

# Digital resources and information needs by the Faculty of Humanities and Social Sciences in King Abdul-Aziz University, Saudi Arabia

by

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This users' study of digital resources aims to design a digital library for the faculty members of Social Sciences and Humanities to fulfill their information needs. The survey method was used to collect data about the extent of information needs and use to digital resources at websites. A website named "Digital library in social science and humanities" was designed to increase their electronic uses.

**Keywords:** Users' studies- Information needs- Social Sciences and Humanities- Digital resources- King Abdul Aziz University; Saudi Arabia

## 1. Background of the problem

According to Dulaymi (2011) users' study named "Databases use by the Faculty of Humanities and Social Sciences in King Abdul-Aziz University, Saudi Arabia " which study the extent of information use and satisfaction by the faculty members in the disciplines of Social Sciences and Humanities with databases subscribed by King Abdul Aziz University library (KAUL). The study revealed that both the extent of information use and satisfaction with databases subscribed by KAUL differs according to discipline. Only 5% of the respondents were completely satisfied while more than half of the respondents from the Home Economics college have reported non use of databases followed by Arts & Humanities, and Economics & Administration. This non use was mainly attributed to lack of information literacy and difficulties in using the provided

databases. This conclusion in-carriage the researcher to think more about their uses and information needs.

Therefore, this study takes the investigation of Dulaymi (2011) a step further with the primary aim to investigate;

**-To what extent the faculty members in Social science and Humanities are using digital resources to fulfill their information needs?**

## **2. Research Objectives**

- a) To assess the information needs of the faculty members in Social science and Humanities for using digital resources.
- b) To assess the use of Electronic Sites in Social science and Humanities.
- c) To design a website (Google Blogger) suitable to the information needs of faculties of social sciences and humanities.

## **3. Questions of the study**

- i. How much is the need for using digital resources by the faculty members in Social science and Humanities?
- ii. What Electronic sites are more likely to be used by Social Sciences and Humanities scholars?

## **4. The importance of the study**

This is considered the first study in the field of users' studies that systematically investigates the information needs of the faculty of social sciences and humanities at KAU. This study will contribute towards; Understanding the user behavior of faculty members on the basis of which the study will design a suitable website to meet their information needs, Provide knowledge of their needs to those responsible for acquisition of databases, and lastly, Develop an awareness in the faculty about the various digital resources available.

## **5. Methodology of the study**

**5. 1 Research Methodology:** The study was conducted a descriptive survey which was considered as the most appropriate and was used to collect data for this study because:

- The large number of variables chosen for the study.
- The faculty members chosen for the study are situated in different buildings at KAU.
- There was no response to the web-based survey.
- User studies generally consider this method as the most appropriate.

On the basis of these findings a website (digital library) was designed using the Google blogger that would fulfill the faculties' needs in social sciences and humanities disciplines.

## **5. 2 Methods of Data Collection**

The researcher used the following methods to develop the instrument of the study:

### **-The Questionnaire**

A Questionnaire was developed to obtain information on the main dimensions of the study. Although the primary questionnaire remained the same for all one section differed according to the requirements of a discipline. Therefore, Four Web-based questionnaires were developed to elicit specific information related to the needs and uses of the FMSH in digital free websites.

### **- The Sample of the Study**

The population of the study was all male and female FMSH of 600 members from four faculties; Art & Humanities, Economic & Administration, Home Economics, and the College of Art & Design. However, as the web-based response was not more than 20 the researcher resorted to purposive sampling of 100 FMSH using Digital Resources in the Internet or Databases at KAUL. Again due to poor response the sample got reduced to 67 FMSH.

## **6. Definitions of terms used in the study**

### **1. *Digital library***

A digital library is a collection of documents in organized electronic form, available on the Internet or on CD-ROM (compact-disk read-only memory) disks.

Depending on the specific library, a user may be able to access magazine articles, books, papers, images, sound files, and videos.\*

## 2. *Electronic Resources*

Resources on the Research Databases Web page are drawn from records in the Electronic Resources Module (ERM). For the purpose of the Research Databases Web page these are defined as online information resources, including bibliographic databases, electronic reference books, search engines for full text collections, digital collections of data and data sets. Not included are individual non-reference e-books and individual e-journals. \*\*

## 3. *User`s studies*

User studies cover a wide range of topics and Focus on the user that investigate users' wants, needs, contexts, motivations, expectations and tasks. Focus on use will investigate what a particular information source is actually used for, with the barriers and enablers to its use investigated. Focus on the information system or service will investigate aspects of technology, design and evaluation. Focus on the organization will concentrate on contextual aspects of the organizational setting, covering both internal and external factors such as resources, internal management procedures, internal and external strategies, which are all part of building up an holistic case study\*\*\*.

## 7. **Literature Review**

Al-Suqri 2010 study`s have been useful in the ongoing development of LIS and have helped to inform the content and the delivery of information services, especially in the university context. Although the majority of early

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\*Available at: [http://whatis.techtarget.com/definition/0.,sid9\\_gci750204.00.html](http://whatis.techtarget.com/definition/0.,sid9_gci750204.00.html)

\*\*The Ohio State University Libraries. Policies and Procedures. Technical Services.ERM Policies. Available at: <http://library.osu.edu/sites/techservices/ERMpolicies.php>

\*\*\* Available at: Banwell, L. and Coulson, G. (2004) Users and user study methodology: the JUBILEE Project" Information Research, 9 (2) paper 167 [Available at <http://InformationR.net/ir/9-2/paper167.html>]

Studies on information-seeking were based on groups such as scientists and engineers, a number of these studies have investigated information-seeking among social scientists and have identified particular characteristics of information-seeking behavior, which to some extent differentiate social science scholars from those of other disciplines. Studies, which have investigated the impact of factors influencing the use of information resources, have been valuable in highlighting the influence of personal factors such as age, occupational seniority and previous experience. This is a perspective which has been lacking more generally in research on information-seeking with the majority of studies simply describing behavior, or, at most, comparing it between researchers of different disciplines.

Bouazza, Alkindi (2010) Examine the benefits of establishing critical characteristics for the organizing and structuring information on academic Websites. Provides examples and evidence from the literature with regard to how search and navigation systems support users' ability to search for information, to navigate Websites and to improve Website accessibility. The importance of using and placing classification/faceted classification, controlled vocabulary, taxonomy, and thesauri on Websites is discussed.

A survey was conducted by Khan & Zaidi (2009) to assess the level of awareness and the usage of online databases and also to ascertain research scholar's satisfaction with the infrastructure to support accessing online databases in Aligarh Muslim University AMU campus. The study revealed that most of the research scholars were aware of the availability of online databases and mostly used it for their research work and to update subject knowledge. The study found 50% of the research scholars were satisfied with the infrastructure to support accessing online databases in the AMU campus. Nevertheless, the study also found that one of the main problems faced by research scholars in using online databases is lack of information on online databases (subscribed by the

university) on their subjects/researches. The study concludes that the usage of online databases and the quality of research work improves with enrichment of appurtenant contents and materials, leading to high quality manuscript.

Nithyanandam & Ravichandran (2008) studied the use of different types of electronic resources and services and the impact of these resources on the academic development of faculty members. They also described the problems faced in using the electronic resources and success rate of satisfaction in getting the required information on electronic resource/services. The study sample included faculty members in the disciplines of Engineering and Technology. In Anna University, Out of 180 questionnaires distributed, 153 were received back (response rate 85%). The study found that (71.3%) felt that the library activities have improved during the past two years. The study found that 53.5% of the staff members were fully satisfied with the electronic information service, E-mail (60.7%), Internet (56.7%), OPAC system (58%) and on-line journals (56.7%). Majority of the respondents (52.7%) used the e-journals rather than the printed journals and 32% used both electronic and printed journals equally. Most of the faculty members were aware of the availability of electronic resources which they used frequently for their teaching purposes.

Jeng (2008) aimed to study the usefulness of the New Jersey Digital Highway (NJDH) and its portal structure. Total of 145 individuals participated in the survey, of which 32 were educators (22%) and 28 (20%) were cultural heritage professionals. The participants were mostly white (127 respondents or 89%), mostly female (118 respondents or 81%), and most had a master's or doctoral degree (114 respondents or 79%). The survey found that more than half of the respondents (58 participants or 40%) learned about the NJDH from their colleagues or friends, 19 participants (13%) learned through attending conferences, 16 participants (11%) were linked from other websites. The respondents suggested the contents of this particular portal should be enhanced in the following priority order: (1) more links to other websites with history

resources and activities, (2) access to mentors experienced in digitizing and metadata who can provide one-to-one assistance, (3) a discussion list or blog where users can ask questions or share ideas with others, (4) information about framing sessions around New Jersey on digitization and metadata, (5) more resources on digital preservation and metadata, (6) educational activities that users can share with their patrons, (7) a tool for users to create their own interactive activities using the NJDH resources, and (8) more information about helping patrons to use the NJDH more effectively.

Lercher (2008) studied the relationship between attitudes about submission and searching behaviors in eight academic departments of Louisiana State University. It also investigated respondents' possession of valuable unpublished material, or beliefs that others have such material in order to determine how digital repositories might be organized to match potential users' attitudes about submission and searching behavior. Additionally, the study also studied the relationship between attitudes about submission and searching behaviors and respondents' experience with disciplinary or institutional repositories. If, for instance, respondents with experience in disciplinary repositories are also inclined to submit their work to them, this would confirm their usefulness.

Abdullah & Zainab (2007) described the digital library of historical resources and presented user assessment of the digital library prototype to gauge the viability of a useful and enduring collaborative digital library for school projects. Their study was primarily conducted to answer the following research question: How well does the developed prototype for the collaborative digital library perform in the management, creation, processing, searching and browsing of digital documents and objects in field trials in the digital library setting? They demonstrated the capabilities of collaborative digital library known as CoreDev in serving an educational community. Over 75% of the respondents in the user survey considered themselves capable of using the digital library with ease.

Taylor, Wylie, Dempster, & Donnelly( 2007) aimed to develop efficient methods of retrieving relevant items from the increasing volume of research. The research topic was relevant to social work practice with older people. The results showed that highest sensitivity was achieved by Medline (52%), Social Sciences Citation Index (46%) and Cumulative Index of Nursing and Allied Health Literature (CINAHL) (30%). Highest precision was achieved by AgeInfo (76%), PsycInfo (51%) and Social Services Abstracts (41%). Each database retrieved unique relevant articles. The study concluded that comprehensive searching requires the development of information management skills among social work professionals to benefit from a dedicated international database with the capability and facilities of major databases such as Medline, CINAHL, and PsycInfo.

Gregory (2007) confirmed behavior patterns established in previous studies of studio art faculty that browsing remains an important search method for artists. Many are likely to browse rather than attempt a search in the library catalog. Print sources remain very important to artists. The results of this study showed that Studio faculty preferred university libraries, though some do use public and museum libraries. While most faculties indicated they were comfortable asking for librarians' assistance at least some of the time, they were not inclined to seek bibliographic instruction for their students. Further research is required to determine if this is caused by faculty lacking awareness of library services or because faculty feel that librarians cannot help them with artistic subjects. Half of the respondents to the survey indicated that they have computers in their classroom/studios that are connected to the Internet. However, electronic resources have not replaced print sources with art faculty. Most of the respondents in the study reported that they used electronic and print sources equally. Google Images was the most popular electronic source for images, while magazines were the most popular print source.



Atilgan & Bayram (2006) aimed to see how well the electronic resources of the Ankara University Libraries are being used to improve this use. They reviewed library-use questionnaires from several academic institutions. The surveys included data related to the characteristics of end users such as age, status, and gender, as well as their use of electronic databases and/or journals. They used similar indicators in order to compare Turkish faculty attitudes and use patterns to the larger population to increase awareness and provide training. The survey provided information that would help in two directions: first, in decisions on how many of these e-databases should the library subscribe to, and second, in analyzing the level of awareness among the faculty members along with the frequency of their use of the digital library. The results demonstrated that the majority of the faculty members of Ankara University know about the existence of the digital library although not all of them use electronic databases. The study also showed that more effort is needed to encourage the use of databases.

Matusiak (2006) examined user information seeking behavior in the "Milwaukee Neighborhoods" collection and assessed user satisfaction with the options offered for image retrieval. The study focused on the initial, but critical phase of the user interaction with the collection and explored user preferences, search strategies and their effectiveness, and obstacles that users encountered in the image discovery process. The study aimed to answer the following questions:

- How do users look for images in the digital image collections?
- What modes of access do users select to accomplish their tasks?
- What modes of access support effective and efficient image retrieval?
- What are user preferences in the image seeking process?
- What difficulties do users encounter in the image discovery process?
- How does subject indexing support image retrieval?

The study used qualitative methods of direct observation, think-aloud protocols and self-reported logs. These methods aimed to capture user experience in a natural setting without an investigator looking over their shoulder and giving

them tasks to perform. The participants were asked to write down examples of their searches, record the methods they used, and comment on their preferences and satisfaction with the search options and the description of images, all twelve-study participants returned the notebooks. Semi-structured interviews were also conducted to ask the participants follow-up questions about their experience in searching the collection and further explore their preferences and satisfaction with the search options and image indexing. The study provided a good understanding of user behavior in the process of looking for images in the digital collection.

Dulaymi (2006) investigated the effect of electronic journal (EJ) on periodicals collection management procedures and the criteria considered important in the EJ decision-making process. This study also aimed to integrate certain management methods with the criteria considered important in decision-making for EJ collection management. Furthermore, it compares the criteria applied by Saudi Academic Libraries (SALs) in the EJ decision-making process to the international guidelines for EJ collection management, two University Libraries in the UK and the Purcel Report. The survey method was used and data was obtained through questionnaires, which were administered to library professionals from six SALs which had electronic systems since 1995. The sample of the study belonged to three managerial levels: Administrative, General Services, and Technical Services, involved in EJs. The analysis of the data focused on understanding the major characteristics of SALs in terms of organizational structure and the existing EJ situation and its effects. Although the findings of the comparative study indicated that SALs professionals generally agreed with most of the criteria in the International Guidelines (INGs that included two UK academic libraries and information provided in the Purcel Report) they lacked the capability to implement them. This could be due to the fact that the organization of SALs is highly centralized. In the follow up of the study, undertaken to assess the situation between 2001 and 2003 in SALs and also to find their readiness to apply the Electronic Journals Management Systems (EJMS), it was found that SALs were

capable of applying MIS models to help them deal with the existing problems in the process of adaptation to the developments in the field of information technology. The outcome of the study was an MIS model based on the Knowledge Based System, Stakeholders and Process approaches. Having ascertained that SALs possess the minimum requirements to apply MIS the researcher developed a model of EJMS, for SALs, and also proposed an alternative model of DSS. A case study was conducted in King Abdul Aziz University Library (KAUL) to ensure the implementation of the MIS model applied to the decision making process proposed in EJMS.

Piotrowski (2005) aimed to gauge the use of online databases by faculty at the University of West Florida through the university's online public access catalog (OPAC). The study sample included 250 faculty members, across 17 disciplines, at the University of West Florida. The survey form tapped several distinct areas regarding the online database system in place during academic year 2004 at the university, including: a) scholarly databases most used by the instructor; b) concerns and limitations of each database, c) suggestions for additional databases not available through the university's OPAC, d) views about online options regarding research functions such as interlibrary loan, and e) full-text availability. The results indicated that the faculty were aware of the major online database resources in their field and harbor constructive attitudes in dealing with the limitations in using computer-based databases and online library systems.

Ewald (2004) presented a comparison of databases in Kentucky Virtual Library (KyVL). The databases were compared using online published lists of periodicals indexed. The periodical lists were first printed and then marked using color-coding to show those titles that are available in other similar-subject databases. These marks were then hand-counted, the numbers recorded, and percentages computed for unique titles and titles shared by combinations of databases. The results of this study showed that Sociological Abstracts had the

greatest amount of uniqueness: 1252 titles (72%) not found in other social sciences databases. Both Social Sciences Abstracts and Sociological Collection were also unique: 282 titles (49%) from Social Sciences Abstracts and 212 titles (40%) from Sociological Collection were not found in any of the others.

Charnigo & Dalton (2004) are of the view that the fundamental problem of historical research, which is to find enough information about the problem under investigation to come to appropriate conclusions, remains although the means of locating information have improved so much. The result of this study showed that historians had enough understanding of the scope of databases to choose relevant ones. They used a wide range of databases, that reflected the wide spread of the discipline. Only four databases were used by more than 10 percent. Bibliographic sources which are also easier to use have been found to be improved in quantity and fitting well with the needs of historians.

Banda, Mutula, & Grand (2004) determined the information needs of small-scale business community at Chisokone Market in the city of Kitwe in Zambia. The study sought to establish among other things the unique information needs of the business community; the types of businesses carried out, the different service providers within the city of Kitwe, the problems faced by small-scale business community in seeking for information and the demographic characteristics of the community. The research used questionnaires to collect data from the population. From a sample of 250 respondents, 209 completed questionnaires giving a response rate of 83.6[percent]. The results of the study showed that most of the information needs related to marketing, sources of supplies, management skills, and credit/loan facilities.

Dulaymi (2004) investigated Saudi Academic Libraries (SALs) which have been moving towards using electronic resources since 1992. That study aimed to investigate the changes in Electronic Journal (EJ) (bibliographic and full-text databases) and Printed Journal (PJ) collection and acquisition in terms of number of titles, type of provisions and acquisition budgets and costs, between the years

1995 and 2000. The survey method used questionnaires that were distributed to six academic libraries in Saudi Arabia. The most important findings show that the percentage of EJ collections sharply increased in 1996 by 98 percent, which corresponds to a high increase in their budget of 125 percent.

## 8. Results of the Study

### 8.1 Characteristics of the Sample

The total population consisted of four groups of KAU faculty members; Professors, Associate Professors, Assistant Professors and Lecturers. Table 1 shows the distribution of the total respondents (67 out of 100) from the Faculty of Arts & Humanities, Economics & Administration, Home Economics (Arts), and Design & Arts. The last two categories were integrated due to their response. Among these disciplines respondents from the faculty of Arts & Humanities represented 67% of the total followed by 21% from Economic and Administration, 10% from Home Economic and the least (2%) from Arts & Design. The distribution of the sample according to gender was 85% female while 15% were male. Most of them gained their degrees from Saudi Arabia (33%), Egypt (31%), Britain (19%), USA (15%), and 2% from other countries. Most of them were Associate Professors (58%), Assistant professors (21%), Professors (13%), and 8% Lecturers. Most of the sample (22%) reported of experience in their career ranging between 21- 25 years, 16% between 26-30 years, and 13% each from over 31 years, 6-10, 11-15, and 16-20 years. The least (5%) were those with an experience of less than 5 years.

**Table 1: Characteristics of the sample**

<b>Variables</b>	<b>Sections</b>	<b>Percentage</b>
<b>Gender</b>	Male	14.90%
	Female	85.10%
<b>collage</b>	Arts & Humanities	67.20%
	Economic & Administration	10.40%
	Home Economic	20.90%
	Arts & Design	1.50%
<b>Scientific degree</b>	professors	13.40%
	Assistant professors	20.90%
	associate professors	58.20%
	Lecturer	7.50%
<b>Degree obtained</b>	America	14.90%
	Britain	19.40%

	Saudi	32.80%
	Egypt	31.30%
	Other	1.50%
<b>Years of experience</b>	0-5 year	10.40%
	6-10 year	13.40%
	11-15 year	13.40%
	16-20 year	13.40%
	21-25 year	20.90%
	26-30 year	14.90%
	more than 31 years	13.40%

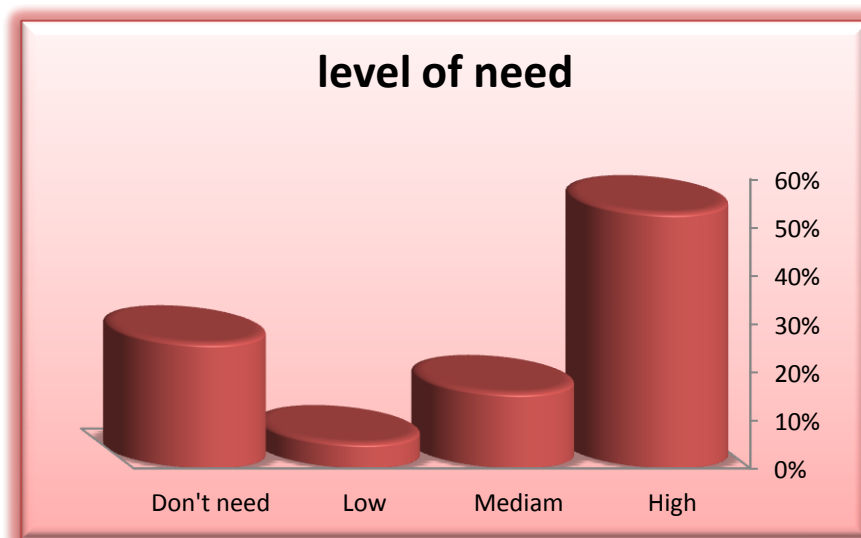
## 8.2 The information needs of the faculty members for digital resources

The results in Table 2 & Figure 1 show the high, medium, and low need levels (in terms of percentages) for English digital resources, Arabic digital resources and Digital libraries. A high need was reported for all three kinds of digital resources with an average of 53%. On the other hand 26% reported they don't need to use digital resources. For the other digital resources see Table 4.

**Table 2: The Information Needs of the Faculty Members for Digital Resources**

Digital resources	High	Medium	Low	Don't need
English Digital resources	67.2%	20.9%	1.5%	10.4%
Arabic Digital resources	68.7%	19.4%	9.0%	3.0%
Digital libraries	64.2%	22.4%	9.0%	4.0%
Other	11.9%	0.0%	1.5%	86.6%
<b>Total percentage</b>	<b>53.5%</b>	<b>15.7%</b>	<b>5.3%</b>	<b>26%</b>

**Figure1: The Information Needs of the Faculty Members for Digital Resources**



### 8.3 The Use of Electronic Sites in Social science and Humanities

Tables 3 & Figure 2 show the extent to which the various E-Sites are used by FMSH. The table shows that generally the most frequently used sites by FMSH are; the Digital Library Federation Workshop on Social Science Data Archives (45%), H-Net, Humanities & Social Sciences Online (37%) and The Humanities Text Initiative (27%). On the other hand, 3% of the faculty indicated a need for the following sites: Psychology in Arts & Humanities, Language and Linguistics in Arts & Humanities, and Child studies in Home Economics.

Table 4 shows some other electronic sites used by 3% of the faculty members. The Tables show that 20% of the sample may be using the e-sites while 80% don't use them at all which is very disturbing compared to the high level of need reported by 53%. This clearly indicates that the use of Electronic Sites in Social science and Humanities is very rare.

**Table 3: The Use of Electronic Cites in Social science and Humanities**

NO.	Site Title	URL	Use %	Don't use %
<b>Social science &amp; Humanities</b>				
1	H-Net, Humanities & Social Sciences Online	<a href="http://www.h-net.org">http://www.h-net.org</a>	37.3	62.7
2	Education Network Australia	<a href="http://www.edna.edu.au">http://www.edna.edu.au</a>	19.4	80.6
3	ARIADNE	<a href="http://www.ariadne-eu.org/">http://www.ariadne-eu.org/</a>	16.4	83.6
4	EServer.org(directory)	<a href="http://eserver.org">http://eserver.org</a>	13.4	86.6
5	NINES (Networked Interface for Nineteenth-Century Electronic Scholarship) (directory)	<a href="http://www.nines.org">http://www.nines.org</a>	7.5	92.5
6	The Humanities Text Initiative	<a href="http://www.hti.umich.edu/">http://www.hti.umich.edu/</a>	26.9	73.1
7	Project MUSE	<a href="http://muse.jhu.edu/">http://muse.jhu.edu/</a>	7.5	92.5
8	Digital Humanities Quarterly (DHQ)	<a href="http://digitalhumanities.org/dhq/about/about.html">http://digitalhumanities.org/dhq/about/about.html</a>	20.9	79.1
9	British Printed Images To 1700	<a href="http://www.arts-humanities.net/projects/british-printed-images-1700-digital-library">http://www.arts-humanities.net/projects/british-printed-images-1700-digital-library</a>	14.9	85.1
10	the national science digital libraries	<a href="http://nsdl.org/browse/?subject=Social%20Sciences">http://nsdl.org/browse/?subject=Social%20Sciences</a>	19.4	80.6
11	BUBL LINK Catalogue of Internet	<a href="http://bubl.ac.uk/">http://bubl.ac.uk/</a>	16.4	83.6

	Resources			
12	بوابة العلوم الاجتماعية العربية Gate of Arabic social sciences	<a href="http://www.assr.org/general/journals.asp">http://www.assr.org/general/journals.asp</a>	44.8	55.2
13	Digital Library Federation Workshop On Social Science Data Archives	<a href="http://www.diglib.org/collections/ssda/ssdaresults.htm">http://www.diglib.org/collections/ssda/ssdaresults.htm</a>	14.9	85.1
14	New UCSB Social Science Research Center, Personal Digital Libraries Research	<a href="http://www.intute.ac.uk/">http://www.intute.ac.uk/</a>	13.4	86.6
15	UNESCO, Library of Congress and partners launch World Digital Library	<a href="http://portal.unesco.org/ci/en/e v.php-URL_ID=28484&amp;URL_DO=DO_TOPIC&amp;URL_SECTION=201.html">http://portal.unesco.org/ci/en/e v.php-URL_ID=28484&amp;URL_DO=DO_TOPIC&amp;URL_SECTION=201.html</a>	37.3	62.7
16	Virtual Libraries at VL-Site.Org in cooperation with the World Wide Web Virtual Library	<a href="http://www.vl-site.org/">http://www.vl-site.org/</a>	22.4	77.6
17	MODEL ANIMATION IN EDUCATION	<a href="http://marrella.meteor.wisc.edu/apr1.animation.html">http://marrella.meteor.wisc.edu/apr1.animation.html</a>	14.9	85.1
	Others		3.0	97
Electronic sites		Mean use 20%	Mean non use 80%	

Figure 2: The Use of Electronic sites in Social science and Humanities

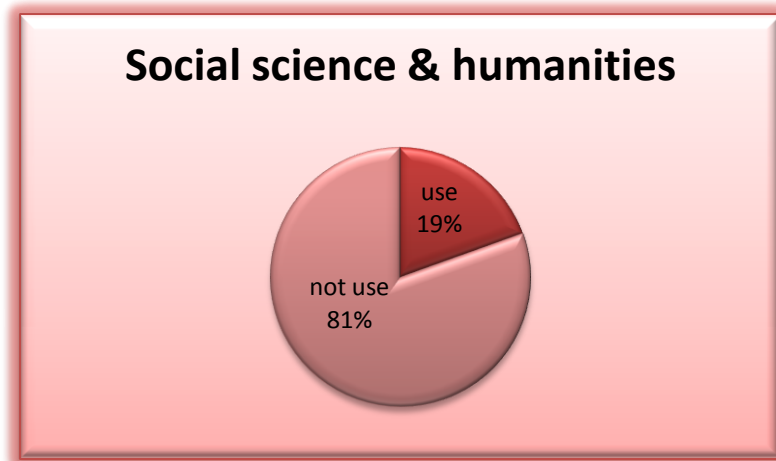


Table 4: Other Electronic Sites Used

NO.	Specialization	URL
1	Psychology in Arts & Humanities	APA , Science direct
2	Language and Linguistics in Arts & Humanities	JSTOR
3	Child studies in Home Economic	PubMed data base



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## 8.4 A comparative study of the use of E-Sites between all the Faculties and disciplines

Table NO.5 -a : The digital cites use by faculty members in the faculty of Arts & Humanities

NO	Site title	URL	Use %	Not use %
<b>Communications: الاتصال والإعلام</b>				
1	The WWW Virtual Library Communications and Media	<a href="http://vlib.org/Communication">http://vlib.org/Communication</a>	50	50
2	Communication Studies & Journalism Digital Library	<a href="http://www.academicinfo.net/commlibrary.html">http://www.academicinfo.net/commlibrary.html</a>	50	50
	<b>others</b>		0.0	100
<b>Information Science: علم المعلومات</b>				
1	البوابة العربية للمكتبات والمعلومات	<a href="http://www.cybrarians.info">www.cybrarians.info</a>	100	0.0
2	مدونة المكتبيين العرب	<a href="http://arab-librarians.blogspot.com/">http://arab-librarians.blogspot.com/</a>	83.3	16.7
3	مرصد بيانات الأطروحات المسجلة في المكتبات والمعلومات	<a href="http://www.issrcentre.org/onlinedbs/">http://www.issrcentre.org/onlinedbs/</a>	66.7	33.3
4	DOAJ: Directory of Open Access Journals	<a href="http://www.doaj.org/">http://www.doaj.org/</a>	50	50
5	UNESCO libraries Portal	<a href="http://www.unesco.org/unescdi/index.php/eng/repertoire/tous.9">http://www.unesco.org/unescdi/index.php/eng/repertoire/tous.9</a>	41.7	58.3
6	ODLIS: Online Dictionary for library & Information Science	<a href="http://lu.com/odlis/index.cfm">http://lu.com/odlis/index.cfm</a>	66.7	33.3
	<b>others</b>		0.0	100
<b>Sociology: علم الاجتماع</b>				
1	SOCIOLOGY AND ANTHROPOLOGY SOURCES	<a href="http://www.socsciresearch.com/r7.html">http://www.socsciresearch.com/r7.html</a>	50	50
2	Sociology WWW Virtual library	<a href="http://socserv2.mcmaster.ca/w3virtsoclib/">http://socserv2.mcmaster.ca/w3virtsoclib/</a>	37.5	62.5
3	SocioSite	<a href="http://www.sociosite.net/">http://www.sociosite.net/</a>	62.5	37.5
4	The SocioWeb	<a href="http://www.socioweb.com/">http://www.socioweb.com/</a>	37.5	62.5
	<b>others</b>		0.0	100
<b>Geography: الجغرافيا</b>				
1	National Atlas of the United States	<a href="http://www.nationalatlas.gov/">http://www.nationalatlas.gov/</a>	57.1	42.9

2	The World Factbook	<a href="http://www.bartleby.com/151/">http://www.bartleby.com/151/</a>	57.1	42.9
3	<u>CIA World Factbook</u>	<a href="https://www.cia.gov/library/publications/the-world-factbook/">https://www.cia.gov/library/publications/the-world-factbook/</a>	28.6	71.4
4	The Alexandria Project	<a href="http://www.alexandria.ucsb.edu/">http://www.alexandria.ucsb.edu/</a>	42.9	57.1
	<b>others</b>		0.0	100
<b>Demographics &amp; Statistics: الإحصاء</b>				
1	SECTION ELEVEN: DEMOGRAPHIC RESOURCES	<a href="http://www.claviusweb.net/statistics.shtml">http://www.claviusweb.net/statistics.shtml</a>	50	50
2	<u>Demographic Resources, web links from McGraw-Hill Publishing</u>	<a href="http://www.socsciresearch.com/r11.html">http://www.socsciresearch.com/r11.html</a>	0.0	100
	<b>others</b>		50	50
<b>Philosophy: الفلسفة</b>				
1	<u>Philosophy of Religion.Info is a "resource for philosophy students"</u>	<a href="http://www.whitworth.edu/library/PF-Philosophy.aspx">http://www.whitworth.edu/library/PF-Philosophy.aspx</a>	50	50
2	<u>Stanford Encyclopedia of Philosophy</u>	<a href="http://plato.stanford.edu/">http://plato.stanford.edu/</a>	50	50
3	<u>Web Resources from the American Philosophical Association</u>	<a href="http://answers.encyclopedia.com/question/best-philosophy-resources-222838.html">http://answers.encyclopedia.com/question/best-philosophy-resources-222838.html</a>	50	50
	<b>others</b>		0.0	100
<b>Religion: الديانات</b>				
1	The American Religion Data Archive	<a href="http://www.thearda.com">http://www.thearda.com</a>	0.0	100
2	Adherents.com	<a href="http://www.adherents.com">http://www.adherents.com</a>	0.0	100
3	Religious studies Digital Library	<a href="http://www.academicinfo.net/Religionlibrary.html">http://www.academicinfo.net/Religionlibrary.html</a>	0.0	100
4	Facets of Religion	<a href="http://www.facetsofreligion.com/">http://www.facetsofreligion.com/</a>	16.7	83.3
5	Almandine digital library مكتبة المدينة الرقمية	<a href="http://elibrary.medi.u.edu.my/">http://elibrary.medi.u.edu.my/</a>	16.7	83.3
6	ببليو إسلام - المكتبة الإلكترونية Biblio Islam	<a href="http://www.intoislam.com/islam/Islamic/Arabic/Resources/59771.html">http://www.intoislam.com/islam/Islamic/Arabic/Resources/59771.html</a>	66.7	33.3
	<b>others</b>		16.7	83.3
<b>Language &amp; Linguistics: اللغات و علم اللغويات</b>				
1	Electronic Metastructure for Endangered Languages Data	<a href="http://emeld.org/index.cfm">http://emeld.org/index.cfm</a>	20	80
2	Open Language Archive	<a href="http://www.language-archives.org/">http://www.language-archives.org/</a>	20	80

	Community			
3	The Rosetta Project	<a href="http://www.rosettaproject.org/">http://www.rosettaproject.org/</a>	20	80
4	SIL International's Ethnologue: Languages of the World	<a href="http://www.ethnologue.com">http://www.ethnologue.com</a>	0.0	100
5	MLA International Bibliography	<a href="http://www.mla.org/bibliography">http://www.mla.org/bibliography</a>	20	80
	<b>others</b>		40	60

Site title	URL	Use %	Non use %
<b>History التاريخ</b>			
1. The Best of History Web Sites (directory)	<a href="http://www.besthistorysites.net">http://www.besthistorysites.net</a>	40	60
2. History Matters	<a href="http://www.historymatters.gmu.edu">http://www.historymatters.gmu.edu</a>	40	60
3. The Digital Classicist (blog)	<a href="http://www.digitalclassicist.org">http://www.digitalclassicist.org</a>	20	80
4. Early Modern Notes (blog)	<a href="http://www.earlymodernweb.org.uk/emn/">http://www.earlymodernweb.org.uk/emn/</a>	10	90
5. History digital library	<a href="http://www.academicinfo.net/histaalibrary.html">http://www.academicinfo.net/histaalibrary.html</a>	20	80
6. Canadian History Digital Library	<a href="http://www.academicinfo.net/canhistlibrary.html">http://www.academicinfo.net/canhistlibrary.html</a>	20	80
7. Annual Bulletin of Historical Literature	<a href="http://www3.interscience.wiley.com/journal/118480903/home">http://www3.interscience.wiley.com/journal/118480903/home</a>	30	70
8. المكتبة الرقمية : التاريخ 9. Digital Librarian :History	<a href="http://www.digital-librarian.com/history.html">http://www.digital-librarian.com/history.html</a>	20	80
10. Public record office	<a href="http://www.nationalarchives.gov.uk/default.htm">http://www.nationalarchives.gov.uk/default.htm</a>	70	30
11. Academic Info: History Gateway	<a href="http://www.academicinfo.net/histus.html">http://www.academicinfo.net/histus.html</a>	10	90
12. World History	<a href="http://www.hartford-hwp.com/archives/">http://www.hartford-hwp.com/archives/</a>	70	30
13. World History Archives,	<a href="http://www.hyperhistory.com/online_n2/History_n2/a.html">http://www.hyperhistory.com/online_n2/History_n2/a.html</a>	60	40
14. World History: HyperHistory Online	<a href="http://www.fsmitha.com/">http://www.fsmitha.com/</a>	20	80
15. Biography.com	<a href="http://www.biography.com/">http://www.biography.com/</a>	20	80
16. Digital Egypt for Universities	<a href="http://www.digitalegypt.ucl.ac.uk/">http://www.digitalegypt.ucl.ac.uk/</a>	20	80

17. <u>Islamic Art and Architecture</u>	<a href="http://www.bu.edu/library/guides/islamicart.html">http://www.bu.edu/library/guides/islamicart.html</a>	10	90
18. <u>Muqarnas :An Annual on the Visual Culture of the Islamic World</u>	<a href="http://archnet.org/library/documents/collection.jsp?collection_id=86">http://archnet.org/library/documents/collection.jsp?collection_id=86</a>	10	90
19. <u>Intute - Islamic studies - Middle Eastern</u>	<a href="http://www.intute.ac.uk/cgi-bin/browse.pl?id=200898">http://www.intute.ac.uk/cgi-bin/browse.pl?id=200898</a>	20	80
20. Others		0.0	100
<b>Museums and Exhibitions</b>			
21. <i>Ancient Egyptian Mummies and Tombs</i>	<a href="http://www.uke.uni-hamburg.de/institute/medizinische-informatik/index_ENG_16552.php?id=-1-1-1&amp;as_link=http%3A//www.uke.uni-hamburg.de/institute/medizinische-informatik/index_ENG_16552.php/">http://www.uke.uni-hamburg.de/institute/medizinische-informatik/index_ENG_16552.php?id=-1-1-1&amp;as_link=http%3A//www.uke.uni-hamburg.de/institute/medizinische-informatik/index_ENG_16552.php/</a>	20	80
22. <u>Using Primary Sources on the Web</u>	<a href="http://www.eduplace.com/ss/hmss/primary.html">http://www.eduplace.com/ss/hmss/primary.html</a>	0.0	100
23. Museum Directories	<a href="http://icom.museum/vlmp/world.html">http://icom.museum/vlmp/world.html</a>	20	80
24. <u>MUSEE Online Museum Directory</u>	<a href="http://icom.museum/museum_directories.html">http://icom.museum/museum_directories.html</a>	20	80
25. others		0.0	100

<b>Psychology : علم النفس</b>				
<b>1</b>	<u>Enpsychlopedia</u>	<a href="http://enpsychlopedia.org/">http://enpsychlopedia.org/</a>	33.3	66.7
<b>2</b>	<u>PsycCrawler</u>	<a href="https://my.apa.org/apa/idm/login.seam?ERIGHTS_TARGET=http%3A%2F%2Fpsycnet.apa.org%2F%3F&amp;cid=755117">https://my.apa.org/apa/idm/login.seam?ERIGHTS_TARGET=http%3A%2F%2Fpsycnet.apa.org%2F%3F&amp;cid=755117</a>	66.7	33.3
<b>3</b>	<u>Psychology, from UM's Mansfield Library</u>	<a href="http://etd.lib.umt.edu/ETD-db/ETD-browse/browse?first_letter=B">http://etd.lib.umt.edu/ETD-db/ETD-browse/browse?first_letter=B</a>	33.3	66.7
<b>4</b>	<u>Psychology Information Online</u>	<a href="http://www.psychologyinfo.com/">http://www.psychologyinfo.com/</a>	66.7	33.3
<b>5</b>	<u>Psychology WWW Virtual Library</u>	<a href="http://www.vl-site.org/psychology/index.html">http://www.vl-site.org/psychology/index.html</a>	33.3	66.7
<b>6</b>	<u>PsychWeb</u>	<a href="http://www.umsl.edu/~griffinm/genpsyc">http://www.umsl.edu/~griffinm/genpsyc</a>	33.3	66.7

		<a href="http://PsychWebsites.html">h/PsychWebsites.html</a>		
7	Childhood studies	<a href="http://www.iisg.nl/w3vlwomenshistory/journals.html">http://www.iisg.nl/w3vlwomenshistory/journals.html</a>	66.7	33.3
	Others		66.7	33.3

**Table NO.5 -b: The digital cites use by faculty members in the faculty of Economic & Administration**

NO.	Site title	URL	Use %	Not use %
<b>Business &amp; Economic: إدارة الأعمال والاقتصاد</b>				
1	The WWW Virtual Library Business and Economics	<a href="http://vlib.org/BusinessEconomics">http://vlib.org/BusinessEconomics</a>	14.3	85.7
2	Economics Digital Library	<a href="http://www.academicinfo.net/econlibrary.html">http://www.academicinfo.net/econlibrary.html</a>	14.3	85.7
3	Others		0.0	100
<b>Demographics &amp; Statistics: الإحصاء</b>				
1	SECTION ELEVEN: DEMOGRAPHIC RESOURCES	<a href="http://www.claviusweb.net/statistics.shtml">http://www.claviusweb.net/statistics.shtml</a>	0.0	100
2	Demographic Resources, web links from McGraw-Hill Publishing	<a href="http://www.socsciresearch.com/r11.html">http://www.socsciresearch.com/r11.html</a>	14.3	85.7
3	Others		0.0	100
<b>Law: القانون</b>				
1	Electronic Information System for International Law (directory)	<a href="http://www.eisil.org">http://www.eisil.org</a>	28.6	71.4
2	Digital Law Library	<a href="http://www.academicinfo.net/lawlibrary.html">http://www.academicinfo.net/lawlibrary.html</a>	28.6	71.4
3	Law Library Digital Collection	<a href="http://libguides.law.ucla.edu/digitalcollection">http://libguides.law.ucla.edu/digitalcollection</a>	28.6	71.4
4	The WWW Virtual Library Law	<a href="http://vlib.org/Law">http://vlib.org/Law</a>	14.3	85.7
5	others		0.0	100

**Table NO.5 -c: The digital cites use by faculty members in the faculty of Home Economic & faculty of Arts & Design**

NO.	Site title	URL	Use %	Not use %
<b>Museums and exhibitions: المتاحف</b>				

1	<i>Ancient Egyptian Mummies and Tombs</i>	<a href="http://www.uke.uni-hamburg.de/institute/medizinische-informatik/index_ENG_16552.php?id=11&amp;as_link=http%3A//www.uke.uni-hamburg.de/institute/medizinische-informatik/index_ENG_16552.php/">http://www.uke.uni-hamburg.de/institute/medizinische-informatik/index_ENG_16552.php?id=11&amp;as_link=http%3A//www.uke.uni-hamburg.de/institute/medizinische-informatik/index_ENG_16552.php/</a>	45.5	54.5
2	<u>Using Primary Sources on the Web</u>	<a href="http://www.eduplace.com/ss/hmss/primary.html">http://www.eduplace.com/ss/hmss/primary.html</a>	36.4	63.6
3	Museum Directories	<a href="http://icom.museum/vlmp/world.html">http://icom.museum/vlmp/world.html</a>	36.4	63.6
4	<u>MUSEE Online Museum Directory</u>	<a href="http://icom.museum/museum_directories.html">http://icom.museum/museum_directories.html</a>	36.4	63.6
	Others		0.0	100
<b>Psychology : علم النفس</b>				
1	<u>Enpsychlopedia</u>	<a href="http://enpsychlopedia.org/">http://enpsychlopedia.org/</a>	60	40
2	<u>PsycCrawler</u>	<a href="https://my.apa.org/apa/idm/login.seam?ERIGHTS_TARGET=http%3A%2F%2Fpsycnet.apa.org%2F%3F&amp;cid=755117">https://my.apa.org/apa/idm/login.seam?ERIGHTS_TARGET=http%3A%2F%2Fpsycnet.apa.org%2F%3F&amp;cid=755117</a>	40	60
3	<u>Psychology, from UM's Mansfield Library</u>	<a href="http://etd.lib.umt.edu/ETD-db/ETD-browse/browse?first_letter=B">http://etd.lib.umt.edu/ETD-db/ETD-browse/browse?first_letter=B</a>	30	70
4	<u>Psychology Information Online</u>	<a href="http://www.psychologyinfo.com/">http://www.psychologyinfo.com/</a>	40	60
5	<u>Psychology WWW Virtual Library</u>	<a href="http://www.vl-site.org/psychology/index.html">http://www.vl-site.org/psychology/index.html</a>	20	80
1	<u>PsychWeb</u>	<a href="http://www.umsl.edu/~griffinm/genpsych/PsychWebsites.html">http://www.umsl.edu/~griffinm/genpsych/PsychWebsites.html</a>	30	70
2	<u>Childhood studies</u>	<a href="http://www.iisg.nl/w3vlwomenshistory/journals.html">http://www.iisg.nl/w3vlwomenshistory/journals.html</a>	50	50
	Others		10	90

Arts: الفنون				
1	The Stoa: A Consortium for Electronic Publication in the Humanities (blog)	<a href="http://www.stoa.org/">http://www.stoa.org/</a>	25	75
2	Art History Digital Library	<a href="http://www.academicinfo.net/artlibrary.html">http://www.academicinfo.net/artlibrary.html</a>	33.3	66.7
3	ARTstor Digital Library	<a href="http://www.artstor.org/index.shtml">http://www.artstor.org/index.shtml</a>	41.7	58.3
4	Digital library for the decorative arts and material culture	<a href="http://decorativearts.library.wisc.edu/images.html">http://decorativearts.library.wisc.edu/images.html</a>	50	50
5	<i>The Libraries of The Metropolitan Museum of Art</i>	<a href="http://libmma.org/portal/bibliography-of-the-history-of-art-bha-rila-raa-1973-present/">http://libmma.org/portal/bibliography-of-the-history-of-art-bha-rila-raa-1973-present/</a>	33.3	66.7
6	ART 311 Bibliography, Research Methods and Historiography of Art History	<a href="http://library.csun.edu/mwoodley/art311.html">http://library.csun.edu/mwoodley/art311.html</a>	33.3	66.7
7	Bibliography of the History of Art	<a href="http://www.csa.com/factsheets/bha-set-c.php">http://www.csa.com/factsheets/bha-set-c.php</a>	25	75
8	مكتبة التراث العربي والإسلامي	<a href="http://www.mozahbintnasser.qa/print/page196.asp">http://www.mozahbintnasser.qa/print/page196.asp</a>	33.3	66.7
9	مكتبة قديم للتراث والثقافة والفنون	<a href="http://www.qadeem.com/vb/forumdisplay.php?f=212">http://www.qadeem.com/vb/forumdisplay.php?f=212</a>	25	75
10	المكتبة الرقمية للفنون الزخرفية ومواد الثقافة	<a href="http://decorativearts.library.wisc.edu/">http://decorativearts.library.wisc.edu/</a>	25	75
11	مكتبة جامعة بيل : الفنون من كتاب المكتبة الرقمية	<a href="http://images.library.yale.edu/aobdl/">http://images.library.yale.edu/aobdl/</a>	16.7	83.3
12	مركز توثيق التراث الحضاري والطبيعي	<a href="http://www.bibalex.org/arabic/researchers/cultnat.htm">http://www.bibalex.org/arabic/researchers/cultnat.htm</a>	25	75
13	Arts Libraries	<a href="http://www.zeroland.co.nz/arts_library_2.html">http://www.zeroland.co.nz/arts_library_2.html</a>	25	75
	Others		0.0	100

An analysis of the use of E-Sites according to different disciplines of Social Sciences & Humanities was undertaken to assess the extent to which each of these disciplines used the sites relevant to their field.

### The faculty of Art & humanities

- *Information science*

Arabic sites that were used by 100% of the faculty in this field were; *cybrarians*, *Arab librarians blog spot*. English sites used that ranged between 40 to 67% were *DOAJ: Directory of Open Access Journal*, *ODLIS: Online Dictionary for library & Information Science UNESCO libraries Portal*.

- *Communication & media*

*Virtual Library Communications and Media* was used by 50% and the other half used *Communication Studies & Journalism Digital Library*.

- *Sociology*

50 to 63% of the faculty used *SocioSite* and *Sociology & Anthropology sources* while *Sociology Virtual library* and *The SocioWeb* was used by 37%.

- *Geography*

43 to 57% faculty used *National Atlas of the United States* and *The World Factbook*.

and *The Alexandria Project* while *CIA World Factbook* was used by 29%.

- *Religion*

The faculty used (50%) *Religion.Info*, *Stanford Encyclopedia of Philosophy*, *Web Resources from the American Philosophical Association* while *Biblio Islam* used by 67%.

- *Language & Linguistics*

20% use *Electronic Metastructure for Endangered Languages Data*, *Open Language Archive Community*, *the Rosetta Project*, and *MLA International Bibliography*.

- *History*

60 to 70% use *Public record office*, *World History & World History Archives* while 20% indicated the use of *Ancient Egyptian Mummies and Tombs*, *Museum Directories*, *MUSEE Online Museum Directory* and *Intute-islamic studies-middle eastern*.

- *Psychology*



67% use *PsycCrawler*, *Psychology from UM's Mansfield Library* (67%), *Psychology Information Online*, (67%), *Childhood studies* (67%), the other sites were used (33%) such as: *Enpsychlopedia*, *Psychology Virtual Library*, *PsychWeb*.

### **Economic & Administration**

This faculty seems to be using the e-sites less than the faculty of Art & Humanities. About 14% are using *The Virtual Library Business and Economics*, *Economics Digital Library*, and *Demographic Resources*, *web links from McGraw-Hill Publishing*, *The Virtual Library Law* while 29% are using *Electronic Information System for International Law directory*, *Digital Law Library*, and *Law Library Digital Collection*.

### **Home Economics & Arts & Design**

Here the Home Economics faculty (46%) reported the use of *Museums & Exhibition in Ancient Egyptian Mummies and Tombs* while 36% are Using Primary Sources such as, *Museum Directories*, *MUSEE Online Museum Directory*.

Childhood studies use *Enpsychlopedia* (60%), *Childhood studies* (50%), *PsycCrawler* (40%), *Psychology Information Online* (40%), *PsychWeb* (30%), *Psychology, from UM's Mansfield Library* (30%), and 20% were using *Psychology Virtual Library*.

In the field of Art 50% reported using *Digital library for the decorative arts and material culture*, 42% are using *ARTstor Digital Library*. Some other sites that are used between 25 to 33% are: *The Stoa: A Consortium for Electronic Publication in the Humanities*, *Art History Digital Library*, *The Libraries of The Metropolitan Museum of Art*, *ART 311 Bibliography*, *Research Methods and Historiography of Art History*, *Bibliography of the History of Art*, *Arabic Heritage Library*, *Arabic Old Heritage & Culture Library*, *Arabic Digital Library of Art*, *Art Arabic Documentation*, *Arts Libraries* while only 17% are using *Yale Digital library of Art*.

Additionally, some sites that were generally used are: *Demographics & Statistics* sites by Art & humanities (50%) and 14% by Economics & Administration.

*Psychology* sites tend to be used widely ranging between 33 and 67% by both the faculty of Psychology (Arts & Humanities) and Child Studies (Home Economics).

Interestingly, *Museums and Exhibition* sites are used largely by the faculty members of Home Economics than History.

The above findings clearly reveal that FMSH are extensively using the various E-Sites to fulfill their information needs.

## 9. Conclusions

The study revealed some understanding ideas of users' information needs which must be considered while decision making but perhaps are not being adequately considered in KAUL managers.

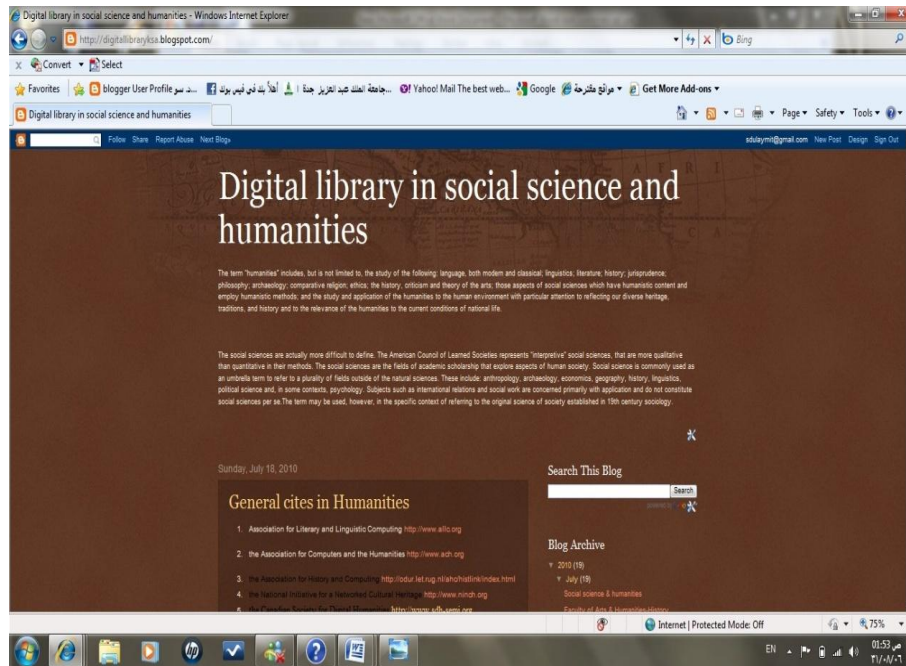
The fact that electronic sites, recommended by the researcher, were being used, although nominally, nevertheless it calls for more focus on providing information which is presently not being fulfilled by the available KAUL databases (Dulaymi 1011). Providing different E-Sites in Social Science & Humanities will open a new generation of users that might use these resources in the future and at the same time build the targeted digital library.

The final objective of the study was to build a digital library based on the findings of this study (Figure 3). The researcher has used the blogger of Google to build the sites named "**The Digital Library in Social Sciences and Humanities**". This site can be retrieved on: <http://digitallibraryksa.blogspot.com/>

To conclude the above findings may help KAUL managers to review the discrepancies in the type of the databases from time to time when subscribing for electronic journals according to the information needs of scholars.

**Figure 3: The Digital Library in Social Sciences and Humanities**

This site can be retrieved on: <http://digitallibraryksa.blogspot.com/>



## 10- Recommendations

- Prepare users including library professionals to adapt to the new system for increasing their awareness of how the system of e-resources will improve their knowledge by conducting seminars and workshops.
- Presenting such a system during the annual meetings of Deans of KAUL and Saudi Library Association.
- Provide information and training regarding the concept of users' studies on the Website of KAUL.
- The researcher is of the opinion that Arabic newsletters and academic discussion lists should be developed to increase mutual knowledge and coordination among KAUL professionals & the faculty members from Social Sciences & Humanities. They should also organize activities, such as user groups, electronic mail lists, academic discussion lists, which could

help them in tailoring EJ database needs and reviewing what other libraries or publishers provide.

## **11- Recommendations for future studies for Social Sciences & Humanities:**

1- A comparative study of the Digital Resources and Databases Requirements & needs to build a Digital Arabic Library with other developing countries like Egypt, Thailand and India. Such a study will be mutually beneficial in understanding the common problems facing developing countries.

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## الاحتياجات المعلوماتية من المصادر الرقمية للأكاديميين في مجالات العلوم الاجتماعية و الإنسانية بجامعة الملك عبد العزيز

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### مستخلص:

اعتمدت الدراسة على إستراتيجية دراسات المستخدمين من خلال مسح المواقع الرقمية المحتمل استخدامها بشبكة الإنترنت من خلال توزيع استبانته على مواقع أعضاء هيئة التدريس على صفحة الجامعة في كلية الاقتصاد والإدارة، والآداب والعلوم الإنسانية، والاقتصاد المنزلي والتصاميم والفنون ، وقد تم الحصول على ٦٩ استبانة شكلت عينة الدراسة. كان من أهم النتائج ارتفاع نسبة الإحتياج إلى أكثر من ٥٠% ، كما خرجت الدراسة بعدد من المواقع الإلكترونية الموجودة على شبكة الإنترنت والتي تم الاعتماد عليها في بناء موقع رقمي لمجتمع الدراسة بما يحقق لها الاحتياجات المعلوماتية . وكان من أهم توصيات الدراسة الاهتمام بدراسات المستخدمين بإعطاء المزيد من الاهتمام لقطاع العلوم الاجتماعية والإنسانية.