User-Based Evaluation of Academic Digital Libraries: case studies Social Science Information Gateway (SOSIG), Art Design Architecture & Media Gateway (ADAM) and the Electronic Journals Service of the University of Patras, Greece

Vol. II

By

Maria Monopoli

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City University

Department of Information Science

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Volume II

Appendix B

Data Analysis

This appendix reports on the results of online questionnaires, face-to-face interviews and transaction logs analysis. It is divided into three parts. The first part describes the findings of online questionnaires – the SOSIG online questionnaire, the ADAM online questionnaire and the electronic journals service online questionnaire. The second part analyses the results of the thirty-six interviews carried out at the end-users of the electronic journals service of the LIS of the University of Patras. Finally, the third part presents data obtained by transaction log analysis (TLA) of the SOSIG and ADAM gateways and the electronic journals service.

1.1 Online Questionnaires

1.1.1 Social Sciences Information Gateway (SOSIG) Survey

1.1.1.1 Characteristics of sample population

One hundred and thirty one (131) SOSIG users responded to the survey. 55.7% of them were female, 42% of them male and 2.3% of them did not answer to this question (Table 10). Results showed that SOSIG was used by all age ranges included in the questionnaire (17-65+). However, it was especially popular with the 25-34 age group and less popular with those over the age of 55 years old and over (Table 11). Regarding occupation, the largest group of respondents was information scientists, accounting for 29.8% of the sample. 16% of the respondents were undergraduate, postgraduate, or research students, 12.2% were lecturers or professors, and 11.2% were research staff, such as research fellows

or assistants (Table 12). The category *other* includes occupations such as Webmasters and managers. The *don't know* and *blank* categories represent the respondents who either did not give an answer or for whom the responses were incomplete.

		(%)
Female	73	55.7
Male	55	42.0
Blank	3	2.3
Total	128	100.0

Table 10 - Gender of respondents

		(%)
17-24	17	13.0
25-34	41	31.3
35-44	31	23.7
45-54	33	25.2
55-64	8	6.1
65+	1	0.8
Total	131	100.0

Table 11 - Age of respondents

		(%)
Student	21	16.0
Research Staff	15	11.5
Academic	16	12.2
Information Scientists	39	29.8
Don't know	17	13.0
Other	23	17.6
Total	131	100.0

Table 12 - Occupation of respondents

1.1.1.2 Obtaining information from the Internet

The vast majority of respondents were regular Internet users. 85.5% of the respondents indicated that they used the Internet daily and 8.4% weekly. Only 6.1% used the Internet occasionally (Table 13). Both men and women proved to be regular Internet users. 94.5% of women and 92.8% of men specified that they visited the Internet on a daily or weekly basis (Table 14). In addition, all age and occupation groups seemed to be frequent users of the Internet. The most frequent users were: females, those aged 35-44 and research

staff. 100% of those aged 35-44 and 93.3% of research staff accessed the Internet every day (Tables 15 and 16).

However, two-thirds of users experienced problems when obtaining information from the Internet (Table 17). These problems varied from the quality of information on the Net and the difficulty of users to obtain information that met their information needs, to technical issues such as how long it takes for a page to be downloaded. Men and women users both experienced problems with the Internet, but women seemed to have the greater difficulties. 71.2% of women indicated that obtaining information from the Internet was either moderately easy or difficult while the percentage of males was 54.6% (Table 18). Regarding age and occupation groups, those aged 17-34 and the *don't know* category and student seemed to face more difficulties in obtaining information from the Internet than the other groups (Tables 19 and 20).

When users were asked to specify their problems a sizeable majority (64%) stated that their main problem was the overload (too much information available); 45.3% mentioned that they did not have the time required to search for information they needed, 44.2% cited slow speed of access to the service, 26.7% indicated that they were unfamiliar with searching methods, 18.6% mentioned the lack of online help and 14% referred to the cost of searching the Internet (Table 21). Both men and women thought overload to be the main problem but it concerned women rather more (Table 22). All age groups mentioned the 'too much information is available' problem as the main one, except for respondents aged 45-54 who indicated that the 'lack of time required searching for information' option was their biggest problem (Table 23). Regarding occupation groups, students, information scientists and the *other* category stated the 'too much information is available' as their main problem, but academic staff and *don't know* category specified the 'lack of time required searching for information'. In addition, research staff characterized the 'lack of time required searching for information' as a similar problem to the 'too much information is available' (Table 24).

Respondents were also free to specify any other problems encountered while they were using the Internet. 32.6% of the respondents mentioned their difficulties. Among these difficulties were: the fact that information provided is not evaluated and there are some technical problems, such as it takes time for a web page to be downloaded (Table 25).

	Daily	Weekly	Monthly	Occasionally	Never	*Total*
	112	11	0	8	0	131
Percentage (%)	85.5	8.4	0.0	6.1	0.0	100.0

Table 13 - Frequency of Internet use

	Daily	Weekly	Monthly	Occasionally	Never	*Total*
Female	62	7	0	4	0	73
Male	47	4	0	4	0	55

%	Daily	Weekly	Monthly	Occasionally	Never	*Total*
Female	84.9	9.6	0.0	5.5	0.0	100.0
Male	85.5	7.3	0.0	7.3	0.0	100.0

Table 14 - Frequency of Internet use by gender

	Daily	Weekly	Monthly	Occasionally	Never	*Total*
17-24	12	1	0	4	0	17
25-34	34	5	0	2	0	41
35-44	31	0	0	0	0	31
45-54	27	4	0	2	0	33
55-64	7	1	0	0	0	8
65+	1	0	0	0	0	1

%	Daily	Weekly	Monthly	Occasionally	Never	*Total*
17-24	70.6	5.9	0.0	23.5	0.0	100.0
25-34	82.9	12.2	0.0	4.9	0.0	100.0
35-44	100.0	0.0	0.0	0.0	0.0	100.0
45-54	81.8	12.1	0.0	6.1	0.0	100.0
55-64	87.5	12.5	0.0	0.0	0.0	100.0
65+	100.0	0.0	0.0	0.0	0.0	100.0

Table 15 - Frequency of Internet use by age

	Daily	Weekly	Occasionally	*Total*
Students	16	3	2	21
Research Staff	14	1	0	15
Academic	14	2	0	16
Information Scientists	36	3	0	39
Other	21	1	1	23
Don't know	11	1	5	17

%	Daily	Weekly	Occasionally	*Total*
Students	76.2	14.3	9.5	100.0
Research Staff	93.3	6.7	0.0	100.0
Academic	87.5	12.5	0.0	100.0
Information Scientists	92.3	7.7	0.0	100.0
Other	91.3	4.3	4.3	100.0
Don't know	64.7	5.9	29.4	100.0

Table 16 - Frequency of Internet use by occupation

		(%)
Easy	45	34.4
Moderately	80	61.1
Difficult	6	4.6
Blank	0	0.0
Total	131	100.0

Table 17 - Obtaining information from the Internet

	Easy	Moderately	Difficult	Blank	*Total*
Female	21	50	2	0	73
Male	25	26	4	0	55

%	Easy	Moderately	Difficult	Blank	*Total*
Female	28.8	68.5	2.7	0.0	100.0
Male	45.5	47.3	7.3	0.0	100.0

Table 18 - Obtaining information from the Internet by gender

	Easy	Moderately	Difficult	Blank	*Total*
17-24	4	12	1	0	17
25-34	10	30	1	0	41
35-44	11	18	2	0	31
45-54	14	17	2	0	33
55-64	5	3	0	0	8
65+	1	0	0	0	1

%	Easy	Moderately	Difficult	Blank	*Total*
17-24	23.5	70.6	5.9	0.0	100.0
25-34	24.4	73.2	2.4	0.0	100.0
35-44	35.5	58.1	6.5	0.0	100.0
45-54	42.4	51.5	6.1	0.0	100.0
55-64	62.5	37.5	0.0	0.0	100.0

65+	100.0	0.0	0.0	0.0	100.0

Table 19 - Obtaining information from the Internet by age

	Easy	**Moderately**	**Difficult**	***Total***
Students	5	14	2	21
Research Staff	6	9	0	15
Academic	6	10	0	16
Information Scientists	11	27	1	39
Other	14	7	2	23
Don't know	3	13	1	17

%	**Easy**	**Moderately**	**Difficult**	***Total***
Students	23.8	66.7	9.5	100.0
Research Staff	40.0	60.0	0.0	100.0
Academic	37.5	62.5	0.0	100.0
Information Scientists	28.2	69.2	2.6	100.0
Other	60.9	30.4	8.7	100.0
Don't know	17.6	76.5	5.9	100.0

Table 20 - Obtaining information from the Internet by occupation

		(%)
Lack of any Online Help	16	18.6
Unfamiliarity with the Search Methods	23	26.7
Too much Information is available	55	64.0
Lack of time required searching for information	39	45.3
Speed of access	38	44.2
Cost	12	14.0
Other	28	32.6

Note: respondents were permitted multiple answers.

Table 21 - Difficulties encountered from the Internet

	Female	**Male**	**Female (%)**	**Male (%)**
Lack of any Online Help	11	5	21.2	15.6
Unfamiliarity with the Search Methods	14	8	26.9	25.0
Too much Information is available	34	19	65.4	59.4
Lack of time required searching for information	22	15	42.3	46.9
Speed of access	23	14	44.2	43.8
Cost	7	5	13.5	15.6
Other			13.5	9.4

Note: respondents were permitted multiple answers.

Table 22 - Difficulties encountered from the Internet by gender

	17-24	25-34	35-44	45-54	55-64	65+
Lack of any Online Help	2	5	4	4	1	0
Unfamiliarity with the Search Methods	3	5	8	5	2	0
Too much Information is available	6	19	15	11	4	0
Lack of time required searching for information	2	13	10	12	2	0
Speed of access	5	14	8	9	2	0
Cost	4	3	1	3	1	0
Other	1	7	1	0	2	0

%	17-24	25-34	35-44	45-54	55-64	65+
Lack of any Online Help	15.4	16.7	21.1	20.0	25.0	0.0
Unfamiliarity with the Search Methods	23.1	16.7	42.1	25.0	50.0	0.0
Too much Information is available	46.2	63.3	78.9	55.0	100.0	0.0
Lack of time required searching for information	15.4	43.3	52.6	60.0	50.0	0.0
Speed of access	38.5	46.7	42.1	45.0	50.0	0.0
Cost	30.8	10.0	5.3	15.0	25.0	0.0
Other	7.7	23.3	5.3	0.0	50.0	0.0

Note: respondents were permitted multiple answers.

Table 23 - Difficulties encountered from the Internet by age

	Students	Research Staff	Academic Staff	Information Scientists	Don't Know	Other
Lack of any Online Help	3	2	1	5	1	4
Unfamiliarity with the Search Methods	4	2	3	5	4	5
Too much Information is available	9	6	6	23	6	5
Lack of time required searching for information	3	6	7	12	5	6
Speed of access	7	4	3	16	4	4
Cost	7	0	0	2	1	2
Other	2	3	1	3	1	1

%	Students	Research Staff	Academic Staff	Information Scientists	Don't Know	Other
Lack of any Online Help	14.3	13.3	6.3	12.8	4.3	23.5
Unfamiliarity with the Search Methods	19.0	13.3	18.8	12.8	17.4	29.4
Too much Information is available	42.9	40.0	37.5	59.0	26.1	29.4
Lack of time required searching for information	14.3	40.0	43.8	30.8	21.7	35.3

Speed of access	33.3	26.7	18.8	41.0	17.4	23.5
Cost	33.3	0.0	0.0	5.1	4.3	11.8
Other	9.5	20.0	6.3	7.7	4.3	5.9

Note: respondents were permitted multiple answers.

Table 24 - Difficulties encountered from the Internet by occupation

AGE	GENDER	OCCUPATION	COMMENTS
25-34	Female	Research Staff	Some information whilst interesting does not seem to have been, in instances, rigorously tested therefore you have to make subjective judgements about the quality of information provided which can be time consuming
25-34	Male	Research Staff	Lack of good enough catalogues of academic resources, no search engines at all, except maybe Google
25-34	Female	Information Scientist	Validity of sources
55-64	Male	Academic Staff	Unstructured nature of Internet
25-34	Female	Information Scientist	A lack of standardisation, failure to remove old sites, search engines not working uniformly to return the same results, etc. And of course searching some sites after noon is painfully slow
17-24	Female	Student	At university it takes time and there are many problems to access information but at home I found it very enjoyable
25-34	Female	Other	Poor databases that hold the information for retrieval - usually site specific
25-34	Male	Don't Know	Search engines returning too many references to one site out of date links (i.e. information has been removed, I suppose, and therefore not really available any more)
55-64	Female	Information Scientist	The usual: information not evaluated!
35-44	Male	Student	Difficulty in downloading material
25-34	Female	Research Staff	Lack of university subscription to particular journals which are now online
35-44		Research Staff	Problems with downloading documents
35-44	Female	Information Scientist	Variable results from different search engines
25-34	Female	Information Scientist	Inaccurate search results with search engines e.g. British Parliament site. Other search engines are very good as they have donated more time to the robotic search returns
25-34	Female	Student	Broken links without alternatives
25-34	Female	Information Scientist	One needs to be knowledgeable about the likely sources of information before doing a (especially keyword-type) search
35-44	Male	Information Scientist	Lack of Human compiled directory and evaluative information
35-44	Female	Information Scientist	Quality/accuracy of resources is a concern

25-34	Male	Student	Sifting through all information to reach the required aspects can take time
17-24	Female	Student	Its not easy to find the subjects I would like by the different ways to search,
35-44	Female	Information Scientist	Too much American material, difficulty of narrowing down searches to UK sites only when required.
17-24	Female	Don't Know	You always get things which you do not require
45-54	Female	Information Scientists	Animations used to frequently make my browser hang and impede access
25-34	Female	Information Scientists	Search engines delivering unreliable results e.g. Alta Vista
45-54	Male	Don't Know	One needs to be knowledgeable about the likely sources of information before doing a (especially keyword-type) search.
45-54	Male	Information Scientist	It can be difficult to be precise in search terms
25-34		Research Staff	Site search engines not using Boolean terms
35-44	Female	Information Scientist	Inability to find the right information, variability of search engine results

Table 25 – Comments on Internet difficulties

1.1.1.3 Frequency of use

A good deal of SOSIG use was irregular and light. 45.8% of the respondents indicated that they accessed SOSIG occasionally. Just over a third used it on a weekly basis and only 3.1% of the respondents used SOSIG every day (Table 26). Those aged between the age of 25 and 34 accounted for three-quarters of respondents who used SOSIG daily. However, generally the majority of those aged 17-44 indicated that they accessed it on a weekly or monthly basis. Those aged 55+ were less frequent users, when 75% of them specified that they used the service occasionally (Table 28). Women also used the service more frequently: 60.2% of them used the service on a daily, weekly or monthly basis, whereas 43.6% of males used it frequently (Table 27). Regarding respondents' occupation information scientists were the most regular users with 79.5% of them using SOSIG on a daily, weekly, or monthly basis. The second most regular users were students, when 52.4% of them accessed SOSIG on a daily, weekly, or monthly basis (Table 29).

		Percentage (%)
Daily	4	3.1
Weekly	45	34.4
Monthly	20	15.3
Occasionally	60	45.8
Hardly Ever	1	0.8
Blank	1	0.8
Total	131	100.0

Table 26 - Frequency of SOSIG use

	Daily	Weekly	Monthly	Occasionally	Blank	Hardly Ever	*Total*
Female	2	30	12	28	1	0	73
Male	2	15	7	30	0	1	55

%	Daily	Weekly	Monthly	Occasionally	Blank	Hardly Ever	*Total*
Female	2.7	41.1	16.4	38.4	1.4	0.0	100.0
Male	3.6	27.3	12.7	54.5	0.0	1.8	100.0

Table 27 - Frequency of SOSIG use by gender

	Daily	Weekly	Monthly	Occasionally	Hardly Ever	Blank	*Total*
17-24	0	7	3	7	0	0	17
25-34	3	13	8	17	0	0	41
35-44	0	13	5	13	0	0	31
45-54	0	10	4	17	1	1	33
55-64	0	2	0	6	0	0	8
65+	1	0	0	0	0	0	1

%	Daily	Weekly	Monthly	Occasionally	Hardly Ever	Blank	*Total*
17-24	0.0	41.2	17.6	41.2	0.0	0.0	100.0
25-34	7.3	31.7	19.5	41.5	0.0	0.0	100.0
35-44	0.0	41.9	16.1	41.9	0.0	0.0	100.0
45-54	0.0	30.3	12.1	51.5	3.0	3.0	100.0
55-64	0.0	25.0	0.0	75.0	0.0	0.0	100.0
65+	100.0	0.0	0.0	0.0	0.0	0.0	100.0

Table 28 - Frequency of SOSIG use by age

	Daily	Weekly	Monthly	Occasionally	Hardly Ever	Blank	*Total*
Students	0	9	2	10	0	0	21
Research Staff	0	3	2	10	0	0	15
Academic	0	3	2	11	0	0	16
Information Scientists	2	20	9	8	0	0	39
Other	1	7	3	10	1	1	23
Don't know	1	3	2	11	0	0	17

%	Daily	Weekly	Monthly	Occasionally	Hardly Ever	Blank	*Total*
Students	0.0	42.9	9.5	47.6	0.0	0.0	100.0
Research Staff	0.0	20.0	13.3	66.7	0.0	0.0	100.0
Academic	0.0	18.8	12.5	68.8	0.0	0.0	100.0
Information Scientists	5.1	51.3	23.1	20.5	0.0	0.0	100.0
Other	4.3	30.4	13.0	43.5	4.3	4.3	100.0
Don't know	5.9	17.6	11.8	64.7	0.0	0.0	100.0

Table 29 - Frequency of SOSIG use by occupation

1.1.1.4 Reasons for use

Respondents used SOSIG for a variety of reasons. 67.2% of the respondents said that research was their main reason, 51.9% for supporting teaching, and 30.5% used it for personal use (Table 30). Information scientists were the biggest users of SOSIG for teaching and personal use reasons, while research students had the largest amount of use for research (Table 33). Similar percentage of women and men used SOSIG for research than men - 68% and 64%, respectively (Table 31). All age categories chose the research as their primary reason, except for those aged 55-64 who indicated the teaching option (Table 32).

Thirty-one (39) respondents indicated other reasons for using SOSIG. Most of them answered that they used it for searching for information in a specific subject area, for writing a paper or thesis or just for keeping up to date professionally. Respondents who specified these reasons were mainly females, those aged 25-34 and information scientists (Table 34).

		(%)
Personal Use	40	30.5
Research	88	67.2
Support Teaching	68	51.9
Other	31	23.7

Note: respondents were permitted multiple answers.

Figure 30 - Reasons for SOSIG use

	Personal Use	Research	Teaching	Support Teaching	Other
Female	20	50	26	10	20
Male	19	35	25	7	11

%	Personal Use	Research	Teaching	Support Teaching	Other
Female	27.4	68.5	35.6	13.7	27.4
Male	34.5	63.6	45.5	12.7	20.0

Note: respondents were permitted multiple answers.

Figure 31 - Reasons for SOSIG use by gender

	Personal Use	Research	Teaching	Support Teaching	Other
17-24	7	12	2	1	3
25-34	14	29	14	8	13
35-44	8	19	15	4	7
45-54	9	22	14	3	7
55-64	1	5	6	1	1
65+	1	1	0	0	0

%	Personal Use	Research	Teaching	Support Teaching	Other
17-24	41.2	70.6	11.8	5.9	17.6
25-34	34.1	70.7	34.1	19.5	31.7
35-44	25.8	61.3	48.4	12.9	22.6
45-54	27.3	66.7	42.4	9.1	21.2
55-64	12.5	62.5	75.0	12.5	12.5
65+	100.0	100.0	0.0	0.0	0.0

Note: respondents were permitted multiple answers.

Figure 32 - Reasons for SOSIG use by age

	Personal Use	Research	Teaching	Support Teaching	Other
Students	9	17	1	2	4
Research Staff	2	15	3	0	1
Academic	2	13	8	2	4
Information Scientists	15	16	31	9	16
Other	7	14	4	4	1
Don't know	5	13	4	0	5

%	Personal Use	Research	Teaching	Support Teaching	Other
Students	42.9	81.0	4.8	9.5	19.0
Research Staff	13.3	100.0	20.0	0.0	6.7
Academic	12.5	81.3	50.0	12.5	25.0
Information Scientists	38.5	41.0	79.5	23.1	41.0
Other	30.4	60.9	17.4	17.4	5.9
Don't know	29.4	76.5	23.5	0.0	21.7

Note: respondents were permitted multiple answers.

Table 33 - Reasons for SOSIG use by occupation

AGE	GENDER	OCCUPATION	COMMENTS
45-54	Male	Other	Preparation of projects by retrieval of background information identification of experts in certain fields
35-44	Female	Academic Staff	Keeping up to date professionally
35-44	Male	Other	Work related materials, Thesis research, just keeping up to date
45-54	Male	Other	Keeping an eye on what's going on in social science computing.
25-34	Female	Other	Announce and search for international research events in social sciences
25-34	Female	Information Scientist	Answering student queries
25-34	Female	Information Scientist	To identify contact details for organizations
25-34	Male	Research Staff	Searching sites to make links to in web-publications on social sciences
45-54	Female	Academic Staff	To support research development with colleagues and PG students
45-54	Female	Information Scientist	Training sessions in IT skills
25-34	Female	Information Scientist	Specific enquiries for sources of reliable info for students and staff
25-34	Female	Information Scientist	Website development
25-34	Female	Information Scientist	Solving student enquiries
25-34	Male	Information Scientist	Doing searches for other people as part of business
35-44	Female	Information Scientist	Enquiry work
25-34	Female	Don't Know	Resources to supplement other learning resources

25-34	Male	Information Scientist	Identifying working paper , work in progress etc
17-24	Female	Student	I have discovered it just today, I've been here for some hours, looking also for another things, & I'm not sure I can use all the possibilities
17-24	Female	Student	For my dissertation
45-54	Female	Academic Staff	Identifying institutions that deal with comparative research especially on Eastern European Countries
25-34	Male	Other	Identifying peers for refereeing and policy work
45-54	Female	Information Scientist	Information about other services and personnel
55-64	Female	Information Scientist	Instructing undergraduate and postgraduate students in finding online resource
35-44	Female	Information Scientist	Answering student enquiries on information sources for projects etc
25-34	Male	Information Scientist	Demonstrating to students
35-44	Male	Student	Just started so frequency and type of use will increase
35-44	Female	Information Scientist	Demonstrate SOSIG to students in library user ed sessions. Use it to answer some queries at the Library Information Desk
25-34	Male	Academic Staff	Keep up-to-date
17-24	Female	Student	To find info for my essays
45-54	Male	Information Scientist	Demonstration of gateways to students
35-44	Female	Information Scientist	To find information for students and lecturers

Table 34 - Explanations of other reasons

1.1.1.5 Searching behaviour

The most popular search method was direct seaching. 50.4% of the respondents chose this method, while 33.6% of them specified that they browsed. 14.5% of the respondents preferred to use both searching methods (Table 35). Both males and females showed a preference for searching, but females were greater supporters than males – 53.4% of women preferred searching as compared to 47.3% of men (Table 36). Respondents belonging to the age groups: 17-24, 25-34, 35-44, and 45-54 showed a preference for searching, while 55-64 and 65+ aged groups browsing. Of the age bands, 35 to 44 had the strongest preference for searching (67.7% preferred this method). In contrast those aged between 65+ were the biggest browsers (Table 37). Regarding occupation groups, all of them showed a preference on search facilities, while research staff was the greatest supporters (66.7%). Information scientists were the biggest users of browse facilities (38.5%) and research staff of both facilities (6.7%) (Table 38).

The users' comments regarding their preference for the searching method indicated that it saved their time providing them with more accurate and direct information. In contrast, browsing allowed them to do the equivalent of a 'shelf search' and to identify resources in a specific area (Tables 39, 40 and 41).

		Percentage (%)
Search	66	50.4
Browse	44	33.6
Both	19	14.5
Blank	2	1.5
Total	131	100.0

Figure 35 - Search or browse preference

	Search	Browse	Blank	Both	*Total*
Female	39	23	9	2	73
Male	26	20	0	9	55

%	Search	Browse	Blank	Both	*Total*
Female	53.4	31.5	2.7	12.3	100.0
Male	47.3	36.4	16.4	0.0	100.0

Table 36 - Search or browse preference by gender

	Search	Browse	Blank	Both	*Total*
17-24	7	6	4	0	17
25-34	20	16	4	1	41
35-44	21	7	2	1	31
45-54	16	11	6	0	33
55-64	2	3	3	0	8
65+	0	1	0	0	1

%	Search	Browse	Blank	Both	*Total*
17-24	41.2	35.3	23.5	0.0	100.0
25-34	48.8	39.0	9.8	2.4	100.0
35-44	67.7	22.6	6.5	3.2	100.0
45-54	48.5	33.3	18.2	0.0	100.0
55-64	25.0	37.5	37.5	0.0	100.0
65+	0.0	100.0	0.0	0.0	100.0

Table 37 - Search or browse preference by age

	Search	Browse	Blank	Both	*Total*
Students	12	6	3	0	21
Research Staff	10	3	1	1	15
Academic	7	5	4	0	16
Information Scientists	21	15	2	1	39
Other	11	7	5	0	23
Don't know	5	8	4	0	17

%	Search	Browse	Both	Blank	*Total*
Students	57.1	28.6	0.0	14.3	100.0
Research Staff	66.7	20.0	6.7	6.7	100.0
Academic	43.8	31.3	0.0	25.0	100.0
Information Scientists	53.8	38.5	2.6	5.1	100.0
Other	47.8	30.4	0.0	21.7	100.0
Don't know	29.4	47.1	0.0	23.5	100.0

Table 38 - Search or browse preference by occupation

AGE	GENDER	OCCPATION	COMMENTS
45-54	Male	Academic Staff	Quicker usually
45-54	Male	Other	In browse mode I have often the impression that the categories do not fit my categories of interest Search is more transparent.
35-44	Male	Student	Sometimes it's not clear what discipline a subject falls under
45-54	Female	Information Scientist	More specific
35-44	Female	Academic Staff	Faster; specific requests can be made.
35-44	Female	Other	Saves me time. I can be more specific.
25-34	Female	Information Scientist	Public policy - never sure which category items are likely to be in
35-44	Male	Other	No reason - just have not used the browse
25-34	Female	Information Scientist	This method is much quicker and more precise. But it's also depends on the request.
45-54	Female	Information Scientist	For exact searching - BUT browsing is also important for me. I use both almost as much.
25-34	Male	Information Scientist	Quicker
35-44	Female	Don't Know	More specific
35-44	Female	Information Scientist	Only use browse to look at new resources added; search is much more direct and quicker
45-54	Female	Academic Staff	More specific
45-54	Female	Student	Browsing can be distracting searching is more direct
45-54	Female	Information Scientist	Usually trying to identify resources in specific area
45-54	Female	Don't Know	Easier for specific information
35-44	Male	Other	Specificity
25-34	Male	Research Staff	It's more direct, sometimes I start with search and then I browse
45-54	Male	Academic Staff	Search is more powerful than browsing
17-24	Female	Other	I know that all the resources retrieved will be

			relevant to my enquiry, rather than sifting through related resources.
25-34	Male	Information Scientist	More results
17-24	Female	Student	Easier to get directly to the required information
17-24	Female	Student	I find this method the quickest .
25-34	Female	Student	I am usually looking for something specific so I tend to search for it exclusively
35-44	Female	Information Scientist	Usually trying to identify something specific or to track a forgotten URL
35-44	Male	Information Scientist	Go immediately to required resources Don't get sidetracked browsing other resources
25-34	Male	Information Scientist	Reference
25-34	Male	Student	More easy
25-34	Female	Don't Know	I used SOSIG only once so far!
17-24	Female	Student	If you are looking for something specific but browsing is good for overall surfing on the net.
25-34	Male	Other	It seems quicker to me
45-54	Female	Don't Know	It is faster and often provides the broadest results
45-54	Male	Research Staff	Browsing is too time consuming
35-44	Male	Information Scientist	This depends on the search you do. I prefer the search option: direct and quick. But the browse option can also be of great value. So, I can't select one"."
25-34	Female	Research Staff	It can make your search more specific
25-34	Female	Other	More speed in finding what I want.
25-34	Female	Student	It gives a definite list.
25-34	Female	Research Staff	Quicker, more targeted
45-54	Female	Information Scientist	Because, as I said earlier, I am not sufficiently familiar with the classification scheme used to know where to look for what I want. I am often looking for a specific resource
55-64	Male	Research Staff	I know what I am looking for
35-44	Male	Student	Quicker to 'home in' on desired topic
35-44	Female	Information Scientist	If I am looking for a specific site, Search is the most useful. However Browse is very useful for demonstrating to students.
25-34	Female	Research Staff	More specific
45-54	Female	Information Scientist	Faster
55-64	Male	Academic Staff	Involves less time
17-24	Female	Student	It is easier
35-44	Male	Other	I usually know what I am looking for
35-44	Male	Other	Direct access to subject area
35-44	Male	Other	Usually looking for specific information
35-44	Female	Information Scientist	I usually want something specific
45-54	Male	Academic Staff	Similar to general Internet searches
45-54	Male	Don't Know	I usually know what I am looking for!
25-34	Female	Information Scientist	Always try searching first but it depends what I am looking for
35-44	Female	Information Scientist	Not much time to browse
45-54	Male	Other	I am usually looking for specific information

Table 39 - Comments for searching

AGE	GENDER	OCCPATION	COMMENTS
25-34	Female	Research Staff	Often I use this site just to keep abreast of current developments therefore the browse section is more in tune with those requirements
45-54	Male	Research Staff	You can find things you didn't know were there to search for
25-34	Male	Student	I feel that keyword searches leave something out
35-44	Female	Information Scientist	You can see range of resources
45-54	Male	Other	Not always exactly what I'm looking for
45-54	Male	Information Scientist	I use both, but browsing is particularly useful for demonstrating the service to students,
25-34	Female	Information Scientist	Usually looking for a known organization so can simply scroll through titles
25-34	Female	Information Scientist	More accurate
25-34	Female	Information Scientist	It gives me chance to see areas that may be of some interest to the tutors I deal with
25-34	Female	Information Scientist	More flexible, if not totally sure of exact terms etc
55-64	Male	Academic Staff	Often I am not precisely certain what I want
25-34	Female	Information Scientist	I actually use both but which is very much dependent upon what I'm looking for, so I can't really select one over the other
45-54	Male	Academic Staff	Habits
45-54	Female	Information Scientist	The contents are rich and one can choose according to one's needs and interests,
25-34	Male	Don't Know	Easy
25-34	Male	Information Scientist	I just want to click and go" - easy as the subject split within SOSIG is very logical and intuitive
35-44	Female	Information Scientist	It is easier for me
35-44	Male	Information Scientist	Mainly current awareness use, fairly casual
25-34	Female	Don't Know	Quicker and specific
25-34	Female	Don't Know	You can be less specific in your search criteria
35-44	Female	Other	I think it's faster
17-24	Female	Other	It is not always possible to define what you want to find within the strict terms of a search
25-34	Male	Student	Helps to gather other information that may be relevant, but over looked
17-24	Female	Don't Know	Take a look at everything that is available
17-24	Female	Don't Know	I may see something else that is relevant that may not have come up in a search,
45-54	Female	Academic Staff	Helps to find ideas for searching
35-44	Female	Other	Easier to find way around
25-34	Female	Other	Because sometimes searching using keywords is not enough
45-54	Female	Information Scientist	I first browse and then if I do not succeed I resort to a search
25-34		Don't Know	I don't prefer one to the other - use either when appropriate. Probably use search more than browse - but both are useful
45-54	Male	Academic Staff	I like grazing
35-44	Female	Information Scientist	I might see other relevant resources in passing; I won't miss any resources in a particular area
25-34	Male	Information Scientist	Usually I know the general subject I am looking for but nothing more specific
17-24	Male	Student	It often leads to other information, which I may

			not have been looking for originally, but it is still useful

Table 40 - Comments for browsing

AGE	GENDER	OCCPATION	COMMENTS
25-34	Female	Research Staff	I use both of them depending on my prior knowledge of the area I am interested in and I like having
35-44	Female	Information Scientist	It depends. Browse: for getting an overview of SOSIG coverage of a subject. Search: for a specific website

Table 41 - Comments for both (searching and browsing)

In order to obtain more details on the searching method employed users were asked to specify which SOSIG search or browse options they used. Results revealed that there was a very good spread of use of search options. Yet, the option most frequently used was "keywords", 95% of respondents mentioned it (Table 42). Academic staff, research staff, information scientists, the *don't know* and *other* categories preferred 'keywords' option, while students used the 'keywords' and 'descriptions' options equally (Table 45). Regarding age groups, the 'keywords' option seemed to be used by all of them, but those aged between 25-64 were the biggest users, while users aged between 17-24 indicated that they used the 'title', 'descriptions' and 'keywords' options equally (Table 44). Finally, both females and males indicated 'keywords' as their first choice (Table 43).

	Title	Description	Keywords	Country	Language	Resource Type
	92	94	114	86	80	84
(%)	76.7	78.3	95.0	71.7	66.7	70.0

Note: respondents were permitted multiple answers.

Table 42 - Search or browse options preferred

	Title	Description	Keywords	Country	Language	Resource Type
Female	51	50	64	49	45	49
Male	40	43	48	36	34	34

%	Title	Description	Keywords	Country	Language	Resource Type
Female	77.3	75.8	97.0	74.2	68.2	74.2
Male	76.9	82.7	92.3	69.2	65.4	65.4

Note: respondents were permitted multiple answers.

Table 43 - Search or browse options preferred by gender

	Title	Description	Keywords	Country	Language	Resource Type
17-24	17	17	17	15	15	16
25-34	28	33	37	28	28	29
35-44	23	18	27	21	19	19
45-54	20	20	26	18	16	17
55-64	4	6	7	4	2	3
65+	0	0	0	0	0	0

%	Title	Description	Keywords	Country	Language	Resource Type
17-24	100.0	100.0	100.0	88.2	88.2	94.1
25-34	73.7	86.8	97.4	73.7	73.7	76.3
35-44	82.1	64.3	96.4	75.0	67.9	67.9
45-54	69.0	69.0	89.7	62.1	55.2	58.6
55-64	6.3	9.4	10.9	6.3	3.1	4.7
65+	0.0	0.0	0.0	0.0	0.0	0.0

Note: respondents were permitted multiple answers.

Table 44 - Search or browse options preferred by age

	Title	Description	Keywords	Country	Language	Resource Type
Students	18	21	21	16	16	18
Research Staff	12	11	13	11	10	9
Academic	10	9	14	8	6	8
Information Scientists	26	25	35	25	23	25
Other	13	16	18	14	13	12
Don't know	13	12	13	12	12	12

%	Title	Description	Keywords	Country	Language	Resource Type
Students	85.7	100.0	100.0	76.2	76.2	85.7
Research Staff	80.0	73.3	86.7	73.3	66.7	60.0
Academic	71.4	64.3	100.0	57.1	42.9	57.1
Information Scientists	70.3	67.6	94.6	67.6	62.2	67.6

Other	65.0	80.0	90.0	70.0	65.0	60.0
Don't know	100.0	92.3	100.0	92.3	92.3	92.3

Note: respondents were permitted multiple answers.

Table 45 - Search or browse options preferred by occupation

In addition, when respondents were able to indicate whether they would like to be provided with other search options, only nine respondents expressed the need for more search options. Two of those specified that they would like to search SOSIG by date and another two respondents answered by author. The others gave a blank response.

Finally, respondents valued search facilities as more important than browse facilities, while only 21.4% of the respondents characterised thesaurus as very important (Table 46). Women and men had a preference for search facilities, when 90.4% and 81.8% of them valued it as very important or important, respectively (Table 47). All age groups valued search facilities more important than browse facilities. Those aged between 25-34 evaluated search faculties, browse facilities and thesaurus more important than the other age groups (Table 48). Regarding occupation groups, first information scientists and second research staff were the largest supporters of search and browse facilities (Table 49). Females, those aged 25-34 and research staff was also the biggest supporters for thesaurus.

	Browse Facilities	**Search Facilities**	**Thesaurus**
1=	56	91	28
2=	36	22	33
3=	20	4	25
4=	7	1	18
5=	3	3	15
Blank=	9	10	12

%	**Browse Facilities**	**Search Facilities**	**Thesaurus**
1=	42.7	69.5	21.4
2=	27.5	16.8	25.2
3=	15.3	3.1	19.1
4=	5.3	0.8	13.7
5=	2.3	2.3	11.5
Blank=	6.9	7.6	9.2

Table 46 - Evaluation of the importance of search facilities, browse facilities and thesaurus

	Browse Facilities	Search Facilities	Thesaurus
Female			
1=	38	55	17
2=	14	11	19
3=	10	1	14
4=	4	0	10
5=	3	2	8
Blank=	4	4	5
Male			
1=	17	34	10
2=	21	11	14
3=	10	3	11
4=	3	1	8
5=	0	1	6
Blank=	4	5	6

%	Browse Facilities	Search Facilities	Thesaurus
Female			
1=	52.1	75.3	23.3
2=	19.2	15.1	26.0
3=	13.7	1.4	19.2
4=	5.5	0.0	13.7
5=	4.1	2.7	11.0
Blank=	5.5	5.5	6.8
Male			
1=	30.9	61.8	18.2
2=	38.2	20.0	25.5
3=	18.2	5.5	20.0
4=	5.5	1.8	14.5
5=	0.0	1.8	10.9
Blank=	7.3	9.1	10.9

Table 47 - Evaluation of the importance of search facilities, browse facilities and thesaurus by gender

	Browse Facilities	Search Facilities	Thesaurus
17-24			
1=	8	14	4
2=	3	1	3
3=	3	0	2
4=	0	0	5
5=	2	1	1
Blank=	1	1	2
25-34			
1=	24	29	12
2=	7	7	14
3=	5	0	7
4=	2	1	4
5=	0	0	1
Blank=	3	4	3

35-44			
1=	13	25	6
2=	8	3	8
3=	6	0	6
4=	2	0	5
5=	1	2	5
Blank=	1	1	1
45-54			
1=	8	17	6
2=	15	9	8
3=	5	4	6
4=	2	0	4
5=	0	0	5
Blank=	3	3	4
55-64			
1=	3	6	0
2=	3	2	0
3=	1	0	4
4=	1	0	0
5=	0	0	3
Blank=	0	0	1
65+			
1=	0	0	0
2=	0	0	0
3=	0	0	0
4=	0	0	0
5=	0	0	0
Blank=	1	1	1

%	Browse Facilities	Search Facilities	Thesaurus
17-24			
1=	47.1	82.4	23.5
2=	17.6	5.9	17.6
3=	17.6	0.0	11.8
4=	0.0	0.0	29.4
5=	11.8	5.9	5.9
Blank =	5.9	5.9	11.8
25-34			
1=	58.5	70.7	29.3
2=	17.1	17.1	34.1
3=	12.2	0.0	17.1
4=	4.9	2.4	9.8
5=	0.0	0.0	2.4
Blank =	7.3	9.8	7.3
35-44			
1=	41.9	80.6	19.4
2=	25.8	9.7	25.8
3=	19.4	0.0	19.4
4=	6.5	0.0	16.1
5=	3.2	6.5	16.1
Blank =	3.2	3.2	3.2
45-54			
1=	24.2	51.5	18.2
2=	45.5	27.3	24.2

3=	15.2	12.1	18.2
4=	6.1	0.0	12.1
5=	0.0	0.0	15.2
Blank =	9.1	9.1	12.1
55-64			
1=	37.5	75.0	0.0
2=	37.5	25.0	0.0
3=	12.5	0.0	50.0
4=	12.5	0.0	0.0
5=	0.0	0.0	37.5
Blank =	0.0	0.0	12.5
65+			
1=	0.0	0.0	0.0
2=	0.0	0.0	0.0
3=	0.0	0.0	0.0
4=	0.0	0.0	0.0
5=	0.0	0.0	0.0
Blank =	100.0	100.0	100.0

Table 48 - Evaluation of the importance of search facilities, browse facilities and thesaurus by age

	Browse Facilities	**Search Facilities**	**Thesaurus**
Students			
1=	9	14	6
2=	5	4	7
3=	4	0	2
4=	2	0	4
5=	1	2	1
Blank=	0	1	1
Research Staff			
1=	8	11	5
2=	3	3	2
3=	3	1	3
4=	1	0	1
5=	0	0	2
Blank=	0	0	2
Academic Staff			
1=	4	9	2
2=	6	4	2
3=	1	1	3
4=	3	0	2
5=	0	0	5
Blank=	2	2	2
Information Scientists			
1=	23	33	7
2=	9	4	16
3=	5	1	9
4=	1	0	3
5=	1	1	4
Blank=	0	0	0

Other			
1=	6	14	4
2=	9	5	5
3=	4	0	3
4=	0	0	5
5=	0	0	2
Blank=	4	4	4
Don't know			
1=	6	10	4
2=	4	2	1
3=	3	1	5
4=	0	1	3
5=	1	0	1
Blank=	3	3	3

%	Browse Facilities	Search Facilities	Thesaurus
Students			
1=	42.9	66.7	28.6
2=	23.8	19.0	33.3
3=	19.0	0.0	9.5
4=	9.5	0.0	19.0
5=	4.8	9.5	4.8
Blank=	0.0	4.8	4.8
Research Staff			
1=	53.3	73.3	33.3
2=	20.0	20.0	13.3
3=	20.0	6.7	20.0
4=	6.7	0.0	6.7
5=	0.0	0.0	13.3
Blank=	0.0	0.0	13.3
Academic Staff			
1=	25.0	56.3	12.5
2=	37.5	25.0	12.5
3=	6.3	6.3	18.8
4=	18.8	0.0	12.5
5=	0.0	0.0	31.3
Blank=	12.5	12.5	12.5
Information Scientists			
1=	59.0	84.6	17.9
2=	23.1	10.3	41.0
3=	12.8	2.6	23.1
4=	2.6	0.0	7.7
5=	2.6	2.6	10.3
Blank=	0.0	0.0	0.0
Other			
1=	26.1	60.9	17.4
2=	39.1	21.7	21.7
3=	17.4	0.0	13.0
4=	0.0	0.0	21.7
5=	0.0	0.0	8.7
Blank=	17.4	17.4	17.4
Don't know			
1=	35.3	58.8	23.5
2=	23.5	11.8	5.9

3=	17.6	5.9	29.4
4=	0.0	5.9	17.6
5=	5.9	0.0	5.9
Blank=	17.6	17.6	17.6

Table 49 - Evaluation of the importance of search facilities, browse facilities and thesaurus by occupation

1.1.1.6 Support services

Only 21.4% of the respondents had called on online help (Table 50). Women appeared to need more help than men - 64.3% of those who used the online help were women but only 32.1% were men (Table 51). The online help function seemed to have been used by all the occupation groups, but mostly by information scientists. 57.1% of the respondents who used the online help were information scientists followed by students and research staff, 14.3% and 10.7% respectively (Table 53). Online help was also used by all age groups, except for respondents aged over 55+ who did not used it at all. Most of users aged between 25-34 (Table 52).

	Yes	No	Blank	*Total*
	28	96	7	131
Percentage (%)	21.4	73.3	5.3	100.0

Table 50 - Use of online help function

	Yes	Yes (%)
Female	18	64.3
Male	9	32.1
Blank	1	3.6
Total	28	100.0

Table 51 - Use of online help function by gender

	Yes	Yes (%)
17-24	2	7.1
25-34	10	35.7
35-44	9	32.1
45-54	7	25.0
55-64	0	0.0
65+	0	0.0

Total	28	100.0

Table 52 - Use of online help function by age

	Yes	Yes (%)
Students	4	14.3
Research Staff	3	10.7
Academic Staff	1	3.6
Information Scientists	16	57.1
Other	2	7.1
Don't know	2	7.1
Total	28	100.0

Table 53 - Use of online help function by occupation

In addition, when respondents were invited to evaluate the information provided by online help, 64.3% of the respondents who had used the online help stated that information supplied was helpful, while 28.6% specified that it was moderately helpful (Table 54). Concerning women and men, the same percentage of each of them found the information supplied helpful, while more women evaluated information moderately helpful than men (Table 55). All age groups identified information provided by online help either helpful or moderately helpful expect from those aged 17-24 who valued it as helpful. However, half of those did not answer to this question (Table 56). Regarding occupation groups academic staff and *other* category seemed to be satisfied with the information provided by the online help. However, students, research staff and information scientists stated that found the online help moderately helpful (Table 57).

	Helpful	Moderately	Not Helpful	Blank	Total
	18	8	0	2	28
(%)	64.3	28.6	0.0	7.1	100.0

Table 54 - Evaluation of online help information provided

	Helpful	Moderately	Not Helpful	Blank
Female	12	5	0	1
Male	6	2	0	1

%	Helpful	Moderately	Not Helpful	Blank
Female	66.7	27.8	0.0	5.6
Male	66.7	22.2	0.0	11.1

Table 55 - Evaluation of online help information provided by gender

	Helpful	Moderately	Not Helpful	Blank
17-24	1	0	0	1
25-34	7	2	0	1
35-44	6	3	0	0
45-54	4	3	0	0
55-64	0	0	0	0
65+	0	0	0	0

%	Helpful	Moderately	Not Helpful	Blank
17-24	50.0	0.0	0.0	50.0
25-34	70.0	20.0	0.0	10.0
35-44	66.7	33.3	0.0	0.0
45-54	57.1	42.9	0.0	0.0
55-64	0.0	0.0	0.0	0.0
65+	0.0	0.0	0.0	0.0

Table 56 - Evaluation of online help information provided by age

	Helpful	Moderately	Not Helpful	Blank
Students	2	1	0	1
Research Staff	1	1	0	1
Academic Staff	1	0	0	0
Information Scientists	12	4	0	0
Other	2	0	0	0
Don't know	0	2	0	0

%	Helpful	Moderately	Not Helpful	Blank
Students	50.0	25.0	0.0	25.0
Research Staff	33.3	33.3	0.0	33.3
Academic Staff	100.0	0.0	0.0	0.0
Information Scientists	75.0	25.0	0.0	0.0
Other	100.0	0.0	0.0	0.0
Don't know	0.0	100.0	0.0	0.0

Table 57 - Evaluation of online help information provided by occupation

Finally, when respondents were invited to rank the importance of online help service from 1 (very important) to 5 (unimportant) 45% of them valued it as very important or important

facility (Table 58). The biggest supporters of online help function were students and those aged between 17-24, 61.9% and 64.7% of them described online help as very important or important, respectively. However, 9.2% of the respondents supported that online help is unimportant. This group of people was consisted of men and women and all age and occupation groups, except for those aged 17-24 (Tables 59, 60 and 61).

	Online Help	Online Help (%)
1=	33	25.2
2=	26	19.8
3=	29	22.1
4=	17	13.0
5=	12	9.2
Blank=	14	10.7

Table 58 - Evaluation of online help function importance

	Online Help	Online Help (%)
Female		
1=	22	30.1
2=	12	16.4
3=	18	24.7
4=	8	11.0
5=	5	6.8
Blank=	8	11.0
Male		
1=	10	18.2
2=	14	25.5
3=	11	20.0
4=	8	14.5
5=	7	12.7
Blank=	5	9.1

Table 59 - Evaluation of online help function importance by gender

	Online Help	Online Help (%)
17-24		
1=	6	35.3
2=	5	29.4
3=	2	11.8
4=	1	5.9
5=	0	0.0
Blank=	3	17.6
25-34		
1=	10	24.4

2=	7	17.1
3=	14	34.1
4=	3	7.3
5=	4	9.8
Blank=	3	7.3
35-44		
1=	11	35.5
2=	7	22.6
3=	4	12.9
4=	5	16.1
5=	3	9.7
Blank=	1	3.2
45-54		
1=	4	12.1
2=	6	18.2
3=	8	24.2
4=	5	15.2
5=	4	12.1
Blank=	6	18.2
55-64		
1=	2	25.0
2=	1	12.5
3=	1	12.5
4=	3	37.5
5=	1	12.5
Blank=	0	0.0
65+		
1=	0	0.0
2=	0	0.0
3=	0	0.0
4=	0	0.0
5=	0	0.0
Blank=	1	100.0

Table 60 - Evaluation of online help function importance by age

		Online Help	Online Help (%)
Students			
	1=	9	42.9
	2=	4	19.0
	3=	2	9.5
	4=	3	14.3
	5=	1	4.8
	Blank=	2	9.5
Research Staff			
	1=	2	13.3
	2=	2	13.3
	3=	6	40.0
	4=	3	20.0
	5=	1	6.7
	Blank=	1	6.7
Academic Staff			
	1=	0	0.0

2=	4	25.0
3=	4	25.0
4=	3	18.8
5=	2	12.5
Blank=	3	18.8
Information Scientists		
1=	12	30.8
2=	7	17.9
3=	9	23.1
4=	4	10.3
5=	5	12.8
Blank=	2	5.1
Other		
1=	6	26.1
2=	6	26.1
3=	2	8.7
4=	2	8.7
5=	3	13.0
Blank=	4	17.4
Don't know		
1=	4	23.5
2=	3	17.6
3=	6	35.3
4=	2	11.8
5=	0	0.0
Blank=	2	11.8

Table 61 - Evaluation of online help function importance by occupation

1.1.1.7 Types of information preferred

SOSIG provides access to a wide range of electronic resources. Results showed that home pages of key social science organisations were used more often than the other resources provided. 93.1% of the respondents accessed these organisations in order to find valuable information. The second highly scored choice was electronic journals (87.9% of the respondents specified it) and the third choice was reports and papers (86.2% of the respondents specified it). But, digitised books and educational software seemed to be the less used by end-users (Table 62).

Women and men both accessed home pages of key social science organisations more often than the other electronic resources, while their second choice was different. Women chose the electronic journals, while men chose the reports and papers (Table 63). Regarding age and occupation groups their preference was focused on home pages of key social science organisations, electronic journals and papers and reports. It is worth mentioning that those

aged between 55-64 years old indicated educational software as their first choice with electronic journals (85.7%) (Tables 64 and 65).

	Number of Respondents	Number of Respondents (%)
1. Electronic Journals	102	87.9
2. Digitised Books	83	71.6
3. Reports and Papers	100	86.2
4. Scholarly Mailing Lists and Archives	87	75.0
5. Educational Software	84	72.4
6. Bibliographic Databases	91	78.4
7. Electronic Newsletters	90	77.6
8. Datasets	88	75.9
9. Home Pages of Key Social Science Organizations	108	93.1
10. Bibliographies	96	82.8

Table 62 - Information resources use ranking

	Female	Male	Female (%)	Male (%)
1. Electronic Journals	59	41	80.8	74.5
2. Digitised Books	49	33	67.1	60.0
3. Reports and Papers	55	43	75.3	78.2
4. Scholarly Mailing Lists and Archives	49	37	67.1	67.3
5. Educational Software	47	36	64.4	65.5
6. Bibliographic Databases	51	38	69.9	69.1
7. Electronic Newsletters	49	39	67.1	70.9
8. Datasets	52	35	71.2	63.6
9. Home Pages of Key Social Science Organizations	62	44	84.9	80.0
10. Bibliographies	54	40	74.0	72.7

Table 63 - Information resources use ranking by gender

	17-24	25-34	35-44	45-54	55-64	65+
1. Electronic Journals	16	35	25	20	6	0
2. Digitised Books	15	28	22	13	5	0
3. Reports and Papers	16	34	27	18	5	0
4. Scholarly Mailing Lists and Archives	14	28	26	14	5	0
5. Educational Software	14	28	22	14	6	0
6. Bibliographic Databases	14	29	24	19	5	0
7. Electronic Newsletters	15	30	23	17	5	0
8. Datasets	14	32	24	14	4	0
9. Home Pages of Key Social Science Organizations	16	34	28	25	5	0

10. Bibliographies	15	32	26	18	5	0

%	17-24	25-34	35-44	45-54	55-64	65+
1. Electronic Journals	100.0	92.1	89.3	74.1	85.7	0.0
2. Digitised Books	93.8	73.7	78.6	48.1	71.4	0.0
3. Reports and Papers	100.0	89.5	96.4	66.7	71.4	0.0
4. Scholarly Mailing Lists and Archives	87.5	73.7	92.9	51.9	71.4	0.0
5. Educational Software	87.5	73.7	78.6	51.9	85.7	0.0
6. Bibliographic Databases	87.5	76.3	85.7	70.4	71.4	0.0
7. Electronic Newsletters	93.8	78.9	82.1	63.0	71.4	0.0
8. Datasets	87.5	84.2	85.7	51.9	57.1	0.0
9. Home Pages of Key Social Science Organizations	100.0	89.5	100.0	92.6	71.4	0.0
10. Bibliographies	93.8	84.2	92.9	66.7	71.4	0.0

Table 64 - Information resources use ranking by age

	Students	Research Staff	Academic Staff	Information Scientists	Other	Don't Know
1. Electronic Journals	19	13	12	33	15	10
2. Digitised Books	18	9	8	26	13	9
3. Reports and Papers	20	13	11	31	15	10
4. Scholarly Mailing Lists and Archives	17	10	10	27	14	9
5. Educational Software	16	9	10	26	13	10
6. Bibliographic Databases	16	13	10	30	12	10
7. Electronic Newsletters	18	10	10	26	17	9
8. Datasets	18	9	7	30	14	10
9. Home Pages of Key Social Science Organizations	20	13	11	36	18	10
10. Bibliographies	18	12	11	31	14	10

%	Students	Research Staff	Academic Staff	Information Scientists	Other	Don't Know
1. Electronic Journals	90.5	86.7	85.7	89.2	83.3	90.9
2. Digitised Books	85.7	60.0	57.1	70.3	72.2	81.8
3. Reports and Papers	95.2	86.7	78.6	83.8	83.3	90.9
4. Scholarly	81.0	66.7	71.4	73.0	77.8	81.8

	Mailing Lists and Archives					
5.	Educational Software	76.2	60.0	71.4	70.3	72.2	90.9
6.	Bibliographic Databases	76.2	86.7	71.4	81.1	66.7	90.9
7.	Electronic Newsletters	85.7	66.7	71.4	70.3	94.4	81.8
8.	Datasets	85.7	60.0	50.0	81.1	77.8	90.9
9.	Home Pages of Key Social Science Organizations	95.2	86.7	78.6	97.3	100.0	90.9
10.	Bibliographies	85.7	80.0	78.6	83.8	77.8	90.9

Table 65 - Information resources use ranking by occupation

When respondents were asked to indicate whether SOSIG covered the range of resources they expected, 81.7% of the respondents answered that they did not need more resources. However, nine (9) end-users made some suggestions. Most of these kindly asked from the SOSIG Team to increase the number of information provided on a specific subject area, such as anthropology or psychology. In addition, there were some other interesting requests, such as the provision of software guides for specific social science and historical research and more full text articles (Table 66).

AGE	GENDER	OCCUPATION	SUGGESTIONS
35-44	Male	Student	More categories within psychology
25-34	Female	Information Scientist	Anthropology
25-34	Male	Research Staff	Online scholarly communities, informal networks etc.
45-54	Female	Information Scientist	Need more subject coverage for Law and Business
35-44	Female	Information Scientist	Culture including popular culture
45-54	Female	Academic Staff	Scientists with research profile conferences
55-64	Male	Academic Staff	Poor on foreign countries
25-34	Female	Student	I would require more full text articles
25-34	Female	Research Staff	More library and information studies material would be good
45-54	Male	Don't Know	Software guides for specific social science and historical research
25-34	Male	Information Scientist	Developing country resource you have to cover

Table 66 – Suggestions for information resources

Finally, among the three potential types of information that might be added to the SOSIG in the future users showed more interest in being provided with searches of other social science research data. 75.6% of the respondents valued it as a very important service (Table 67). Greater interest was expressed by females, those aged 55 years old and over and academic and research staff. Less interest was identified for the conference and course announcements and for the CVs. 46.6% and 31.3% of the respondents characterized them as very important, respectively (Tables 68, 69 and 70).

	Conference and course announcements	CVs for social science researchers	Searches of the other social science research data
1=	31	21	64
2=	30	20	35
3=	33	33	13
4=	23	23	3
5=	4	24	5
blank=	10	10	11
(%)			
1=	23.7	16.0	48.9
2=	22.9	15.3	26.7
3=	25.2	25.2	9.9
4=	17.6	17.6	2.3
5=	3.1	18.3	3.8
blank=	7.6	7.6	8.4

Table 67 - Evaluation of conferences, CVs, and other searchers

	Conference and course announcements	CVs for social science researchers	Searches of the other social science research data
Female			
1=	21	12	39
2=	15	13	18
3=	17	19	7
4=	12	12	0
5=	3	12	2
blank=	5	5	7
Male			
1=	9	9	25
2=	14	7	16
3=	16	12	6
4=	11	11	3
5=	1	12	2
blank=	4	4	3

%	Conference and course announcements	CVs for social science researchers	Searches of the other social science research data
Female			
1=	28.8	16.4	53.4
2=	20.5	17.8	24.7
3=	23.3	26.0	9.6
4=	16.4	16.4	0.0
5=	4.1	16.4	2.7
blank=	6.8	6.8	9.6
Male			
1=	16.4	16.4	45.5
2=	25.5	12.7	29.1
3=	29.1	21.8	11.9
4=	20.0	20.0	5.5
5=	1.8	21.8	3.6
blank=	7.3	7.3	5.5

Table 68 - Evaluation of conferences, CVs, and other searchers by gender

	Conference and course announcements	CVs for social science researchers	Searches of the other social science research data
17-24			
1=	6	5	8
2=	3	3	3
3=	4	4	3
4=	2	1	0
5=	1	3	1
blank=	1	1	2
25-34			
1=	7	7	20
2=	11	8	14
3=	13	9	2
4=	8	12	2
5=	0	3	1
blank=	2	2	2
35-44			
1=	7	3	13
2=	8	3	11
3=	8	11	2
4=	4	2	1
5=	2	10	2
blank=	2	2	2
45-54			
1=	11	5	17
2=	6	6	5
3=	5	8	6
4=	7	5	0
5=	0	5	0
blank=	4	4	5
55-64			

1=	0	0	6
2=	2	0	1
3=	3	1	0
4=	2	3	0
5=	1	3	1
blank=	0	1	0
65+			
1=	0	1	0
2=	0	0	1
3=	0	0	0
4=	0	0	0
5=	0	0	0
blank=	1	0	0

%	Conference and course announcements	CVs for social science researchers	Searches of the other social science research data
17-24			
1=	35.3	29.4	47.1
2=	17.6	17.6	17.6
3=	23.5	23.5	17.6
4=	11.8	5.9	0.0
5=	5.9	17.6	5.9
blank=	5.9	5.9	11.8
25-34			
1=	17.1	17.1	48.8
2=	26.8	19.5	34.1
3=	31.7	22.0	4.9
4=	19.5	29.3	4.9
5=	0.0	7.3	2.4
blank=	4.9	4.9	4.9
35-44			
1=	22.6	9.7	41.9
2=	25.8	9.7	35.5
3=	25.8	35.5	6.5
4=	12.9	6.5	3.2
5=	6.5	32.3	6.5
blank=	6.5	6.5	6.5
45-54			
1=	33.3	15.2	51.5
2=	18.2	18.2	15.2
3=	15.2	24.2	18.2
4=	21.2	15.2	0.0
5=	0.0	15.2	0.0
blank=	12.1	12.1	15.2
55-64			
1=	0.0	0.0	75.0
2=	25.0	0.0	12.5
3=	37.0	12.5	0.0
4=	25.0	37.5	0.0
5=	12.5	37.5	12.5
blank=	0.0	12.5	0.0
65+			

1=	0.0	100.0	0.0
2=	0.0	0.0	100.0
3=	0.0	0.0	0.0
4=	0.0	0.0	0.0
5=	0.0	0.0	0.0
blank=	100.0	0.0	0.0

Table 69 - Evaluation of conferences, CVs, and other searchers by age

		Conference and course announcements	CVs for social science researchers	Searches of the other social science research data
Students				
	1=	4	4	6
	2=	6	5	10
	3=	7	6	2
	4=	3	4	1
	5=	1	2	1
	blank=	0	0	1
Research Staff				
	1=	4	2	8
	2=	5	4	3
	3=	2	4	2
	4=	3	2	0
	5=	0	2	1
	blank=	1	1	1
Academic Staff				
	1=	3	4	11
	2=	3	2	2
	3=	5	2	1
	4=	3	3	0
	5=	1	4	0
	blank=	1	1	2
Information Scientists				
	1=	6	2	22
	2=	10	4	12
	3=	10	11	2
	4=	11	10	1
	5=	1	11	1
	blank=	1	1	1
Other				
	1=	9	6	10
	2=	4	3	5
	3=	5	5	2
	4=	0	2	1
	5=	1	3	1
	blank=	4	4	4
Don't know				
	1=	5	3	7
	2=	2	2	3

3=	4	5	4
4=	3	2	0
5=	0	2	1
blank=	3	3	2

%	Conference and course announcements	CVs for social science researchers	Searches of the other social science research data
Students			
1=	19.0	19.0	28.6
2=	28.6	23.8	47.6
3=	33.3	28.6	9.5
4=	14.3	19.0	4.8
5=	4.8	9.5	4.8
blank=	0.0	0.0	4.8
Research Staff			
1=	26.7	13.3	53.3
2=	33.3	26.7	20.0
3=	13.3	26.7	13.3
4=	20.0	13.3	0.0
5=	0.0	13.3	6.7
blank=	6.7	6.7	6.7
Academic Staff			
1=	18.8	25.0	68.8
2=	18.8	12.5	12.5
3=	31.3	12.5	6.3
4=	18.8	18.8	0.0
5=	6.3	25.0	0.0
blank=	6.3	6.3	12.5
Information Scientists			
1=	15.4	5.1	56.4
2=	25.6	10.3	30.8
3=	25.6	28.2	5.1
4=	28.2	25.6	2.6
5=	2.6	28.2	2.6
blank=	2.6	2.6	2.6
Other			
1=	39.1	26.1	43.5
2=	17.4	13.0	21.7
3=	21.7	21.7	8.7
4=	0.0	8.7	4.3
5=	4.3	13.0	4.3
blank=	17.4	17.4	17.4
Don't know			
1=	29.4	17.6	41.2
2=	11.8	11.8	17.6
3=	23.5	29.4	23.5
4=	17.6	11.8	0.0
5=	0.0	11.8	5.9
blank=	17.6	17.6	11.8

Table 70 - Evaluation of conferences, CVs, and other searchers by occupation

1.1.1.8 Communication

Respondents showed a great interest in receiving search results through emails. 65.6% of the respondents valued it as very important or important. More men supported this service than women, while those aged less than 44 years old were more interested than those who were older. Regarding occupation groups, supporters came from all categories however academic staff and information scientists were the bigger (Tables 71, 72, 73, 74, 75, 76, 77 and 78).

There was also a great concern in filtering services based on end-users' own preferences. 51.9% of them evaluated it as very important or important service. Men seemed to be more interest in it than women, while all age and occupation groups were interested. However, research staff and those aged 25-34 were the bigger supporters.

In addition, 46.6% of the respondents found the ability of suggesting new resources either very important or important. Women and men showed a similar interest in this service. Occupation groups also had a similar interest, while those aged 14-24 and 25-24 were the greater enthusiasts of all age groups provided. Finally, respondents were less interested in being members in being a member in SOSIG mailing list. Only 13% of them indicated that it would be a very important service and 19.1% as an important. However, there was an interesting comment from a respondent who disputed the importance of mailing lists. This person stated that 'the mailing list gives too often items of only UK importance/ relevance'.

	Mailing List	Ability to Suggest New Resources
1=	17	33
2=	25	28
3=	43	32
4=	21	16
5=	11	12
Blank=	14	10
(%)		
1=	13.0	25.2
2=	19.1	21.4
3=	32.8	24.4
4=	16.0	12.2

5=	8.4	9.2
Blank=	10.7	7.6

Table 71 - Evaluation of mailing list and the ability to suggest new resources

	Filtered services based on your own preferences	Emailing search results
1=	36	49
2=	32	37
3=	30	17
4=	14	10
5=	8	8
Blank=	11	10
(%)		
1=	27.5	37.4
2=	24.4	28.2
3=	22.9	13.0
4=	10.7	7.6
5=	6.1	6.1
Blank=	8.4	7.6

Table 72 - Evaluation of filtering services and receiving search results

	Mailing List	Ability to Suggest New Resources	Mailing List (%)	Ability to Suggest New Resources (%)
Female				
1=	8	18	11.0	24.7
2=	17	17	23.3	23.3
3=	27	18	37.0	24.7
4=	11	7	15.1	9.6
5=	4	9	5.5	12.3
Blank=	6	4	8.2	5.5
Male				
1=	9	15	16.4	27.3
2=	8	10	14.5	18.2
3=	14	14	25.5	25.5
4=	10	8	18.2	14.5
5=	7	3	12.7	5.5
Blank=	7	5	12.7	9.1

Table 73 - Evaluation of mailing list and the ability to suggest new resources by gender

	Filtered services based on your own preferences	Emailing search results	Filtered services based on your own preferences (%)	Emailing search results (%)
Female				
1=	17	31	23.3	42.5
2=	18	23	24.7	31.5
3=	21	8	28.8	11.0
4=	8	3	11.0	4.1
5=	4	3	5.5	4.1
Blank=	5	5	6.8	6.8
Male				
1=	19	18	34.5	32.7
2=	13	13	23.6	23.6
3=	9	8	16.4	14.5
4=	5	7	9.1	12.7
5=	4	5	7.3	9.1
Blank=	5	4	9.1	7.3

Table 74 - Evaluation of filtering services and receiving search results by gender

	Mailing List	Ability to Suggest New Resources	Mailing List (%)	Ability to Suggest New Resources (%)
17-24				
1=	1	5	5.9	29.4
2=	3	5	17.6	29.4
3=	6	1	35.3	5.9
4=	3	2	17.6	11.8
5=	2	3	11.8	17.6
Blank=	2	1	11.8	5.9
25-34				
1=	2	13	4.9	31.7
2=	10	8	24.4	19.5
3=	16	9	39.0	22.0
4=	10	4	24.4	9.8
5=	1	4	2.4	9.8
Blank=	2	3	4.9	7.3
35-44				
1=	4	6	12.9	19.4
2=	6	8	19.4	25.8
3=	11	9	35.5	29.0
4=	4	4	12.9	12.9
5=	3	3	9.7	9.7
Blank=	3	1	9.7	3.2
45-54				
1=	9	8	27.3	24.2
2=	6	5	18.2	15.2
3=	7	10	21.2	30.3
4=	3	6	9.1	18.2
5=	3	0	9.1	0.0
Blank=	5	4	15.2	12.1
55-64				
1=	1	1	12.5	12.5
2=	0	2	0.0	25.0

3=	3	3	37.5	37.5
4=	1	0	12.5	0.0
5=	2	2	25.0	25.0
Blank=	1	0	12.5	0.0
65+				
1=	0	0	0.0	0.0
2=	0	0	0.0	0.0
3=	0	0	0.0	0.0
4=	0	0	0.0	0.0
5=	0	0	0.0	0.0
Blank=	1	1	100.0	100.0

Table 75 - Evaluation of mailing list and the ability to suggest new resources by age

	Filtered services based on your own preferences	Emailing search results	Filtered services based on your own preferences (%)	Emailing search results (%)
17-24				
1=	5	6	29.4	35.3
2=	6	6	35.3	35.3
3=	2	1	11.8	5.9
4=	1	1	5.9	5.9
5=	2	1	11.8	5.9
Blank=	1	2	5.9	11.8
25-34				
1=	12	17	29.3	41.5
2=	15	12	36.6	29.3
3=	10	7	24.4	17.1
4=	2	3	4.9	7.3
5=	0	1	0.0	2.4
Blank=	2	1	4.9	2.4
35-44				
1=	7	14	22.6	45.2
2=	7	10	22.6	32.3
3=	9	1	29.0	3.2
4=	3	2	9.7	6.5
5=	3	2	9.7	6.5
Blank=	2	2	6.5	6.5
45-54				
1=	8	11	24.2	33.3
2=	3	8	9.1	24.2
3=	8	6	24.2	18.2
4=	8	2	24.2	6.1
5=	2	2	6.1	6.1
Blank=	4	4	12.1	12.1
55-64				
1=	4	1	50.0	12.5
2=	1	1	12.5	12.5
3=	1	1	12.5	12.5
4=	0	2	0.0	25.0
5=	1	2	12.5	25.0
Blank=	1	1	12.5	12.5

65+				
1=	0	0	0.0	0.0
2=	0	0	0.0	0.0
3=	0	1	0.0	100.0
4=	0	0	0.0	0.0
5=	0	0	0.0	0.0
Blank=	1	0	100.0	0.0

Table 76 - Evaluation of filtering services and receiving search results by age

	Mailing List	Ability to Suggest New Resources	Mailing List (%)	Ability to Suggest New Resources (%)
Students				
1=	0	4	0.0	19.0
2=	5	6	23.8	28.6
3=	7	5	33.3	23.8
4=	4	2	19.0	9.5
5=	4	4	19.0	19.0
Blank=	1	0	4.8	0.0
Research Staff				
1=	2	6	13.3	40.0
2=	5	1	33.3	6.7
3=	3	3	20.0	20.0
4=	2	2	13.3	13.3
5=	2	2	13.3	13.3
Blank=	1	1	6.7	6.7
Academic Staff				
1=	2	3	12.5	18.8
2=	2	2	12.5	12.5
3=	7	7	43.8	43.8
4=	1	2	6.3	12.5
5=	2	0	12.5	0.0
Blank=	2	2	12.5	12.5
Information Scientists	2	9	5.1	23.1
1=	6	10	15.4	25.6
2=	17	9	43.6	23.1
3=	9	6	23.1	15.4
4=	2	5	5.1	12.8
5=	3	0	7.7	0.0
Blank=				
Other				
1=	6	6	26.1	26.1
2=	5	6	21.7	26.1
3=	3	3	13.0	13.0
4=	4	3	17.4	13.0
5=	1	1	4.3	4.3
Blank=	4	4	17.4	17.4
Don't know				
1=	5	5	29.4	29.4
2=	2	3	11.8	17.6
3=	6	5	35.3	29.4
4=	1	1	5.9	5.9

5=	0	0	0.0	0.0
Blank=	3	3	17.6	17.6

Table 77 - Evaluation of mailing list and the ability to suggest new resources by occupation

	Filtered services based on your own preferences	Emailing search results	Filtered services based on your own preferences (%)	Emailing search results (%)
Students				
1=	6	7	28.6	33.3
2=	7	6	33.3	28.6
3=	4	4	19.0	19.0
4=	2	2	9.5	9.5
5=	2	1	9.5	4.8
Blank=	0	1	0.0	4.8
Research Staff				
1=	8	4	53.3	26.7
2=	2	6	13.3	40.0
3=	3	2	20.0	13.3
4=	1	1	6.7	6.7
5=	0	1	0.0	6.7
Blank=	1	1	6.7	6.7
Academic				
1=	6	6	37.5	37.5
2=	1	6	6.3	37.5
3=	4	1	25.0	6.3
4=	4	2	25.0	12.5
5=	0	0	0.0	0.0
Blank=	1	1	6.3	6.3
Information Scientists				
1=	5	15	1.8	38.5
2=	13	14	33.3	35.9
3=	11	3	28.2	7.7
4=	6	3	15.4	7.7
5=	3	3	7.7	7.7
Blank=	1	1	2.6	2.6
Other				
1=	4	10	17.4	43.5
2=	7	3	30.4	13.0
3=	4	1	17.4	4.3
4=	1	2	4.3	8.7
5=	1	3	4.3	13.0
Blank=	6	4	26.1	17.4
Don't know				
1=	7	7	41.2	41.2
2=	2	2	11.8	11.8
3=	4	6	23.5	35.3
4=	0	0	0.0	0.0
5=	2	0	11.8	0.0
Blank=	2	2	11.8	11.8

Table 78 - Evaluation of filtering services and receiving search results by occupation

1.1.1.9 Impressions of using SOSIG

Respondents were asked how they would evaluate the use of SOSIG. 71.0% of them stated that it was easy to use. However, 23.7% of the respondents indicated that it was moderately easy and 1.5% of them difficult in use (Table 79). Female seemed to have more difficulties in using SOSIG than men. 31.5% of women indicated that the use of SOSIG was either moderately easy or difficult, while the respective percentage for men was 18.2% (Table 80). Students and those aged 25-34 had more problems than the other occupation and age groups, respectively. 38.1% of students and 34.1% of those aged 25-34 found the specific service moderately easy or difficult to use (Tables 81and 82).

In addition, the questionnaire was invited those who stated that the use of SOSIG was either moderately easy or difficult to specify what kind of difficulties they had encountered. The most common problems were the navigation in SOSIG, the use of thesaurus and the lack of information related to their information needs (Table 83).

	Easy	Moderately	Difficult	Blank	*Total*
	93	31	2	5	131
(%)	71.0	23.7	1.5	3.8	100.0

Table 79 - Impressions for using SOSIG

	Easy	Moderately	Difficult	Blank	*Total*
Female	48	22	1	2	73
Male	43	9	1	2	55

%	Easy	Moderately	Difficult	Blank	*Total*
Female	65.8	30.1	1.4	2.7	100.0
Male	78.2	16.4	1.8	3.6	100.0

Table 80 - Impressions for using SOSIG by gender

	Easy	Moderately	Difficult	Blank	*Total*
17-24	13	2	2	0	17
25-34	27	14	0	0	41
35-44	24	5	0	2	31
45-54	22	9	0	2	33
55-64	7	1	0	0	8
65+	0	0	0	1	1

%	Easy	Moderately	Difficult	Blank	*Total*
17-24	76.5	11.8	11.8	0.0	100.0
25-34	65.9	34.1	0.0	0.0	100.0
35-44	77.4	16.1	0.0	6.5	100.0
45-54	66.7	27.3	0.0	6.1	100.0
55-64	87.5	12.5	0.0	0.0	100.0
65+	0.0	0.0	0.0	100.0	100.0

Table 81- Impressions for using SOSIG by age

	Easy	Moderately	Difficult	Blank	*Total*
Students	13	7	1	0	21
Research Staff	13	1	0	1	15
Academic	11	4	0	1	16
Information Scientists	30	8	0	1	39
Other	14	7	0	2	23
Don't know	12	4	1	0	17

%	Easy	Moderately	Difficult	Blank	*Total*
Students	61.9	33.3	4.8	0.0	100.0
Research Staff	86.7	6.7	0.0	6.7	100.0
Academic	68.8	25.0	0.0	6.3	100.0
Information Scientists	76.9	20.5	0.0	2.6	100.0
Other	60.9	30.4	0.0	8.7	100.0
Don't know	70.6	23.5	5.9	0.0	100.0

Table 82 - Impressions for using SOSIG by occupation

AGE	GENDER	OCCUPATION	COMMENTS
25-34	Female	Student Information Scientist	Lack of overview caused by too many categories Thesaurus
25-34	Female	Information Scientist	Browsing is excellent BUT searching for a specific organization is not so good. It seems to assume that you want AND between the words, bringing back all the resources with one or more the of the words
45-54	Female	Academic Staff	Doesn't always have the kinds of information I need at the time
25-34	Female	Information Scientist	It is a little hard to find the SOSIG subject guides.

			Also, the search engine doesn't allow you to specify region" as the browse feature does which can cause a glut"
25-34		Student	Time it takes to get to end article
45-54	Female	Other	Do you have any site relating to the Social Problem of Domestic Violence?????
25-34	Female	Don't Know	I followed a link that should lead to feminist resources but did lead to a porn site: http://www.womenbooks.com/index.html. I looked for an email address to report that and ask to exclude this site from the database. But, I could find none and I think it does
55-64		Academic Staff	Poor on anything outside rich countries
25-34	Female	Other	Losing navigation
17-24	Female	Don't Know	Not gaining what I require
25-34	Female	Student	I am sometimes unclear about what information is available
45-54	Female	Information Scientist	I used to have difficulty in deciding where to look for the information I wanted - I didn't understand the classification. However, now you can search the site it is easier
17-24	Female	Student	I cannot find exactly what I am looking for and quickly
45-54		Academic Staff	Must remember each time how to access it
25-34	Female	Information Scientist	Identifying appropriate search terms
17-24	Female	Students	Really what I wanted was something awesome which give me the pack to have all the information I wanted. I couldn't contacted with professors, searchers of my subject from other university, which was what I expected
35-44		Information Scientist	Sometimes it is difficult for me to understand foreign language

Table 83 – Explanations of difficulties

1.1.1.10 Definitions and advantages/ disadvantages of SOSIG

Regarding the way respondents defined the SOSIG service, 64.1% of them stated that it was a collection of organised information in digital form, 26.7% of them answered that it was a collection of organised information and 4.6% just a collection of information (Table 84). Women and men seemed to have similar answers and the majority of them characterised SOSIG as a collection of organised information in digital form (Table 85). Concerning age groups, the majority of those aged 17-24 who were students seemed not be aware of the digital format (Tables 86 and 87).

	Information	Organised Information	Organised Digital Information	Blank
	6	35	84	6
%	4.6	26.7	64.1	4.6

Table 84 - Definition of SOSIG

	Information	Organised Information	Organised Digital Information	Blank
Female	2	19	49	3
Male	4	16	34	1

%	Information	Organised Information	Organised Digital Information	Blank
Female	2.7	26.0	67.1	4.1
Male	7.3	29.1	63.6	1.8

Table 85 - Definition of SOSIG by gender

	Information	Organised Information	Organised Digital Information	Blank
17-24	2	6	8	1
25-34	1	13	25	2
35-44	0	6	23	2
45-54	2	8	22	1
55-64	0	2	6	0
65+	1	0	0	0

%	Information	Organised Information	Organised Digital Information	Blank
17-24	11.8	35.3	47.1	5.9
25-34	2.4	31.7	61.0	4.9
35-44	0.0	19.4	74.2	6.5
45-54	6.1	24.2	66.7	3.0
55-64	0.0	25.0	75.0	0.0
65+	100.0	0.0	0.0	0.0

Table 86 - Definition of SOSIG by age

	Information	Organized Information	Organized Digital Information	Blank
Students	1	8	12	0
Research Staff	0	4	10	1
Academic	0	6	9	1
Information Scientists	1	9	29	0
Other	1	5	16	1

Don't know	3	3	8	3

%	Information	Organized Information	Organized Digital Information	Blank
Students	4.8	38.1	57.1	0.0
Research Staff	0.0	26.7	66.7	6.7
Academic	0.0	37.5	56.3	6.3
Information Scientists	2.6	23.1	74.4	0.0
Other	4.3	21.7	69.6	4.3
Don't know	17.6	17.6	47.1	17.6

Table 87 - Definition of SOSIG by occupation

Finally, respondents were given a list of various characteristics of digital libraries and asked to identify the advantages and disadvantages of SOSIG. 74.8% of the respondents identified the possibility of 24-hour access to the collection as the main advantage of digital libraries (Tables 88, 89, 90 and 91). More females would appreciate to have all day access than males. Other important advantages were the fact that digital libraries might provide quick and direct access to information and information can be accessed by many users simultaneously - 65.6% and 63.4% of the respondents chose these respectively. In addition, respondents seemed to identify as advantages that there is no need for commuting, information can be held in more than one place, there is access to unique historical information where physical access in not allowed, there is the possibility of unrestricted number of 'loans' and information is available in a variety of formats. At these cases, the majority of the respondents weighted with numbers 1 and 2.

The higher scored disadvantage was the possibility of users to pay in order to have access to information. 29% of the respondents decided that it is definite disadvantage. More women identified this as a problem than men, while all occupation groups seemed to be unwilling to pay. However, academic staff, the *don't know* occupation category showed to be less disappointment on paying for information than the other groups provided. Concerning age categories, less worried were those aged 55-64. Only 12.5% stated that paying for information is definitely a disadvantage. On the contrary, those aged 17-24 were the greater supporters of characterising it as a definite disadvantage.

Respondents were also worried about the time spent in front of a monitor. 22.1% of them evaluated it as a definite disadvantage, while an another 28.2% weighted it with the number 4. Those aged 55-64 and the *don't know* occupation category were least worried about spending time in front of the monitor.

In addition, end-users seemed not to appreciate the possibility that there is not personal contact with other users and librarians. 26% of the respondents characterised the lack of communicating with users as a definite disadvantage. Academic staff and information scientists and those aged 35 and over were more worried about not having personal contact with other users compared to the other occupation and age groups. The lack of contact with librarians in order to teach them how to use SOSIG was valued it as a disadvantage mainly by students, research staff and information scientists and the 25-34 and 35-44 age groups.

Other disadvantages were: the lack of physical contact with information, the need of computer skills knowledge in order end-users to be able to use any computerized information system and the lack of librarians to assess user's background and information needs. At these cases, the majority of the respondents weighted with numbers 4 and 5. However, respondents showed to be less worried about the necessity of computer equipment existence. The majority of them (35.1%) chose number 3, providing a neutral behaviour.

	1	2	3	4	5	Don't know	Blank	Total
No need for commuting	64	27	14	5	3	0	18	131
No librarian to teach how to use the equipment	10	14	32	24	33	0	18	131
Possibility of 24-hour access to the collection	98	15	9	0	1	0	8	131
No personal contact with other users	8	8	36	29	34	0	16	131
Quick and direct access to information	86	23	8	3	1	0	10	131
No librarian to assess user's background and information needs	6	8	36	33	27	13	8	131
Limited wear of the collection	24	14	35	13	7	0	38	131
Adequate knowledge of computer skills is required	14	17	40	30	16	7	7	131
No physical contact with information	10	5	47	35	14	12	8	131
Information can be held in more than one place	66	31	11	4	3	0	16	131
There is access to unique historical information where physical access is not allowed	64	38	9	2	5	0	13	131
It might cost to have access to information	12	14	27	26	38	8	6	131

There is the possibility of unrestricted number of 'loans'	62	27	15	6	3	0	18	131
Information is available in a variety of formats	54	43	15	8	3	0	8	131
Computer equipment is required	13	14	46	23	22	0	13	131
Time spent in front of monitor	11	13	32	37	29	0	9	131
Information can be accessed by many users simultaneously	83	23	11	4	1	0	9	131
Privacy	35	26	33	8	5	14	10	131
Online help	34	28	36	11	2	0	20	131

%	1	2	3	4	5	Don't know	Blank	Total
No need for commuting	48.9	20.6	10.7	3.8	2.3	0.0	13.7	100.0
No librarian to teach how to use the equipment	7.6	10.7	24.4	18.3	25.2	0.0	13.7	100.0
Possibility of 24-hour access to the collection	74.8	11.5	6.9	0.0	0.8	0.0	6.1	100.0
No personal contact with other users	6.1	6.1	27.5	22.1	26.0	0.0	12.2	100.0
Quick and direct access to information	65.6	17.6	6.1	2.3	0.8	0.0	7.6	100.0
No librarian to assess user's background and information needs	4.6	6.1	27.5	25.2	20.6	9.9	6.1	100.0
Limited wear of the collection	18.3	10.7	26.7	9.9	5.3	0.0	29.0	100.0
Adequate knowledge of computer skills is required	10.7	13.0	30.5	22.9	12.2	5.3	5.3	100.0
No physical contact with information	7.6	3.8	35.9	26.7	10.7	9.2	6.1	100.0
Information can be held in more than one place	50.4	23.7	8.4	3.1	2.3	0.0	12.2	100.0
There is access to unique historical information where physical access is not allowed	48.9	29.0	6.9	1.5	3.8	0.0	9.9	100.0
It might cost to have access to information	9.2	10.7	20.6	19.8	29.0	6.1	4.6	100.0
There is the possibility of unrestricted number of 'loans'	47.3	20.6	11.5	4.6	2.3	0.0	13.7	100.0
Information is available in a variety of formats	41.2	32.8	11.5	6.1	2.3	0.0	6.1	100.0
Computer equipment is required	9.9	10.7	35.1	17.6	16.8	0.0	9.9	100.0
Time spent in front of monitor	8.4	9.9	24.4	28.2	22.1	0.0	6.9	100.0
Information can be accessed by many users simultaneously	63.4	17.6	8.4	3.1	0.8	0.0	6.9	100.0
Privacy	26.7	19.8	25.2	6.1	3.8	10.7	7.6	100.0
Online help	26.0	21.4	27.5	8.4	1.5	0.0	15.3	100.0

Table 88 – Advantages or/and disadvantages of accessing digital information

		1	2	3	4	5	Don't know	Blank	Total
No need for commuting	Female	37	14	7	1	2	0	12	73
	Male	24	13	7	4	1	0	6	55
No librarian to teach how to use the equipment	Female	4	8	17	17	19	0	8	73
	Male	6	6	13	6	14	0	10	55
Possibility of 24-hour access to the collection	Female	60	4	4	0	1	0	4	73
	Male	35	11	5	0	0	0	4	55
No personal contact with other users	Female	5	4	20	21	16	0	7	73
	Male	3	4	14	7	18	0	9	55
Quick and direct access to information	Female	48	13	4	2	1	0	5	73
	Male	36	9	4	1	0	0	5	55
No librarian to assess user's background and information needs	Female	4	3	21	19	14	7	5	73
	Male	2	5	14	12	13	6	3	55
Limited wear of the collection	Female	13	7	19	8	5	0	21	73
	Male	10	7	15	5	2	0	16	55
Adequate knowledge of computer skills is required	Female	8	11	23	13	11	4	3	73
	Male	6	6	16	16	4	3	4	55
No physical contact with information	Female	2	1	25	21	9	11	4	73
	Male	8	3	21	14	4	1	4	55
Information can be held in more than one place	Female	38	19	5	0	2	0	9	73
	Male	27	11	5	4	1	0	7	55
There is access to unique historical information where physical access is not allowed	Female	36	21	4	1	3	0	8	73
	Male	27	15	5	1	2	0	5	55
It might cost to have access to information	Female	7	9	11	15	24	3	4	73
	Male	4	5	16	11	13	4	2	55
There is the possibility of unrestricted number of 'loans'	Female	29	19	9	3	2	0	11	73
	Male	31	7	6	3	1	0	7	55
Information is available in a variety of formats	Female	28	25	9	5	1	0	5	73
	Male	24	17	6	3	2	0	3	55
Computer equipment is required	Female	6	8	23	14	14	0	8	73
	Male	7	6	22	9	6	0	5	55
Time spent in front of monitor	Female	4	6	21	21	16	0	5	73
	Male	7	7	10	15	12	0	4	55
Information can be accessed by many users simultaneously	Female	49	11	6	1	1	0	5	73
	Male	32	12	4	3	0	0	4	55
Privacy	Female	23	13	17	6	2	0	6	73
	Male	12	13	15	1	3	0	4	55
Online help	Female	22	13	20	6	1	0	11	73
	Male	11	14	16	5	1	0	8	55

%		1	2	3	4	5	Don't know	Blank	Total
No need for commuting	Female	50.7	19.2	9.6	1.4	2.7	0.0	16.4	100.0
	Male	43.6	23.6	12.7	7.3	1.8	0.0	10.9	100.0
No librarian to teach how to use the equipment	Female	5.5	11.0	23.3	23.3	26.0	0.0	11.0	100.0
	Male	10.9	10.9	23.6	10.9	25.5	0.0	18.2	100.0
Possibility of 24-hour access to the collection	Female	82.2	5.5	5.5	0.0	1.4	0.0	5.5	100.0
	Male	63.6	20.0	9.1	0.0	0.0	0.0	7.3	100.0

No personal contact with other users	Female	6.8	5.5	27.4	28.8	21.9	0.0	9.6	100.0
	Male	5.5	7.3	25.5	12.7	32.7	0.0	16.4	100.0
Quick and direct access to information	Female	65.8	17.8	5.5	2.7	1.4	0.0	6.8	100.0
	Male	65.5	16.4	7.3	1.8	0.0	0.0	9.1	100.0
No librarian to assess user's background and information needs	Female	5.5	4.1	28.8	26.0	19.2	9.6	6.8	100.0
	Male	3.6	9.1	25.5	21.8	23.6	10.9	5.5	100.0
Limited wear of the collection	Female	17.8	9.6	26.0	11.0	6.8	0.0	28.8	100.0
	Male	18.2	12.7	27.3	9.1	3.6	0.0	29.1	100.0
Adequate knowledge of computer skills is required	Female	11.0	15.1	31.5	17.8	15.1	5.5	4.1	100.0
	Male	10.9	10.9	29.1	29.1	7.3	5.5	7.3	100.0
No physical contact with information	Female	2.7	1.4	34.2	28.8	12.3	15.1	5.5	100.0
	Male	14.5	5.5	38.2	25.5	7.3	1.8	7.3	100.0
Information can be held in more than one place	Female	52.1	26.0	6.8	0.0	2.7	0.0	12.3	100.0
	Male	49.1	20.0	9.1	7.3	1.8	0.0	12.7	100.0
There is access to unique historical information where physical access is not allowed	Female	49.3	28.8	5.5	1.4	4.1	0.0	11.0	100.0
	Male	49.1	27.3	9.1	1.8	3.6	0.0	9.1	100.0
It might cost to have access to information	Female	9.6	12.3	15.1	20.5	32.9	4.1	5.5	100.0
	Male	7.3	9.1	29.1	20.0	23.6	7.3	3.6	100.0
There is the possibility of unrestricted number of 'loans'	Female	39.7	26.0	12.3	4.1	2.7	0.0	15.1	100.0
	Male	56.4	12.7	10.9	5.5	1.8	0.0	12.7	100.0
Information is available in a variety of formats	Female	38.4	34.2	12.3	6.8	1.4	0.0	6.8	100.0
	Male	43.6	30.9	10.9	5.5	3.6	0.0	5.5	100.0
Computer equipment is required	Female	8.2	11.0	31.5	19.2	19.2	0.0	11.0	100.0
	Male	12.7	10.9	40.0	16.4	10.9	0.0	9.1	100.0
Time spent in front of monitor	Female	5.5	8.2	28.8	28.8	21.9	0.0	6.8	100.0
	Male	12.7	12.7	18.2	27.3	21.8	0.0	7.3	100.0
Information can be accessed by many users simultaneously	Female	67.1	15.1	8.2	1.4	1.4	0.0	6.8	100.0
	Male	58.2	21.8	7.3	5.5	0.0	0.0	7.3	100.0
Privacy	Female	31.5	17.8	23.3	8.2	2.7	8.2	8.2	100.0
	Male	21.8	23.6	27.3	1.8	5.5	12.7	7.3	100.0
Online help	Female	30.1	17.8	27.4	8.2	1.4	0.0	15.1	100.0
	Male	20.0	25.5	29.1	9.1	1.8	0.0	14.5	100.0

Table 89 – Advantages or/and disadvantages of accessing digital information by gender

		1	2	3	4	5	Don't know	Blank	Total
No need for commuting	17-24	6	5	1	0	0	0	5	17
	25-34	20	7	4	3	2	0	5	41
	35-44	18	7	4	1	0	0	1	31
	45-54	15	7	4	1	1	0	5	33
	55-64	5	1	1	0	0	0	1	8
	65+	0	0	0	0	0	0	1	1
No librarian to teach how to use	17-24	3	3	5	2	1	0	3	17

the equipment	25-34	3	4	7	8	17	0	2	41
	35-44	1	3	10	8	9	0	0	31
	45-54	2	4	6	5	5	0	11	33
	55-64	1	0	4	1	1	0	1	8
	65+	0	0	0	0	0	0	1	1
Possibility of 24-hour access to the collection	17-24	6	5	1	0	0	0	5	17
	25-34	20	7	4	3	2	0	5	41
	35-44	18	7	4	1	0	0	1	31
	45-54	15	7	4	1	1	0	5	33
	55-64	5	1	1	0	0	0	1	8
	65+	0	0	0	0	0	0	1	1
No personal contact with other users	17-24	3	3	5	2	1	0	3	17
	25-34	3	4	7	8	17	0	2	41
	35-44	1	3	10	8	9	0	0	31
	45-54	2	4	6	5	5	0	11	33
	55-64	1	0	4	1	1	0	1	8
Quick and direct access to information	17-24	0	0	0	0	0	0	1	1
	25-34	6	5	1	0	0	0	5	17
	35-44	20	7	4	3	2	0	5	41
	45-54	18	7	4	1	0	0	1	31
	55-64	15	7	4	1	1	0	5	33
	65+	5	1	1	0	0	0	1	8
No librarian to assess user's background and information needs	17-24	0	0	0	0	0	0	1	1
	25-34	3	3	5	2	1	0	3	17
	35-44	3	4	7	8	17	0	2	41
	45-54	1	3	10	8	9	0	0	31
	55-64	2	4	6	5	5	0	11	33
	65+	1	0	4	1	1	0	1	8
Limited wear of the collection	17-24	0	0	0	0	0	0	1	1
	25-34	6	5	1	0	0	0	5	17
	35-44	20	7	4	3	2	0	5	41
	45-54	18	7	4	1	0	0	1	31
	55-64	15	7	4	1	1	0	5	33
	65+	5	1	1	0	0	0	1	8
Adequate knowledge of computer skills is required	17-24	0	0	0	0	0	0	1	1
	25-34	3	3	5	2	1	0	3	17
	35-44	3	4	7	8	17	0	2	41
	45-54	1	3	10	8	9	0	0	31
	55-64	2	4	6	5	5	0	11	33
	65+	1	0	4	1	1	0	1	8
No physical contact with information	17-24	0	0	0	0	0	0	1	1
	25-34	6	5	1	0	0	0	5	17
	35-44	20	7	4	3	2	0	5	41
	45-54	18	7	4	1	0	0	1	31
	55-64	15	7	4	1	1	0	5	33
	65+	5	1	1	0	0	0	1	8
Information can be held in more than one place	17-24	0	0	0	0	0	0	1	1
	25-34	3	3	5	2	1	0	3	17
	35-44	3	4	7	8	17	0	2	41
	45-54	1	3	10	8	9	0	0	31
	55-64	2	4	6	5	5	0	11	33
	65+	1	0	4	1	1	0	1	8
There is access to unique	17-24	0	0	0	0	0	0	1	1

historical information where physical access is not allowed	25-34	6	5	1	0	0	0	5	17
	35-44	20	7	4	3	2	0	5	41
	45-54	18	7	4	1	0	0	1	31
	55-64	15	7	4	1	1	0	5	33
	65+	5	1	1	0	0	0	1	8
It might cost to have access to information	17-24	0	0	0	0	0	0	1	1
	25-34	3	3	5	2	1	0	3	17
	35-44	3	4	7	8	17	0	2	41
	45-54	1	3	10	8	9	0	0	31
	55-64	2	4	6	5	5	0	11	33
	65+	1	0	4	1	1	0	1	8
There is the possibility of unrestricted number of 'loans'	17-24	0	0	0	0	0	0	1	1
	25-34	6	5	1	0	0	0	5	17
	35-44	20	7	4	3	2	0	5	41
	45-54	18	7	4	1	0	0	1	31
	55-64	15	7	4	1	1	0	5	33
	65+	5	1	1	0	0	0	1	8
Information is available in a variety of formats	17-24	0	0	0	0	0	0	1	1
	25-34	3	3	5	2	1	0	3	17
	35-44	3	4	7	8	17	0	2	41
	45-54	1	3	10	8	9	0	0	31
	55-64	2	4	6	5	5	0	11	33
	65+	1	0	4	1	1	0	1	8
Computer equipment is required	17-24	0	0	0	0	0	0	1	1
	25-34	6	5	1	0	0	0	5	17
	35-44	20	7	4	3	2	0	5	41
	45-54	18	7	4	1	0	0	1	31
	55-64	15	7	4	1	1	0	5	33
	65+	5	1	1	0	0	0	1	8
Time spent in front of monitor	17-24	0	0	0	0	0	0	1	1
	25-34	3	3	5	2	1	0	3	17
	35-44	3	4	7	8	17	0	2	41
	45-54	1	3	10	8	9	0	0	31
	55-64	2	4	6	5	5	0	11	33
	65+	1	0	4	1	1	0	1	8
Information can be accessed by many users simultaneously	17-24	0	0	0	0	0	0	1	1
	25-34	6	5	1	0	0	0	5	17
	35-44	20	7	4	3	2	0	5	41
	45-54	18	7	4	1	0	0	1	31
	55-64	15	7	4	1	1	0	5	33
	65+	5	1	1	0	0	0	1	8
Privacy	17-24	0	0	0	0	0	0	1	1
	25-34	3	3	5	2	1	0	3	17
	35-44	3	4	7	8	17	0	2	41
	45-54	1	3	10	8	9	0	0	31
	55-64	2	4	6	5	5	0	11	33
	65+	1	0	4	1	1	0	1	8
Online help	17-24	0	0	0	0	0	0	1	1
	25-34	6	5	1	0	0	0	5	17
	35-44	20	7	4	3	2	0	5	41
	45-54	18	7	4	1	0	0	1	31
	55-64	15	7	4	1	1	0	5	33

		65+	5	1	1	0	0	0	1	8

%		1	2	3	4	5	Don't know	Blank	Total
No need for commuting	17-24	35,3	29,4	5,9	0,0	0,0	0,0	29,4	100,0
	25-34	48,8	17,1	9,8	7,3	4,9	0,0	12,2	100,0
	35-44	58,1	22,6	12,9	3,2	0,0	0,0	3,2	100,0
	45-54	45,5	21,2	12,1	3,0	3,0	0,0	15,2	100,0
	55-64	62,5	12,5	12,5	0,0	0,0	0,0	12,5	100,0
	65+	0,0	0,0	0,0	0,0	0,0	0,0	100,0	100,0
No librarian to teach how to use the equipment	17-24	17,6	17,6	29,4	11,8	5,9	0,0	17,6	100,0
	25-34	7,3	9,8	17,1	19,5	41,5	0,0	4,9	100,0
	35-44	3,2	9,7	32,3	25,8	29,0	0,0	0,0	100,0
	45-54	6,1	12,1	18,2	15,2	15,2	0,0	33,3	100,0
	55-64	12,5	0,0	50,0	12,5	12,5	0,0	12,5	100,0
	65+	0,0	0,0	0,0	0,0	0,0	0,0	100,0	100,0
Possibility of 24-hour access to the collection	17-24	76,5	0,0	11,8	0,0	0,0	0,0	11,8	100,0
	25-34	78,0	12,2	4,9	0,0	0,0	0,0	4,9	100,0
	35-44	80,6	9,7	9,7	0,0	0,0	0,0	0,0	100,0
	45-54	69,7	12,1	6,1	0,0	3,0	0,0	9,1	100,0
	55-64	50,0	37,5	0,0	0,0	0,0	0,0	12,5	100,0
	65+	100,0	0,0	0,0	0,0	0,0	0,0	0,0	100,0
No personal contact with other users	17-24	23,5	11,8	17,6	29,4	5,9	0,0	11,8	100,0
	25-34	4,9	2,4	36,6	26,8	19,5	0,0	9,8	100,0
	35-44	3,2	0,0	29,0	29,0	35,5	0,0	3,2	100,0
	45-54	3,0	12,1	24,2	12,1	30,3	0,0	18,2	100,0
	55-64	0,0	12,5	12,5	0,0	37,5	0,0	37,5	100,0
Quick and direct access to information	17-24	0,0	0,0	0,0	0,0	100,0	0,0	0,0	100,0
	25-34	64,7	5,9	11,8	5,9	0,0	0,0	11,8	100,0
	35-44	68,3	19,5	4,9	0,0	0,0	0,0	7,3	100,0
	45-54	67,7	22,6	3,2	6,5	0,0	0,0	0,0	100,0
	55-64	66,7	18,2	3,0	0,0	3,0	0,0	9,1	100,0
	65+	50,0	12,5	25,0	0,0	0,0	0,0	12,5	100,0
No librarian to assess user's background and information needs	17-24	0,0	0,0	0,0	0,0	0,0	0,0	100,0	100,0
	25-34	11,8	17,6	29,4	5,9	17,6	11,8	5,9	100,0
	35-44	0,0	0,0	31,7	26,8	29,3	2,4	9,8	100,0
	45-54	12,9	0,0	19,4	48,4	16,1	3,2	0,0	100,0
	55-64	0,0	15,2	27,3	15,2	18,2	18,2	6,1	100,0
	65+	0,0	0,0	37,5	12,5	12,5	37,5	0,0	100,0
Limited wear of the collection	17-24	0,0	0,0	0,0	0,0	0,0	0,0	100,0	100,0
	25-34	17,6	17,6	11,8	5,9	11,8	0,0	35,3	100,0
	35-44	17,1	14,6	19,5	17,1	7,3	0,0	24,4	100,0
	45-54	29,0	3,2	38,7	9,7	0,0	0,0	19,4	100,0
	55-64	12,1	9,1	30,3	6,1	3,0	0,0	39,4	100,0
	65+	12,5	12,5	37,5	0,0	12,5	0,0	25,0	100,0
Adequate knowledge of computer skills is required	17-24	0,0	0,0	0,0	0,0	0,0	0,0	100,0	100,0
	25-34	5,9	23,5	29,4	5,9	11,8	17,6	5,9	100,0
	35-44	2,4	12,2	39,0	22,0	14,6	2,4	7,3	100,0
	45-54	16,1	9,7	22,6	35,5	12,9	0,0	3,2	100,0
	55-64	12,1	15,2	27,3	24,2	9,1	9,1	3,0	100,0
	65+	37,5	0,0	37,5	12,5	12,5	0,0	0,0	100,0
No physical contact	17-24	0,0	0,0	0,0	0,0	0,0	0,0	100,0	100,0

with information	25-34	5,9	0,0	23,5	41,2	11,8	11,8	5,9	100,0
	35-44	4,9	2,4	41,5	24,4	9,8	9,8	7,3	100,0
	45-54	3,2	3,2	45,2	19,4	19,4	9,7	0,0	100,0
	55-64	12,1	9,1	27,3	30,3	6,1	6,1	9,1	100,0
	65+	25,0	0,0	37,5	25,0	0,0	12,5	0,0	100,0
Information can be held in more than one place	17-24	0,0	0,0	0,0	0,0	0,0	0,0	100,0	100,0
	25-34	64,7	5,9	17,6	0,0	0,0	0,0	11,8	100,0
	35-44	41,5	26,8	7,3	2,4	2,4	0,0	19,5	100,0
	45-54	48,4	22,6	9,7	9,7	3,2	0,0	6,5	100,0
	55-64	51,5	30,3	6,1	0,0	3,0	0,0	9,1	100,0
	65+	75,0	25,0	0,0	0,0	0,0	0,0	0,0	100,0
There is access to unique historical information where physical access is not allowed	17-24	0,0	0,0	0,0	0,0	0,0	0,0	100,0	100,0
	25-34	58,8	11,8	5,9	5,9	0,0	0,0	17,6	100,0
	35-44	53,7	24,4	9,8	2,4	0,0	0,0	9,8	100,0
	45-54	41,9	48,4	0,0	0,0	6,5	0,0	3,2	100,0
	55-64	39,4	30,3	9,1	0,0	9,1	0,0	12,1	100,0
	65+	75,0	12,5	12,5	0,0	0,0	0,0	0,0	100,0
It might cost to have access to information	17-24	0,0	0,0	0,0	0,0	0,0	0,0	100,0	100,0
	25-34	5,9	11,8	23,5	11,8	35,3	5,9	5,9	100,0
	35-44	7,3	9,8	31,7	19,5	24,4	2,4	4,9	100,0
	45-54	6,5	12,9	16,1	25,8	32,3	6,5	0,0	100,0
	55-64	15,2	9,1	12,1	18,2	33,3	9,1	3,0	100,0
	65+	12,5	12,5	12,5	25,0	12,5	12,5	12,5	100,0
There is the possibility of unrestricted number of 'loans'	17-24	0,0	0,0	0,0	0,0	0,0	0,0	100,0	100,0
	25-34	52,9	17,6	0,0	5,9	5,9	0,0	17,6	100,0
	35-44	48,8	19,5	12,2	7,3	0,0	0,0	12,2	100,0
	45-54	38,7	32,3	16,1	6,5	0,0	0,0	6,5	100,0
	55-64	45,5	18,2	15,2	0,0	6,1	0,0	15,2	100,0
	65+	75,0	0,0	0,0	0,0	0,0	0,0	25,0	100,0
Information is available in a variety of formats	17-24	0,0	0,0	0,0	0,0	0,0	0,0	100,0	100,0
	25-34	47,1	23,5	5,9	11,8	0,0	0,0	11,8	100,0
	35-44	34,1	41,5	7,3	7,3	2,4	0,0	7,3	100,0
	45-54	45,2	35,5	12,9	3,2	3,2	0,0	0,0	100,0
	55-64	42,4	27,3	15,2	6,1	3,0	0,0	6,1	100,0
	65+	50,0	25,0	25,0	0,0	0,0	0,0	0,0	100,0
Computer equipment is required	17-24	0,0	0,0	0,0	0,0	0,0	0,0	100,0	100,0
	25-34	11,8	11,8	17,6	17,6	17,6	0,0	23,5	100,0
	35-44	2,4	4,9	39,0	17,1	24,4	0,0	12,2	100,0
	45-54	9,7	16,1	29,0	32,3	12,9	0,0	0,0	100,0
	55-64	9,1	9,1	54,5	6,1	12,1	0,0	9,1	100,0
	65+	50,0	25,0	0,0	12,5	12,5	0,0	0,0	100,0
Time spent in front of monitor	17-24	0,0	0,0	0,0	0,0	0,0	0,0	100,0	100,0
	25-34	17,6	5,9	17,6	23,5	23,5	0,0	11,8	100,0
	35-44	4,9	4,9	24,4	31,7	24,4	0,0	9,8	100,0
	45-54	9,7	6,5	29,0	32,3	22,6	0,0	0,0	100,0
	55-64	6,1	12,1	27,3	27,3	21,2	0,0	6,1	100,0
	65+	12,5	50,0	12,5	12,5	12,5	0,0	0,0	100,0
Information can be accessed by many users simultaneously	17-24	0,0	0,0	0,0	0,0	0,0	0,0	100,0	100,0
	25-34	64,7	5,9	11,8	0,0	0,0	0,0	17,6	100,0
	35-44	58,5	19,5	9,8	4,9	0,0	0,0	7,3	100,0
	45-54	61,3	25,8	6,5	6,5	0,0	0,0	0,0	100,0
	55-64	69,7	18,2	3,0	0,0	3,0	0,0	6,1	100,0
	65+	75,0	0,0	25,0	0,0	0,0	0,0	0,0	100,0

Privacy	17-24	0,0	0,0	0,0	0,0	0,0	0,0	100,0	100,0
	25-34	47,1	17,6	11,8	5,9	0,0	5,9	11,8	100,0
	35-44	19,5	22,0	22,0	4,9	4,9	14,6	12,2	100,0
	45-54	29,0	19,4	25,8	12,9	3,2	6,5	3,2	100,0
	55-64	21,2	15,2	42,4	3,0	3,0	12,1	3,0	100,0
	65+	37,5	37,5	0,0	0,0	12,5	12,5	0,0	100,0
Online help	17-24	0,0	0,0	0,0	0,0	0,0	0,0	100,0	100,0
	25-34	41,2	17,6	23,5	5,9	0,0	0,0	11,8	100,0
	35-44	24,4	22,0	26,8	9,8	2,4	0,0	14,6	100,0
	45-54	29,0	16,1	38,7	3,2	0,0	0,0	12,9	100,0
	55-64	18,2	27,3	21,2	9,1	3,0	0,0	21,2	100,0
	65+	25,0	25,0	25,0	25,0	0,0	0,0	0,0	100,0

Table 90 – Advantages or/and disadvantages of accessing digital information by age

		1	2	3	4	5	Don't know	Blank	Total
No need for commuting	Students	6	6	3	1	0	0	5	21
	Research Staff	11	2	0	0	0	0	2	15
	Academic Staff	11	1	2	1	0	0	1	16
	Information Scientists	16	10	6	3	1	0	3	39
	Don't know	6	4	1	0	2	0	4	17
	Other	14	4	2	0	0	0	3	23
No librarian to teach how to use the equipment	Students	3	4	5	2	5	0	2	21
	Research Staff	2	1	5	5	2	0	0	15
	Academic Staff	1	1	8	0	2	0	4	16
	Information Scientists	2	3	5	10	17	0	2	39
	Don't know	1	2	4	3	1	0	6	17
	Other	1	3	5	4	6	0	4	23
Possibility of 24-hour access to the collection	Students	15	2	3	0	0	0	1	21
	Research Staff	13	1	0	0	0	0	1	15
	Academic Staff	12	3	1	0	0	0	0	16
	Information Scientists	34	4	1	0	0	0	0	39
	Don't know	6	3	3	0	1	0	4	17
	Other	18	2	1	0	0	0	2	23
No personal contact with other users	Students	2	3	5	6	3	0	2	21
	Research Staff	2	2	4	6	1	0	0	15
	Academic Staff	0	1	5	3	5	0	2	16
	Information Scientists	1	1	10	10	16	0	1	39
	Don't know	1	1	7	0	2	0	6	17
	Other	2	0	5	4	7	0	5	23
Quick and direct access to information	Students	12	4	3	1	0	0	1	21
	Research Staff	12	3	0	0	0	0	0	15
	Academic Staff	10	5	1	0	0	0	0	16
	Information Scientists	30	6	1	1	0	0	1	39
	Don't know	7	2	1	1	1	0	5	17

	Other	15	3	2	0	0	0	3	23
No librarian to assess user's background and information needs	Students	2	4	6	5	3	1	0	21
	Research Staff	0	1	3	5	4	2	0	15
	Academic Staff	0	1	8	5	1	1	0	16
	Information Scientists	1	0	7	12	15	2	2	39
	Don't know	1	1	8	1	1	1	4	17
	Other	2	1	4	5	3	6	2	23
Limited wear of the collection	Students	7	5	2	2	1	0	4	21
	Research Staff	2	2	3	0	2	0	6	15
	Academic Staff	1	2	8	0	0	0	5	16
	Information Scientists	10	3	11	5	2	0	8	39
	Don't know	1	0	4	4	2	0	6	17
	Other	3	2	7	2	0	0	9	23
Adequate knowledge of computer skills is required	Students	1	6	5	3	3	3	0	21
	Research Staff	2	2	4	5	1	1	0	15
	Academic Staff	1	0	9	5	1	0	0	16
	Information Scientists	2	4	10	13	9	1	0	39
	Don't know	3	3	4	2	0	1	4	17
	Other	5	2	8	2	2	1	3	23
No physical contact with information	Students	2	0	7	7	3	2	0	21
	Research Staff	3	1	3	3	2	3	0	15
	Academic Staff	1	0	8	5	1	1	0	16
	Information Scientists	3	0	17	12	5	1	1	39
	Don't know	0	2	4	4	0	3	4	17
	Other	1	2	8	4	3	2	3	23
Information can be held in more than one place	Students	10	3	3	2	1	0	2	21
	Research Staff	7	3	3	0	0	0	2	15
	Academic Staff	7	7	1	1	0	0	0	16
	Information Scientists	26	11	0	0	1	0	1	39
	Don't know	3	5	3	0	1	0	5	17
	Other	13	2	1	1	0	0	6	23
There is access to unique historical information where physical access is not allowed	Students	11	5	1	1	0	0	3	21
	Research Staff	7	5	1	0	0	0	2	15
	Academic Staff	7	4	3	0	2	0	0	16
	Information Scientists	21	15	1	0	2	0	0	39
	Don't know	4	4	3	1	1	0	4	17
	Other	14	5	0	0	0	0	4	23
It might cost to have access to information	Students	3	3	4	3	7	1	0	21
	Research Staff	4	2	2	1	4	2	0	15
	Academic Staff	1	3	3	4	4	1	0	16
	Information Scientists	1	4	9	10	13	1	1	39
	Don't know	2	2	2	3	3	2	3	17
	Other	1	0	7	5	7	1	2	23
There is the possibility of unrestricted	Students	11	5	0	2	1	0	2	21
	Research Staff	9	3	1	0	0	0	2	15
	Academic Staff	9	3	0	0	1	0	3	16

number of 'loans'	Information Scientists	16	11	7	3	0	0	2	39
	Don't know	3	2	5	1	1	0	5	17
	Other	14	3	2	0	0	0	4	23
Information is available in a variety of formats	Students	8	6	3	3	0	0	1	21
	Research Staff	8	5	1	0	1	0	0	15
	Academic Staff	10	5	0	1	0	0	0	16
	Information Scientists	15	17	4	2	1	0	0	39
	Don't know	4	2	4	2	1	0	4	17
	Other	9	8	3	0	0	0	3	23
Computer equipment is required	Students	1	6	5	3	2	0	4	21
	Research Staff	2	0	5	4	2	0	2	15
	Academic Staff	2	4	7	2	1	0	0	16
	Information Scientists	2	2	17	9	9	0	0	39
	Don't know	3	0	6	3	1	0	4	17
	Other	3	2	6	2	7	0	3	23
Time spent in front of monitor	Students	3	3	3	7	4	0	1	21
	Research Staff	2	1	3	5	4	0	0	15
	Academic Staff	0	5	4	4	3	0	0	16
	Information Scientists	1	2	10	14	11	0	1	39
	Don't know	3	0	6	3	0	0	5	17
	Other	2	2	6	4	7	0	2	23
Information can be accessed by many users simultaneously	Students	11	5	2	1	0	0	2	21
	Research Staff	11	2	2	0	0	0	0	15
	Academic Staff	9	3	4	0	0	0	0	16
	Information Scientists	29	7	1	2	0	0	0	39
	Don't know	7	3	1	0	1	0	5	17
	Other	16	3	1	1	0	0	2	23
Privacy	Students	7	7	5	0	0	1	1	21
	Research Staff	4	3	2	1	1	2	2	15
	Academic Staff	1	6	6	2	1	0	0	16
	Information Scientists	10	6	13	3	2	4	1	39
	Don't know	5	0	3	1	1	3	4	17
	Other	8	4	4	1	0	4	2	23
Online help	Students	6	3	6	3	0	0	3	21
	Research Staff	4	6	2	1	1	0	1	15
	Academic Staff	0	6	5	3	0	0	2	16
	Information Scientists	14	10	10	3	0	0	2	39
	Don't know	6	1	4	0	0	0	6	17
	Other	4	2	9	1	1	0	6	23

%		1	2	3	4	5	Don't know	Blank	Total
No need for commuting	Students	28,6	28,6	14,3	4,8	0,0	0,0	23,8	100,0
	Research Staff	73,3	13,3	0,0	0,0	0,0	0,0	13,3	100,0
	Academic Staff	68,8	6,3	12,5	6,3	0,0	0,0	6,3	100,0

	Information Scientists	41,0	25,6	15,4	7,7	2,6	0,0	7,7	100,0
	Don't know	35,3	23,5	5,9	0,0	11,8	0,0	23,5	100,0
	Other	60,9	17,4	8,7	0,0	0,0	0,0	13,0	100,0
No librarian to teach how to use the equipment	Students	14,3	19,0	23,8	9,5	23,8	0,0	9,5	100,0
	Research Staff	13,3	6,7	33,3	33,3	13,3	0,0	0,0	100,0
	Academic Staff	6,3	6,3	50,0	0,0	12,5	0,0	25,0	100,0
	Information Scientists	5,1	7,7	12,8	25,6	43,6	0,0	5,1	100,0
	Don't know	5,9	11,8	23,5	17,6	5,9	0,0	35,3	100,0
	Other	4,3	13,0	21,7	17,4	26,1	0,0	17,4	100,0
Possibility of 24-hour access to the collection	Students	71,4	9,5	14,3	0,0	0,0	0,0	4,8	100,0
	Research Staff	86,7	6,7	0,0	0,0	0,0	0,0	6,7	100,0
	Academic Staff	75,0	18,8	6,3	0,0	0,0	0,0	0,0	100,0
	Information Scientists	87,2	10,3	2,6	0,0	0,0	0,0	0,0	100,0
	Don't know	35,3	17,6	17,6	0,0	5,9	0,0	23,5	100,0
	Other	78,3	8,7	4,3	0,0	0,0	0,0	8,7	100,0
No personal contact with other users	Students	9,5	14,3	23,8	28,6	14,3	0,0	9,5	100,0
	Research Staff	13,3	13,3	26,7	40,0	6,7	0,0	0,0	100,0
	Academic Staff	0,0	6,3	31,3	18,8	31,3	0,0	12,5	100,0
	Information Scientists	2,6	2,6	25,6	25,6	41,0	0,0	2,6	100,0
	Don't know	5,9	5,9	41,2	0,0	11,8	0,0	35,3	100,0
	Other	8,7	0,0	21,7	17,4	30,4	0,0	21,7	100,0
Quick and direct access to information	Students	57,1	19,0	14,3	4,8	0,0	0,0	4,8	100,0
	Research Staff	80,0	20,0	0,0	0,0	0,0	0,0	0,0	100,0
	Academic Staff	62,5	31,3	6,3	0,0	0,0	0,0	0,0	100,0
	Information Scientists	76,9	15,4	2,6	2,6	0,0	0,0	2,6	100,0
	Don't know	41,2	11,8	5,9	5,9	5,9	0,0	29,4	100,0
	Other	65,2	13,0	8,7	0,0	0,0	0,0	13,0	100,0
No librarian to assess user's background and information needs	Students	9,5	19,0	28,6	23,8	14,3	4,8	0,0	100,0
	Research Staff	0,0	6,7	20,0	33,3	26,7	13,3	0,0	100,0
	Academic Staff	0,0	6,3	50,0	31,3	6,3	6,3	0,0	100,0
	Information Scientists	2,6	0,0	17,9	30,8	38,5	5,1	5,1	100,0
	Don't know	5,9	5,9	47,1	5,9	5,9	5,9	23,5	100,0
	Other	8,7	4,3	17,4	21,7	13,0	26,1	8,7	100,0
Limited wear of the collection	Students	33,3	23,8	9,5	9,5	4,8	0,0	19,0	100,0
	Research Staff	13,3	13,3	20,0	0,0	13,3	0,0	40,0	100,0
	Academic Staff	6,3	12,5	50,0	0,0	0,0	0,0	31,3	100,0
	Information Scientists	25,6	7,7	28,2	12,8	5,1	0,0	20,5	100,0
	Don't know	5,9	0,0	23,5	23,5	11,8	0,0	35,3	100,0
	Other	13,0	8,7	30,4	8,7	0,0	0,0	39,1	100,0
Adequate knowledge of computer skills is required	Students	4,8	28,6	23,8	14,3	14,3	14,3	0,0	100,0
	Research Staff	13,3	13,3	26,7	33,3	6,7	6,7	0,0	100,0
	Academic Staff	6,3	0,0	56,3	31,3	6,3	0,0	0,0	100,0
	Information Scientists	5,1	10,3	25,6	33,3	23,1	2,6	0,0	100,0
	Don't know	17,6	17,6	23,5	11,8	0,0	5,9	23,5	100,0
	Other	21,7	8,7	34,8	8,7	8,7	4,3	13,0	100,0

No physical contact with information	Students	9,5	0,0	33,3	33,3	14,3	9,5	0,0	100,0
	Research Staff	20,0	6,7	20,0	20,0	13,3	20,0	0,0	100,0
	Academic Staff	6,3	0,0	50,0	31,3	6,3	6,3	0,0	100,0
	Information Scientists	7,7	0,0	43,6	30,8	12,8	2,6	2,6	100,0
	Don't know	0,0	11,8	23,5	23,5	0,0	17,6	23,5	100,0
	Other	4,3	8,7	34,8	17,4	13,0	8,7	13,0	100,0
Information can be held in more than one place	Students	47,6	14,3	14,3	9,5	4,8	0,0	9,5	100,0
	Research Staff	46,7	20,0	20,0	0,0	0,0	0,0	13,3	100,0
	Academic Staff	43,8	43,8	6,3	6,3	0,0	0,0	0,0	100,0
	Information Scientists	66,7	28,2	0,0	0,0	2,6	0,0	2,6	100,0
	Don't know	17,6	29,4	17,6	0,0	5,9	0,0	29,4	100,0
	Other	56,5	8,7	4,3	4,3	0,0	0,0	26,1	100,0
There is access to unique historical information where physical access is not allowed	Students	52,4	23,8	4,8	4,8	0,0	0,0	14,3	100,0
	Research Staff	46,7	33,3	6,7	0,0	0,0	0,0	13,3	100,0
	Academic Staff	43,8	25,0	18,8	0,0	12,5	0,0	0,0	100,0
	Information Scientists	53,8	38,5	2,6	0,0	5,1	0,0	0,0	100,0
	Don't know	23,5	23,5	17,6	5,9	5,9	0,0	23,5	100,0
	Other	60,9	21,7	0,0	0,0	0,0	0,0	17,4	100,0
It might cost to have access to information	Students	14,3	14,3	19,0	14,3	33,3	4,8	0,0	100,0
	Research Staff	26,7	13,3	13,3	6,7	26,7	13,3	0,0	100,0
	Academic Staff	6,3	18,8	18,8	25,0	25,0	6,3	0,0	100,0
	Information Scientists	2,6	10,3	23,1	25,6	33,3	2,6	2,6	100,0
	Don't know	11,8	11,8	11,8	17,6	17,6	11,8	17,6	100,0
	Other	4,3	0,0	30,4	21,7	30,4	4,3	8,7	100,0
There is the possibility of unrestricted number of 'loans'	Students	52,4	23,8	0,0	9,5	4,8	0,0	9,5	100,0
	Research Staff	60,0	20,0	6,7	0,0	0,0	0,0	13,3	100,0
	Academic Staff	56,3	18,8	0,0	0,0	6,3	0,0	18,8	100,0
	Information Scientists	41,0	28,2	17,9	7,7	0,0	0,0	5,1	100,0
	Don't know	17,6	11,8	29,4	5,9	5,9	0,0	29,4	100,0
	Other	60,9	13,0	8,7	0,0	0,0	0,0	17,4	100,0
Information is available in a variety of formats	Students	38,1	28,6	14,3	14,3	0,0	0,0	4,8	100,0
	Research Staff	53,3	33,3	6,7	0,0	6,7	0,0	0,0	100,0
	Academic Staff	62,5	31,3	0,0	6,3	0,0	0,0	0,0	100,0
	Information Scientists	38,5	43,6	10,3	5,1	2,6	0,0	0,0	100,0
	Don't know	23,5	11,8	23,5	11,8	5,9	0,0	23,5	100,0
	Other	39,1	34,8	13,0	0,0	0,0	0,0	13,0	100,0
Computer equipment is required	Students	4,8	28,6	23,8	14,3	9,5	0,0	19,0	100,0
	Research Staff	13,3	0,0	33,3	26,7	13,3	0,0	13,3	100,0
	Academic Staff	12,5	25,0	43,8	12,5	6,3	0,0	0,0	100,0
	Information Scientists	5,1	5,1	43,6	23,1	23,1	0,0	0,0	100,0
	Don't know	17,6	0,0	35,3	17,6	5,9	0,0	23,5	100,0
	Other	13,0	8,7	26,1	8,7	30,4	0,0	13,0	100,0
Time spent in front of monitor	Students	14,3	14,3	14,3	33,3	19,0	0,0	4,8	100,0
	Research Staff	13,3	6,7	20,0	33,3	26,7	0,0	0,0	100,0
	Academic Staff	0,0	31,3	25,0	25,0	18,8	0,0	0,0	100,0

	Information Scientists	2,6	5,1	25,6	35,9	28,2	0,0	2,6	100,0
	Don't know	17,6	0,0	35,3	17,6	0,0	0,0	29,4	100,0
	Other	8,7	8,7	26,1	17,4	30,4	0,0	8,7	100,0
Information can be accessed by many users simultaneously	Students	52,4	23,8	9,5	4,8	0,0	0,0	9,5	100,0
	Research Staff	73,3	13,3	13,3	0,0	0,0	0,0	0,0	100,0
	Academic Staff	56,3	18,8	25,0	0,0	0,0	0,0	0,0	100,0
	Information Scientists	74,4	17,9	2,6	5,1	0,0	0,0	0,0	100,0
	Don't know	41,2	17,6	5,9	0,0	5,9	0,0	29,4	100,0
	Other	69,6	13,0	4,3	4,3	0,0	0,0	8,7	100,0
Privacy	Students	33,3	33,3	23,8	0,0	0,0	4,8	4,8	100,0
	Research Staff	26,7	20,0	13,3	6,7	6,7	13,3	13,3	100,0
	Academic Staff	6,3	37,5	37,5	12,5	6,3	0,0	0,0	100,0
	Information Scientists	25,6	15,4	33,3	7,7	5,1	10,3	2,6	100,0
	Don't know	29,4	0,0	17,6	5,9	5,9	17,6	23,5	100,0
	Other	34,8	17,4	17,4	4,3	0,0	17,4	8,7	100,0
Online help	Students	28,6	14,3	28,6	14,3	0,0	0,0	14,3	100,0
	Research Staff	26,7	40,0	13,3	6,7	6,7	0,0	6,7	100,0
	Academic Staff	0,0	37,5	31,3	18,8	0,0	0,0	12,5	100,0
	Information Scientists	35,9	25,6	25,6	7,7	0,0	0,0	5,1	100,0
	Don't know	35,3	5,9	23,5	0,0	0,0	0,0	35,3	100,0
	Other	17,4	8,7	39,1	4,3	4,3	0,0	26,1	100,0

Table 91 – Advantages or/and disadvantages of accessing digital information by occupation

1.1.1.11 Future use and comments

Results concerning future use were more than satisfactory. 94.7% of the respondents indicated that they would use the SOSIG service again in the future, while 5.3% did not answer to this question (Table 92). Interest in using SOSIG expressed by both females and males and all age and occupation groups provided by the questionnaires (Tables 93, 94 and 95). In addition, they were asked whether they would expect any more services from SOSIG. 82.4% of them stated that they would not expect a new service, however there were five interesting suggestions (Tables 96, 97, 98, 99 and 100).

	Yes	**No**	**Blank**	***Total***
	124	0	7	131
(%)	94.7	0.0	5.3	100.0

Table 92 - Future use

	Yes	No	Blank	*Total*
Female	70	0	3	73
Male	52	0	3	55

%	Yes	No	Blank	*Total*
Female	95.9	0.0	4.1	100.0
Male	94.5	0.0	5.5	100.0

Table 93 - Future use by gender

	Yes	No	Blank	*Total*
17-24	16	0	1	17
25-34	39	0	2	41
35-44	30	0	1	31
45-54	31	0	2	33
55-64	8	0	0	8
65+	0	0	1	1

%	Yes	No	Blank	*Total*
17-24	94.1	0.0	5.9	100.0
25-34	95.1	0.0	4.9	100.0
35-44	96.8	0.0	3.2	100.0
45-54	93.9	0.0	6.1	100.0
55-64	100.0	0.0	0.0	100.0
65+	0.0	0.0	100.0	100.0

Table 94 - Future use by age

	Yes	No	Blank	*Total*
Students	21	0	0	21
Research Staff	15	0	0	15
Academic	15	0	1	16
Information Scientists	39	0	0	39
Other	21	0	2	21
Don't know	13	0	4	17

%	Yes	No	Blank	*Total*
Students	100.0	0.0	0.0	100.0
Research Staff	100.0	0.0	0.0	100.0
Academic	93.8	0.0	6.3	100.0
Information Scientists	100.0	0.0	0.0	100.0
Other	91.3	0.0	8.7	100.0
Don't know	76.5	0.0	23.5	100.0

Table 95 - Future use by occupation

	Yes	No	Blank	*Total*
	10	108	13	131
%	7.6	82.4	9.9	100.0

Table 96 - Expectation for new services

	Yes	No	Blank	*Total*
Female	5	60	8	73
Male	4	47	4	55

%	Yes	No	Blank	*Total*
Female	6.8	82.2	11.0	100.0
Male	7.3	85.5	7.3	100.0

Table 97 - Expectation for new services by gender

	Yes	No	Blank	*Total*
17-24	0	13	4	17
25-34	6	33	2	41
35-44	2	28	1	31
45-54	2	27	4	33
55-64	0	7	1	8
65+	0	0	1	1

%	Yes	No	Blank	*Total*
17-24	0.0	76.5	23.5	100.0
25-34	14.6	80.5	4.9	100.0
35-44	6.5	90.3	3.2	100.0
45-54	6.1	81.8	12.1	100.0
55-64	0.0	87.5	12.5	100.0
65+	0.0	0.0	100.0	100.0

Table 98 - Expectation for new services by age

	Yes	No	Blank	*Total*
Students	1	17	3	21
Research Staff	1	14	0	15
Academic	1	14	1	16
Information Scientists	3	33	3	39
Other	2	18	3	23
Don't know	2	12	3	17

%	Yes	No	Blank	*Total*
Students	4.8	81.0	14.3	100.0
Research Staff	6.7	93.3	0.0	100.0
Academic	6.3	87.5	6.3	100.0
Information Scientists	7.7	84.6	7.7	100.0
Other	8.7	78.3	13.0	100.0
Don't know	11.8	70.6	17.6	100.0

Table 99 - Expectation for new services by occupation

AGE	GENDER	OCCUPATION	SUGGESTIONS
25-34	Female	Information Scientist	Email when new resources are added
45-54	Male	Academic Staff	Full text Image databases
25-34	Male	Information Scientist	User specified search and services
25-34	Female	Student	More full text articles, journals, etc. or advice on how to get access to those
17-24	Female		I would like to be able to communicate with other investigators of my own land

Table 100 - Suggestions of future services

At the end of the questionnaire, respondents had enough space to note additional comments or expand on any of the answers given. Ten of them commented. It is worth mentioning that comments from students and research staff were positive (Table 101).

AGE	GENDER	OCCUPATION	COMMENTS
Female	25-34	Research Staff	As my job gives me 8 hour access to the internet every day at no cost to myself I see the services provided as a clear advantage - monetarily and timely.
Female	35-44	Academic Staff	As an F.E. rather than H.E. institution, we are excluded from some of the information sources made available to universities, e.g., JANET. SOSIG makes up for this. SOSIG training was given to staff members last year - extremely useful.
Male	45-54		I found some of the questions difficult to answer. They tended to assume that I only use SOSIG in one way, but I often use it in different ways depending on what I'm looking for and whether I'm using it for teaching or research.
Female	25-34	Information Scientist	Perhaps another category for advantage/ disadvantage would be that information is presented in a non-linear way. Hyperlinks are

			both convenient and confusing, whereas a book tends to be more straightforward (although hunting down a citation is not).
Female	17-24	Student	I think SOSIG is very useful for students and it would be good if it were advertised in universities more.
Female	17-24	Student	Well, the firs thing I am going to do is to read everything quite and go to online help page
Female	25-34		I followed a link that should lead to feminist resources but did lead to a porn site: http://www.womenbooks.com/index.html. I looked for a email address to report that and ask to exclude this site from the database. But could find none and I think it does
	25-34		The question on privacy is interesting - as there may be less privacy with digital data.
Female	35-44	Information Scientist	The statements seem to presume that all users of SOSIG will be individuals on home PCs. In an academic library, much use is also made from networked PCs inside the library (or within the university) so some of the comments about no librarians, no personal contact.
Female	35-44	Information Scientist	Network access is a big issue. Members of the public +/or NHS cannot use JANET as we move to electronic resources we decrease access for our non-core uses

Table 101 – General comments

1.1.2 Art, Design, Architecture and Media Gateway (ADAM) Survey

1.1.2.1 Characteristics of sample population

Eighty four (84) ADAM users responded to the survey. 60.7% of them were females and 39.3% of them males (Table 102). Regarding respondents' occupation, 40.5% were undergraduate students, 13.1% were postgraduate students, 3.6% were research staff (fellows or assistants) and 16.7% were academic staff (lecturers, senior lecturers, professors, or Head of Departments). Although the questionnaire invited only the academic community end-users to fill in it, some other occupations were interested in completing it. The category '*others*' includes occupations such as consultants (Table 103).

ADAM appeared to be used by all age ranges, although the majority (62%) were under 35 years old. It was less popular with those aged over 55 years old (Table 104).

		%
Female	51	60.7
Male	33	39.3
Total	84	100.0

Table 102 - Gender of respondents

		%
17-24	31	36.9
25-34	21	25.0
35-44	17	20.2
45-54	11	13.1
55-64	4	4.8
65+	0	0.0
Total	84	100.0

Table 103 - Age of respondents

			%
Students:	Undergraduate	34	40.5
	Postgraduate	9	10.7
Research Students:	Mphil	0	0.0
	PhD	2	2.4
Research Staff:	Research Assistant	2	2.4
	Research Fellow	1	1.2
Academic Staff:	Lecturer	4	4.8
	Senior Lecturer	7	8.3
	Professor	1	1.2
	Head of Department	2	2.4
Librarians		11	13.1
Other		11	13.1
Total		84	100.0

Table 104 - Occupation of respondents

1.1.2.2 Frequency of use

Findings are based on the results of three different questions concerning the frequency of ADAM use. The first question asked from users to specify how many times they used ADAM in the last month; the second question asked whether the above frequency

mentioned was typical; and the third question whether they used the ADAM gateway regularly. The results of these three questions are condensed and provided in Table. Some end-users responses were confusing. For example, there were users who specified that in the last month they used the ADAM gateway once and this was typical. But, on the third question they indicated that they used it on a daily basis. In that case, the frequency was decided to be monthly instead of daily.

Generally, a good deal of ADAM use was light. 21.5% of the respondents indicated that they accessed it occasionally or hardly ever. ADAM appeared to attract a lot of new users with well over a third (38.1%) of respondents stating that that was their first time. Less than 10% of respondents used the service on a frequent basis - daily or weekly (Table 105). The daily users were: a male information scientist (45-54) and two male students (17-24 and 25-34). Men used the service more frequently than women: 36.4% and 23.5% of them used the service on a daily, weekly or monthly basis, respectively (Table 106). Regarding age groups, the three-quarters of those who aged 55+ used the service on a weekly or monthly basis (Table 107). Regarding respondents' occupation information scientists were the most regular users with 90.9% of them using ADAM on a daily, weekly, or monthly basis, followed by undergraduate students (23.5%) (Table 108).

			%
Yes:	Daily	3	3.6
	Weekly	5	6.0
	Monthly	16	19.0
No:	Occasionally	14	16.7
	Hardly Ever	4	4.8
	First Time	32	38.1
Blank		10	11.9
Total		84	100.0

Table 105 - Frequency of use

		Female	Male	Female (%)	Male (%)
Yes:	Daily	0	3	0.0	9.1
	Weekly	3	2	5.9	6.1
	Monthly	9	7	17.6	21.2
No:	Occasionally	10	4	19.6	12.1
	Hardly Ever	2	2	3.9	6.1
	First Time	23	9	45.1	30.3

Blank	4	6	7.8	15.2
Total	51	33	100.0	100.0

Table 106 - Frequency of use by gender

		17-24	25-34	35-44	45-54	55-64
Yes:	Daily	1	1	0	1	0
	Weekly	3	0	1	1	0
	Monthly	3	5	3	2	3
No:	Occasionally	5	4	3	2	0
	Hardly Ever	3	0	1	0	0
	First Time	15	7	5	4	1
Blank		1	4	4	1	0
Total		31	21	17	11	4

%		17-24	25-34	35-44	45-54	55-64
Yes:	Daily	3.2	4.8	0.0	9.1	0.0
	Weekly	9.7	0.0	5.9	9.1	0.0
	Monthly	9.7	23.8	17.6	18.2	75.0
No:	Occasionally	16.1	19.0	17.6	18.2	0.0
	Hardly Ever	9.7	0.0	5.9	0.0	0.0
	First Time	48.4	33.3	29.4	36.4	25.0
Blank		3.2	19.0	23.5	9.1	0.0
Total		100.0	100.0	100.0	100.0	100.0

Table 107 - Frequency of use by age

		US	PS	RS	AS	IS	Other
Yes:	Daily	1	1	0	0	1	0
	Weekly	2	0	0	0	3	0
	Monthly	5	1	0	3	6	1
No:	Occasionally	4	4	1	1	1	3
	Hardly Ever	3	1	0	0	0	0
	First Time	18	2	2	6	0	5
Blank		1	2	0	4	0	2
Total		34	11	3	14	11	11

%		US	PS	RS	AS	IS	Other
Yes:	Daily	2.9	9.1	0.0	0.0	9.1	0.0
	Weekly	5.9	0.0	0.0	0.0	27.3	0.0
	Monthly	14.7	9.1	0.0	21.4	54.5	9.1
No:	Occasionally	11.8	36.4	33.3	7.1	9.1	27.3
	Hardly Ever	8.8	9.1	0.0	0.0	0.0	0.0
	First Time	52.9	18.2	66.7	42.9	0.0	45.5
Blank		2.9	18.2	0.0	28.6	0.0	18.2
Total		100.0	100.0	100.0	100.0	100.0	100.0

Table 108 - Frequency of use by occupation

1.1.2.3 Reasons for use

People used ADAM for a variety of reasons. The options provided by the questionnaire were: writing up a term paper/project or a thesis/dissertation, writing up a paper for publication, e.g., journal article or conference/workshop paper, and supporting a teaching lecture. There was also the *other'* option where respondents could indicate any other reason of using ADAM.

69.9% of the respondents indicated that they used the ADAM service for writing up a term paper or a thesis, 15.6% of them for writing up a paper for publication, such as a conference paper or journal article, 27.3% for teaching, and 8.4% did not answer this question (Tables 109, 110, 111, 112 and 113). Regarding the occupation categories there were academic staff who advised the ADAM service for supporting a teaching lecture and students for writing a term paper or a thesis/ dissertation. The primary reason for both males and females was for writing up a paper for publication.

		%
Article/Publications	31	40.3
Thesis/Dissertations/ Coursework	22	28.6
Article	12	15.6
Teaching	21	27.3
Other	28	36.4

Note: respondents were permitted multiple answers.

Table 109 - Reasons for use

	Female	Male	Female (%)	Male (%)
Article/Publications	19	12	42.2	37.5
Thesis/Dissertations/ Coursework	12	10	26.7	31.3
Article	3	9	6.7	28.1
Teaching	11	10	24.4	31.3
Other	19	9	42.2	28.1

Note: respondents were permitted multiple answers.

Table 110 - Reasons for use by gender

	17-24	25-34	35-44	45-54	55-64
Article/Publications	17	4	8	2	0
Thesis/Dissertations/ Coursework	9	8	4	1	0
Article	1	6	2	2	1
Teaching	5	7	5	3	1
Other	8	6	7	5	2

%	17-24	25-34	35-44	45-54	55-64
Article/Publications	56.7	21.1	21.1	22.2	0.0
Thesis/Dissertations/ Coursework	30.0	42.1	42.1	11.1	0.0
Article	3.3	31.6	31.6	22.2	33.3
Teaching	16.7	36.8	36.8	33.3	33.3
Other	26.7	31.6	31.6	55.6	66.7

Note: respondents were permitted multiple answers.

Table 111 - Reasons for use by age

	US	PS	RS	AS	IS	Other
Article/Publications	19	5	2	4	1	0
Thesis/Dissertations/Coursework	8	7	1	4	1	1
Article	1	2	0	4	2	3
Teaching	6	2	0	10	2	1
Other	10	1	1	3	4	9

%	US	PS	RS	AS	IS	Other
Term Paper	55.9	45.5	50.0	33.3	14.3	0.0
Thesis/ Dissertation	23.5	63.6	25.0	33.3	14.3	9.1
Article	2.9	18.2	0.0	33.3	28.6	27.3
Teaching	17.6	18.2	0.0	83.3	28.6	9.1
Other	29.4	9.1	25.0	25.0	57.1	81.8

Note: respondents were permitted multiple answers.

Table 112 - Reasons for use by occupation

AGE	GENDER	OCCUPATION	REASONS
45-54	Male	Academic Staff	Identifying personnel working in a specific area
25-34	Female	Student	General interest in Art
35-44	Female	Other	Information
35-44	Male	Academic Staff	As a resource
45-54	Female	Information Scientist	Literature searches for students
35-44	Female	Other	Supporting student research
25-34	Female	Student	None as yet - for interest only
35-44	Female	Information Scientist	Searching information for a customer
25-34	Female	Other	My own interests
25-34	Male	Other	Writing newspaper articles; but for most of the times, enhancing my own info and insight

17-24	Female	Student	I have not used it yet- but am planning to for a school research paper
25-34	Female	Information Scientist	I maintain an art Internet resources page on the BnF site (http://www.bnf.fr/web-bnf/liens/) and draw some information by consulting ADAM
17-24	Female	Student	General personal interest
45-54	Female	Research Staff	Determining what books we need to purchase to enhance collection
17-24	Male	Student	Research for written work
35-44	Male	Other	Compiling web site
17-24	Female	Student	Looking for exam material
45-54	Female	Other	As information for a character in a BBC soap opera who is studying graphic design. Have also provided my son with information he needed for a school project
55-64	Female	Information Scientist	Questions from students
25-34	Female	Other	Maintaining a subject hub for our students
17-24	Female	Student	I haven't yet but after reading this I will use it for my dissertation
17-24	Female	Student	Getting a better understanding of a specific art movement; enjoyment
45-54	Male	Other	Consultancy
35-44	Female	Student	Creating web link database
35-44	Male	Other	For personal interest (my subject is education, not architecture). Visiting and photographing buildings is a hobby. I am an amateur!

Table 113 - Other reasons

1.1.2.4 Place of use

Results showed that users have access to digital libraries from various places. 38.1% of the respondents gained access to ADAM from university, 21.4% from home, and 25% both from university and home. There was also the 'other' option where respondents could indicate other places of access (Tables 114, 115, 116 and 117). Libraries and offices where the main other locations given provided by respondents who belonged to information scientists and '*others*' occupational groups, respectively. Proportionally more women accessed the service from the university – 41.2% compared to 33.3% for men. Regarding occupational groups, undergraduate and postgraduate students were most likely to search ADAM from the university and the academic staff group was most likely to search the service from both places.

		%
Home	18	21.4
University	32	38.1
Both	21	25.0
Other	10	11.9
Blank	3	3.6
Total	84	100.0

Table 114 - Place of use

	Female	Male	Female (%)	Male (%)
Home	11	7	21.6	21.2
University	21	11	41.2	33.3
Both	11	10	21.6	30.3
Other	7	3	13.7	9.1
Blank	1	2	2.0	6.1
Total	51	33	100.0	100.0

Table 115 - Place of use by gender

	17-24	25-34	35-44	45-54	55-64
Home	6	4	6	1	1
University	16	6	5	4	1
Both	8	4	5	3	1
Other	0	5	1	3	1
Blank	1	2	0	0	0
Total	31	21	17	11	4

%	17-24	25-34	35-44	45-54	55-64
Home	19.4	19.0	35.3	9.1	25.0
University	51.6	28.6	29.4	36.4	25.0
Both	25.8	19.0	29.4	27.3	25.0
Other	0.0	23.8	5.9	27.3	25.0
Blank	3.2	9.5	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0

Table 116 - Place of use by age

	US	PS	RS	AS	IS	Other
Home	8	1	0	3	1	5
University	16	6	1	3	5	1
Both	9	3	1	6	2	0
Other	0	1	1	2	2	4
Blank	1	0	0	0	1	1
Total	34	11	3	14	11	11

%	US	PS	RS	AS	IS	Other
Home	23.5	9.1	0.0	21.4	9.1	45.5
University	47.1	54.5	33.3	21.4	45.5	9.1
Both	26.5	27.3	33.3	42.9	18.2	0.0
Other	0.0	9.1	33.3	14.3	18.2	36.4
Blank	2.9	0.0	0.0	0.0	9.1	9.1
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 117 - Place of use by occupation

.1.1.2.5 Searching behaviour

ADAM provides to its users a number of services in order to support their searches. These services are: online help, search and browse facilities, ADAM Subject Headings, Art & Architecture thesaurus and lists of historical periods, resource types and place names. Seventy-nine (79) people responded to this question. The most popular searching method was search facilities, when 81% of them specified this method (Table 118). Both males and females preferred search facilities (Table 119). All age and occupation groups preferrred to search, expect from those aged 55-64 and research staff. They showed that they used both search and browse facilities (Tables 120 and 121).

38% of the respondents indicated that they advised the thesaurus in order to carry out their searches (Table 118). Sligthly more males (43.3%) used the thesaurus than females (34.7%) (Table 119). The greater supporters were those aged 55-64 (50%) and the least supporters those aged 25-34 (28.6%) (Table 120). Finally, thesaurus seemed to be popular among research staff and academic staff – 66.7% and 57.1%, repectively (Table 121).

Results concerning the searching lists provided by ADAM were generally unsatisfactory. Only 12.7% of the respondents looked for information specifying the historical period, while nobody used the list of place names. Respondents aged 55-64 and research staff were the greater users of the list of historical periods, while more females used it than males. Findings concerning the list of resource types were more satisfactory. 29.1% of the respondents used it, while those aged 25-34 (42.9%) and postgraduate students (45.5%) were the bigger supporters. In addition, 39.2% of the respondents looked for information using the ADAM subject headings. Females (40.8%), those aged 45-54 (70%) and academic staff (64.3%) represented the larger users of subject headings. Finally, only 24.1% of the respondents indicated that they used the online help function, while the greater supporters were males

(30%) and, those aged 45-54 (30%) and academic staff (42.9%). None of the information scientists indicated that they used the online help in order to support their searches (Tables 118, 119, 120 and 121).

		%
Online Help	19	24.1
Browse Facilities	42	53.2
Search Facilities	64	81.0
ADAM Subject Headings	31	39.2
Art & Architecture Thesaurus	30	38.0
List of Historical Periods	10	12.7
List of Resource Types	23	29.1
List of Place Names	0	0.0

Note: respondents were permitted multiple answers.

Table 118 - Use of services that support searches

	Female	Male	Female (%)	Male (%)
Online Help	10	9	20.4	30.0
Browse Facilities	26	16	53.1	53.3
Search Facilities	40	24	81.6	80.0
ADAM Subject Headings	20	11	40.8	36.7
Art & Architecture Thesaurus	17	13	34.7	43.3
List of Historical Periods	8	2	16.3	6.7
List of Resource Types	14	9	28.6	30.0
List of Place Names	0	0	0.0	0.0

Note: respondents were permitted multiple answers.

Table 119 - Use of services that support searches by gender

	17-24	25-34	35-44	45-54	55-64
Online Help	5	6	4	3	1
Browse Facilities	10	13	9	7	3
Search Facilities	23	19	11	8	3
ADAM Subject Headings	9	8	6	7	1
Art & Architecture Thesaurus	12	6	6	4	2
List of Historical Periods	2	2	1	2	3
List of Resource Types	5	9	6	2	1
List of Place Names	0	0	0	0	0

%	17-24	25-34	35-44	45-54	55-64
Online Help	18.5	28.6	23.5	30.0	25.0
Browse Facilities	37.0	61.9	52.9	70.0	75.0
Search Facilities	85.2	90.5	64.7	80.0	75.0
ADAM Subject Headings	33.3	38.1	35.3	70.0	25.0

Art & Architecture Thesaurus	44.4	28.6	35.3	40.0	50.0
List of Historical Periods	7.4	9.5	5.9	20.0	75.0
List of Resource Types	18.5	42.9	35.3	20.0	25.0
List of Place Names	0.0	0.0	0.0	0.0	0.0

Note: respondents were permitted multiple answers.

Table 120 - Use of services that support searches by age

	US	PS	RS	AS	IS	Other
Online Help	7	2	1	6	0	3
Browse Facilities	14	6	2	8	6	6
Search Facilities	26	7	2	10	10	9
ADAM Subject Headings	9	4	1	9	4	4
Art/Architecture Thesaurus	12	2	2	8	3	3
List of Historical Periods	2	1	1	3	2	1
List of Resource Types	7	5	0	6	2	3
List of Place Names	0	0	0	0	0	0

%	US	PS	RS	AS	IS	Other
Online Help	20.6	18.2	33.3	42.9	0.0	30.0
Browse Facilities	41.2	54.5	66.7	57.1	54.5	60.0
Search Facilities	76.5	63.6	66.7	71.4	90.9	90.0
ADAM Subject Headings	26.5	36.4	33.3	64.3	36.4	40.0
Art/Architecture Thesaurus	35.3	18.2	66.7	57.1	27.3	30.0
List of Historical Periods	5.9	9.1	33.3	21.4	18.2	10.0
List of Resource Types	20.6	45.5	0.0	42.9	18.2	30.0
List of Place Names	0.0	0.0	0.0	0.0	0.0	0.0

Note: respondents were permitted multiple answers.

Table 121 - Use of services that support searches by occupation

Then, respondents were invited to indicate which searching method they preferred. The options provided were: search, browse or both. The most famous method was direct seaching – 50% of respondents preferred this method. 11.9% of respondents preferred to browse and 33.3% of them to use both search methods (Table 122). Women and men showed a similar preference for searching, 49% and 51.5% of them said they preferred searching, respectively (Table 123). Respondents belonging to the age group 35-44 were the biggest searchers. In contrast, those aged between 55-64 were the biggest browsers, although they used searching in a similar way. In addition, users belonged to the age groups 25-35 and 45-54 showed a strong preference on using both search methods, where users aged 25-34 had the highest use (Table 124). Regarding the occupational groups, undergraduate students, academic staff and information scientists showed a preference on searching facilities and postgraduade students, research staff and the *others* category on both facilities. Undergraduate students were the

bigger searchers (55.9%) and postgraduate students and information scientists were the bigger browsers (18.2%). Research staff were the biggest users of both methods (66.7%) (Table 125).

		%
Search	42	50.0
Browse	10	11.9
Both	28	33.3
Blank	4	4.8
Total	84	100.0

Table 122 - Searching method preferred

	Female	Male	Female (%)	Male (%)
Search	25	17	49.0	51.5
Browse	6	4	11.8	12.1
Both	18	10	35.3	30.3
Blank	2	2	3.9	6.1
Total	51	33	100.0	100.0

Table 123 - Searching method preferred by gender

	17-24	25-34	35-44	45-54	55-64
Search	18	8	10	4	2
Browse	5	2	0	1	2
Both	5	11	7	5	0
Blank	3	0	0	1	0
Total	31	21	17	11	4

%	17-24	25-34	35-44	45-54	55-64
Search	58.1	38.1	58.8	36.4	50.0
Browse	16.1	9.5	0.0	9.1	50.0
Both	16.1	52.4	41.2	45.5	0.0
Blank	9.7	0.0	0.0	9.1	0.0
Total	100.0	100.0	100.0	100.0	100.0

Table 124 - Searching method preferred by age

	US	PS	RS	AS	IS	Other
Search	19	4	1	7	6	5
Browse	4	2	0	2	2	0
Both	8	5	2	4	3	6
Blank	3	0	0	1	0	2
Total	34	11	3	14	11	11

%	US	PS	RS	AS	IS	Other
Search	55.9	36.4	33.3	50.0	54.5	45.5
Browse	11.8	18.2	0.0	14.3	18.2	0.0
Both	23.5	45.5	66.7	28.6	27.3	54.5
Blank	8.8	0.0	0.0	7.1	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 125 - Searching method preferred by occupation

The users' comments regarding their preference for the searching method indicated that it is a simple and quick method of retrieving information providing them more accurate and direct information. These commnets are provided in Table 126.

AGE	GENDER	OCCUPATION	COMMENTS FOR SEARCII
35-44	Female	Student	For specific queries
45-54	Male	Information Scientist	I usually want specific information
35-44	Female	Other	More specific
35-44	Female	Research Staff	Usually have a clear idea of what I want
25-34	Female	Student	If you know exactly what you are looking for
35-44	Male	Academic Staff	Because of its speed, although I'm never sure which logical operators I can use
17-24	Male	Student	I'm usually looking for something in particular
45-54	Female	Information Scientist	Looking for specific information
45-54	Female	Information Scientist	Helping students locating specific information
35-44	Female	Other	Usually answering a query for a student searching by artist
25-34	Female	Student	Quicker
17-24	Male	Student	It gives you more information than a normal search engine concerning the sites that follow the link
17-24	Female	Student	Because, nine times out of ten, I know exactly what I'm looking for
25-34	Male	Other	Convenient as per demand
25-34	Female	Academic Staff	It is easier to find specific items
25-34	Male	Academic Staff	That is what I usually need to do search for specific subjects
17-24	Female	Student	Because I can look specifically for what I want
25-34	Male	Student	It is very quick and the subject headings are concise and to the point

17-24	Female	Student	More specific and quicker
25-34	Female	Information Scientist	Usually looking for something specific
35-44	Female	Academic Staff	It's easier for me
35-44	Female	Academic Staff	I know how to
55-64	Male	Information Scientist	Usually I am answering a specific enquiry
17-24	Female	Student	It is a lot more efficient and easier to locate specific information
17-24	Female	Student	I am looking for information for a very narrow field, for a dissertation - browsing feels too vague for my needs
17-24	Female	Student	Quick and easy
35-44	Male	Student	Saves time
17-24	Male	Student	I'm usually quite specific about what I'm trying to find
17-24	Female	Student	Quicker
55-64	Female	Information Scientist	Quick
17-24	Male	Student	I'm used to search engines
17-24	Male	Student	I usually know the area I want to look for
17-24	Female	Student	It is the only I know
45-54	Male	Academic Staff	Faster
55-64	Male	Academic Staff	Need to know the correct term - looking for 'oak gates' couldn't find under 'gates' but found under fencing and gates
25-34	Male	Other	I have only used search but will try browse
17-24	Female	Student	It is easier as I am unsure on how to use the other services
17-24	Female	Student	Simplest and quickest
17-24	Male	Student	Information is more rapidly found
35-44	Female	Student	More specific
35-44	Male	Other	Usually I have specific buildings or architects in mind
17-24	Male	Student	I can find information more quickly

Table 126 – Comments for searching

In contrast, browsing allowed them to do the equivalent of a 'shelf search' and to identify resources in a specific area. Table 127 shows the various comments made by respondents.

AGE	GENDER	OCCUPATION	COMMENTS FOR BROWSE
35-44	Female	Student	Easier to see what's available
25-34	Female	Student	In need of inspiration
55-64	Male	Information Scientist	You can easily go to Arts Websites
17-24	Female	Student	Easier to find a keyword
17-24	Female	Student	Enables me to search through related topics I had perhaps not thought of
17-24	Female	Student	Browse is always better. Search engines are better at searching full-on
17-24	Male	Student	Usually I don't know exact English translation of

			my search terms, so I prefer to browse
25-34	Female	Student	It is more easy
17-24	Male	Student	Easier to discern what I was looking for from general lists
55-64	Male	Academic Staff	Can sometimes point you in the right direction - but you have to help it - it's only as good as you are!!

Table 127 – Comments for browsing

Finally, there were respondents who supported both searching methods. They explained that each method has its own advantages and their use depends on the nature of a specific search. These comments are included in Table 128.

AGE	GENDER	OCCUPATION	COMMENTS FOR BOTH
45-54	Male	Academic Staff	Different queries require different access techniques
17-24	Female	Student	To see what's new and fast and to look for information that I can't find in books
17-24	Male	Student	Depends what I need to look for
35-44	Female	Academic Staff	Easy way to find information
25-34	Male	Student	For quick information I would input a search key, but when I have time, I would like to use navigation
17-24	Female	Information Scientist	By using both systems one can be as vague or as specific as one wants and still retrieve a valuable answer
25-34	Female	Student	They compliment each other. For example when browsing you might get inspiration to other/better search terms
45-54	Female	Information Scientist	Depends on the nature of the search
35-44	Female	Information Scientist	I am using both searching and browsing depending on the subject I am interested in
25-34	Female	Other	Depends on whether you want something specific, or more general
25-34	Male	Other	Search is help only when it's a full-text search, but browsing helps one to locate the info s/he seeks
25-34	Female	Academic Staff	If I know what I am looking for I can use search, if I know the approximate area I can browse
25-34	Female	Student	It depends on how specific my research topic is at the time. I like to browse to get a general overview. I like to search to get more detailed information
35-44	Male	Academic Staff	They are complementary
35-44	Male	Other	Sometimes information strands emerge through browsing
45-54	Female	Other	Sometimes I know exactly what I'm looking for (search) sometimes I don't (browse)

25-34	Female	Student	Search if I already have a specific item to find. Browse you will never know what might come out. Sometimes it's a bit of a surprise when you browse
25-34	Female	Other	Different purposes: browsing provides the opportunity for serendipity whilst searching provides answers for immediate questions
17-24	Female	Student	Browsing if I'm looking for a general feel to a movement; searching if I'm looking for specifics
45-54	Male	Other	General and specific needs
25-34	Male	Student	For searching different things

Table 128 – Comments for both (searching and browsing)

Although all the search and browse strategies have their adherents there are plainly some favourites. The search strategy most favoured was "simple" when 81.4% of respondents mentioned it, while 'ADAM browser' was the browse strategy with the highest proportion of use (52.6%) (Table 129). Both males and females specified the simple search and browser as their first choices for searching and browsing options, respectively (Table 130).

All age groups preferred the simple search, with users aged 45-64 being the biggest adherents (100.0% preferred this method). In addition, those aged 55-64 showed a similar preference on search and browse strategies. Of the browse strategies all age groups preferred the 'ADAM browser' expect for users aged 55-64 who favoured the 'multi option' browse strategy. The biggest users of the 'ADAM browser' were those aged 35-44 - 71.4% preferred this method (Table 131). Regarding occupation, all groups showed a preference for simple searching, with research staff, and *other'* category being the biggest users (100%). Undergraduate students, academic staff, information scientists and the *other* category preferred the 'ADAM Browser' strategy, with the *other* category being the biggest users (54.5%). Research staff and postgraduate students showed a preference on the 'multi option' – 27.3% and 66.7%, respectively (Table 132).

		%
Search Strategies:		
Simple	60	71.4
Option	23	27.4
Advanced	39	46.4
Proximity	11	13.1
What's New	14	16.7
Don't Know	5	6.0

Browse Strategies:		
Browser	26	31.0
Multi	14	16.7
Place	6	7.1
Name	12	14.3
Don't Know	7	8.3

Note: respondents were permitted multiple answers.

Table 129 - Use of search and browse strategies

	Female	**Male**	**Female (%)**	**Male (%)**
Search Strategies:				
Simple	36	24	70.6	72.7
Option	14	9	27.5	27.3
Advanced	20	19	39.2	57.6
Proximity	4	7	7.8	21.2
What's New	7	7	13.7	21.2
Don't Know	4	1	7.8	3.0
Browse Strategies:				
Browser	15	11	29.4	33.3
Multi	9	5	17.6	15.2
Place	5	1	9.8	3.0
Name	5	7	9.8	21.2
Don't Know	5	2	9.8	6.1

Note: respondents were permitted multiple answers.

Table 130 - Use of search and browse strategies by gender

	17-24	**25-34**	**35-44**	**45-54**	**55-64**
Search Strategies:					
Simple	18	18	12	9	3
Option	9	7	4	1	2
Advanced	13	13	4	7	2
Proximity	5	4	0	2	0
What's New	2	4	4	3	1
Don't Know	3	0	1	1	0
Browse Strategies:					
Browser	7	6	7	5	1
Multi	4	4	2	2	2
Place	3	2	0	1	0
Name	4	4	0	3	1
Don't Know	3	1	1	1	1

%	**17-24**	**25-34**	**35-44**	**45-54**	**55-64**
Search Strategies:					
Simple	58.1	85.7	70.6	81.8	75.0
Option	29.0	33.3	23.5	9.1	50.0
Advanced	41.9	61.9	23.5	63.6	50.0
Proximity	16.1	19.0	0.0	18.2	0.0

What's New	6.5	19.0	23.5	27.3	25.0
Don't Know	9.7	0.0	5.9	9.1	0.0
Browse Strategies:					
Browser	22.6	28.6	41.2	45.5	25.0
Multi	12.9	19.0	11.8	18.2	50.0
Place	9.7	9.5	0.0	9.1	0.0
Name	12.9	19.0	0.0	27.3	25.0
Don't Know	9.7	4.8	5.9	9.1	25.0

Note: respondents were permitted multiple answers.

Table 131 - Use of search and browse strategies by age

	US	**PS**	**RS**	**AS**	**IS**	**Other**
Search Strategies:						
Simple	20	9	3	8	9	11
Option	9	5	0	5	2	2
Advanced	11	8	1	6	8	5
Proximity	7	1	0	1	1	1
What's New	3	3	1	4	1	2
Don't Know	4	0	0	1	0	0
Browse Strategies:						
Browser	10	2	1	2	5	6
Multi	4	3	2	1	2	2
Place	4	0	0	1	0	1
Name	5	2	0	1	1	3
Don't Know	4	0	0	3	0	0

%	**US**	**PS**	**RS**	**AS**	**IS**	**Other**
Search Strategies:						
Simple	58.8	81.8	100.0	57.1	81.8	100.0
Option	26.5	45.5	0.0	35.7	18.2	18.2
Advanced	32.4	72.7	33.3	42.9	72.7	45.5
Proximity	20.6	9.1	0.0	7.1	9.1	9.1
What's New	8.8	27.3	33.3	28.6	9.1	18.2
Don't Know	11.8	0.0	0.0	7.1	0.0	0.0
Browse Strategies:						
Browser	29.4	18.2	33.3	14.3	45.5	54.5
Multi	11.8	27.3	66.7	7.1	18.2	18.2
Place	11.8	0.0	0.0	7.1	0.0	9.1
Name	14.7	18.2	0.0	7.1	9.1	27.3
Don't Know	11.8	0.0	0.0	21.4	0.0	0.0

Note: respondents were permitted multiple answers.

Table 132 - Use of search and browse strategies by occupation

Finally, when respondents were asked to rate the helpfulness of the full-text searching that might be added to ADAM in the future on a scale of 1-4, where 1 is an unhelpful service and 4 is a helpful service 60.7% of the respondents rated as a helpful service. Only 3.6% of them

valued it as an unhelpful service (Table 133). Slightly more males evaluated it as a helpful service (Table 134). Regarding age groups, those aged 45-54 showed the greater interest in this new service, when 78.6% of them rated it as a helpful service (Table 135). Concerning occupation groups, none of them characterised it as an unhelpful service, expect from undergraduate and postgraduate students. The greater supporters were academic staff when 78.6% valued as a helpful service (Table 136).

Search Web Content instead of ADAM Records	1	2	3	4	Don't know	Blank	*Total*
	3	2	21	51	7	0	84
%	3.6	2.4	25.0	60.7	8.3	0.0	100.0

Table 133 - Search Web Content instead of ADAM Records

Search Web Content instead of ADAM Records	1	2	3	4	Don't know	Blank	*Total*
Female	2	1	10	32	6	0	51
Male	1	1	11	19	1	0	33

Search Web Content instead of ADAM Records	1	2	3	4	Don't know	Blank	*Total*
Female (%)	3.0	3.0	33.3	57.6	3.0	0.0	100.0
Male	3.9	2.0	19.6	62.7	11.8	0.0	100.0

Table 134 - Search Web Content instead of ADAM Records by gender

Search Web Content instead of ADAM Records		17-24	25-34	35-44	45-54	55-64
	1=	2	1	0	0	0
	2=	1	1	0	0	0
	3=	7	5	6	1	2
	4=	16	14	9	10	2
	Don't know=	5	0	2	0	0
	Blank=	0	0	0	0	0
	Total=	31	21	17	11	4
%						
	1=	6.5	4.8	0.0	0.0	0.0
	2=	3.2	4.8	0.0	0.0	0.0
	3=	22.6	23.8	35.3	9.1	50.0
	4=	51.6	66.7	52.9	90.9	50.0
	Don't know=	16.1	0.0	11.8	0.0	0.0
	Blank=	0.0	0.0	0.0	0.0	0.0

	Total=	100.0	100.0	100.0	100.0	100.0

Table 135 - Search Web Content instead of ADAM Records by age

Search Web Content instead of ADAM Records		US	PS	RS	AS	IS	Other
	1=	1	2	0	0	0	0
	2=	1	1	0	0	0	0
	3=	8	4	1	2	3	3
	4=	18	4	2	11	8	8
	Don't Know=	6	0	0	1	0	0
	Blank=	0	0	0	0	0	0
	Total=	34	11	3	14	11	11
%							
	1=	2.9	18.2	0.0	0.0	0.0	0.0
	2=	2.9	9.1	0.0	0.0	0.0	0.0
	3=	23.5	36.4	33.3	14.3	27.3	27.3
	4=	52.9	36.4	66.7	78.6	72.7	72.7
	Don't Know=	17.6	0.0	0.0	7.1	0.0	0.0
	Blank=	0.0	0.0	0.0	0.0	0.0	0.0
	Total=	100.0	100.0	100.0	100.0	100.0	100.0

Table 136 - Search Web Content instead of ADAM Records by occupation

1.1.2.6 Methods of reading the search results

Respondents were called in to specify what they are doing when they have finished with their search and the system provides them with a list of search results (hits). Users are able to directly link up to the Web pages suggested by ADAM, to firstly read the information provided by ADAM concerning the content of suggested Web pages and then link up to them, or to do both. They could also mention any other option. 46.4% of the respondents indicated that they did both, 40.5% of them read the content of Web pages and 10.7% of them directly linked to the suggested Web sites (Table 137). Both males and females mentioned the *both* option as their first choice (Table 138). Also, all age groups preferred to do both, except from those aged 25-34 whose majority read the content of Web pages. The *both* option was their second choice (Table 139). Regarding occupation groups, all of them they preferred to do both techniques, but undergraduate and postgraduate students to read the content of Web sites. Finally, research staff seemed to use all the options equally (Table 140).

		%
Direct Link	9	10.7
Read Content	34	40.5
Both	39	46.4
Other	0	0.0
Blank	2	2.4
Total	84	100.0

Table 137 - Reading search results

	Female	Male	Female (%)	Male (%)
Direct Link	4	5	7.8	15.2
Read Content	22	12	43.1	36.4
Both	24	15	47.1	45.5
Other	0	0	0.0	0.0
Blank	1	1	2.0	3.0
Total	51	33	100.0	100.0

Table 138 - Reading search results by gender

	17-24	25-34	35-44	45-54	55-64
Direct Link	2	2	4	0	1
Read Content	13	12	4	4	1
Both	16	7	8	6	2
Other	0	0	0	0	0
Blank	0	0	1	1	0
Total	31	21	17	11	4

%	17-24	25-34	35-44	45-54	55-64
Direct Link	6.5	9.5	23.5	0.0	25.0
Read Content	41.9	57.1	23.5	36.4	25.0
Both	51.6	33.3	47.1	54.5	50.0
Other	0.0	0.0	0.0	0.0	0.0
Blank	0.0	0.0	5.9	9.1	0.0
Total	100.0	100.0	100.0	100.0	100.0

Table 139 - Reading search results by age

	US	PS	RS	AC	IS	Other
Direct Link	2	0	1	4	1	1
Read Content	16	6	1	4	3	4
Both	15	5	1	5	7	6
Other	0	0	0	0	0	0
Blank	1	0	0	1	0	0
Total	34	11	3	14	11	11

%	US	PS	RS	AC	IS	Other
Direct Link	5.9	0.0	33.3	28.6	9.1	9.1
Read Content	47.1	54.5	33.3	28.6	27.3	36.4
Both	44.1	45.5	33.3	35.7	63.6	54.5
Other	0.0	0.0	0.0	0.0	0.0	0.0
Blank	2.9	0.0	0.0	7.1	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 140 - Reading search results by occupation

1.1.2.7 Support services

Only 19% of the respondents had called on online help (Table 141). Men appeared to need more help than women – 27.3% of men asked for online help but only 13.7% of women (Table 142). The online help function seemed to have been used by all occupation groups, but mostly by research staff (66.7% used the facility) (Table 144). All age groups made use of the help facility although users aged 45-54 were the biggest users (Table 143).

Respondents who have not called on online help were invited to indicate the reasons for non-use: 35.3% of the respondents specified that they had not felt the need for help yet, while 30.9% of the respondents implied that they did not know that online help was available (Table 145). Women and men provided a variety of reasons for non-use, however none man specified that he would prefer to ask a person than using online help function. Still, the percentage of women was rather low (4.5%). The primary reason of men was that they had not felt the need for help yet and for women they did not know that online help existed. In addition, more males did not that online help could help them than females (Table 146). Regarding age groups, most of them specified all the reasons provided by questionnaire. However, the majority of those aged 45-54 indicated other reasons that prevented them from using the online help function (Table 147). From all occupational categories, there were users who did not know the existence of online help function or that online help could help their search. Actually, the only reason provided by research staff was that they did not know that online help could help their search (Table 148).

There was also the *other* option that respondents could indicate any other reasons. Nine (9) respondents provided their own reasons. It is worth mentioning that three (3) of them specified that they face generally some difficulties to use online help functions, while the others stated that either they were first time users or they had not explored it yet (Table 149).

		%
Yes	16	19.0
No	68	81.0
Total	84	100.0

Table 141 - Use of online help

	Female	Male	Female (%)	Male (%)
Yes	7	9	13.7	27.3
No	44	24	86.3	72.7
Blank	0	0	0.0	0.0
Total	51	33	100.0	100.0

Table 142 - Use of online help by gender

	17-24	25-34	35-44	45-54	55-64
Yes	4	4	4	3	1
No	27	17	13	8	3
Total	31	21	17	11	4

%	17-24	25-34	35-44	45-54	55-64
Yes	12.9	19.0	23.5	27.3	25.0
No	87.1	81.0	76.5	72.7	75.0
Total	100.0	100.0	100.0	100.0	100.0

Table 143 - Use of online help by age

	US	PS	RS	AC	IS	Other
Yes	5	2	2	2	4	1
No	29	9	1	12	7	10
Total	34	11	3	14	11	11

%	US	PS	RS	AC	IS	Other
Yes	14.7	18.2	66.7	14.3	36.4	9.1
No	85.3	81.8	33.3	85.7	63.6	90.9
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 144 - Use of online help by occupation

		%
I did not know that online help could help	12	17.6
I did not know that online help exists	21	30.9
I have not felt the need for help yet	24	35.3

I prefer asking a person to help me	2	2.9
Other	9	13.2
Total	68	100.0

Table 145 - Reasons for non-use of online help

	Female	Male	Female (%)	Male (%)
I did not know that online help could help	6	6	13.6	25.0
I did not know that online help exists	17	4	38.6	16.7
I have not felt the need for help yet	13	11	29.5	45.8
I prefer asking a person to help me	2	0	4.5	0.0
Other	6	3	13.6	12.5
Total	44	24	100.0	100.0

Table 146 - Reasons for non-use of online help by gender

	17-24	25-34	35-44	45-54	55-64
I did not know that online help could help	6	1	3	1	1
I did not know that online help exists	10	6	5	0	0
I have not felt the need for help yet	9	8	4	2	1
I prefer asking a person to help me	0	1	1	0	0
Other	2	1	0	5	1
Total	27	17	13	8	3

%	17-24	25-34	35-44	45-54	55-64
I did not know that online help could help	22.2	5.9	23.1	12.5	33.3
I did not know that online help exists	37.0	35.3	38.5	0.0	0.0
I have not felt the need for help yet	33.3	47.1	30.8	25.0	33.3
I prefer asking a person to help me	0.0	5.9	7.7	0.0	0.0
Other	7.4	5.9	0.0	62.5	33.3
Total	100.0	100.0	100.0	100.0	100.0

Table 147 - Reasons for non-use of online help by age

	US	PS	RS	AC	IS	Other
I did not know that online help could help	7	1	1	2	1	0
I did not know that online help exists	11	3	0	3	0	4
I have not felt the need for help yet	9	3	0	3	5	4
I prefer asking a person to help me	0	2	0	0	0	0
Other	2	0	0	4	1	2
Total	29	9	1	12	7	10

%	US	PS	RS	AC	IS	Other
I did not know that online help could help	24.1	11.1	100.0	16.6	14.3	0.0

I did not know that online help exists	37.9	33.3	0.0	25.0	0.0	40.0
I have not felt the need for help yet	31.0	33.3	0.0	25.0	71.4	40.0
I prefer asking a person to help me	0.0	22.2	0.0	0.0	0.0	0.0
Other	6.9	0.0	0.0	33.3	14.3	20.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 148 - Reasons for non-use of online help by occupation

AGE	GENDER	OCCUPATION	COMMENTS
45-54	Female	Information Scientist	Never find any online help facilities useful. Prefer stand-alone screens
17-24	Female	Student	Help sections never help me
45-54	Female	Other	Admittedly haven't looked at Adam's online help function but previous experience of such services has made me think they're of no use whatsoever!
45-54	Male	Academic Staff	I am a first time user and have not tried any of the help functions yet
45-54	Female	Academic Staff	Haven't explored yet
17-24	Female	Student	First time
25-34	Female	Academic Staff	First time
55-64	Male	Academic Staff	I have only just found Adam!
45-54	Male	Other	Not used yet

Table 149 – Comments for non-use of online help

In addition, people were asked to indicate their opinion as to whether they believed that the online help function could replace the help provided by a person such as an information scientist. Significantly, 51.2% of the respondents implied that the online help service could play the role of a human supporter, while 44% of the respondents had the opposite opinion, and 4.8% of the respondents did not answer this question (Table 150). Despite the great number of respondents who answered that the online help function could replace a human supporter, 18.6% of them had used the online help and only 2.3% specified that they would prefer to ask a person to support them. Males were greater supporters of the idea that the online function could replace the help provided by a person than females. In addition, more females gave a negative answer than males (Table 151). Regarding age and occupational groups, those aged 55-64 and students (undergraduate and postgraduate) were the bigger supporters of online help and those aged 45-54 and research staff were the least supporters (Tables 152 and 153).

Comments for human intermediary supporters are provided in Table 154, while comments for online help function are provided in Table 155.

		%
Yes	43	51.2
No	37	44.0
Blank	4	4.8
Total	84	100.0

Table 150 – Replacing human help with online help

	Female	Male	Female (%)	Male (%)
Yes	23	20	45.1	60.6
No	26	11	51.0	33.3
Blank	2	2	3.9	6.1
Total	51	33	100.0	100.0

Table 151 - Replacing human help with online help by gender

	17-24	25-34	35-44	45-54	55-64
Yes	16	14	8	2	3
No	15	6	9	6	1
Blank	0	1	0	3	0
Total	31	21	17	11	4

%	17-24	25-34	35-44	45-54	55-64
Yes	51.6	66.7	47.1	18.2	75.0
No	48.4	28.6	52.9	54.5	25.0
Blank	0.0	4.8	0.0	27.3	0.0
Total	100.0	100.0	100.0	100.0	100.0

Table 152 - Replacing human help with online help by age

	US	PS	RS	AC	IS	Other
Yes	20	6	1	6	5	5
No	14	5	2	6	5	5
Blank	0	0	0	2	1	1
Total	34	11	3	14	11	11

%	US	PS	RS	AC	IS	Other
Yes	58.8	54.5	33.3	42.9	45.5	45.5
No	41.2	45.5	66.7	42.9	45.5	45.5

Blank	0.0	0.0	0.0	14.3	9.1	9.1
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 153 - Replacing human help with online help by occupation

AGE	GENDER	OCCUPATION	COMMENTS
35-44	Female	Student	Not everyone is computer literate
45-54	Male	Academic Staff	Limited intelligence and lack of intuition
17-24	Female	Student	Experience
17-24	Female	Student	If your explanatory skills aren't good enough or if typing accurately presents a problem (due do dyslexia or disability) then an online help function is a difficult resource to access
17-24	Male	Student	There are some things that online help cannot tell you (Like where the toilet is!)
17-24	Female	Information Scientist	If a person is looking for a specific item then an online help function can be of benefit. However a lot of the time I experience people looking for general information about topics that they do not know an awful lot about and they seem to find it easier to get help from myself or another librarian rather than using our own on line library catalogue or another on line search
35-44	Female	Research Staff	A librarian can advise & help to analyze & evaluate questions & results on an individual basis – generic online help is only adequate for basic searching info
35-44	Male	Academic Staff	It is always useful to have a friendly person to help solve problems, although contacting said person is often time consuming
25-34	Male	Other	Not without the exact nature of replacement
17-24	Female	Student	Easier to explain to a librarian
25-34	Female	Information Scientist	It is quicker to ask than to search where is the answer to your question
17-24	Female	Student	It's too generic. Not intuitive. I don't think it's a question of one thing 'replacing' another anyway. The two will work together and the relationship between online and offline help will be in flux always
25-34	Female	Student	I think the online help is really important, but I find a lot of value in a librarian
35-44	Male	Academic Staff	The online help function only replace in part the help provided by a person
25-34	Female	Student	Librarian is a person. But I can buy books in the net, and also in the Library helped by the librarian, that are two different thinks
35-44	Female	Academic Staff	A person is a person
55-64	Male	Information Scientist	Self-preservation!
17-24	Male	Student	Some questions require a non-programmed answer!
17-24	Female	Student	You can get more information with someone else's point of view

17-24	Female	Student	Many people feel more comfortable talking to a librarian - it's easier to explain exactly what you're looking for and what you're needs are. I've tried online help before, and my questions have been misunderstood
45-54	Female	Other	It's never going to be possible for the computer always to know what your problem is. It could give you umpteen possibilities, but it probably still won't cover your particular query. It's also a hundred times quicker to ask an expert once you get into bother
17-24	Female	Student	Sometimes it is easier to explain something to a person, specifically if you are an international student
17-24	Female	Student	A person is always better from a computer
25-34	Female	Other	Librarians do not only help with the technical side of the retrieval but also develop lateral thinking techniques. What the user is looking for initially may not be the best strategy - it is up to the librarian in such a case to identify the need and help the user get to the resource - online help does not do that. Librarians also help with the evaluation of resources
17-24	Female	Student	A computer can not understand you as well as another human-interpolation of information is better than entering multiple search terms as a person can point you in directions that you have not thought of before
45-54	Male	Other	More precise
17-24	Male	Student	Explanation and lateral ideas would not always emerge

Table 154 - Comments for the idea that online help function could replace the help provided by a person

AGE	GENDER	OCCUPATION	COMMENTS
35-44	Female	Other	If the librarian does not have experience with search functions
25-34	Male	Student	But only to some degree
25-34	Female	Student	A person slow down the search, but can add some 'human touch' to 'it' – I am not sure

Table 155 - Comments against the idea that online help function could replace the help provided by a person

1.1.2.8 Types of information preferred

When respondents were asked to value the helpfulness of providing access to additional Internet information gateways, 58.3% of the respondents characterized it as a

helpful service. They had to weight it on a scale of 1-4, where 1 is an Unhelpful service, and 4 is a Helpful service. Only 2.4% of them valued as a completely unhelpful service. 7.2% of them either they did not answer to this question or they did not know what to answer (Table 156). More females stated the specific service as a helpful one than males (Table 157). Concerning age and occupational groups, all of them showed an interest in being provided with access to more gateways, but those aged 45-54 and research staff were the greater supporters – 100% and 100% of them, respectively (Tables 158 and 159).

Access to Additional Gateways	1	2	3	4	Don't know	Blank	*Total*
	2	5	22	49	5	1	84
%	2.4	6.0	26.2	58.3	6.0	1.2	100.0

Table 156 - Access to additional gateways

Access to Additional Gateways	1	2	3	4	Don't know	Blank	*Total*
Female	1	2	10	33	4	1	51
Male	1	3	12	16	1	0	33

Access to Additional Gateways (%)	1	2	3	4	Don't know	Blank	*Total*
Female	2.0	3.9	19.6	64.7	7.8	2.0	100.0
Male	3.0	9.1	36.4	48.5	3.0	0.0	100.0

Table 157 - Access to additional gateways by gender

Access to Additional Gateways	17-24	25-34	35-44	45-54	55-64
1=	0	0	2	0	0
2=	2	2	0	0	1
3=	11	6	3	0	2
4=	13	12	12	11	1
Don't know=	4	1	0	0	0
Blank=	1	0	0	0	0
%					
1=	0.0	0.0	11.8	0.0	0.0
2=	6.5	9.5	0.0	0.0	25.0
3=	35.5	28.6	17.6	0.0	50.0
4=	41.9	57.1	70.6	100.0	25.0
Don't know=	12.9	4.8	0.0	0.0	0.0
Blank=	3.2	0.0	0.0	0.0	0.0

Table 158 - Access to additional gateways by age

Access to Additional Gateways	US	PS	RS	AC	IS	Other
1=	0	1	0	1	0	0
2=	2	1	0	0	1	1
3=	14	2	0	2	1	3
4=	14	5	3	11	9	7
Don't Know=	3	2	0	0	0	0
Blank=	1	0	0	0	0	0
Total=	34	11	3	14	11	11
%						
1=	0.0	9.1	0.0	7.1	0.0	0.0
2=	5.9	9.1	0.0	0.0	9.1	9.1
3=	41.2	18.2	0.0	14.3	9.1	27.3
4=	41.2	45.5	100.0	78.6	81.8	63.6
Don't Know=	8.8	18.2	0.0	0.0	0.0	0.0
Blank=	2.9	0.0	0.0	0.0	0.0	0.0
Total=	100.0	100.0	100.0	100.0	100.0	100.0

Table 159 - Access to additional gateways by occupation

1.1.2.9 Methods of storing information

Although respondents seemed to use all the options provided by the questionnaire, results showed that respondents preferred to make a hard copy or saving into a disk instead of keeping notes from the screen. 38.5% of the respondents indicated to make hard copies and 37.2% of them to save into a disk as their first choice of storing information. Only 17.9% of them specified to keep notes from the screen as their first choice. There were also the *other* option that respondents were able to suggest any other method of storing information for future use. 10 people indicated *other* methods, although most of them was saving into 'favorities'. There were three people who indicated that they preferred to select a text or part of it and copy it onto a Word Document or a text file (Table 160).

Females specified to make hard copies as their first choice (40.8%), while males to save into a disk (44.8%) (Table 161). Concerning age groups, those aged 25-44 would save information into disks, although they would also print information out as a hard copy. Those aged 17-24 and 55-64 they indicated to make hard copies as their first choice and to print out as their second choice. None of those aged 55-64 chose to make notes from the screen. In addition, respondents aged 45-54 preferred to make hard copies. The bigger users of making hard copies was 45-54 age group and saving into disks 25-34 age group (Table 162). Occupation groups showed that they would use all the methods of storing information. However, undergraduate students, postgraduate students and academic staff preferred to save into disks. Research staff, information scientists and the *other* category preferred to make

hard copies. The greater supporters of saving into disks were postgraduate students and of making hard copies were research staff (Table 163).

	1	2	3	4
Disk	29	16	8	2
Hard Copy	30	26	7	1
Notes from Screen	14	15	14	2
Other	7	2	0	1

%	1	2	3	4
Disk	37.2	20.5	10.3	2.6
Hard Copy	38.5	33.3	9.0	1.3
Notes from Screen	17.9	19.2	17.9	2.6
Other	9.0	2.6	0.0	1.3

Note: respondents were permitted multiple answers.

Table 160 - Storing of information

Female	1	2	3	4
Disk	16	10	6	0
Hard Copy	20	17	3	0
Notes from Screen	11	8	11	1
Other	4	1	0	0

Female (%)	1	2	3	4
Disk	32.7	20.4	12.2	0.0
Hard Copy	40.8	34.7	6.1	0.0
Notes from Screen	22.4	16.3	22.4	2.0
Other	8.2	2.0	0.0	0.0

Male	1	2	3	4
Disk	13	6	2	2
Hard Copy	10	9	4	1
Notes from Screen	3	7	3	1
Other	3	1	0	1

Male (%)	1	2	3	4
Disk	44.8	20.7	6.9	6.9
Hard Copy	34.5	31.0	13.8	3.4
Notes from Screen	10.3	24.1	10.3	3.4
Other	10.3	3.4	0.0	3.4

Note: respondents were permitted multiple answers.

Table 161 - Storing of information by gender

		17-24	25-34	35-44	45-54	55-64
Disk:						
	1=	10	10	6	3	0
	2=	8	2	2	3	1
	3=	5	3	0	0	0
	4=	0	1	0	0	1
Hard Copy:						
	1=	11	7	3	7	2
	2=	12	6	7	1	0
	3=	4	2	0	1	0
	4=	0	1	0	0	0
Notes from Screen:						
	1=	8	3	3	0	0
	2=	6	5	2	2	0
	3=	5	3	4	2	0
	4=	1	1	0	0	0
Other:						
	1=	3	1	3	0	0
	2=	0	2	0	0	0
	3=	0	0	0	0	0
	4=	0	0	0	1	0

%		17-24	25-34	35-44	45-54	55-64
Disk:						
	1=	32.3	47.6	35.3	27.3	0.0
	2=	25.8	9.5	11.8	27.3	25.0
	3=	16.1	14.3	0.0	0.0	0.0
	4=	0.0	4.8	0.0	0.0	25.0
Hard Copy:						
	1=	35.5	33.3	17.6	63.6	50.0
	2=	38.7	28.6	41.2	9.1	0.0
	3=	12.9	9.5	0.0	9.1	0.0
	4=	0.0	4.8	0.0	0.0	0.0
Notes from Screen:						
	1=	25.8	14.3	17.6	0.0	0.0
	2=	19.4	23.8	11.8	18.2	0.0
	3=	16.1	14.3	23.5	18.2	0.0
	4=	3.2	4.8	0.0	0.0	0.0
Other:						
	1=	9.7	4.8	17.6	0.0	0.0
	2=	0.0	9.5	0.0	0.0	0.0
	3=	0.0	0.0	0.0	0.0	0.0
	4=	0.0	0.0	0.0	9.1	0.0

Note: respondents were permitted multiple answers.

Table 162 - Storing of information by age

		US	PS	RS	AC	IS	Other
Disk:							
	1=	14	5	1	6	0	3
	2=	7	2	2	2	1	2
	3=	4	3	0	0	0	1
	4=	0	0	0	1	1	0

Hard Copy:							
	1=	10	4	2	3	6	5
	2=	11	6	1	5	0	3
	3=	5	1	0	0	0	1
	4=	0	0	0	1	0	0
Notes from Screen:							
	1=	9	2	0	1	1	1
	2=	8	3	0	1	1	2
	3=	5	3	1	4	1	0
	4=	1	0	0	0	0	1
Other:							
	1=	3	0	0	1	1	2
	2=	0	0	0	0	1	1
	3=	0	0	0	0	0	0
	4=	0	0	0	0	0	1

%		US	PS	RS	AC	IS	Other
Disk:							
	1=	41.2	45.5	33.3	42.9	0.0	27.3
	2=	20.6	18.2	66.7	14.3	9.1	18.2
	3=	11.8	27.3	0.0	0.0	0.0	9.1
	4=	0.0	0.0	0.0	7.1	9.1	0.0
Hard Copy:							
	1=	29.4	36.4	66.7	21.4	54.5	45.5
	2=	32.4	54.5	33.3	35.7	0.0	27.3
	3=	14.7	9.1	0.0	0.0	0.0	9.1
	4=	0.0	0.0	0.0	7.1	0.0	0.0
Notes from Screen:							
	1=	26.5	18.2	0.0	7.1	9.1	9.1
	2=	23.5	27.3	0.0	7.1	9.1	18.2
	3=	14.7	27.3	33.3	28.6	9.1	0.0
	4=	2.9	0.0	0.0	0.0	0.0	9.1
Other:							
	1=	8.8	0.0	0.0	7.1	9.1	18.2
	2=	0.0	0.0	0.0	0.0	9.1	9.1
	3=	0.0	0.0	0.0	0.0	0.0	0.0
	4=	0.0	0.0	0.0	0.0	0.0	9.1

Note: respondents were permitted multiple answers.

Table 163 - Storing of information by occupation

1.1.2.10 Communication

Respondents showed an interest in newsgroups and the possibility of end-users to provide critical evaluation. They were asked to rate the helfulness of these two services on a scale from 1-4, when 4 is Helpful and 1 is Unhelful. 40.5% of the respondents found newsgroups a helful service (Table 164). Slightly more females seemed to show more interest than males (Table 165). Regarding age groups, there was not significant differencies in interest among them, however the greatest interest was by those aged 45-54 and the least

interest by 55-64 (Table 166). Concerning occupational groups, academic staff was the greater supporters – 57.1% of them valued it as a helpful service (Table 167).

The possibility of users to provide critical evaluations had less supporters than newsgroups. 31% of the respondents valued it as an useful service (Table 164). Again, females seemed to show more interest than males (Table 165). Concerning age groups, those aged 25-34 and showed the greatest interest (Table 166). Finally, there were supporters from all occupation groups, but the most enthousiastic were the '*others*' category, academic staff and undergraduate students. Less enthousiastic were research staff; 33.3% of them indicated that they did not know how to rate the specific service, while an another 33.3% of them valued it as an unuseful service (Table 167).

	1	2	3	4	Don't know	Blank	*Total*
Newsgroups	9	9	24	34	8	0	84
Critical Evaluation from Users	6	16	24	26	10	2	84

%	1	2	3	4	Don't know	Blank	*Total*
Newsgroups	10.7	10.7	28.6	40.5	9.5	0.0	100.0
Critical Evaluation from Users	7.1	19.0	28.6	31.0	11.9	2.4	100.0

Table 164 - Evaluation of services 'newsgroups and critical evaluation from users

Female	1	2	3	4	Don't know	Blank	Total
Newsgroups	4	4	14	22	7	0	51
Critical Evaluation from Users	5	8	13	17	6	2	51

Male	1	2	3	4	Don't know	Blank	Total
Newsgroups	5	5	10	12	1	0	33
Critical Evaluation from Users	1	8	11	9	4	0	33

Female (%)	1	2	3	4	Don't know	Blank	Total
Newsgroups	7.8	7.8	27.5	43.1	13.7	0.0	100.0
Critical Evaluation from Users	9.8	15.7	25.5	33.3	11.8	3.9	100.0

Male (%)	1	2	3	4	Don't know	Blank	Total
Newsgroups	15.2	15.2	30.3	36.4	3.0	0.0	100.0
Critical Evaluation from Users	3.0	24.2	33.3	27.3	12.1	0.0	100.0

Table 165 - Evaluation of services 'newsgroups and critical evaluation from users' by gender

	17-24	25-34	35-44	45-54	55-64
Newsgroups					
1=	1	3	3	1	1
2=	4	1	2	2	0
3=	9	8	4	1	2
4=	13	9	7	5	0
Don't know=	4	0	1	2	1
Critical Evaluation from Users					
1=	2	1	2	1	0
2=	8	3	3	2	0
3=	8	7	5	2	2
4=	9	9	4	3	1
Don't know=	4	1	2	2	1

%	17-24	25-34	35-44	45-54	55-64
Newsgroups					
1=	3.2	14.3	17.6	9.1	25.0
2=	12.9	4.8	11.8	18.2	0.0
3=	29.0	38.1	23.5	9.1	50.0
4=	41.9	42.9	41.2	45.5	0.0
Don't know=	12.9	0.0	5.9	18.2	25.0
Critical Evaluation from Users					
1=	6.5	4.8	11.8	9.1	0.0
2=	25.8	14.3	17.6	18.2	0.0
3=	25.8	33.3	29.4	18.2	50.0
4=	29.0	42.9	23.5	27.3	25.0
Don't know=	12.9	4.8	11.8	18.2	25.0

Table 166 - Evaluation of services 'newsgroups and critical evaluation from users' by age

	US	PS	RS	AC	IS	Other
Newsgroups						
1=	1	3	0	1	1	2
2=	4	1	0	2	0	2
3=	13	2	1	1	5	2
4=	12	4	1	8	4	5
Don't Know=	3	1	1	2	1	0
Critical Evaluation from Users						
1=	2	3	1	0	0	0
2=	7	3	1	2	1	2
3=	9	2	0	4	6	3
4=	11	2	0	5	2	6
Don't Know=	4	1	1	3	1	0

%	US	PS	RS	AC	IS	Other
Newsgroups						
1=	2.9	27.3	0.0	7.1	9.1	18.2
2=	11.8	9.1	0.0	14.3	0.0	18.2
3=	38.2	18.2	33.3	7.1	45.5	18.2
4=	35.3	36.4	33.3	57.1	36.4	45.5
Don't Know=	8.8	9.1	33.3	14.3	9.1	0.0

Critical Evaluation from Users						
1=	5.9	27.3	33.3	0.0	0.0	0.0
2=	20.6	27.3	33.3	14.3	9.1	18.2
3=	26.5	18.2	0.0	28.6	54.5	27.3
4=	32.4	18.2	0.0	35.7	18.2	54.5
Don't Know=	11.8	9.1	33.3	21.4	9.1	0.0

Table 167 - Evaluation of services 'newsgroups and critical evaluation from users' by occupation

Then, respondents were asked whether they had passed on Web site addresses obtained from ADAM to other people that might be interested in them. 67.9% of the respondents had passed on information and they had to specify the way they did it. 77.2% of them used the email service, 38.6% of them by hand, 1.8% of them by fax and 15.8% of them indicated other ways. The most common was by the word of mouth (Table 168). The majority of males and females passed information to other users, however more females did it than males. 70.6% of women chose the *yes* option and 63.6% of men (Table 169). All age and occupational groups provided information to other people, but the greater supporters were those aged 25-44 and research staff (Tables 170 and 171).

		%
Yes	57	67.9
No	22	26.2
Blank	5	6.0
Total	84	100.0

Note: respondents were permitted multiple answers.

Table 168 - Passing information to others

	Female	Male	Female (%)	Male (%)
Yes	36	21	70.6	63.6
No	12	10	23.5	30.3
Blank	3	2	5.9	6.1
Total	51	33	100.0	100.0

Note: respondents were permitted multiple answers.

Table 169 - Passing information to others by gender

	17-24	25-34	35-44	45-54	55-64
Yes	16	17	14	7	3
No	14	2	2	3	1
Blank	1	2	1	1	0
Total	31	21	17	11	4

%	17-24	25-34	35-44	45-54	55-64
Yes	51.6	81.0	82.4	63.6	75.0
No	45.2	9.5	11.8	27.3	25.0
Blank	3.2	9.5	5.9	9.1	0.0
Total	100.0	100.0	100.0	100.0	100.0

Note: respondents were permitted multiple answers.

Table 170 - Passing information to others by age

	US	PS	RS	AC	IS	Other
Yes	19	8	3	11	9	7
No	14	2	0	1	1	4
Blank	1	1	0	2	1	0
Total	34	11	3	14	11	11

%	US	PS	RS	AC	IS	Other
Yes	55.9	72.7	100.0	78.6	81.8	63.6
No	41.2	18.2	0.0	7.1	9.1	36.4
Blank	2.9	9.1	0.0	14.3	9.1	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

Note: respondents were permitted multiple answers.

Table 171 - Passing information to others by occupation

Finally, respondents were asked whether they were members of the "ADAM Friends" or not. In addition, those who were members they had to specify why they had become, while those who were not they had to indicate why they had not become members. Only 16.7% of the respondents were members, while 25% of them did not answer this question (Table 172). 64.3% of those who were members indicated that they joined the "ADAM Friends" in order to keep informed with ADAM News, 35.7% f them to identify other users, 28.6% to have more help and 14.3% of them without having a specific reason. 58.3% of the respondents were not members, however all of them they did not even know the existence of the specific service. Yet, one persson mentioned that he did not have any interest to joint it.

More males (24.2%) were members than females (11.8%) (Table 173). Although, subscriptions to the ADAM Friends was low by all age goups, more subscribers were 25-34

and 55-64 years old (Table 174). Finally, all occupation groups became members of the ADAM Friends, but most of them were research staff and information scientists - 33.3% and 27.3%, respectively (Table 175).

		%
Yes	14	16.7
No	49	58.3
Blank	21	25.0
Total	84	100.0

Note: respondents were permitted multiple answers.

Table 172 - Members of the ADAM Friends

	Female	Male	Female (%)	Male (%)
Yes	6	8	11.8	24.2
No	33	16	64.7	48.5
Blank	12	9	23.5	27.3
Total	51	33	100.0	100.0

Note: respondents were permitted multiple answers.

Table 173 - *Members of the ADAM Friends by gender*

	17-24	25-34	35-44	45-54	55-64
Yes	4	5	3	1	1
No	23	10	10	4	2
Blank	4	6	4	6	1
Total	31	21	17	11	4

%	17-24	25-34	35-44	45-54	55-64
Yes	12.9	23.8	17.6	9.1	25.0
No	74.2	47.6	58.8	36.4	50.0
Blank	12.9	28.6	23.5	54.5	25.0
Total	100.0	100.0	100.0	100.0	100.0

Note: respondents were permitted multiple answers.

Table 174 - *Members of the ADAM Friends by age*

	US	PS	RS	AC	IS	Other
Yes	4	1	1	3	3	2
No	26	7	1	8	3	4
Blank	4	3	1	3	5	5
Total	34	11	3	14	11	11

%	US	PS	RS	AC	IS	Other
Yes	11.8	9.1	33.3	21.4	27.3	18.2
No	76.5	63.6	33.3	57.1	27.3	36.4
Blank	11.8	27.3	33.3	21.4	45.5	45.5
Total	100.0	100.0	100.0	100.0	100.0	100.0

Note: respondents were permitted multiple answers.

Table 175 - Members of the ADAM Friends by occupation

1.1.2.11 Definitions and advantages/ disadvantages of ADAM

More than three quarters (76.2%) agreed wholly with the definition provided by the questionnaire ('a library based on the Internet that provides you with a collection of information, which is organised, digitised, and specialised in a specific subject area'). However, 19% had some affinity with it and 1.2% disagreed with it. (3.6% failed to provide an answer) (Table 176). Plainly users were lead somewhat by the definition provided but evening making an allowance for this there is still a large consensus. Doubts about the use of the word 'library' figured most strongly in the comments of those who were not wholly signed up to the definition. A few respondents said that, because they had not used the ADAM service extensively, they were not in the position to define it. More men (81.8%) seemed to accept the definition provided than women did (72.5%) (Table 177). Regarding occupational and age groups, students (undergraduate and postgraduate) and those aged between 55 to 64 were those that showed the highest levels of agreement – 82.2% and 100%, respectively (Tables 178 and 179). Finally, respondents made some comments regarding the definitions of the ADAM gateway (Table 180).

		%
Agree	64	76.2
Partly Agree	16	19.0
Disagree	1	1.2
Blank	3	3.6
Total	84	100.0

Table 176 - Acceptance of potential ADAM definition

	Female	Male	Female (%)	Male (%)
Agree	37	27	72.5	81.8
Partly Agree	10	6	19.6	18.2
Disagree	1	0	2.0	0.0
Blank	3	0	5.9	0.0

Total	51	33	100.0	100.0

Table 177 - Acceptance of potential ADAM definition by gender

	17-24	25-34	35-44	45-54	55-64
Agree	24	17	13	6	4
Partly Agree	6	4	3	3	0
Disagree	1	0	0	0	0
Blank	0	0	1	2	0
Total	31	21	17	11	4

%	17-24	25-34	35-44	45-54	55-64
Agree	77.4	81.0	76.5	54.5	100.0
Partly Agree	19.4	19.0	17.6	27.3	0.0
Disagree	3.2	0.0	0.0	0.0	0.0
Blank	0.0	0.0	5.9	18.2	0.0
Total	100.0	100.0	100.0	100.0	100.0

Table 178 - Acceptance of potential ADAM definition by age

	US	PS	RS	AC	IS	Other
Agree	28	9	2	9	8	8
Partly Agree	5	2	0	3	3	3
Disagree	1	0	0	0	0	0
Blank	0	0	1	2	0	0
Total	34	11	3	14	11	11

%	US	PS	RS	AC	IS	Other
Agree	82.4	81.8	66.7	64.3	72.7	72.7
Partly Agree	14.7	18.2	0.0	21.4	27.3	27.3
Disagree	2.9	0.0	0.0	0.0	0.0	0.0
Blank	0.0	0.0	33.3	14.3	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 179 - Acceptance of potential ADAM definition by occupation

AGE	GENDER	OCCUPATION	COMMENTS
45-54	Male	Academic Staff	It's pretty much this, but I have yet to explore it fully
17-24	Female	Student	From the use I have had I believe this to be true
17-24	Female	Student	Cause I don't know. I am a first time user and therefore I think it does help you but don't know how far
45-54	Male	Information Scientist	ADAM is less 'a library' than a mixture of 'library catalogue', 'indexing/abstracting' service, and 'user

			guide to the literature'
35-44	Female	Academic Staff	May be some info we can get through reading a book
45-54	Female	Information Scientist	I consider the term library confusing, otherwise I agree
17-24	Male	Student	Adam is a good and easy way to search but just like a library it has flaws
25-34	Female	Other	I don't like the word library, I prefer information resource
25-34	Male	Other	The database can yet be widened and the search options can be 'deepened'. On the net, one cannot be content with 'a' library. Instead, one must strive to be 'The'
25-34	Female	Information Scientist	It is a catalogue, and not a library
17-24	Female	Student	Wordy - could be rephrased to: ADAM is an Internet library providing information online organised into specialized subject areas
17-24	Female	Student	It is not a complete collection
35-44	Male	Academic Staff	ADAM is a database
35-44	Male	Other	Basically OK, but the term 'information' may need to be expanded. E.g. 'information and images'. Images will get attention on the Internet

Table 180 - Comments concerning definition

Then, when they were asked to specify how they used ADAM as a supplement or a replacement to the traditional modes of communication, such as visiting a library, 79.8% of them answered that they used it as a supplement, while 17.9% of them as a replacement (Table 181). Slightly more females viewed ADAM as a supplement than males (Table 182). Concerning age groups, all of them characterised ADAM as a supplement expect from those aged 55-64 that the proportion of respondents who used ADAM as a replacement and those as a supplement was equal (Table 183). Regarding occupational groups, all of them answered that they viewed it as a supplement and the greater supporters were postgraduate students (Table 184). The bigger users of ADAM as a replacement were males, those aged 55-64 and academic staff.

		%
Supplement for the traditional modes of communication	67	79.8
Replacement to the traditional modes of communication	15	17.9
Blank	2	2.4
Total	84	100.0

Table 181 - Placement or replacement for to the traditional modes of communication

	Female	Male	Female (%)	Male (%)
Supplement for the traditional modes of communication	42	25	82.4	75.8
Replacement to the traditional modes of communication	7	8	13.7	24.2
Blank	2	0	3.9	0.0
Total	51	33	100.0	100.0

Table 182 - Placement or replacement to the traditional modes of communication by gender

	17-24	25-34	35-44	45-54	55-64
Supplement for the traditional modes of communication	26	19	12	8	2
Replacement to the traditional modes of communication	5	2	4	2	2
Blank	0	0	1	1	0
Total	31	21	17	11	4

%	17-24	25-34	35-44	45-54	55-64
Supplement for the traditional modes of communication	83.9	90.5	70.6	72.7	50.0
Replacement to the traditional modes of communication	16.1	9.5	23.5	18.2	50.0
Blank	0.0	0.0	5.9	9.1	0.0
Total	100.0	100.0	100.0	100.0	100.0

Table 183 - Placement or replacement to the traditional modes of communication by age

	US	PS	RS	AC	IS	Other
Supplement for the traditional modes of communication	29	11	2	8	9	8
Replacement to the traditional modes of communication	5	0	1	5	1	3
Blank	0	0	0	1	1	0
Total	34	11	3	14	11	11

%	US	PS	RS	AC	IS	Other
Supplement for the traditional modes of communication	85.3	100.0	66.7	57.1	81.8	72.7
Replacement to the traditional modes of communication	14.7	0.0	33.3	35.7	9.1	27.3
Blank	0.0	0.0	0.0	7.1	9.1	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 184 - Placement or replacement to the traditional modes of communication by occupation

Finally, respondents were called on comment on whether there were any advantages or disadvantages to using ADAM over a traditional library or not. More than two-thirds (63.1%) thought there were advantages. The most cited advantages were: quick access to a wider source of information, 24 hour access to information, easy access from home and comprehensive and up-to-date information. On the contrary, 34.5% of them were strong supporters of traditional libraries. They raised doubts concerning the cost of online services, the time spent in front of computers, and the fact that few (full text) resources are available in electronic format. Other concerns were lack of human support and familiarity with PC and network problems (Tables 185, 189, 190 and 194).

More men admitted the existence of advantages and disadvantages of ADAM service than women did (Tables 186 and 191). Concerning age groups, all of them indicated the existence of advantages and disadvantages, but those aged 45-54 provided the greatest percentage of disadvantages and those aged 55-64 the greatest percentage of advantages (Tables 187 and 192). Regarding occupation, all groups supported the existence of both advantages and disadvantages of ADAM service over a traditional library. However, the *other* category was the group of respondents with the highest percentage of admitting that ADAM has advantages over a traditional library (81,8%) and research staff with the highest percentage of disadvantages (66,7%) (Tables 188 and 193).

		%
Yes	53	63.1
No	16	19.0
Blank	15	17.9
Total	84	100.0

Table 185 - Advantages of ADAM

	Female	Male	Female (%)	Male (%)
Yes	29	24	56.9	72.7
No	11	5	21.6	15.2
Blank	11	4	21.6	12.1
Total	51	33	100.0	100.0

Table 186 - Advantages of ADAM by gender

	17-24	25-34	35-44	45-54	55-64
Yes	15	15	12	8	3
No	12	3	1	0	0
Blank	4	3	4	3	1
Total	31	21	17	11	4

%	17-24	25-34	35-44	45-54	55-64
Yes	48.4	71.4	70.6	72.7	75.0
No	38.7	14.3	5.9	0.0	0.0
Blank	12.9	14.3	23.5	27.3	25.0
Total	100.0	100.0	100.0	100.0	100.0

Table 187 - Advantages of ADAM by age

	US	PS	RS	AC	IS	Other
Yes	20	7	2	9	6	9
No	11	3	1	1	0	0
Blank	3	1	0	4	5	2
Total	34	11	3	14	11	11

%	US	PS	RS	AC	IS	Other
Yes	58.8	63.6	66.7	64.3	54.5	81.8
No	32.4	27.3	33.3	7.1	0.0	0.0
Blank	8.8	9.1	0.0	28.6	45.5	18.2
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 188 - Advantages of ADAM by occupation

AGE	GENDER	OCCUPATION	ADVANTAGES
35-44	Female	Student	Can sometimes source information quicker, often insufficient books available at busy periods
45-54	Male	Academic Staff	Ease of access; scope, scale and speed
25-34	Female	Student	Easy access, no limited borrowing periods, ability to select
45-54	Male	Information Scientist	Instant access to resources
17-24	Male	Student	Some things you can't get from books (like people's opinions on things)
35-44	Male	Academic Staff	Sometimes very hard to find information
25-34	Female	Student	Its much faster and more elaborate
25-34	Female	Student	You can have several information you need in a very short time
35-44	Female	Research Staff	24 hr access - Convenience - Wide variety of resources one wouldn't normally have access to in a traditional library - Evaluative summaries are useful for deciding whether or not to link to a site - Organization of resources is easy to understand
25-34	Female	Student	You can use it when you have time. The

			disadvantages of a subjective opinion when asking a librarian are fewer
35-44	Male	Academic Staff	It's potential scope
55-64	Male	Information Scientist	It serves to easy location of sites
17-24	Male	Student	I don't have to move about :)
45-54	Female	Information Scientist	Speed, access to a wider source of information
45-54	Female	Information Scientist	Size of data base
35-44	Female	Other	Size of the available resource
25-34	Female	Student	Quicker more comprehensive and up to date
17-24	Male	Student	It is a easy way to search for information and you have all of there data bases to search from
17-24	Female	Student	Can access from home
25-34	Male	Other	Extent of information
25-34	Female	Academic Staff	It is more convenient
45-54	Male	Other	Diversity of options, pre-peer evaluated
25-34	Female	Other	Can do it from your office!
25-34	Male	Other	It is fast, to-the-point and sometimes, it is the most exhaustive search one can do
25-34	Female	Academic Staff	More resources to hand much more efficiently and quickly
25-34	Male	Student	It is very much quicker and easier access
17-24	Female	Student	Quick. Malleable
17-24	Male	Student	First of all, I can use it ever living in Russia! :-)
25-34	Female	Student	It is very convenient
35-44	Male	Academic Staff	Direct access to digital resources
25-34	Female	Information Scientist	Probably has more and more up-to-date info than traditional print resources
45-54	Female	Research Staff	I can do it at work and it is faster
25-34	Female	Student	I prefer to combine both. But ADAM help me especially, and the libraries new are only stores of books, with salesman than never read
35-44	Male	Student	You save lot of time
	Male	Student	The web provides different resources, particularly about the localities that it takes one to
35-44	Male	Other	Speed
17-24	Female	Student	Quick and direct information
45-54	Female	Other	Can do it from my desk. Vastly increased amount of material available compared with most if not all libraries. It can be much quicker
35-44	Male	Student	Central source
17-24	Male	Student	Easier to search through all the journals and find relevant articles
17-24	Female	Student	Wider search can do it from home
17-24	Female	Student	Convenience
25-34	Female	Other	As above, but it does give the advantage of handling the data digitally, it is also more up-to-date
55-64	Male	Academic Staff	Instant and saves legwork
17-24	Female	Student	Easy, in control
45-54	Male	Other	Electronic search
35-44	Female	Student	Saves time and effort
35-44	Male	Other	Easy access from home
17-24	Male	Student	Quicker and easier

17-24	Female	Information Scientist	Access to sites that I would probably never have come across had I not searched through ADAM
35-44	Male	Information Scientist	Lot of information exists only in the net. Fast way to find information
17-24	Female	Student	Gain time
35-44	Female	Academic Staff	A lot of information available without copying with a Xerox
55-64	Male	Information Scientist	Currently range of material available
45-54	Male	Academic Staff	Access to resources which a re updated and which libraries may not hold or know how to store
17-24	Male	Student	Greater volume on recent developments globally

Table 189 – Descriptions of ADAM advantages

		%
Yes	29	34.5
No	49	58.3
Blank	6	7.1
Total	84	100.0

Table 190 - Disadvantages of ADAM

	Female	Male	Female (%)	Male (%)
Yes	14	15	27.5	45.5
No	32	17	62.7	51.5
Blank	5	1	9.8	3.0
Total	51	33	100.0	100.0

Table 191 - Disadvantages of ADAM by gender

	17-24	25-34	35-44	45-54	55-64
Yes	7	8	5	8	1
No	23	10	11	2	3
Blank	1	3	1	1	0
Total	31	21	17	11	4

%	17-24	25-34	35-44	45-54	55-64
Yes	22.6	38.1	29.4	72.7	25.0
No	74.2	47.6	64.7	18.2	75.0
Blank	3.2	14.3	5.9	9.1	0.0
Total	100.0	100.0	100.0	100.0	100.0

Table 192 - Disadvantages of ADAM by age

	US	PS	RS	AC	IS	Other
Yes	8	4	2	4	5	6
No	23	7	1	8	5	5
Blank	3	0	0	2	1	0
Total	34	11	3	14	11	11

%	US	PS	RS	AC	IS	Other
Yes	23.5	36.4	66.7	28.6	45.5	54.5
No	67.6	63.6	33.3	57.1	45.5	45.5
Blank	8.8	0.0	0.0	14.3	9.1	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 193 - Disadvantages of ADAM by occupation

AGE	GENDER	OCCUPATION	DISADVANTAGES
35-44	Female	Student	More expensive books can be viewed anywhere
45-54	Male	Academic Staff	Limited archive; lack of intelligence and intuition
45-54	Male	Information Scientist	Online resource complement (rather than replace) traditional information resources. Having said that, there is still more information available in paper form, particularly in the creative arts, than online. But this will change!
17-24	Male	Student	You can't always get everything you need
25-34	Female	Student	Can't speak directly to the person who knows
35-44	Female	Research Staff	Not enough resources in the database - Difficult to spend long periods of time screen reading - Length of time spent downloading images
45-54	Female	Information Scientist	Not a valid comparison, both sources of information are necessary
45-54	Female	Information Scientist	PC, printer, network problems
17-24	Male	Student	There is no one to support. But I have also not used the help function
17-24	Female	Student	Not same references
25-34	Male	Other	A website always lacks the 'Tactile' experience of books. Further, one cannot 'see all' while making choices
25-34	Male	Academic Staff	Sometimes hard copy is still better
25-34	Male	Student	You are limited by your own searches and questioning without input from other people
17-24	Female	Student	This costs when I access it from home!
25-34	Female	Information Scientist	Not necessarily - it is a select set of resources; it might not have what you are looking for
45-54	Female	Student	Sometimes I just like to have the material in hand
55-64	Male	Information Scientist	Inflexibility
17-24	Male	Student	Online services will never replace the usefulness of hard copies
17-24	Female	Student	Sometimes you can get more additional information in a library that would not necessary be shown when using ADAM
45-54	Female	Other	You can't cast your eye over a visual spread of

			discoveries in the same way. Screen reproductions aren't currently anything like the same quality as good printed ones. You're never quite sure whether you've found everything relevant. It can be slower than looking in books. No physical pleasure
45-54	Male	Academic Staff	Illustrations are slow to get to. I know exactly where to find what I want in a library
25-34	Female	Other	It is necessary to combine the two rather than single one type or resource out
45-54	Male	Other	Doesn't get you out of the house
45-54	Male	Other	Environment
35-44	Female	Student	Limits of format
35-44	Male	Other	At this stage there is less information available. This will change in the future of course
25-34	Male	Student	Use it any time and from home/work
25-34	Female	Student	You can't talk to a computer! Though searching is an interactive process it's not on the same level as with human communication/ knowledge sharing etc.

Table 194 - Descriptions of ADAM disadvantages

1.1.2.12 Future use and comments

Results were more than satisfactory. When respondents were invited to indicate whether they would use the ADAM service in the future on a scale of 1-4, where 1 is Unlikely and 4 is Likely, 69% of the respondents answered that they would use it again. Only, 7.1% of them admitted that it was unlikely to use it in the future (Table 195). More males would probably use the ADAM service again than females. However, when respondents were asked to add any general comments regarding the ADAM service, females made positive criticism (Table 196). In addition, all age groups showed an interest in obtaining information from the ADAM. The older users were, the greater interest they showed (Table 197). Regarding occupational groups, all of them indicated that it was likely to use it in the future, but the less interest was expressed by postgraduate students (Table 198). Finally, respondents made some positive comments concerning the use of the ADAM gateway (Table 199).

		%
1=	6	7.1
2=	5	6.0
3=	11	13.1

4=	58	69.0
Don't Know=	2	2.4
Blank=	2	2.4
Total	84	100.0

Table 195 - Future use

	Female	Male	Female (%)	Male (%)
1=	3	3	5.9	9.1
2=	4	1	7.8	3.0
3=	8	3	15.7	9.1
4=	32	26	62.7	78.8
Don't Know=	2	0	3.9	0.0
Blank=	2	0	3.9	0.0
Total	51	33	100.0	100.0

Table 196 - Future use by gender

	17-24	25-34	35-44	45-54	55-64
1=	3	2	0	1	0
2=	2	2	1	0	0
3=	8	2	1	0	0
4=	15	15	14	10	4
Don't Know=	2	0	0	0	0
Blank=	1	0	1	0	0
Total	31	21	17	11	4

%	17-24	25-34	35-44	45-54	55-64
1=	9.7	9.5	0.0	9.1	0.0
2=	6.5	9.5	5.9	0.0	0.0
3=	25.8	9.5	5.9	0.0	0.0
4=	48.4	71.4	82.4	90.9	100.0
Don't Know=	6.5	0.0	0.0	0.0	0.0
Blank=	3.2	0.0	5.9	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0

Table 197 - Future use by age

	US	PS	RS	AC	IS	Other
1=	2	3	0	1	0	0
2=	2	3	0	0	0	0
3=	9	1	0	1	0	0
4=	19	3	3	11	11	11
Don't Know=	2	0	0	0	0	0
Blank=	0	1	0	1	0	0

Total	34	11	3	14	11	11

%	US	PS	RS	AC	IS	Other
1=	5.9	27.3	0.0	7.1	0.0	0.0
2=	5.9	27.3	0.0	0.0	0.0	0.0
3=	26.5	9.1	0.0	7.1	0.0	0.0
4=	55.9	27.3	100.0	78.6	100.0	100.0
Don't Know=	5.9	0.0	0.0	0.0	0.0	0.0
Blank=	0.0	9.1	0.0	7.1	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 198 - Future use by occupation

AGE	GENDER	OCCUPATION	COMMENTS
35-44	Female	Academic Staff	I will use ADAM information in future
45-54	Female	Information Scientist	ADAM has become an essential part of the service of the library and all the staff and students are encouraged to use it
25-34	Female	Academic Staff	I find ADAM a very helpful guide for doing research on a number of topics related to Interior Design
25-34	Female	Other	I think it is a great service - and with the way the Internet is developing, it needs to keep on developing and cataloguing those thousands of new sites, which become available daily
25-34	Male	Other	ADAM can grow with the growing number of Web sites. One case in point is art from India. This subject is fast growing on the web
25-34	Female	Information Scientist	ADAM is an excellent gateway, and I wish it would go on improving and growing. Latest news was very worrying
17-24	Female	Student	It's great. Will visit again
25-34	Female	Information Scientist	Would supplement use of ADAM with broader Internet searches
25-34	Female	Student	It's possible a version in Spanish?
35-44	Female	Academic Staff	Still learning to use
25-34	Female		Good work, keep it up!
35-44	Male	Student	Thanks
45-54	Male	Academic Staff	Great site. One of the best for this area
25-34	Female	Other	Some links do not work
35-44	Female	Student	It may be too structured and too pilot for senior art historians to be interested by it
35-44	Male	Other	I have only just discovered the site by searching for 'architecture'. It looks very interesting and I am likely to use it regularly in the future

Table 199 – General comments

1.1.3 The E-journals Service Survey

1.1.3.1 Characteristics of sample population

Two hundred and forty six (246) e-journals service users responded to the survey. 71.5% were male and 28.5% were female (Table 200). Regarding respondents' occupation, 52% were undergraduate, postgraduate, or research students, 7.3% were research fellows or assistants, 5.3% were research associates/visiting lecturers and 32.5% were lecturers, senior lecturers, professors, or heads of department. Although the questionnaire invited only the academic community end-users to fill it in, some other groups completed it. The category 'other' includes occupations such as librarians and administration staff. For convenience, it is referred to hereafter: academic staff as *AS*, research associates/visiting lecturers as *RA/VL*, research staff as *RS*, postgraduate students as *PS*, and undergraduate students as *US* (Table 201).

While the response rate was low in regard the total number of students, research and academic staff registered at the University of Patras (nearly 13,000), it was reasonably representative of the number of people who accessed the e-journals service during the period the questionnaire was online; when logs show 413 individual IPs accessing the service. Table 203 shows the number of undergraduates, postgraduates and faculty members enrolled during the 2000-2001 academic year. Two departments (department of business administration and department of materials sciences) are not included because they did not provide access to the e-journals service during the online questionnaire survey. A faculty member is defined as a research or academic staff. However, the number of faculty members provided does not include all the number of registered research staff. In addition, the number of undergraduate students refers to active students. An active student is an undergraduate student who either has exams or attends modules during the academic year. According to the Higher Education system of Greece, undergraduate degree programmes at universities normally last four years (eight semesters), however students can exceed this period.

		(%)
Female	70	28.5
Male	176	71.5
Total	246	100.0

Table 200 - Gender of respondents

		(%)
Academic Staff	80	32.5
Research Associate/ Visiting Lecturer	13	5.3
Research Staff	18	7.3
Postgraduate Student	113	45.9
Undergraduate Student	15	6.1
Other	7	2.8
Total	246	100.0

Table 201 - Occupation of respondents

E-journals service appeared to be used by all age ranges, although the majority (61.8%) were under 35 years old (Table 202). However, the e-journals service was less popular with those aged 55 years old and over.

		(%)
17-24	26	10.6
25-34	126	51.2
35-44	42	17.1
45-54	42	17.1
55-64	10	4.1
65+	0	0.0
Total	246	100.0

Table 202 - Age of respondents

Academic Year 2000/ 2001	Official registered	Number of questionnaire respondents	%
Undergraduate Students	10447	15	0.1
Postgraduate Students	1604	113	7.0
Faculty Members	635	111 (80 Academic Staff – 13 Research Associates – 18 Research Staff)	17.5

Table 203 - Use of e-journals

1.1.3.2 Frequency of use

Regarding the frequency of use, results were more than satisfactory. Over one-third of the respondents (38.6%) used the service on a daily basis, 41.9% on a weekly basis and 10.6% on a monthly basis (Table 204). Proportionally, more males used the service on a daily, weekly, or monthly basis than females, 93.2% and 85.8%, respectively (Table 205).

Those aged 25-34 and postgraduate students were the users with the highest proportion of users who used the service on a daily, weekly, or monthly basis (Tables 206 and 207).

		Percentage (%)
Daily	95	38.6
Weekly	103	41.9
Monthly	26	10.6
Occasionally	5	2.0
Only when I know that an interesting article has been published	12	4.9
I have only accessed once or twice	5	2.0
Total	246	100.0

Table 204 - Frequency of use

	Female	Male	Female (%)	Male (%)
Daily	23	72	32.9	40.9
Weekly	30	73	42.9	41.5
Monthly	7	19	10.0	10.8
Occasionally	2	3	2.9	1.7
Only when I know that an interesting article has been published	6	6	8.6	3.4
I have only accessed once or twice	2	3	2.9	1.7
Total	70	176	100.0	100.0

Table 205 - Frequency of use by gender

	17-24	25-34	35-44	45-54	55-64
Daily	7	52	17	16	3
Weekly	8	50	21	20	4
Monthly	4	16	1	3	2
Occasionally	2	1	0	1	1
Only when I know that an interesting article has been published	3	6	2	1	0
I have only accessed once or twice	2	1	1	1	0
Total	26	126	42	42	10

%	17-24	25-34	35-44	45-54	55-64
Daily	26.9	41.3	40.5	38.1	30.0
Weekly	30.8	39.7	50.0	47.6	40.0
Monthly	15.4	12.7	2.4	7.1	20.0
Occasionally	7.7	0.8	0.0	2.4	10.0
Only when I know that an interesting article has been published	11.5	4.8	4.8	2.4	0.0
I have only accessed once or twice	7.7	0.8	2.4	2.4	0.0

Total	100.0	100.0	100.0	100.0	100.0

Table 206 - Frequency of use by age

	AS	RA/VL	RS	PS	US	Other
Daily	34	6	9	39	4	3
Weekly	35	6	5	54	2	1
Monthly	5	0	3	14	4	0
Occasionally	2	1	0	0	2	0
Only when I know that an interesting article has been published	2	0	1	4	2	3
I have only accessed once or twice	2	0	0	2	1	0
Total	80	13	18	113	15	7

%	AS	RA/VL	RS	PS	US	Other
Daily	42.5	46.2	50.0	34.5	26.7	42.9
Weekly	43.8	46.2	27.8	47.8	13.3	14.3
Monthly	6.3	0.0	16.7	12.4	26.7	0.0
Occasionally	2.5	7.7	0.0	0.0	13.3	0.0
Only when I know that an interesting article has been published	2.5	0.0	5.6	3.5	13.3	42.9
I have only accessed once or twice	2.5	0.0	0.0	1.8	6.7	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 207 - Frequency of use by occupation

1.1.3.3 Reasons for use

Results showed that respondents used the e-journals service for a variety of reasons. These reasons were for: writing up a term paper/project or a thesis/dissertation, writing up a paper for publication, e.g. journal article or conference/workshop paper, keeping up with the progress in the relevant subject area and supporting a lecture. There was also the 'other' option where respondents could indicate any other reason. 239 users answered this question: 93.3% used it for writing up a paper for publication, 29.7% for teaching, 21.8% of them indicated that writing up a term paper or a thesis was their main reason for using the service, and 21.8% for keeping up with the progress in the relevant subject area (Tables 208, 209, 210 and 211). Though, this question confused a large number of respondents. This is apparent for instance with undergraduate students indicating teaching as a reason for using the e-journals service. In addition, two other reasons were provided by respondents: *for general interest* and *for helping users* (Table 212).

		Percentage (%)
Teaching	71	29.7
Article/Publications	223	93.3
Thesis/Dissertations/Coursework	52	21.8
Scientific documentation	52	21.8
Other	2	0.8

Note: respondents were permitted multiple answers.

Table 208 - Reasons for use e-journals

	Female	Male	Female (%)	Male (%)
Teaching	11	60	16.4	34.9
Article/Publications	59	164	88.1	95.3
Thesis/Dissertations/Coursework	21	31	31.3	18.0
Scientific documentation	14	38	20.9	22.1
Other	1	1	1.5	0.6

Note: respondents were permitted multiple answers.

Table 209 - Reasons for use by gender

	17-24	25-34	35-44	45-54	55-64
Teaching	3	13	24	26	5
Article/Publications	19	114	41	39	10
Thesis/Dissertations/Coursework	11	37	1	2	1
Scientific documentation	5	29	8	8	2
Other	0	1	0	0	1

%	17-24	25-34	35-44	45-54	55-64
Teaching	12.5	10.5	58.5	65.0	50.0
Article/Publications	79.2	91.9	100.0	97.5	100.0
Thesis/Dissertations/Coursework	45.8	29.8	2.4	5.0	10.0
Scientific documentation	20.8	23.4	19.5	20.0	20.0
Other	0.0	0.8	0.0	0.0	10.0

Note: respondents were permitted multiple answers.

Table 210 - Reasons for use by age

	AS	RA/VL	RS	PS	US	Other
Teaching	52	5	2	9	1	2
Article/Publications	76	11	17	107	9	3
Thesis/Dissertations/Coursework	3	2	2	35	10	0
Scientific documentation	14	3	4	25	3	3
Other	1	0	0	0	0	1

%	AS	RA/VL	RS	PS	US	Other
Teaching	66.7	38.5	11.8	8.1	7.7	28.6
Article/Publications	97.4	84.6	100.0	96.4	69.2	42.9
Thesis/Dissertations/Coursework	3.8	15.4	11.8	31.5	76.9	0.0
Scientific documentation	17.9	23.1	23.5	22.5	23.1	42.9
Other	1.3	0.0	0.0	0.0	0.0	14.3

Note: respondents were permitted multiple answers.

Table 211 - Reasons for use by occupation

AGE	GENDER	OCCUPATION	REASONS
55-64	Male	Academic Staff	General interest
25-34	Female	Other	For helping users

Table 212 - Other reasons

1.1.3.4 Place of use

Respondents had access to the e-journals from different places. 84.1% of respondents gained access to e-journals from their office/desktop, 10.6% from the university computer labs, 1.2% from LIS/main library, and 1.2% from departmental libraries (Table 213). Proportionally more women accessed the service from open places such as the library, main or/and departmental or computer labs – 24.3% compared to 8.6% for men (Table 214). Regarding occupational groups, undergraduate students were most likely to search e-journals from the main or/and departmental library or computer labs and the academic staff most likely to search the service from their office/desktop (Table 216). This explain also the results concerning age groups. The older end-users become the more likely to access the service from their office/desktop (Table 215).

		Percentage (%)
Office	207	84.1
Main Library	3	1.2
Computer labs	26	10.6
Library of my department	3	1.2
Other	7	2.8
Total	246	100.0

Table 213 - Place of use

	Female	Male	Female (%)	Male (%)
Office	51	156	72.9	88.6
Main Library	2	1	2.9	0.6
Computer labs	12	14	17.1	8.0
Library of my department	3	0	4.3	0.0
Other	2	5	2.9	2.8

Table 214 - Place of use by gender

	17-24	25-34	35-44	45-54	55-64
Office	13	104	38	42	10
Main Library	0	3	0	0	0
Computer labs	9	15	2	0	0
Library of my department	3	0	0	0	0
Other	1	4	2	0	0
Total	26	126	42	42	10

%	17-24	25-34	35-44	45-54	55-64
Office	50.0	82.5	90.5	100.0	100.0
Main Library	0..0	2.4	0.0	0.0	0.0
Computer labs	34.6	11.9	4.8	0.0	0.0
Library of my department	11.5	0.0	0.0	0.0	0.0
Other	3.8	3.2	4.8	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0

Table 215 - Place of use by age

	AS	RA/VL	RS	PS	US	Other
Office	78	10	13	97	5	4
Main Library	0	1	0	0	0	2
Computer labs	1	2	3	12	7	1
Library of my department	0	0	0	0	3	0
Other	1	0	2	4	0	0
Total	80	13	18	113	15	7

%	AS	RA/VL	RS	PS	US	Other
Office	97.5	76.9	72.2	85.8	33.3	57.1
Main Library	0.0	7.7	0.0	0.0	0.0	28.6
Computer labs	1.3	15.4	16.7	10.6	46.7	14.3
Library of my department	0.0	0.0	0.0	0.0	20.0	0.0
Other	1.3	0.0	11.1	3.5	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 216 - Place of use by occupation

1.1.3.5 Searching behaviour

The e-journals service of LIS of the University of Patras provided access to journal titles from 40 different publishers/providers covering a wide range of subjects. This implies that the structure and services provided by journal titles published by different publishers will be different. However, there are some basic searching services provided to every journal title, such as search by title of journals, by author, by date of publication, and by table of contents. Results indicated that there is a very good spread of use of all search options amongst the 239 people who responded. However, the most popular search method was 'keywords' – 73.6% of respondents preferred this method. The second most favourable option was 'author' (48,1%). The least preferred method of search was 'date of publication' – only 10.9% of the respondents indicated this option (Table 217). Women and men both indicated that 'keywords' were their first choice, but men were plainly more convinced of its attributes – the figures were 62.9% and 78.1%, respectively. However, there was disagreement as to the second choice, with men opting for 'author' and women for 'journal title' (Table 218). Respondents belonging to the age group 35-44 had the strongest preference for 'keywords' (80.5% preferred this method). In contrast respondents aged between 55-64 showed an equal preference for 'author' and 'keywords' (Table 219). Regarding occupation, all groups described 'keywords' as their most favourable method of search, while reseach staff were the users with the highest percentage of use (94.4% preferred this method - Table 220).

		Percentage (%)
Author	115	48.1
Keywords	176	73.6
Subject	76	31.8
Date of publication	26	10.9
Journal title	107	44.8
Title of article	80	33.5
Table of contents	42	17.6
Abstract	53	22.2
Other	0	0.0

Note: respondents were permitted multiple answers.
Table 217 - Searching methods preferred

	Female	Male	Female (%)	Male (%)
Author	30	85	42.9	50.3
Keywords	44	132	62.9	78.1
Subject	20	56	28.6	33.1

Date of publication	10	16	14.3	9.5
Journal title	36	71	51.4	42.0
Title of article	19	61	27.1	36.1
Table of contents	12	30	17.1	17.8
Abstract	15	38	21.4	22.5

Note: respondents were permitted multiple answers.

Table 218 - Searching methods preferred by gender

	17-24	25-34	35-44	45-54	55-64
Author	7	58	20	24	6
Keywords	15	93	33	29	6
Subject	12	31	13	15	5
Date of publication	3	13	3	5	2
Journal title	12	57	16	19	3
Title of article	12	40	12	11	5
Table of contents	3	21	8	8	2
Abstract	2	35	10	4	2

%	17-24	25-34	35-44	45-54	55-64
Author	26.9	47.5	48.8	58.5	66.7
Keywords	57.7	76.2	80.5	70.7	66.7
Subject	46.2	25.4	31.7	36.6	55.6
Date of publication	11.5	10.7	7.3	12.2	22.2
Journal title	46.2	46.7	39.0	46.3	33.3
Title of article	46.2	32.8	29.3	26.8	55.6
Table of contents	11.5	17.2	19.5	19.5	22.2
Abstract	7.7	28.7	24.4	9.8	22.2

Note: respondents were permitted multiple answers.

Table 219 - Searching methods preferred by age

	AS	RA/VL	RS	PS	US	Other
Author	46	4	11	50	3	1
Keywords	58	10	17	75	11	5
Subject	30	5	3	29	7	2
Date of publication	7	0	3	13	3	0
Journal title	35	2	4	58	5	3
Title of article	22	4	2	45	5	2
Table of contents	18	0	1	18	4	1
Abstract	12	4	4	31	2	0

%	AS	RA/VL	RS	PS	US	Other
Author	59.7	33.3	61.1	45.5	20.0	14.3
Keywords	75.3	83.3	94.4	68.2	73.3	71.4
Subject	39.0	41.7	16.7	26.4	46.7	28.6
Date of publication	9.1	0.0	16.7	11.8	20.0	0.0

Journal title	45.5	16.7	22.2	52.7	33.3	42.9
Title of article	28.6	33.3	11.1	40.9	33.3	28.6
Table of contents	23.4	0.0	5.6	16.4	26.7	14.3
Abstract	15.6	33.3	22.2	28.2	13.3	0.0

Note: respondents were permitted multiple answers

Table 220 - Searching methods preferred by occupation

1.1.3.6 Support services

34.6% of the respondents had used online help (Table 221). Men appeared to need more help than women – 36.4% of men asked for online help but just 30% of women (Table 222). The online help function seemed to have been used by all the occupational groups, but was most used by research associates/visiting lecturers (53.8% used the facility – Table 224). All age groups made use of the help facility, although users aged 45-54 were the biggest users (50%) (Table 223). Respondents who had used the online help function were asked to indicate their opinion of its usefulness. 61.2% of them implied that it is a useful service and easy to use, while 20% showed a preference for human support agreeing with the statement that 'it is a helpful service, but I prefer asking a person to help me' (Table 225). More males, those aged 55-64 and undergraduate students specified that they preferred to ask a person (Tables 226, 227 and 228).

In addition, respondents who had not called on online help were invited to indicate their reasons for non-use: 50.7% of the respondents specified that they had not felt the need for help yet, while 5.1% of the respondents implied that they did not know that online help was available. 22.5% of the respondents revealed that they did not know what online help was (Table 229). Females and males both indicated that they had not felt the need for help yet as the main reason for non-use - 51.1 and 50.5, respectively (Table 230). Regarding the age groups, those aged between 25-34 appeared to need the online help less than the other groups, while proportionally more respondents aged 45-64 indicated that they did not know what online help was (Table 231). Concerning occupations, research staff and postgraduate student were those that they needed the online help less. Finally, it is worth mentioning that 50% of research associates/ visiting lecturers and the *other* category did not know what online help was (Table 232).

		Percentage (%)
Yes	85	34.6
No	138	56.1
Blank	23	9.3
Total	246	100.0

Table 221 - Online help use

	Female	Male	Female (%)	Male (%)
Yes	21	64	30.0	36.4
No	45	93	64.3	52.8
Blank	4	19	5.7	10.8
Total	70	176	100.0	100.0

Table 222 - Online help use by gender

	17-24	25-34	35-44	45-54	55-64
Yes	8	37	16	21	3
No	14	80	24	15	5
Blank	4	9	2	6	2
Total	26	126	42	42	10

%	17-24	25-34	35-44	45-54	55-64
Yes	30.8	29.4	38.1	50.0	30.0
No	53.8	63.5	57.1	35.7	50.0
Blank	15.4	7.1	4.8	14.3	20.0
Total	100.0	100.0	100.0	100.0	100.0

Table 223 - Online help use by age

	AS	RA/VL	RS	PS	US	Other
Yes	37	7	6	27	5	3
No	34	4	11	78	7	4
Blank	9	2	1	8	3	0
Total	80	13	18	113	15	7

%	AS	RA/VL	RS	PS	US	Other
Yes	46.3	53.8	33.3	23.9	33.3	42.9
No	42.5	30.8	61.1	69.0	46.7	57.1
Blank	11.3	15.4	5.6	7.1	20.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 224 - Online help use by occupation

		Percentage (%)
Useful service, but I prefer asking a person to help me	17	20.0
Useful service and easy to use	52	61.2
Useful service but difficult to use	7	8.2
Not useful service	4	4.7
Blank	5	5.9
Total	85	100.0

Table 225 - Usefulness of online help

	Female	Male	Female (%)	Male (%)
Useful service, but I prefer asking a person to help me	2	15	9.5	23.4
Useful service and easy to use	14	38	66.7	59.4
Useful service but difficult to use	2	5	9.5	7.8
Not useful service	1	3	4.8	4.7
Blank	2	3	9.5	4.7
Total	21	64	100.0	100.0

Table 226 - Usefulness of online help by gender

	17-24	25-34	35-44	45-54	55-64
Useful service, but I prefer asking a person to help me	1	10	1	4	1
Useful service and easy to use	4	23	11	12	2
Useful service but difficult to use	1	2	1	3	0
Not useful service	2	1	1	0	0
Blank	0	1	2	2	0
Total	8	37	16	21	3

%	17-24	25-34	35-44	45-54	55-64
Useful service, but I prefer asking a person to help me	12.5	27.0	6.3	19.0	33.3
Useful service and easy to use	50.0	62.2	68.8	57.1	66.7
Useful service but difficult to use	12.5	5.4	6.3	14.3	0.0
Not useful service	25.0	2.7	6.3	0.0	0.0
Blank	0.0	2.7	12.5	9.5	0.0
Total	100.0	100.0	100.0	100.0	100.0

Table 227 - Usefulness of online help by age

	AS	RA/VL	RS	PS	US	Other
Useful service, but I prefer asking a person to help me	6	1	1	6	2	1
Useful service and easy to use	22	6	4	16	2	2

Useful service but difficult to use	5	0	0	1	1	0
Not useful service	1	0	0	3	0	0
Blank	3	0	1	1	0	0
Total	37	7	6	27	5	3

%	AS	RA/VL	RS	PS	US	Other
Useful service, but I prefer asking a person to help me	16.2	14.3	16.7	22.2	40.0	33.3
Useful service and easy to use	59.5	85.7	66.7	59.3	40.0	66.7
Useful service but difficult to use	13.5	0.0	0.0	3.7	20.0	0.0
Not useful service	2.7	0.0	0.0	11.1	0.0	0.0
Blank	8.1	0.0	16.7	3.7	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 228 - Usefulness of online help by occupation

		Percentage (%)
I don't know what online help is	44	31.9
I have not felt the need for help yet	70	50.7
I know about the existence and the role of online help, but I did not know that online help exists at the specific e-journals I use	7	5,1
I prefer asking a person to help me	4	2.9
Blank	13	9.4
Total	138	100.0

Table 229 - Reasons for non-use of the help facility

	Female	Male
I don't know what online help is	16	28
I have not felt the need for help yet	23	47
I know about the existence and the role of online help, but I did not know that online help exists at the specific e-journals I use	2	5
I prefer asking a person to help me	1	3
Blank	3	10
Total	45	93

(%)	Female	Male
I don't know what online help is	35.6	30.1
I have not felt the need for help yet	51.1	50.5
I know about the existence and the role of online help, but I did not know that online help exists at the specific e-journals I use	4.4	5.4
I prefer asking a person to help me	2.2	3.2
Blank	6.7	10.8
Total	100.0	100.0

Table 230 - Reasons for non-use of the help facility by gender

	17-24	25-34	35-44	45-54	55-64
I don't know what online help is	5	23	8	6	2
I have not felt the need for help yet	5	48	12	3	2
I know about the existence and the role of online help, but I did not know that online help exists at the specific e-journals I use	3	2	0	2	0
I prefer asking a person to help me	0	3	0	1	0
Blank	1	4	4	3	1
Total	14	80	24	15	5

%	17-24	25-34	35-44	45-54	55-64
I don't know what online help is	35.7	28.8	33.4	40.0	40.0
I have not felt the need for help yet	35.7	60.0	50.0	20.0	40.0
I know about the existence and the role of online help, but I did not know that online help exists at the specific e-journals I use	21.4	2.5	0.0	13.3	0.0
I prefer asking a person to help me	0.0	3.8	0.0	6.7	0.0
Blank	7.1	5.0	16.7	20.0	20.0
Total	100.0	100.0	100.0	100.0	100.0

Table 231 - Reasons for non-use of the help facility by age

	AS	RA/VL	RS	PS	US	Other
I don't know what online help is	12	2	2	23	3	2
I have not felt the need for help yet	12	2	9	42	3	2
I know about the existence and the role of online help, but I did not know that online help exists at the specific e-journals I use	2	0	0	4	1	0
I prefer asking a person to help me	1	0	0	3	0	0
Blank	7	0	0	6	0	0
Total	34	4	11	78	7	4

%	AS	RA/VL	RS	PS	US	Other
I don't know what online help is	35.3	50.0	18.2	29.5	42.9	50.0
I have not felt the need for help yet	35.3	50.0	81.8	53.8	42.9	50.0
I know about the existence and the role of online help, but I did not know that online help exists at the specific e-journals I use	5.9	0.0	0.0	5.1	14.3	0.0
I prefer asking a person to help me	2.9	0.0	0.0	3.8	0.0	0.0
Blank	20.6	0.0	0.0	7.7	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 232 - Reasons for non-use of the help facility by occupation

1.1.3.7 Methods of storing information

74.8% of the respondents indicated that they would prefer to print an article out in order to store it for future use, while 55.8% would save it into a disk, such as hard disk or floppy disk. Only 5.8% of the respondents would prefer to keep notes from the screen (Table 233). Men and women showed a similar preference on the hard copy - 74.4% and 75.8%, respectively (Table 234). Regarding the age and occupation groups, almost all of them indicated that they would choose to print a journal article out instead of saving into a disk or keeping notes from the screen. The only exception was made by the 35-44 age group specifying that they would prefer to save into a disk (65.8%) (Tables 235 and 236).

		Percentage (%)
Hard Copy	169	74.8
Disk	126	55.8
Notes from Screen	13	5.8

Note: respondents were permitted multiple answers.

Table 233 - Storing of information

	Female	Male	Female (%)	Male (%)
Hard Copy	50	119	75.8	74.4
Disk	30	96	45.5	60.0
Notes from Screen	6	7	9.1	4.4

Note: respondents were permitted multiple answers.

Table 234 - Storing of information by gender

	17-24	25-34	35-44	45-54	55-64
Hard Copy	16	92	23	32	6
Disk	10	65	25	22	4
Notes from Screen	2	7	2	2	0

%	17-24	25-34	35-44	45-54	55-64
Hard Copy	69.6	78.0	60.5	82.1	75.0
Disk	43.5	55.1	65.8	56.4	50.0
Notes from Screen	8.7	5.9	5.3	5.1	0.0

Note: respondents were permitted multiple answers.

Table 235 - Storing of information by age

	AS	RA/VL	RS	PS	US	Other
Hard Copy	55	8	13	78	10	5
Disk	43	5	10	59	6	3
Notes from Screen	2	2	2	6	1	0

%	AS	RA/VL	RS	PS	US	Other
Hard Copy	76.4	66.7	76.5	75.0	71.4	71.4
Disk	59.7	41.7	58.8	56.7	42.9	42.9
Notes from Screen	2.8	16.7	11.8	5.8	7.1	0.0

Note: respondents were permitted multiple answers.
Table 236 - Storing of information by occupation

1.1.3.8 Comparison of print and electronic information

More than two-third of the respondents (69.5%) considered the electronic version as the most favourable method of reading a journal title (Table 237). The most cited reasons were (Table 241):

- easy to use,
- quick access,
- easy to search, and
- data can be saved, manipulated, and printed out.

Just 17.5% of respondents indicated that they prefer to read the printed version (Table 237). The following reasons are illustrative (Table 242):

- familiarity and
- easy to read.

Males and females seemed to show a similar preference on electronic version, 69.9% and 68.6% respectively (Table 238). All age and occupational groups provided in the questionnaire showed a preference on electronic version, although those aged between 35-44 and the *other* occupation category represented the biggest supporters (Tables 239 and 240).

		Percentage (%)
Print	43	17.5
Electronic	171	69.5
Blank	32	13.0
Total	246	100.0

Table 237 - Electronic or print format

	Female	Male	Female (%)	Male (%)
Print	12	31	17.1	17.6
Electronic	48	123	68.6	69.9
Blank	10	22	14.3	12.5
Total	70	176	100.0	100.0

Table 238 - Electronic or print format by gender

	17-24	25-34	35-44	45-54	55-64
Print	7	20	3	10	3
Electronic	14	93	32	28	4
Blank	5	13	7	4	3
Total	26	126	42	42	10

%	17-24	25-34	35-44	45-54	55-64
Print	26.9	15.9	7.1	23.8	30.0
Electronic	53.8	73.8	76.2	66.7	40.0
Blank	19.2	10.3	16.7	9.5	30.0
Total	100.0	100.0	100.0	100.0	100.0

Table 239 - Electronic or print format by age

	AS	RA/VL	RS	PS	US	Other
Print	15	3	4	17	4	0
Electronic	53	9	11	82	9	7
Blank	12	1	3	14	2	0
Total	80	13	18	113	15	7

%	AS	RA/VL	RS	PS	US	Other
Print	18.8	23.1	22.2	15.0	26.7	0.0
Electronic	66.3	69.2	61.1	72.6	60.0	100.0
Blank	15.0	7.7	16.7	12.4	13.3	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 240 - Electronic or print format by occupation

AGE	GENDER	OCCUPATION	COMMENTS
25-34	Male	Postgraduate Student	I can read it at anywhere
45-54	Male	Academic Staff	Tradition. Disadvantage: costly, limited
25-34	Female	Postgraduate Student	Print: You can find papers that you did not know there were there. Electronic: More journals available, quicker

25-34	Male	Research Staff	Easier to read
25-34	Female	Postgraduate Student	It is tiring to be in front of the monitor for a long time
35-44	Male	Research Associate/ Visiting Lecturer	Browse and read easily - Access from my office
25-34	Female	Postgraduate Student	Easier to study
25-34	Female	Research Staff	Easier to read
25-34	Female	Postgraduate Student	Less tiring to search and read
25-34	Female	Postgraduate Student	Easier to read
55-64	Male	Academic Staff	Familiarity - Direct access without time or place restrictions
45-54	Male	Academic Staff	Familiarity, better to read

Table 241 - Comments for print version

AGE	GENDER	OCCUPATION	COMMENTS
25-34	Male	Research Staff	Articles can be easily saved and retrieved
25-34	Male	Postgraduate Student	Easy to use
45-54	Male	Academic Staff	Quick access
45-54	Male	Academic Staff	Easy access
25-34	Male	Postgraduate Student	Easier to use
35-44	Male	Academic Staff	Space-saving
35-44	Male	Academic Staff	Quick access
45-54	Male	Academic Staff	Easy to use from my desktop
35-44	Male	Postgraduate Student	Easy to use
25-34	Male	Postgraduate Student	Can be printed out, and articles can be retrieved in various ways, e.g. keywords
35-44	Male	Academic Staff	Quick access, easier to search
35-44	Male	Research Staff	Time-saving and easier to use
45-54	Male	Academic Staff	It is cheaper, articles can be retrieved by words included in the article (keywords), figures - pictures can be reproduced and sent as a file
25-34	Male	Postgraduate Student	There is no delay
55-64	Male	Academic Staff	I can print form my office
35-44	Male	Research Staff	Quick access
45-54	Male	Academic Staff	It is not expensive, to many journals available, almost unlimited
17-24	Male	Postgraduate Student	Easy to use
25-34	Male	Research Staff	Better manipulation and reproduction of data
25-34	Male	Postgraduate Student	Easy search using keywords
25-34	Male	Postgraduate Student	Easy to use
45-54	Male	Academic Staff	Easy access
45-54	Male	Academic Staff	Access from my desktop
25-34	Male	Postgraduate Student	Data can be saved and easily sent to others (even though it is sometimes illegal)
17-24	Male	Postgraduate Student	Quick access to the articles I am interested in and direct retrieve of these articles
25-34	Male	Postgraduate Student	Quick access and low cost
25-34	Male	Postgraduate Student	Articles are easily catalogued and retrieved
25-34	Male	Undergraduate Student	Quick and timely search, possibility of access from my office, possibility of printing articles

			out
35-44	Male	Academic Staff	Easy and quick to use
25-34	Male	Postgraduate Student	Better saving
25-34	Male	Postgraduate Student	Quick search and articles can be easily printed out
25-34	Male	Postgraduate Student	I don't spend time on making photocopies, easier to store
25-34	Male	Postgraduate Student	Easy to use, direct access
25-34	Male	Postgraduate Student	The way that articles are catalogued provides easy retrieval
25-34	Male	Postgraduate Student	Easy
35-44	Male	Academic Staff	Better search
25-34	Male	Postgraduate Student	Access from my desktop
25-34	Male	Postgraduate Student	Quick, functionality, ease
25-34	Male	Postgraduate Student	Easier to use
25-34	Male	Research Staff	Easier to use
45-54	Male	Academic Staff	Quick
55-64	Male	Academic Staff	No need for commuting
45-54	Male	Academic Staff	Easy and quick to use
17-24	Male	Undergraduate Student	I can print articles at home
35-44	Male	Academic Staff	Easy to search - Have access to all issues
35-44	Male	Research Associate/ Visiting Lecturer	Easy access, time-saving
25-34	Male	Postgraduate Student	Quicker and easier search
45-54	Male	Academic Staff	Quick access
25-34	Male	Research Staff	Easy to save, send, and manipulate the articles
45-54	Male	Academic Staff	Quick and easy access
25-34	Male	Other	Easier to use
25-34	Male	Research Staff	Easy and quick to use
55-64	Male	Academic Staff	Downloading
25-34	Male	Postgraduate Student	I can print out an article for free
25-34	Male	Postgraduate Student	Easy access
25-34	Male	Postgraduate Student	Easy to save and search
25-34	Male	Postgraduate Student	Easy and quick to use, space-saving, paper-saving
25-34	Male	Postgraduate Student	Easy to search for articles
25-34	Male	Postgraduate Student	Easy and quick search
45-54	Male	Academic Staff	Flexibility, easy searchable
35-44	Male	Academic Staff	Easy to search
45-54	Male	Academic Staff	Quick access to a published article
17-24	Male	Undergraduate Student	More useful
25-34	Female	Postgraduate Student	Easy and quick search
17-24	Female	Postgraduate Student	Easy access from my desktop
25-34	Female	Postgraduate Student	Easy access
25-34	Female	Academic Staff	Easy to use
25-34	Female	Other	There is the possibility of off-campus (remote) access
25-34	Female	Research Staff	Quicker
35-44	Female	Academic Staff	Direct access and space-saving
25-34	Female	Postgraduate Student	Quick and easy to use
45-54	Female	Research Associate/ Visiting Lecturer	Direct access, timely access, good quality of print version, manipulation of data
25-34	Female	Other	Quick access

25-34	Female	Postgraduate Student	Direct access to articles
35-44	Female	Academic Staff	Articles can be easier saved and quick retrieved
35-44	Female	Academic Staff	Easy to access
45-54	Female	Academic Staff	Time and space saving for searching or printing an article out or a part of it
25-34	Female	Postgraduate Student	Easy access
45-54	Female	Academic Staff	Easy to search
45-54	Female	Academic Staff	More convenient
17-24	Female	Postgraduate Student	Can be printed out
25-34	Female	Postgraduate Student	Easier to search
25-34	Female	Postgraduate Student	More safe to save it
25-34	Female	Postgraduate Student	Time saving
45-54	Female	Academic Staff	Easy manipulation
35-44	Female	Research Associate/ Visiting Lecturer	Direct, easy, and quick access
25-34	Female	Academic Staff	Access from my office
25-34	Female	Postgraduate Student	It is accessible at any time and at any place
25-34	Female	Postgraduate Student	Direct access without going to the library
45-54	Female	Academic Staff	When I want to search a specific subject by keywords
25-34	Female	Research Associate/ Visiting Lecturer	Quick access
25-34	Female	Other	Easy access at any time

Table 242 - Comments for electronic version

1.1.3.9 Reasons that would discourage users from accessing an electronic journals service

Two hundred and three (203) respondents answered to this question. The most common reason cited for not reading an e-journal was the lack of enough information relevant to the users' interests – 51.2% mentioned it. Also, 38.9% of the respondents indicated the importance of information published in the past to be archived, while 32.5% of the respondents seemed to be unwilling to pay in order to gain access to the service. In addition, 24.6% of the respondents revealed that they did not like to wait for a web page to be downloaded (Table 243). Both males and females indicated the lack of relevant information to their subject area as the most important barrier to use (53.5% and 45.9%, respectively – Table 244). Respondents belonging to the age groups 17-24, 25-34, 35-44, and 45-54 indicated also the importance of the most cited reason, while 55-64 age group described the time for a web page to be downloaded as having the similar validity (Table 245). Finally, concerning occupational groups, academic staff, research associates / visiting lecturers and postgraduate students indicated the lack of relevant information as the main factor, research

staff implied the lack of data published in the past, and undergraduate students and the *other* category the possibility of paying in order to have access to information (Table 246).

		Percentage (%)/ Total Number of Respondents
If there is not enough information relevant to my subject	104	51.2
If a Web page is downloaded very slowly	50	24.6
If I need to pay in order to have access to information	66	32.5
If I do not feel familiar with how to search the 'e-journals' service	12	5.9
If there is no human help	5	2.5
If there is no a way to identify other users of the 'e-journals' service	5	2.5
If I am not able to print an article for reading	33	16.3
If I am not able to print an article for storing	13	6.4
If I am not able to save an article in a disk, e.g. floppy disk, hard disk, CD-ROM	1	0.5
If there is no 24-hour access to the 'e-journals' service	13	6.4
If there is no access from my desktop	18	8.9
If there is no access to information published in the past	79	38.9
If I have to memorize username and password to log in	19	9.4
Other(s)	4	2.0
None	23	11.3

Note: respondents were permitted multiple answers.

Table 243 - Reasons that would discourage users from accessing an e-journals service (%)

	Female	**Male**	**Female (%)**	**Male (%)**
If there is not enough information relevant to my subject	28	76	45.9	53.5
If it takes time for a Web page to be downloaded	19	31	31.1	21.8
If I need to pay in order to have access to information	21	45	34.4	31.7
If I do not feel familiar with how to search the 'electronic journals' service	5	7	8.2	4.9
If there is no human help	2	3	3.3	2.1
If there is no a way to identify other users of the 'electronic journals' service	1	4	1.6	2.8
If I am not able to print an article for reading	12	21	19.7	14.8
If I am not able to print an article for storing	5	8	8.2	5.6
If I am not able to save an article in a disk, e.g. floppy disk, hard disk, CD-ROM	1	0	1.6	0.0
If there is no 24-hour access to the 'electronic journals' service	5	8	8.2	5.6
If there is no access from my desktop	6	12	9.8	8.5
If there is no access to information published in the past	26	53	42.6	37.3
If I need to memorize username and password	7	12	11.5	8.5

to log in				
Other(s)	1	3	1.6	2.1
None	6	17	9.8	12.0

Note: respondents were permitted multiple answers.

Table 244 - Reasons that would discourage users from accessing an e-journals service by gender

	17-24	25-34	35-44	45-54	55-64
If there is not enough information relevant to my subject	8	63	13	17	3
If it takes time for a Web page to be downloaded	2	32	8	5	3
If I need to pay in order to have access to information	5	37	9	14	1
If I do not feel familiar with how to search the 'electronic journals' service	2	4	0	6	0
If there is no human help	1	4	0	0	0
If there is no a way to identify other users of the 'electronic journals' service	1	3	1	0	0
If I am not able to print an article for reading	3	16	6	6	2
If I am not able to print an article for storing	0	10	0	2	1
If I am not able to save an article in a disk, e.g. floppy disk, hard disk, CD-ROM	0	1	0	0	0
If there is no 24-hour access to the 'electronic journals' service	2	7	2	2	0
If there is no access from my desktop	3	10	4	1	0
If there is no access to information published in the past	3	49	12	14	1
If I need to memorize username and password to log in	1	8	3	7	0
Other(s)	0	2	1	1	0
None	3	10	7	2	1

(%)	17-24	25-34	35-44	45-54	55-64
If there is not enough information relevant to my subject	42.1	58.3	38.2	47.2	50.0
If a Web page is downloaded very slowly	10.5	29.6	23.5	13.9	50.0
If I need to pay in order to have access to information	26.3	34.3	26.5	38.9	16.7
If I do not feel familiar with how to search the 'e-journals' service	10.5	3.7	0.0	16.7	0.0
If there is no human help	5.3	3.7	0.0	0.0	0.0
If there is no a way to identify other users of the 'e-journals' service	5,3	2.8	2.9	0.0	0.0
If I am not able to print an article for reading	15.8	14.8	17.6	16.7	33.3
If I am not able to print an article for storing	0.0	9.3	0.0	5.6	16.7
If I am not able to save an article in a disk, e.g. floppy disk, hard disk, CD-ROM	0.0	0.9	0.0	0.0	0.0
If there is no 24-hour access to the 'e-journals' service	10.5	6.5	5.9	5.6	0.0
If there is no access from my desktop	15.8	9.3	11.8	2.8	0.0
If there is no access to information published in the past	15.8	45.4	35.3	38.9	16.7

If I have to memorize username and password to log in	5.3	7.4	8.8	19.4	0.0
Other(s)	0.0	1.9	2.9	2.8	0.0
None	15.8	9.3	20.6	5.6	16.7

Note: respondents were permitted multiple answers.

Table 245 - Reasons that would discourage users from accessing an e-journals service by age

	AS	RA/VL	RS	PS	US	Other
If there is not enough information relevant to my subject	26	8	5	59	4	2
If it takes time for a Web page to be downloaded	15	2	7	23	2	1
If I need to pay in order to have access to information	19	4	6	28	5	4
If I do not feel familiar with how to search the 'electronic journals' service	6	0	1	4	1	0
If there is no human help	0	0	1	2	2	0
If there is no a way to identify other users of the 'electronic journals' service	0	1	0	2	2	0
If I am not able to print an article for reading	12	4	2	10	4	1
If I am not able to print an article for storing	3	1	0	7	1	1
If I am not able to save an article in a disk, e.g. floppy disk, hard disk, CD-ROM	0	0	0	1	0	0
If there is no 24-hour access to the 'electronic journals' service	4	0	0	6	2	1
If there is no access from my desktop	5	1	0	9	2	1
If there is no access to information published in the past	22	4	9	41	1	2
If I need to memorize username and password to log in	9	1	2	7	0	0
Other(s)	2	0	0	2	0	0
None	9	0	3	8	3	0

(%)	AS	RA/VL	RS	PS	US	Other
If there is not enough information relevant to my subject	40.6	88.9	31.3	62.1	28.6	40.0
If a Web page is downloaded very slowly	23.4	22.2	43.8	24.2	14.3	20.0
If I need to pay in order to have access to information	29.7	44.4	37.5	29.5	35.7	80.0
If I do not feel familiar with how to search the 'e-journals' service	9.4	0.0	6.3	4.2	7.1	0.0
If there is no human help	0.0	0.0	6.3	2.1	14.3	0.0
If there is no a way to identify other users of the 'e-journals' service	0.0	11.1	0.0	2.1	14.3	0.0
If I am not able to print an article for reading	18.8	44.4	12.5	10.5	28.6	20.0
If I am not able to print an article for storing	4.7	11.1	0.0	7.4	7.1	20.0
If I am not able to save an article in a disk, e.g. floppy disk, hard disk, CD-ROM	0.0	0.0	0.0	1.1	0.0	0.0
If there is no 24-hour access to the 'e-journals' service	6.3	0.0	0.0	6.3	14.3	20.0

If there is no access from my desktop	7.8	11.1	0.0	9.5	14.3	20.0
If there is no access to information published in the past	34.4	44.4	56.3	43.2	7.1	40.0
If I have to memorize username and password to log in	14.1	11.1	12.5	7.4	0.0	0.0
Other(s)	3.1	0.0	0.0	2.1	0.0	0.0
None	14.1	0.0	18.8	8.4	21.4	0.0

Note: respondents were permitted multiple answers.

Table 246 - Reasons that would discourage users from accessing an e-journals service by occupation (%)

1.1.3.10 Future use and comments

Results were more than satisfactory. 87.8% of the respondents answered that they would advice friends or colleagues to use the e-journals service. Still, there were five (5) respondents who gave a negative response, while 10.2% of the respondents did not answer to this question (Table 247). Among these who admitted that they would not suggest to others the use of e-journals were males, users from all age groups except from the 35-44 group and academic staff and postgraduate students (Tables 248, 249 and 250).

At the end of the questionnaire, respondents were able to make any comment regarding the e-journals service. Eighteen of them commented. It is worth mentioning that most of them stated that they would like to have access to more electronic journal titles. One person made a distinction between 'old' and current journal titles and he indicated that he would like to have access to more. In addition, an another respondent mentioned that it would be useful to be provided with more information, such as books or thesis (Table 251).

		%
Yes	216	87.8
No	5	2.0
Blank	25	10.2
Total	246	100.0

Table 247 - *Future use*

	Female	Male	Female (%)	Male (%)
Yes	64	152	91.4	86.4
No	0	5	0.0	2.8
Blank	6	19	8.6	10.8
Total	70	176	100.0	100.0

Table 248 - Future use by gender

	17-24	25-34	35-44	45-54	55-64
Yes	19	112	39	37	9
No	1	2	0	1	1
Blank	6	12	3	4	0
Total	26	126	42	42	10

%	17-24	25-34	35-44	45-54	55-64
Yes	73.1	88.9	92.9	88.1	90.0
No	3.8	1.6	0.0	2.4	10.0
Blank	23.1	9.5	7.1	9.5	0.0
Total	100.0	100.0	100.0	100.0	100.0

Table 249 - Future use by age

	AS	RA/VL	RS	PS	US	Other
Yes	72	10	17	100	11	6
No	2	0	0	3	0	0
Blank	6	3	1	10	4	1
Total	80	13	18	113	15	7

%	AS	RA/VL	RS	PS	US	Other
Yes	90.0	76.9	94.4	88.5	73.3	85.7
No	2.5	0.0	0.0	2.7	0.0	0.0
Blank	7.5	23.1	5.6	8.8	26.7	14.3
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 250 - Future use by occupation

AGE	GENDER	OCCUPATION	*COMMENTS*
35-44	m	Academic Staff	The usernames and passwords need to be asked only for off-campus (remote) access
17-24	f	Postgraduate Student	There are not many e-journals available at my subject
35-44	f	Research Staff	I am fine
25-34	f	Academic Staff	Access to more e-journals
45-54	m	Academic Staff	Access to more e-journals and to be catalogued by subject
25-34	f	Postgraduate Student	Access to more e-journals
25-34	m	Postgraduate Student	Access to more e-journals
25-34	m	Postgraduate Student	Access to IEEE e-journals
25-34	m	Postgraduate Student	Access to IEEE e-journals
45-54	f	Academic Staff	It is a very useful service so I would like to have access from home
55-64	m	Academic Staff	Very useful service
25-34	f	Postgraduate Student	Access to more 'old' and 'new' titles of e-journals

45-54	f	Academic Staff	The service needs to be expanded in order to provide access also to books and thesis
35-44	m	Academic Staff	Access to more e-journals
35-44	m	Academic Staff	Access to more e-journals, especially to IEEE
45-54	m	Academic Staff	Access to more e-journals, especially for medicine
25-34	m	Research Staff	Very useful service
55-64	m	Academic Staff	Free access to knowledge

Table 251 - Comments by respondents

1.2 Face-To-Face Interviews

1.2.1 The Electronic Journals Service Survey

1.2.1.1Characteristics of sample population

Thirty six (36) end-users of the electronic journals service were interviewed. 69.4% of those were males and 30.6% were females (Table 252). Regarding their occupation, 47.2% were postgraduate students, 36.1% were academic staff, 13.9% were research staff and 2.8% undergraduate students (Table 253). Concerning their age, 58.3% of them belonged to the 25-34 age group, 19.4% to the 45-54 age group, 13.9% to the 35-44 age group, 5.6% to the 55-64 age group and 2.8% to the 17-24 age group (Table 254).

On the subject of University departments, most interviewees were members of the Department of Geology (19.4%), the Department of Electrical and Computer Engineering (16.7%) and the Department of Biology (13.9%) (Table 255).

		Percentage (%)/ Total Number of Respondents
Female	11	30.6
Male	25	69.4
Total	36	100.0

Table 252 - Gender of interviewees

		Percentage (%)/ Total Number of Respondents
17-24	1	2.8
25-34	21	58.3
35-44	5	13.9
45-54	7	19.4
55-64	2	5.6
65+	0	0.0

		Percentage (%)/ Total Number of Respondents
17-24	1	2.8
25-34	21	58.3
35-44	5	13.9
45-54	7	19.4
55-64	2	5.6
65+	0	0.0
Total	36	100.0

Table 253 - Age of interviewees

		Percentage (%)/ Total Number of Respondents
Academic Staff	13	36.1
Research Associate/ Visiting Lecturer	0	0.0
Research Staff	5	13.9
Postgraduate Students	17	47.2
Undergraduate Students	1	2.8
Other	0	0.0
Total	36	100.0

Table 254 - Occupation of interviewees

		Percentage (%)/ Total Number of Respondents
Department of Biology	5	13.9
Department of Geology	7	19.4
Department of Mathematics	2	5.6
Department of Physics	1	2.8
Department of Chemistry	2	5.6
Department of Engineering Research*	0	0.0
Department of Architecture	0	0.0
Department of Electrical and Computer Engineering	6	16.7
Department of Computer Engineering and Informatics	1	2.8
Department of Mechanical and Aeronautical Engineering	2	5.6
Department of Civil Engineering	1	2.8
Department of Chemical Engineering	2	5.6
Department of Medicine	3	8.3
Department of Pharmacy	1	2.8
Department of Primary Education	2	5.6
Department of Pre-School Education	0	0.0
Department of Theatre Studies	0	0.0
Department of Greek Literature	0	0.0
Department of Philosophy	0	0.0
Department of Economics	1	2.8
I don't belong to any department	0	0.0
Total	36	100.0

* A department for Doctoral Studies on Basic Mathematics and Physics

Table 255 - Department of interviewees

1.2.1.2 Frequency of use

Results regarding the frequency that end-users access electronic journals were satisfactory. 27.8% of the interviewees indicated that they used the service on a daily basis, 30.6% on a weekly basis and 25.0% on a daily or weekly basis (Table 256). Males indicated that they read the electronic journals more often than females. 86% of men used them on a daily or weekly basis, while the percentage for women was 45.5%. The majority of women preferred to read them on a monthly basis. In addition, two males specified that they accessed the electronic journals service only when they were aware that a relevant article to their information needs had been published (Table 257). Regarding age and occupational groups, all of them seemed to read the electronic journals frequently (Tables 258 and 259).

		Percentage (%)/ Total Number of Respondents
Daily	10	27.8
Weekly	11	30.6
Daily/ Weekly	9	25.0
Monthly	4	11.1
Occasionally	0	0.0
Only when I know that an interesting article has been published	2	5.6
I have only accessed once or twice	0	0.0
Total	36	100.0

Table 256 – Frequency of use

	Female	**Male**	**Female (%)**	**Male (%)**
Daily	1	9	9.1	36.0
Weekly	4	7	36.4	28.0
Monthly	6	4	54.5	16.0
Daily/ Weekly	0	3	0.0	12.0
Occasionally	0	0	0.0	0.0
Only when I know that an interesting article has been published	0	2	0.0	8.0
I have only accessed once or twice	0	0	0.0	0.0
Total	11	25	100.0	100.0

Table 257 – Frequency of use by gender

	17-24	25-34	35-44	45-54	55-64
Daily	0	7	2	0	1
Weekly	0	9	1	1	0
Daily/ Weekly	1	1	2	5	0
Monthly	0	3	0	1	0
Occasionally	0	0	0	0	0
Only when I know that an interesting article has been published	0	1	0	0	1
I have only accessed once or twice	0	0	0	0	0
Total	1	21	5	7	2

%	17-24	25-34	35-44	45-54	55-64
Daily	0.0	33.3	40.0	0.0	50.0
Weekly	0.0	42.9	20.0	14.3	0.0
Daily/ Weekly	100.0	4.8	40.0	71.4	0.0
Monthly	0.0	14.3	0.0	14.3	0.0
Occasionally	0.0	0.0	0.0	0.0	0
Only when I know that an interesting article has been published	0.0	4.8	0.0	0.0	50.0
I have only accessed once or twice	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0

Table 258 – Frequency of use by age

	AS	RS	PS	US
Daily	3	1	6	0
Weekly	4	1	6	0
Daily/ Weekly	1	2	2	1
Occasionally	4	0	3	0
Monthly	0	0	0	0
Only when I know that an interesting article has been published	1	1	0	0
I have only accessed once or twice	0	0	0	0
Total	13	5	17	1

%	AS	RS	PS	US
Daily	23.1	20.0	35.3	0.0
Weekly	30.8	20.0	35.3	0.0
Daily/ Weekly	7.7	40.0	11.8	100.0
Occasionally	30.8	0.0	17.6	0.0
Monthly	0.0	0.0	0.0	0.0
Only when I know that an interesting article has been published	7.7	20.0	0.0	0.0
I have only accessed once or twice	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0

Table 259 – Frequency of use by occupation

1.2.1.3 Reasons for use

Results showed that interviewees access the electronic journals service for a variety of reasons. There was also the *other* option where they could indicate any other reason for reading electronic journals. All of the interviewees specified that it was a useful source of information in order to write up a paper for publication, such as a journal article or conference/ workshop paper. In addition, 61.1% of them specified that they visited the service because it helped them to keep up with the progress in their relevant subject area and 36.1% mentioned that they used it to support a lecture. Finally, 11.1% of the interviewees specified that they obtained information to write up a term paper/ project or a thesis/ dissertation (Table 260). The most cited reason for males and females and all age and occupational groups was for writing a paper for publication (Tables 261, 262 and 263).

		Percentage (%)/ Total Number of Respondents
Supporting a lecture	13	36.1
Writing up a paper for publication, e.g. journal article or conference / workshop paper	36	100.0
Writing up a term paper/ project or a thesis/ dissertation	4	11.1
Keeping up with the progress in the relevant subject area	22	61.1
Other	0	0.0

Table 260 – Reasons for use

	Female	Male	Female (%)	Male (%)
Teaching	5	8	45.5	32.0
Article/Publications	11	25	100.0	100.0
Thesis/Dissertations/Coursework	2	2	18.2	8.0
Scientific documentation	4	18	36.4	72.0
Other	0	0	0.0	0.0

Table 261 – Reasons for use by gender

	17-24	25-34	35-44	45-54	55-64
Teaching	0	1	4	6	2
Article/Publications	1	21	5	7	2
Thesis/Dissertations/Coursework	0	4	0	0	0
Scientific documentation	1	16	0	4	1

Other	0	0	0	0	0

%	17-24	25-34	35-44	45-54	55-64
Teaching	0.0	4.8	80.0	85.7	100.0
Article/Publications	100.0	100.0	100.0	100.0	100.0
Thesis/Dissertations/Coursework	0.0	19.0	0.0	0.0	0.0
Scientific documentation	100.0	76.2	0.0	57.1	50.0
Other	0.0	0.0	0.0	0.0	0.0

Table 262 – Reasons for use by age

	AS	RS	PS	US
Teaching	11	2	0	0
Article/Publications	13	5	17	1
Thesis/Dissertations/Coursework	0	1	3	0
Scientific documentation	6	1	14	1
Other	0	0	0	0

%	AS	RS	PS	US
Teaching	84.6	40.0	0.0	0.0
Article/Publications	100.0	100.0	100.0	100.0
Thesis/Dissertations/Coursework	0.0	20.0	17.6	0.0
Scientific documentation	46.2	20.0	82.4	100.0
Other	0.0	0.0	0.0	0.0

Table 263 – Reasons for use by occupation

1.2.1.4 Place of use

The majority of interviewees indicated that they gained access to the electronic journals service mainly from their office - 97.2% of them specified this option. While only 2.8% of them specified the computer labs. This is explained by their occupation and the fact that all of them had their own office or they shared one with some others. They did not have to visit the main or departmental library in order to use the service. Only one person, a female 25-34 year-old member of the academic staff, specified that she used the electronic journals service either from her office or computer labs (Tables 264, 265, 266 and 267).

		Percentage (%)/ Total Number of Respondents
Office	35	97.2
Main Library	0	0.0
Computer labs	1	2.8
Library of my department	0	0.0
Other	0	0.0
Total	36	100.0

Table 264 – Place of use

	Female	Male	Female (%)	Male (%)
Office	11	25	100.0	100.0
Main Library	0	0	0.0	0.0
Computer labs	1	0	9.1	0.0
Library of my department	0	0	0.0	0.0
Other	0	0	0.0	0.0

Table 265 – Place of use by gender

	17-24	25-34	35-44	45-54	55-64
Office	1	20	5	7	2
Main Library	0	0	0	0	0
Computer labs	0	1	0	0	0
Library of my department	0	0	0	0	0
Other	0	0	0	0	0
Total	1	21	5	7	2

%	17-24	25-34	35-44	45-54	55-64
Office	100.0	95.2	100.0	100.0	100.0
Main Library	0.0	0.0	0.0	0.0	0.0
Computer labs	0.0	4.8	0.0	0.0	0.0
Library of my department	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0

Table 266 – Place of use by age

	AS	RS	PS	US
Office	12	5	17	1
Main Library	0	0	0	0
Computer labs	1	0	0	0
Library of my department	0	0	0	0
Other	0	0	0	0
Total	13	5	17	1

%	AS	RS	PS	US
Office	92.3	100.0	100.0	100.0
Main Library	0.0	0.0	0.0	0.0
Computer labs	7.7	0.0	0.0	0.0
Library of my department	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0

Table 267 – Place of use by occupation

Then, they were asked to give a negative or positive answer to whether they would like to be able to access the electronic journals service from home in the future. They were also invited to specify the reasons for their answer. 55.6% of them said that they would like to be able to visit the electronic journals service from home (Table 268). Regarding their reasons, 70% of them mentioned that when they were at the University they were busy. They had other things to carry out; therefore, it is not possible to search for information, such as journal articles. They insisted on the necessity of users being able to access the specific service at home. In addition, 35% of them indicated that at the University they shared their office with other colleagues. Therefore, it was not always easy to concentrate on searching for information. Also, they did not have their privacy. Finally, 10% of them said that they would appreciate to having access from home, but only if the Internet connection was quicker.

On the contrary, 44.4% of the interviewees said that they would not like to search for electronic journals when they were at their home. 62.5% of those admitted that when they went home they preferred to relax instead of searching for journal articles. They spent a lot of time at the University and when they returned home they wanted to relax. In addition, some of them added that searching for a journal title was not generally such an urgent job. They could do this when they went to their office. Moreover, 25% of them specified that some technical issues might prevent them from gaining access to the 'electronic journals service'. For example, the Internet connection might possibly be slow. Finally, 18.8% of them mentioned that they would not like to have access to the 'electronic journals service' for financial reasons. They did not want to pay for the Internet connection.

More females would appreciate to have access from home, while the majority of men preferred access from their office (Table 269). Regarding age and occupation groups, the 25-34 age group and academic staff were the greater supporters of gaining access from home.

The majority of the postgraduate students preferred to use the service from the University (Tables 270 and 271).

		Percentage (%)/ Total Number of Respondents
Yes	20	55.6
No	16	44.4
Total	36	100.0

Table 268 - Access from home

	Female	Male	Female (%)	Male (%)
Yes	9	11	81.8	44.0
No	2	14	18.2	56.0
Total	11	25	100.0	100.0

Table 269 - Access from home by gender

	17-24	25-34	35-44	45-54	55-64
Yes	0	18	3	7	2
No	1	13	2	0	0
Total	1	21	5	0	0

%	17-24	25-34	35-44	45-54	55-64
Yes	0.0	85.7	60.0	100.0	100.0
No	100.0	61.9	40.0	0.0	0.0
Total	100.0	100.0	100.0	0.0	0.0

Table 270 - Access from home by age

	AS	RS	PS	US
Yes	10	3	7	0
No	3	2	10	1
Total	13	5	17	1

%	AS	RS	PS	US
Yes	76.9	60.0	41.2	0.0
No	23.1	40.0	58.8	100.0
Total	100.0	100.0	100.0	100.0

Table 271 - Access from home by occupation

1.2.1.5 Publicity

Results showed that library played an important role in the advertisement of the electronic journals service. Interviewees specified that they were first informed about the 'electronic journals' service from an email service that was sent by the Library. This email was aimed to introduce the specific service to the academic community. However, 16.7% of the interviewees were first informed from a colleague, friend or supervisor, while 11.1% of them during browsing the Library Web Site (Table 272). Males, those aged 25-34 and academic and research staff, represented those who first found out about the service by themselves, while they were browsing the web site of the Library (Tables 273, 274 and 275).

		Percentage (%)/ Total Number of Respondents
Library	26	72.2
Colleague/ Friend/ Supervisor	6	16.7
Browsing the Web Site	4	11.1

Table 272 - Publicity

	Female	Male	Female (%)	Male (%)
Library	8	18	72.7	72.0
Colleague/ Friend/ Supervisor	3	3	27.3	12.0
Browsing Library Web Site	0	4	0.0	16.0
Total	11	25	100.0	100.0

Table 273 - Publicity by gender

	17-24	25-34	35-44	45-54	55-64
Library	0	12	5	7	2
Colleague/ Friend/ Supervisor	1	5	0	0	0
Browsing the Library Web Site	0	4	0	0	0
Total	1	21	5	7	2

%	17-24	25-34	35-44	45-54	55-64
Library	0.0	57.1	100.0	100.0	100.0
Colleague/ Friend/ Supervisor	100.0	23.8	0.0	0.0	0.0
Browsing the Library Web Site	0.0	19.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0

Table 274 - Publicity by age

	AS	RS	PS	US
Library	12	4	10	0
Colleague/ Friend/ Supervisor	1	0	4	1
Browsing the Library Web Site	0	1	3	0
Total	13	5	17	1

%	AS	RS	PS	US
Library	92.3	80.0	58.8	0.0
Colleague/ Friend/ Supervisor	7.7	0.0	23.5	100.0
Browsing the Library Web Site	0.0	20.0	17.6	0.0
Total	100.0	100.0	100.0	100.0

Table 275 - Publicity by occupation

1.2.1.6 Searching behaviour

Results revealed that end-users used the electronic journals service for searching for a specific article and for searching / browsing in order to find interesting articles relevant to their information needs. 80.6% of the interviewees said that they accessed the service for doing both, while 16.7% of them specified that they only used the service when they were aware that an article had been published. In order to be informed about the publication of interesting articles, five (5) respondents mentioned that they were recommended various databases, such as MEDLINE. However, 80.6% of them said that they did not only use the service if they knew that an interesting article had been published, but also for searching / browsing for articles (Table 276).

The majority of males and females and age and occupation groups said that they did not use the electronic journals service only when they knew that an interesting article had been published, but also in order to search / browse for articles; except for the 55-64 age group that indicated that searching for a specific published article was its primary reason for use (Tables 277, 278 and 279).

Regarding the evaluation of search and browse facilities, findings showed that interviewees had a slight preference for search facilities. 77.8% and 61.1% of the interviewees valued search and browse facilities respectively as very important and 13.9% and 27.8% as important. Regarding their methods of searching / browsing for articles, they said that they searched by keywords, by author, by date of publication or by subject (Table 280). Keywords were their favourite method (89.7%), while author was the second (75.9%). Both males and

females preferred keywords (Table 281). Regarding age, the 17-24 and 25-34 groups preferred to search by keywords, while the 35-44 and 45-54 groups by authors and keywords, equally. In addition, end-users belonged to the 55-64 category specified only by authors (Table 282). Finally, all occupation groups chose by keywords, except for academic staff who indicated by authors as their first choice (Table 283).

It is worth mentioning that seven (7) interviewees said that it would be useful if end-users were able to search simultaneously by keywords all journal titles they were interested in searching/ browsing. At present, end-users are able to search and/ or browse a journal title or a publisher at a time. In addition, ten (10) respondents said that they would like to be informed about the publication of articles relevant to their information needs.
Finally, fourteen (14) respondents said that they read specific journal titles.

		Percentage (%)/ Total Number of Respondents
Specific article	6	16.7
Browsing	0	0.0
Both	29	80.6
Blank	1	2.8
Total	36	100.0

Table 276 – Searching for specific article or browsing

	Female	Male	Female (%)	Male (%)
Searching for Specific Article	2	5	18.2	20.0
Just Browsing	0	0	0.0	0.0
Both	9	20	81.8	80.0
Total	11	25	100.0	100.0

Table 277 – Searching for specific article or browsing by gender

	17-24	25-34	35-44	45-54	55-64
Searching for Specific Article	0	2	2	2	1
Just Browsing	0	0	0	0	0
Both	1	19	3	5	1
Total	1	21	5	7	2

%	17-24	25-34	35-44	45-54	55-64
Searching for Specific Article	0.0	9.5	40.0	28.6	50.0
Just Browsing	0.0	0.0	0.0	0.0	0.0

Both	100.0	90.5	60.0	71.4	50.0
Total	100.0	100.0	100.0	100.0	100.0

Table 278 – Searching for specific article or browsing by age

	AS	RS	PS	US
Searching for Specific Article	4	1	2	0
Just Browsing	0	0	0	0
Both	9	4	15	1
Total	13	5	17	1

%	AS	RS	PS	US
Searching for Specific Article	30.8	20.0	11.8	0.0
Just Browsing	0.0	0.0	0.0	0.0
Both	69.2	80.0	88.2	100.0
Total	100.0	100.0	100.0	100.0

Table 279 – Searching for specific article or browsing by occupation

		Percentage (%)/ Total Number of Respondents
Keywords	26	89.7
Author	22	75.9
Date of publication	5	17.2
Subject	5	17.2

Table 280 – Searching methods preferred

Female	Male	Female (%)	Male (%)
9	17	81.8	68.0
7	15	63.6	60.0
1	4	9.1	16.0
1	4	9.1	16.0

Table 281 – Searching methods preferred by gender

	17-24	25-34	35-44	45-54	55-64
Keywords	1	17	3	5	0
Author	0	13	3	5	1
Date of publication	0	3	0	2	0
Subject	0	3	1	1	0

%	17-24	25-34	35-44	45-54	55-64
Keywords	100.0	81.0	60.0	71.4	0.0
Author	0.0	61.9	60.0	71.4	50.0
Date of publication	0.0	14.3	0.0	28.6	0.0
Subject	0.0	14.3	20.0	14.3	0.0

Table 282 – Searching methods preferred by age

	AS	RS	PS	US
Keywords	8	4	13	1
Author	9	3	10	0
Date of publication	3	0	2	0
Subject	2	0	3	0

%	AS	RS	PS	US
Keywords	61.5	80.0	76.5	100.0
Author	69.2	60.0	58.8	0.0
Date of publication	23.1	0.0	11.8	0.0
Subject	15.4	0.0	17.6	0.0

Table 283 – Searching methods preferred by occupation

a) Knowledge of the terms: search and browse

Findings showed that a large number of respondents were not familiar with the terms search and browse. 50% of them said that although they knew that both services were provided by the electronic journals service, they did not know the terms (Table 284). Females, those aged 17-24 and undergraduate students were less familiar with the terms search and browse (Tables 285, 286 and 287).

		Percentage (%)/ Total Number of Respondents
Yes	17	47.2
No	1	2.8
Concept	18	50.0
Total	36	100.0

Table 284 – Knowledge of the terms: search and browse

	Female	Male	Female (%)	Male (%)
Yes	4	13	36.4	52.0
No	0	1	0.0	4.0
Concept	7	11	63.6	44.0
Total	11	25	100.0	100.0

Table 285 – Knowledge of the terms: search and browse by gender

	17-24	25-34	35-44	45-54	55-64
Yes	0	12	1	3	1
No	0	0	0	1	0
Concept	1	9	4	3	1
Total	1	21	5	7	2

%	17-24	25-34	35-44	45-54	55-64
Yes	0.0	57.1	20.0	42.9	50.0
No	0.0	0.0	0.0	14.3	0.0
Concept	100.0	42.9	80.0	42.9	50.0
Total	100.0	100.0	100.0	100.0	100.0

Table 286 – Knowledge of the terms: search and browse by age

	AS	RS	PS	US
Yes	4	3	10	0
No	1	0	0	0
Concept	8	2	7	1
Total	13	5	17	1

%	AS	RS	PS	US
Yes	30.8	60.0	58.8	0.0
No	7.7	0.0	0.0	0.0
Concept	61.5	40.0	41.2	100.0
Total	100.0	100.0	100.0	100.0

Table 287 – Knowledge of the terms: search and browse by occupation

b) Knowledge and use of the Boolean Operators (and, or, not)

The majority of interviewees (61.1%) said that they knew the Boolean Operators, while 22.2% of them admitted that they did not. In addition, 16.7% of them specified that although they were aware of the operators they did not remember that they were known as 'Boolean Operators' (Table 288). More males knew the operators than females, while 35.4% of females did not know them at all. Concerning age and occupational groups, less familiar with

the operators were those aged 17-24 and undergraduate students. In addition, those aged 55-64 and research staff represented the majority of those who said that they knew them (Tables 289, 290 and 291).

77.8% of those who either knew the operators or did not remember that they were called that, they specified that they made use of them (Table 292). The others did not use them at all. More males used them than females. Regarding age and occupation groups, the 25-34 group and postgraduate students were the greater supporters of Boolean Operators (Tables 293, 294 and 295).

		Percentage (%)/ Total Number of Respondents
Yes	22	61.1
No	8	22.2
Concept	6	16.7
Total	36	100.0

Table 288 – Knowledge of the Boolean Operators

	Female	**Male**	**Female (%)**	**Male (%)**
Yes	6	16	54.5	64.0
No	4	4	36.4	16.0
Concept	1	5	9.1	20.0
Total	11	25	100.0	100.0

Table 289 – Knowledge of the Boolean Operators by gender

	17-24	**25-34**	**35-44**	**45-54**	**55-64**
Yes	0	12	3	5	2
No	1	4	1	2	0
Concept	0	5	1	0	0
Total	1	21	5	7	2

%	**17-24**	**25-34**	**35-44**	**45-54**	**55-64**
Yes	0.0	57.1	60.0	71.4	100.0
No	100.0	19.0	20.0	28.6	0.0
Concept	0.0	23.8	20.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0

Table 290 – Knowledge of the Boolean Operators by age

	AS	RS	PS	US
Yes	8	4	10	0
No	3	1	3	1
Concept	2	0	4	0
Total	13	5	17	1

%	AS	RS	PS	US
Yes	61.5	80.0	58.8	0.0
No	23.1	20.0	17.6	100.0
Concept	15.4	0.0	23.5	0.0
Total	100.0	100.0	100.0	100.0

Table 291 – Knowledge of the Boolean Operators by occupation

	Percentage (%)/ Total Number of Respondents
Yes	28 77.8
No	8 22.2
Total	36 100.0

Table 292 – Use of the Boolean Operators

	Female	Male	Female (%)	Male (%)
Yes	7	21	63.6	84.0
No	2	1	18.2	4.0
Specific article	2	3	18.2	12.0
Total	11	25	100.0	100.0

Table 293 – Use of the Boolean Operators by gender

	17-24	25-34	35-44	45-54	55-64
Yes	0	19	4	4	1
No	1	1	0	1	0
Specific article	0	1	1	2	1
Total	1	21	5	7	2

%	17-24	25-34	35-44	45-54	55-64
Yes	0.0	90.5	80.0	57.1	50.0
No	100.0	4.8	0.0	14.3	0.0
Specific article	0.0	4.8	20.0	28.6	50.0
Total	100.0	100.0	100.0	100.0	100.0

Table 294 – Use of the Boolean Operators by age

	AS	RS	PS	US
Yes	9	4	15	0
No	1	0	1	1
Specific article	3	1	1	0
Total	13	5	17	1

%	AS	RS	PS	US
Yes	69.2	80.0	88.2	0.0
No	7.7	0.0	5.9	100.0
Specific article	23.1	20.0	5.9	0.0
Total	100.0	100.0	100.0	100.0

Table 295 – Use of the Boolean Operators by occupation

Regarding the reasons for non-use of Boolean Operators, 62.5% of those who did not use them specified that most of the times they searched and/ or browsed for specific journal articles. This implies that by knowing the journal title, issue number, date of publication they do not need to search by keywords. On the contrary, 40.9% of those who used the operators admitted that they preferred the *and.* They just use it in order to add two or more keywords. Only, one (1) interviewee specified that he used only the operator *narrow*.

1.2.1.7 Support services

Only 5.6% of the interviewees had used the online help function (Table 296). Those who used it were females, aged 45-54 and academic or research staff (Tables 297, 298 and 299). 70.6% of those indicated that they had not felt the need for help yet, while one person said that he did not know that specific electronic journals provided online help (Table 300). The majority of males and females and age/ occupational categories specified that they had not felt the need for help yet (Tables 301, 302 and 303). Also, 20.6% of them specified other reasons that prevented them from using the online help. Their responses showed that either they hesitated to use it because they did not know it or because they believed that they would not find the help they needed (Table 304).

In addition, those who used the online help evaluated it as difficult in use:

> It is a useful service, but difficult in use. She does not really like online helps in general (Female, 45-54, Academic Staff).

It is a useful service, but difficult in use. When she first used it, it was not so easy in use. It took her some time to realise how to navigate and retrieve the information she wanted in order to answer her questions. Therefore, she asked a friend to help her. She believed that users must spend time in order to learn how to retrieve information properly (Female 45-54, Research Staff).

		Percentage (%)/ Total Number of Respondents
Yes	2	5.6
No	34	94.4
Total	36	100.0

Table 296 - Online help use

	Female	Male	Female (%)	Male (%)
Yes	2	0	18.2	0.0
No	9	25	81.8	100.0
Blank	0	0	0.0	0.0
Total	11	25	100.0	100.0

Table 297 - Online help use by gender

	17-24	25-34	35-44	45-54	55-64
Yes	0	0	0	2	0
No	1	21	5	5	2
Blank	0	0	0	0	0
Total	1	21	5	7	2

%	17-24	25-34	35-44	45-54	55-64
Yes	0.0	0.0	0.0	28.6	0.0
No	100.0	100.0	100.0	71.4	100.0
Blank	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0

Table 298 - Online help use by age

	AS	RS	PS	US
Yes	1	1	0	0
No	12	4	17	1
Total	13	5	17	1

%	AS	RS	PS	US
Yes	7.7	20.0	0.0	0.0
No	92.3	80.0	100.0	100.0
Total	100.0	100.0	100.0	100.0

Table 299 - Online help use by occupation

		Percentage (%)/ Total Number of Respondents
I don't know what online help is	2	5.9
I have not felt the need for help yet	24	70.6
I did not know that online help could help my search	0	0.0
I know about the existence and the role of online help, but I did not know that online help existed in the specific e-journals I use	1	2.9
I prefer asking a person to help me	0	0.0
Other	7	20.6
Total	34	100.0

Table 300 - Reasons for non-use of the help facility

	Female	**Female (%)**
I don't know what online help is	1	11.1
I have not felt the need for help yet	7	77.8
I did not know that online help could help my search	0	0.0
I know about the existence and the role of online help, but I did not know that online help existed in the specific e-journals I use	0	0.0
I prefer asking a person to help me	0	0.0
Other	1	11.1
Total	9	100.0

	Male	**Male (%)**
I don't know what online help is	1	4.0
I have not felt the need for help yet	17	68.0
I did not know that online help could help my search	0	0.0
I know about the existence and the role of online help, but I did not know that online help existed in the specific e-journals I use	0	0.0
I prefer asking a person to help me	0	0.0
Other	7	28.0
Total	25	100.0

Table 301 - Reasons for non-use of the help facility by gender

	17-24	25-34	35-44	45-54	55-64
I don't know what online help is	0	2	0	0	0
I have not felt the need for help yet	1	14	5	3	1
I did not know that online help could help my search	0	0	0	0	0
I know about the existence and the role of online help, but I did not know that online help exists at the specific e-journals I use	0	0	0	0	0
I prefer asking a person to help me	0	0	0	0	0
Other	0	5	0	2	1
Total	1	21	5	5	2

%	17-24	25-34	35-44	45-54	55-64
I don't know what online help is	0.0	9.5	0.0	0.0	0.0
I have not felt the need for help yet	100.0	66.7	100.0	60.0	50.0
I did not know that online help could help my search	0.0	0.0	0.0	0.0	0.0
I know about the existence and the role of online help, but I did not know that online help existed in the specific e-journals I use	0.0	0.0	0.0	0.0	0.0
I prefer asking a person to help me	0.0	0.0	0.0	0.0	0.0
Other	0.0	23.8	0.0	40.0	50.0
Total	100.0	100.0	100.0	100.0	100.0

Table 302 - Reasons for non-use of the help facility by age

	AS	RS	PS	US
I don't know what online help is	0	1	1	0
I have not felt the need for help yet	8	2	13	1
I did not know that online help could help my search	0	0	0	0
I know about the existence and the role of online help, but I did not know that online help existed in the specific e-journals I use	0	0	0	0
I prefer asking a person to help me	0	0	0	0
Other	4	1	3	0
Total	12	4	17	1

%	AS	RS	PS	US
I don't know what online help is	0.0	25.0	5.9	0.0
I have not felt the need for help yet	66.7	50.0	76.5	100.0
I did not know that online help could help my search	0.0	0.0	0.0	0.0
I know about the existence and the role of online help, but I did not know that online help existed in the specific e-journals I use	0.0	0.0	0.0	0.0
I prefer asking a person to help me	0.0	0.0	0.0	0.0
Other	33.3	25.0	17.6	0.0
Total	100.0	100.0	100.0	100.0

Table 303 - Reasons for non-use of the help facility by occupation

Gender	Age	Occupation	Comments
Male	25-34	Postgraduate Students	He did not know its existence.
Female	25-34	Postgraduate Students	She did not know how to use it.
Male	45-54	Academic Staff	Too complicated.
Male	55-64	Academic Staff	New user.
Male	25-34	Postgraduate Students	He believes that he would not find the help he needs. He believes that it is not easy in use. He would appreciate if someone could teach him how to use it.
Male	25-34	Research Staff	Although he needed it in the past, he believes that he would not be possible to find the answers. He does not know how to use it.
Male	25-34	Academic Staff	He does not know how to use it. He would like to be taught how to use it.
Male	45-54	Academic Staff	He does not trust it.

Table 304 - Comments for non-use of online help

On the question of which help end-users would choose if they had the chance to decide between an online help and a human help, responses showed that human help was preferred. 61.1% of the interviewees indicated that they would choose a person to help them, while 38.9% of them would prefer the electronic help (Table 305).

Human help supporters provided a number of reasons for their preference (Tables 306 and 307). 40.9% of them said that it was possible to explain their problems to a human being, 31.8% of them insisted on just saying that they generally did not like electronic help, 9.1% specified that they did not feel familiar with the terminology used by an electronic help and 9.1% said that only human beings can answer complicated questions. However, two (2) respondents said that the development of a well organised electronic help being able to answer any simple or complicated questions, might change their opinion. In addition, one (1) interviewee commented that human help should be in a form of face-to-face communication and not over the phone or through email services.

		Percentage (%)/ Total Number of Respondents
Online help	14	38.9
Human help	22	61.1
Total	36	100.0

Table 305 - Preference on help

Gender	Age	Occupation	Comments
Male	25-34	Postgraduate Students	There is better communication with human beings.
Male	25-34	Postgraduate Students	Human beings can answer complicated questions, while electronic help cannot.
Male	25-34	Postgraduate Students	Users can specify their problems. I do not always know the terminology used by an electronic help. Therefore, it is usable only if I know exactly what I am looking for.
Male	25-34	Postgraduate Students	Unlike electronic helps.
Female	25-34	Postgraduate Students	More direct. Unlike electronic helps.
Female	25-34	Research Staff	Not like electronic helps.
Female	45-54	Research Staff	Not like electronic helps. However, a well organized electronic help, being able to answer any simple or complicated questions, would change her mind. She has never seen any online help like that.
Male	25-34	Research Staff	Users can specify their problems.
Male	25-34	Postgraduate Students	Users can specify their problems.
Female	25-34	Postgraduate Students	It must be well organised. However, she believes that it is not able. Too many questions and few people to answer them.
Male	45-54	Academic Staff	Users can specify their problems. Not like electronic helps.
Male	35-44	Academic Staff	But face-to-face not over the phone or through email services. Not like electronic helps.
Male	35-44	Academic Staff	Users can specify their problems.
Male	25-34	Postgraduate Students	Although electronic is quicker, complicated questions can only be answered by human beings. Electronic help can answer simple questions.
Male	25-34	Postgraduate Students	Users can specify their problems. I do not always know the terminology used by an electronic help. Therefore, it is usable only if I know exactly what I am looking for.
Female	25-34	Academic Staff	More direct. She does not like electronic helps.
Female	35-44	Academic Staff	He does not like electronic helps.
Female	45-54	Academic Staff	He does not like electronic helps. If it was well organised, able to answer simple and complicated questions, she would probably use it.
Male	25-34	Postgraduate Students	Users can specify their problems.
Male	45-54	Academic Staff	Users can specify their problems.

Table 306 - Reasons provided in favour of human help

		Percentage (%)/ Total Number of Respondents
It is able to answer complicated questions	2	9.1
Users can specify their problems	9	40.9
Electronic help uses specific terminology	2	9.1
Generally, I do not like electronic help	7	31.8

Table 307 – Most cited reasons provided in favour of human help

Concerning the electronic help supporters, 71.4% of them commented that electronic help was quick and direct, 28.6% said that electronic helps were generally organised and well-structured and 21.4% of them specified that it was always available. Even if end-users forgot the answers they could use it again to find them (Tables 308 and 309).

In addition, one (1) interviewee mentioned that someone had to teach end-users how to use electronic help. One (1) interviewee said that human help depended first on the personality and mood of the person who provided help and on how well it was organized. One (1) interviewee said that human help was not generally organised and made users feel as if it were not always available. But, someone also had to teach users how to use it. Finally, an another (1) interviewee said that she would use the electronic help only if someone could teach her how to navigate and retrieve information. Otherwise, she would prefer the human help. Well-organised and ease to use electronic help is quicker and more direct than human help.

Gender	Age	Occupation	Comments
Male	35-44	Academic Staff	Quick and direct. It is always there. User does not have to memorise the answers. They are always available. On the contrary, human help depends on person's good will and how well organised it is.
Male	25-34	Postgraduate Students	Quick and direct. He likes using online helps, no problems to use them.
Male	25-34	Postgraduate Students	Quick and direct. Human is not organised.
Male	25-34	Postgraduate Students	More organised and well-structured.
Female	25-34	Postgraduate Students	Quick and direct. More organised. However, she would not use any because she would try to find the solution by herself.
Male	55-64	Academic Staff	Quick and direct.
Male	55-64	Academic Staff	Quick and direct.
Male	45-54	Academic Staff	Between a well organised human help and a well organised electronic help, I would choose the electronic one. Someone also has to teach users how to use it.
Male	35-44	Postgraduate Students	Quick and direct. It is always available. Even if users forget answers, they can use it again to find them. On the contrary, human help depends on the personality of the person who provides help and how well it is organised.
Male	25-34	Postgraduate Students	Quick and direct. He likes to use electronic helps.
Male	25-34	Research Staff	If he learns how to use it. Quick and direct. Human help is not generally organised and makes users feel like it is not always available.
Male	25-34	Academic Staff	More organised and well-structured. It is always available.
Female	17-24	Undergraduate	Quick and direct. More organised. However, she would not use

Gender	Age	Occupation	Comments
		Students	any because she would try to find the solution by herself.
Female	45-54	Research Staff	But, only if someone could teach her how to navigate and retrieve information. Otherwise, she would prefer the human help. Well-organised and easy to use electronic help is quicker and more direct than human help.

Table 308 - Reasons provided in favour of electronic help

		Percentage (%)/ Total Number of Respondents
Quick and direct	10	71.4
Always available	3	21.4
Organised and well structured	4	28.6

Table 309 – Most cited reasons provided in favour of electronic help

Moreover, 61.1% of the interviewees were willing to attend a seminar (Table 310). 63.6% of them believed that a seminar might change the quality of using the electronic journals service, but it would not change the frequency of their use. They said that they accessed it quite often according to their information needs. In addition, 13.6% of them (a male 25-34 year-old postgraduate student, a male 45-54 year-old member of the academic staff and a male 35-44 postgraduate student) admitted that, although they were able to find the information they were looking for, they believed that there were always things to be learnt. They were very important even if most users did not like to attend them. A male 25-34 postgraduate students specified that a seminar would be useful especially for the use of the online help function. Regarding those who indicated that they would not attend seminar, all of them said that they were able to find the information they were looking for. They did not need further suggestions on how to use the 'electronic journals' service (Tables 311, 312 and 313).

		Percentage (%)/ Total Number of Respondents
Yes	22	61.1
No	14	38.9
Total	36	100.0

Table 310 – Attendance of seminars

	Female	Male	Female (%)	Male (%)
Yes	9	13	81.8	52.0
No	2	12	18.2	48.0
Total	11	25	100.0	100.0

Table 311 – Attendance of seminars by gender

	17-24	25-34	35-44	45-54	55-64
Yes	1	11	2	7	1
No	0	10	3	0	1
Total	1	21	5	7	2

%	17-24	25-34	35-44	45-54	55-64
Yes	100.0	52.4	40.0	100.0	50.0
No	0.0	47.6	60.0	0.0	50.0
Total	100.0	100.0	100.0	100.0	100.0

Table 312 – Attendance of seminars by age

	AS	RS	PS	US
Yes	8	4	9	1
No	5	1	8	0
Total	13	5	17	1

%	AS	RS	PS	US
Yes	61.5	80.0	52.9	100.0
No	38.5	20.0	47.1	0.0
Total	100.0	100.0	100.0	100.0

Table 313 – Attendance of seminars by occupation

1.2.1.8 Methods of storing information

Results revealed that interviewees generally had two methods for storing information for future use. These two methods were: firstly to make hard copies by printing out the information they would like to store, and secondly to save information on a disk, such as hard disk or floppy disk. 63.9% of the interviewees said that they preferred to make hard copies, while 58.3% of them chose the method of saving on a disk. None of the interviewees indicated taking notes from the screen (Table 314). Females showed a preference for printing out, while males used both methods equally (Table 315). Those undergraduate students and research staff, aged 17-24, were the bigger supporters of making hard copies, while those

aged 55-64 and research staff were the greater supporters of saving on a disk (Tables 316 and 317).

		Percentage (%)/ Total Number of Respondents
Making hard copy	23	63.9
Saving on Disk	21	58.3
Notes	0	0.0

Table 314 – Storing of information

	Female	Male	Female (%)	Male (%)
Hard Copy	9	14	81.8	56.0
Saving on Disk	7	14	77.8	56.0
Notes from Screen	0	0	0.0	0.0

Table 315 – Storing of information by gender

	17-24	25-34	35-44	45-54	55-64
Hard Copy	1	15	3	3	1
Saving on Disk	0	11	2	6	2
Notes from Screen	0	0	0	0	0

%	17-24	25-34	35-44	45-54	55-64
Hard Copy	100.0	71.4	60.0	42.9	50.0
Saving on Disk	0.0	52.4	40.0	85.7	100.0
Notes from Screen	0.0	0.0	0.0	0.0	0.0

Table 316 – Storing of information by age

	AS	RS	PS	US
Hard Copy	8	4	10	1
Saving on Disk	8	4	9	0
Notes from Screen	0	0	0	0

%	AS	RS	PS	US
Hard Copy	61.5	80.0	58.8	100.0
Saving on Disk	61.5	80.0	52.9	0.0
Notes from Screen	0.0	0.0	0.0	0.0

Table 317 – Storing of information by occupation

I.2.1.9 Methods of reading information

Findings showed that interviewees did not like to read information from the monitor. They preferred to make hard copies - 86.1% of them specified this method of reading an electronic journal article. On the contrary, only 13.9% of them said that they would read it from the computer screen (Table 318). Both males and females specified that they preferred to print information out (Table 319). Interviewees belonging to age groups: 17-24, 25-34 and 45-54 showed a preference for making hard copies, while the 35-44 age group preferred reading from the screen. Those aged 55-64 used both methods equally. Concerning occupation groups, all of them would rather print out, but the greater supporters were research staff and undergraduate students. Their primary reason was that reading from the screen is tiring. They do not like to spend a lot of time in front of a monitor (Tables 320 and 321).

		Percentage (%)/ Total Number of Respondents
Reading from the screen	5	13.9
Making hard copy	31	86.1
Blank	1	2.8
Total	36	100.0

Table 318 – Reading of information

	Female	Male	Female (%)	Male (%)
Reading from the screen	0	5	0.0	20.0
Making hard copy	11	20	100.0	80.0
Total	11	25	100.0	100.0

Table 319 – Reading of information by gender

	17-24	25-34	35-44	45-54	55-64
Reading from the screen	0	0	4	0	1
Making hard copy	1	21	1	7	1
Total	1	21	5	7	2

%	17-24	25-34	35-44	45-54	55-64
Reading from the screen	0.0	0.0	80.0	0.0	50.0
Making hard copy	100.0	100.0	20.0	100.0	50.0
Total	100.0	100.0	100.0	100.0	100.0

Table 320 – Reading of information by age

	AS	RS	PS	US
Reading from the Screen	4	0	1	0
Making Hard Copy	9	5	16	1
Total	13	5	17	1

%	AS	RS	PS	US
Reading from the Screen	30.8	0.0	5.9	0.0
Making Hard Copy	69.2	100.0	94.1	100.0
Total	100.0	100.0	100.0	100.0

Table 321 – Reading of information by occupation

1.2.1.10 Comparison of print and electronic information

Results revealed that interviewees required both print and electronic subscriptions. 55.6% of them showed a preference for electronic subscriptions, while 44.4% of them for print subscriptions (Table 322). Females preferred the print version, but males the electronic one (Table 323). Regarding age, the 17-24 and 45-54 groups would choose the print version of a journal title, while the 25-34 and 35-44 groups would subscribe to the electronic format. Those aged between 55-64 showed a similar preference for both versions. The greater supporters of the electronic subscription were those aged 25-34 and of the print subscription those aged 17-24 and 45-54 (Table 324). Concerning occupation, postgraduate students and academic staff preferred the electronic format and research staff and undergraduate students the print. The bigger supporters of the print version were undergraduate students and the electronic versions were academic staff (Table 325).

Those who specified that they would subscribe to the electronic version provided a variety of reasons for their response (Table 326). 65% of them said that it provided direct and quick access to information, 50% of them that it provided the possibility of printing and 45.5% that it saved space. Moreover, 50% of them indicated that users should be able to print any article they wanted. One interviewee (1) said that if had to decide whether to publish an article in an electronic journal or not he would be very confused. He did not really trust them and a small number of people read them.

Two (2) interviewees said that although they would choose the electronic version, it depended on the quantity of articles that they were interested in reading. That meant that if they needed to read all the articles of a journal issue, they would choose the print version.

But, if they were interested in one or two articles, then they would prefer the electronic format. Finally, another two (2) interviewees specified that they would choose the electronic version only if there was access to a satisfying number of past journal issues.

Regarding those who would select the print version, 68.8% of them indicated that when they had a print format they felt as if the information belonged to them. 43.8% of them specified that it was easily browsable and 37.5% of them said that it was easily transferable. 31.3% of the interviewees also referred to the fact that electronic journals provided quicker access to information. There were no postal delays, therefore immediately after an article had been published, users could read it. 25% of them admitted that they do not like reading from the screen. In addition, 6.3% of them indicated that the electronic version did not provide access to a satisfying number of back issues. Therefore, they had to search for the print format of a journal title in order to find their back issues (Table 327).

One (1) interviewee said that although he would probably choose the print version, it depended on the quantity of articles that he was interested in reading. That meant that if he needed to read all the articles of a journal issue, he would choose the print version. But, if he was interested in one or two articles, then he would prefer the electronic format. Another interviewee said that although electronic articles could be printed out, it was not the same. Finally, another respondent said that electronic format was essential as well. Users must be informed about electronic journals information systems, the type of services they provided and the new electronic journals titles. Both formats were important.

		Percentage (%)/ Total Number of Respondents
Print	16	44.4
Electronic	20	55.6
Total	36	100.0

Table 322 – Print or electronic subscription

	Female	Male	Female (%)	Male (%)
Print	6	10	54.5	40.0
Electronic	5	15	45.5	60.0
Total	11	25	100.0	100.0

Table 323 – Print or electronic subscription by gender

	17-24	25-34	35-44	45-54	55-64
Print	1	8	2	4	1
Electronic	0	13	3	3	1
Total	1	21	5	7	2

%	17-24	25-34	35-44	45-54	55-64
Print	100.0	38.1	40.0	57.1	50.0
Electronic	0.0	61.9	60.0	42.9	50.0
Total	100.0	100.0	100.0	100.0	100.0

Table 324 – Print or electronic subscription by age

	AS	RS	PS	US
Print	8	3	7	1
Electronic	5	2	10	0
Total	13	5	7	1

%	AS	RS	PS	US
Print	38,5	60,0	41,2	100,0
Electronic	61,5	40,0	58,8	0,0
Total	100.0	100.0	100.0	100.0

Table 325 – Print or electronic subscription by occupation

		Percentage (%)/ Total Number of Respondents
Disposable	1	5.0
Possibility of printing	10	50.0
It saves space	9	45.0
Easy to use	1	5.0
Direct and quick access to information	13	65.0
Transferable	3	15.0
Articles are not ruined	1	5.0

Table 326 - Reasons for electronic subscription

		Percentage (%)/ Total Number of Respondents
Read from the screen	4	25.0
Sense of belonging	11	68.8
Browsing	7	43.8
Transferable	6	37.5
Easy to use	1	6.3
Access to past issues	1	6.3
Pictures have better quality	1	6.3

Table 327 - Reasons for print subscription

1.2.1.11 Advantages and disadvantages of electronic journals over print journals

Interviewees expressed a range of advantages of electronic journals over print journals (Table 328). The majority of respondents said that electronic journals provided quick and direct access to information. They did not have to deal with postal delays. Therefore, they were able to have a journal issue immediately after it was published. Then, 33.3% of interviewees admitted that the possibility of printing was an essential and beneficial service of electronic journals services. Their primary reason was the fact that they did not enjoy spending a lot of time in front of a monitor. Therefore, when they wanted to read a paper they printed it out. In addition, 30.6% of them said that electronic journals saved space and 22.2% of them that there was no need to commute. End-users were able to have access from their office/ desktop instead of visiting the library in order to read or photocopy a journal article.

End-users also identified as advantages the fact that there was 24-hour access to information, information was always available and end-users could read it from the screen or print them out as many times as they wanted, the procedure of searching and reading an article was generally easy and searching by keywords was provided. Finally, a small number of respondents said that electronic journals contributed to saving paper.

Both females and males and all age and occupational groups indicated the quick and direct access as a great advantage of electronic resources. Those who aged 45-54 emphasised also that it is important that they do not have to commute in order to have access to information. In addition, undergraduate students seemed to appreciate the fact that information is always available (Tables 329, 330 and 331).

Advantages		Percentage (%)/ Total Number of Respondents
Quick and direct access	30	83.3
Saving space	11	30.6
Saving paper	1	2.8
Possibility of printing	12	33.3
24-hour access	4	11.1
No need to commute	8	22.2
Information is always available	4	11.1
Better search by keywords	4	11.1

Easy search	3	8.3
Transferable	1	2.8

Table 328 – Advantages of electronic journals

Advantages	Female	Male	Female (%)	Male (%)
Quick and direct access	9	21	81.8	84.0
Saving space	3	8	27.3	32.0
Saving paper	0	1	0.0	4.0
Possibility of printing	7	5	63.6	20.0
24-hour access	1	3	9.1	12.0
No need to commute	4	4	36.4	16.0
Information is always available	1	3	9.1	12.0
Better search by keywords	3	1	27.3	4.0
Easy search	0	3	0.0	12.0
Transferable	0	1	0.0	4.0

Table 329 – Advantages of electronic journals by gender

Advantages	17-24	25-34	35-44	45-54	55-64
Quick and direct access	1	19	4	4	2
Saving space	0	9	2	0	0
Saving paper	0	0	0	0	1
Possibility of printing	1	8	2	1	0
24-hour access	0	3	0	1	0
No need to commute	0	2	1	4	1
Information is always available	0	3	0	1	0
Better search by keywords	0	3	0	1	0
Easy search	0	2	0	0	1
Transferable	0	0	0	0	1

%	17-24	25-34	35-44	45-54	55-64
Quick and direct access	100.0	90.5	80.0	57.1	100.0
Saving space	0.0	42.9	40.0	0.0	0.0
Saving paper	0.0	0.0	0.0	0.0	50.0
Possibility of printing	100.0	38.1	40.0	14.3	0.0
24-hour access	0.0	14.3	0.0	14.3	0.0
No need to commute	0.0	9.5	20.0	57.1	50.0
Information is always available	0.0	14.3	0.0	14.3	0.0
Better search by keywords	0.0	14.3	0.0	14.3	0.0
Easy search	0.0	9.5	0.0	0.0	50.0
Transferable	0.0	0.0	0.0	0.0	50.0

Table 330 – Advantages of electronic journals by age

Advantages	AS	RS	PS	US
Quick and direct access	10	3	16	1
Saving space	2	0	9	0
Saving paper	1	0	0	0
Possibility of printing	2	2	7	1
24-hour access	0	1	3	0
No need to commute	4	2	2	0
Information is always available	0	1	3	0
Better search by keywords	2	1	1	0
Easy search	1	1	1	0
Transferable	1	0	0	0

%	AS	RS	PS	US
Quick and direct access	76.9	60.0	94.1	100.0
Saving space	15.4	0.0	52.9	0.0
Saving paper	7.7	0.0	0.0	0.0
Information is always available	15.4	40.0	41.2	100.0
24-hour access	0.0	20.0	17.6	0.0
No need to commute	30.8	40.0	11.8	0.0
Possibility of reprinting	0.0	20.0	17.6	0.0
Better search by keywords	15.4	20.0	5.9	0.0
Easy search	7.7	20.0	5.9	0.0
Transferable	7.7	0.0	0.0	0.0

Table 331 – Advantages of electronic journals by occupation

However, respondents said that electronic journals also have disadvantages over print journals (Tables 332, 333, 334 and 335). The most common ones were: the lack of existence of back issues, the time spent in front of a monitor in order to search and read a journal article and the lack of existence of a great number of electronic journal titles at present. In addition, 41.7% of them admitted the lack of trust - mainly by research staff - to publish their papers in an electronic journal. They specified that without a specific reason they would hesitate to publish an article in an electronic journal title. They would prefer the traditional print journal format.

30.6% of the respondents referred to some technical problems. For example, sometimes it took time for a Web Page to be downloaded or the connection with the Internet was not possible or very slow. 25% of the interviewees said that the sense of traditional print browsing did not exist. Although the electronic format provided end-users with the possibility of browsing, they were not satisfied. Some other interviewees referred to the bad quality of

printing - especially of pictures, the time spent on searching/ browsing for information and the fact that end-users were dependent on computers.

Disadvantages		Percentage (%)/ Total Number of Respondents
Read from the screen	17	47.2
Lack of browsing	9	25.0
Printing	2	5.6
Lack of back issues	19	52.8
Technical problems	11	30.6
Not always availability to full-text access	8	22.2
Lack of sense of belonging	3	8.3
Bad printing	1	2.8
Dependence on computers	3	8.3
Quality of pictures	2	5.6
It takes time to search/ browse	2	5.6
Lack of a great number of journal titles	15	41.7
No trust to publish in an electronic journal	15	41.7

Table 332 – Disadvantages of electronic journals by occupation

Disadvantages	Female	Male	Female (%)	Male (%)
Read from the screen	6	11	54.5	44.0
Lack of browsing	3	6	27.3	24.0
Printing	0	2	0.0	8.0
Lack of back issues	8	11	72.7	44.0
Technical problems	5	6	45.5	24.0
Not always availability to full-text access	5	3	45.5	12.0
Lack of sense of belonging	1	2	9.1	8.0
Bad printing	1	0	9.1	0.0
Dependence on computers	1	2	9.1	8.0
Quality of pictures	1	1	9.1	4.0
It takes time to search/ browse	0	2	0.0	8.0
Lack of a great number of journal titles	6	9	54.5	36.0
No trust to publish in an electronic journal	4	11	36.4	44.0

Table 333 – Disadvantages of electronic journals by gender

Disadvantages	17-24	25-34	35-44	45-54	55-64
Read from the screen	0	10	3	3	1
Lack of browsing	0	5	1	2	1
Printing	0	2	0	0	0
Lack of back issues	1	11	2	5	0
Technical problems	0	7	1	2	1
Not always availability to full-text access	1	4	1	2	0

Lack of sense of belonging	0	2	1	0	0
Bad printing	0	1	0	0	0
Dependence on computers	0	0	0	2	1
Quality of pictures	1	0	0	1	0
It takes time to search/ browse	0	1	0	0	1
Lack of a great number of journal titles	1	9	2	3	0
No trust to publish in an electronic journal	0	9	1	4	1

%	17-24	25-34	35-44	45-54	55-64
Read from the screen	0.0	47.6	60.0	42.9	50.0
Lack of browsing	0.0	23.8	20.0	28.6	50.0
Printing	0.0	9.5	0.0	0.0	0.0
Lack of back issues	100.0	52.4	40.0	71.4	0.0
Technical problems	0.0	33.3	20.0	28.6	50.0
Not always availability to full-text access	100.0	19.0	20.0	28.6	0.0
Lack of sense of belonging	0.0	9.5	20.0	0.0	0.0
Bad printing	0.0	4.8	0.0	0.0	0.0
Dependence on computers	0.0	0.0	0.0	28.6	50.0
Quality of pictures	100.0	0.0	0.0	14.3	0.0
It takes time to search/ browse	0.0	4.8	0.0	0.0	50.0
Lack of a great number of journal titles	100.0	42.9	40.0	42.9	0.0
No trust to publish in an electronic journal	0.0	42.9	20.0	57.1	50.0

Table 334 – Disadvantages of electronic journals by age

Disadvantages	AS	RS	PS	US
Read from the screen	6	2	9	0
Lack of browsing	4	0	5	0
Printing	0	0	2	0
Lack of back issues	6	5	7	1
Technical problems	4	2	5	0
Not always availability to full-text access	2	3	2	1
Lack of sense of belonging	1	0	2	0
Bad printing	0	1	0	0
Dependence on computers	3	0	0	0
Quality of pictures	1	0	0	1
It takes time to search/ browse	1	0	1	0
Lack of a great number of journal titles	5	2	7	1
No trust to publish in an electronic journal	6	4	5	0

%	AS	RS	PS	US
Read from the screen	46.2	40.0	52.9	0.0
Lack of browsing	30.8	0.0	29.4	0.0
Printing	0.0	0.0	11.8	0.0
Lack of back issues	46.2	100.0	41.2	100.0
Technical problems	30.8	40.0	29.4	0.0
Not always availability to full-text access	15.4	60.0	11.8	100.0
Lack of sense of belonging	7.7	0.0	11.8	0.0
Bad printing	0.0	20.0	0.0	0.0

Dependence on computers	23.1	0.0	0.0	0.0
Quality of pictures	7.7	0.0	0.0	100.0
It takes time to search/ browse	7.7	0.0	5.9	0.0
Lack of a great number of journal titles	38.5	40.0	41.2	100.0
No trust to publish in an electronic journal	46.2	80.0	29.4	0.0

Table 335 – Disadvantages of electronic journals by occupation

1.2.1.12 Evaluation of academic digital libraries services

The feature identified as the most important by interviewees was the provision of a satisfactory amount of relevant current information (Table 336). 88.9% of them valued it as a very important service. Also, features of great importance were the printing of and access to a satisfactory amount of past information. 83.3% and 80.6% of the interviewees characterised them as very important, respectively. Moreover, the majority of the interviewees identified as very important features of electronic journals services the desktop access to the service (77.8%), the provision of search facilities (77.8%), the quick access (75%), the provision of links to other information (66.7%), the easy access (63.9%), the provision of browse facilities (61.1%), the direct access to information provided as bibliography (58.3%) and the access to the service without memorising username/ password (58.3%). The services characterized as being less importance were the 24-hour access, the possibility of saving the information, the provision of online help, the provision of online and human help, the possibility of users communicating with authors or users who shared the same interests and the customisation of features provided.

On the contrary, the most commonly selected service as 'not important' was the possibility of users making comments for a journal article. It was the only feature which the majority of users valued as unimportant (52.8%). However, there were also end-users who evaluated as unimportant features the provision of online and human help (44.4%), the customisation of services (30.6%), the provision of online help only (25%), the 24-hour access to the service (22.2%), the access without memorising username/ password (11.1%), the possibility of saving information (11.1%), the provision of search facilities (8.3%), the provision of browse facilities (8.3%) and the possibility of end-users communicating with authors (16.7%) and other users who share the same interests (22.2%).

Females identified the most cited feature as the most important one (100% mentioned it), while males first specified the possibility of printing information (88%) and second the

provision of a satisfactory amount of current information (84%) (Table 337). Regarding age, the 17-24 age group characterised all features as very important, except for the possibility of end-users customising services, communicating with authors and other users who shared the same interests and finally, to make comments for a journal title. These services were valued as important. Those aged 25-34 identified printing as the most important service (85.7%), while they would appreciate having access to current and past issues of a journal title (81%). Also, 81% of them evaluated the provision of search facilities as very important and 76.2% of them the possibility of access to the service from their desktop. The 35-44 age group was interested firstly in guaranteeing the possibility of having access to current and past issues - 100% of them mentioned it as very important - and secondly, in being able to print and in having direct and quick access from their desktop. In addition, 80% of them valued the provision of browse facilities and the link to other information as very important services. Those aged 45-54 showed more interest in current issues than past ones, while 85.7% of them said that the possibility of printing was very important. Also, they would like to have quick access to the service from their desktop and to be able to search. Finally, all end-users belonging to the 55-64 age group showed a preference for current issues to past ones. Also, all of them said that they would like to have quick, easy and direct access to the information from their desktop in order to search and/ or browse. In addition, they would appreciate to having access to other information relevant to their information needs, such as organisations or Web sites (Table 338).

Concerning occupation groups, 92.3% of the academic staff valued the possibility of printing and the provision of current issues as very important. Less interest was shown in past issues. Also, they cared firstly about having access from their desktop and secondly, about having quick and easy access to the service. Undergraduate students evaluated all services or features as very important, except for the possibility of end-users customising services, communicating with authors and other users who shared the same interests and to finally, making comments for a journal title. These services were valued as important. Postgraduate students were firstly interested in the provision past issues and then in the current issues and the possibility of printing. Also, 76.5% of them said that to have quick access from their desktop and be able to search were valued as very important services or features. Finally, all research staff identified the provision of current and past issues as very important features. In addition, 80% of them valued the quick and easy access from their desktop, as well as the possibility of searching and linking to other information as very important (Table 339).

	Very important	Important	Not Important	Do not answer/ Do not know
Satisfactory amount of relevant current information	32	4	0	0
Satisfactory amount of relevant past information	29	5	0	2
Direct access to information provided as bibliography	21	15	0	0
24 hour access to the service	17	11	8	0
Access to the service without memorising username/ password	21	11	4	0
Quick access to the service	27	9	0	0
Access to the service from users' desktop	28	8	0	0
Easy access to the service	23	13	0	0
Provision of Search facilities	28	5	3	0
Provision of Browse facilities	22	10	3	1
Provision of Online Help	8	14	9	5
Provision of Online and Human Help	3	17	16	0
Customisation of services	6	16	11	3
Possibility of saving the information	17	15	4	0
Possibility of printing the information	30	6	0	0
Provision of links to other information	24	12	0	0
Possibility to users making comments for a journal article	6	11	19	0
Possibility to users communicating with authors of journal articles through email	8	22	6	0
Possibility to users to communicate with others who share the same interests	6	22	8	0

%	Very important	Important	Not Important	Do not answer/ Do not know
Satisfactory amount of relevant current information	88.9	11.1	0.0	0.0
Satisfactory amount of relevant past information	80.6	13.9	0.0	5.6
Direct access to information provided as bibliography	58.3	41.7	0.0	0.0
24 hour access to the service	47.2	30.6	22.2	0.0
Access to the service without memorising username/ password	58.3	30.6	11.1	0.0
Quick access to the service	75.0	25.0	0.0	0.0
Access to the service from users' desktop	77.8	22.2	0.0	0.0
Easy access to the service	63.9	36.1	0.0	0.0
Provision of Search facilities	77.8	13.9	8.3	0.0
Provision of Browse facilities	61.1	27.8	8.3	2.8
Provision of Online Help	22.2	38.9	25.0	13.9
Provision of Online and Human Help	8.3	47.2	44.4	0.0
Customisation of services	16.7	44.4	30.6	8.3
Possibility of saving the information	47.2	41.7	11.1	0.0
Possibility of printing the information	83.3	16.7	0.0	0.0
Provision of links to other information	66.7	33.3	0.0	0.0
Possibility to users making comments for a journal article	16.7	30.6	52.8	0.0
Possibility to users communicating with authors of journal articles through email	22.2	61.1	16.7	0.0
Possibility to users to communicate with others who	16.7	61.1	22.2	0.0

share the same interests

Table 336 - Evaluation of services

Female	Very important	Important	Not Important	Do not answer/ Do not know
Satisfactory amount of relevant current information	11	0	0	0
Satisfactory amount of relevant past information	9	2	0	0
Direct access to information provided as bibliography	3	8	0	0
24 hour access to the service	4	4	3	0
Access to the service without memorising username/ password	5	3	3	0
Quick access to the service	8	3	0	0
Access to the service from users' desktop	9	2	0	0
Easy access to the service	6	5	0	0
Provision of Search facilities	9	0	2	0
Provision of Browse facilities	7	1	3	0
Provision of Online Help	2	2	5	2
Provision of Online and Human Help	2	4	5	0
Customisation of services	3	2	4	2
Possibility of saving the information	4	7	0	0
Possibility of printing the information	8	3	0	0
Provision of links to other information	7	4	0	0
Possibility to users making comments for a journal article	3	3	5	0
Possibility to users communicating with authors of journal articles through email	3	7	1	0
Possibility to users to communicate with others who share the same interests	1	7	3	0

Female (%)	Very important	Important	Not Important	Do not answer/ Do not know
Satisfactory amount of relevant current information	100.0	0.0	0.0	0.0
Satisfactory amount of relevant past information	81.8	18.2	0.0	0.0
Direct access to information provided as bibliography	27.3	72.7	0.0	0.0
24 hour access to the service	36.4	36.4	27.3	0.0
Access to the service without memorising username/ password	45.5	27.3	27.3	0.0
Quick access to the service	72.7	27.3	0.0	0.0
Access to the service from users' desktop	81.8	18.2	0.0	0.0
Easy access to the service	54.5	45.5	0.0	0.0
Provision of Search facilities	81.8	0.0	18.2	0.0
Provision of Browse facilities	63.6	9.1	27.3	0.0
Provision of Online Help	18.2	18.2	45.5	18.2
Provision of Online and Human Help	18.2	36.4	45.5	0.0
Customisation of services	27.3	18.2	36.4	18.2
Possibility of saving the information	36.4	63.6	0.0	0.0
Possibility of printing the information	72.7	27.3	0.0	0.0
Provision of links to other information	63.6	36.4	0.0	0.0
Possibility to users making comments for a journal	27.3	27.3	45.5	0.0

article				
Possibility to users communicating with authors of journal articles through email	27.3	63.6	9.1	0.0
Possibility to users to communicate with others who share the same interests	9.1	63.6	27.3	0.0

Male	**Very important**	**Important**	**Not Important**	**Do not answer/ Do not know**
Satisfactory amount of relevant current information	21	4	0	0
Satisfactory amount of relevant past information	20	3	0	2
Direct access to information provided as bibliography	18	7	0	0
24 hour access to the service	13	7	5	0
Access to the service without memorising username/ password	16	8	1	0
Quick access to the service	19	6	0	0
Access to the service from users' desktop	19	6	0	0
Easy access to the service	17	8	0	0
Provision of Search facilities	19	5	1	0
Provision of Browse facilities	15	9	0	1
Provision of Online Help	6	12	4	3
Provision of Online and Human Help	1	13	11	0
Customisation of services	3	14	7	1
Possibility of saving the information	13	8	4	0
Possibility of printing the information	22	3	0	0
Provision of links to other information	17	8	0	0
Possibility to users making comments for a journal article	3	8	14	0
Possibility to users communicating with authors of journal articles through email	5	15	5	0
Possibility to users to communicate with others who share the same interests	5	15	5	0

Male(%)	**Very important**	**Important**	**Not Important**	**Do not answer/ Do not know**
Satisfactory amount of relevant current information	84.0	16.0	0.0	0.0
Satisfactory amount of relevant past information	80.0	12.0	0.0	8.0
Direct access to information provided as bibliography	72.0	28.0	0.0	0.0
24 hour access to the service	52.0	28.0	20.0	0.0
Access to the service without memorising username/ password	64.0	32.0	4.0	0.0
Quick access to the service	76.0	24.0	0.0	0.0
Access to the service from users' desktop	76.0	24.0	0.0	0.0
Easy access to the service	68.0	32.0	0.0	0.0
Provision of Search facilities	76.0	20.0	4.0	0.0
Provision of Browse facilities	60.0	36.0	0.0	4.0
Provision of Online Help	24.0	48.0	16.0	12.0
Provision of Online and Human Help	4.0	52.0	44.0	0.0
Customisation of services	12.0	56.0	28.0	4.0
Possibility of saving the information	52.0	32.0	16.0	0.0
Possibility of printing the information	88.0	12.0	0.0	0.0
Provision of links to other information	68.0	32.0	0.0	0.0

Possibility to users making comments for a journal article	12.0	32.0	56.0	0.0
Possibility to users communicating with authors of journal articles through email	20.0	60.0	20.0	0.0
Possibility to users to communicate with others who share the same interests	20.0	60.0	20.0	0.0

Table 337 - Evaluation of services by gender

		Very important	Important	Not Important	Do not answer/ Do not know
Satisfactory amount of relevant current information	17-24	1	0	0	0
	25-34	17	4	0	0
	35-44	5	0	0	0
	45-54	7	0	0	0
	55-64	2	0	0	0
Satisfactory amount of relevant past information	17-24	1	0	0	0
	25-34	17	2	0	2
	35-44	5	0	0	0
	45-54	5	2	0	0
	55-64	1	1	0	0
Direct access to information provided as bibliography	17-24	1	0	0	0
	25-34	12	9	0	0
	35-44	4	1	0	0
	45-54	2	5	0	0
	55-64	2	0	0	0
24 hour access to the service	17-24	1	0	0	0
	25-34	11	7	3	0
	35-44	1	0	4	0
	45-54	4	3	1	0
	55-64	1	1	0	0
Access to the service without memorising username/ password	17-24	1	0	0	0
	25-34	11	7	3	0
	35-44	1	3	1	0
	45-54	3	1	0	0
	55-64	1	0	0	0
Quick access to the service	17-24	1	0	0	0
	25-34	15	6	0	0
	35-44	4	1	0	0
	45-54	5	2	0	0
	55-64	2	0	0	0
Access to the service from users' desktop	17-24	1	0	0	0
	25-34	16	5	0	0
	35-44	4	1	0	0
	45-54	5	2	0	0
	55-64	2	0	0	0
Easy access to the service	17-24	1	0	0	0
	25-34	13	8	0	0
	35-44	3	2	0	0
	45-54	4	3	0	0
	55-64	2	0	0	0
Provision of Search facilities	17-24	1	0	0	0
	25-34	17	3	1	0
	35-44	3	1	1	0
	45-54	5	1	1	0

	55-64	2	0	0	0
Provision of Browse facilities	17-24	1	0	0	0
	25-34	11	7	3	0
	35-44	4	1	0	0
	45-54	4	2	0	1
	55-64	2	0	0	0
Provision of Online Help	17-24	1	0	0	0
	25-34	4	8	6	3
	35-44	0	4	1	0
	45-54	2	1	2	2
	55-64	1	1	0	0
Provision of Online and Human Help	17-24	1	0	0	0
	25-34	0	9	12	0
	35-44	0	4	1	0
	45-54	1	3	3	0
	55-64	1	1	0	0
Customisation of services	17-24	0	1	0	0
	25-34	2	9	9	1
	35-44	2	3	0	0
	45-54	2	2	1	2
	55-64	0	1	1	0
Possibility of saving the information	17-24	1	0	0	0
	25-34	10	9	2	0
	35-44	1	2	2	0
	45-54	4	3	0	0
	55-64	1	1	0	0
Possibility of printing the information	17-24	1	0	0	0
	25-34	18	3	0	0
	35-44	4	1	0	0
	45-54	6	1	0	0
	55-64	1	1	0	0
Provision of links to other information	17-24	1	0	0	0
	25-34	12	9	0	0
	35-44	4	1	0	0
	45-54	5	2	0	0
	55-64	2	0	0	0
Possibility of users making comments for a journal article	17-24	0	1	0	0
	25-34	3	5	13	0
	35-44	1	0	4	0
	45-54	2	4	1	0
	55-64	0	1	1	0
Possibility of users communicating with authors of journal articles through email	17-24	0	1	0	0
	25-34	4	13	4	0
	35-44	0	4	1	0
	45-54	3	3	1	0
	55-64	1	1	0	0
Possibility of users communicating with others who share the same interests	17-24	0	1	0	0
	25-34	3	14	4	0
	35-44	0	2	3	0
	45-54	2	4	1	0
	55-64	1	1	0	0

%		Very important	Important	Not Important	Do not answer/ Do not know
Satisfactory amount of relevant current information	17-24	100.0	0.0	0.0	0.0
	25-34	81.0	19.0	0.0	0.0
	35-44	100.0	0.0	0.0	0.0

	45-54	100.0	0.0	0.0	0.0
	55-64	100.0	0.0	0.0	0.0
Satisfactory amount of relevant past information	17-24	100.0	0.0	0.0	0.0
	25-34	81.0	9.5	0.0	9.5
	35-44	100.0	0.0	0.0	0.0
	45-54	71.4	28.6	0.0	0.0
	55-64	50.0	50.0	0.0	0.0
Direct access to information provided as bibliography	17-24	100.0	0.0	0.0	0.0
	25-34	57.1	42.9	0.0	0.0
	35-44	80.0	20.0	0.0	0.0
	45-54	28.6	71.4	0.0	0.0
	55-64	100.0	0.0	0.0	0.0
24 hour access to the service	17-24	100.0	0.0	0.0	0.0
	25-34	52.4	33.3	14.3	0.0
	35-44	20.0	0.0	80.0	0.0
	45-54	57.1	42.9	14.3	0.0
	55-64	50.0	50.0	0.0	0.0
Access to the service without memorising username/ password	17-24	100.0	0.0	0.0	0.0
	25-34	52.4	33.3	14.3	0.0
	35-44	20.0	60.0	20.0	0.0
	45-54	42.9	14.3	0.0	0.0
	55-64	50.0	0.0	0.0	0.0
Quick access to the service	17-24	100.0	0.0	0.0	0.0
	25-34	71.4	28.6	0.0	0.0
	35-44	80.0	20.0	0.0	0.0
	45-54	71.4	28.6	0.0	0.0
	55-64	100.0	0.0	0.0	0.0
Access to the service from users' desktop	17-24	100.0	0.0	0.0	0.0
	25-34	76.2	23.8	0.0	0.0
	35-44	80.0	20.0	0.0	0.0
	45-54	71.4	28.6	0.0	0.0
	55-64	100.0	0.0	0.0	0.0
Easy access to the service	17-24	100.0	0.0	0.0	0.0
	25-34	61.9	38.1	0.0	0.0
	35-44	60.0	40.0	0.0	0.0
	45-54	57.1	42.9	0.0	0.0
	55-64	100.0	0.0	0.0	0.0
Provision of Search facilities	17-24	100.0	0.0	0.0	0.0
	25-34	81.0	14.3	4.8	0.0
	35-44	60.0	20.0	20.0	0.0
	45-54	71.4	14.3	14.3	0.0
	55-64	100.0	0.0	0.0	0.0
Provision of Browse facilities	17-24	100.0	0.0	0.0	0.0
	25-34	52.4	33.3	14.3	0.0
	35-44	80.0	20.0	0.0	0.0
	45-54	57.1	28.6	0.0	14.3
	55-64	100.0	0.0	0.0	0.0
Provision of Online Help	17-24	100.0	0.0	0.0	0.0
	25-34	19.0	38.1	28.6	14.3
	35-44	0.0	80.0	20.0	0.0
	45-54	28.6	14.3	28.6	28.6
	55-64	50.0	50.0	0.0	0.0
Provision of Online and Human Help	17-24	100.0	0.0	0.0	0.0
	25-34	0.0	42.9	57.1	0.0
	35-44	0.0	80.0	20.0	0.0
	45-54	14.3	42.9	42.9	0.0
	55-64	50.0	50.0	0.0	0.0
Customisation of services	17-24	0.0	100.0	0.0	0.0

	25-34	9.5	42.9	42.9	4.8
	35-44	40.0	60.0	0.0	0.0
	45-54	28.6	28.6	14.3	28.6
	55-64	0.0	50.0	50.0	0.0
Possibility of saving the information	17-24	100.0	0.0	0.0	0.0
	25-34	47.6	42.9	9.5	0.0
	35-44	20.0	40.0	40.0	0.0
	45-54	57.1	42.9	0.0	0.0
	55-64	50.0	50.0	0.0	0.0
Possibility of printing the information	17-24	100.0	0.0	0.0	0.0
	25-34	85.7	14.3	0.0	0.0
	35-44	80.0	20.0	0.0	0.0
	45-54	85.7	14.3	0.0	0.0
	55-64	50.0	50.0	0.0	0.0
Provision of links to other information	17-24	100.0	0.0	0.0	0.0
	25-34	57.1	42.9	0.0	0.0
	35-44	80.0	20.0	0.0	0.0
	45-54	71.4	28.6	0.0	0.0
	55-64	100.0	0.0	0.0	0.0
Possibility of users making comments for a journal article	17-24	0.0	100.0	0.0	0.0
	25-34	14.3	23.8	61.9	0.0
	35-44	20.0	0.0	80.0	0.0
	45-54	28.6	57.1	14.3	0.0
	55-64	0.0	50.0	50.0	0.0
Possibility of users communicating with authors of journal articles through email	17-24	0.0	100.0	0.0	0.0
	25-34	19.0	61.9	19.0	0.0
	35-44	0.0	80.0	20.0	0.0
	45-54	42.9	42.9	14.3	0.0
	55-64	50.0	50.0	0.0	0.0
Possibility of users communicating with others who share the same interests	17-24	0.0	100.0	0.0	0.0
	25-34	14.3	66.7	19.0	0.0
	35-44	0.0	40.0	60.0	0.0
	45-54	28.6	57.1	14.3	0.0
	55-64	50.0	50.0	0.0	0.0

Table 338 - Evaluation of services by age

		Very important	Important	Not Important	Do not answer/ Do not know
Satisfied number of relevant current information	Academic Staff	12	1	0	0
	Research Staff	5	0	0	0
	Postgraduate Students	14	3	0	0
	Undergraduate Students	1	0	0	0
Satisfied number of relevant past information	Academic Staff	8	4	0	1
	Research Staff	5	0	0	0
	Postgraduate Students	15	1	0	1
	Undergraduate Students	1	0	0	0
Direct access to information provided as bibliography	Academic Staff	7	6	0	0
	Research Staff	2	3	0	0
	Postgraduate Students	11	6	0	0
	Undergraduate Students	1	0	0	0
24 hour access to the service	Academic Staff	5	5	3	0
	Research Staff	2	1	2	0
	Postgraduate Students	9	5	3	0

	Undergraduate Students	1	0	0	0
Access to the service without memorizing username/ password	Academic Staff	8	3	2	0
	Research Staff	2	2	1	0
	Postgraduate Students	10	6	1	0
	Undergraduate Students	1	0	0	0
Quick access to the service	Academic Staff	9	4	0	0
	Research Staff	4	1	0	0
	Postgraduate Students	13	4	0	0
	Undergraduate Students	1	0	0	0
Access to the service from users' desktop	Academic Staff	10	3	0	0
	Research Staff	4	1	0	0
	Postgraduate Students	13	4	0	0
	Undergraduate Students	1	0	0	0
Easy access to the service	Academic Staff	8	5	0	0
	Research Staff	4	1	0	0
	Postgraduate Students	10	7	0	0
	Undergraduate Students	1	0	0	0
Provision of Search facilities	Academic Staff	10	2	1	0
	Research Staff	4	0	1	0
	Postgraduate Students	13	3	1	0
	Undergraduate Students	1	0	0	0
Provision of Browse facilities	Academic Staff	8	3	1	1
	Research Staff	3	1	1	0
	Postgraduate Students	10	6	1	0
	Undergraduate Students	1	0	0	0
Provision of Online Help	Academic Staff	3	6	3	1
	Research Staff	1	1	2	1
	Postgraduate Students	3	7	4	3
	Undergraduate Students	1	0	0	0
Provision of Online and Human Help	Academic Staff	2	7	4	0
	Research Staff	0	2	3	0
	Postgraduate Students	0	8	9	0
	Undergraduate Students	1	0	0	0
Customization of services	Academic Staff	2	6	4	1
	Research Staff	1	2	1	1
	Postgraduate Students	3	7	6	1
	Undergraduate Students	0	1	0	0
Possibility of saving the information	Academic Staff	6	5	2	0
	Research Staff	2	3	0	0
	Postgraduate Students	8	7	2	0
	Undergraduate Students	1	0	0	0
Possibility of printing the information	Academic Staff	12	1	0	0
	Research Staff	3	2	0	0
	Postgraduate Students	14	3	0	0
	Undergraduate Students	1	0	0	0
Provision of links to other information	Academic Staff	9	4	0	0
	Research Staff	4	1	0	0
	Postgraduate Students	10	7	0	0
	Undergraduate Students	1	0	0	0
Possibility to users to make comments for a journal article	Academic Staff	2	4	7	0
	Research Staff	2	1	2	0
	Postgraduate Students	2	5	10	0
	Undergraduate Students	0	1	0	0
Possibility to users to communicate with authors of journal articles through email	Academic Staff	4	8	1	0
	Research Staff	2	2	1	0
	Postgraduate Students	2	11	4	0
	Undergraduate Students	0	1	0	0
Possibility to users to	Academic Staff	3	7	3	0

communicate with others who share the same interests	Research Staff	1	3	1	0
	Postgraduate Students	2	11	4	0
	Undergraduate Students	0	1	0	0

%		Very important	Important	Not Important	Do not answer/ Do not know
Satisfied number of relevant current information	Academic Staff	92.3	7.7	0.0	0.0
	Research Staff	100.0	0.0	0.0	0.0
	Postgraduate Students	82.4	17.6	0.0	0.0
	Undergraduate Students	100.0	0.0	0.0	0.0
Satisfied number of relevant past information	Academic Staff	61.5	30.8	0.0	7.7
	Research Staff	100.0	0.0	0.0	0.0
	Postgraduate Students	88.2	5.9	0.0	5.9
	Undergraduate Students	100.0	0.0	0.0	0.0
Direct access to information provided as bibliography	Academic Staff	53.8	46.2	0.0	0.0
	Research Staff	40.0	60.0	0.0	0.0
	Postgraduate Students	64.7	35.3	0.0	0.0
	Undergraduate Students	100.0	0.0	0.0	0.0
24 hour access to the service	Academic Staff	38.5	38.5	23.1	0.0
	Research Staff	40.0	20.0	40.0	0.0
	Postgraduate Students	52.9	29.4	17.6	0.0
	Undergraduate Students	100.0	0.0	0.0	0.0
Access to the service without memorizing username/ password	Academic Staff	61.5	23.1	15.4	0.0
	Research Staff	40.0	40.0	20.0	0.0
	Postgraduate Students	58.8	35.3	5.9	0.0
	Undergraduate Students	100.0	0.0	0.0	0.0
Quick access to the service	Academic Staff	69.2	30.8	0.0	0.0
	Research Staff	80.0	20.0	0.0	0.0
	Postgraduate Students	76.5	23.5	0.0	0.0
	Undergraduate Students	100.0	0.0	0.0	0.0
Access to the service from users' desktop	Academic Staff	76.9	23.1	0.0	0.0
	Research Staff	80.0	20.0	0.0	0.0
	Postgraduate Students	76.5	23.5	0.0	0.0
	Undergraduate Students	100.0	0.0	0.0	0.0
Easy access to the service	Academic Staff	61.5	38.5	0.0	0.0
	Research Staff	80.0	20.0	0.0	0.0
	Postgraduate Students	58.8	41.2	0.0	0.0
	Undergraduate Students	100.0	0.0	0.0	0.0
Provision of Search facilities	Academic Staff	76.9	15.4	7.7	0.0
	Research Staff	80.0	0.0	20.0	0.0
	Postgraduate Students	76.5	17.6	5.9	0.0
	Undergraduate Students	100.0	0.0	0.0	0.0
Provision of Browse facilities	Academic Staff	61.5	23.1	7.7	7.7
	Research Staff	60.0	20.0	20.0	0.0
	Postgraduate Students	58.8	35.3	5.9	0.0
	Undergraduate Students	100.0	0.0	0.0	0.0
Provision of Online Help	Academic Staff	23.1	46.2	23.1	7.7
	Research Staff	20.0	20.0	40.0	20.0
	Postgraduate Students	17.6	41.2	23.5	17.6
	Undergraduate Students	100.0	0.0	0.0	0.0
Provision of Online and Human Help	Academic Staff	15.4	53.8	30.8	0.0
	Research Staff	0.0	40.0	60.0	0.0
	Postgraduate Students	0.0	47.1	52.9	0.0
	Undergraduate Students	100.0	0.0	0.0	0.0
Customization of services	Academic Staff	15.4	46.2	30.8	7.7

	Research Staff	20.0	40.0	20.0	20.0
	Postgraduate Students	17.6	41.2	35.3	5.9
	Undergraduate Students	0.0	100.0	0.0	0.0
Possibility of saving the information	Academic Staff	46.2	38.5	15.4	0.0
	Research Staff	40.0	60.0	0.0	0.0
	Postgraduate Students	47.1	41.2	11.8	0.0
	Undergraduate Students	100.0	0.0	0.0	0.0
Possibility of printing the information	Academic Staff	92.3	7.7	0.0	0.0
	Research Staff	60.0	40.0	0.0	0.0
	Postgraduate Students	82.4	17.6	0.0	0.0
	Undergraduate Students	100.0	0.0	0.0	0.0
Provision of links to other information	Academic Staff	69.2	30.8	0.0	0.0
	Research Staff	80.0	20.0	0.0	0.0
	Postgraduate Students	58.8	41.2	0.0	0.0
	Undergraduate Students	100.0	0.0	0.0	0.0
Possibility to users to make comments for a journal article	Academic Staff	15.4	30.8	53.8	0.0
	Research Staff	40.0	20.0	40.0	0.0
	Postgraduate Students	11.8	29.4	58.8	0.0
	Undergraduate Students	0.0	100.0	0.0	0.0
Possibility to users to communicate with authors of journal articles through email	Academic Staff	30.8	61.5	7.7	0.0
	Research Staff	40.0	40.0	20.0	0.0
	Postgraduate Students	11.8	64.7	23.5	0.0
	Undergraduate Students	0.0	100.0	0.0	0.0
Possibility to users to communicate with others who share the same interests	Academic Staff	23.1	53.8	23.1	0.0
	Research Staff	20.0	60.0	20.0	0.0
	Postgraduate Students	11.8	64.7	23.5	0.0
	Undergraduate Students	0.0	100.0	0.0	0.0

Table 339 - Evaluation of services by occupation

1.2.1.13 Reasons that would discourage users from accessing an electronic journals service

The most common reason cited for not reading an e-journal was the lack of enough information relevant to the users' interests – 66.7% mentioned it (Table 340). Also, 58.3% of the respondents indicated the possibility of it taking time for a Web page to be downloaded, while 55.6% of the respondents seemed to be unwilling to pay in order to gain access to the service. Then, 52.8% and 50% of the respondents specified that the lack of printing for storing and for reading respectively was an important factor in preventing users from using the electronic journals service. The greater supporters of printing were males, those aged 35-44 and academic staff. Both males and females indicated the lack of relevant information in their subject area as the most important barrier to use (68% and 63.6%, respectively – Table 341). However, females specified the possibility of paying to get information as having the same validity. Respondents belonging to the age groups 25-34, 45-54, and 55-64 indicated also the importance of the most cited reason, while the 17-24 age group described the time for a web page to be downloaded and the 35-44 age group the time for a web page to be

downloaded, the amount of relevant information and the possibility of paying as having the similar validity (Table 342). Concerning occupational groups, academic staff and research staff indicated the lack of relevant information as the main factor, postgraduate students opted for the lack of data published in the past, and undergraduate students only the most cited reason and the possibility of a Web page taking time to be downloaded (Table 343).

		Percentage (%)/ Total Number of Respondents
If there is not enough information relevant to my subject	24	66.7
If it takes time for a Web page to be downloaded	21	58.3
If I need to pay in order to have access to information	20	55.6
If I do not feel familiar with how to search the 'electronic journals' service	3	8.3
If there is no human help	0	0.0
If there is not a way to identify other users of the 'electronic journals' service	2	5.6
If I am not able to print an article for reading	18	50.0
If I am not able to print an article for storing	19	52.8
If I am not able to save an article on a disk, e.g. floppy disk, hard disk, CD-ROM	14	38.9
If there is no 24-hour access to the 'electronic journals' service	4	11.1
If there is no access from my desktop	14	38.9
If there is no access to information published in the past	16	44.4
If I need to memorise username and password to log in	11	30.6
Other(s)	0	0.0
None	0	0.0

Table 340 – Reasons that might prevent users from reading electronic journals

	Female	Female (%)	Male	Male (%)
If there is not enough information relevant to my subject	7	63.6	17	68.0
If it takes time for a Web page to be downloaded	9	81.8	12	48.0
If I need to pay in order to have access to information	7	63.6	13	52.0
If I do not feel familiar with how to search the 'electronic journals' service	2	18.2	1	4.0
If there is no human help	0	0.0	0	0.0
If there is not a way to identify other users of the 'electronic journals' service	0	0.0	2	8.0
If I am not able to print an article for reading	4	36.4	14	56.0
If I am not able to print an article for storing	5	45.5	14	56.0
If I am not able to save an article on a disk, e.g. floppy disk, hard disk, CD-ROM	3	27.3	11	44.0
If there is no 24-hour access to the 'electronic	0	0.0	4	16.0

journals' service				
If there is no access from my desktop	3	27.3	11	44.0
If there is no access to information published in the past	3	27.3	13	52.0
If I need to memorise username and password to log in	3	27.3	8	32.0
Other(s)	0	0.0	0	0.0
None	0	0.0	0	0.0

Table 341 – Reasons that might prevent users from reading electronic journals by gender

	17-24	25-34	35-44	45-54	55-64
If there is not enough information relevant to my subject	0	14	3	5	2
If it takes time for a Web page to be downloaded	1	12	3	4	1
If I need to pay in order to have access to information	0	12	3	4	1
If I do not feel familiar with how to search the 'electronic journals' service	0	0	0	3	0
If there is no human help	0	0	0	0	0
If there is not a way to identify other users of the 'electronic journals' service	0	2	0	0	0
If I am not able to print an article for reading	0	10	5	2	1
If I am not able to print an article for storing	0	11	5	2	1
If I am not able to save an article on a disk, e.g. floppy disk, hard disk, CD-ROM	0	9	5	0	0
If there is no 24-hour access to the 'electronic journals' service	0	4	0	0	0
If there is no access from my desktop	0	6	5	2	1
If there is no access to information published in the past	0	13	2	1	0
If I need to memorise username and password to log in	0	7	2	2	0
Other(s)	0	0	0	0	0
None	0	0	0	0	0

%	17-24	25-34	35-44	45-54	55-64
If there is not enough information relevant to my subject	0.0	66.7	60.0	71.4	100.0
If it takes time for a Web page to be downloaded	100.0	57.1	60.0	57.1	50.0
If I need to pay in order to have access to information	0.0	57.1	60.0	57.1	50.0
If I do not feel familiar with how to search the 'electronic journals' service	0.0	0.0	0.0	42.9	0.0
If there is no human help	0.0	0.0	0.0	0.0	0.0
If there is not a way to identify other users of the 'electronic journals' service	0.0	9.5	0.0	0.0	0.0
If I am not able to print an article for reading	0.0	47.6	100.0	28.6	50.0
If I am not able to print an article for storing	0.0	52.4	100.0	28.6	50.0
If I am not able to save an article on a disk, e.g.	0.0	42.9	100.0	0.0	0.0

floppy disk, hard disk, CD-ROM					
If there is no 24-hour access to the 'electronic journals' service	0.0	19.0	0.0	0.0	0.0
If there is no access from my desktop	0.0	28.6	100.0	28.6	50.0
If there is no access to information published in the past	0.0	61.9	40.0	14.3	0.0
If I need to memorise username and password to log in	0.0	33.3	40.0	28.6	0.0
Other(s)	0.0	0.0	0.0	0.0	0.0
None	0.0	0.0	0.0	0.0	0.0

Table 342 – Reasons that might prevent users from reading electronic journals by age

	AS	RS	PS	US
If there is not enough information relevant to my subject	11	4	9	1
If it takes time for a Web page to be downloaded	9	3	8	1
If I need to pay in order to have access to information	8	3	9	0
If I do not feel familiar with how to search the 'electronic journals' service	2	1	0	0
If there is no human help	0	0	0	0
If there is not a way to identify other users of the 'electronic journals' service	1	0	1	0
If I am not able to print an article for reading	9	2	7	0
If I am not able to print an article for storing	9	2	8	0
If I am not able to save an article on a disk, e.g. floppy disk, hard disk, CD-ROM	5	2	7	0
If there is no 24-hour access to the 'electronic journals' service	1	0	3	0
If there is no access from my desktop	9	2	3	0
If there is no access to information published in the past	5	1	10	0
If I need to memorise username and password to log in	4	2	5	0
Other(s)	0	0	0	0
None	0	0	0	0

%	AS	RS	PS	US
If there is not enough information relevant to my subject	84.6	80.0	52.9	100.0
If it takes time for a Web page to be downloaded	69.2	60.0	47.1	100.0
If I need to pay in order to have access to information	61.5	60.0	52.9	0.0
If I do not feel familiar with how to search the 'electronic journals' service	15.4	20.0	0.0	0.0
If there is no human help	0.0	0.0	0.0	0.0
If there is not a way to identify other users of the 'electronic journals' service	7.7	0.0	5.9	0.0
If I am not able to print an article for reading	69.2	40.0	41.2	0.0
If I am not able to print an article for storing	69.2	40.0	47.1	0.0
If I am not able to save an article on a disk, e.g. floppy disk, hard disk, CD-ROM	38.5	40.0	41.2	0.0
If there is no 24-hour access to the 'electronic journals' service	7.7	0.0	17.6	0.0
If there is no access from my desktop	69.2	40.0	17.6	0.0
If there is no access to information published in the past	38.5	20.0	58.8	0.0
If I need to memorise username and password to log in	30.8	40.0	29.4	0.0

Other(s)	0.0	0.0	0.0	0.0
None	0.0	0.0	0.0	0.0

Table 343 – Reasons that might prevent users from reading electronic journals by occupation

1.2.1.14 Comments

Three (3) respondents made some comments regarding the number of journal titles existed at present in electronic format. They would like more journal titles to be in electronic version. In addition, some others referred to the limited number existed of back issues in electronic format. This situation was characterised as time–consuming because they had to travel to the Library to find and photocopy the back issues of a journal title. Moreover, four (4) interviewees emphasised that they were new users and they were not aware of any advanced services provided by the 'electronic journals' service. They would appreciate it if someone could show them how to use the service properly. Finally, one (1) interviewee said that although he was a new user, he would appreciate to having access from home, because when he was at the University he had other things to do. He would like to search for journal articles during weekends.

1.3 Transaction Log Analysis (TLA)

1.3.1 Social Science Information Gateway (SOSIG)

Since the development of the SOSIG service there has been a steady increase in its use (Table 344). It was introduced in June 1994 and 1,676 file or page requests occurred that month. In 1994, there were in total 35,513 file or page requests to the service; in 1995, there were 390,537 requests; in 1996, there were 906,850 requests; in 1997, there were 1,266,296 requests; in 1998, there were 1,730,542 requests; in 1999, there were 2,876,397 requests; in 2000, there were 3,014,900 requests – only from January to August; in 2001, there were 9,036,738 requests and, in 2002, there were 12,189,526 requests. Concerning monthly use, the highest use coincided with the beginning and end of the university spring and autumn terms. Therefore, except for 1994 when a steady increase in the monthly use of SOSIG was observed, the months with the highest percentage of use were March, October and November. In 1995, it was November (68,698 requests); in 1996, it was October (114,744 requests); in 1997, it was October (146,935 requests); in 1998, it was November (215,237 requests); in 1999, it was November (347,994 requests); in 2000, it was March (456,461 requests); in 2001, it was October (1,145,648 requests) and, in 2002, it was March (1,375,642 requests). Overall, the highest number of requests per month from June 1994 until December 2002 was recorded in March 2002; there were 1,375,642 file or page requests.

MONTH	1994	1995	1996	1997
January	-	11622	58434	85531
February	-	18738	71665	107817
March	-	24902	84214	122832
April	-	23965	73405	116876
May	-	25573	72204	97131
June	1676	29245	65556	85330
July	2770	26082	63651	87525
August	3268	24271	58271	71309
September	4956	32162	71555	97105
October	6436	60949	114744	146935
November	8052	68698	100596	146786
December	8355	44330	72555	101119
Total	35513	390537	906850	1266296

MONTH	1998	1999	2000	2001	2002
January	121946	181471	291187	602960	875290
February	145518	188922	348808	594772	838297
March	166730	244263	456461	708741	1375642
April	133770	229506	394420	611761	931934

May	120689	225584	437975	712205	862505
June	117237	211108	308974	632135	809824
July	115886	211567	365302	652720	1145307
August	107969	204207	411773	742543	949740
September	145314	238850	-	841959	1368026
October	210410	329525	-	1145648	1180921
November	215237	347994	-	962786	1026992
December	129836	263400	-	828508	825048
Total	*1730542*	*2876397*	*3014900*	*9036738*	*12189526*

Table 344– Number of file or page requests per month (1994-2002)

Regarding daily access, there was more interest in accessing the SOSIG service during weekdays, rather than during weekends (Table 345). For example, in 1994, 88% of the total page or file requests occurred during weekdays; in 1995, 85.7% of the total number of file or page requests; in 1996, 85.3% of the total number of file or page requests; in 1997, 85.2% of the total number of file or page requests; in 1998, 84.5% of the total number of file or page requests; in 1999, 82% of the total number of file or page requests; in 2000, 78.8% of the total number of file or page requests; in 2001, 78.6% of the total number of file or page requests and, in 2002, 76.3% of the total number of file or page requests. The most active days of each year were Tuesdays, Wednesdays, or Thursdays. Concerning hourly requests, from 1994 – 1999 users were more willing to access the SOSIG service during working hours (from 8am to 5pm), especially between 2 pm and 5pm. But, from 2000 – 2002 users preferred to search for information after working hours (from 5pm to 8am). In 1994, 56.5% of the total number of file or page requests took place between 8am to 5pm; in 1995, 51.1%; in 1996, 53.1%; in 1997, 54.6%; in 1998, 54.1% and in 1999, 51.6%. In addition, in 2000, 51.8% of the total number of file or page requests took place between 5pm to 7am; in 2001, 52.7% and, in 2002, 54.1% (Table 346).

Day	1994	1995	1996	1997
Sunday	2083	28310	64859	91675
Monday	6174	63734	148626	199839
Tuesday	5882	67541	166211	236262
Wednesday	6068	70339	157337	232241
Thursday	6629	68913	158112	212688
Friday	6505	64292	142920	198021
Saturday	2172	27408	68785	95570
Total	35513	390537	906850	1266296
Total Weekdays	31258	334819	773206	1079051
Total Weekend	4255	55718	133644	187245
Total	35513	390537	906850	1266296

Day	1998	1999	2000	2001	2002
Sunday	129836	262399	305919	935380	1410308
Monday	275233	439190	449502	1337860	1943931
Tuesday	317557	484081	528310	1456552	1892427
Wednesday	306256	503312	485204	1542708	1982089
Thursday	301793	503210	492042	1440112	1813495
Friday	260851	428738	420924	1327292	1671466
Saturday	139016	255467	332999	995834	1475810
Total	1730542	2876397	3014900	9035738	12189526
Total Weekdays	1461690	2358531	2375982	7105524	9303408
Total Weekend	268852	517866	638918	1931214	2886118

Table 345 – Number of file or page requests per day (1994-2002)

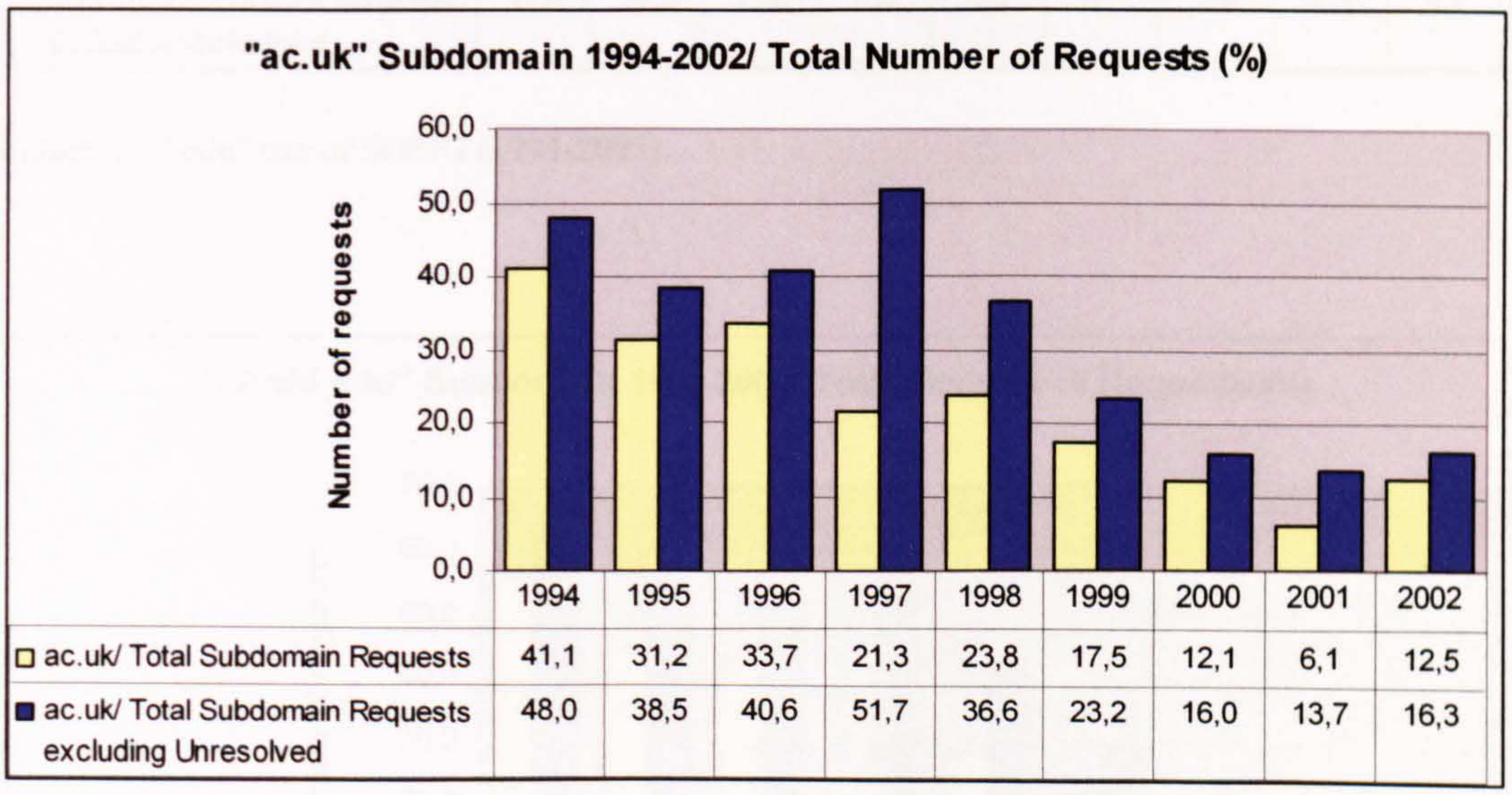
Time	1994	1995	1996	1997	1998	1999	2000	2001	2002
0:00 - 0:59am	804	10567	25240	31656	44973	82361	94957	293788	395043
1:00 - 1:59am	852	10171	23495	31163	41622	76745	91105	273372	399027
2:00 - 2:59am	699	9660	22168	27448	41394	74397	85365	266129	412339
3:00 - 3:59am	678	9126	22225	26886	37911	69352	85290	260162	408409
4:00 - 4:59am	544	8900	18318	29024	39832	67801	85667	255265	382885
5:00 - 5:59am	488	7898	17256	23542	31870	62440	78257	239250	400405
6:00 - 6:59am	391	6306	14881	19761	29361	54863	77134	250174	367061
7:00 - 7:59am	468	5864	15826	20889	31091	64107	80934	262435	388763
8:00 - 8:59am	642	8043	21544	28806	43663	81312	91721	289178	450057
9:00 - 9:59 am	1460	14807	38363	52058	72744	115453	126035	383649	564232
10:00 - 10:59am	1949	19759	49745	72711	102296	162889	153815	461475	637694
11:00 - 11:59am	2446	22472	55453	85090	113829	182547	172255	499364	651737

12:00 - 12:59pm	2353	23132	57954	85515	116239	171771	173391	499045	629850
13:00 - 13:59pm	2507	23239	52753	81453	109297	175667	166562	501316	641341
14:00 - 14:59pm	2943	27161	64709	95439	128611	210053	194363	556849	689192
15:00 - 15:59pm	2691	30937	70782	100232	131672	200838	193453	565359	693080
16:00 - 16:59pm	3081	30133	69963	90170	118354	182585	180297	519828	637030
17:00 - 17:59pm	2360	25175	52398	73574	97184	146901	142965	438639	586329
18:00 - 18:59pm	1906	19978	43589	59419	78797	133930	135832	400098	521618
19:00 - 19:59pm	1567	17988	40171	54473	74485	126158	134917	395305	490284
20:00 - 20:59pm	1616	17364	37189	49753	70165	121527	132769	382765	484901
21:00 - 21:59pm	1207	15664	34127	45634	65131	113976	125847	376219	469193
22:00 - 22:59pm	1085	14122	31414	44832	60237	104699	110355	352414	453206
23:00 - 23:59pm	776	12071	27287	36768	49784	94025	101614	314660	435850
Total	35513	390537	906850	1266296	1730542	2876397	3014900	9036738	12189526
Work Hours (8:00am-4:59pm)	20072	199683	481266	691474	936705	1483115	1451892	4276063	5594213
After Hours (5:00pm-7:59am)	15441	190854	425584	574822	793837	1393282	1563008	4760675	6595313
Total	35513	390537	906850	1266296	1730542	2876397	3014900	9036738	12189526

Table 346 – Number of file or page requests per hour (1994-2002)

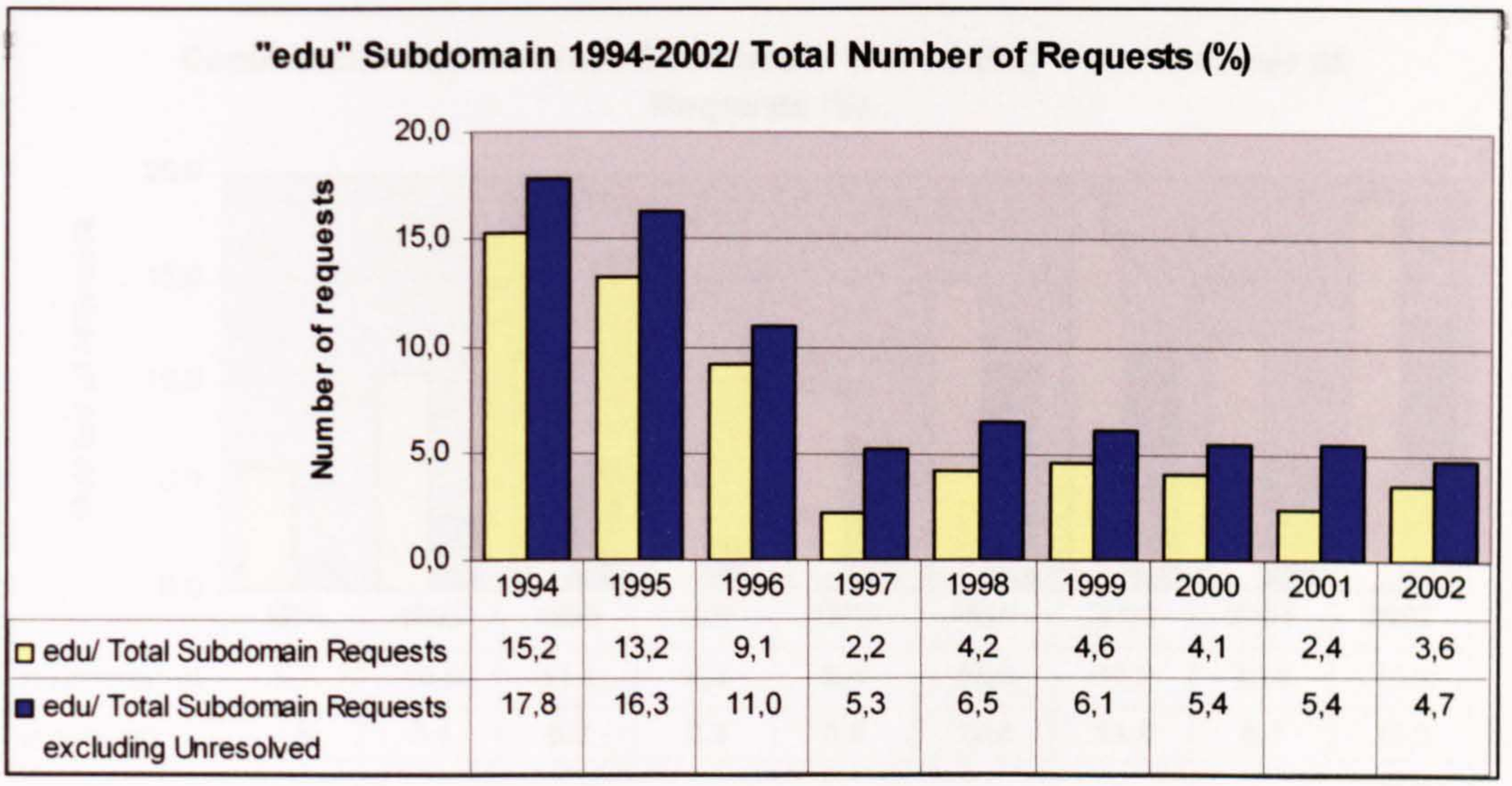
Moreover, sub-domain analysis of daily access to SOSIG shows that, during its existence, user population fundamentally changed in character. Educational sub-domains, such as *edu* and *ac.uk*, represented the largest user group. However, since 1994, there had been a constant decline in their representation: in 1994 *edu* and *ac.uk* accounted for 56.4% of total sub-domain requests; 65.8% if the unresolved requests are discounted; in 1995, *edu* and *ac.uk* requests were 44.4% and 54.8%; in 1996, *edu* and *ac.uk* requests were 42.8% and 51.6%; in 1997, *edu* and *ac.uk* were 23.5% and 57%; in 1998, *edu* and *ac.uk* were 28% and 43.1%; in 1999, *edu* and *ac.uk* were 22.1% and 29.3%; in 2000, *edu* and *ac.uk* were 16.2% and 21.4%; in 2001, *edu* and *ac.uk* were 8.5% and 19.1% and, in 2002, *edu* and *ac.uk* were 16.1% and 21% excluding the unresolved accesses (Figures 8, 9 and 10).

Moreover, sub-domains related to US Commercial and Network showed also a significant number of end-users. This number has steadily increased; in 1994, US Commercial was 5.7% and Network was 1.6% of total sub-domain accesses and, in 2002, it was 18.9% and 13%, respectively (Figure 11). Finally, concerning accesses by country there was interest in using SOSIG from many European and non-European countries. However, most users were from the United Kingdom, the USA, Canada, Australia, and Germany. There were also many end-users located in Sweden, Italy, the Netherlands, Sweden, Spain, and Japan (Tables 347, 348, 349, 350, 351, 352, 353, 354 and 355).



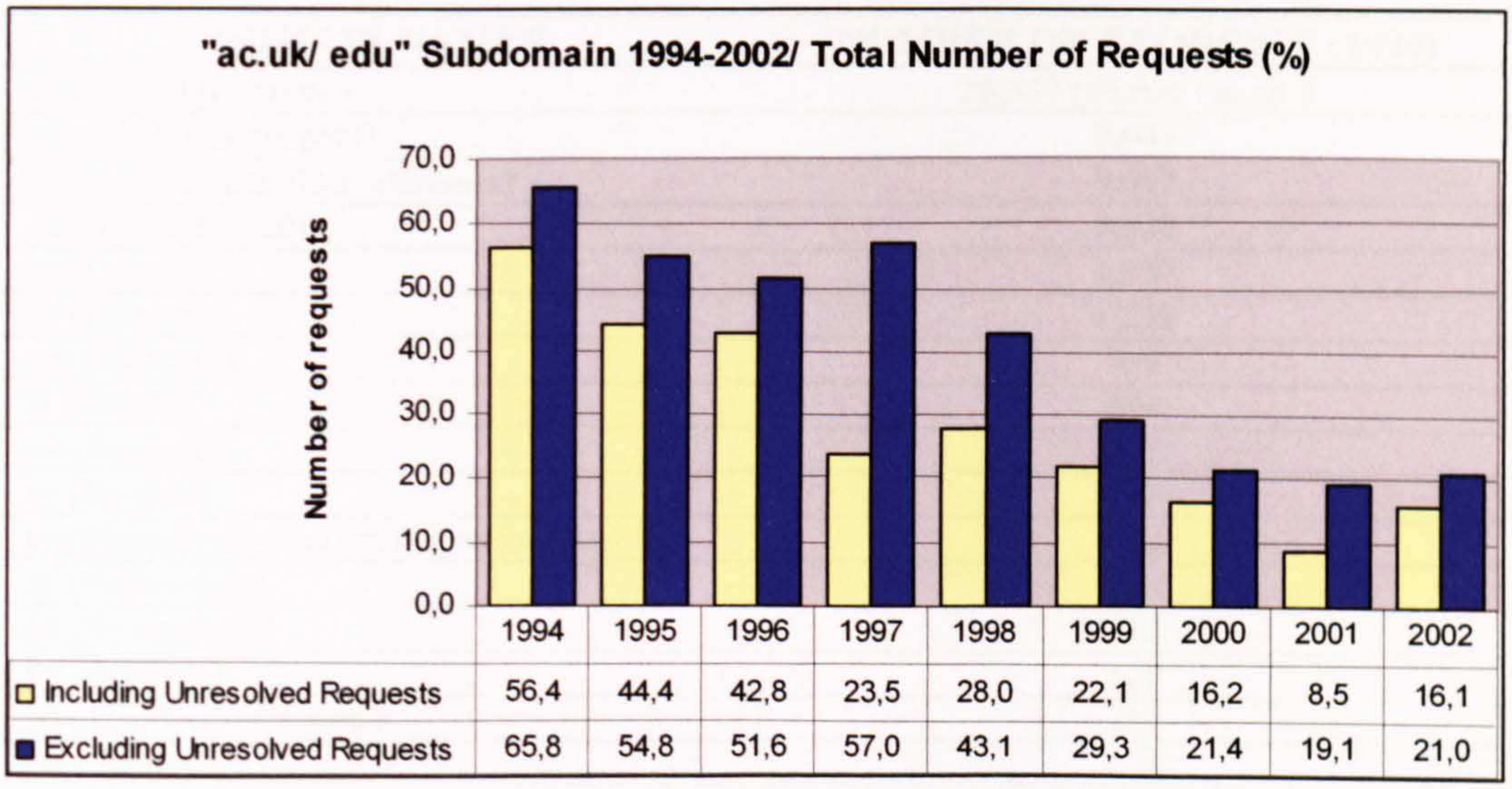
	1994	1995	1996	1997	1998	1999	2000	2001	2002
ac.uk/ Total Subdomain Requests	41,1	31,2	33,7	21,3	23,8	17,5	12,1	6,1	12,5
ac.uk/ Total Subdomain Requests excluding Unresolved	48,0	38,5	40,6	51,7	36,6	23,2	16,0	13,7	16,3

Figure 8 – "ac.uk" use of SOSIG (1994-2002)



	1994	1995	1996	1997	1998	1999	2000	2001	2002
edu/ Total Subdomain Requests	15,2	13,2	9,1	2,2	4,2	4,6	4,1	2,4	3,6
edu/ Total Subdomain Requests excluding Unresolved	17,8	16,3	11,0	5,3	6,5	6,1	5,4	5,4	4,7

Figure 9 – "edu" use of SOSIG (1994-2002)



	1994	1995	1996	1997	1998	1999	2000	2001	2002
Including Unresolved Requests	56,4	44,4	42,8	23,5	28,0	22,1	16,2	8,5	16,1
Excluding Unresolved Requests	65,8	54,8	51,6	57,0	43,1	29,3	21,4	19,1	21,0

Figure 10 – "ac.uk" and "edu" use of SOSIG (1994-2002)

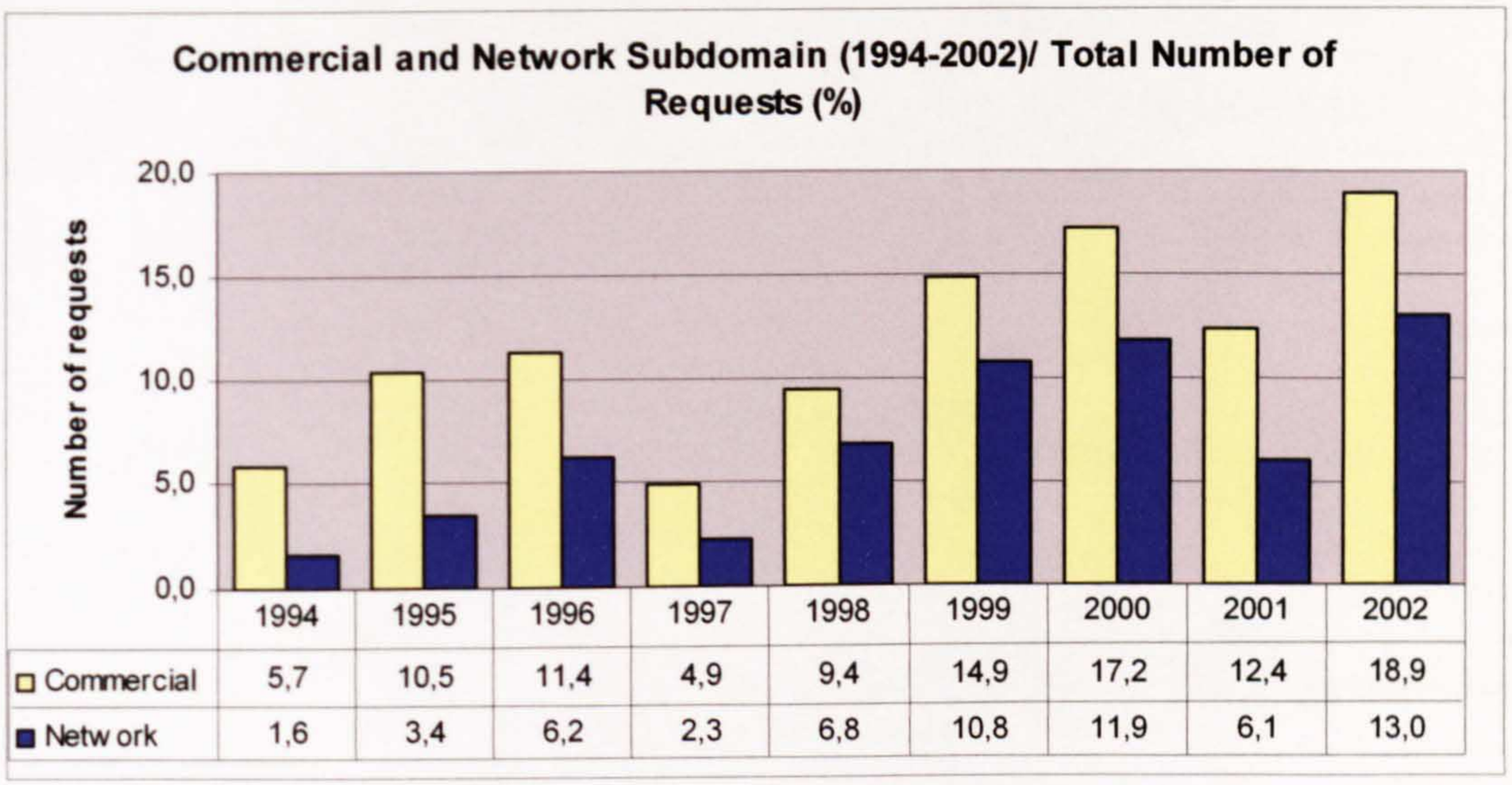


Figure 11 – Commercial and Network Sub-domain of SOSIG (1994-2002)

DOMAIN NAMES	NUMBER OF REQUESTS (1994)
.uk (United Kingdom)	28,357 (26,030 'ac.uk')
.edu (USA Educational)	9,643
[unresolved numerical addresses]	9,067
.com (Commercial)	3,632
.ca (Canada)	1,597
.de (Germany)	1,227
.net (Network)	997
.fi (Finland)	699
.au (Australia)	875
.se (Sweden)	1,091
.org (Non-Profit Making Organisations)	492
.nl (Netherlands)	600
.ch (Switzerland)	577
.be (Belgium)	465
.gov (USA Government)	497
.no (Norway)	534
.it (Italy)	298
.fr (France)	424
.jp (Japan)	284
.us (United States)	145
.nz (New Zealand)	234
.dk (Denmark)	136
.cz (Czech Republic)	126
.mil (USA Military)	166
.at (Austria)	194
.ie (Ireland)	155
.in (India)	14
.il (Israel)	85

.mx (Mexico)	79
.ph (Philippines)	35
.is (Iceland)	52
.sg (Singapore)	32
.es (Spain)	76
.pt (Portugal)	35
.co (Colombia)	15
.ee (Estonia)	32
.hr (Croatia)	24
.hk (Hong Kong)	18
.hu (Hungary)	38
.th (Thailand)	15
.gr (Greece)	15
.pl (Poland)	15
[not listed: 25]	168

Table 347 – Number of requests per domain name (1994)

DOMAIN NAMES	NUMBER OF REQUESTS (1995)
.uk (United Kingdom)	298,553 (261,684 'ac.uk')
[unresolved numerical addresses]	159,090
.edu (USA Educational)	110,959
.com (Commercial)	87,739
.net (Network)	28,568
.ca (Canada)	19,827
.de (Germany)	13,216
.au (Australia)	12,869
.se (Sweden)	10,201
.org (Non-Profit Making Organisations)	7,928
.nl (Netherlands)	7,766
.jp (Japan)	6,754
.gov (USA Government)	5,257
.it (Italy)	5,581
.fi (Finland)	5,957
.no (Norway)	6,090
.fr (France)	5,347
.ch (Switzerland)	3,353
.nz (New Zealand)	2,616
.be (Belgium)	2,897
.us (United States)	3,456
[domain not given]	2,863
.dk (Denmark)	3,856
.es (Spain)	2,596
.kr (South Korea)	1,872
.ie (Ireland)	2,492
.pt (Portugal)	1,998
.at (Austria)	1,997
.il (Israel)	1,658
.mil (USA Military)	1,492
.sg (Singapore)	1,410

.za (South Africa)	1,496
.is (Iceland)	1,120
.mx (Mexico)	1,191
.gr (Greece)	907
.my (Malaysia)	855
.cl (Chile)	472
.hk (Hong Kong)	530
.cz (Czech Republic)	353
.si (Slovenia)	266
.tr (Turkey)	443
.br (Brazil)	452
.pl (Poland)	342
.cn (China)	83
.hu (Hungary)	316
.ar (Argentina)	265
.th (Thailand)	209
.gb (United Kingdom)	354
.tw (Taiwan)	245
.lu (Luxembourg)	231
.id (Indonesia)	196
.kw (Kuwait)	107
.ee (Estonia)	233
.co (Colombia)	205
.su (Former USSR)	148
.bm (Bermuda)	155
.jm (Jamaica)	86
.eg (Egypt)	120
.ph (Philippines)	114
.do (Dominican Republic)	110
.hr (Croatia)	70
.ru (Russia)	162
.cr (Costa Rica)	160
.in (India)	79
.cy (Cyprus)	79
.mt (Malta)	19
.ua (Ukraine)	48
.bo (Bolivia)	28
.lt (Lithuania)	77
.ro (Romania)	39
.lv (Latvia)	43
.sk (Slovak Republic)	94
.ve (Venezuela)	38
.int (International)	54
.ec (Ecuador)	34
.uy (Uruguay)	37
.ae (United Arab Emirates)	35
[not listed: 9]	84

Table 348 – Number of requests per domain name (1995)

DOMAIN NAMES	NUMBER OF REQUESTS (1996)
.uk (United Kingdom)	1,230,881 (1,076,997 'ac.uk')
[unresolved numerical addresses]	539,934
.com (Commercial)	363,194
.edu (USA Educational)	291,149
.net (Network)	198,103
.au (Australia)	63,188
.ca (Canada)	64,424
.de (Germany)	39,892
.se (Sweden)	33,527
.org (Non-Profit Making Organisations)	25,226
.nl (Netherlands)	25,570
.jp (Japan)	31,192
.it (Italy)	19,660
.no (Norway)	26,141
.fi (Finland)	19,712
.fr (France)	17,655
.es (Spain)	13,931
.dk (Denmark)	14,482
.gov (USA Government)	12,828
.ch (Switzerland)	10,963
.ie (Ireland)	11,737
.us (United States)	14,049
.kr (South Korea)	10,371
.sg (Singapore)	8,669
.nz (New Zealand)	8,800
.be (Belgium)	6,387
.il (Israel)	8,409
[domain not given]	6,627
.pt (Portugal)	7,067
.br (Brazil)	4,774
.at (Austria)	4,880
.mx (Mexico)	3,776
.za (South Africa)	4,448
.is (Iceland)	2,661
.gr (Greece)	3,887
.hk (Hong Kong)	3,300
.mil (USA Military)	3,376
.my (Malaysia)	4,061
.pl (Poland)	2,570
.hu (Hungary)	1,844
.tw (Taiwan)	1,941
.cz (Czech Republic)	1,894
.lu (Luxembourg)	1,217
.ee (Estonia)	1,381
.ar (Argentina)	1,559
.tr (Turkey)	1,388
.cl (Chile)	1,495
.ru (Russia)	1,205
.si (Slovenia)	1,358
.th (Thailand)	1,078
.id (Indonesia)	995

.hr (Croatia)	978
.eg (Egypt)	772
.cr (Costa Rica)	817
.su (Former USSR)	716
.in (India)	326
.mt (Malta)	747
.arpa (Old style Arpanet)	809
.ph (Philippines)	378
.do (Dominican Republic)	379
.bh (Bahrain)	603
.uy (Uruguay)	644
.ae (United Arab Emirates)	571
.gb (United Kingdom)	696
.lv (Latvia)	480
.pe (Peru)	539
.ro (Romania)	345
.co (Colombia)	468
.ua (Ukraine)	448
.ec (Ecuador)	313
.cn (China)	247
.lt (Lithuania)	322
.kw (Kuwait)	281
.int (International)	138
.bm (Bermuda)	297
.sk (Slovak Republic)	151
.cy (Cyprus)	225
.ma (Morocco)	265
.ve (Venezuela)	112
.yu (Yugoslavia)	118
.pk (Pakistan)	180
.gt (Guatemala)	33
.ni (Nicaragua)	79
.bn (Brunei Darussalam)	60
.jm (Jamaica)	93
.dz (Algeria)	1
.gi (Gibraltar)	174
.fo (Faroe Islands)	95
.bs (Bahamas)	51
.ke (Kenya)	90
.bg (Bulgaria)	69
.fj (Fiji)	50
.ge (Georgia)	72
.ky (Cayman Islands)	95
.pa (Panama)	51
.fm (Micronesia)	34
[not listed: 30]	637

Table 349 – Number of requests per domain name (1996)

DOMAIN NAMES	NUMBER OF REQUESTS (1997)
[unresolved numerical addresses]	2,775,470
.uk (United Kingdom)	1,132,195 (1,008,001 'ac.uk')
.com (Commercial)	230,615
.net (Network)	108,724
.edu (USA Educational)	102,988
.au (Australia)	40,520
.ca (Canada)	35,274
.de (Germany)	26,183
.org (Non-Profit Making Organisations)	17,732
.se (Sweden)	28,209
.fi (Finland)	20,474
.nl (Netherlands)	17,131
.ie (Ireland)	14,346
.es (Spain)	12,685
.dk (Denmark)	13,200
.it (Italy)	10,905
.jp (Japan)	13,301
.sg (Singapore)	8,538
.fr (France)	8,477
.no (Norway)	10,032
.ch (Switzerland)	6,876
.be (Belgium)	8,377
.us (United States)	8,918
.nz (New Zealand)	7,008
.kr (South Korea)	6,682
.gov (USA Government)	6,144
.pt (Portugal)	3,839
.il (Israel)	3,980
.at (Austria)	4,061
.za (South Africa)	2,639
.gr (Greece)	3,058
.hk (Hong Kong)	2,311
.hu (Hungary)	2,056
.br (Brazil)	1,810
.my (Malaysia)	2,059
.ee (Estonia)	1,510
.ru (Russia)	1,581
.th (Thailand)	1,339
.in (India)	883
.tr (Turkey)	1,320
.ar (Argentina)	1,290
.is (Iceland)	839
.mx (Mexico)	1,440
.lu (Luxembourg)	1,251
.pl (Poland)	1,165
.mil (USA Military)	1,209
.tw (Taiwan)	1,210
.co (Colombia)	769
.hr (Croatia)	1,435
.bh (Bahrain)	649
.si (Slovenia)	766

.ae (United Arab Emirates)	1,008
.gy (Guyana)	607
.ph (Philippines)	458
.cl (Chile)	492
.cz (Czech Republic)	550
.su (Former USSR)	175
.arpa (Old style Arpanet)	1,076
.id (Indonesia)	547
.yu (Yugoslavia)	429
.ua (Ukraine)	223
[domain not given]	371
.lt (Lithuania)	314
.pk (Pakistan)	351
.cn (China)	239
.mt (Malta)	163
.sk (Slovak Republic)	334
.bg (Bulgaria)	194
.pe (Peru)	261
.eg (Egypt)	256
.ro (Romania)	227
.lv (Latvia)	177
.et (Ethiopia)	150
.uy (Uruguay)	158
.cy (Cyprus)	121
.ni (Nicaragua)	52
.gb (United Kingdom)	170
.kw (Kuwait)	96
.to (Tonga)	130
.mu (Mauritius)	90
.do (Dominican Republic)	122
.tt (Trinidad and Tobago)	77
.fj (Fiji)	25
.lk (Sri Lanka)	41
.bo (Bolivia)	94
.fo (Faroe Islands)	32
.int (International)	82
.cr (Costa Rica)	52
.ve (Venezuela)	64
.gi (Gibraltar)	51
.gl (Greenland)	81
.hn (Honduras)	17
.ma (Morocco)	18
.md (Moldova)	76
[not listed: 33]	487

Table 350 – Number of requests per domain name (1997)

DOMAIN NAMES	NUMBER OF REQUESTS (1998)
.uk (United Kingdom)	1,967,123 (1,593,630 'ac.uk')
[unresolved numerical addresses]	2,345,454
.com (Commercial)	631,420
.net (Network)	456,052
.edu (USA Educational)	282,875
.au (Australia)	105,873
.ca (Canada)	87,143
.de (Germany)	65,931
.se (Sweden)	65,741
.es (Spain)	46,721
.nl (Netherlands)	44,981
.fi (Finland)	39,683
.org (Non-Profit Making Organisations)	36,454
.dk (Denmark)	39,252
.it (Italy)	32,550
.no (Norway)	31,517
.jp (Japan)	27,868
.fr (France)	27,051
.be (Belgium)	31,494
.ie (Ireland)	27,087
.us (United States)	34,697
.nz (New Zealand)	16,838
.ch (Switzerland)	13,333
.tw (Taiwan)	10,503
.pt (Portugal)	14,673
.sg (Singapore)	11,786
.kr (South Korea)	17,052
.my (Malaysia)	11,772
.il (Israel)	8,511
.gov (USA Government)	10,001
.ru (Russia)	8,942
.gr (Greece)	9,097
.br (Brazil)	10,055
.za (South Africa)	8,720
.hk (Hong Kong)	7,170
.at (Austria)	11,464
.ar (Argentina)	6,107
.mx (Mexico)	7,380
.in (India)	5,720
.tr (Turkey)	5,217
.hu (Hungary)	4,988
.pl (Poland)	4,995
.mil (USA Military)	6,649
.th (Thailand)	3,161
.cz (Czech Republic)	3,661
.ee (Estonia)	3,751
.ro (Romania)	2,312
.lt (Lithuania)	3,441
.co (Colombia)	2,745
.is (Iceland)	2,287
.si (Slovenia)	2,382

.ae (United Arab Emirates)	1,827
.id (Indonesia)	2,032
.hr (Croatia)	2,094
.lu (Luxembourg)	1,778
.cy (Cyprus)	1,463
.sk (Slovak Republic)	1,406
.ua (Ukraine)	1,448
.cl (Chile)	1,349
.bg (Bulgaria)	1,231
.tt (Trinidad and Tobago)	1,306
.yu (Yugoslavia)	823
.cn (China)	1,055
.by (Belarus)	446
.bn (Brunei Darussalam)	318
.lv (Latvia)	668
.pe (Peru)	1,117
.mt (Malta)	827
.uy (Uruguay)	991
.om (Oman)	599
.su (Former USSR)	586
.cu (Cuba)	537
.pk (Pakistan)	724
.ve (Venezuela)	536
.bh (Bahrain)	682
[domain not given]	627
.int (International)	660
.arpa (Old style Arpanet)	715
.eg (Egypt)	359
[unknown domain]	437
.mu (Mauritius)	532
.sa (Saudi Arabia)	239
.zw (Zimbabwe)	391
.fj (Fiji)	213
.ph (Philippines)	450
.gy (Guyana)	386
.do (Dominican Republic)	422
.lb (Lebanon)	273
.fo (Faroe Islands)	252
.qa (Qatar)	200
.kz (Kazakhstan)	213
.ec (Ecuador)	273
.mv (Maldives)	85
.mk (Macedonia)	206
.bm (Bermuda)	169
.jo (Jordan)	158
.dm (Dominica)	106
.et (Ethiopia)	177
.uz (Uzbekistan)	101
.ni (Nicaragua)	240
.lk (Sri Lanka)	139
.md (Moldova)	145
.hn (Honduras)	70
.gt (Guatemala)	74

.jm (Jamaica)	165
.ba (Bosnia-Herzegovina)	109
.pg (Papua New Guinea)	185
.ci (Ivory Coast (Cote d'Ivoire))	52
.gi (Gibraltar)	103
.ke (Kenya)	124
.kw (Kuwait)	114
.kh (Cambodia)	50
.np (Nepal)	107
.nc (New Caledonia (French))	88
.ky (Cayman Islands)	76
.pa (Panama)	43
.je (Jersey)	130
.bo (Bolivia)	105
.dz (Algeria)	3
.mo (Macau)	75
.sv (El Salvador)	39
.ir (Iran)	33
.na (Namibia)	99
.gh (Ghana)	38
.bw (Botswana)	91
.gu (Guam (USA))	66
.zm (Zambia)	54
[not listed: 28]	693

Table 351 – Number of requests per domain name (1998)

DOMAIN NAMES	NUMBER OF REQUESTS (1999)
.uk (United Kingdom)	2,585,321 (1,666,722 'ac.uk')
[unresolved numerical addresses]	2,339,746
.com (Commercial)	1,419,210
.net (Network)	1,028,827
.edu (USA Educational)	434,568
.au (Australia)	172,360
.ca (Canada)	140,774
.se (Sweden)	108,069
.de (Germany)	93,071
.nl (Netherlands)	83,910
.jp (Japan)	51,200
.es (Spain)	64,324
.be (Belgium)	57,119
.ie (Ireland)	56,900
.fr (France)	64,628
.dk (Denmark)	56,210
.us (United States)	64,345
.org (Non-Profit Making Organisations)	56,814
.it (Italy)	52,969
.nz (New Zealand)	42,373
.fi (Finland)	47,063
.no (Norway)	42,887

.il (Israel)	25,163
.ch (Switzerland)	21,426
.pt (Portugal)	22,393
.gr (Greece)	22,774
.my (Malaysia)	24,683
.za (South Africa)	16,110
.hu (Hungary)	8,426
.br (Brazil)	17,555
.cz (Czech Republic)	11,843
.in (India)	9,731
.sg (Singapore)	19,390
.tw (Taiwan)	10,196
.mx (Mexico)	18,078
.at (Austria)	15,917
.ru (Russia)	13,421
.mil (USA Military)	13,318
.gov (USA Government)	12,860
.pl (Poland)	11,951
.ro (Romania)	8,075
.ar (Argentina)	11,980
.hk (Hong Kong)	10,560
.th (Thailand)	7,384
.tr (Turkey)	9,558
.ee (Estonia)	7,651
.ae (United Arab Emirates)	4,962
.kr (South Korea)	9,307
.lt (Lithuania)	6,130
.si (Slovenia)	4,966
.is (Iceland)	4,663
.co (Colombia)	4,647
.arpa (Old style Arpanet)	2,130
.id (Indonesia)	3,294
.tt (Trinidad and Tobago)	2,823
.hr (Croatia)	3,885
.sk (Slovak Republic)	3,359
.cn (China)	3,582
.sa (Saudi Arabia)	2,634
.cl (Chile)	2,791
.ua (Ukraine)	3,217
.pe (Peru)	2,222
.bg (Bulgaria)	2,755
.lb (Lebanon)	1,850
.lu (Luxembourg)	2,411
.cy (Cyprus)	2,336
.kz (Kazakhstan)	1,241
.yu (Yugoslavia)	1,603
.bm (Bermuda)	677
.int (International)	1,745
.pk (Pakistan)	1,121
.lv (Latvia)	2,065
.uy (Uruguay)	1,563
.ph (Philippines)	1,698
.mk (Macedonia)	797

.ye (Yemen)	291
.bh (Bahrain)	1,030
.na (Namibia)	949
.mt (Malta)	897
.cr (Costa Rica)	559
.mu (Mauritius)	1,147
.np (Nepal)	134
.ge (Georgia)	579
.tz (Tanzania)	748
.om (Oman)	585
.do (Dominican Republic)	790
.bn (Brunei Darussalam)	582
.ni (Nicaragua)	477
.bw (Botswana)	747
.ad (Andorra)	173
.jo (Jordan)	93
.jm (Jamaica)	359
[domain not given]	471
.ve (Venezuela)	637
.pg (Papua New Guinea)	121
.py (Paraguay)	119
.ke (Kenya)	622
.su (Former USSR)	572
.by (Belarus)	347
.ir (Iran)	340
.zw (Zimbabwe)	394
.eg (Egypt)	450
.md (Moldova)	329
.ba (Bosnia-Herzegovina)	345
.gi (Gibraltar)	407
.qa (Qatar)	257
.lk (Sri Lanka)	435
.dm (Dominica)	308
.cu (Cuba)	156
.ec (Ecuador)	354
.fo (Faroe Islands)	262
.zm (Zambia)	147
.gh (Ghana)	165
.kg (Kyrgyzstan)	141
.mg (Madagascar)	210
.fj (Fiji)	169
.gl (Greenland)	171
.gt (Guatemala)	220
.et (Ethiopia)	170
.sv (El Salvador)	91
.am (Armenia)	141
.pf (Polynesia (French))	115
.gy (Guyana)	186
.az (Azerbaidjan)	75
.kw (Kuwait)	97
.ag (Antigua and Barbuda)	102
.bb (Barbados)	45
.mo (Macau)	127

.mv (Maldives)	100
.ug (Uganda)	75
.hn (Honduras)	85
.ne (Niger)	14
.aw (Aruba)	70
.ma (Morocco)	47
.bo (Bolivia)	117
.ls (Lesotho)	35
.mn (Mongolia)	37
.pa (Panama)	86
.ci (Ivory Coast (Cote d'Ivoire))	41
.kh (Cambodia)	88
.mz (Mozambique)	91
.vi (Virgin Islands (USA))	49
[not listed: 21]	560

Table 352 – Number of requests per domain name (1999)

DOMAIN NAMES	NUMBER OF REQUESTS (2000)
[unresolved numerical addresses]	2,470,231
.com (Commercial)	1,761,464
.uk (United Kingdom)	2,342,860 (1,239,137 'ac.uk')
.net (Network)	1,214,718
.edu (USA Educational)	422,206
.au (Australia)	221,410
.ca (Canada)	147,608
.de (Germany)	130,450
.fr (France)	79,827
.se (Sweden)	96,899
.jp (Japan)	60,679
.nl (Netherlands)	81,688
.es (Spain)	84,783
.ie (Ireland)	67,970
.dk (Denmark)	58,903
.us (United States)	84,206
.it (Italy)	67,688
.be (Belgium)	59,675
.fi (Finland)	49,403
.org (Non-Profit Making Organisations)	57,719
.nz (New Zealand)	53,306
.no (Norway)	37,827
.za (South Africa)	29,591
.pt (Portugal)	30,843
.il (Israel)	25,607
.gr (Greece)	28,616
.sg (Singapore)	28,569
.br (Brazil)	29,840
.my (Malaysia)	21,853
.pl (Poland)	23,135
.ch (Switzerland)	22,804

.ru (Russia)	18,372
.at (Austria)	21,861
.ee (Estonia)	11,737
.mx (Mexico)	22,281
.mil (USA Military)	16,950
.ar (Argentina)	15,144
.kr (South Korea)	10,687
.ro (Romania)	13,168
.hk (Hong Kong)	11,635
.cz (Czech Republic)	11,849
.tr (Turkey)	10,665
.hu (Hungary)	9,674
.gov (USA Government)	12,020
.in (India)	9,814
.is (Iceland)	7,280
.sk (Slovak Republic)	7,177
.lt (Lithuania)	6,497
.tw (Taiwan)	5,198
.id (Indonesia)	6,073
.si (Slovenia)	5,749
.th (Thailand)	6,235
.sa (Saudi Arabia)	8,676
.ae (United Arab Emirates)	3,779
.hr (Croatia)	4,553
.cl (Chile)	4,509
.cy (Cyprus)	2,484
.bg (Bulgaria)	4,723
.pe (Peru)	4,479
.ua (Ukraine)	4,077
.int (International)	3,839
.lu (Luxembourg)	2,875
.lv (Latvia)	3,949
.tt (Trinidad and Tobago)	3,615
.pk (Pakistan)	2,275
.co (Colombia)	3,524
.ve (Venezuela)	1,372
.yu (Yugoslavia)	2,651
.mu (Mauritius)	2,323
.ph (Philippines)	2,630
.arpa (Old style Arpanet)	2,479
.eg (Egypt)	1,568
.uy (Uruguay)	1,908
.cn (China)	2,658
.lb (Lebanon)	1,389
.mk (Macedonia)	1,072
.bn (Brunei Darussalam)	1,115
.jm (Jamaica)	1,103
.fj (Fiji)	1,390
.vn (Vietnam)	943
.zw (Zimbabwe)	685
.np (Nepal)	786
.om (Oman)	683
.nc (New Caledonia (French))	1,226

.bw (Botswana)	844
.ge (Georgia)	713
.lk (Sri Lanka)	588
.gi (Gibraltar)	776
.gy (Guyana)	455
.ke (Kenya)	690
.dm (Dominica)	528
.zm (Zambia)	463
[domain not given]	446
.ug (Uganda)	641
.su (Former USSR)	561
.kz (Kazakhstan)	272
.ba (Bosnia-Herzegovina)	322
.gt (Guatemala)	666
.na (Namibia)	527
.by (Belarus)	394
.ec (Ecuador)	278
.bm (Bermuda)	153
.ni (Nicaragua)	266
.ye (Yemen)	326
.mt (Malta)	341
.ir (Iran)	178
.ky (Cayman Islands)	368
.am (Armenia)	214
.az (Azerbaidjan)	134
.kg (Kyrgyzstan)	187
.md (Moldova)	221
.cr (Costa Rica)	205
[unknown domain]	246
.mn (Mongolia)	118
.tz (Tanzania)	109
.bt (Bhutan)	175
.pg (Papua New Guinea)	165
.cu (Cuba)	135
.gu (Guam (USA))	76
.kh (Cambodia)	126
.bo (Bolivia)	235
.gl (Greenland)	140
.py (Paraguay)	85
.ma (Morocco)	165
.sz (Swaziland)	144
.jo (Jordan)	170
.fo (Faroe Islands)	132
.hn (Honduras)	93
.mv (Maldives)	135
.et (Ethiopia)	50
.ad (Andorra)	116
.pa (Panama)	28
.ci (Ivory Coast (Cote d'Ivoire))	45
.bz (Belize)	60
.aw (Aruba)	75
.gh (Ghana)	76
.mc (Monaco)	82

.mo (Macau)	29
.ls (Lesotho)	52
.fm (Micronesia)	45
.rw (Rwanda)	42
.do (Dominican Republic)	103
.sn (Senegal)	31
.gf (French Guyana)	39
.al (Albania)	20
.tc (Turks and Caicos Islands)	18
.nf (Norfolk Island)	35
.mz (Mozambique)	22
.nu (Niue)	49
[not listed: 22]	402

Table 353 – Number of requests per domain name (2000)

DOMAIN NAMES	NUMBER OF REQUESTS (2001)
[unresolved numerical addresses]	15,242,059
.com (Commercial)	3,387,882
.uk (United Kingdom)	3,209,542 (1,662,264 'ac.uk')
.net (Network)	1,670,739
.edu (USA Educational)	662,114
.au (Australia)	327,266
.fr (France)	163,228
.de (Germany)	475,373
.ca (Canada)	237,155
.jp (Japan)	94,817
.be (Belgium)	106,677
.es (Spain)	138,155
.no (Norway)	56,298
.nl (Netherlands)	118,495
.se (Sweden)	103,446
.org (Non-Profit Making Organisations)	74,958
.dk (Denmark)	66,683
.us (United States)	88,963
.nz (New Zealand)	72,079
.it (Italy)	77,477
.ie (Ireland)	67,213
.fi (Finland)	56,846
.il (Israel)	52,484
.gr (Greece)	47,449
.za (South Africa)	38,444
.arpa (Old style Arpanet)	31,380
.pt (Portugal)	37,122
.sg (Singapore)	31,300
.lt (Lithuania)	36,513
.my (Malaysia)	27,121
.pl (Poland)	27,612
.ru (Russia)	28,729
.ch (Switzerland)	29,229

.mx (Mexico)	38,126
.at (Austria)	31,309
.hk (Hong Kong)	17,694
.ro (Romania)	24,595
.br (Brazil)	28,134
.cz (Czech Republic)	22,612
.tw (Taiwan)	12,294
.ee (Estonia)	15,581
.mil (USA Military)	21,646
.ar (Argentina)	20,202
.hu (Hungary)	15,252
.sa (Saudi Arabia)	20,808
.tr (Turkey)	19,719
.id (Indonesia)	14,209
.in (India)	16,967
.gov (USA Government)	16,804
.hr (Croatia)	10,346
.is (Iceland)	7,716
.th (Thailand)	6,887
.tt (Trinidad and Tobago)	7,750
.si (Slovenia)	7,138
.bg (Bulgaria)	6,770
.lv (Latvia)	6,966
.sk (Slovak Republic)	6,310
.cl (Chile)	5,666
.tv (Tuvalu)	332
.int (International)	5,135
.cy (Cyprus)	4,367
.ph (Philippines)	4,948
.ua (Ukraine)	5,065
.do (Dominican Republic)	4,170
.co (Colombia)	5,762
.mu (Mauritius)	3,117
[domain not given]	4,687
.pk (Pakistan)	3,499
.jm (Jamaica)	3,975
.cn (China)	4,847
.bw (Botswana)	3,506
.yu (Yugoslavia)	3,903
.lu (Luxembourg)	3,659
.ae (United Arab Emirates)	2,695
.mk (Macedonia)	4,550
.ge (Georgia)	1,843
.eg (Egypt)	2,180
.zw (Zimbabwe)	1,636
.ir (Iran)	1,377
.bn (Brunei Darussalam)	2,201
.lb (Lebanon)	1,535
.uy (Uruguay)	2,764
.jo (Jordan)	1,665
.pe (Peru)	1,480
.mt (Malta)	1,512
.ba (Bosnia-Herzegovina)	1,128

.kr (South Korea)	1,030
.np (Nepal)	1,028
.na (Namibia)	964
.by (Belarus)	1,145
.cr (Costa Rica)	802
.ke (Kenya)	903
[unknown domain]	908
.kg (Kyrgyzstan)	405
.fj (Fiji)	688
.am (Armenia)	939
.to (Tonga)	214
.zm (Zambia)	652
.ve (Venezuela)	713
.md (Moldova)	866
.kz (Kazakhstan)	751
.kh (Cambodia)	460
.gy (Guyana)	629
.su (Former USSR)	776
.gt (Guatemala)	786
.gi (Gibraltar)	681
.ma (Morocco)	584
.om (Oman)	410
.nu (Niue)	354
.ni (Nicaragua)	510
.rw (Rwanda)	195
.bm (Bermuda)	376
.ug (Uganda)	447
.vn (Vietnam)	245
.dm (Dominica)	414
.ad (Andorra)	207
.ec (Ecuador)	420
.cu (Cuba)	434
.ky (Cayman Islands)	408
.gh (Ghana)	124
.ye (Yemen)	262
.lk (Sri Lanka)	438
.tz (Tanzania)	370
.mo (Macau)	236
.bo (Bolivia)	270
.pa (Panama)	320
.fo (Faroe Islands)	202
.bt (Bhutan)	231
.mn (Mongolia)	161
.bz (Belize)	90
.al (Albania)	225
.et (Ethiopia)	179
.cc (Cocos (Keeling) Islands)	193
.ng (Nigeria)	117
.sc (Seychelles)	102
.py (Paraguay)	108
.pg (Papua New Guinea)	68
.im (Isle of Man)	10
.bf (Burkina Faso)	94

.sl (Sierra Leone)	48
.hn (Honduras)	73
.sm (San Marino)	68
.ls (Lesotho)	86
.aw (Aruba)	83
.ml (Mali)	21
.fm (Micronesia)	31
.sb (Solomon Islands)	47
.li (Liechtenstein)	41
.ci (Ivory Coast (Cote d'Ivoire))	50
.sn (Senegal)	83
.pf (Polynesia (French))	81
.nc (New Caledonia (French))	51
.mg (Madagascar)	71
.gn (Guinea)	12
.gu (Guam (USA))	36
.gp (Guadeloupe (French))	32
.nf (Norfolk Island)	19
[not listed: 13]	211

Table 354 – Number of requests per domain name (2001)

DOMAIN NAMES	NUMBER OF REQUESTS (2002)
.com (Commercial)	6,911,251
.uk (United Kingdom)	8,714,650 (4,549,870 'ac.uk')
[unresolved numerical addresses]	8,599,365
.net (Network)	4,745,013
.edu (USA Educational)	1,305,371
.au (Australia)	658,006
.fr (France)	327,228
.no (Norway)	159,553
.ca (Canada)	564,426
.nl (Netherlands)	292,230
.jp (Japan)	147,014
.de (Germany)	209,480
.es (Spain)	280,016
.ru (Russia)	121,451
.ch (Switzerland)	110,777
.be (Belgium)	198,449
.it (Italy)	195,279
.se (Sweden)	179,656
.us (United States)	182,411
.org (Non-Profit Making Organisations)	142,178
.ie (Ireland)	131,034
.nz (New Zealand)	119,008
.fi (Finland)	114,100
.pl (Poland)	124,045
.za (South Africa)	76,991
.gr (Greece)	100,756
.dk (Denmark)	108,084

.sg (Singapore)	81,303
.lt (Lithuania)	89,729
.il (Israel)	72,593
.br (Brazil)	88,750
.pt (Portugal)	72,393
.mil (USA Military)	60,135
.my (Malaysia)	43,770
.ro (Romania)	68,351
.ee (Estonia)	56,665
.tr (Turkey)	71,830
.mx (Mexico)	68,947
.at (Austria)	67,238
.hk (Hong Kong)	43,361
.hu (Hungary)	51,397
.th (Thailand)	27,243
.tw (Taiwan)	25,530
.cz (Czech Republic)	45,694
.ar (Argentina)	41,399
.hr (Croatia)	30,626
.in (India)	32,212
.gov (USA Government)	35,332
.tt (Trinidad and Tobago)	29,372
.sa (Saudi Arabia)	23,958
.id (Indonesia)	28,090
.is (Iceland)	23,617
.ph (Philippines)	28,872
.cl (Chile)	14,465
.lv (Latvia)	16,990
.pk (Pakistan)	11,679
.sk (Slovak Republic)	15,049
[domain not given]	13,655
.arpa (Old style Arpanet)	19,429
.yu (Yugoslavia)	13,286
.mt (Malta)	12,812
.cy (Cyprus)	13,728
.co (Colombia)	12,828
.mu (Mauritius)	8,011
.si (Slovenia)	13,720
.bg (Bulgaria)	13,841
.int (International)	12,734
.ua (Ukraine)	11,717
.jm (Jamaica)	8,683
.bz (Belize)	2,125
.tv (Tuvalu)	954
.zw (Zimbabwe)	6,039
.uy (Uruguay)	4,580
.ke (Kenya)	4,507
.bn (Brunei Darussalam)	5,655
.cn (China)	5,543
.ae (United Arab Emirates)	4,499
.lu (Luxembourg)	7,895
.bw (Botswana)	4,678
.cr (Costa Rica)	2,921

[unknown domain]	3,910
.eg (Egypt)	3,326
.lb (Lebanon)	2,414
.na (Namibia)	2,117
.do (Dominican Republic)	3,291
.ve (Venezuela)	2,867
.ir (Iran)	1,123
.mk (Macedonia)	3,246
.ky (Cayman Islands)	2,960
.by (Belarus)	2,047
.kr (South Korea)	2,545
.fj (Fiji)	2,053
.pe (Peru)	3,689
.ug (Uganda)	2,232
.np (Nepal)	1,602
.kg (Kyrgyzstan)	2,289
.md (Moldova)	1,869
.su (Former USSR)	2,119
.zm (Zambia)	1,846
.bm (Bermuda)	1,962
.kz (Kazakhstan)	1,924
.dm (Dominica)	1,592
.ls (Lesotho)	1,230
.ma (Morocco)	1,303
.lc (Saint Lucia)	1,499
.tz (Tanzania)	1,677
.ge (Georgia)	1,581
.jo (Jordan)	1,115
.lk (Sri Lanka)	1,279
.gt (Guatemala)	1,814
.kh (Cambodia)	1,142
.ec (Ecuador)	1,127
.pg (Papua New Guinea)	934
.cu (Cuba)	1,095
.rw (Rwanda)	1,251
.am (Armenia)	846
.om (Oman)	638
.gi (Gibraltar)	1,160
.ba (Bosnia-Herzegovina)	817
.bt (Bhutan)	522
.gg (Guernsey)	609
.ni (Nicaragua)	581
.vn (Vietnam)	522
.nu (Niue)	555
.az (Azerbaidjan)	258
.al (Albania)	145
.sz (Swaziland)	511
.aw (Aruba)	372
.sl (Sierra Leone)	435
.ng (Nigeria)	244
.ad (Andorra)	291
.vi (Virgin Islands (USA))	438
.pa (Panama)	452

.mg (Madagascar)	317
.fo (Faroe Islands)	387
.bs (Bahamas)	132
.bb (Barbados)	152
.tc (Turks and Caicos Islands)	214
.mz (Mozambique)	477
.to (Tonga)	150
.sn (Senegal)	112
.mo (Macau)	211
.py (Paraguay)	219
.tm (Turkmenistan)	116
.bj (Benin)	247
.ci (Ivory Coast (Cote d'Ivoire))	174
.ml (Mali)	164
.sc (Seychelles)	118
.im (Isle of Man)	178
.gy (Guyana)	148
.gl (Greenland)	65
.vu (Vanuatu)	153
.bo (Bolivia)	229
.nc (New Caledonia (French))	120
.ws (Samoa)	203
.cc (Cocos (Keeling) Islands)	114
.gh (Ghana)	97
.va (Vatican City State)	100
.sb (Solomon Islands)	45
.je (Jersey)	142
.pr (Puerto Rico)	18
.ye (Yemen)	61
.ck (Cook Islands)	40
.mn (Mongolia)	93
.uz (Uzbekistan)	30
.bf (Burkina Faso)	55
.kw (Kuwait)	19
.pf (Polynesia (French))	71
.fm (Micronesia)	21
.mr (Mauritania)	25
.gd (Grenada)	28
.ag (Antigua and Barbuda)	48
.gn (Guinea)	36
.mc (Monaco)	31
.sv (El Salvador)	23
.li (Liechtenstein)	35
[not listed: 11]	121

Table 355 – Number of requests per domain name (2002)

1.3.2 Art, Design, Architecture and Media Gateway (ADAM)

The ADAM gateway was introduced in February 1996 and until June 2000 there had been a rising demand for its services (Table 356). In 1996, there were overall 24,496 file or page requests to the service; in 1997, there were 108,814 requests; in 1998, there were 248,353 requests, in 1999, there were 536,992 requests and, in 2000, there were 252,735 requests only from January to June. However, its use is plainly seasonal. Peaks coincided with the beginning and end of the university spring and autumn terms. Therefore, except for the year 1996 when a steady increase in the use of ADAM was observed, November, March and May were the months with the highest percentage of use. In 1997 and 1998, it was November; in 1999, it was May and, in 2000, it was March. The highest number of file or page requests per month from February 1996 until June 2000 was recorded in May 1999; there were 59,098 file or page requests.

MONTHS	1996	1997	1998	1999	2000
January	0	6927	11845	40672	40197
February	47	8938	13987	51575	43350
March	814	10080	18179	46673	50341
April	1197	8022	13139	36098	36895
May	1522	7297	13402	59098	43206
June	1215	6662	14307	50924	38746
July	2670	7289	13683	43436	
August	2354	6202	12892	39934	
September	2823	8302	22603	49224	
October	3818	13903	33465	44522	
November	3846	15114	50359	43510	
December	4190	10078	30492	31326	
Total	24496	108814	248353	536992	252735

Table 356 – Number of file or page requests per month (1996-2000)

Regarding daily access, there was more interest in using the service during weekdays rather than on Saturdays or Sundays (Table 357). For example, in 1996, 88.4% of the total page or file requests occurred during weekdays; in 1997, 83.8% of the total number of file or page requests; in 1998, 85.1% of the total number of file or page requests; in 1999, 83.5% of the total number of file or page requests and, in 2000, 80.9% of the total number of file or page requests. The most active days of each year were Wednesdays or Tuesdays. Concerning hourly requests, users were more willing to access the ADAM service during working hours

(from 8am to 5pm), especially between 2 pm and 5pm. In 1996, 61.6% of the total number of file or page requests took place between 8am to 5pm; in 1997, 54.9%; in 1998, 56.3% and, in 1999, 51.6% (Table 358).

Day	1996	1997	1998	1999	2000
Sunday	1371	7691	18397	43810	25470
Monday	4060	17385	41688	89241	38130
Tuesday	4251	19225	44402	95987	41956
Wednesday	4716	19509	44964	93837	44739
Thursday	4528	17833	42253	92215	42324
Friday	4107	17225	38110	77375	37435
Saturday	1463	9946	18539	44527	22681
Total	24496	108814	248353	536992	252735
Total Weekdays	21662	91177	211417	448655	204584
Total Weekend	2834	17637	36936	88337	48151
Total	24496	108814	248353	536992	252735

Table 357 – Number of file or page requests per day (1996-2000)

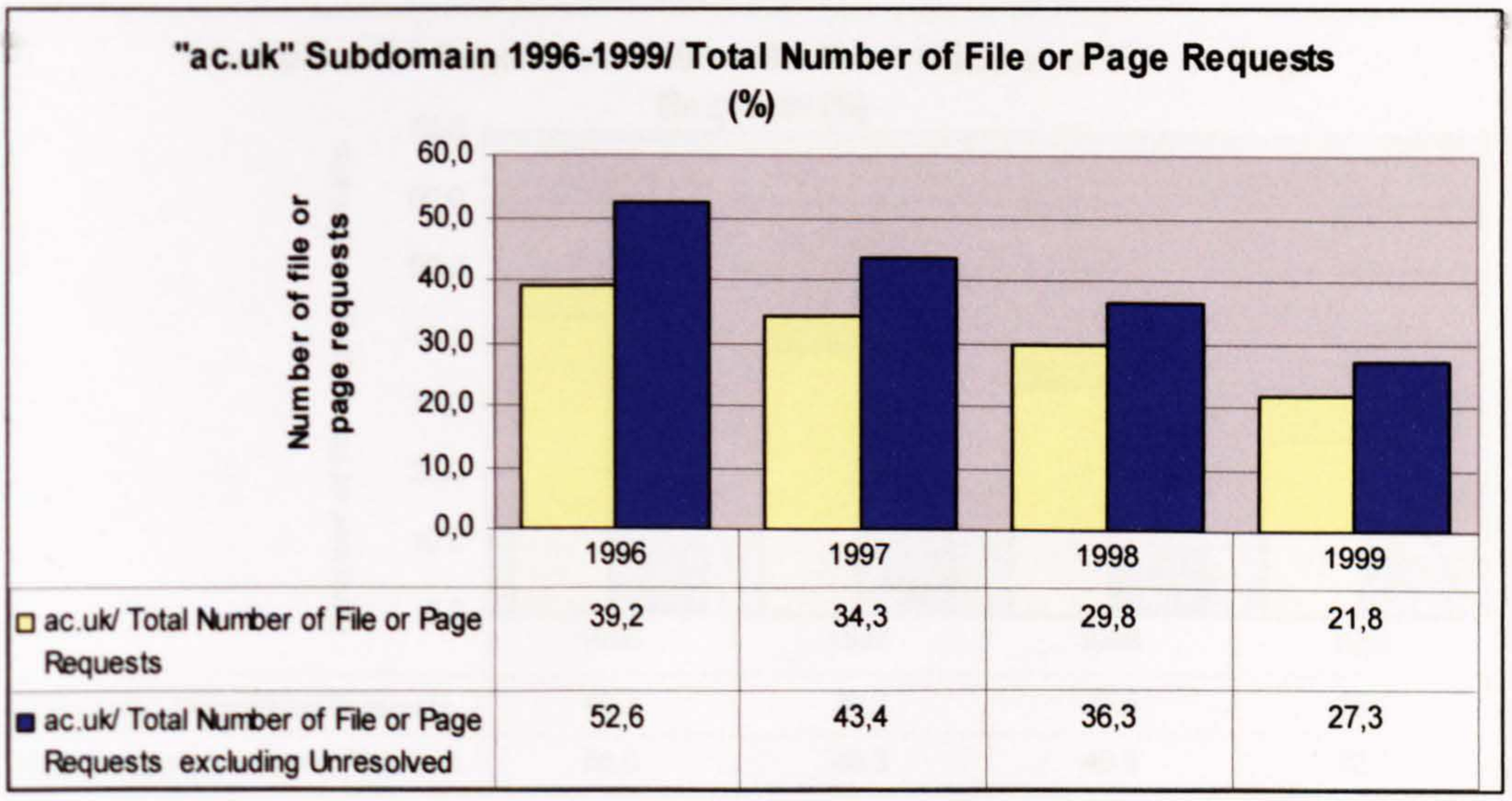
Time	1996	1997	1998	1999
0:00 - 0:59am	460	2880	6763	16427
1:00 - 1:59am	380	2956	6381	14589
2:00 - 2:59am	538	2496	5425	14030
3:00 - 3:59am	392	2566	6015	13199
4:00 - 4:59am	375	2081	5637	12998
5:00 - 5:59am	335	1844	5170	11209
6:00 - 6:59am	282	1778	4585	10068
7:00 - 7:59am	310	1798	4583	10452
8:00 - 8:59am	577	2344	5345	12769
9:00 - 9:59am	1273	5147	11057	23424
10:00 - 10:59am	1659	6637	15693	28841
11:00 - 11:59am	1735	7714	17446	34693
12:00 - 12:59pm	1793	7282	16799	32898
13:00 - 13:59pm	1709	6947	16140	30874
14:00 - 14:59pm	2143	8055	19611	38878
15:00 - 15:59pm	1971	7848	20734	38892
16:00 - 16:59pm	2228	7763	16923	35803
17:00 - 17:59pm	1703	6340	12027	27808
18:00 - 18:59pm	986	4783	10362	25830
19:00 - 19:59pm	843	4640	9289	23495
20:00 - 20:59pm	854	4296	9174	22965
21:00 - 21:59pm	668	3591	8364	20489
22:00 - 22:59pm	727	3701	8134	19234
23:00 - 23:59pm	555	3327	6696	17127
Total	24496	108814	248353	536992
Work Hours (8:00am-4:59pm)	15088	59737	139748	277072

After Hours (5:00pm-7:59am)	9408	49077	108605	259920
Total	24496	108814	248353	536992

Table 358 – Number of file or page requests per hour (1996-2000)

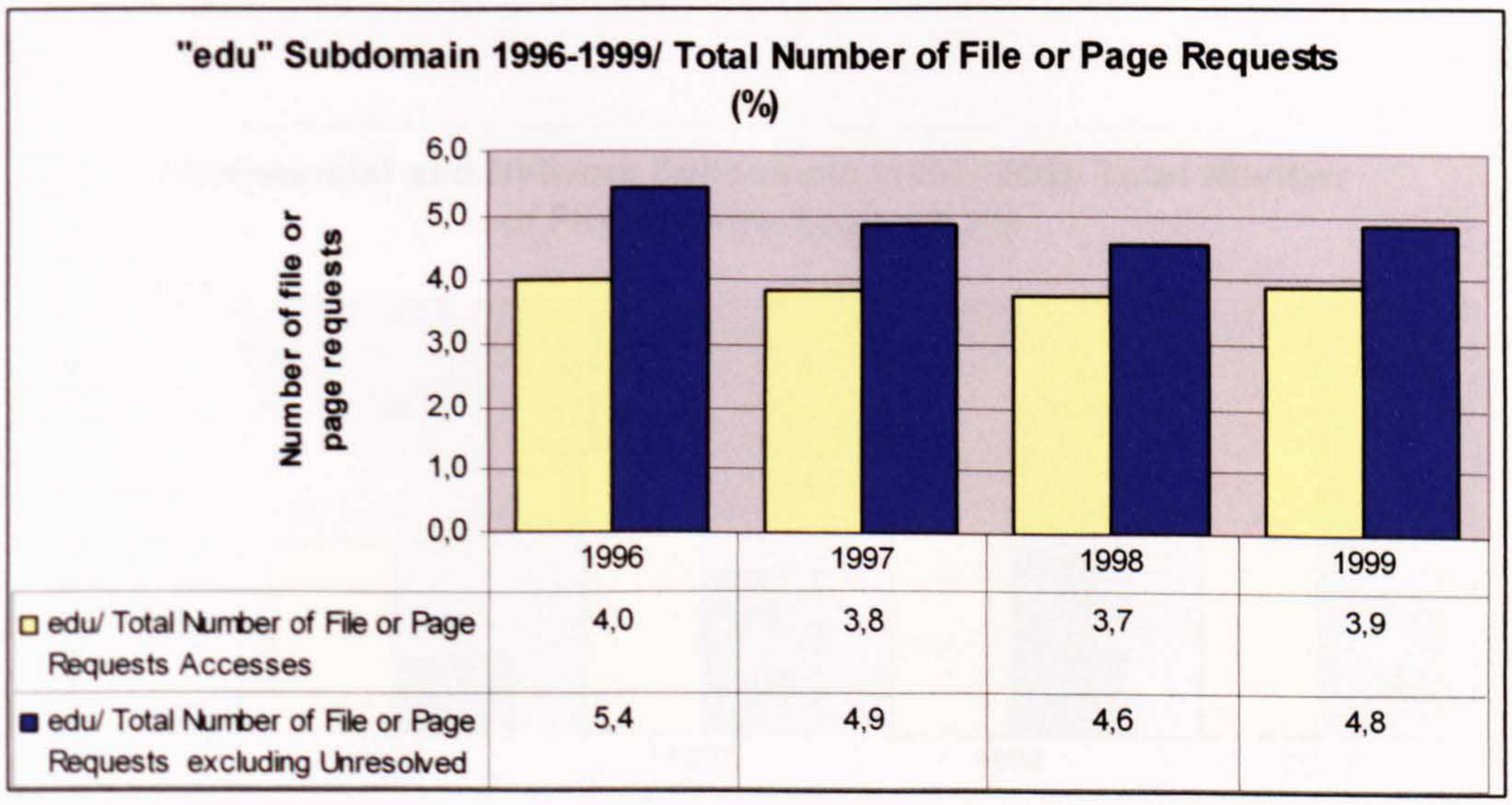
Moreover, sub-domain analysis of daily access to ADAM reveals that, during the five-year existence of ADAM, the user population fundamentally changed in character. Educational sub-domains, such as *edu* and *ac.uk*, always represented the largest user group. However, there had been a constant decline in their representation: in 1996, *edu* and *ac.uk* accounted for 43.2% of total sub-domain file or page requests and 58% if the unresolved requests are discounted; in 1997, *edu* and *ac.uk* requests were 38.2% and 48.3% respectively; in 1997, *edu* and *ac.uk* requests were 33.5% and 40.8% respectively and, in 1999, *edu* and *ac.uk* were 25.7% and 32.1% excluding the unresolved accesses (Figures 12, 13 and 14).

In addition, since the implementation of ADAM, sub-domains related to US Commercial and Network represented an increased number of end-users. Whereas in 1996, US Commercial was 8.9% and Network was 3.6% of total sub-domain accesses, in 1999, it was 18% and 11.4%, respectively (Figure 15). Finally, concerning accesses by country there was interest in using ADAM from many European and non-European countries. However, the greater supporter was the United Kingdom, the USA, Canada, Australia, and Germany. There were also many end-users from the Netherlands, Sweden, Spain, Japan and Denmark (Tables 359, 360, 361 and 362).



	1996	1997	1998	1999
ac.uk/ Total Number of File or Page Requests	39,2	34,3	29,8	21,8
ac.uk/ Total Number of File or Page Requests excluding Unresolved	52,6	43,4	36,3	27,3

Figure 12 – "ac.uk" use of ADAM (1996-1999)



	1996	1997	1998	1999
edu/ Total Number of File or Page Requests Accesses	4,0	3,8	3,7	3,9
edu/ Total Number of File or Page Requests excluding Unresolved	5,4	4,9	4,6	4,8

Figure 13 – "edu" use of ADAM (1996-1999)

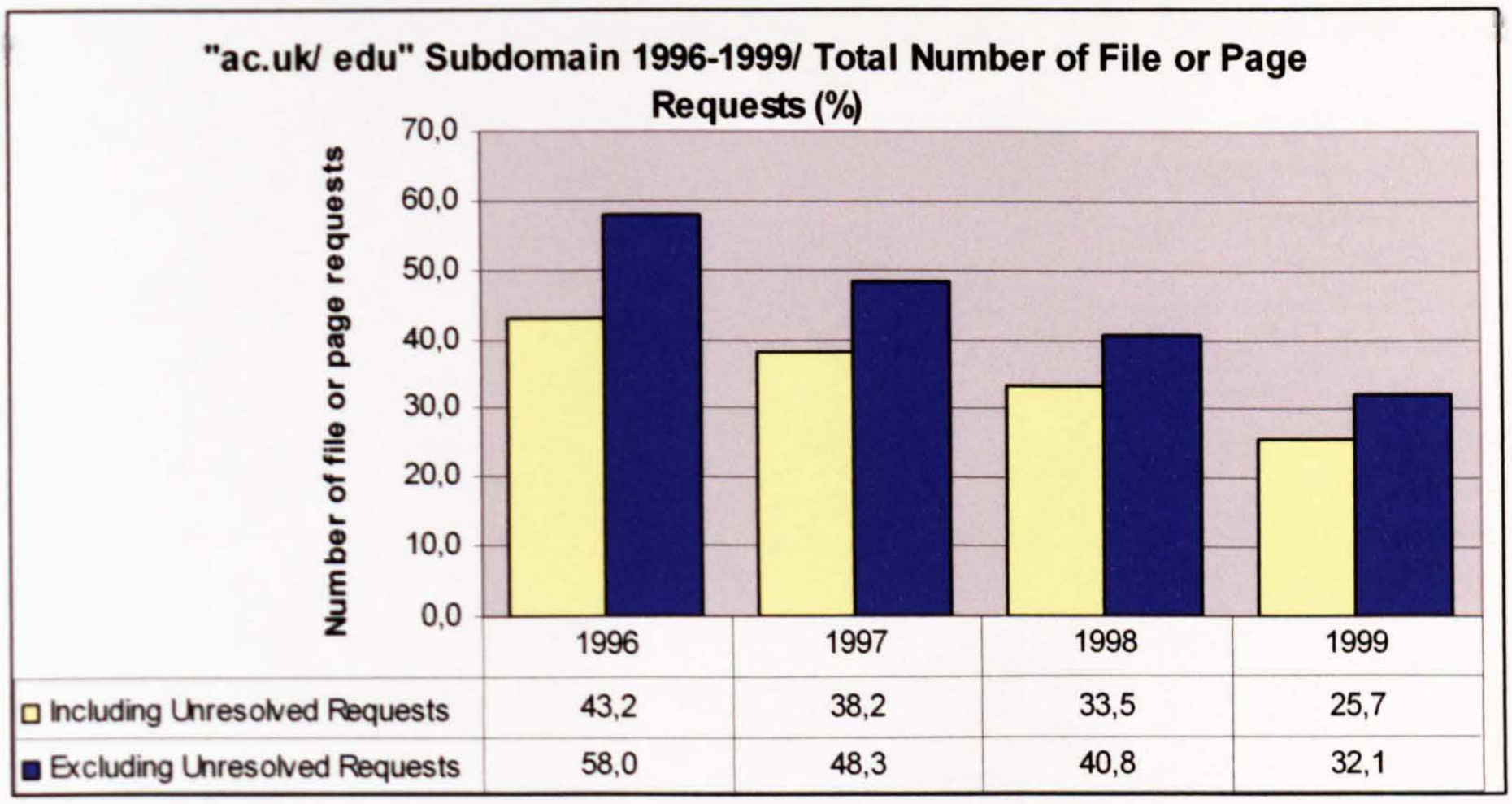


Figure 14 - "ac.uk" and "edu" use of ADAM (1996-1999)

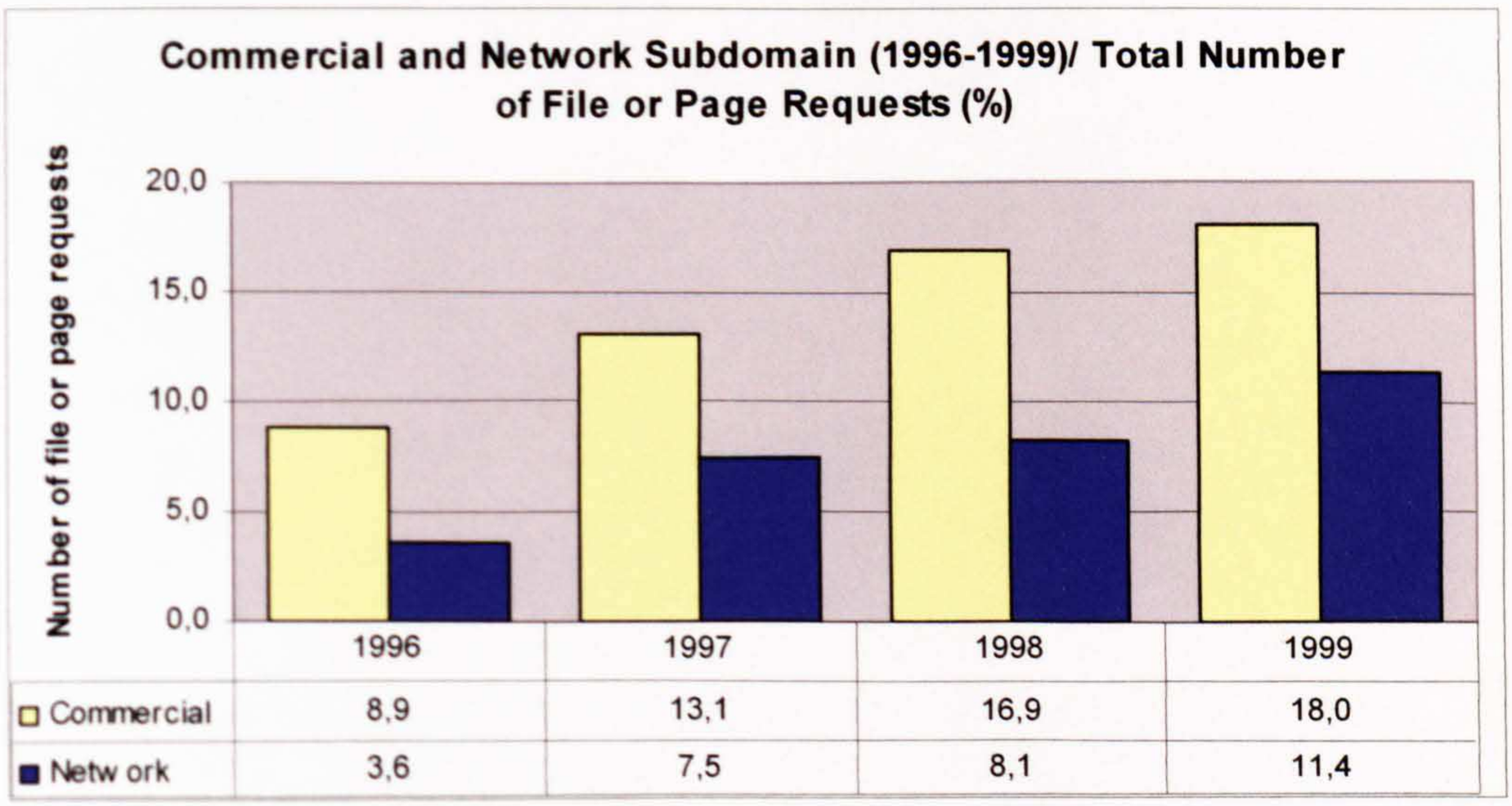


Figure 15 – Commercial and Network Sub-domain of ADAM (1996-1999)

DOMAIN NAMES	NUMBER OF FILE OR PAGE REQUESTS (1996)
.uk (United Kingdom)	11542 (9594 '.ac.uk')
Unresolved	6255
.com (US Commercial)	2178
.edu (US Educational)	984
.net (Network)	891
.au (Australia)	311
.de (Germany)	227
.jp (Japan)	203
.ca (Canada)	181
.fi (Finland)	178
.se (Sweden)	140
.org (Non-Profit Organization)	114
.no (Norway)	110
.nl (Netherlands)	101
.fr (France)	93
.it (Italy)	90
.us (United States)	63
.ie (Ireland)	61
.br (Brazil)	59
.kr (Korea South)	59
.es (Spain)	57
.il (Israel)	55
.ch (Switzerland)	51
.be (Belgium)	45
.sg (Singapore)	37
.dk (Denmark)	34
.nz (New Zealand)	34
.za (South Africa)	28
.mil (US Military)	26
.ae (United Arab Emirates)	25
.gr (Greece)	23
.is (Iceland)	18
.mx (Mexico)	18
.pt (Portugal)	18
.bg (Bulgaria)	17
.cz (Czech Republic)	16
.do (Dominican Republic)	11
.hr (Croatia)	11
.tr (Turkey)	10
.co (Colombia)	9
.ee (Estonia)	9
.gov (US Government)	9
.pl (Poland)	8
.cn (China)	7
.si (Slovenia)	7
.eg (Egypt)	6
.my (Malaysia)	5
.ua (Ukraine)	5
.ar (Argentina)	4
.ni (Nicaragua)	4
.uy (Uruguay)	4

uci.edu	4
.bh (Bahrain)	3
.bn (Brunei Darussalam)	3
.hk (Hong Kong)	3
.mt (Malta)	3
.pa (Panama)	3
.arpa (Old style Arpanet)	3
.at (Austria)	2
.ec (Ecuador)	2
.lt (Lithuania)	2
.sv (El Salvador)	2
.th (Thailand)	2
.tw (Taiwan)	2
.ve (Venezuela)	2
.bm (Bermuda)	1
.cl (Chile)	1
.gb (Great Britain - UK)	1
.lu (Luxembourg)	1
.ph (Philippines)	1
.ru (Russian Federation)	1
.sk (Slovak Republic)	1
.su (USSR (former)	1
.int (International)	1

Table 359 – Number of file or page requests per domain name (1996)

DOMAIN NAMES	NUMBER OF FILE OR PAGE REQUESTS (1997)
.uk (United Kingdom)	41276 (37361 '.ac.uk')
Unresolved	22751
.com (US Commercial)	14282
.net (Network)	8119
.edu (US Educational)	4171
.de (Germany)	2359
.au (Australia)	1764
.ca (Canada)	1243
.nl (Netherlands)	1051
.se (Sweden)	989
.dk (Denmark)	937
.us (United States)	668
.jp (Japan)	636
.fi (Finland)	593
.ch (Switzerland)	574
.no (Norway)	553
.fr (France)	530
.org (Non-Profit Organization)	522
.it (Italy)	506
.ot (Portugal)	458
.es (Spain)	452
.il (Israel)	326
.br (Brazil)	279

.ie (Ireland)	270
.nz (New Zealand)	266
.be (Belgium)	254
.kr (Korea South)	215
.gov (US Government)	189
.sg (Singapore)	183
.my (Malaysia)	157
.mx (Mexico)	130
.ru (Russian Federation)	127
.cr (Costa Rica)	118
.ar (Argentina)	97
.pl (Poland)	96
.at (Austria)	94
.hu (Hungary)	76
.tr (Turkey)	74
.za (South Africa)	74
.gr (Greece)	70
.lv (Latvia)	65
.tw (Taiwan)	62
.cl (Chile)	60
.is (Iceland)	58
.hk (Hong Kong)	54
.in (India)	50
.mil (US Military)	49
.su (USSR former)	47
.arpa (Old style Arpanet)	47
.cz (Czech Republic)	46
.ee (Estonia)	46
.id (Indonesia)	46
.co (Colombia)	45
.hr (Croatia)	44
.si (Slovenia)	44
.cn (China)	40
.uy (Uruguay)	40
.th (Thailand)	37
.ph (Philippines)	32
.yu (Yugoslavia)	31
.jm (Jamaica)	30
.ro (Romania)	28
.do (Dominican Republic)	25
.lu (Luxembourg)	23
.bn (Brunei Darussalam)	18
.lt (Lithuania)	17
.sk (Slovak Republic)	17
.zw (Zimbabwe)	15
.ve (Venezuela)	14
uci.edu	13
.jo (Jordan)	12
.sv (El Salvador)	12
.cy (Cyprus)	11
.pe (Peru)	10
.fo (Faroe Islands)	8
.int (International)	8

.ae (United Arab Emirates)	7
.bh (Bahrain)	6
.ua (Ukraine)	6
.gt (Guatemala)	5
.kz (Kazakhstan)	5
.lb (Lebanon)	5
.pk (Pakistan)	5
.eg (Egypt)	4
.gy (Guyana)	4
.kw (Kuwait)	4
.mt (Malta)	4
.bg (Bulgaria)	3
.gl (Greenland)	3
.li (Liechtenstein)	3
.mu (Mauritius)	3
.ba (Bosnia and Herzegovina)	2
.bs (Bahamas)	2
.gb (Great Britain - UK)	2
.np (Nepal)	2
.dm (Dominica)	1
.gi (Gibraltar)	1
.md (Moldova)	1
.nc (New Caledonia)	1
.pa (Panama)	1
.qa (Qatar)	1

Table 360 – Number of file or page requests per domain name (1997)

DOMAIN NAMES	NUMBER OF FILE OR PAGE REQUESTS (1998)
.uk (United Kingdom)	90706 (73899 '.ac.uk')
Unresolved	44602
.com (US Commercial)	42087
.net (Network)	20231
.edu (US Educational)	9257
.au (Australia)	4096
.ca (Canada)	2834
.de (Germany)	2780
.dk (Denmark)	2727
.nl (Netherlands)	2449
.es (Spain)	2364
.se (Sweden)	2105
.no (Norway)	2062
.fi (Finland)	1532
.us (United States)	1424
.it (Italy)	1372
.org (Non-Profit Organization)	1318
.ie (Ireland)	1222
.fr (France)	1197
.jp (Japan)	894
.ch (Switzerland)	780

.nz (New Zealand)	602
.be (Belgium)	601
.il (Israel)	581
.gr (Greece)	573
.tw (Taiwan)	517
.sg (Singapore)	463
.pt (Portugal)	440
.ar (Argentina)	378
.mx (Mexico)	377
.my (Malaysia)	365
.gov (US Government)	362
.za (South Africa)	330
.br (Brazil)	327
.kr (Korea South)	322
.arpa (Old style Arpanet)	310
.ru (Russian Federation)	261
.at (Austria)	247
.cl (Chile)	223
.mil (US Military)	217
.hk (Hong Kong)	200
.tr (Turkey)	191
.ee (Estonia)	156
.co (Colombia)	125
Czech Republic	120
.pl (Poland)	119
.hr (Croatia)	115
.yu (Yugoslavia)	114
.is (Iceland)	95
.in (India)	92
.id (Indonesia)	88
.pe (Peru)	82
.hu (Hungary)	77
.ae (United Arab Emirates)	76
.si (Slovenia)	75
.ro (Romania)	71
.th (Thailand)	58
.do (Dominican Republic)	55
.pk (Pakistan)	52
.lb (Lebanon)	51
.uy (Uruguay)	51
.sk (Slovak Republic)	46
.mt (Malta)	39
.ph (Philippines)	38
.ge (Georgia)	36
.sa (Saudi Arabia)	35
.lv (Latvia)	31
.cn (China)	30
.lt (Lithuania)	28
.us (Ukraine)	28
.ve (Venezuela)	27
.lu (Luxembourg)	24
.su (USSR former)	24
.gb (Great Britain - UK)	23

.cr (Costa Rica)	22
.jo (Jordan)	22
.mk (Macedonia)	21
.mu (Mauritius)	21
uci.edu	21
.cy (Cyprus)	20
.jm (Jamaica)	19
.ba (Bosnia and Herzegovina)	18
.int (International)	17
.bg (Bulgaria)	14
.nu (Niue)	14
.eg (Egypt)	12
xyz	12
.na (Namibia)	10
.bh (Bahrain)	9
.gi (Gibraltar)	9
.ma (Morocco)	8
.zw (Zimbabwe)	8
.om (Oman)	7
.bn (Brunei Darussalam)	6
.ky (Cayman Islands)	6
.qa (Qatar)	5
.ad (Andorra)	4
.md (Moldova)	4
.ni (Nicaragua)	4
.kz (Kazakhstan)	3
.lk (Sri Lanka)	3
.am (Armenia)	2
.bm (Bermuda)	2
.bo (Bolivia)	2
.by (Belarus)	2
.ec (Ecuador)	2
.gy (Guyana)	2
.sv (El Salvador)	2
.bw (Botswana)	1
.dz (Algeria)	1
.fo (Faroe Islands)	1
.gt (Guatemala)	1
.ke (Kenya)	1
.ng (Nigeria)	1
.py (Paraguay)	1
.tt (Trinidad and Tobago)	1

Table 361 – Number of file or page requests per domain name (1998)

DOMAIN NAMES	NUMBER OF FILE OR PAGE REQUESTS (1999)
.uk (United Kingdom)	146200 (117162 '.ac.uk')
Unresolved	107706
.com (US Commercial)	96850
.net (Network)	61109
.edu (US Educational)	20758
.au (Australia)	12012
.es (Spain)	7442
.ca (Canada)	7116
.de (Germany)	5265
.nl (Netherlands)	4658
.se (Sweden)	4563
.jp (Japan)	4179
.dk (Denmark)	4133
.fr (France)	3838
.us (United States)	3791
.org (Non-Profit Organization)	3524
.it (Italy)	3485
.fi (Finland)	2914
.ie (Ireland)	2693
.no (Norway)	2564
.be (Belgium)	2548
.nz (New Zealand)	2167
.ar (Argentina)	1596
.mx (Mexico)	1525
.ch (Switzerland)	1363
.gr (Greece)	1328
.il (Israel)	1314
.sg (Singapore)	1198
.pt (Portugal)	1190
.za (South Africa)	1189
.br (Brazil)	1070
.my (Malaysia)	1048
.mil (US Military)	985
.at (Austria)	832
.gov (US Government)	796
.ru (Russian Federation)	624
.cz (Czech Republic)	603
.kr (Korea South)	597
.pl (Poland)	587
.cl (Chile)	573
.id (Indonesia)	547
.co (Colombia)	522
.ro (Romania)	474
.in (India)	465
.lt (Lithuania)	403
.hk (Hong Kong)	400
.hu (Hungary)	395
.is (Iceland)	357
.si (Slovenia)	320
.tw (Taiwan)	316
.tr (Turkey)	305

.ae (United Arab Emirates)	285
.th (Thailand)	274
.arpa (Old style Arpanet)	244
.uy (Uruguay)	234
.pe (Peru)	224
.sa (Saudi Arabia)	212
.ee (Estonia)	205
.hr (Croatia)	199
.lv(Latvia)	192
.yu (Yugoslavia)	191
.ua (Ukraine)	176
.sk (Slovak Republic)	135
.do (Dominican Republic)	129
.ve (Venezuela)	125
.pe (Philippines)	107
.lb (Lebanon)	105
.cn (China)	104
.lu (Luxembourg)	91
.bg (Bulgaria)	89
uci.edu	89
.ec (Ecuador)	76
.mt (Malta)	76
.cy (Cyprus)	72
.bh (Bahrain)	65
.su (USSR former)	64
.cr (Costa Rica)	48
.py (Paraguay)	41
.pk (Pakistan)	39
.mk (Macedonia)	37
.by (Belarus)	35
.bk (Bermuda)	32
.ir (Iran)	31
.om (Oman)	31
.tt (Trinidad and Tobago)	31
.kw (Kuwait)	28
.bw (Botswana)	26
.eg (Egypt)	26
.bs (Bahamas)	25
.fj (Fiji)	21
.gb (Great Britain UK)	21
.vn (Viet Nam)	20
cisco	19
.qa (Qatar)	17
.et (Ethiopia)	16
.ge (Georgia)	16
.na (Namibia)	16
.gt (Guatemala)	13
.jo (Jordan)	12
.bo (Bolivia)	11
.gf (French Guiana)	11
.md (Moldova)	11
.ni (Nicaragua)	10
.fo (Faroe Islands)	9

.int (International)	9
.ba (Bosnia and Herzegovina)	8
.ad (Andorra)	7
.bn (Brunei Darussalam)	7
.dm (Dominica)	7
.ke (Kenya)	7
.ma (Morocco)	7
.sv (El Salvador)	7
.jm (Jamaica)	6
.mu (Mauritius)	6
.ye (Yemen)	6
.cu (Cuba)	5
.zm (Zambia)	5
.zw (Zimbabwe)	5
wi-net	5
.aw (Aruba)	4
.gi (Gibraltar)	4
.nu (Niue)	4
.sm (San Marino)	4
.al (Albania)	3
.sl (Sri Lanka)	3
.to (Tonga)	3
.tz (Tanzania)	3
.kh (Cambodia)	2
.pa (Panama)	2
.pf (French Polynesia)	2
.pr (Puerto Rico)	2
.vi (Virgin Islands U.S.)	2
.mv (Maldives)	1
.sb (Solomon Islands)	1
say	1
None	1

Table 362– Number of file or page requests per domain name (1999)

1.3.3 The Electronic Journals Service of the University of Patras

Although the electronic journals service was introduced in March 1999 at the University of Patras, the transaction logs provided in this study cover the period from February 2000 until November 2003 (Table 363). Since February 2000, there has been a rising demand for the service. Figure 1 provides a picture of use as indicated by the computer logs. In 2000, there were overall 34,607 sessions; in 2001, there were 49,720; in 2002, there were 64,309 sessions and, in 2003, there were 68,777 sessions (until November 2003). A session is defined as the connection of users to the home page of an electronic journal title. Peak use occurred during autumn months. In 2000, October was the month with the highest

number of sessions (4,475 sessions); in 2001, it was November (5,565 sessions); in 2002, it was December (9,456 sessions) and, in 2003, it was October (8,373 sessions). Use was generally low during summer months.

Regarding potential users (IPs), there has been an increase in their number every year. For example, in 2000, there were 1,299 potential users; in 2001, there were 1375; in 2002, there were 1,774 and, in 2003, there were 1,944 (until November 2003). In addition, most accesses occurred from the department of Mechanical Engineering, the Medical School, the department of Electrical Engineering, or the department of Chemical Engineering (Table 364).

	2000	2001	2002	2003
January		4787	4496	6213
February	1148	3758	4948	5957
March	3210	4947	5184	6343
April	3420	3884	5418	6393
May	3676	4910	4372	6932
June	3147	3582	4676	7188
July	2667	4070	5465	6670
August	1970	2258	2480	3567
September	3350	3391	5029	6977
October	4475	5063	5877	8373
November	3926	5565	6908	4325
December	3618	3693	9456	
Total	34607	49908	64309	68777

Table 363 – Number of sessions (2000-2002-2003)

2000 IPs		2001 IPs		2002 IPs		2003 IPs	
177	Mechanical Eng.	196	Medical School	237	Proxy Server	255	Administration
158	Chemical Eng.	152	Electrical Eng.	220	Medical School	230	Medical School
123	Medical School	143	Mechanical Eng.	184	Electrical Eng.	177	Electrical Eng.
108	Physics	116	Proxy Server	149	Mechanical Eng.	167	Proxy Server
94	Chemistry	108	Chemical Eng.	113	Chemical Eng.	161	Mechanical Eng.
88	Biology	74	Mathematics	98	Physics	138	Chemical Eng.
87	Mathematics	70	Chemistry	86	Computer Eng.	95	Mathematics
77	Electrical Eng.	69	Physics	80	Chemistry	89	Physics
50	LIS	65	Biology	80	Pharmaceutical	78	Biology

					School		
46	Computer Eng.	59	Computer Eng.	78	Biology	77	Computer Eng.
45	Pre-School Education	54	Civil Eng.	73	Administration	77	Chemistry
44	Pharmaceutical School	38	Pharmaceutical School	70	Mathematics	48	Civil Eng.
44	Proxy Server	34	Primary Education	55	Civil Engineering	48	Primary Education
42	Primary Education	30	Pre-School Education	51	Primary Education	40	Geology
32	Civil Eng.	29	Economics	44	Economics	39	Dept. of Eng. Sciences
31	Dept. of Eng. Sciences	27	LIS	37	LIS	38	Materials Science
27	Geology	26	Geology	36	Geology	34	Pharmaceutical School
17	Economics	26	Materials Science	32	Pre-School Education	33	Business Administration
7	Administration	24	Dept. of Eng. Sciences	30	Dept. of Eng. Sciences	32	LIS
1	Literature	14	Administration	15	Materials Science	24	Economics
1	Theatre Studies	7	Architecture	4	Literature	21	Pre-School Education
0	Philosophy	6	Business Administration	2	Theatre Studies	20	Theatre Studies
0	Architecture	5	Philosophy		Philosophy	11	Philosophy
0	Business Administration	3	Literature		Architecture	8	Architecture
0	Materials Science	0	Theatre Studies		Business Administration	4	Literature
1299		*1375*		*1774*		*1994*	

Table 364 – Number of IPs by Department (2000-2002-2003)

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