respondents' purpose of using online journals

<i>Purpose for using online journals</i>	<i>Age</i>						<i>Total</i>
	<i>Below 30</i>	<i>31-35</i>	<i>36-40</i>	<i>41-45</i>	<i>46-50</i>	<i>Above 50</i>	
For studying course work	4.15	3.99	3.96	4.10	3.72	3.59	3.90
For update subject knowledge	3.42	3.59	2.19	3.11	2.12	2.26	2.78
For teaching	3.76	4.05	2.12	3.96	2.26	2.56	3.12
For research work	3.76	3.90	2.15	3.15	3.39	2.76	3.20
For writing papers	4.11	4.26	3.96	3.99	3.52	3.66	3.85
Any other works	3.38	3.56	2.26	2.39	1.96	2.01	2.65
Total	3.86	4.01	3.18	3.69	3.10	3.12	3.49

Table 8: Age wise respondents' according to the learned to use online journals

<i>Learned to use online journals</i>	<i>Age</i>						<i>Total</i>
	<i>Below 30</i>	<i>31-35</i>	<i>36-40</i>	<i>41-45</i>	<i>46-50</i>	<i>Above 50</i>	
Self study	4.05	2.56	3.89	3.80	2.44	3.49	3.37
Guidance from friends / colleagues	4.21	3.78	4.12	3.80	4.11	2.98	3.85
Guidance from the library staff	4.49	4.18	4.26	3.76	4.15	4.21	4.20
Guidance from the computer staff	4.43	4.05	4.36	4.21	4.02	3.78	4.10
Training offered by the institution	4.19	3.77	4.11	4.10	3.52	3.89	3.95
Total	3.98	3.15	3.83	3.55	3.09	3.08	3.46

The age wise analysis examines the following facts. The respondents in the age group below 30 years occupy the first position with respect to their overall learned to use online journals as their secured mean score is 3.98 on a 5 point rating scale. The respondents in the age group 36-40 years take the second position in their overall learned to use online journals as their secured mean score is 3.83 on a 5 point rating scale. The respondents in the age group 41-45 years rank in the third position in their overall learned to use online journals as their secured mean score is 3.55 on a 5 point rating scale. The respondents in the age group 31-35 years take the fourth position in their overall learned to use online journals as their secured mean score is 3.15 on a 5 point rating scale. The respondents in the age group 46-50 years occupy the fifth position in their overall learned to use online journals as their secured mean score is 3.09 on a 5 point rating scale. The respondents in the age group above 50 years lag behind others in their overall learned to use online journals as their secured mean score is 3.08 on a 5 point rating scale.

A study of data in Table 9 indicates the age wise respondents' problems in accessing online journals. It can be assessed with the help of 5 factors on a 5 point rating scale. The respond-

ents' problems in accessing online journals can be observed from the following discussion. The respondents rank in the first order problem of lack of training in accessing online journals as it secures mean score of 4.0 on a 5 point rating scale. The respondents have the second order problem of difficulty in accessing online journals with respect to no assistance provided by the information professionals as it secures a mean score of 3.75 on a 5 point rating scale. The respondents consider it the third order problem of slow access speed to computers in accessing online journals as it secures a mean score of 3.20 on a 5 point rating scale. The respondents have the fourth order problem of coverage on online journals is not suited to my research area in accessing online journals as it secures a mean score of 2.90 on a 5 point rating scale. The respondents find it as the last order problem of not many online journals available in my subject in accessing online journals as it secures a mean score of 2.75 on a 5 point rating scale.

The age wise analysis examines the following facts. The respondents of the lowest age group occupy the first position with respect to their overall problems in accessing online journals as their secured mean score is 3.95 on a 5 point rating scale. The respondents in the age group

Table 9: Age wise respondents' problems in accessing online journals

<i>Problems</i>	<i>Age</i>						<i>Total</i>
	<i>Below 30</i>	<i>31-35</i>	<i>36-40</i>	<i>41-45</i>	<i>46-50</i>	<i>Above 50</i>	
Lack of training	4.26	4.10	3.77	3.96	3.65	3.98	4.00
Slow access speed	4.10	3.96	2.39	3.18	2.52	2.96	3.20
Coverage on online journals is not suited to my research area	3.96	3.77	1.96	2.96	2.26	2.52	2.90
No assistance provided by the information professionals	4.11	4.05	3.10	3.96	3.36	3.88	3.75
Not many online journals available in my subject	3.49	3.36	2.10	2.96	2.26	2.42	2.75
Total	3.95	3.84	2.76	3.42	2.83	3.13	3.33

31-35 years take the second position in accessing online journals as their secured mean score is 3.84 on a 5 point rating scale. The respondents in the age group 41-45 years rank in the third position their overall problems in accessing online journals as their secured mean score is 3.42 on a 5 point rating scale. The respondents in the age group above 50 years take the fourth position in their overall problems in accessing online journals as their secured mean score is 3.13 on a 5 point rating scale. The respondents in the age group 46-50 occupy the fifth position in their overall problems in accessing online journals as their secured mean score is 2.83 on a 5 point rating scale. The respondents in the age group 36-40 years lag behind the others in realization of overall problems in accessing online journals as their secured mean score is 2.76 on a 5 point rating scale.

It could be seen clearly from the above discussion that respondents have high problems in accessing online journals in terms of lack of training and no assistance provided by the information professionals. The respondents have moderate problems in accessing online journals in terms of slow access speed. The respondents have low problems in accessing online journals towards coverage on online journals is not suited to my research area and not many online journals available in my subject.

Data presented in Table 10 indicate the age wise respondents' views on library services. It could be noted that out of the total 160 respondents, 24.37 per cent of them report that no opinion about the services of the library. Majority of the respondents (42.86%) in the age group below 30, report no opinion about the se-

rvice of the library. In this study, 22.50 per cent of them report that the services of the library is good and one- third of the respondents (30.00%) of the age group 36-40 years report that the services in the library are good. Out of the total 160 respondents, 18.75 per cent of them report that the services of the library are very poor. In this study, 18.13 per cent of the respondents report that the services in library are poor. One- third of the respondents (27.50%) in the age group 36-40 years report that the services in the library are poor. Moreover, 16.25 per cent of the respondents report that services in library are Excellent.

It could be seen clearly from the above discussion that no opinion about the services in library takes the first order reporting among the education faculty members; good services take the second position, very poor services the third, poor services the fourth and excellent services the last.

CONCLUSION

The online journals are currently the backbone of the university and college library collections. With the application of Information and Communication Technology (ICT), particularly internet and online journals, there has been a shift from traditional print journals to online journals. It is evident from the results that online journals have a great impact on the academic community. The above discussion that less than 1 hour of access to online journals takes the first order reporting among the educational faculty members, 3-4 hours of access to online journals the second, 1-2 hours of access to online

Table 10: Age wise respondents' views on library services

Age	Excellent	Good	No opinion	Poor	Very poor	Total
Below 30	5 17.86	4 14.28	12 42.86	3 10.72	4 14.28	28
31-35	5 15.63	6 18.75	9 28.12	7 21.88	5 15.63	32
36-40	4 10.00	12 30.00	5 12.50	11 27.50	8 20.00	40
41-45	6 23.08	7 26.92	5 19.23	3 11.54	5 19.23	26
46-50	3 21.42	2 14.29	4 28.58	3 21.42	2 14.29	14
Above 50	3 15.00	5 25.00	4 20.00	2 10.00	6 30.00	20
Total	26 16.25	36 22.50	39 24.37	29 18.13	30 18.75	160

journals the third, above 4 hours of access to online journals the fourth and 2-3 hours of access to online journals the last. The above discussion shows that respondents have high level of location for accessing online journals such as central library, department library. The respondents have moderate level of location for accessing online journals such as computer centers and other places. From the above study it is observed that online journals save time of the users. Many users are suggesting to subscribe more online journals of various publishers. This study helps a librarian to improve the facilities and services related to online journals.

RECOMMENDATIONS

Based on the above findings of the study the following suggestions are made

- Library and information professionals have to help users to create an awareness and use of online journals.
- The college authority must conduct training programmes for library users regarding how to use online journals.
- There is need to include more number of online journals.
- The college authority should be given more funds to acquire online journals.
- Awareness should be created to use online journals to fulfill information needs
- The college authority should be installed more computer terminals in the library for the benefit of users.

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