



**Electronic documentary research for Doctoral students in social sciences and humanities
University of Oran and mostaganem and tlemcen as a model**

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Abstract :

This research is undertaken to investigate the Documentary research skills among PhD students, it aims to shedlight the importance of aquiring information. The need for information and documents to carry out research and scientific studies, whether in the library environment or in the digital environment requires acquiring effective skills, techniques and strategies to search for and retrieve them with minimal effort.

To achieve this ; the focus has been on important objective elements such as introducing concepts including research skills and information The most important techniques that can be followed to search n in various documents through the digital environment including databases and search engines reflect the researchers' need for electronic training in the skills of the calculated documentary search process.

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Introduction:

Access to and support for the knowledge society is one of the biggest challenges facing academic educational institutions in general and universities in particular in the twenty-first century. This is done by moving from traditional, classic sources to electronic and digital sources, and providing students with the skills to search for information, obtain it, evaluate it, and how to invest it, which are among the skills necessary to control information.

Specialists in Algerian university information centers and libraries make a lot of efforts to teach students and indoctrinate them with this kind of culture, but the work remains isolated individual initiatives that lack fixed, studied and recognized programs and plans. On the other hand, those in charge of teaching in the departments of all disciplines affiliated with the faculties of sciences, social and humanities at the Algerian University, rely on a set of criteria, which would raise the level of awareness among students of the importance of information culture by searching for information, and benefiting from it, starting from the common stem to various disciplines and at all levels.



1- Theoretical approach to the study:

The importance of the skills of dealing with information and searching for it, especially within the digital environment, which abounds with a huge amount of knowledge.

Information skills of processing, and analyzing information when needed by university student, then comes the summarizing interpretation, and the skill of recognizing its patterns.

Informatics knowledge is a set of abilities that requires individuals to understand or know information needed and the ability to locate, evaluate, and use information effectively, namely, the ability to know when information is needed, the ability to locate, evaluate and effectively use information relevant to a problem Or an issue that needs solving, and generally means the ability to communicate, evaluate, organize, and use information from different sources, the concept of informatics means the ability to dissect and understand what you see on the page, or on posters, graphics, and other images, as well as what you hear. Since information can be available in many forms, the term information refers to more than the word and other forms, we find this type of scholarly work popular during undergraduate studies. Such as research and presentations that students are assigned to complete, which are considered training research, on the systematic dealing with scientific and technical information. Graduation notes and various reports can be included in this framework, not to mention the theses prepared by doctoral students at the stage of formation, as they deal more than ever with The information and the way they deal with them have a significant impact on determining their level, and their scientific and cognitive abilities, until he reaches independence in research and skillfully control it. That is why we have drawn this topic and decided to search in it, so that we may find what has been overlooked.

2- The problem of the study and its hypotheses:

Students' information needs, and their ability to evaluate it in light of modern technology data through its multimedia and technologies, require them to possess and research information skills in university education, one of the important topics that lead us to know from the beginning the role of university libraries in meeting the increasing and continuing needs of students In general, and postgraduate students in particular, from multiple and different information, and what information can provide as an intellectual production, and in this, the problem of the lack of training of students on documentary research processes and techniques arises as a priority and necessity.

The role of university libraries comes primarily in giving the student the ability and knowledge to suit his information needs in order to become an effective individual within the research community, in which he must be active. Banks and their databases, and he may even be ignorant of the existence of documentary research tools and ways of using them, as well as the use of the available printed and digital resources and other numerous services, or



how to communicate in order to obtain the information he needs, so he needs a solid educational base that directs him in a correct direction. That is why it was necessary to acquire.

A set of information skills in the field of his specialization. Information skills in their university formation, to meet these growing and continuous needs for information, as it is their main resource, especially graduate students, so that students can carry out research and scientific work. There are possibilities, so that he can be active within the system to which he belongs. When he arrives at the university, he does not have knowledge of how to use documentary research tools, whether it is a search in automated indexes through banks and databases, but he may even be ignorant of the existence of documents search tools in the library or His university, the methods of using them, and also the research processes in the digital environment, including the available electronic and digital resources. Then the process of communicating through the network, in order to obtain the information he needs, as he needs a basic educational base that guides him in a correct direction. That is why it was necessary for him to acquire a set of specialized information skills until the student reaches independence in scientific research, and the reason for the lack of training of students on digital documentary research processes with its methods and techniques, which is applied in most information systems, may be something that should not be overlooked because it is part of the formation of students at all levels, including It has postgraduate studies.

The developments brought about by modern technologies in the field of information, led to the drawing of new features and tools, it became necessary for the researcher to deal with them in order to adapt to the scientific reality. To develop it, it remains linked to its skills and then its awareness of the importance of research techniques, within the framework of an educational program that serves everyone who uses the information resources available in the university library.

In this context, it becomes clear to us that there is an important matter that we must look at in order to know the negative and positive points to treat them and then analyze them. What is related to the student the skills that he has to serve him in all that is used from the available sources of information, from here lies the main function that university libraries perform In making him aware of these skills and self-learning and to become more familiar with the subject and data of the study from all its aspects, the problem of the study was represented in the following question: What are the informational research skills available to graduate students affiliated with the three universities: Social and Human Sciences at Abdelhamid Ben Badis University, Mostaganem - and the University of Islamic Humanities "Ahmed bin Bella". Oran-1, and the University of Social Sciences and Humanities "Abu Bakr Belkaid" - in Tlemcen?

The study questions were as follows:

3- Study questions:



1. Do graduate students in humanities and social sciences in Western Algerian universities master the information skills needed to carry out their research?
2. What are the difficulties that students face while searching for sources of information and documents?
3. How do University libraries perform as an information system with their capabilities to support the process of developing information skills among graduate students?
4. What are the difficulties and obstacles that hinder learning skills and access to information.

4- Hypotheses of the study:

The hypotheses of studies of information skills for postgraduate students were identified as follows:

- **Procedural Hypothesis:**

Postgraduate students control a set of skills, foremost of which is determining the need for information and methods of searching and evaluating it to accomplish their research.

- **Partial Hypotheses:**

A- The first partial hypothesis: Postgraduate students have skills in identifying and evaluating the need for information.

B- The second partial hypothesis: Postgraduate students have a skill in dealing with university library resources.

C- The third partial hypothesis: The use of specialized search engines and directories is one of the most important difficulties facing graduate students in the humanities and social sciences to complete their research.

4-1. Study Methodology: In this study, we used the field analysis survey method, by visiting the field libraries concerned with the study, and standing on the most important tasks and functions of the university central libraries, at the western Algerian level, at the "Abdelhamid Ben Badis University, Mostaganem", "Ahmed Ben Bella 1 University in Oran" and "Abi Bakr Belkaid University in Tlemcen", and questionnaires were distributed to the members of the research sample in the universities involved in the study.

4-2. Methodological Research Tools:

Data collection tool:

The questionnaire was designed and judged by two professors in the specialization and corrected, and others in the methodology. The questionnaire included a set of axes through which we tried to gain familiarity with all informational skills. The results of the answers were analyzed statistically, using the computer and processing to show the results, and we also used the interview tool with members of the librarian, because of its other role in the investigation in the research, so our study was based on the investigative research. We had to communicate with the central libraries of the universities of Mostaganem, Oran and Tlemcen, due to our need for relevant data and information, and this was not easy or affordable. The results of the answers are then analyzed statistically using a computer and processing to show the results.



4-3. The method of data collection and analysis: We had indicated in the methodological chapter that the field study adopted the quantitative approach in the analysis and questionnaire to collect, tabulate, and organize data. We also relied in the analysis on the statistical package spss.v23. 2) To test the relationship between the study variables and the independent variables. Given the nature of the questions asked, most of which require more than one answer, we have relied on the feature (multiple answers), which focuses only on the respondents' choices, where the answers for each choice are collected and their ratio to the total in this choice.

5- Research Community:

The original society of the study, graduate students in humanities and social sciences, is represented by three universities from the Algerian west represented by: “Abdelhamid Ben Badis” University Mostaganem, “Ahmed Ben Bella” University in Oran 1 and “Abi Bakr Belkaid” University in Tlemcen. These universities were contacted to obtain the statistics of students registered in postgraduate studies. We obtained, via our e-mail, the following: Nominal lists of their number, gender and type of training. The total number of respondents obtained in the three universities was 510 PhD students in the classical system and a doctorate (third phase) between Male and female.

Table (1) represents the total number of graduate students.

We applied the non-probability sampling in our study because it is close to the sample members of the groups or groups with certain characteristics for the ratio of their numerical size to these groups and the method of drawing in them is random through

University	Total number of postgraduate students	Distributed questionnaires	Retrieved questionnaires
Oran -1-	145	100	59
Mostaganem	165	100	81
Tlemcen	200	100	92
Total	510	300	232

5.1: Study sample:

The nominal list The sample selection process was carried out and accordingly, the research community was represented in the graduate students of the old classical system and the third phase of the LMD) in the universities designated for the study with the type of



composition (classical and LMD) as well as gender (males and females), as basic independent variables.

As for the rest of the variables, they were not included for several reasons, the most important of which is that most of the respondents did not care about defining their people and their specializations, but we saw that this may not affect relatively because most of the disciplines of humanities, more than social sciences, use the same sources of research, and the purpose of this will be mainly to give a comprehensive character to the study and an attempt Know the differences in their information skills.

300 questionnaires were distributed and 232 were retrieved. Thus, the study sample is 232 students, and the percentage of representation of the original community has reached 45.49 %, and this is illustrated by the following table:

The gender variable is the type of composition:

Variable	Gender			Kind of training			
	Men	Females	Total	Classic	LMD	Not authorized	Total
Répétition	91	141	232	57	155	20	232
%	39.2	60.8	100	24.6	66.8	8.6	100

6- Fields of Study:

A- Geographical field: The study took a geographical field from the universities of the West of Algeria, and due to the multiplicity of universities in this part of the country, models were chosen. 1- Ahmed Ben Bella, as the researcher is one of her students, at the University of Tlemcen Aboubakar Belkaid for the good ties and relationship with her professors.

b- The human field: From a human perspective, we chose postgraduate students in social sciences and humanities, postgraduate studies, because they need informational skills, while social and human sciences are far from automated and computerized research.

C- Thematic area: The study focused objectively on information skills

D - Time domain: the study took in its practical part the preparation, distribution and unloading of the questionnaire and analysis of the results from 2017 to 2020

7- Study terms and related concepts:

Skill: Skill depends on the mobilization, integration, and communication of a variety of resources: internal resources that are specific to the individual, his knowledge, abilities, and skills, as well as external resources that can be mobilized in the individual's environment (other people, documents, IT tools, etc.), these resources are mobilized if Certain, with a view to action: competence necessarily exists and yet is exercised in a variety of situations, through a process of adaptation and not merely the reproduction of the mechanism

Postgraduate students are a group or a group of intellectuals, not a class, but rather a temporary state that unites them during the study time and then becomes a productive force in the existing society and therefore they are trying to achieve the self.”



- **University Library:** “Those scientific institutions that serve scholars, researchers, and faculty members and provide them with the information they need in their studies and research, and include libraries of colleges, universities, institutions of higher education and scientific research.” (Aknoush Nabil Malik, 2010. p. 20)

Information culture:

In English “information literacy” the researcher finds himself in defining this concept in the French and Arabic languages facing a big dilemma. There are different translations “whether into French or Arabic, so that the French did not agree on a clear and explicit translation of the new concept. There are many expressions that are often used without distinction, namely:

Information literacy, information literacy

Information literacy, information intelligence, information skills:

As for the Arabic language, it translates into information awareness, information literacy, information culture, information skills, research behavior and the use of the Internet and information sources (Bahousi Rokaya, 2019 pp. 51-53). IFLA paid attention to this concept and made it one of its priorities. In the paragraph "Reading Promotion, Continuous Training, and Reading Ability", "the ability to process information, the ability to formulate and analyze the need for information, identify and evaluate sources, locate them, find Organizing and storing information, translating it, analyzing, extracting and criticizing it, and making sure that the need for information is met (ADBF, 2003.266). It is necessary to theorize the term information culture, especially since it is at the crossroads of several disciplines that are themselves in development. The information culture needs to develop training on the use or control of information by developing the capabilities of the information in itself by communicating with the library's search capabilities, and this In all education organizations (Morizi claude, 2004.p.69).

Digital environment :

Digitization is a technological means that provides many services and access to the community, so it bears the characteristics of the message([7]). This means that digital libraries as a direct product of digitization technology, and as a result of digital transformation, are an alternative that can absorb the needs of beneficiaries of information services* (Ahmad Muhammad Al-Shami, 2001. (p. 1259)

As for the free web encyclopedia (Wikipedia), another definition achieves the same goal, but adds a mediator who intervenes in the process of retrieving this information. It defines it as “the conversion of an object from its real state into a set of numbers, allowing this object to be displayed on an automated media or digital electronic device.”

The results of the field study:

Here we reviewed the results of our study in axes, illustrative tables and graphic representations.

1. Commenting on the statistical tables:



From the beginning, the results of Table No. (1) and No. (2) show us that the respondents registered in graduate studies, their number was estimated at (232) individuals out of the total of the original sample estimated at (510), distributed as follows: The number of male respondents reached 91 individuals, with a percentage of 39.2% of the total number of individuals for the sample surveyed, while the total of female respondents was estimated at 141 individuals, or 60.8% of the total sample members.

Through these numbers, we note that the higher percentage of males is female. The reason for the disparate attendance of females in universities (the field of study), compared to males, may be due to the fact that females have a tendency towards the humanities.

As for the second variable, (type of training), the numbers indicate the high percentage of 66.8%, which is due to the LMD system compared to the formation in the classical system with 24.6%, which is low as a percentage, due to the fact that the latter is old and not It is valid at the Algerian University in all its specializations.

The first axis: the need for information and determining its location:

Need for information	Gender		Kind of training		Total
	Men	Females	LMD	Classic	
Yes	98.8%	100%	100%	98.2%	99.5%
No	1.2		0	1.8	0.5
%	100	100	100	100	100

Table No. (3): Represents the respondents' need for information

Table No. (3) reveals that the respondents in both systems answered with (yes): meaning that they need research information, with a rate estimated at 95.5% distributed between females and males, there was no significant difference in gender or composition, and the reasons may be due to This is because graduate students in the classics have more experience and knowledge of the importance of information in research, so they need more numerous, in-depth and diverse sources in their specializations to complete their research and university theses.

In this regard, we must also mention that the sample members who are registered in postgraduate studies are those who practice teaching at the university, and this is normal because they need information for the purpose of preparing their lectures, articles, or similar research according to their information needs, and the same is true of the respondents in LMD system for their need for important and necessary information.

1- Percentage of students' need for information:

%	Gender		Kind of training		Total
	Men	Female	LMD	Classic	
10-30	3.4	0	1.3	1.8	1.3
30-50	1.1	0	0	1.8	0.4
50-70	27.2	5.8	12.9	1.8	9.8
70-90	6.8	18.3	14.9	29.1	17.8



90-100	59.1	75.9	70.9	65.5	70.6
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Table No. (4): represents the respondents according to the percentage of their need for information.

As for Table No. (4), it shows us that the percentage of need for information by gender is high among females out of the males' percentage, at 75.9%, in contrast with the males' percentage estimated at 59.1%, and this confirms the extent of females' interest in information, especially at this level of training, as it focuses on Research is permanent and intensive in the field of specialization, and their studies need more and more accuracy and depth, on research topics of interest to them, and everything that surrounds it. More information for the respondents in the LMD system than in the classic one.

The results of this table showed that the respondents have an interest and attach importance to information as an essential element, as females always have a higher percentage than males in giving importance to information, as a resource for their research and studies, and the reason for this may be that females are more interested in this high level of training with the required information. Another aspect is that the LMD system opens up to the respondents multiple fields of research in their various specializations.

2- Students' justifications for the need for information:

Justification	Gender		Kind of training		Total
	Male	Female	LMD	Classic	
A Problematic Search and Enrichment Service	62.6	58.9	66.5	52.6	60.3
Knowledge of previous studies in specialization	65.9	47.5	57.4	45.6	54.7
Preparation of lectures	52.8	46.0	38.1	73.7	48.7
Following up on recent developments in specialization	70.3	63.1	66.5	63.2	65.9
For the purpose of education	74.3	45.1	68.4	61.4	62.8

Table No. (5): Justifications for their search for information (gender and type of training)

The results of Table No. (5) and "according to the respondents' justification of their needs for information" show that they are numerous, so they understand what justifies their needs for it that they need it to follow up on recent developments in their field of specialization, as the percentage of their answers was estimated at 65.9%, and the reason for this may be due to the orientations of L.'s system. The MD, with its divisions and comparisons, which made the respondents at this level of training seek to adapt their need for information according to the requirements of their studies and research.

The respondents justify this that they need information to prepare their thesis, which represents a high percentage estimated at 60.3%. Among the other justifications, which are



no less important than the previous justifications, is the justification for reviewing previous studies in their field of specialization with 54.7%. This may be to know what researchers compose, in the field of their studies, and we also note a difference in justifications according to gender, we found that more than two thirds of the respondents Of the males searching for information to follow up on recent developments in the field, 70.3% or for the purpose of education, 74.3% of males, 45.1% of females, while another group of respondents considers that the fields of humanities and social sciences require documenting the information obtained in exchange for perusal. According to previous studies, it was an important justification to search for information among males, estimated at 65.9% and 47.5% of the total males, compared to 58.9% and 47.5%, respectively, among females.

Specialization is the highest percentage, and this may be due to the tendency of the LMD system to specialize more and more, because for each of the two systems, their specializations and sources encourage the acquisition of knowledge in the fields of humanities and social sciences, as they require documentation more than others. Other than what should be mentioned here in the respondents' answers that they did not know their specializations to which they belong. Except very little.

2-1 The second axis: the habits of familiarity with using the university library:

1- The most important information services available in the university library:

information services	Gender		Type of training		Total
	Male	Female	LMD	Clasic	
current briefing	63.7	34.8	37.4	64.9	46.1
direction and guidance	27.5	15.6	25.2	7.0	20.1
Selective transmission of information	31.9	65.7	50.6	56.1	52.4

Table No. (6): Represents the distribution of respondents according to the information services they benefit from

As for Table No. (6), it shows us that university library services are services requested by a large number of respondents, represented first by the selective broadcasting service, because it is one of the services that the sample members benefit from, whether in the classic system with 56.1% or the LMD system. 50.6%, and this may be due to the fact that respondents at this educational level need information personally, and in order to provide them with this service it requires a great effort from the librarian.

Then comes the ongoing briefing service, as it is considered one of the basic services, because it provides the beneficiaries with information about publication and references in various fields, whether national or foreign. In return for training in the LMD system, the rate was estimated at 37.4%. This may be due to their lack of knowledge of the importance and role of this service in supporting their research, for example.

As for the guidance and counseling service, it is clarified that the provision of this service is rather low in the LMD system, only 25.2% request it. The reason for this may be that they



need guidance from the library specialist, compared to the classic system. The members of this sample may not need, Usually, they are aware of the orientation process by the library staff, as they are familiar with the scenes of the library and the university and are familiar with it as a result of their long training period.

Difficulties Gender Type Composition Total :

difficulties	Gender	Kind of training	Total		
	Male	Female	LMD	Clasic	
Lack of appropriate printed sources of information on the subject matter	27.8	19.9	23.9	21.1	22.9
Lack of adequate sources of information in the Library	61.1	70.2	76.1	43.9	66.7
The librarian's lack of skills to deal with researchers	61.8	35.5	38.1	71.4	45.7
Inadequate information about the Library's information services	20.0	21.2	31.6	19.3	26.8
Not being able to identify keywords	15.4	14.6	18.1	12.3	15.1

Table No. (7): The difficulties that respondents face in researching the university library

It is noticed on Table No. (7) that most of the sample members answered that the library resources are insufficient, especially the printed ones, which are suitable for them, with a rate estimated at 76.1%, especially in the LMD system versus the classic system, and their answers were estimated at 43.9%.

The respondents in the two systems answered that there is a difficulty in the research process in the university library, which is the lack of the librarian's skill to deal with researchers. This is according to the answers of the sample members, and this criticism is not comprehensive, and subjective, because the two libraries do not have the same qualifications and capabilities in the university library services concerned with the study. It differs from person to person, while respondents in the classical system were more critical, by 71.4%, of librarians, because they deal a lot with librarians, and then it is also not objective that in all concerned libraries that librarians do not have the skill to deal with researchers! On the other hand, we do not find this in the LMD system, except with a percentage of 38.1%.

The third difficulty faced by the respondents in the library lies in the lack of information about services, and this is a small percentage of 26.8%, which means the lack of communication and interaction between the librarian and the members of our study sample. But this cannot be generalized in most of the libraries concerned with research, as there may



be, there is a difference between the University of Tlemcen, Oran and Mostaganem on the one hand, and the University of Tlemcen and Oran University on the other hand, in terms of the services provided and the updates reached by the libraries and the attention given to them through their budgets for their importance .

As for the fourth difficulty that the sample members suffer from, it is the lack of appropriate printed information sources in their research topics. The percentage was estimated at 22.9%, and the sample members in the two systems are almost equal in that. There are also respondents who added other difficulties, such as the lack of copies within the library, or the lack of basic references in the specialization, or there are books that are not indexed and are important, inaccurate in indexing publications through their search in the library indexes, and this may be due to their inability to Determining the keywords for information retrieval, because the latter is an essential pillar for traditional, electronic and digital searches.

3.1. The third axis: searching in information sources (from a library to web sites)

1- Locate information:

sources	Gender		Kind of training		Total
	Male	Female	LMD	Classic	
University Library	84.1	79.9	98.1	87.5	95.6
Use the Internet	86.7	83.0	85.8	80.7	84.6
Attendance at symposiums and conferences	41.4	40.4	40.3	39.7	40.7
Contact with professors and study fellows	22.1	30.2	28.4	33.3	26.2
Electronic pregnant women	56.3	66.9	68.4	42.1	62.8
Audio-visual sources	46.0	48.9	47.1	47.4	47.8

Table No. (8) the sources used by the respondents in their search for information

The university library, in an interview with the websites of the World Wide Web for Information, is one of the most reliable sources for respondents in both systems and of both sexes, as it is their main source for obtaining information. , followed by electronic pregnant women with a percentage of 62.8% of the total answers of the respondents, followed by electronic pregnant women with a percentage estimated at 62.8% of the total answers of the respondents. We also note that the respondents use audio-visual sources in which they answered with a decent percentage of 48.9% for females only. As for the type of training, there is no difference between them, while we find that they do not resort to professors and their colleagues except with a small percentage of 26.2% among the sample members in the universities concerned. And the distribution itself, neither in terms of gender nor according to composition, and the university library remained first as an important and primary source, and the library still remains in its position among the respondents in our study, then comes,



of course, and it is something known and common to them, which is the Internet, which is their main and good source for its advantages in retrieval required information.

2. The respondents' knowledge of the containers and references and the extent to which they are used:

Vessel Type	use	sometimes	Do not use	Total
books	79.1	21	0	100
Dictionaries and Encyclopedias	57.6	40.5	1.9	100
scientific journals	61.7	34.3	4.0	100
University Letters	60.7	32.1	7.2	100
Detectives, Extracts and Bibliographies	19.4	9.0	71.6	100

Table No. (9): It represents the respondents' knowledge of containers and references and their use of them.

Table (9) shows that a large percentage of the respondents' sample members use books at a rate estimated at 79.1%, which is the highest percentage compared to the rest of the containers. Due to its characteristics of credibility and documentation of information and serious study by the authors, it may be available in libraries in many forms, and postgraduate students are academically linked to the mothers of books in each specialization and they cannot do without them.

Scientific journals come in second place in terms of usage with a rate of 61.7%. They are also considered among the sources that deal with research topics and their development. They are also documented and accredited research sources in the field of academic research in terms of use, with an estimated rate of 61.7%. They are also considered among the sources that deal with research topics and follow them on a permanent basis, and they are an important way to improve knowledge of students in postgraduate studies.

Because it is considered one of the primary sources in research due to the novelty of its information, because it is issued sequentially, especially in the field of academic research, followed by university theses from former masters and doctoral theses at a rate of 60.7%, because it is considered part of previous studies, and its information is used as references, usually interested in the theses that preceded it, In his specialization. Finally, encyclopedias and dictionaries come at a rate of 57.6%, which students need to search for concepts and terms in their field of specialization and in their research and at the stage of preparing linguistic and idiomatic concepts in their letters.

What is striking is that the respondents stated in their answers that they do not give importance to indexes, extracts and bibliographies and do not use them, with a large



percentage estimated at 71.6%. The reason for this is also because they did not learn to use it in the course of their studies, especially training on how to use it, which requires the library to organize training workshops for this type of research and why not postgraduate students.

4.1. Fourth Axis: How to use the library's resources in research and the reasons for their use.

type of usage	Gender		Kind of training		Total
	Male	Female	LMD	clasic	
Self-practice	90.1	88.6	89.6	86.0	89.2
The use of fellows	27.5	27.1	22.1	49.1	27.3
Request help from the Desk	12.1	19.3	16.9	19.3	16.5
Attending training courses at libraries and information centres	11.0	11.7	7.1	8.8	10.8

Table No. (10): It is represented by how to search in the library resources

This table (10) shows us, as it is shown, that self-practice occupied the largest percentage of males 90.1% and females 88.6%, not to mention the level. We note that PhD students LLM with 89.6% and classic with 86.0% And these people gained the experience through self-practice about their search for information, using electronic sources, and we see that most of the respondents who want to use electronic resources communicate with their colleagues on how to use these sources, because they require techniques or knowledge of them, so the percentage of these respondents of both sexes is the highest In the two systems, 61.5%, or the classic, 49.1%.

We focus here, on the importance of training because it gives the respondents, especially graduate students, more freedom in self-practice in the search for information. It is also clear from the results that asking for help from libraries with little research, we find that among the female gender for 19.3%, the same percentage of respondents in the classic ask for help from libraries, and some of them answered that they are self-learning or personally trained in using search methods in the digital network.

Tools Gender Type Total Configuration

tools	Gender		Kind of training		Total
	Male	Female	LMD	Clasic	
Automated Index	76.9	46.1	51.6	73.7	58.2
Indexes Web sites	53.4	61.9	56.8	56.1	58.6

Table No. (11): Represents the use of search tools (automatic indexes)

As for the research tools in which the graduate student finds it easy to use, we found, as shown in the above table, that males are more inclined (76.9%) to use the automated index,



while female students tend to use more than half (61.9%) to use indexes. Libraries on the Internet. As for the academic level, there is no difference between doctoral students in using the two tools who use the web site indexes (72.7%) more than the automated index (50%). As for the type of training, LMD students will work in close proportions. Both the automated index and the web site indexes (51.6% and 56.8%, respectively).

In addition to these two tools, some male respondents use other tools such as automated indexes that respondents frequently provide, databases, search engines, especially in the classic system, and a close percentage use web site indexes, this may be due to the ease, flexibility and accuracy provided by web site indexes. In information data and bibliographic bases, in addition to what the university library provides, it is the first space for the dissemination of knowledge and extensive information, enriching the research of its beneficiaries. It is the scientific space that facilitates and expands academic research processes. These results agree to some extent with the results of the “Hamshari” and Manizil studies, which indicated that students benefited from the lectures they studied in learning basic skills for searching for information and using the library. In addition to these two tools, some respondents gave other tools, namely smart search, manual catalog of the library databases, search engines.

2.4 Search tools represented in automated indexes:

Use of electronic vessels	Gender		Kind of training		Total
	Male	Female	LMD	Clasic	
Yes	96.6	97.8	98.0	94.4	97.4
No	3.4	2.2	2.0	3.6	2.6
Total	100	100	100	100	100

Table No. (12): The respondents represent their use of electronic containers.

The results of this table show that the respondents' positive and good answers about the use of electronic containers vary between males, with an estimated percentage of 96.6 percent, who answered yes for their use of electronic containers with a rate of 97.4 percent. In obtaining information, postgraduate students use various electronic materials that suit them to obtain the information they need. We find that they use electronic books by 72.4%, then CD-ROMs are sometimes used by 29.0%, while the Internet mobilizes a very large percentage of 81.8% because of course it has advantages Like ease of learning, speed of retrieval, and up-to-date information.

Electronic Receptacles	Use	sometimes	Do not use	Total
Internet	81.8	0	18.2	100
electronic books	72.4	25.9	1.6	100
Lazer Disks	8.0	29.0	63.0	100



Table No. (13): Respondents by type of electronic containers used

Table No. (15) represents that most of the research sample use various electronic containers as it is known about, to make it easier for them because it is characterized by the novelty of its information and the speed of obtaining the required information and then retrieving it in research, so we find that they use electronic books with an estimated percentage of 72.4% in the first place , then followed by the CDs, which are used only occasionally, with 29.0%, while the Internet crowd, a very high rate estimated at 81.8%, and this is due to its many advantages, and they see it in it as ease of learning, speed in retrieval and up-to-date information.

Causes	Gender	Kind of training	Total		
	Male	female	LMD	Clasic	
Search engines	84.6	93.6	89.7	89.5	90.1
Super Search Engines	30.8	24.8	20.6	38.6	27.2
Evidence and Gates	24.2	36.9	30.3	42.1	31.9

Table No. (14): Represents respondents' use of information search tools on the Internet

As shown in Table No. (14), respondents focus their research on the use of the Internet to a large extent, through search engines, with a large percentage of 90.1%, then directories and portals with a percentage of 31.9%, and it may be here in the field of information specialization because of their knowledge With regard to engines and directories in the stages of their formation, then super search engines with a lower rate of 27.2%, and students are equal in the two systems, and males are not much different from females, and it was better for graduate students to use super search engines because it is more beneficial for them.

Search Engines Gender Type Total Composition

Search engines	Gender		Kind of training		Total
	Male	Female	LMD	Clasic	
Google.com	89.0	88.7	85.8	94.7	88.8
Google shcolar.com	39.8	17.3	23.2	21.1	26.0

Table No. (15): Search engines used to search for information

Table No. (15) shows us that, Internet search tools, which are used by the respondents of the study, we find first and most frequently the “Google scholar” search engine, Google and Google, because of the latter’s importance and great preference by the respondents for reasons Among them is that the search and information retrieval are in Arabic, as the results



show that the goole.com engine is used by 94.7% by the respondents of the classic system, compared to 85.5% of the respondents from the PhD system.

While we find that the google scholar search engine used by the respondents is very little, estimated at 21.1%, and almost the same percentage among the classic respondents at 23.2% - and we also note that gender has a clear indication among males is relatively greater in their use of these engines compared to females. The significance of the academic level is "associative relations", then the indication of gender. The Google site occupied the largest percentage, because this site is very widespread, the first easy-to-use search site, which must provide all information (high information flow) and the flexibility to deal with it, while "Google Scholar" site is less used, due to being a new, more specialized site, It contains techniques that must be controlled, as well as students' lack of knowledge of it and not being subject to specialized training courses.

As for what is related to specialized informational search engines, the respondents of the study did not mention them. The reason for this may be due to their lack of knowledge of them. Then they may find it difficult to access them, or they may find it difficult to search for them. We find that they avoid them except for a small percentage, which is in the classical system, through our dialogue with their respondents.



6. Discussing hypotheses in the light of the results of the study:

The findings emerge from the field study in which data was collected by distributing questionnaires that the respondents were students from the universities of Oran, Mostaganem and Tlemcen.

Postgraduate students control a set of skills, foremost of which is determining the need for information, methods of searching for it and evaluating it in the completion of their research.

The following:

The first hypothesis is that:

Skills of identifying the need for information and skills of searching in library information sources are limited in the LMD and Classical systems. Students do not know precisely their information needs and any type of information. They have been achieved on the basis of the following results:

- Following up on recent developments in the specialization as the most important justification for the need for information and serving the problem of research is to enrich it, review previous studies in the specialization and finally prepare lectures, but this percentage is somewhat high for students of the classical system.
- Postgraduate student respondents use the library to search for information and documents in the first place, then the global information network, and then electronic carriers.
- Graduate students from the mentioned universities are not proficient in the use of research tools such as bibliographies, abstracts and keywords, and few have the knowledge to use them. Also, most respondents do not know and are not proficient in using tools to search in their library information sources.

Most of the respondents are proficient in using the simplest types of indexes, which are automated indexes, but they are not proficient in using the web sites index.

The respondents use these tools, thanks to which they prepare their theses, and here is confirmed by the statement of some researchers that the respondents in their scientific studies that dealt with the respondents' behavior indicate that "the more they advance in their research on information, the more experience they gain in using information sources."

As for the second hypothesis:

Graduate students in the humanities and social sciences have a familiarity with dealing with library resources. This was achieved from the students' lack of control over the skills of documentary research tools and information assessment. Postgraduate students also find on top of the difficulties they face, that libraries do not provide them with sufficient



information resources, then the library specialist and his lack of skill in dealing with them as researchers, as well as the difficulty of not having the appropriate printed information sources in the subject of the research. Students also use books first and then magazines. Scientific, then theses do not use reference books from dictionaries and encyclopedias, then indexes, bibliographies and extracts and this is one of the obstacles to research within the sources.

As for the third hypothesis, it says that dealing with search engines is one of the most important difficulties that face postgraduate studies in the humanities and social sciences during their research.

The students surveyed used the Internet first, then electronic books at a high rate, then laser discs, while the Internet mobilized a very large percentage because of its advantages, of course. As ease of learning, speed of retrieval, and up-to-date information.

The search engines available on the Internet are among the helpful and effective tools in retrieving information, so the researcher needs them constantly. The results of the study proved that students in postgraduate studies use them to a large extent, so that the search tools on the Internet, represented in engines, directories and portals, come to the fore to a lesser extent. The language used for research is Arabic, and it has a (high flow of information) and flexibility in dealing, while its counterpart “Google Scholar” is less used because its information is more general than there are techniques and skills that must be controlled and that students may be ignorant of, so training and training is necessary. Scientific research is related to skills.

Thus, we achieve here **the third hypothesis** that shows the difficulties of the respondents’ dealing with electronic resources and the use of digital research tools on the Internet in research, and it is one of the most important difficulties facing graduate students in social sciences and humanities during their research.

Study recommendations:

We have taken upon ourselves some recommendations that may have an echo, in order to ensure their importance in this type of study, represented in the following points:

1. It should not always be dealing with social networks only and neglecting specialized search engines because they are important in accurate research.
2. The use of these respondents from postgraduate students, especially for libraries of all kinds, whether or not virtual or virtual, because the former provides paper information sources and multiple and important services for research. Including Internet services in university libraries, and access to the new through virtual libraries via the Internet for Limited Information This is to expand the circle of scientific research they have in the field of their research topics.
3. The importance of websites, research tools in their sources as opposed to being the only source in research work by these respondents in both Algerian universities and scientific research institutions, and in Internet cafes, smartphones and electronic boards. This reduces the fatigue and trouble of the respondents in searching for information, and a kind of



credibility and reliability in the information, and from this they must have a conscious and insightful look in order to know what information can be retrieved to serve their multidisciplinary research topics, as it must meet conditions such as credibility, modernity and value The author, the reliability and also the quality of the source.. Because not all the information retrieved from the network is effective and an added value to their research, the investigation and verification of the information sources is urgent.

4. Not to underestimate the importance of libraries as the most important institution in the university to search in their sources and exploit their services.

4. The necessity of their knowledge of digitization processes and what is related to the uses of technology and web applications or the fourth and fifth web generations, including portals, for example.

5. The need for the respondents to know the information containers in form and content, because there is a great difference between them between the book, the encyclopedia and the periodical as paper sources differ in their content and method of research, not to mention the audio-visual aids and CDs of different types.



Conclusion:

In our review of this study, it was found that the emergence of modern technology and the digitization of documents has a clear impact on the flow of information and the growth of knowledge. Therefore, interest in information multiplied, and it became one of the most important requirements for scientific research because it is an integral part of human experiences. And from it, the dimensions of the problem of information explosion became clear to many. From researchers, especially postgraduate students, due to the vast abundance of information and its substantive complexity. This made the search and retrieval process difficult on the part of these people, as they were asked to control information and communication technology for those who wanted to keep pace with this accelerating scientific progress. The educational process is also witnessing recent developments, as modern methods have appeared in the field of teaching and learning that emphasize that the best type of education is the one in which the learner leaves independence in searching for information by himself and from its multiple sources. For this, education of the beneficiary how to use information systems has become a necessity imposed by the information age.

And if education in its developed concept focuses on the formation of basic skills to acquire knowledge that make the student able to teach himself by himself, and not just stuffing the mind with information and facts that change and become obsolete with the passage of days.

Based on this proposition, the interest of this study was directed to try to reveal the level of research skills in information sources and know the factors affecting them, and to shed light on the reality of documentary research, including electronic, among a sample of students at the Algerian University (Mostaghanem, Oran, Tlemcen), especially with the focus to reach a conclusion. Find out if it has an interest in serving respondents who lack knowledge to benefit from libraries. Documentary research skills are a solution to a number of difficulties and the importance of libraries and information in the university stems from the same sensitive role that the university itself plays towards its society.



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