CHAPTER – 2
REVIEW OF RELATED LITERATURE

2.0 Introduction

Finalizing the research design, the investigator has to undertake a survey of the literature in the area related to the problem to be studied. Since effective research is based on knowledge, such a survey serves a number of purposes like provide ideas, explanations or hypotheses, valuable in understanding and formulating a suitable research design and locate comparable material useful in interpreting the results of the problem being investigated.

With the above guidelines in the mind, the investigator scanned a number of journal, abstracts and theses and located resources in the field of Quality publication, Citation Index, Impact Factor, Peer reviewed and Indexed Journals.

2.1 Studies on Awareness on Publication:

S.H. Ovens (1995) sent out the questionnaires to researchers concerning how they became aware of articles cited in the publications and the study revealed that only a small part was aware of publication.

Odlyzko (1994), analyzed in recent year perception of a crisis in scholarly publishing as became more widespread. With growing specialization and continuing pressure to publish, academics have been producing ever greater numbers of articles and books every decade of the twentieth century. In some fields the growth in publication papers has followed a roughly exponential path.

Dospain, Heeny and Lovingston (1999), addressed in their survey of 73 Deans of College of Education to determine how nontraditional scholarly activities were treated in considering promotion and tenure. The study also asked Deans to weigh the emphasis that should be placed on these activities.
According to the Deans, responses the greatest, emphasis is placed on presentations at National or International conferences, serving as an editor of a Professional journal and receiving a grant contact with and external peer review.

Thanuskodi (June 2011) identified User Awareness and Use of E-Journals among Education Faculty Members in publishing through E. Journals. This study reports the result of a survey conducted at education faculty members in Chennai to determine the extent to which user are aware and make use of e-journals. The study also examines the search pattern of e-journals. A questionnaire was distributed among the faculty members to collect desired data. A total of 300 questionnaires were distributed to the selected sample of Library users; 278 valid samples were collected. The studies found that majority (92.30%) of the male users were aware about the e- journals where as only 83.33 % of female respondents were aware about the availability of e-journals. The analysis reveals that most of the respondents 71.22% use e-journals for writing papers.

Matthew McCoy (2006) found out Activity, Attitudes and Awareness engaging in the presenting Scholarship. This paper reviewed the literature on the topic as well as one institution’s attempts to explore faculty attitudes, and report on“Issues of participation in scholarship and how it is defined and compensated are ongoing and contentious issues within academia. This issue is significant as there has been a move among universities to better define scholarship and broaden its definition to include teaching and service related activities for the promotion and tenure process and to give equal weight to all three areas of scholarship. The contention is that committed faculty will identify with the mission, values, and goals of the institution, engage in the process of scholarship and want to maintain membership in it. The implication is that if faculty feels that the institution is promoting empowerment and there is evidence that this is actually happening then faculty will be more inclined to take risks and engage in behavior that is supportive of the institution”.

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Vivien Rolfein (2006) reported on “Open educational resources: staff attitudes and awareness”. The aim of this study was to explore staff awareness and attitudes towards “open educational resources” (OER) as a benchmark for monitoring future progress. Faculty staff (n=6) were invited to participate in semi-structured interviews that facilitated the development of a questionnaire. Staff respondents (n=50) were not familiar with the term OER but had a clear notion of what it meant. They were familiar with open content repositories within the university but not externally. A culture of borrowing and sharing of resources exists between close colleagues, but not further a field, and whilst staff would obtain resources from the Internet, they were reticent to place materials there. Drivers for mobilising resources included a strong belief in open education, the ability of OER to enhance individual and institutional reputations and economic factors. Barriers to OER included confusion over copyright and lack of IT support. To conclude, there is a positive collegiate culture within the faculty, and overcoming the lack of awareness and dismantling the barriers to sharing will help advance the open educational practices, benefitting both faculty staff and the global community.

Alshankity and Alshawi (2008), examined the gender differences in Internet usage among faculty members in Saudi Arabia. The study collected information from 504 faculty members in four Saudi Arabian higher education institutions regarding Internet usage for academic purposes. In the context of the gender-segregated higher education systems and the relatively new advent of Internet in the region, the researchers did not see a significant gender difference in the overall Internet usage.

Al-Ansari (2006), conducted a study on “Internet use by the faculty members of Kuwait University ”. This study was designed to investigate the patterns of Internet use by the faculty including purposes for use, its impact on teaching and research, Internet resources used, and the problems faced while using the Internet. A structured questionnaire was used to collect data from the
faculty coming from four colleges of Kuwait University, i.e. Arts, Social Sciences, Sciences, and Engineering. The study revealed that the Internet is mostly used for communication, research, and publication by saving time, finding up to date information, and cooperate with their colleagues. Slow speed, lack of time, and lack of access from home are the major problems.

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

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

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

Rubina Bhatti (2010), found out Internet Use among Faculty Members in the Changing Higher Education. The study showed that Internet has radical impact on the changing higher education environment. It is interesting that Internet use among faculty members at the Islamia University of Bahawalpur is much higher than expected. It is broadly used for teaching and research purposes. The faculty members in the Faculty of Science are making most use of the Internet facility; however, faculty members from other faculties also showed an increased interest into Internet resources. Academic resources offered online in their disciplines are reported to be inadequate (as compared to online academic resources in Sciences) and mostly in English language. The other issue was lack any formal training about how to locate these resources by saving time and efforts. Slow speed, lack of computers, lack of time, and lack of access from home are found to be the major problems. For this purpose, The Islamia University of Bahawalpur needs to improve its IT infrastructure, including providing distance access. The use of electronic information sources for study and research purposes must be encouraged and proper training should be provided.

Pankaj Kumar Singh Mohammad Nazim S N Singh (2008), conducted Awareness and use of Online Journals by the Faculty Members, Researchers and Students in the Faculty of Natural Sciences, this study reports the result of a survey conducted at Jamia Millia Islamia University (JMIU) to determine the extent to which user are aware and make use of online journals. The study also examines the search pattern of online journals. A questionnaire was distributed among the Faculty members, Research scholars and Post-Graduate Students to collect desired data. A total of 120 questionnaires were distributed to the selected sample of Faculty of Natural Sciences; 70 valid samples were collected. The study found that the majority of
users are aware about the availability of online journals. 60% of respondents want to use online version of journals whereas a few want to use printed journals. Majority of respondents use online journals for their research work. 70% of respondents take printout before using online journals. It was found that users face a problem when using online journals. They are also interested to take training to use online journals.

2.2 Studies on Access on Publication:

Kristin Antelman, (1979) explained although many authors believe that their work has a greater research impact if it is freely available studies to demonstrate that impact are few. This study looks at articles in four disciplines at varying stages of adoption of open access, They have a greater impact as measured by citation in the ISI web of science database when their authors make them freely available on the Internet. The finding is the across all four disciplines, freely available articles do have a greater impact.

Lock (1989) aptly named the application of bibliometrics to journals evaluation “journalogy”.

P.W.V. den Walt and P.A.C. An Braakel,(1989) found out in their articles on the different access routes to journals currently available via the internet described and illustrated in detail mail system.

Amsterdam (2009), announced its flagship product scopus the worlds largest abstract and citation database of peer – reviewed literature.

Coonin and Younce (2010), mentioned the main motivation for authors who have published their work in OA journals is the underlying principles of free reader access.

Parks (2005), arranged besides the preprints and published articles usually deposited, shedding light on this category of open access reveals that scholars in diverse disciplines are adopting open – access practices and being rewarded for it.
Jukka h. Mearan-Hadir F. & Delsouky et al. (2011) explained that open access articles distribution under the creative commons attribution license which permits unrestricted use, distribution and reproduction in any medium, provided the original work that is properly cited.

Jia Tina Da. Nina Evans (2011), analyzed the academic users Information Searching on research topic, characteristics of research tasks and search strategies. Thus project investigated how academic users. Search for information on their real life research tasks. This article presents the findings of the first of two studies. The study data were collected in the Queensland University of Technology in Brisbane Australia. Eleven Ph.D students searching behaviour on personal research topics were observed as they interacted with information retrieval systems. The analysis of search logs covered the characteristics of research tasks and the corresponding search strategies.

John Hattie & H.W Marish (2006), presented the relationship between research and teaching and meta analyzed a review of various models of the relationship between research and teaching in Universities is presented and the evidence necessary to assess each model was outlined. A meta analysis of 58 studies demonstrates that the relationship is Zero. Suggestions for future directions are provided, and it is argued that a major goal could be to adopt strategies that enhance the relationship between research and teaching.

Paul Ramsden and Ingrid Moses (2007), described the Associations between research and teaching in Australian higher education. This research describes results of an empirical investigation of the relationship between research and undergraduate teaching in Australian higher education. Two research indexes (weighted number of publications, and number of research activities) were used. Scores on a Likert-type scale of reported commitment to teaching undergraduate students formed the main criterion of teaching effectiveness. This was supplemented by student ratings in one of the aggregate-level analyses. The results revealed typically no relation or a
negative relation between teaching and research at the level of the individual and at the level of the department, across all subject areas. The only exceptions concerned one group of former colleges of education. Further analysis by staff self-rating of academic quality showed that there existed one group of staff, mainly in the universities, who were committed to teaching and highly active researchers. However, the data did not support a causal interpretation of the association. It is concluded that there is no evidence in these results to indicate the existence of a simple functional association between high research output and the effectiveness of undergraduate teaching. Some implications for policy and student course choice are discussed.

Karen L. Webber (2012), identified the Role of Institutional Research in a High Profile Study of Undergraduate Research. This research discusses the role that an IR professional played in a comprehensive and high profile study of undergraduate research. The project was grounded in educational theory and principles of academic assessment. It consumed many long hours, but it also yielded gains in IR visibility, heightened professional relationships with campus colleagues, a second sizable grant, and multiple publications. Implications for the IR practitioner, contributions to the scholarship of assessment, and institutional synergy are discussed.

John A. Centra (2009), investigated into the Research productivity and teaching effectiveness. This study investigated the relationship between research productivity and teaching effectiveness to shed light on the long-debated question of whether performance in one area enhances performance in the other. The academic field and the stage of a faculty member's career were both considered in the analyses. Two samples — one of 2,973 and the other of 1,623 faculty members from a variety of institutions — were studied. In considering results of both analyses, teachers of social science courses were the only group for which there were consistent though modest relationships between the numbers of published articles and student ratings of instructor effectiveness. Thus spillover effects, or a general ability factor, or other reasons
for a possible link between research and teaching performance are not totally supported. The relationship between performance in the two areas is either nonexistent or, where it appears, too modest to conclude that one necessarily enhances the other.

**Kenneth A. Feldman (2007)**, analyzed the Research productivity and scholarly accomplishment of college teachers as related to their instructional effectiveness: This analysis reviews the research that has been done on the connection between research productivity or scholarly accomplishment of faculty members and their teaching effectiveness (as assessed by their students). On average, there is a very small positive association between the two variables. To understand this relationship better, extant research was explored for factors that might mediate either positive or inverse associations between research productivity and teaching effectiveness and those that possibly could be common causes of them. Pedagogical practices and dispositions of faculty members, as well as certain course or class characteristics (size of class, electivity of course), were examined as potential mediating factors. Potential common causes investigated were academic rank and age of faculty members, their general ability, their personality characteristics, and the amount of time or effort they spend on research activities. The association between research productivity and teaching effectiveness was explored further by considering whether its size and direction varies by career stage of faculty members, their academic discipline, and the type of college or university in which they teach.

**Ushma Patel (2011)** implemented the University implementing open-access policy for faculty publications. This study explained the policy that University administrators have begun implementing the new "open-access" policy to expand the public's access to their research. The policy gave the University and faculty members rights to republish scholarly articles, making it possible for individuals without journal subscriptions to access them. Administrators in the Office of the Dean of the Faculty, Office of the Provost
and Princeton University Library were providing guidance to faculty members prior to article submission; have provided language for faculty to append to publishing contracts; and were exploring plans to build a repository for these articles. Administrators also created an online form for faculty requesting waivers to the policy in individual cases in which a journal's copyright contract prevents republishing.

2.3 Studies on Achievement on Publication:

    Heeney and her colleagues (2000) surveyed 70 Deans of college of education in an effort to determine how they viewed service activities in relation to the promotion and tenure process.

    King et al (2006), identified the OA journals are perceived lock of peer review and inadequate archiving.

    Nicholas and Rowlands (2005), Xia (2010) found out the O.A journals and perceived lock of peer review and inadequate archiving.

    Ketelorby(2005), identified one of the top education librarians in the country pointed out that only 27 percent of the 1,424 journals indexed by ERIC or education. Index / Abstracts are indexed in Social Sciences Citation Index. An Argument was made for why an assessment of a researchers stature based only on citation counts recorded in SSCI would potentially miss for more than it found.

    Bormmann and Daniel (2007). found out that some University still favour journal impact factor but the sooner they better and broader measures of staff performance the better.

    Furnhamm (1990) stated that one measure that has been extensively used in North America for over 20 years do measure individuals and department research productivity and Impact is the “Citation Counts” which is the number of times an articles is cited in the literature.
Nederbof et. Al (1993) arranged the bibliometric study to assess the performance of departments in the field of Natural and life sciences. The Social and behavioural Sciences humanities. The result explains that nearly on third of the department publications were not covered in the Science Citation Index.

Bradfords(1994), analyzed the references and citations contained in those articles our of 70 periodicals containing 146 articles authored by 107 authors during the study period only two were identified as core periodicals. The results of the analysis of the references and citations showed that most of the articles in the core periodicals were written by the same person and there was a high rate of the citation. Approximately one third of the references were to other journal articles. One third was to books, and about one fifth were doctoral Dissertations. The conclusion reached was that learning style concept was not sufficiently defined in periodical literature.

Budd Joh M (1995) analyzed faculty publishing productivity. An Institutional Analysis and comparison with library and other measures on the level of publishing productivity of faculty at 94 institutions with membership in the Association of Research libraries was done. Using three citation indexes for 1991 – 98 Ranks members by number and per capita publications and found no significant relationship between publishing measures and other variables.

Narin (1976) witnessed the gradual emergence of the industrial practice of citation analysis.

Garfield (2002), found out the journal scientometrics in 1978.

Philadelphia P.A. (2009), found out the JCR present quantitative data provide an objective way to the world’s leading journals and their impact influence in the global research community in addition to the benefits these metrics offer to authors and institutions JCR and impact factor may be journal performance against competitors to create a better market strategy.
Creswell, John W (2005) Identified the Faculty Research Performance from the Sciences and the Social Sciences. The literature on faculty research performance is reviewed, with a focus on research by individual faculty members. The literature on the sociology of science and data-based results from sociological studies are emphasized. Attention was directed to measure the performance, the explanations and specific correlates likely to influence high research performance, and the practical implications of empirical studies for faculty development and evaluation. Three common measures of individual research performance are publication counts, citation counts, and peer and colleague ratings. Productivity researchers attempt to explain the variation in faculty research performance by psychological-individual factors, including superior intellectual ability, a strong motivation and drive to perform, personality traits, and background characteristics. Access to resources and advantages and reinforcements have also been linked to productivity. Additional correlates of productivity have also been investigated: prestige of doctoral program and employing institutions, rank and tenure, early productivity. Numerous correlate studies in the past 40 years have resulted in a profile of productive researchers. In addition to ideas to promote faculty development and evaluation, suggestions for future research of faculty research productivity are offered. Ten pages of references and an index are provided. (SW)

Robert T. Blackburn (2000) analyzed the Faculty at work: Focus on research, scholarship, and service. Within the framework of cognitive motivation theory, selected personal and environmental motivational variables for faculty in eight liberal arts and science departments from community colleges, liberal arts colleges, comprehensive colleges and universities, and research universities were regressed against faculty allocation of work effort given to research, scholarship, and service. The data came from a 1988 national survey of faculty. Gender, (sociodemographic), quality of graduate school attended, career age, and rank (career); self-competence and self-efficacy regarding research, scholarship, and service and percent time prefer to give to research,
scholarship, and service (self-valuations); and institutional preference, consensus and support, and colleague commitment to research, scholarship, and service (perception of the environment) were entered into regression. R2s were generally strong (.64 for liberal arts-I institutions) and significant. For all institutional types, self-valuation (self-competence and-efficacy) motivators significantly accounted for the explained variance. Socio demographic and career variables did not explain appreciable amounts of variance.

Latika Vasil (2004) identified Self-efficacy expectations and causal attributions for achievement among male and female university faculty in their research productivity. The purpose of this study was to extend a theoretical model of research self-efficacy among university faculty by testing the relations between research self-efficacy and research performance and between research self-efficacy and causal attributions for achievement. A further focus of the study was to examine sex differences among university faculty in their research self-efficacy beliefs, frequency of performance of research tasks, and productivity. A sample of university faculty at a large southern university was surveyed. Results provided empirical support for the research self-efficacy model. The relations between research self-efficacy and research productivity and between research self-efficacy and causal attributions were found to be statistically significant. Males reported significantly stronger research self-efficacy beliefs, a greater amount of time spent on research activities, and greater productivity than females. Results were discussed in terms of their relation to theory and previous research.

Braxton, John M. (2000) surveyed the Department Colleagues and Individual Faculty Publication Productivity. A survey of male Ph.D.s in chemistry and psychology at selective liberal arts colleges showed the publication rate of department colleagues to be positively related to current publication productivity of the focal faculty member. Colleagues influenced research activity of faculty with low prior research levels, but not higher prior levels. (Author/MSE)
Richard Bentley and Robert Blackburn (2004), identified Changes in academic research performance over time: A study of institutional accumulative advantage. This study examined changes in institutional research performance over time by analyzing data from four national surveys of the American professoriate conducted between 1969 and 1988. To assess whether groups of institutions may be accumulating advantage relative to others, research activities are compared across five Carnegie institution types. Weights are created to adjust for sampling differences and research output measures are standardized to adjust for variation by discipline. Findings show an overall strengthening of research emphasis reflected by a stronger orientation toward research (more faculty holding Ph.D.'s and having a primary interest in research) and higher research output (grant and publication performance). While Research-I universities have retained their initial (1969) advantage, they have not accumulated more. Meanwhile, Doctoral-Granting-I universities have gained strength relative to Research-II institutions. Research at Comprehensive-I was also up, but at a slower rate than the other Carnegie groups.

Raymond P. Perry, Rodney A. Clifton, Verena H. Menec, C. Ward Struthers and Robert J. Menges (2003), did the research on the Faculty in Transition: through A Longitudinal Analysis of Perceived Control and Type of Institution in the Research Productivity of Newly Hired Faculty. This study examined the adjustment of new hires at the point of entry into their institutions using research productivity as one indicator of adaptation. It was expected that perceived personal control, age, gender, and type of institution would relate to research productivity. At the beginning of their first and second year, newly hired faculty in three different types of postsecondary institutions responded to a comprehensive questionnaire concerning their initial adjustment experiences. A path analysis indicated both direct and indirect linkages between the independent variables of interest and research productivity. Substantial direct paths were found between the institution type and research productivity, specifically for the research I and liberal arts/comprehensive institutions, and to
a lesser degree, between age and research productivity. Age, the research I
university, and the liberal arts/comprehensive universities had direct effects on
two measures of perceived control and were linked indirectly to research
productivity via perceived control. Perceived control resulting from the
personal qualities of the faculty members was instrumental to research
productivity, whereas perceived control resulting from activities initiated by
faculty members were not related to productivity. Surprisingly, gender was not
related to research productivity through either direct or indirect paths. If the
adjustment of newly hired faculty is viewed in terms of research productivity,
then these results suggest that perceived control, the milieu of research-oriented
institutions, and age (to a limited extent), are important predictors of faculty
performance.

**Halil Dundar and Darrell R. Lewis(2001),** explained Determinants of
Research Productivity in Higher Education. This paper extended the findings of
these recent studies by examining the relationship between academic research
productivity and institutional factors from the most recent National Research
Council data on the nation's research universities and their programs in the four
broad fields of the biological sciences, engineering, the physical sciences and
mathematics, and the social and behavioral sciences. Several findings are
recommended for institutional policymakers.

Daniel Teodorescu (2003),analysed the Correlates of faculty publication
productivity: A cross-national analysis. This study is a cross-national empirical
analysis of the correlates of faculty publication productivity in a ten-country
sample. The countries included in the study are as follows: Australia, Brazil,
Chile, Hong Kong, Israel, Japan, Korea, Mexico, the United Kingdom, and the
United States. Publication productivity was measured as number of articles
published over a three-year period. By reviewing the findings of related
literature on the professoriate in the developed world, the study seeks to
determine the extent to which these hold for less developed academic systems
as well, and more broadly, to identify similarities and differences in the
patterns of publication productivity across the examined nations. The statistical analyses conducted for each country reveal differences that clearly challenge the unqualified application of established research productivity models to other national contexts.

2.4 Studies on Citation Index and Impact Factor

Bornman, and Daniel (2007), identified the index can be applied to groups as well as individual researchers and even journals its strengths and weaknesses.

Chubin and Restive (1983), systematized application of scientometric indicators to policy issues however, triggered a practice of improving on the measurements.

Dong, Loh and Mondry (2005). Calculated the impact factor and found out that the lower the number of articles published by a journal the higher the impact factor. Moreover, the journals covered are mostly English Language journals and journals which have been on the market for at least three years.

Gilbert (1997), Gilbert and Mulkay (1984) identified the most of these scholars tended avoid formalized measurement. Collins (1985), found out the quality of articles, measurable in terms of numbers of citation, of a particular researcher or research group. Chubin and Moitra (1975) analyzed the theory of citation lead until then been developed mainly with references to the uses of citations within articles.

Cozzens (1989), concluded the studies with science policy purposes have considered citations as an indicator or reward in the science system. Cozzens (1981), provided a review of citation theories from the perspective of sociology. Cronin (1984), discussed citation as a function in Scientific communication among texts. Cozzens, (1989), Luukkonen (1990) identified the three main traditions can be distinguished in STS: a) Socio – historical analysis mainly using historical case study research for specification. B)
 qualitative studies oriented towards formalization and generalization and C) policy and management studies tradition but for very different reasons.

Garfield (1972) sampled the 1999 SCI to create the first published ranking by impact factor. Today, the JCR includes every journal citation in more than 6000 journals about 15 million citations from 1 million source items per year.

Garfield (1955), reported the support from the National Institutes of Health, and found out the experimental Genetics citation index was published and that led to the 1961 publication of the science citation index.

Garfield (1972). relied on the two way citation relationship between journals to reduce the subjective influence of journal titles.

Gabriel pinski and Franciesnarin (1976) Suggested a recursive impact factor, to give citations from journals that have high impact greater weight than citations from low - impact journals. Such a recursive impact factor resembles the page rank algorithm of the google search engine, though the original paper uses and “trade balance” approach in which journals score highest when they are often cited but rarely cite other journals.

Henry (1973) published his classic work on co – citation analysis which become a self – organizing classification system that led to document clustering experiments and eventually an atlas of science later called Research Reviews divided by the number of articles published in those years. It is widely used both for appropriate and in appropriate purposes in particular the use of this measure alone for ranking authors and papers is therefore quick controversial.

Irving Sher (1965), showed the correlation between citation frequency and eminence in demonstration that Nobel Prize winners published five times the average number of papers and other prizes Grafield reported this
phenomenon. The usual summary measure is known as impact factor, the number of citation to a journal for the previous two years.

**Citation analysis in Science and Technology**

**Luukkonen (1997),** analyzed the Citation analysis consequently tend to be in need of theoretical legitimating such a theory of citation be provided by science and Technology studies. What have citation analysis meant for the empirical study of the science during the relatively short history.

**Marie. E, Mcveigh (Oct 2004),** identified Citation Characteristics of OA Journals. On an average OA journals rank higher by immediacy index than the journal impact factor. To understand more about the citation dynamics to OA journals they examined the number of citations to recent materials as a proportion of total citation.

**MacRoberts and MacRoberts(1987),Latour(1987),** have found out the perfunctory and theoretical functions of citations within the scientific community.

**Studies on Impact Factor**

**Amin and Mabe, (2000),** grouped 4000 journals by the number of papers they publish in a year, and looked at the change in JIF from 1997 to 1998.

**Bornmann and Daniel, (2007),** found Some Universities still favor journal impact factor but the sooner they adopt better and broader measures of staff performance the better.

**Kwale (2002)** used citation analysis to assess trends in articles published in the five major school psychology journal. Citation analysis is characterized by its objective moves with in and between a scientific discipline and has been used frequently to assess such trends specifically the degree of self – citation
and cross citation were found to be relatively low compared to findings in other areas of psychology come from a journal that was behavior analytic in nature.

**Derrick (1973)** undertook a study of educational Research, the official journal of the National Foundation for Educational Research, UK, which reviewed (1968, 1969 and 1970), issues of the articles, the age groups of the persons. Studied methodologies of the design and the number of contributions from the various British University.

**Anglin and Towns (1990)** conducted a bibliometric research study to identify authors who were most frequently cited in educational Technology research and Development, Educational Communication and Technology journal and in the journal of Instructional Development. Thirty-seven authors with 20 or more citations over a five-year period were identified and rank ordered by total number of citations.

**Furnham (1990)** stated that one measure that has been extensively used in North America for over 20 years to measure individuals and department research productivity and Impact is the ‘citation counts; which is the number of times an articles is cited in the literature.

**Field, Lovell and Weller (1991)** carried out an empirical case study of citation counting applying it to studies in the education of Adults, and the international journal of life-long education. They scanned all references during the five years 1986 – 1990. They added together all the references and awarded one full publication equivalent (FPE) for each reference cited and a half FPE for an author involved in a joint – author publication.

**clause and Wormell (2001)**, studied a methodology for exploring the characteristics of a core international conference, a concept of conference Impact Factor (CIF), has been explored on the pattern of journal Impact Factor (JIF), the study was based on online citation database.
Klaic (1990) examined the research activity of chemist from RagierBoskovi, Yugoslavia during 1976 – 1985 covering 2018 research papers of scientific work. The papers were classified according to subfields used in the journal citation Reports.

**Nederhof et. All: (1993),** made a Bibilometric study to assess the performance of departments of sciences and humanities. The result explains that nearly on third of the departments publications were not covered in the science citation index.

**Vgolini et. Al., (1997).** assessed the publication quality of the National Institute for cancer research (Genod). Italy and found that the Scientists of the Institute published in high quality journal as reflected by the Impact Factor of the journal.

**Okubo et, al., (1998),** have analyzed the publication profile of 48 nation during 1981 – 1992 using science citation Index (SCI) to examine cutting edge versus ancient research in these nations and identified countries whose publication pattern underwent the most marked changes.

A descriptive analysis of the characteristics of the authors and the citation of the articles in the journal. “Theological studies” from 1940 – 1995 was carried out by Phelps (2000) Data was gathered on the institutional affiliation geographic, location, occupation, gender and personal characteristics were examined for the cited authors, data and age of citation, format, language, place of publication and journal little.

**Garg and Padhi (2001)** analyzed 3174 papers published in journals in the field of Laser Science Technology. It indicated that only 401 papers single authored and the 2773 were to authored papers, of the 2773 papers only 687 showed domestic, national collaboration and others international collaboration.
Leursion (2001) revealed that there is no significant difference in the quality of female and male research output as measured by journal impact categories or by citation.


**Synthesis on Review of Related Literature**


2.5 Summing Up:

In this chapter on Review of Related Studies. Thematic issues on Research Publication reflecting on Awareness, Access, and Attainment (Achievement) of publication in cited journal was discussed in detail. In general, review of Related Studies, focused on the various approaches, on identification of awareness on publication among teaching faculty were presented. Further research studies focusing on the access of the teaching faculty at various levels on research journals, and publication was presented. Various, research and survey reports related to the need, quality, mode of publication, interaction between teaching and research, issues and parameters of publication were probed in explained in detail.

Serious attempt was not made in India, to identify the need for awareness level of access, attainment of publication among the faculty of higher education. Researcher was not focused to identify the publication of faculty in quantitative and qualitative publication. This research gap was identified. Hence on their research study was attempted to probe into the level of awareness, access, and attainment of publication of the faculty of education.