Exploring the responsiveness and practice of using subscribed journals in Bangladesh

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Abstract

Purpose: This study was conducted to examine subscribed journal usage by postgraduate students at Dhaka University Library.

Methodology: The study collected primary data from 62 students enrolled in the thesis group at the postgraduate level in the art faculty. The data was analyzed using SPSS and Microsoft software, and the findings were described using frequency tables and data analysis.

Findings: The findings reveal that 28.3% respondents were unaware of e-journals, 35% were aware but not using, and 36.7% were aware and using them. The study found that the Department of Information Science & Library Management has a high adoption rate of e-journals. Teachers and thesis supervisors are significant in creating awareness about e-journals among students. Search engines and library websites are the preferred routes for accessing e-journals, while publishers' websites are the least preferred. Searching difficulties and limited assistance are the top reasons, while time constraints and slow downloading have the lowest number of responses.

Practical implications: This study sheds light on crucial research implications, such as the need to bridge the gender gap in accessing e-journals, customize support according to academic departments, maximize the roles of educators, streamline access routes, overcome usage obstacles, provide assistance to non-resident students, enhance preferred platforms, resolve technical challenges, and evaluate long-term effects. These insights provide valuable guidance for improving the utilization of e-journals in academic environments.

1. Introduction

Technology and the Internet have significantly changed the academic landscape in recent years. Online journals are thought to be helpful for researchers everywhere around the world. New technologies have altered the nature of communication and lowered the per-person cost of it as they have proliferated. The term "electronic information resources" refers to any collection of data that exists in an electronic format and can be accessed through a computer network (Johnson, Evensen, & et. al., 2012). Books, journals, and periodicals are now available as electronic versions in the form of e-books, e-journals, and e-magazines at libraries. Because of this, more information is being shared around the world than ever before (Abinew & Vuda, 2013). In today's world, electronic resources are crucial for academics and research scholars to fulfil their information needs. The creation of electronic information resources began with the advent of computers in the 1950s (Bentil, 2011). The first searchable database was developed in the early 1960s, according to Meadow according to (Bentil, 2011). Electronic information resources as any information resource created, generated, sent, communicated, received, or stored electronically. They come in various forms, such as electronic journals, databases, books, theses, data archives, manuscripts, newspapers, bibliographic databases, the World Wide Web (www), search engines, and others. Among these resources, electronic journals (e-journals) are widely accepted as a common medium for scholarly communication (Millar, 2009). Online journals provide postgraduate students with easy access to research materials anytime and anywhere. They can use keyword searches and extensive databases to locate relevant papers and track citations. This improves their learning experience and research capabilities, keeping them up-to-date with the latest developments in their fields. Academic institutions and publishers must comprehend the various factors that influence postgraduate students' responsiveness and engagement in online journals. These factors include their technological skills, institutional support, personal preferences, and time constraints. With this understanding, they can create services and interfaces that effectively cater to the diverse needs of postgraduate students.

This study aims to investigate how postgraduate students at a public university use online journals. It will examine their frequency of use, preferences for specific platforms, satisfaction levels, and the factors that influence their choices. By providing valuable insights, the findings of this research will guide educational institutions, publishers, and other stakeholders in the academic community to develop strategies that enhance the potential of online journals to promote continuous learning and research excellence.

2. Statement of the problem

The growth of the internet has resulted in a significant increase in online journals, particularly e-journals, which are crucial for academic communication. However, providing regular access to these journals remains a challenge. The University of Dhaka is the oldest and largest higher education institution in Bangladesh, with a vast DUL

library that provides flexible library services and resources. The library invests significant funds in e-journal subscriptions and is transitioning to online subscriptions. To ensure that scholars can access academic materials quickly, the library needs to plan concretely as it involves long-term commitments and additional maintenance costs.

In order to improve the delivery and access of e-journals, the library needs to gain insight into how research students, particularly those in the humanities department, use and perceive e-journals. To this end, a survey has been conducted to estimate users' satisfaction with e-journals and the library's efforts to promote e-journal subscriptions. Additionally, gathering demographic information about users is also important. The study recommends expanding e-journal services at DUL, as they offer a wealth of resources that research students can utilize to meet their research needs. Specifically, this study focuses on the experiences and usage of e-journals among master's thesis students in the humanities faculty of the University of Dhaka.

2. Literature review

A novel research topic requires a thorough review of the pertinent literature. A literature review involves analyzing and examining the research reports and considering all relevant observations and opinions related to the topic. To be successful, staying up to date with recent developments in the field and understanding previous work is crucial. The researcher should summarize both domestic and international-level studies. In this investigation, comparable studies to the present research were examined. The investigator discovered that numerous research scholars are utilizing e-journals from their departmental labs and computer centers for research and knowledge updates. However, the study also revealed several issues, such as insufficient training and slow download speeds. Additionally, the researchers' opinions on the importance of print and electronic journals were examined (Raza & Upadhyay, 2006). In 2003, Emery investigated across four academic fields to analyze their domains. The study discovered that library patrons now use the Internet but may require complete literacy in its methods. It's necessary to educate and guide students on how to navigate and learn from their experiences with electronic journals, as the library's print journals collection is increasingly becoming part of its electronic collection. By teaching readers about electronic journals, they can learn to utilize and reference them accurately. A survey conducted by (Borrego et al., 2012) found that academics in Catalan universities preferred online publications to print journals when it came to obtaining scientific knowledge. Electronic formats were more popular among younger individuals. The study also showed that 96% of the cited papers came from a CBUC library or another consortium resource, which underscores the importance of academic electronic publications in higher education in Catalonia. According to the study, many participants use the internet every day for 1-2 hours. The majority of respondents use electronic books and resources for their academic needs. An issue commonly faced by the participants was slow downloading, but most students expressed their satisfaction with

the electronic resources provided to them (Akuffo & Budu, 2019). This article discusses the role of electronic resources in promoting students' learning in higher education. The study found that undergraduates used e-resources more than postgraduates and identified education level, information literacy (IL) competency, and individual experience as factors contributing to effective e-resource utilization. The authors suggest integrating IL skills into postgraduate curricula and improving IL training to enhance students' competence for effective e-resource utilization (Ruzegea & Msonde, 2021). A recent study examined how students and faculty members at Eastern University utilize the Internet and electronic resources. While both groups expressed satisfaction with these resources, they also voiced concerns about limited access and slow download speeds. These issues have the potential to negatively impact usage and overall satisfaction (Islam & Habiba, 2015). Sutton & Jacoby (2008) found that most graduate students use library collections, even though they prefer online sources. Niu and Hemminger (2010) found that university researchers, including graduate students, use library websites to find scientific material rather than Google. Urquhart and Rowley (2007) put the things that affect how students use electronic tools into two groups: organizational and personal factors. Organizational factors include information design, information, learning skills, infrastructure, access to information, leadership, and attitude of the organization, as well as policies and budgets of the university. Information literacy, teacher guidance, search strategies, curriculum, library-supported training classes, and pedagogy are some of the individual factors. This study aimed to investigate the use of electronic resources by postgraduate students at the University of Cape Coast and provide recommendations based on findings. The objectives of the study were to determine the students' awareness of electronic resources, frequency of usage, computer literacy level, and problems in utilization. The study found that most students were aware of e-resources in the library but preferred to access information from web-based databases like Google Scholar. Poor internet connection was identified as the most significant constraint for ineffective access to e-resources (Ankrah & Atuase, 2018). This article highlights the various electronic resources offered by DUL. The results of a survey indicate that a majority of DUL students make use of these resources and are satisfied with them. Despite lacking proper infrastructure, these e-resources can meet the needs of users. However, DUL could further enhance user experience by offering more training, hiring staff with expertise in ICT, and taking user feedback into account when introducing new e-journals (Habiba & Chowdhury, 2012). The paper analyzes the use of e-resources by research scholars and postgraduate students at the University of Dhaka. Results showed that both groups are aware of different types of e-resources and that self-instruction is the best method to learn using e-resources. E-resources are used for other purposes, with PDF being the most popular format. However, some problems in the library prevented them from using library e-resources (Mondal & Bhatt, 2022). The study examines the adoption of digital devices and e-resources in university libraries of Bangladesh. The most popular devices are desktops, laptops, servers, smart cards, and storage devices. The respondent

libraries have access to 29 e-books and 48 e-journals databases and installed open–source software for automation and digitization. The study suggests that university libraries should apply adequate digital devices, subscribe to ample e-resources, and establish a national digital information network (Rahman, 2021). The findings highlight the lack of academic resources for undergraduate students in Bangladesh. E-resources are promising, but many students lack direction or support from universities. The paper presents a case study on the University of Dhaka, which finds a varied range of resources but an information gap, lack of updating, and student enthusiasm. Prospective programs include integrating library resources and digitizing books (Tabassum, 2023). The study discusses universities investing in e-resources and online resources, with the JSTOR Digital Library being a leading database. Subscriptions to electronic resources are increasing, and off-campus access can increase usage. Organizing a 'Library User Orientation' can help increase usage, and teachers and researchers can inspire students to use e-resources. The objective is to show JSTOR's usage and how to improve it (Hossain, 2022). The study examines the use and impact of e-resources on the reading habits of Central Library users at the University of Rajshahi. 90% of students use e-resources but face challenges due to inadequate collection, high-speed internet connection, proper knowledge, and infrastructure (Mondal & Bhatt, 2022). Tenopir et al. (2009) studied academic researchers' journal reading habits, revealing that motivations and behaviors differ based on demographic and other factors. The study examined how demographic and contextual variables affect journal article consumption and reader viewpoint. It was found that less frequent reading behaviors were influenced by research output, age, and the reading goal. Additionally, the study discovered that successful academics tend to use academic publications more than their less successful peers. Academics prefer e-journals over print items and use Google Scholar to find articles quickly. Science and tech fields rely more on e-journals than humanities. Punjab University professionals should teach e-literacy to improve resource utilization and research quality. Off-campus access to subscribed e-journals is necessary for optimal use (Arshad & Ameen, 2017). According to the research conducted in the United Kingdom, academic researchers have a high preference for e-journals. These journals are mainly used during weekends and at night. However, there are differences in the usage patterns of e-journals among researchers from different institutions. The behavior of users in research–intensive universities differs from that of users in less intensive institutions. Additionally, user behavior also varies depending on the subject area of research (Nicholas et al., 2010).

Bassi and Camble's (2011) study on how men and women use electronic resources in university libraries in Adamawa State, Nigeria, shows in Table 6 the most popular ways for students to learn how to search. 321 (64.7%) male students and 138 (60.5%) female students agreed they learned to search through friends and coworkers. 253 (51.0%) male students and 120 (52.7%) female students agreed that they learned how to search through library instructions, and 250 (50.4%) male students agreed that they learned how to

search through classes at the university. On the other hand, 109 females (47.8%) said they learn to look by making mistakes. Other data show little difference between how male and female students learn how to search and how they learn how to search and what they know about it. To use e-resources well, one must know how to use computers, what is available, and how to use them. Researchers also need to be able to define a study problem. Okiki, (2012) found that 30 interviewees, or 27% of all postgraduate students, had 'excellent' computer skills. Also, the computer skills of 45 respondents (40%) were rated as "good." The computer skills of 17 respondents (19%) were rated as "satisfactory," and the computer skills of 16. This study analyzed how Bangladeshi university faculty members use electronic information resources. It was discovered that more than awareness is needed to utilize technological resources effectively. The quality of resources, system functionality, and other factors can also impact usage. Computer proficiency is critical in determining faculty members' awareness of e-resources and their specialization. The study found a positive correlation between faculty members' knowledge and utilization of e-resources (Habiba & Ahmed, 2020).

Additional research is required to measure the practice and utilization of electronic journals by postgraduate students of the faculty of humanities in public universities. By comprehending their level of involvement, information requirements, and obstacles, one can acquire valuable insights that can be used to enhance electronic resources and support services that cater to their distinct needs.

4. Research questions
Three research questions have been formulated to direct the investigation in a comprehensive and effective manner.

MRQ1: What is the level of awareness among the postgraduate students of DU regarding the subscribed journals?

MRQ2: what is usage pattern for the subscribed journals by the postgraduate students of DU?

MRQ3: What are the possible reasons for not using subscribed?

5. Methodology
This study was conducted using established research methods. Given the importance of primary data, we utilized questionnaires and direct interviews to gather insights from individuals associated with the Dhaka University Library (DUL). In addition, we engaged in concept development, collected background information, reviewed relevant literature, and consulted official records to inform our analysis.

Data is the cornerstone of any research work. It can be collected from various sources, such as the field or other resources. The data collected from the field is referred to as primary data, whereas data gathered from other sources is known as secondary data.

This study examines post graduate students across different departments within the art faculty at Dhaka University. A purposive research design was carefully chosen to ensure that the research study accurately represents the targeted population. This approach allowed for selecting a precise sample of students enrolled in the thesis group at the master's level based on specific criteria such as faculty of arts and research focus. By utilizing this method, the study aimed to obtain a more comprehensive and detailed understanding of the experiences and perspectives of this particular group of students. The targeted sample selection also allowed for a more focused data analysis, which could provide valuable insights into the targeted group. The study selected sixty-two participants at random from the group of master's students in the art faculty who are working on their thesis projects. The sample size was limited due to a scarcity of available thesis group students at the post-graduate level within the faculty of arts. The data was meticulously collected over a period of two months, from the 10th of February 2022 until the 11th of April 2022.

The survey was designed to assess online journal use. The survey population consists of post graduate students enrolled in the thesis group at the Master's level. The discipline chosen for the study includes Arabic, Bengali, English, History, Islamic Studies, Philosophy, Sanskrit & Pali, Urdu & Persian, History & Culture, and Information Science and Library Management. In order to detect the awareness and use pattern of e-journals by the sample students, a structured questionnaire has been developed. Some simple, direct, and familiar questions have been incorporated here to count the percentage of use of e-journals subscribed by Dhaka University Library, to compare the rate of subscribed e-journal use and free e-journal use, to count the ratio of the printed journal and e-journal use.

SPSS and computer software such as Microsoft Word and Microsoft Excel have been used to streamline the data analysis process, making it more efficient and effective. Frequency table and data analysis have been used to describe the findings.

6. Findings of the study

Table 1 reflects that among the respondents the number of males were 33 (55%) whereas female respondents were 27 (45%) in number. From the respondents 17 (28.3%) were found who are unaware and do not use e-journals and the ratio of male and female of this group is 7:10 (41.2%: 58.8%). In this study it is found that a good number of students do not use e-journals though they are aware and the number is 21 (35%) where male and female ration is 13: 8 (61.9%: 38.1%). The largest segment regarding awareness is

the students who use e-journals after being aware about them and the number is 22 (36.7%) where the male- female ratio of this group is 13:09 (59%: 41%).

Table 1: Awareness about DUL subscribed journals by the gender

Gender	Unaware & do not use		Aware but do not use		Aware & use		total	
	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students	%
Male	7	41.2	13	61.9	13	59.0	33	55.0
female	10	58.8	8	38.1	9	41.0	27	45.0
Total	17	28.3	21	35.0	22	36.7	60	100

Table 2 shows, among the respondents of the Department of Information Science & Library Management the number of respondents who do not use e-journals because of unawareness is 2 (11.1%) whereas 5 (27.8%) respondents do not use e-j0urnals though they are aware about them. However, a significant number of respondents of this department use e-journals, which is 11 (61.1%). Among the departments having the lowest response the Department of Linguistics does not have any respondent who is not aware about e-journal but the number of responses in this regard from the Department of Arabic, among their respondents, is 4 (33.3%).

The response numbers of students who are aware but do not use e-journals from the Departments of Linguistics and Arabic are 8 (89%) and 1 (11.1%) respectively among their respondents. The numbers of respondents who use e-journals are 1 (11%) for the Departments of Linguistics and 4 (33.3%) for the Department of Arabic. Again, the numbers of respondents who are unaware about e-journals are 4 (33.3%) and 7 (58.3%) for the Department of World Religion (WR) and Theatre respectively. Here the numbers of respondents who are aware but do not use e-journals are 3 (25%) for WR department and 4 (33.3%) for Theater department. The corresponding numbers of respondents who use e-journals in the Departments of WR and Theatre are 5 (41.7%) and 1 (8.3%) respectively.

Data plotted in table 3 depicts that among the respondents 43 (71.7%) were resident students where rests of the 17 (28.3%) respondents were non-resident students. Among the resident respondents the number of respondents, who do not use e-journals since they are unaware about these journals, is 11 (25.5%) where as the number of resident respondents who do not use e-journals, though they know about them, is 18 (42%).The

number of resident students who use e-journals is 14 (32.5%). Among non-resident students 6 (35.3%) were unaware about e-journals thus do not use them and the number of students who do not use e-journals despite their awareness is 3 (17.7%). Non-resident students who use online journals comprise the figure of 8 (47%). Table 4 reveals that 11 (22.4%) respondents are unaware about e-journals but have computer training whereas 19 (38.8%) respondents do not use e-journals though they are aware and have computer training. The number of respondents who use e-journal and they have fundamental training on computer is 19 (38.8%). Among the respondents who do not have computer training 6 (54.5%) respondents do not use e-journals as they are unaware about those journals, 2 (18.2%) respondents do not use but they are aware about the journals and remaining 3 (27.3%) respondents use e-journals.

Table 2: Department wise distribution of students' awareness about DUL subscribed journals

Department-wise distribution	Linguistics		Information Science and Library Management		Arabic		World Religion		Theatre		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Unaware & do not use	0	0.0	2	11.1	4	33.3	4	33.3	7	58.3	17	28.3
Aware but do not use	8	89.0	5	27.8	1	11.1	3	25	4	33.3	21	35.0
Aware & use	1	11.0	11	61.1	4	33.3	5	41.7	1	8.3	22	36.7
Total	09	15.0	18	30.0	09	15.0	12	20.0	12	20.0	60	100

Table 5 clears that teachers and thesis supervisors have a great influence on students for which students try to use e-journals. The percentage of students who become aware about e-journals with the help of their teachers and thesis supervisor are 46.7 and 30 respectively. Self-study and help from friends also have significant impact on respondents to become aware about e-journals and here the percentages in this regard are 23.3 and 15. Library staff could be the most effective means for students to become aware about

e-journals but the study revealed a very poor percentage of respondents, 11.7, in this respect.

Table 3: Distribution of awareness of the respondents according to residential status

Residential Status	Unaware and do not use		Aware but do not use		Aware and use		total	
	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students	%
Resident	11	25.5	18	42	14	32.5	43	71.7
Non-Resident	6	35.3	3	17.7	8	47	17	28.3
Total	17	28.3	21	35	22	36.7	60	100

Table 4: Awareness with computer training

Computer Training	Unaware & do not use		Aware but do not use		Aware & use		Total	
	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students	%
Yes	11	22.4	19	38.8	19	38.8	49	81.7
No	6	54.5	2	18.2	3	27.3	11	18.3
Total	17	28.3	21	35	22	36.7	60	100

From data in table 6 it is clear that search engine and library website are the most preferred route to access e-journals among the students who are aware about e-journals and use them frequently for their research purpose. The number of respondents who prefer search engines and library website is 7 (31.82%). On the contrary publisher's website is the least preferred route and number of responses here is 3(13.64%). Directory

of Open Access Journals (DOAJ) positioned in between the most and least preferred route where the number of respondents is 5 (22.72%). It is evident from table 6 that the number of respondents who browse e-journals daily is 5 (22.73%) and a similar number of respondents spends their time on using e-journals 2-3 times a week. aware respondents use online journal daily. While 5 respondents use e-journal rarely, maybe weekly, once in a month. To make it clearer, the above data are shown in the following graph. The number of respondents who use e-journals once in a week is 4 (18.18%) which is also the corresponding number both for the respondents who use e-journals 2–3 times a month and once is a month. It is very clear from this table that the total rate of respondents who use e-journals on maximum days of a week is higher than the total rate of respondents who use e-journals less frequently i.e. once in a week or twice in a month.

Table: 5: Means of becoming aware about DUL subscribed journals

	Self–Study		Teachers		Thesis supervisor		Friends		Fellow Student		Library Staff		Others	
	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students	%
Yes	14	23.3	28	46.7	18	30	9	15	0	0	7	11.7	0	0
No	46	76.7	32	53.3	42	70	51	85	60	100	53	88.3	60	100
Total	60	100	60	100	60	100	60	100	60	100	60	100	60	100

Table 7 shows that resident students are ahead in terms of using e-journals with the number of responses of 17 (77.3%) whereas non-resident students' remaining behind in this regard with the number of 5 (22.7%). Among resident students the most preferred locations to access e-journals are departmental computer lab and PCs at hall and the corresponding number of respondents is 5. The resident students next preferred locations are DU Central library and PCs at home with the response number of 3. Though a very small number of resident students i.e. 1 sometimes go to on-campus cyber cafés for browsing e-journals, they never go to off campus cyber cafés for this

purpose. The non-resident students also prefer most to access e-journals both at departmental computer labs and PCs at home where the corresponding number is 2. Non-resident students though sometimes use DU central library to access e-journals, they never utilize on campus or of campus cyber cafés for their purpose of searching e-journals.

Table 6: Frequency and route of access to DUL subscribed journals

Frequencies	(n)	(%)	Preferred Route	(n)	(%)
Daily	5	22.73	Search engine	7	31.82
2–3 times a week	5	22.73	Directory of open access	5	22.72
Once in a week	4	18.18	Library website	7	31.82
2–3 times in a month	4	18.18	Publisher's website	3	13.64
Once in a month	4	18.18	Others	0	0.0
Total	22	100.00	Total	22	100.00

Table 7: Preferred location to access DUL subscribed journals

	Dept. computer lab		DU Central library		On Campus Cyber cafés		Off campus Cyber cafés		PC at home		PC at hall		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Resident Students	5	71.4	3	75	1	100	0	0	3	60	5	100	17	77.3
Non-resident Students	2	28.6	1	25	0	0	0	0	2	40	0	0	5	22.7
Total	7	100	4	100	1	100	0	0	5	100	5	100	22	100

Table 8: Reasons for not using DUL subscribed journals

Reasons----→ Departments	Searching is difficult		Lack of subject coverage		Limited assistance by concern people		Time constraint		Slow downloading		Else	
	No. of respondents	%	No. of respondents	%	No. of respondents	%	No. of respondents	%	No. of respondents	%	No. of respondents	%
Linguistics	7	28	2	16.7	2	8	0	0	0	0	2	20
ISLM	6	24	2	16.7	6	24	1	33.3	0	0	2	20
Arabic	6	24	4	33.3	6	24	0	0	0	0	0	0
World Religion	5	20	3	25	7	28	1	33.3	2	66.7	2	20
Theatre	1	4	1	8.3	4	16	1	33.3	1	33.3	4	40
Total	25	100	12	100	25	100	3	100	3	100	10	100

Students' response to such questions as "what are the reasons for which you do not use e-journals" has been distributed in table 7. Two reasons, Searching is difficult and limited assistance from concern people, among 6 have got the highest number of responses 25. The numbers of students who find content searching difficult are 7, 6, 6, 5 and 1 for the Departments of Linguistics, ISLM, Arabic, WR and Theatre respectively. The number of responses to the reason of 'Lack of subject coverage' is also significant i. e. 12 with subject wise distribution of 2, 2, 4, 3 and 1 for the Departments of Linguistics, ISLM, Arabic, WR and Theatre respectively. The lowest number of responses has been found for the reasons of time constraints and slow downloading i.e. 3.

7. Barriers about DUL subscribed journals

Some of the barriers with university-subscribed journals in the Dhaka university library that were brought up by the responders are listed below.

7.1 Lack of computer skills
Even though basic computer classes are part of the program in the Faculty of Arts, the classes are primarily about theory, which is why students showed little interest in computers. So, many postgraduate students are still afraid of computers and do not use the Internet or e-resources.

7.2 Lack of knowledge about online databases
First, on the DU campus, most interviewees ignore online journals. When filling out this survey, most of the students in the faculty of arts said they had first heard of online journals. Some know about and use online journals, but others still need to. Surprisingly, some responders know but do not use it.

7.3 Lack of knowledge about different ways to find and use modes
Most people who are aware need to learn that there are places on the DU campus, like cyber centers, where they can access e-journals at a low cost.

7.4 Residence
DUL provides its online database services within the Dhaka University Network area. There are resident students enjoy lot of free time to access online journals at their departments and at halls. Since there are cyber centers at every hall with net connection from DU server so it is possible for resident students to access journals anytime. Remote access is allowed for faculty and senior researchers by supplying username and password. In many cases fresh researchers are not aware of it.

7.5 Lack of awareness about DUL online journal on concern subjects
Dhaka University Library provides online journal facilities to their website, but most of the respondents of the arts faculty are not aware about e-journal subscription on concern subjects.

7.6 Lack of limited assistance by concern people
This is a major barrier that the concern people of DUL e-journal managing people are not helpful to the user.

7.7 Lake of continuous training and orientation
DU students who use online journals have become aware by self-education or by teachers and thesis supervisor therefore students who do not have personal computer or cannot spend much time at campus lack knowledge about e-journal subscription of DU authority.

7.8 Inadequate computer lab equipment
At Dhaka University, many departments still need a computer lab. Even though there is a lab, it must be more significant for the number of students. Students in those areas

need to learn about the online journals that DUL subscribes to because they only work on the DU campus and in the university hall.

8. Conclusion

This study examined the awareness and attitudes of postgraduate students in the Faculty of Arts at Perspective University in Dhaka towards online journals to which they had subscribed. The study results revealed that users' awareness and perspectives on subscribed journals can be improved by implementing specific measures in the appropriate direction. To this end, the library and the faculty of arts should organize workshops on digital literacy to raise students' awareness and foster a positive attitude toward subscribed journals. Even though most of the faculty of arts are familiar with online journals, many do not use them due to a lack of awareness. At the same time, some need to be made aware of their existence. Most respondents who were aware expressed a desire to access the library website from different locations, such as the university hall, off-campus, and within the department computer lab. Moreover, the study uncovered some significant insights into the usage of e-journals among postgraduate students, including gender disparity, department-specific adoption rates, and the impact of educators, as well as the preferred access routes and obstacles. The study concludes that efforts to improve e-journal utilization should focus on closing the gender gap, providing customized support for different departments, expanding access routes, and tackling obstacles. These findings offer valuable insight for enhancing e-journal usage in academic settings at Dhaka University.

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