Eastern Journal of Library and Information Science

2025
Volume 1
Issue 1

eISSN: 3121-3375
Library Network
Eastern University, Sri Lanka

Bi-annual,
Peer-Reviewed,
Open Access Journal

Eastern Journal of Library and Information Science (EJLIS)

Bi-annual, Peer Reviewed, Open Access Journal eISSN: 3121-3375

2025 **Volume 1** **Issue 1**

Research Article	Page No.
A comparative study of the research output of the University of Jaffna, Sri Lanka, during the war and post-war periods: analysis based on the SCOPUS database *P. Poologanathan and N. Amsaveni*	1-13
Batticaloa Lagoon: A Bibliometric analysis of publications from 1954 to 2024 *J. Lavanya, T. M. Seneviratne, and C.L. Jayawardena*	14-23
Integrating Artistic Research Outputs within Academic Frameworks with special reference to Swamy Vipulananda Institute of Aesthetic Studies, Eastern University, Sri Lanka *G. F.Yasanthini*	24-37

Library Network, Eastern University, Sri Lanka

Editor

Mr. S. Santharooban,
Deputy Librarian, Faculty of Health-Care Sciences, Eastern University, Sri Lanka

Editorial Committee

Dr. W. J. Jeyaraj,
Librarian, Eastern University, Sri Lanka
Mr. M. M. Rifaudeen,
Librarian, South Eastern University of Sri Lanka
Mr. M.N.Ravikumar,
Senior Assistant Librarian, Main Library, Eastern University, Sri Lanka

eISSN: 3121-3375

This is a publication of Eastern University, Sri Lanka

This journal and its contents are licensed under the Creative Commons Attribution-Non Commercial-Share Alike 4.0 International License (CC BY-NC-SA 4.0).

RESEARCH ARTICLE

A comparative study of the research output of the University of Jaffna, Sri Lanka, during the war and post-war periods: analysis based on the SCOPUS database

[1] P. Pologanathan and [2] N. Amsaveni
[1] Library, University of Jaffna, 0000-0002-7084-5688,
[2] Department of Library and Information Science, Bharathidasan University, Trichy, 0000-0002-1352-2807

Abstract: This study presents a scientometric analysis of the research productivity at the University of Jaffna, Sri Lanka, during two distinct periods: the civil war (1984–2009) and the post-war period (2010–2025). Drawing on data from the Scopus database, it examines the University's publication trends over four decades. The University of Jaffna, situated in Sri Lanka's war-affected northern region, faced significant challenges during the conflict. Despite these challenges, the University has shown remarkable growth in scholarly output, especially in the post-war era. For this research, the search query was conducted using the keyword "University of Jaffna" in the title field. The analysis reveals that Scopus indexed a total of 1,545 publications with 25,100 total citations from 1984 to 2025. During the war period, 187 publications were recorded with 5,275 citations. In the post-war period, this number increased significantly to 1,358 publications with 19,825 citations. The study employed tools such as Biblioshiny, VOSviewer, and MS Excel for data analysis. It assessed authorship patterns, annual publication trends, productive authors, citation metrics, keyword distribution, funding sources, and international collaboration. Notably, during the war period, only 12% of the total research output was produced, whereas around 88% occurred after the war. This clearly indicates the strong influence of peace, enhanced global partnerships, and technological advancements on academic productivity. This research highlights the resilience of the University of Jaffna and the broader implications of conflict on higher education in Sri Lanka. The findings offer valuable insights such as Policy direction, Funding priorities, Strategic planning, Collection development and Regional development for governments, academic institutions, librarians, and researchers, contributing to an understanding of regional scholarly growth and supporting future academic planning and development.

CORRESPONDENCE

P. Pologanathan
Library, University of Jaffna, Email: poologan@univ.jfn.ac.lk

ARTICLE HISTORY

Received
05 July 2025

Accepted
29 October 2025

KEYWORDS

Civil War, Post-War, University of Jaffna, Research productivity, Northern Region, Sri Lanka

INTRODUCTION

Higher education institutions play a crucial role in knowledge creation, dissemination, and societal development in Sri Lanka. Universities, as centers of academic excellence, contribute significantly to national and international research outputs. **(**Ministry of Higher Education, 2020**).** The Sri Lankan civil war, which lasted from 1984 to 2009 for over 25 years, significantly affected many things, especially it largely impacted the educational sector and had hindered the academic and research processes not only at the University of Jaffna but also at other Universities in Sri Lanka (Somasundaram, 2010**).** The conflict resulted in infrastructure damage, resource limitations, restricted academic mobility, displacements and reduced research funding. In higher education, faculty members and students faced numerous challenges, including displacement, lack of access to international research collaborations, and financial constraints, economical banned all of which contributed to a decline in research productivity. Furthermore, the war limited opportunities for networking, publishing, and participation in global academic conferences, thereby affecting the University's visibility in international research communities (Senanayake, 2009**).**

The University of Jaffna (UoJ*)* is one of Sri Lanka's major public Universities, located in the Northern Province. Established in 1974, it has played a crucial role in higher education, research, and cultural preservation in Sri Lanka. The University of Jaffna continues to be a leading centre for education and research in Sri Lanka, playing a vital role in the academic and socio-economic development of the Northern Province and beyond (Tharmaratnam, 2018**).**

The Scientometric study is a quantitative analysis of scientific research output. It examines publications, citations, authorship patterns, and research trends to assess the growth and influence of scientific knowledge. Scientometrics is widely applied in evaluating institutions, researchers, and disciplines, often using databases. Scientometric studies are essential for evaluating the research performance of academic institutions. Scientometrics points out the stronger and weaker areas of research and helps researchers to contribute more. These studies use bibliometric indicators to assess publication

Distributed under the Creative Commons CC BY-NC-SA 4.0
Publisher: Eastern University, Sri Lanka

trends, citation impact, collaboration networks, and keyword distributions (Hood & Wilson, 2001). By analyzing research output from the University of Jaffna using the SCOPUS database, this study provides a comparative evaluation of research productivity during the war and after the civil war.

Research problem

The civil war in Sri Lanka (1984–2009) had a significant impact on higher education, particularly at the University of Jaffna, disrupting academic activities and limiting research opportunities. Challenges such as displacement, resource constraints, and restricted international collaborations hindered scholarly productivity during the conflict. However, in the post-war period, the University has experienced a notable increase in research output. A total of 1,545 documents were retrieved from the Scopus database for the period 1984 to 2025. Among them, 187 records were published during the war period (1984–2009), and 1,358 records were published in the post-war period (2010–2025). (ScienceDirect, 2025). Despite this growth, there is no comprehensive scientometric analysis comparing the war and post-war period's research productivity of the University based on Scopus database such as citation impact, authorship patterns, yearly output, subject areas, keyword distributions, and international collaborations remain unexplored in this context. Therefore, this study seeks to fill this gap by systematically analyzing the effects of the war on the University's research productivity using bibliometric tools.

Objectives of the study

1. To compare the research productivity of the University of Jaffna during the war (1984–2009) and post-war (2010–2025) periods.
2. To analyze publication trends and citation impact across both periods to assess the growth and scholarly influence of research output.
3. To examine authorship patterns, key contributors, and national and international collaboration networks in research teams over time.
4. To investigate Publication sources, keyword distributions, and research themes in academic focus on war and after the war periods.

Limitations of the study

The selected data was collected from Scopus database from 1984 to 2025. During the civil war (1984 to 2009) and post war period (2010 to 2025). The most war-affected higher educational institution in Sri Lanka is the University of Jaffna. Hence, the researcher has chosen the research productivity of this University for the study. The findings are specific to the University of Jaffna and may not be directly applicable to other Sri Lankan Universities. A total of 1,545 documents were retrieved from the Scopus database for the period 1984-2025. Among them, 187 records were published during the war period (1984–2009), and 1,358 records were published in the post-war period (2010–2025).

RESEARCH METHODS

This study employed a systematic data collection approach to retrieve bibliometric data from Scopus, a leading citation database. This study adopts a systematic approach to collect and analyze bibliometric data from Scopus, one of the world's largest abstract and citation databases of peer-reviewed literature. The data were extracted in April 2025. Scopus was selected for data collection due to its comprehensive, multidisciplinary coverage and reliable indexing standards. Owned by Elsevier, it includes over 27,000 active titles from more than 7,000 publishers, spanning journals, books, and conference proceedings. With over 90 million records and 1.8 billion cited references, Scopus offers extensive coverage from 1996 onward and daily updates, making it a trusted source for bibliometric and scientometric research. (Elsevier, 2024).

The methodology begins with the formulation of a structured search strategy using the keyword "*University of Jaffna"* integrated with Boolean operators (AND, OR, NOT) and relevant filters such as affiliation, subject area, document type, and time period. The second step involves executing the search within the Scopus database, applying an institutional filter, and exporting the results in Plain Text and CSV formats. In the third step, the data undergoes cleaning and preprocessing. Subsequently, the cleaned data is categorized based on publication year, research domain, citation impact, authorship patterns, keywords, and international collaborations. Additionally, the publications are classified into two time periods: the war period (1984–2009) and the post-war period (2010–2025). For a robust scientometric analysis, this study utilizes a combination of bibliometric tools and statistical software, including Biblioshiny, VOSviewer, and Microsoft Excel, to conduct advanced

bibliometric mapping and visualization.

Key bibliometric indicators- total citations, average citations per publication, and H-index- were calculated. The 1,545 publications collectively received 25,100 citations. Of these, during the period 1984 to 2009, only 187 publications (12%) accounted for 5,275 citations (22%), while from 2010 to 2025, 1,358 publications (88%) contributed 19,825 citations (78%). To enhance interpretation and clarity, data visualization techniques including tables and figures were employed to illustrate publication trends, authorship patterns, and citation distributions.

Significance of the study

The University of Jaffna has demonstrated remarkable resilience in rebuilding its research productivity following the civil war. This study is significant as it provides empirical evidence of the university's scholarly growth, comparing research output during the war and post-war periods to reveal how conflict and recovery have shaped academic progress. Through a scientometric analysis, it offers valuable insights into the impact of war on higher education and highlights the transformative role of technological advancement, funding, and global collaboration in fostering research development. The findings will contribute to academic literature while supporting policymakers, administrators, and librarians in formulating strategies to enhance research productivity and international partnerships. Moreover, this study serves as a foundation for future research on post-conflict higher education and provides a framework for strengthening research-oriented environments in Sri Lanka's Northern Province.

Review of Literature

Over the past two decades, scientometric research has become a key tool for understanding the patterns, productivity, and impact of scholarly communication. Studies using databases such as Web of Science (WoS) and Scopus have enabled researchers to evaluate institutional performance and global research trends. However, much of these studies focuses on well-established or resource-rich universities, leaving a significant gap in understanding how conflict-affected institutions function within constrained environments.

Against this background, the present study investigates the research productivity of the University of Jaffna, comparing two critical periods - the war years (1984–2009) and the post-civil war era (2010–2025) - to examine how conflict and recovery have shaped scholarly output, collaboration, and research growth.

Scientometric Studies on Research Productivity of Universities

Scientometric investigations across India and Sri Lanka have provided insights into institutional research capacity and collaboration networks. For instance, Mahala and Singh (2021) analyzed the research output of leading Indian universities between 2015 and 2019 using the WoS database. They found that multi-authored and internationally collaborative works tend to achieve higher citation rates, emphasizing the positive correlation between collaboration and impact. This suggests that research productivity is not only a function of institutional resources but also of network strength and visibility. However, their study primarily focused on elite universities such as the University of Delhi and Banaras Hindu University, which benefit from substantial funding and international ties. Such contexts differ sharply from that of universities in post-conflict or resource-limited regions, such as the University of Jaffna.

Similarly, Yadav et al. (2020) examined Mizoram University's output using the Indian Citation Index (ICI) and found that the degree of collaboration and co-authorship index played a key role in productivity. Yet, as Mizoram University is located in a geographically peripheral region, its experience provides a closer comparison to Jaffna than that of large metropolitan universities. The findings imply that regional context and institutional isolation can shape research outcomes, an issue this study explores through a conflict-sensitive lens.

Rahaman (2022) investigated the research performance of Calcutta University (2002–2021) using WoS data and highlighted a steady increase in publication volume and collaboration indices. His application of Bradford's Law revealed the concentration of research across specific core journals. While the university benefited from policy stability and strong academic traditions, such patterns may not apply to Jaffna, where war-induced disruptions likely altered publication behavior and research focus.

Wijetunge et al. (2020) conducted a scientometric study assessing the research productivity of five multidisciplinary state universities in Sri Lanka—Colombo, Kelaniya, Peradeniya, Ruhuna, and Sri Jayewardenepura—

during 2015–2018, using SciVal data on scholarly output, citation impact, and collaboration. Their findings revealed that the University of Colombo and the University of Peradeniya produced the highest research outputs, reflecting the dominance of well-established, resource-rich institutions in Sri Lanka's research landscape. The study also underscored the critical role of university libraries in supporting research excellence through collection development, training in information retrieval, citation management, and plagiarism detection, as well as maintaining institutional repositories. However, while the study provided valuable insights into the research performance of major universities, it excluded institutions such as the University of Jaffna. This omission creates a notable gap in understanding how universities in post-conflict regions, often operating under infrastructural and resource constraints, contribute to national research productivity. Addressing this gap is essential to form a more inclusive picture of Sri Lanka's academic development and to evaluate how regional disparities influence research capacity and collaboration.

Across these studies, a consistent theme emerges: research productivity thrives under conditions of stability, collaboration, and institutional support. However, none of these studies assess how prolonged conflict disrupts or reshapes such productivity. Furthermore, while the emphasis on collaboration and infrastructure is well established, the psychosocial and structural aftermath of war on knowledge production remains largely unexplored.

Impact of Civil War on Higher Education in Sri Lanka

The Sri Lankan civil war (1983–2009) profoundly influenced the nation's educational and research landscape. Russell (2022) approached this from a sociological perspective, introducing the concept of the "university substrate," which conceptualizes universities as social entities embedded within conflict experiences. Using interviews at the University of Jaffna, Russell illustrated how the institution's structure, identity, and research priorities were reshaped by the war's socio-political pressures. His findings underscore that conflict not only reduces human capital but also reconfigures academic culture and institutional resilience.

Complementing this, Ito et al. (2024) examined the educational outcomes of individuals exposed to conflict using a within-sibling comparison design. They demonstrated that war-related trauma, property loss, and migration had long-term negative effects on educational attainment, suggesting that the consequences of conflict extend beyond immediate disruptions. These results imply that academic institutions in war zones face intergenerational impacts that may persist well into the post-conflict era, influencing both student and faculty productivity.

These findings provide crucial theoretical grounding for the current study. While Ito focus on qualitative and socio-economic dimensions of war's impact, this study seeks to quantify those effects through scientometric indicators- linking sociological observations to measurable research patterns. The convergence of these perspectives strengthens the rationale for a comparative analysis of Jaffna's war and post-war research output.

Previous Scientometric Studies on the University of Jaffna

Only a handful of scientometric studies have specifically focused on the University of Jaffna. Janen (2021) analyzed publications between 2000 and 2019 and reported that the number of papers increased significantly after 2014, with multi-authorship becoming more prevalent. This shift indicates a growing culture of collaboration and possibly enhanced access to research networks in the post-war era. Likewise, Latha and Lakshman (2020) examined the Faculty of Science from 2003 to 2018 and observed a general upward trend in productivity, though the growth was uneven across departments and years. Both studies highlight post-war progress but do not contrast it explicitly with wartime conditions or explore the underlying factors driving change.

While these works are valuable, they offer fragmented snapshots of Jaffna University's research landscape. None examine the entire university's output across disciplines, nor do they conduct a temporal comparison between war and post-war periods. This underscores the need for a comprehensive scientometric study that contextualizes Jaffna's research trajectory within Sri Lanka's broader post-conflict recovery framework.

In summary, existing literature confirms that research productivity is strongly linked to collaboration, resource availability, and institutional stability. However, the influence of armed conflict on these parameters remains insufficiently explored in scientometric research,

particularly in the Sri Lankan context. Previous studies on Jaffna University have identified trends of growth but have not provided a comparative, longitudinal analysis to evaluate the effects of war and recovery phases systematically.

Hence, the present study fills this critical research gap by applying scientometric methods to assess how the University of Jaffna's research output, collaboration patterns, and scholarly impact evolved between 1984 and 2025. This investigation not only extends scientometric literature into new geographical and social terrains but also contributes to a broader understanding of knowledge reconstruction and institutional resilience in post-conflict developing regions.

RESULTS AND DISCUSSIONS

Summary of total research output of University of Jaffna during the War and Post-War periods

Table 1 presents the overall research output of the University of Jaffna, highlighting a significant increase in productivity from the war period to the post-war era, as evidenced by data retrieved from the Scopus database.

During the war period (1984–2009), the University produced 187 publications, representing 12% of the total output across both periods. These publications received 5,275 citations (22% of total citations) and achieved an H-index of 34, with a relatively high average of 28.21 citations per publication. In contrast, during the post-war period (2010–2025), the University's research activity expanded considerably, producing 1,358 publications (88% of total output) that garnered 19,825 citations (78% of total citations) and an H-index of 57, with an average of 14.60 citations per publication. Overall, across both periods (1984–2025), the University recorded 1,545 publications, 25,100 citations, and an H-index of 64, with an average of 16.25 citations per publication. This comparison highlights the substantial increase in research productivity following the end of the civil war, although the average citation impact per publication was higher during the war period, likely due to the greater influence or selectivity of the limited research produced at that time.

Analysis of research publications and citations of University of Jaffna

Table 2 provides the analysis of research publications from 1984 to 2025 in the Scopus database. The results revealed a distinct contrast between the war and post-war periods in Sri Lanka. During the civil war (1984–2009), research productivity was relatively low and inconsistent, with total publications remaining below 20 annually and highly fluctuating growth rates. This period reflected the disruption of academic activities due to conflict and limited institutional support.

Citations during this era were also modest, although some years like 2001 and 2006 saw unusually high citation counts, indicating a few highly influential works. In contrast, the post-war period (2010–2025) shows a marked surge in research activity, with a significant and steady increase in publications and citations. The number of publications rose sharply, peaking at 228 in 2024, while citations reached their highest at 2,783 in 2019. This growth is indicative of renewed academic focus, improved research infrastructure, and enhanced collaboration. The years from 2016 to 2024 can be viewed as a golden era for research output. Overall, the post-war period demonstrates a strong recovery and advancement in research output and impact.

Analysis of total Publication in Scopus database during the War & Post - War periods

In the continuous of table 2, figure: 1 depicts the annual research publication output at the University of Jaffna from 1984 to 2024, divided into the war (Yellow) and post-war (Maroon) periods. During the war (1984–2009), publication output remained low and stagnant, rarely exceeding 15 annually, reflecting the impact of the Sri Lankan Civil War on academic productivity due to conflict-related disruptions and limited infrastructure. Starting around 2010, coinciding with the war's end, there was a marked and sustained increase in research output. Publications grew each year steadily, peaking at 228 in 2024. This growth is attributed to restored peace, enhanced research funding, infrastructure improvements, and expanded local and international collaborations. The upward trend from 2015 onward illustrates a post-conflict academic revival. Overall, the figure highlights the resilience and recovery of the Jaffna University academic community in the post-war era.

Table 1: Total research output of the University of Jaffna during the War and Post-War periods in the SCOPUS database

Periods	Total Publications	Total Citations	H-Index	Av. Citations per Item
War Period (1984–2009)	187	5,275	34	28.208
Post-War Period (2010–2025)	1,358	19,825	57	14.598
Both Periods (1984–2025)	1,545	25,100	64	16.245

Table 2: Analysis of research publications and citations growth during the War & Post-war periods

Year	TP	%	AGR %	TC	%	Year	TP	%	AGR %	TC	%
1984	6	0.39	-	40	0.16	2005	8	0.52	-11.11	320	1.27
1985	2	0.13	-66.67	16	0.06	2006	15	0.97	87.5	1032	4.11
1986	6	0.39	200	4	0.02	2007	13	0.84	-13.33	676	2.69
1987	7	0.45	16.67	38	0.15	2008	14	0.91	7.69	189	0.75
1988	4	0.26	-42.86	90	0.36	2009	9	0.58	-35.71	89	0.35
1989	5	0.32	25	85	0.34	2010	20	1.29	122.22	386	1.54
1990	11	0.71	120	217	0.86	2011	28	1.81	40	420	1.67
1991	5	0.32	-54.55	61	0.24	2012	29	1.88	3.57	646	2.57
1992	4	0.26	-20	23	0.09	2013	32	2.07	10.34	1046	4.17
1993	7	0.45	75	399	1.59	2014	33	2.14	3.13	297	1.18
1994	5	0.32	-28.57	23	0.09	2015	37	2.39	12.12	1390	5.54
1995	8	0.52	60	175	0.70	2016	56	3.62	51.35	2391	9.53
1996	8	0.52	0	196	0.78	2017	54	3.50	-3.57	1563	6.23
1997	11	0.71	37.5	211	0.84	2018	80	5.18	48.15	1781	7.10
1998	7	0.45	-36.36	38	0.15	2019	107	6.93	33.75	2783	11.09
1999	7	0.45	0	94	0.37	2020	113	7.31	5.61	1709	6.81
2000	3	0.19	-57.14	72	0.29	2021	145	9.39	28.32	2064	8.22
2001	6	0.39	100	685	2.55	2022	152	9.84	4.83	1629	6.49
2002	3	0.19	-50	84	0.33	2023	205	13.27	34.87	1158	4.61
2003	4	0.26	33.33	39	0.16	2024	228	14.76	11.22	574	2.29
2004	9	0.58	125	406	1.62	2025	39	2.52	-82.89	6	0.02
						Total	**1,545**			**25,100**	

Note: TP- Total Publicationm, TC-Total Citation, AGR%- Annual Growth Rate

Analysis of total citations in the Scopus database during the War and Post-War periods

Figure 2 illustrates the annual citation trend of the University of Jaffna's research publications indexed in the Scopus database over four decades (1984–2024). The blue bars represent the war period, during which citation counts remained relatively low, seldom exceeding 400 citations per year. This limited citation impact reflects the challenges faced by the academic community, such as restricted access to research resources, minimal international collaboration, and limited participation in global scholarly networks.

In contrast, the red bars represent the post-war period (2010 onwards), which shows a remarkable upward trajectory in citation counts. Beginning in 2010, citations began to rise steadily, peaking at **2**,783 citations in 2019. This post-conflict surge signifies substantial growth in research productivity and impact, driven by enhanced institutional stability, greater research funding, improved infrastructure, and increased international engagement. Overall, the figure demonstrates a clear transition from constrained research visibility during conflict years to a period of vibrant academic development and global recognition in the post-war era.

Most Productive authors of the University of Jaffna

Table 3 presents the top ten most productive authors affiliated with the University of Jaffna

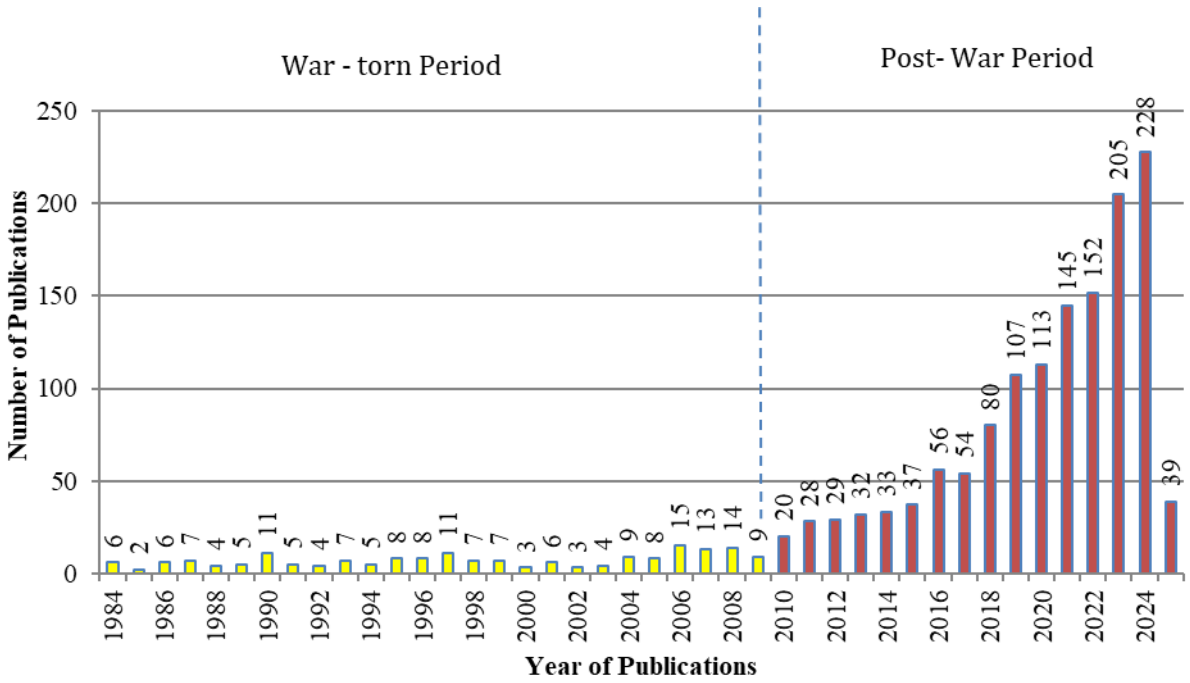
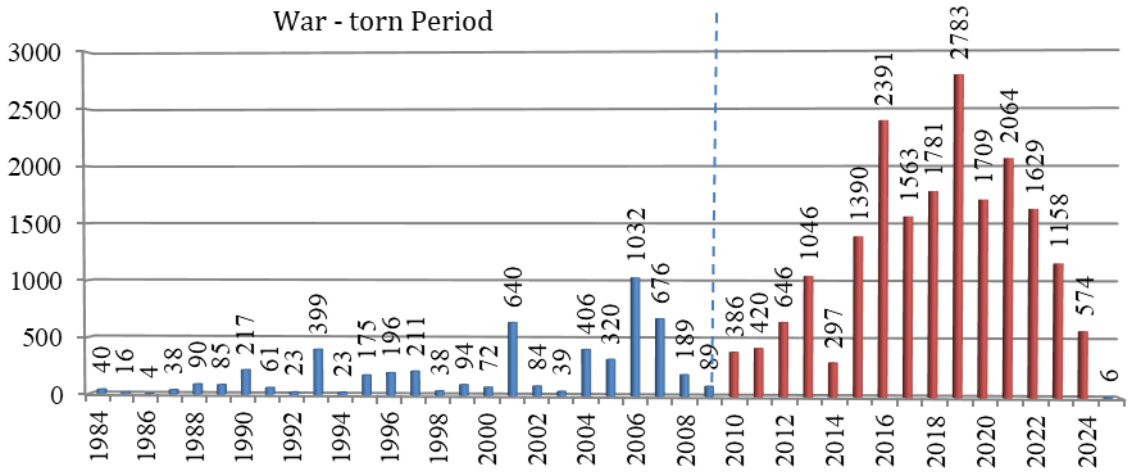


Figure 1: Total research publications of University of Jaffna during the War & Post-War periods in Scopus database



during the war and post-war periods based on Scopus data. In the war period, *Arasaratnam V. and Kandasamy K.* were the most productive, each with 17 publications (9.09%). *Surendran S. and Ravirajan P.* also had notable outputs and higher citation impacts, with *Ravirajan P*. leading in citations (1,765). *Somasundaram D.* also stands out with 901 citations from just 10 papers, highlighting high-impact research despite limited output. In the post-war period, the scale of productivity expanded. *Sathiparan N.* topped the list with 73 publications (5.38%) and 1,254 citations, followed by *Surendran S.* with 66 publications and the highest h-index (21). *Ravirajan P., Subramaniyam D., and Ranjan R.* continued their scholarly contributions, indicating consistency across periods. The post-war era reflects broader participation in research, with increased publication counts and higher citation metrics, suggesting enhanced academic engagement and visibility.

Table 4 highlights the most impactful authors during the war and post-war periods based on total citations (TC) in the Scopus database. During the war period, *Ravirajan P***.** was the most influential, accounting for 33.44% of total citations (1,764 from 12 publications), followed by *Somasundaram D.* with 20.87% (1,101 citations), demonstrating the significant impact of a few key scholars despite limited output. Others like *Kandasamy K., Surendran S.N., & Arasaratnam V.* also contributed meaningfully with moderate citation shares. In the post-war period, citation impact diversified across a broader range of scholars. *Vignarooban K***.** led with 3,088 citations (15.58%), followed by *Kannan N.* (1,612 citations) and *Surendran S.N.* (1,328 citations), indicating a strong emergence of new impactful authors. *Sathiparan N.,*

Ramasamy R., & Ketheesan B. also made significant contributions. Notably, *Ravirajan P. and Somasundaram D***.** maintained high impact across both periods, reflecting consistent scholarly influence.

International Collaboration Networks of the University of Jaffna

Figures 3 & 4 illustrate the collaboration patterns with other countries from 1984 to 2025 based on publications from the University of Jaffna in the Scopus database.

Figure 3, analysis includes a total of 33 items, 15 clusters, 72 links, and an overall link strength of 167. Sri Lankan authors have collaborated most frequently with researchers from England (60 links), China (21), USA (17), Japan (14), Netherlands (10), Cambodia (9), Sweden (7), Algeria (6), Ireland (6) and Israel (6). During the war period (from 1984 to 2009).

Figure 4 illustrates the collaboration patterns with other countries in the post war period (2010 to 2025) in the Scopus database. The analysis

Table 3: Top 10 Most Productive authors during the War and Post war periods in Scopus database

War Period					**Post-War Period**				
Name of author	TP	%	TC	H-In	Name of author	TP	%	TC	H-In
Arasaratnam. V	17	9.09	195	7	Sathiparan.N	73	5.38	1254	19
Kandasamy.K	17	9.09	287	10	Surendran.S	66	4.86	1325	21
Surendran.S	14	7.49	270	11	Ravarajan.P	47	3.46	630	13
Ravarajan.P	12	6.42	1765	8	Subramaniyam.D	42	3.09	333	11
Ranjan.R	12	6.42	189	9	Ranjan.R	41	3.02	997	19
SomasundaramD	10	5.35	901	8	Velayuthampillai.	41	3.02	660	13
Migunthan.G	6	3.21	29	3	Ramanan.A	38	2.80	347	9
Kajatheepan.M	6	3.21	92	5	Jeyananthan, P.	32	2.36	205	8
Hoole.R	5	2.67	10	2	Kuganathan, N.	29	2.14	339	10
Thiranagama.R	4	2.14	92	4	Surenthirakumar.R	26	1.91	117	5

Note: TP-Total publications, TC-Total Citations, % of TP- Total Publications Percentage

Table 4: Most impactful authors during the war & post-war periods in Scopus database

War Period				**Post-War Period**			
Name of the author	TC	% of TC	TP	Name of the author	TC	%	TP
Ravirajan P	1764	33.44	12	Vignarooban.K	3088	15.58	24
Somasundaram D	1101	20.87	10	Kannan.N	1612	8.13	16
Kandasamy.K	319	6.05	18	Surendran.S.N	1328	6.70	67
Surendran S.N	270	5.12	14	Sathiparan.N	1128	5.69	70
Arasaratnam.V	241	4.57	18	Ramasamy .R	999	5.04	41
Ramasamy.M.S	206	3.91	12	Ketheesan.B	958	4.83	20
Parameswaran.K	127	2.41	3	Somasundaram.D	660	3.33	10
Suppiramaniam. V	127	2.41	3	Ravirajan.P	634	3.20	47
Uthayathas. S	116	2.20	2	Thanihaiselvan.M	611	3.08	33
Thiranagama.R	92	1.74	4	Mathanarangan.T	497	2.51	24

TC-Total Citations, % of TC – Percentage of Total Citations, TP-Total publications

includes a total of 87 items, 15 clusters, 729 links, and an overall link strength of 2205. Sri Lankan authors have collaborated most frequently with researchers from England (380 link), USA (314), Australia (240), India (215), Malaysia (139), Canada (131), Pakistan (80), Norway (79), South Africa (75) and Japan (74).

Analysis of collaborated institutions

Table 5 highlights the top ten institutions that collaborated with the University of Jaffna during the war and post-war periods based on Scopus data. During the war period, collaborations were limited, with the *University of Peradeniya* leading (33 publications, 17.65%), followed by *Queen's University Belfast* (20, 10.70%) and the *University of Colombo* (16, 8.56%). Notably, *Imperial College London* had the highest citation count (1,493) despite fewer publications. Post-war, institutional collaboration expanded significantly. The *University of Peradeniya* remained the top collaborator (132 publications, 9.72%), while the *University of Colombo* (67), *Western Norway University of Applied Sciences* (42), and the *University of Sri Jayewardenepura* (36) emerged as prominent partners. *Teaching Hospital Jaffna and Eastern University* also featured post-war, reflecting stronger regional academic integration. The rise in both the number and diversity of collaborating institutions post-conflict indicates an increased research network, greater academic engagement, and broader global reach for the University of Jaffna.

Dynamic trend of publication sources

Table 6, an analysis of top publication sources from the University of Jaffna reveals a shift from limited, specialized research during the war period (1984–2009) to expanded, multidisciplinary output post-war (2010–2025). During the war, energy and public health journals like the *International Journal of Hydrogen Energy* and *Tesol Quarterly* saw notable impact. In contrast, the post-war era showed increased volume and global reach, with leading sources such as the *International Journal of Surgery Case Reports*, *Scientific Reports*, and *Construction and Building Materials*. The rise in international conference participation highlights improved research networking and the University's growing global academic presence.

Table 7 presents the top ten author keywords used during the war and post-war periods in Scopus, reflecting evolving thematic focuses. During the war period, keywords were predominantly biomedical, with "HUMAN" and "ARTICLE" leading (both used in 52 publications, over 27%), followed by "SRI LANKA" (22.99%), "MALE," and "FEMALE." These terms, along with others like "ADULT," "NONHUMANS," and "ANIMALS," suggest a strong concentration on clinical, biological, and demographic studies. In the post-war period, while biomedical themes persisted, the volume and diversity of keywords increased. "ARTICLE" (222 publications) and "SRI LANKA" (217) remained prominent, indicating a rising focus on local context and scholarly output. "HUMAN" continued to be widely used, and new terms like "CONTROLLED STUDY" and "NONHUMAN" gained visibility, reflecting a shift toward more structured, experimental research. Overall, the data illustrates a transition from a narrow health-oriented focus during the war to broader and more nuanced research themes in the post-war era.

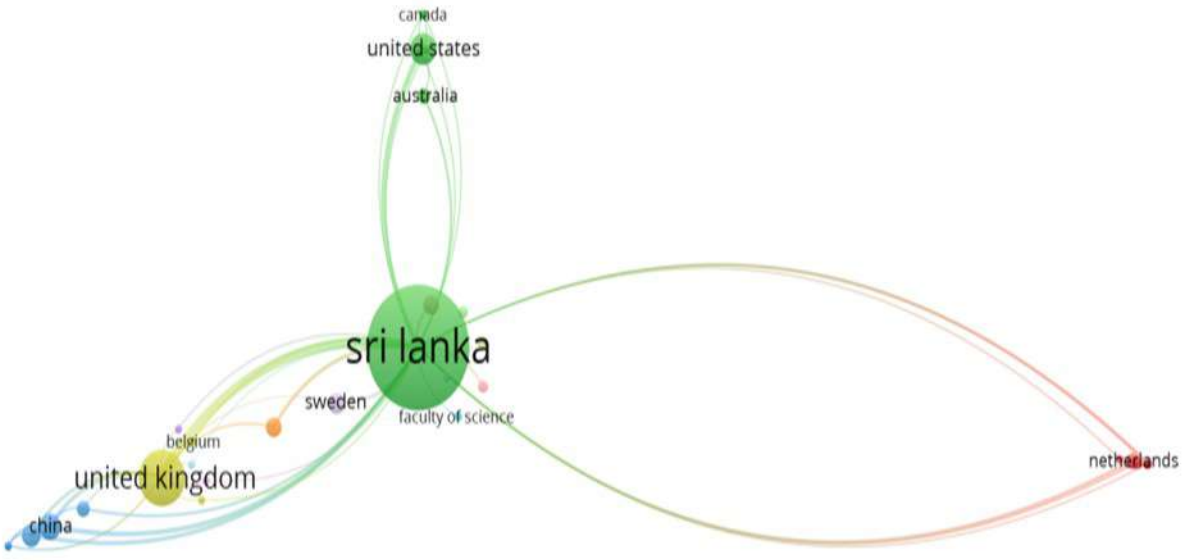


Figure 3: International collaboration during the war period in Scopus database

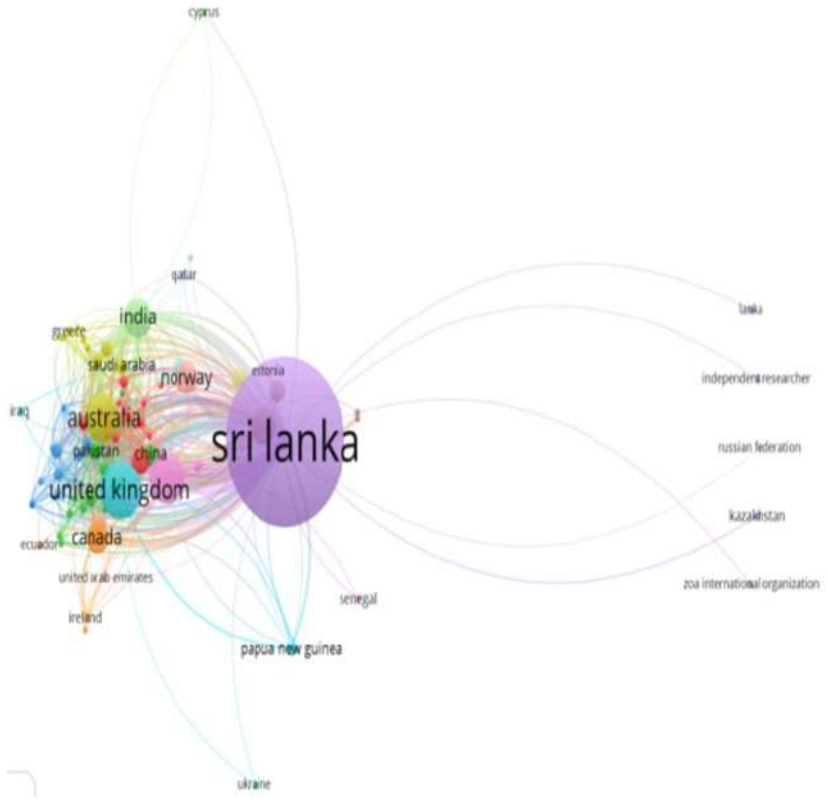


Figure 4: Collaborated countries during the post-war period in Scopus database

Table 5: Top ten (10) Institutions collaborate with University of Jaffna during the war and post war period in Scopus database

War				Post-War			
Name of the Institutions	TP	%	TC	Name of the Institution	TP	%	TC
University of Peradeniya	33	17.65	670	University of Peradeniya	132	9.72	1487
Queen's University Belfast	20	10.70	408	University of Colombo	67	4.93	482
University of Colombo	16	8.56	861	Western Norway University of Applied Sciences	42	3.09	660
Imperial College London	11	5.88	1493	Imperial College London	38	2.80	430
Tsinghua University	11	5.88	227	University of Sri Jayewardenepura	36	2.65	302
National Institute of Fundamental Studies, Sri Lanka	8	4.28	141	Teaching Hospital Jaffna	31	2.28	105
University of Oxford	8	4.28	1109	National Institute of Fundamental Studies, Sri Lanka	31	2.28	443
City University of New York	8	4.28	759	Eastern University, Sri Lanka	28	2.06	814
Lunds university	6	3.21	217	University Malaya	25	1.84	451
Liverpool School of Tropical Medicine	4	2.14	54	Queensland University of Technology	23	1.69	294

Note: TP-Total Publications, TC-Total Citations, % of TP- Percentage of Total publications

Analysis of major research areas

Table 8 an analysis of Scopus data reveals a significant shift in the University of Jaffna's research focus from the war to the post-war period. During the war, Medicine dominated with 28.34% of publications, while fields like Agricultural Sciences and Physics also featured. Despite fewer outputs, Chemistry had the highest citation impact. In the post-war period, Engineering emerged as the top field (24.37%), alongside growth in Computer Science, Materials Science, and Social Sciences, reflecting a move toward applied, interdisciplinary research. This evolution highlights the university's transition from traditional scientific disciplines to a more diversified, technology-driven research agenda in the post-conflict era.

Table 6: Top ten (10) Publication sources at the University of Jaffna during the war and post-war period in the Scopus database

War Period					**Post war**				
Name of Sources	TP	%	TC	JIF	Name of Sources	TP	%	TC	JIF
International Journal Of Hydrogen Energy	9	4.81	163	8.1	International Jrl. of Surgery Case Reports	26	1.91	13	0.6.
Journal of The National Science Foundation Of Sri Lanka	8	4.28	16	0.4	Journal of The National Science Foundation of Sri Lanka	25	1.84	118	0.4
Singapore Medical Journal	6	3.21	5	3.331	Ceylon Journal of Science	16	1.18	0	1.0
World Journal Of Microbiology And Biotechnology	4	2.14	84	4.0	Parasites And Vectors	15	1.10	241	3.43
Journal Of Vector Borne Diseases	4	2.14	80	0.8	10th International Conf. on Information And Automation For Sustainability 2021	14	1.03	134	-
Tesol Quarterly	3	1.60	292	4.665	Scientific Reports	11	0.81	300	3.8
Starch Starke	3	1.60	29	2.741	Construction And Building Materials	11	0.81	848	7.4
Process Biochemistry	3	1.60	26	3.7	IEEE 9th Internl. Conf. on Information & Automation For Sustainability	11	0.81	38	-
Proceedings Of Spie The International Society For Optical Engineering	3	1.60	10	0.26	PLOS one	10	0.74	69	2.9
Journal Of Tropical Pediatrics	3	1.60	1	1.8	Lecture Notes In Civil Engineering	10	0.74	8	0.42

Note: TP-Total publications, TC-Total Citations, JIF- Journal Impact Factor

Table 7: Top ten (10) author keywords were used during the war & post-war - war periods in the Scopus database

War				**Post war**			
Keywords	TP	%	TC	Keywords	TP	%	TC
HUMAN	52	27.81	1701	ARTICLE	222	16.35	3011
ARTICLE	52	27.81	1929	SRI LANKA	217	15.98	2447
SRI LANKA	43	22.99	859	HUMAN	206	15.17	3030
MALE	29	15.51	1367	FEMALE	128	9.43	1435
FEMALE	29	15.51	1347	HUMANS	116	8.54	1948
ADULT	25	13.37	1129	ADULT	109	8.03	843
NONHUMANS	20	10.70	503	MALE	103	7.58	988
ANIMALS	20	10.70	353	CONTROLLED STUDY	90	6.63	1105
HUMANS	15	8.02	368	NONHUMAN	83	6.11	1275
ADOLESCENT	14	7.49	457	ANIMALS	67	4.93	1404

Note: TP-Total publications, TC-Total Citations, % of TP-Total Publications Percentage

Table 8: Top ten (10) Major research areas of publications during the war & post-war periods

War Period				Post War			
Research areas	TP	%	TC	Research Area	TP	%	TC
Medicine	53	28.34	1,542	Engineering	331	24.37	6,046
Agricultural & Biological Sciences	31	16.58	467	Medicine	272	20.03	3,546
Physics & Astronomy	27	14.44	864	Computer Science	234	17.23	1,869
Biochemistry, Genetics & Molecular Biology	24	12.83	536	Materials Science	173	12.74	2,907
Immunology & Microbiology	22	11.76	468	Agricultural & Biological Sciences	163	12.00	2,160
Engineering	20	10.70	130	Social Sciences	150	11.05	1,033
Materials Science	19	10.16	1,659	Mathematics	138	10.16	829
Chemistry	16	8.56	2,536	Environmental Science	129	9.50	2,391
Mathematics	14	7.49	970	Physics & Astronomy	121	8.91	2,646
Social Sciences	10	5.35	1,509	Biochemistry, Genetics & Molecular Biology	90	6.63	1,658

Note: TP-Total Publications, TC-Total Citation

CONCLUSIONS

This scientometric analysis examined the research productivity of the University of Jaffna during the war (1984–2009) and post-war (2010–2025) periods using data from Scopus. The findings reveal a remarkable transformation in scholarly output and impact between the two phases. During the war period, research was severely constrained by infrastructural damage, limited funding, and restricted academic mobility, resulting in only 187 publications (12% of the total) and 5,275 citations. Research at that time focused mainly on Physics, Chemistry, and Medicine to address immediate societal needs, with few international collaborations confined largely to England, China, and the USA.

In contrast, the post-war era witnessed exponential growth in research productivity and impact, with 1,358 publications (88%) and 19,825 citations, alongside a substantial rise in the h-index from 34 to 57. The year 2024 recorded the highest publication output, while 2019 saw the peak in citation count. Research diversified into emerging disciplines such as Engineering, Computer Science, and Environmental Sciences, with Engineering contributing 24.37% of total publications. Collaborative networks also expanded, encompassing new international partners such as Australia, Canada, Malaysia, Norway, South Africa, and Pakistan, and establishing stronger institutional collaborations with leading global universities.

Prominent authors such as *Surendran S., Ranjan R., and Ravirajan P.* remained consistently productive across both periods, while new impactful researchers - like *Vignarooban K. and Sathiparan N.*- emerged in the post-war phase. Thematic and keyword analyses revealed a transition from fundamental biomedical terms such as “Human” and “Adult” during the war to broader scholarly and region-specific terms like “Sri Lanka” post-war, reflecting thematic diversification and enhanced international visibility.

Overall, this study highlights that the University of Jaffna has demonstrated remarkable resilience and growth in research capacity following the civil war. Improved funding, institutional rebuilding, access to digital infrastructure, and enhanced international collaborations have been critical in this recovery. The findings provide valuable insights for policymakers, academic administrators, and researchers in post-conflict nations, emphasizing the importance of sustained investment, collaboration, and strategic research development for long-term academic growth.

Suggestions

To sustain and boost research productivity, the University of Jaffna should focus on five key areas:

1. Strengthening Research Funding Mechanisms by increasing investments and encouraging

international grants.
2. Expanding International Collaborations through joint research projects and exchange programs.
3. Enhancing Digital and Research Infrastructure by upgrading laboratories and promoting open-access platforms.
4. Promoting High-Impact Research and Publications by supporting quality journal submissions and recognizing research excellence.
5. Developing Capacity-Building Programs with workshops and improved Ph.D. and postdoctoral opportunities.

REFERENCES

Hood, W. W. & Wilson, C. S. (2001). The literature of bibliometrics, scientometrics, and informetrics. *Scientometrics*, 52(2), 291–314. DOI: 10.1023/A:1017919924342

Ito, T., Li, J., Usoof-Thowfeek, R., & Yamazaki, K. (2024). Educational consequences of firsthand exposure to armed conflict: The case of the Sri Lankan Civil War. *World Development*, *173*, 106430. DOI: 10.1016/j.worlddev.2023.106430

Janen, T. (2021). Research output of University of Jaffna, Sri Lanka during 2000-2019. *DESIDOC Journal of Library & Information Technology, Vol. 42, No. 1*. DOI: 10.14429/djlit.42.1.17000

Latha,U., & Lakshman,I.M.(2020).A review of research progress and projection of future publication trend amongst the science stream academics of University of Jaffna, Sri Lanka. *Journal of the University Librarians Association of Sri Lanka*, *23*(2). DOI: 10.4038/jula.v23i2.8013

Mahala, A., & Singh, R. (2021). Research output of Indian universities in sciences (2015–2019): a scientometric analysis. *Library Hi Tech*, *39*(4), 984-1000. DOI: 10.1108/LHT-09-2020-0224

Ministry of Higher Education. (2020). *Sri Lanka Higher Education: Vision and Strategic Plan 2020 -2025.* Colombo: Ministry of Higher Education.

Senanayake, D. (2009). Between reality and representation: Women's agency in war and post-conflict Sri Lanka. In Wenona Giles, Malathi de Alwis, Edith Klein, & Neluka Silva (Eds.), *Feminists under fire: Exchanges across war zones* (pp. 104–123). Toronto: Between the Lines.

Rahaman, J. (2022). Scientometric Assessment of the Research Productivity of Calcutta University, West Bengal. *Indian Journal of Natural Sciences*, *13*, 44881-44893.

Russell, I. (2022). Degrees of Peace: Universities and Embodied Experiences of Conflict in Post-War Sri Lanka. *Third World Quarterly, 43(4), 898–915.* DOI: 10.1080/01436597.2022.2038129

Somasundaram, D. J. (2010). Collective trauma in the Vanni: A qualitative inquiry into the mental health of the internally displaced due to the civil war in Sri Lanka. International Journal of Mental Health Systems, 4(1), 22. DOI: 10.1186/1752-4458-4-22

Tharmaratnam, T. (2018). *University of Jaffna: Historical evolution and contemporary challenges.* In Proceedings of the Jaffna University International Research Conference (pp. 1-10). University of Jaffna.

Wijetunge, P., Silva,A. & Manatunga,P.K.S.(2020). Research productivity of the Covid-19 Pandemic Using Scientometric Indicators. *Online Information Review, 44(7).*

Yadav, S. K., Verma, M. K. & Singh, S. N. (2020). Research Productivity of Mizoram University during 2004-2017: A Scientometric Study Based on Indian Citation Index. *DESIDOC Journal of Library & Information Technology, 40(3).* DOI: 10.14429/djlit.40.03.15022

Elsevier. (2024). Scopus: Abstract and citation database. Retrieved from https://www.elsevier.com/solutions/scopus

ScienceDirect. (n.d.). *Search results for "University of Jaffna"*. Elsevier. Retrieved 27, April 2025, from https://www.sciencedirect.com/search?qs=university+of+jaffna

RESEARCH ARTICLE

Batticaloa Lagoon: A Bibliometric analysis of publications from 1954 to 2024

J. Lavanya[1], T. M. Seneviratne[2], and C.L. Jayawardena[3]
[1] Health-Care Sciences Library, Eastern University, Sri Lanka; 0000-0002-8567-8202
[2] Library, University of Moratuwa, Sri Lanka; 0000-0002-8567-8202
[3] Department of Earth Resources Engineering, University of Moratuwa, Sri Lanka; 0000-0001-5589-349X

Abstract: The Batticaloa Lagoon in Eastern Province is Sri Lanka's one of the largest brackish water bodies. A bibliometric study of publications on Batticaloa Lagoon provides key insights into diverse research approaches and critical knowledge gaps. This study explored two scholarly databases and a search engine, namely Scopus, Web of Science, and Google Scholar to find published literature on Batticaloa Lagoon. The search was conducted in January 2025 using the keyword "Batticaloa Lagoon" as the search query yielded 16 records in Scopus, 15 in Web of Science, and 547 in Google Scholar. Preliminary screening identified 180 documents directly relevant to the search query. Among those 180 publications, approximately 43% were journal articles, 28% were from conference proceedings and,12% were theses and dissertations. The highest number of documents were published in year 2017 which accounts for 13. The relationship between age of the articles, and the number of articles indicated increase in research activity. The highest contribution of 36% was from single authors, followed by 28% from two-author publications. Authors with 10 or more publications on Batticaloa Lagoon were affiliated to Eastern University, Sri Lanka, South Eastern University of Sri Lanka and University of Peradeniya. The relative growth rate was notably higher during 1997 (0.241), 2012 (0.183) and 2005 (0.157), suggesting increased number of publications during those periods. Tropical Agricultural Research, Journal of Science-EUSL, and AGRIEAST were the three journals to include most articles on Batticaloa Lagoon. A book on lagoons of Sri Lanka receiving 94 citations recorded the highest number of citations per year. The distribution of keywords indicates that the studies related to traditional ecological knowledge, cultural, religious and educational values, spiritual values, sense of place, or health benefits are limited.

CORRESPONDENCE

J. Lavanya
Health-Care Sciences Library,
Faculty of Health-Care Sciences,
Eastern University, Sri Lanka,
Pillayaradi, Batticaloa
Email:
lavanyaj@esn.ac.lk

ARTICLE HISTORY

Received
14 October 2025

Accepted
07 December 2025

KEYWORDS

Batticaloa lagoon, Coastal ecosystems, Bibliometric analysis, Scientific literature, Research trends, Sri Lanka

INTRODUCTION

Coastal lagoons are transitional ecosystems within the terrestrial and marine interface, covering approximately 13% of coastal areas worldwide (Perez-Ruzafa et al., 2011). They provide a range of resources and highly productive ecosystem services (Barbier et al., 2011). Listed among 36 global biodiversity hotspots, Sri Lanka is blessed with scenic lagoons and notable fauna and flora (IFAW, 2024).

Batticaloa Lagoon (Figure 1) is considered to be the third-largest brackish water body in Sri Lanka (Harris et al., 2023) and it is the largest among the three lagoons (Batticaloa, Vakarai and Valaichchenai) located in the Batticaloa District (Shanmugaratnam, 1995). The lagoon reaches a maximum depth of approximately four meters (Scot, 1989) and it covers an area of 11500 hectares according to the National Wetland Directory and stretches 56 Km in length from Pankudaweli to Kalmunai (IUCN Sri Lanka & The Central Environmental Authority, 2006). Therefore, 10 % of the lagoon, which is the southern end in Kalmunai falls into the Ampara district (Santharooban & Manobavan, 2005).

This broad lagoon leads to the sea by two bar mouths in Batticaloa, namely Paalameenmadu Bar, and Koddaikallar. The wetlands associated with the lagoon are rich in biodiversity, with extensive mangroves and seagrass beds in the estuary (IUCN Sri Lanka, 2004). Numerous areas of freshwater swamps are also found along with dry scrubland. More than 10,000 families depend on the lagoon fishery for livelihoods and food security (IUCN Sri Lanka & The Central Environmental Authority, 2006). There are many islands and islets in the lagoon where Manthevu was used as an isolation centre for leprosy patients for many years. The lagoon also served as an important seaport for trade during the 19th century. The Batticaloa lagoon comprises several islands within it, namely Puliyantheevu, Mantheevu, Erumaitheevu, Sirayatheevu, Bone Island. In these islands, the Puliyantheevu is important as it holds the central city of Batticaloa. The population is mainly concentrated on this

Distributed under the Creative Commons
CC BY-NC-SA 4.0
Publisher: Eastern University, Sri Lanka

island, and a bridges across the Batticaloa lagoon was constructed to connect the island with the mainland (Santharooban & Manobavan, 2005).

The Batticaloa Lagoon is also renowned for its "singing fish," which produces mysterious sounds like music at night during certain seasons. This distinct attraction features an unusual noise that many have described as "the sweetest trouble mingling with the lowest bass" and "the twang of the G string on a violin" (Lang, 1954). There are various explanations attributing the sound to different species of fish and shellfish or to tides flowing through empty mollusk shells or fretted rocks on the lagoon's bed (Stoker, 2002). Another suggests that the sounds originate from the Topsail Catfish, which gather in large numbers in the lagoon during specific seasons, yet only a few local residents acknowledge these occurrences. Historical evidence supports this phenomenon as a reality rather than mere fiction (Priyatharshini & Premakumar, 2013). It provides a home for many endemic species due to the unique ecosystem with mangroves, seagrass beds, and coral reefs (Kularatne et al., 2017). It contributes to a diverse and critical estuarine ecosystem that has become the lifeblood of the Eastern Province. As such, Batticaloa has been named as 'Land of lagoons and paddy fields' and 'Land of milk and honey'. However, as visitors increase in numbers since the cessation of the ethnic conflict in 2009, the Batticaloa lagoon has been subjected to significant degradation from various unplanned activities. Habitat degradation, pollution and land reclamation are threatening the biodiversity and hydrological functions of the estuary (Harris et al., 2016). Such adverse effects can be minimized if neighboring communities have an understanding on the importance of this sensitive ecosystem and a shared knowledge of conservation benefits, and coordinated action based on reliable data (Ostrom, 1990).

Bibliometric analysis offers a systematic method for quantitatively assessing scientific literature within a specific domain (Hood & Wilson 2001). This approach is beneficial for tracking research outputs and monitoring academic contributions as well as identifying gaps in natural resource management. It can also analyze the impact and breadth of research while highlighting key contributions and influential works in the fields of biodiversity and conservation research. Bibliometrics may empower stakeholders to make informed decisions regarding the prioritization of funding and policy based on evidence-driven insights. Bibliometric analysis of coastal ecosystems has effectively revealed and described available scientific literature (Adam et al., 2022; Barbosa & Lanari, 2022; Jayawardena & Seneviratne, 2023). Therefore, a bibliometric analysis on the Batticaloa Lagoon has been conducted to enhance our understanding of existing research trends, scope, and impacts while identifying areas of knowledge that require further exploration. By analyzing publication volumes, prominent authors, affiliated institutions, and

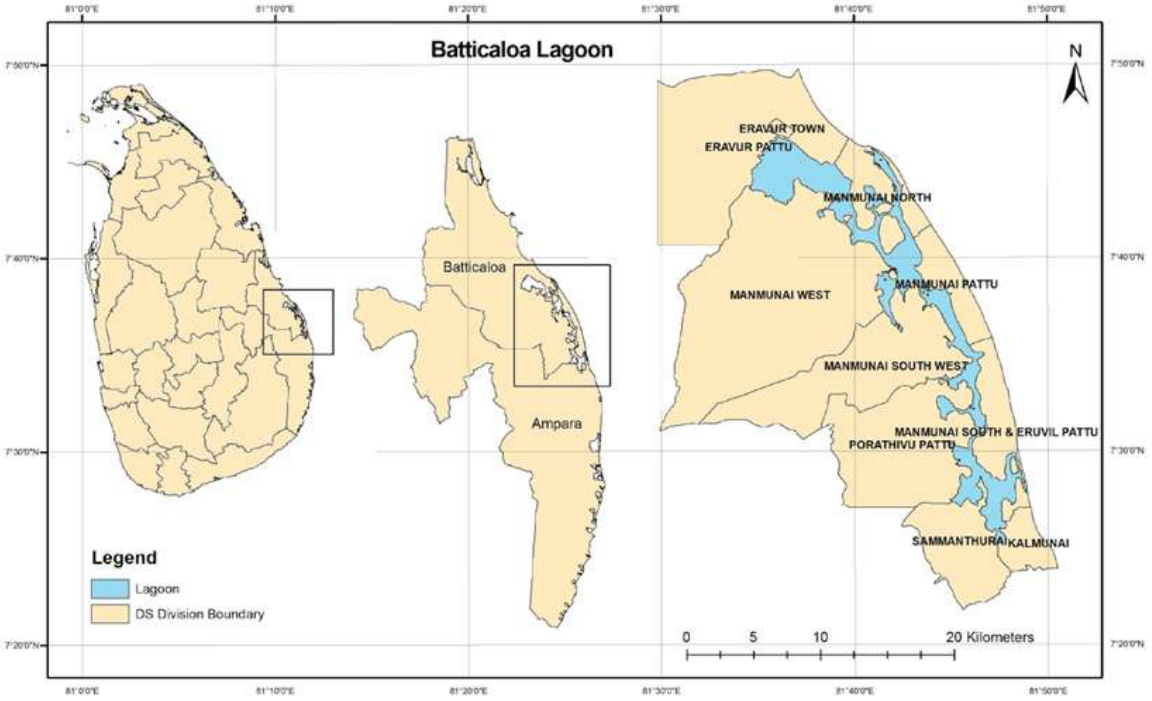


Figure 1: Batticaloa lagoon (Illustration by PJE Delina)

citation trends, this analysis has illustrated the degree of scientific contributions and partnerships within this area.

General Objective

To conduct a bibliometric analysis of scientific publications on Batticaloa Lagoon in Sri Lanka from 1954 to 2024.

Specific Objectives

1. To study the authorship patterns and publication appearance in journals
2. To identify relevant publications, research trends, types and years of publications
3. To evaluate research impact made by publications and highly cited articles
4. To find out knowledge gaps using keyword analysis

LITERATURE REVIEW

Potts (2020) concluded that 'waterbodies and rivers' were the most discussed natural resource type when compared to natural resources such as 'landscapes/catchments', 'marine/coastal area', fisheries', forestry', national parks/conservation areas', 'extractive sources', 'agriculture' and 'general natural resources'. Analysing 6608 Web of Science publications published between 2003 and 2022 on emergency information resource management, Zhang et al (2023) found that Water Resources has been listed as 4th among the top 20 disciplinary direction rankings. Further, there were 460 (7%) publications on emergency information resource management of water resources (Zhang et al., 2023). Martinez-Harms et al. (2025) have used bibliometric analysis to study ecosystem services recently. A bibliometric analysis of research by Yetein et al (2024) on the ecosystem services of coastal lagoons from 1999 to 2022 available in the Scopus database indicated a growing trend in the number of publications and citations related to the ecosystem services of coastal lagoons. It emphasized the necessity of conducting further research on the effects of land use and the perceptions of the community. This literature review aims to explore the existing body of knowledge related to coastal lagoons, with a focus on bibliometric studies.

A bibliometric analysis of 360 peer-reviewed articles on the Patos Lagoon have identified information gaps for future study. Their findings indicated an increase in research due to national collaborative efforts, and that long-term ecological studies. However, there has been little research into how subtropical coastal lagoons function (Barbosa & Lanari, 2022). Similar study used bibliometric analysis, to look into trends in international research on marine and coastal tourism, Harzing's Publish and Perish software was used to analyze the extracted articles' citation metrics. The study highlighted key journals, keywords, and publication regions in order to identify trends in the research on marine and coastal tourism. However, the study pointed out flaws in the methods used for analysis (Adam et al., 2022).

Navaneethakrishnan and Sivakumar (2015) have conducted several bibliometric studies on water resource development and utilisation-based research in Sri Lanka. An update on different document categories containing information about the Bolgoda ecosystem are available through the selected bibliography compiled by Jayawardena and Seneviratne (2023), which has enabled further analysis of grey literature and research complying with Millennium Ecosystem Services (MES) to reveal valuable insights for a variety of stakeholders. A bibliometric analysis by Rubini et al (2023) on publications during 1969–2021 listed in four electronic databases; Scopus, PubMed, Web of Science, and Google Scholar on water quality in Northern Province of Sri Lanka has resulted 118 records. The attempt discovered implications on scientific output in terms of its quality, peer review process, and usefulness of the work in the local context policy making. Nevertheless, there has been limited research on the bibliometric analysis of coastal lagoons, both internationally and locally. This study is important as this is the first bibliometric analysis on the Batticaloa Lagoon, which can help us understand research landscape in the context of Batticaloa Lagoon.

RESEARCH METHODS

The effort to assess the published research on Batticaloa Lagoon concentrated on two academic databases, specifically Scopus and Web of Science, and the search engine Google Scholar. Scopus and Web of Science offer high-quality, organized information that can be utilized for systematic bibliometric analyses in the fields of environmental sciences and related areas (Cascajares et al., 2021). Google Scholar plays a vital role in comprehending the research concerning Batticaloa Lagoon, as it frequently includes unpublished works (Grey literature) or regionally available content that is absent from well-known international databases. This is especially important for a subject that is

localized, where findings from local studies may not be featured in globally esteemed journals (Adriaanse & Rensleigh, 2011).

To find relevant records, title, abstract, and keyword search in Scopus and Web of Science was performed to retrieve scholarly publications related to Batticaloa Lagoon. Publish or Perish (PoP) software was used to perform systematic and reproducible searches in Google Scholar search engine. The literature search conducted in January 2025 using the keyword "Batticaloa Lagoon" as the search query yielded 16 records in Scopus, 15 in Web of Science, and 547 in Google Scholar. Eventually, 180 documents were manually sorted as directly relevant to the search query by excluding publications in other languages and news items. The selected documents were further analyzed to obtain information on publication type, year, number of authors per publication, number of citations, institutions with the most prolific authors, collaborations, and keywords etc. (Figure 2).

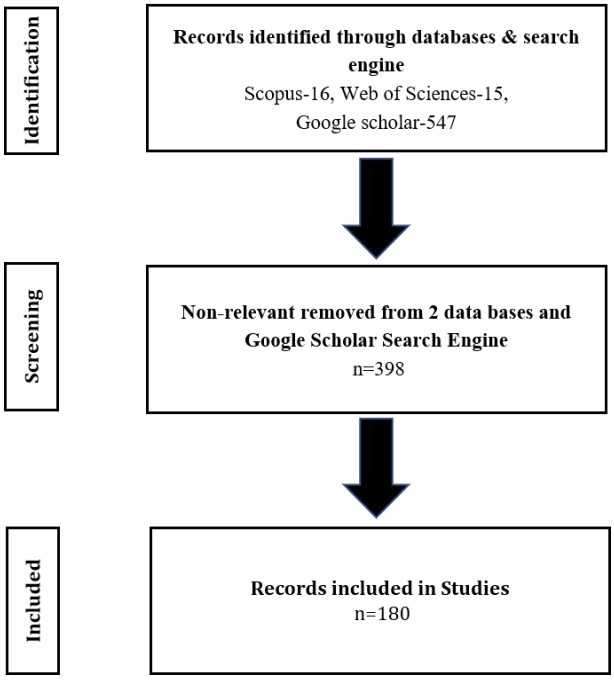


Figure 2: Selection procedure of documents

RESULTS AND DISCUSSION

Types, years and relative growth rate of publications from 1954 to 2024

In this study, journal articles, conference papers in proceedings, dissertations and books/book chapters related to Batticaloa Lagoon, are collectively referred to as scholarly publications. The percentage distribution among different types of publications are shown in Table 1. Among those 180 publications, approximately 43% were journal articles, 28% were articles from conference proceedings, and 12% were theses and dissertations.

According to the results, the year 1954 records the first publication on the Batticaloa lagoon. The publications over the years are shown in Figure 3, and minimal activity can be observed from 1954 to 2000, averaging less than two to three per year. There is dynamic growth afterwards. The highest number of documents was published in 2017, which accounts for 13, followed by 12 articles each during 2012, 2019, and 2021.

Table 1: Types of publications

Types of publication	Count	Percentage (%)
Journals	77	43
Conference papers	51	28
Theses and dissertations	21	12
Books and Book chapters	14	08
Others (Reports)	11	06
Not specified	6	03
Total	180	100

According to the results, the year 1954 records the first publication on the Batticaloa lagoon. The publications over the years are shown in Figure 3, and minimal activity can be observed from 1954 to 2000, averaging less than two to three per year. There is dynamic growth afterwards. The highest number of documents was published in 2017, which accounts for 13, followed by 12 articles each during 2012, 2019, and 2021.

The Batticaloa Lagoon may have received little scholarly attention, possibly due to a lack of interest, funding or environmental urgency. The ecological and social relevance of Batticaloa Lagoon may becoming widely understood, with the increase in publications over the last two decades. Given the developing trends, future research may focus on interdisciplinary efforts including sustainable management of ecosystems and community engagement. underscoring the necessity for more contemporary research in this area.

Figure 4 displays the Relative Growth Rate (RGR) in bibliometrics. The RGR value variations reflect changes in growth dynamics which are notably higher during 1997 (0.241), 2012 (0.183) and 2005 (0.157), suggesting increased number of publications during those periods.

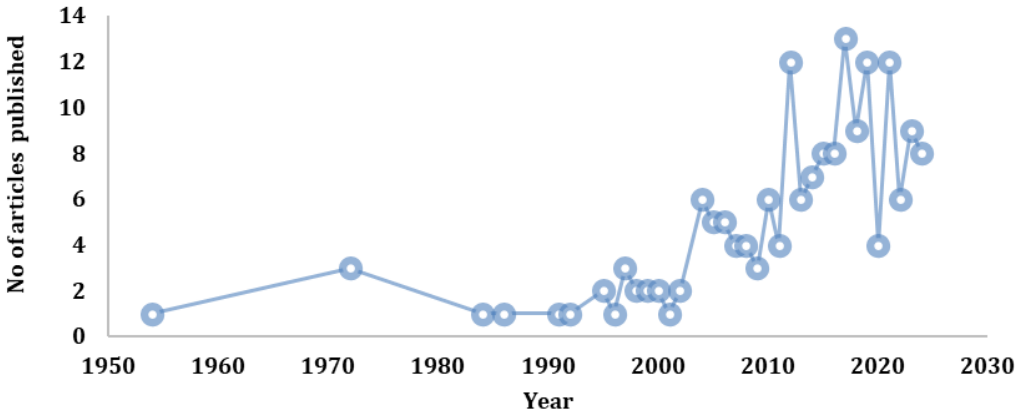


Figure 3: Number of publications by year from 1954 to 2024

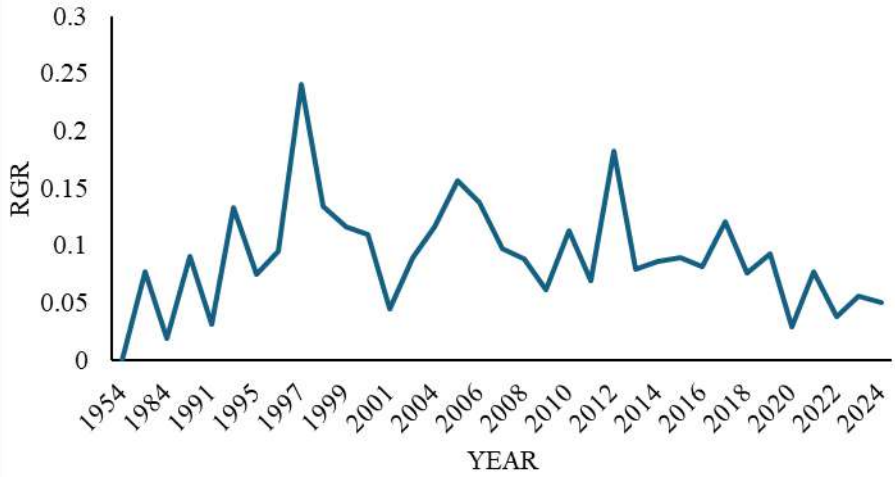


Figure 4: Relative Growth Rate (RGR) between 1954 to 2024

Most popular journals, conferences and highly cited articles between 1954 to 2024

Based on Table 1, over 40% of the publications are from journal articles and the top 10 source titles are shown in Table 2. An examination of the sources reveals that 'Tropical Agricultural Research' published by the University of Peradeniya is the leading journal, featuring five articles. The two journals published by the Eastern University of Sri Lanka, 'Journal of Science' has four articles followed by 'AGRIEAST' having three articles. These highlights the significance of agricultural viewpoints in lagoon and estuarine research and also indicates contributions from local researchers. Furthermore, 'Bulletin of Environment', 'Pharmacology and Life Sciences', 'Environmental Science and Pollution Research', 'Regional Studies in Marine Sciences', 'Thalassas: An International Journal of Marine Sciences' are recorded as the international journals with two articles each on Batticaloa Lagoon.

Fifty-one conference papers from 36 conferences are also recorded in which only four events were held in overseas. 'Workshop on Strategies for the Management of Fisheries and Aquaculture in Mangrove Ecosystems, Bangkok, Thailand, 1986'; 'First Session of the APFIC Working Party on Marine Fisheries, Bangkok, Thailand, 1997'; 'International Conference on Disaster Management, Japan, 2012' and 'Proceedings and a Call for Action from an MFF Regional Colloquium, India 2012' are the overseas events that mentions about Batticaloa Lagoon. Table 3 presents the most popular locally held conferences where publications related to the Batticaloa Lagoon were made.

The Annual Conferences at Eastern University, Sri Lanka seems the most dominant forum for sharing research on Batticaloa Lagoon and related topics. Conferences at Southeastern

University of Sri Lanka has also made a significant contribution promoting research related to Batticaloa Lagoon. Publications from The International Conference: Meeting on Mangrove Ecology, Functioning, and Management (MMM3), held in Galle, Sri Lanka, has been cited four times, indicating the importance of mangrove-related research. The International Symposium at Sabaragamuwa University of Sri Lanka also reflects its role in advancing academic dialogue on this subject. In summary, these four conferences have been consistent platforms for showcasing research on Batticaloa Lagoon over the years considered in this study.

Table 4 displays the most referenced publications on lagoons, estuaries, and socio-environmental research in Sri Lanka, especially in relation to the Batticaloa Lagoon. 'Lagoons of Sri Lanka: from the Origins to the Present' ranks as the most cited work among those listed, indicating a significant scholarly engagement with 94 citations. An article titled as *"Carbon sequestration capacity of mangrove soils in micro tidal estuaries and lagoons: A case study from Sri Lanka"* (64 citations) and a book titled *"Lagoons and Estuaries"* (58 citations) also show strong academic attention. The quantity of environmental studies is significant, indicating an increasing focus on ecological conservation and climate research. However, studies that are exclusively on Batticaloa are less often cited, even if they are still quite important locally.

Table 2: Most popular journals during 1954 to 2024

Journal name	Publisher type	Article count
Tropical Agricultural Research	Local	5
Journal of Science, EUSL	Local	4
AGRIEAST	Local	3
Bulletin of Environment, Pharmacology and Life Sciences	International	2
Ceylon Journal of Science	Local	2
Environmental Science and Pollution Research	International	2
OUSL Journal	Local	2
Regional Studies in Marine Science	International	2
Thalassas: An International Journal of Marine Sciences	International	2
Trends in Biosciences	International	2

Table 3: Conferences in Sri Lanka from 1954 to 2024 with papers on Batticaloa Lagoon

No	Name of conference	Occurrence
1	Annual conferences at Eastern University, Sri Lanka	9
2	Conferences at South Eastern University of Sri Lanka	5
3	International Conference: Meeting on Mangrove Ecology, functioning and Management, (MMM3), Galle, Sri Lanka	4
4	International Symposium, Sabaragamuwa University of Sri Lanka	3

Author count, degree of collaboration and most prolific authors during 1954 to 2024

Authorship pattern in bibliometric study reflects the authors' characteristics, authorship of articles and degree of collaboration among the researchers in specific studies (Manikumar & Chandrasekar, 2020). Single authorship constitutes 36% of the total contribution, followed by 28% two-author publication as shown in Figure 5. Single-authored publications gaining attention in Batticaloa Lagoon studies may imply challenges in collaboration or limited access to scientific networks with similar interests. There are only a limited number of papers with more than five authors, and the highest number of authors have been recorded as twelve only in one instance. It is essential to promote interdisciplinary and

Table 4: The most cited works

Title	ECC/ Cites	Authors	Source
Lagoons of Sri Lanka: from the origins to the present	94	E.I.L. Silva, J. Katupotha, O. Amarasinghe, H. Manthrithilake, R. Ariyaratna	Book
Carbon sequestration capacity of mangrove soils in micro tidal estuaries and lagoons: A case study from Sri Lanka	64	K Perera, M.D. Amarasinghe	Journal
Lagoons and estuaries	58	S. Miththapala	Book
Impact of water quality on species composition and seasonal fluctuation of planktons of Batticaloa lagoon, Sri Lanka	40	J.M. Harris, P. Vinobaba	Journal
Development of water and energy Budget-based Rainfall-Runoff-Inundation model (WEB-RRI) and its verification in the Kalu and Mundeni River Basins, Sri Lanka	37	M. Rasmy, T. Sayama, T. Koike	Journal

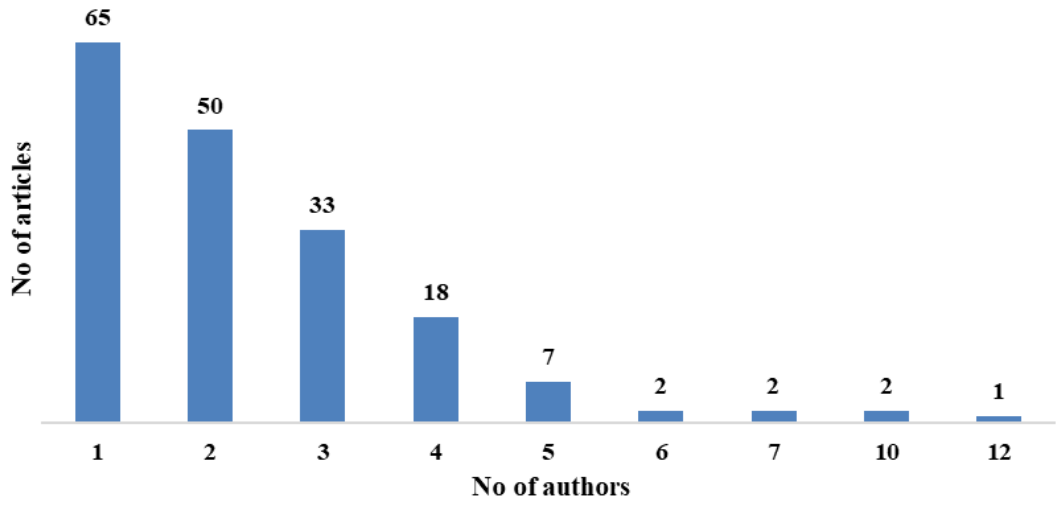


Figure 5: Authorship patterns from 1954 to 2024 on Batticaloa Lagoon

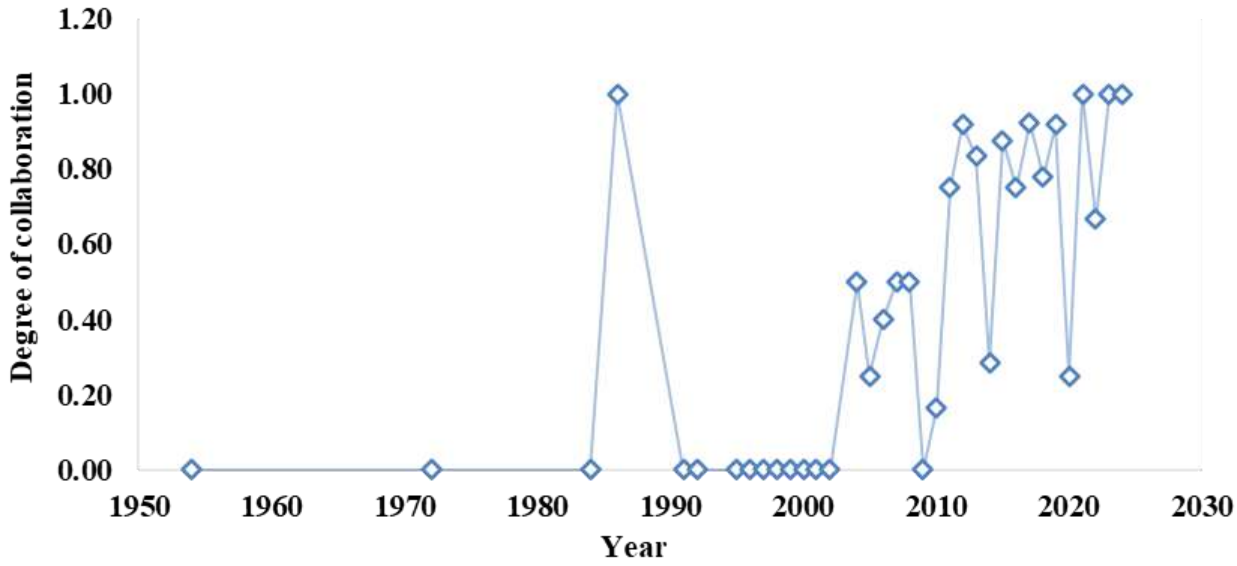


Figure 6: Degree of collaboration

institutional partnerships to promote a wider range of research on Batticaloa Lagoon.

The degree of collaboration computed according to Subramanyan (1983) ranges from 0 to 1 and the highest value of 1 (higher level of collaborations) was recorded in 1986, 2021, 2023, and 2024 (Figure 6). Table 5 depicts the details of the most prolific authors and Eastern University, Sri Lanka, has 6 of the top 14 authors. Notably, P. Vinobaba and A.J.M. Harris authored the highest number of publications (23 and 21, respectively), showing consistent contributions to this research area. Researchers with ten or more publications on Batticaloa Lagoon are also recorded from South Eastern University of Sri Lanka, and the University of Peradeniya. The Eastern University may have a higher attention for research on the Batticaloa Lagoon, due to its close geographic location and academic emphasis on local environmental matters. Academics from University of Colombo, University of Kelaniya, and University of Sri Jayewardenepura are also

Table 5: Most prolific authors on Batticaloa Lagoon and their contributions with affiliations for the duration of 1954 to 2024

Author name	No of contribu-tions	Affiliation
P. Vinobaba	23	Eastern University, Sri Lanka
A.J.M. Harris	21	Eastern University, Sri Lanka
M. Adikaram	13	South Eastern University of Sri Lanka
H.M.T.G.A. Pitawala	10	University of Peradeniya
A.M. Riyas Ahamed	10	Eastern University, Sri Lanka
H. Ishiga	9	Shimane University
M. Manobavan	8	Eastern University, Sri Lanka
M. Sugirtharan	7	Eastern University, Sri Lanka
M. Dharmaretnam	7	Eastern University, Sri Lanka
S. Pathmarajah	7	University of Peradeniya
R.K.A. Kularatne	7	University of Colombo
D.T. Jayawardana	7	University of Sri Jayewardenepura
M.D. Amaransinghe	7	University of Kelaniya
S. Santharooban	6	Eastern University, Sri Lanka

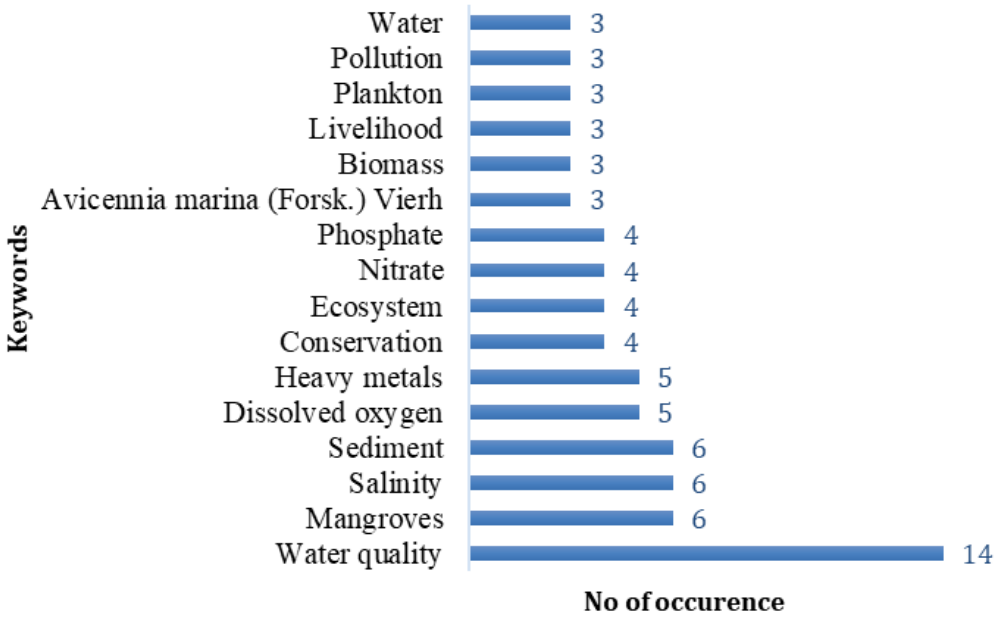


Figure 7: Prominent keywords in publications during 1954 to 2024

among the leading contributors, reflecting interest in Batticaloa Lagoon research as a nationally important scholarly involvement. H. Ishiga from Shimane University (Japan) appears with 9 publications, showing evidence of international contributions.

Dominant keywords

Analysing keywords would help in identifying the predominant themes within literature. Figure 7 illustrates the occurrence of specific keywords out of 478 keywords found in selected 180 publications on Batticaloa Lagoon. The prominent keywords were Water quality, Mangroves, Salinity, Sediments, Dissolved oxygen, and Heavy metals. Water Quality appearing 14 times indicates that considerable research focuses on the water quality of the lagoon. *Avicennia marina* (Forsk.) Vierh (a species of mangrove), Livelihood, and Pollution are fewer occurring keywords, and appear 3 times each.

When 478 keywords are analysed according to the Millennium Ecosystem Assessment (2005); 39.5% (189 keywords) represent regulating services such as climate regulation, flood regulation, disease regulation and water purification; 21.5% (103 keywords) represent supporting services such as nutrient cycling, soil formation and primary production; 8.8% (42 keywords) represent provisioning services such as food, freshwater, wood and fibre fuel, and 1.7% (8 keywords) represent cultural services such as aesthetic, spiritual, educational and recreational services. Further, 136 keywords (28.5%) represented mixed themes.

The distribution of keywords indicates that the studies related to traditional ecological knowledge, cultural, religious and educational values, spiritual values, sense of place, or health benefits are limited.

CONCLUSIONS AND RECOMMENDATIONS

Promoting interdisciplinary and institutional collaborations is vital for advancing the research on Batticaloa Lagoon. The ecological and social importance of Batticaloa Lagoon is gaining wider attention, as indicated by the increase in publications. The volume of environmental research is notable, reflecting a growing focus on ecological preservation and climate studies. However, articles that exclusively address Batticaloa tend to garner fewer citations despite their significant local relevance. Most of the current scientific literature on Batticaloa Lagoon primarily addresses the regulation, provisioning, and supporting services of ecosystems, with relatively little focus on cultural ecosystem services.

This study provides important insights into the historical evolution and thematic concentration of research conducted on the Batticaloa Lagoon for the period of 1954 to 2024. By emphasizing influential studies, the research offers direction to local scholars and funding agencies. The findings also uncover important research networks, enhancing collaboration trends in the area. Future inquiries should fill the gap concerning cultural ecosystem services to ensure a comprehensive understanding of the ecological and social importance of the Batticaloa Lagoon. Fortifying interdisciplinary partnerships and expanding research networks can contribute to more thorough and sustainable management of the lagoon ecosystem.

REFERENCES

Adam, S. M., Afandi, S. H. M., Mohamad, W. N. W., & Hassan, S. (2022). Mapping major trends in global research in marine and coastal tourism: A bibliometric analysis. *Journal of Sustainability Science and Management*, *17*(8), 196–213. DOI: 10.46754/jssm.2022.08.012

Adriaanse, L. S., & Rensleigh, C. (2011). Comparing Web of Science, Scopus and Google Scholar from an Environmental Sciences perspective. *South African Journal of Libraries and Information Science*, 77(2), 169–178. DOI: 10.7553/77-2-58

Barbier, E. B., Hacker, S. D., Kennedy, C., Koch, E. W., Stier, A. C., & Silliman, B. R. (2011). The value of estuarine and coastal ecosystem services. *Ecological Monographs*, *81*(2), 169–193. DOI: 10.1890/10-1510.1

Barbosa, F. G., & Lanari, M. (2022). Bibliometric analysis of peer-reviewed literature on the Patos Lagoon, southern Brazil. *Anais Da Academia Brasileira de Ciencias*, *94*(3), 1–18. DOI: 10.1590/0001-3765202220210861

Cascajares, M., Alcayde, A., Salmerón-Manzano, E., & Manzano-Agugliaro, F. (2021). The bibliometric literature on Scopus and WoS: The medicine and environmental sciences categories as Case of Study. *International Journal of Environmental Research and Public Health*, *18* (11), 5851. DOI: 10.3390/ijerph18115851

Hoffmann, W. A., & Poorter, H. (2002). Avoiding bias in calculations of relative growth rate. *Annals of Botany*, 90(1), 37-42.

Hood, W. W., & Wilson, C. S. (2001). The literature of bibliometrics, scientometrics, and informetrics. *Scientometrics*, *52*(2), 291–314. DOI: 10.1023/A:1017919924342

International Fund for Animal Welfare. (2024). What

are biodiversity hotspots? IFAW, https:// www.ifaw.org/journal/what-are-biodiversity-hotspots

IUCN Sri Lanka (2004). Wetland Conservation in Sri Lanka. *Proceedings of the National Symposium on Wetland Conservation and Management: Sri Lanka*.

IUCN Sri Lanka, & The Central Environmental Authority. (2006). National Wetland Directory of Sri Lanka. In *National Wetland Directory of Sri Lanka* (1st ed.). The Central Environmental Authority (CEA), The World Conservation Union (IUCN) and the International Water Management Institute (IWMI), Colombo, Sri Lanka.

Harris, J.M., Vinobaba, P., Kularatne, R. K. A., & Champika, E. K. (2016). Spatial and temporal distribution of cyanobacteria in Batticaloa Lagoon. *Journal of Environmental Sciences*, *47*, 211–218.

Harris, J. M., Vinobaba, P., Kularatne, R. K. A., & Khan, S. A. (2023). Fish diversity and assemblage in the Batticaloa lagoon, Sri Lanka. Journal of Fish Biology, 102(4), 773-793.

Jayawardena, C., & Seneviratne, T. (2023). Bibliometric analysis of grey literature on the Bolgoda ecosystem with special reference to theses and dissertations. *Proceedings of the Annual Session of Department of Wildlife Conservation (WILDLANKA International Symposium)*, 12.

Kularatne, R. K. A., Harris, J. M., Vinobaba, P., & Kankanamge, C. E. (2017). Bio-transfer factors and temporal variation of heavy metals in different sexes of three species of edible brackish water fish. *Environmental Science and Pollution Research*, *24*(22), 18680–18690. DOI: 10.1007/ s11356-017-9407-5

Manikumar, T., & Chandrasekar, K. (2020). Abstracts published in the Proceedings of the Jaffna Science Association (1992-2017): A bibliometric analysis. Journal of Jaffna Science Association, 2 (1), 48–59

Lange, J. (1954). The singing fish of the Batticaloa Lagoon. *The Journal of the Ceylon Branch of the Royal Asiatic Society of Great Britain & Ireland*, 3(1), 12-24.

Martinez-Harms, M.J., Larraín-Barrios, B., Arregoitia, L.D.V. et al. Navigating ecosystem services trade -offs: A global comprehensive review. *Ambio 54*, 1109–1127 (2025). DOI: 10.1007/s13280-025-02139-3

Millennium Ecosystem Assessment (2005). *Ecosystems and Human Well-being: Synthesis*. Island Press, Washington, DC.

Navaneethakrishnan, S., & Sivakumar, S. (2015). Bibliometric analysis of water resource development and utilization based research studies in Sri Lanka.

Ostrom, E. (1990). *Governing the Commons: The Evolution of Institutions for Collective Action*. New York: Cambridge University Press

Pérez-Ruzafa, A., Marcos, C., Pérez-Ruzafa, I. M., & Pérez-Marcos, M. (2011). Coastal lagoons: "Transitional ecosystems" between transitional and coastal waters. *Journal of Coastal Conservation*, *15*(3), 369–392. DOI: 10.1007/ s11852-010-0095-2

Potts, R. (2020). Disconnected dots?: A systematic review of governance challenges for natural resource management. *Journal of Environmental Planning and Management, 63* (8), 1356–1374. DOI: 10.1080/09640568.2019.1663723

Priyatharshini, J and Premakumar, K. (2013). Singing fish of Batticaloa -it is no fiction/ but fact. *Annual Research Session, EUSL*.

Rubini, S., Chandrasekar, K., Janen, T., & Sriskandarajah, N. (2023). Water quality in Northern Province of Sri Lanka: A bibliometric analysis of publications 1960–2021. *World Water Policy*, *9*(3), 414–436. DOI: 10.1002/ wwp2.12117

Santharooban, S., & Manobavan, M. (2005). Evaluating the impacts of an improperly designed bridge across the Batticaloa Lagoon. *Water Professionals' Day Symposium*.

Scot, A.D. (1989). A directory of Asian wetlands. IUCN, The World Conservation Union, Cambridge, pp 605-606.

Shanmugaratnam, N. (1995). The need for and steps towards a master plan for suitable utilization of the Batticaloa lagoon. Report to NORAD, pp: 1.

Stocker, M. (2002). Fish, mollusks and other sea animals' use of sound, and the impact of anthropogenic noise in the marine acoustic environment. *Journal of the Acoustical Society of America*, *112*(5), 2431.

Subramanyan, K. (1983). Bibliometric studies of research collaboration: A review. *Journal of Information Science, 6*(1), 33–38

Yetein, M. H., Houessou, L. G., Gbodja, G. T., & Biaou, S. S. H. (2024). Trends in scientific research on coastal lagoon ecosystem services: A bibliometric analysis. *Revue Africaine d'Environnement et d'Agriculture*, *7*(3), 52–66. DOI: 10.4314/rafea.v7i3.5

Zhang, F., Wang, H., Qin, T., Rojas, R., Qiu, L., Yang, S., Fang, Z., & Xue, S. (2023). Towards sustainable management of agricultural resources: A framework to assess the relationship between water, soil, economic factors, and grain production. *Journal of Environmental Management*, 344. DOI: 10.1016/j.jenvman.2023.118401

RESEARCH ARTICLE

Integrating Artistic Research Outputs within Academic Frameworks with special reference to Swamy Vipulananda Institute of Aesthetic Studies, Eastern University, Sri Lanka

G. F.Yasanthini
Library, Swamy Vipulananda Institute of Aesthetic Studies, Eastern University, Sri Lanka; 0000-0002-1621-2863

Abstract: Artistic research within the visual and performing arts has emerged as a crucial component of academic frameworks while continuing to face significant challenges in achieving recognition and integration within conventional academic infrastructure. This study aims to investigate the integration of artistic research outputs into academic frameworks. The study employed an explanatory mixed-method research design, incorporating a questionnaire survey followed by in-depth interviews. All fifty-seven faculty members were surveyed, and sixteen academics were interviewed. Collected data were analyzed using an Excel Spreadsheet, and the results were interpreted in narrative form. Findings reveal that artistic researchers employed a range of traditional and non-traditional formats for their research publications. Every researcher published at least one research output per year for sustained contribution to the field of interest. They preferred the native language and blended mode for their publications to reach diverse audiences. Further, 100% of researchers agreed that the purpose of publication is to share and disseminate new knowledge and use academic conferences as one of the publication channels. Peer review method (42.20%) is commonly practiced in artistic publications, and 47.83% of them trust the existing evaluation methods in the review process. More than 85% of researchers maintain at least one research profile to meet both artistic and academic goals, although these profiles were updated infrequently. The unavailability of indexed or reputable journals in local/native languages (91.3%) was a major challenge for integration. Study concludes that a collaborative framework involving researchers, policymakers, and librarians is essential to bridge the gap between artistic and academic research. It recommends adopting discipline-specific evaluation systems, interdisciplinary collaboration, inclusive publication practices, digital integration, institutional support, policy formulation, and innovative dissemination strategies.

CORRESPONDENCE

G. F.Yasanthini
Library, Swamy Vipulananda Institute of Aesthetic Studies, Eastern University, Sri Lanka, Kallady, Batticaloa
Email: yasanthinig@esn.ac.lk

ARTICLE HISTORY

Received
28 October 2025

Accepted
08 December 2025

KEYWORDS

Academia, Artistic Research, Digital Platforms, Institutional Repositories, Research Visibility

INTRODUCTION

Artistic research is a wide and diverse area of knowledge, grounded in experimental and explorative-based practices developed within the field of arts. The purpose of research is to discover new knowledge and make it accessible to a wider community. Though the research processes and their visibility differ between discipline to disciplines. The humanities and natural sciences do not have the same habits and norms within them. In a line, Schwab (2019) also stated that artistic research is radically different from all other fields of academia and science. There are distinct differences in publication types, evaluation metrics and models, terminology, review processes, traditions, and archival systems between subjects or fields that seem closely related (Knorr-Cetina & Reichmann, 2015). Thus, this inequality of academic infrastructure negatively impacts the knowledge dissemination, especially in the publications of artistic research.

Artistic research publications differ significantly from traditional academic outputs by considering creative practice as the primary method of investigation. These research outputs may include a variety of formats, not only to include textual format but also to include visual arts, installations, music concerts, dance performances, dramatic art, films, digital media, literary forms of expression, and interactive experiences, etc., each with unique characteristics and protection requirements (Skains, 2018). Methodological approaches to conducting artistic research depart from conventional research evaluation metrics and for the development of contextual metrics that acknowledge the embodied, implicit, and experiential dimensions for the production of artistic knowledge (Springgay et al., 2005). Weinmayr (2020) also emphasized that when employing artistic research into academic concepts, its review process, reproducibility, and

Distributed under the Creative Commons CC BY-NC-SA 4.0
Publisher: Eastern University, Sri Lanka

evaluation methods are still debatable. Peer review is crucial for any scholarly outputs, not only to assess the quality of research outputs but also to provide valuable feedback to the researcher for further improvement in their research field and practices.

Artistic research raises particular challenges between public cultural life and academia in terms of its status, publication, dissemination, recognition and sustainability. Notably, discipline -specific institutions, institutional cultures, professional artistic community, and its values and traditions also affect artistic research contexts. Wang et al., (2017) noted that the ephemeral nature of many artistic research outputs, especially those involving installation, performance, or digital media, poses challenges in assessing artistic research publications through conventional academic infrastructure that priorities written text and measurable metrics. Though Hovland (2023) argues that there is no sense in adopting conventional academic models and formats used in other disciplines in artistic research because of their irrelevance. In this context, universities face a significant challenge when developing a research evaluation system to accommodate practice-based academic fields in the evaluative metrics. Visual and Performing Arts is one of these fields that are difficult to assess by using traditional research criteria like publication type and citations because of its mode of communication and outcomes are different from another academic research fields (Lewandowska & Kulczycki, 2021).

The field of artistic research has lagged behind in the tradition of publishing formal, open-access journals. Even though the trend towards publishing open-access journals is slowly emerging, some journals do not meet all the requirements for academic research frameworks. In the digital era, the open digital platforms offer new ways to express and share the transmedia and media-specific features that characterize artistic research outputs. Publishing or depositing research outputs in an institutional repository is the way to increase the research visibility and to follow funders' expectations and research ethics (Meece et al., 2017). According to Lambaria (2020), the institutional repository is used by individual researchers as a place to store their artistic research results, as an archive, and to gain easy access for future reference and promotional purposes. The functionalities of these repositories may not be prioritized or the same for all the institutions (Francke et al., 2017). Nevertheless, artistic researchers need to work in double frontiers as to adhere to the standards of the academic context and also to be relevant to the artistic community in terms of dissemination of their research outputs. Hence, they maintain their careers as academics and also as artists.

In recent years, structural changes and institutional priorities in higher education have contributed to increasing knowledge exchange for artistic research at the national and international levels (Swedish Research Council, 2023). Hence, these outputs are gradually gaining more recognition and commitment as an academic discipline, and it is expected that the results of this research will be published and made accessible in the same way as in other academic disciplines. Nevertheless, the practices of the publishing system and its visibility in this field are under-researched and unknown outside the artistic research community. As an academic librarian, my personal experience has shown that librarians at an academic library in higher education institutions where visual art and performing arts education are conducted have limited knowledge regarding artistic research, which is also a driving force in this study. Integrating artistic research publications within established academic structures presents diverse challenges, and it demands innovative approaches to enhance its visibility, ensure lasting access, and diligently ensure preservation.

Therefore, this study investigates current practices of artistic research publication in the field of visual art and performing arts, its availability and visibility, challenges to integrating within the academic frameworks and how it relates to current research infrastructure. The findings of this research will explore the strategies and guides to integrate the best institutional practices for the integration of artistic research outputs in academic frameworks.

Objectives

1. To examine the current publication practices of artistic research outputs within academic infrastructure
2. To identify the challenges in integrating artistic research publications within the academic framework
3. To explore the best practices for integrating artistic research publications within an academic framework to enhance the visibility and sustainability of artistic research outputs

RESEARCH METHODS

An explanatory sequential mixed method design was adapted for this study. In a quantitative phase, a structured questionnaire survey was administered through Google Form among all fifty-seven (57) permanent faculty members from all the disciplines at Swamy Vipulananda Institute of Aesthetic Studies, Eastern University, Sri Lanka. The data was analysed using an Excel spreadsheet. In a qualitative phase, to get an in-depth understanding of current artistic research publication practices and the challenges in integration, a one-to-one semi-structured interview was conducted for sixteen selected faculty members selected through purposive sampling techniques from all the disciplines in person. The qualitative data were thematically analysed by using manual coding. Both results were integrated to achieve the research objectives. The qualitative results were used to elucidate and contextualize the quantitative results. Finally, the findings were systematically interpreted in narrative form along with review of existing literature.

RESULTS AND DISCUSSION

Socio-Demographic Profile of the Respondents

The response rate of this study was 80.70%. Table 1 shows the demographic characteristics of the respondents. The highest percentage of respondents was male (52.17%), and 47.83% of them were female. A significant percentage (60.87%) of respondents held a Master's/MPhil degree, and the remaining 39.13% of them completed their PhD programme, indicating all the respondents had completed their second degree. Among the respondents, 63.04% were Senior Lecturers, 32.61% were lecturers, and only 4.35% of them were professors. In this study, 32.61% were from Music, 30.43% from Visual and Technological Arts, 19.57% from Dance, and 17.39% from Drama and Theatre.

Table 1: Socio - Demographic Distribution of Respondents

Socio-demographic characters	Values	Percent
Gender	Male	52.17%
	Female	47.83%
Highest Educational Qualification	PhD	39.13%
	Master/MPhil	60.87%
Academic Designation	Professor	4.35%
	Senior Lecturer	63.04%
	Lecturer	32.61%
Research Discipline	Music	32.61%
	Dance	19.57%
	Drama and Theatre	17.39%
	Visual and Technological Arts	30.43%

Publication Practices

1. Type of Publications

Artistic research outputs are published and disseminated in different categories. A variety of artistic research publications were utilized in the survey to enhance the understanding of faculty publications. Therefore, the respondents were requested to select the listed publication types based on the relevance of their content to the presentations rather than considering the usefulness in the system. Based on data analysis, the expanded publications list include Journal Articles, Conference Papers (abstract/full paper presentations), Books/Book Chapters/ Monographs, Theses/Dissertations, Lecture Recitals, Participating in Seminars/Dialog/Panel Discussion, Exhibitions (Solo/Group), Installations, Performances/Shows/Concerts, Music Albums, Portfolios/Physical Gallery, Media Art/Digital Artworks/Online Gallery, Art Catalogues/Artistic Research Platforms, Video Essays /Visual Essays, Blogs / Websites.

The above extended list of publication types reveals that the artistic researchers used a number of traditional and non-traditional research output formats to publish their research outcomes for disseminating the knowledge and creative skills by considering the way they presented their findings. The above publications are grouped into four categories for the easy understanding and interpretation of the researcher as follows:

Oral Presentation: Which includes Explanatory Conferences, Dialog/ Seminars/ Panel Discussion and Lectures because they all related to the direct verbal delivery of ideas and information to an audience, exchange of knowledge and facilitating real-time interaction

Textual Publications: Most of the traditional publications come under this category like Journal articles, Book Chapters, Monographs, Theses/ Dissertations, etc.

Performative Publications: This category includes Lecture Recitals, Solo/ Group exhibitions, Installations, Shows, Music Albums, Concerts, Gallery, Video Essays / Visual Essays, which are specific to their respective field.

Other web and related Publications: These publications consist of materials available on the web or a related format that do not come under the other defined categories like Digital Archives, Media Art, Digital Artworks, Websites, Blog.

The categorization of the publication types is a useful and easy way when compare the artistic research practices with the other academic disciplines. For a better understanding of the respondents' artistic research outputs, Figure 1 depicts the distribution of respondents across major publication types.

The above chart reveals that 37.41% of the research outputs were oral presentations, while 31.29% represented textual publications. Performative publications accounted for 25.90%

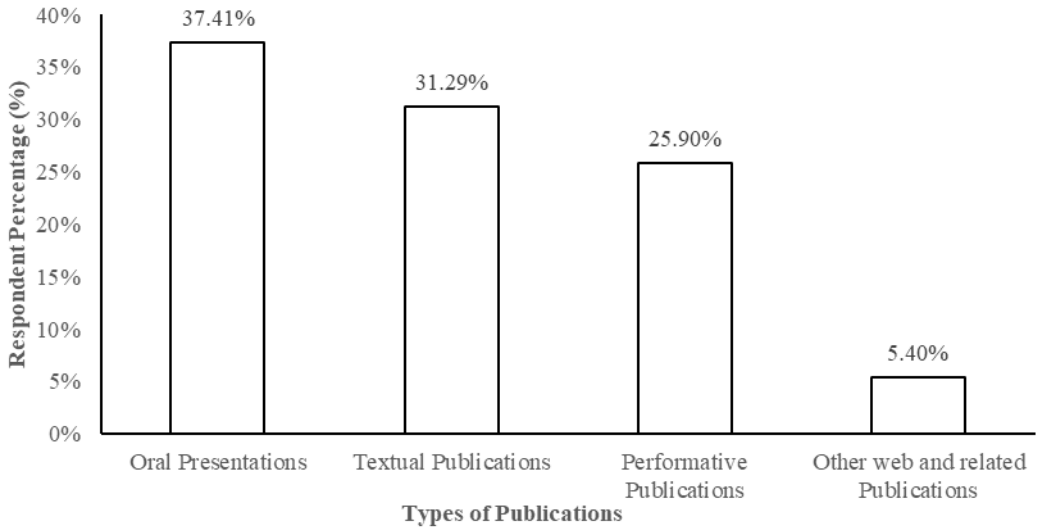


Figure 1: Distribution of Respondents by Publication Types

and other web and related publications comprised 5.30%. Through the subsequent interview majority of the participants stated that a high proportion of their research outputs were disseminated as oral presentations and textual publications because of the requirements of academic promotion, whereas their performative publications reflected the practical nature of the artistic disciplines. Additionally, they mentioned that documentation challenges, copyright issues, and a lack of institutional recognition also contributed to comparatively lower performance and web-based publications. On a similar note, Hansson et al. (2021) emphasized the relatively high occurrence of conferences among publication outlets for humanist scholars, as they consider conferences a means to reach audiences beyond the academic sphere. In addition, they mentioned that conferences, being a major science communication arena, are used to reach popular audiences, meeting managerial demands of societal outreach and public knowledge sharing.

Even though Lüneburg (2023) pointed out that publishing research outputs in text form, as is important in the research tradition of Western academia, not only supports research accessibility to a broad academic community, but also develops a deeper knowledge of artistic research within the wider community and creates as an artistic researcher through an easily traceable record.

2. Number of Publications

The results reveal (Table 2) that the majority of respondents produced 3–5 publications per year, accounting for 45.65%. Followed by 34.78% of them published 2 – 3 publications per year, while 6.52% of them produced more than five publications per year. The findings highlighted that every academic staff member published at least one artistic research output per year, which shows their sustained contribution to the field of interest. The total number of scholars producing research has increased due to increased research activity of the scholars during the entire period (Hansson et al., 2021). In this regard, Sovacool (2023) noted that publishing research outputs and the knowledge gained from them regularly can lead to personal growth.

3. Medium of Publications

Language plays a vital role in the dissemination and visibility of artistic research outputs. In this study, all the participants were requested to state the languages used for their artistic research publications and get to know the reason why they choose these mediums for their publications.

The distribution of publication mediums of the research outcomes among respondents is shown in Table 2, which shows the extent to which each medium is used to publish their scholarly outputs. The study revealed that Tamil (71.74%) was the predominant medium used by the respondents to publish their artistic research, followed by bilingual (23.91%) and multilingual (4.35%) used for their publications. The qualitative findings highlighted that artists use their native language, Tamil, for their publication because they desire to reach the local audience and to preserve the culture they live in. However, a substantial number of participants reported that for the visibility and academic recognition in national and international forums, they used English as a medium to produce their research outputs. English is the primary medium of academic publication even in those countries in which it is not an official language (Lillis & Curry, 2010). Notably, artistic researchers also used bilingual and multilingual mediums to publish research outputs. Visual Arts participants stated that "*Physical art exhibitions are held in Tamil for the institute community and the general public, however the feedback is published in English as a research paper or conference abstract to attract wider audiences*". Nevertheless, Martín et al. (2014) stated in their studies that multilingual scholars have a greater need to publish in English-medium journals in order to make their research visible to a wider audience and gain international recognition.

Table 2: Publication frequency and medium

Publication characteristics	Values	Percent
Number of publications per year	1 year	13.04
	2-3 years	34.78
	3-5 years	45.65
	Above 5 years	6.52
Medium of publications	Tamil only	71.74
	Bilingual	23.91
	Multilingual	4.35

3. Mode of Publications

Identifying the modes of publication of the artistic research outcomes helps to understand publication behaviour and dissemination patterns of respondents. Figure 4 shows the distribution of respondents based on their preferred modes of publication, indicating whether online/digital, print/physical, or blended formats are used more commonly.

The survey revealed that all the respondents preferred blended publication modes for publishing artistic research outputs using traditional physical/printed and online/digital platforms. Follow-up interviews, a substantial number of respondents reported they prefer digital or online platforms to disseminate creative artwork for valuing the intangible documentation, and accessibility for diverse audiences like professionals, academics, and the general public, and using printed platforms for fulfilling institutional requirements.

Further, participants highlighted that they used online publications to reach wider audiences while maintaining professional recognition through print formats (Hansson et al., 2021). One respondent stated, "*I uploaded the performance video on online platforms while producing journal articles to reach diverse audiences*". A combination of traditional and digital platforms enhances research dissemination by widening access to diverse and global audiences, increasing visibility, and enabling interactive and faster feedback, while publishing in peer-reviewed journals still creates significant influence for academic impact and reputation.

Motives for Publishing Artistic Research Outputs

Understanding the motives that lie beneath publishing artistic research outputs, which eventually drive artists and researchers to publish their creative work.

Table 3 shows the motives why the artistic academic researchers publish their artistic research outputs. As per the result, all the respondents reported that they published their artistic research outputs to share and disseminate the knowledge (100%) with wider community, that constitutes the basic needs for all publications of every academic staff member followed by they publish their creative research outputs for an inspiration for emerging artists (89.43%) and scholarly contributed to the field of interest (80.43%).

Further, 78.26% of the respondents reported that they publish their artistic outputs to enhance artistic visibility and to get academic recognition. At last, 45.65% of respondents show their motive to publish their work not only to share knowledge within the academic community but also to create social impact within the community.

The qualitative findings also revealed the same as found through surveys without any remarkable variation. Also, they elaborated on how their publications are interconnected with career advancement, cultural identity, and institutional obligations. Most respondents stated that artistic visibility and academic recognition are crucial for sustainability and credibility of career advancement, securing research grants, and the reputation of the institutions in the visual and performing art sectors. The respondents from drama and theatre arts stated that they could easily create an impact within society through their performances by addressing many current social issues using basic root-level languages. Visual and Technological Arts participants also highlighted that, without using any language, they can convey the message or create an impact on the community through their creative artworks. These findings align with Lambaria (2020) and Meece et al. (2017).

They mentioned that financial rewards, sharing discoveries, meeting demands from funding agencies, and developing collective knowledge on a subject were some possible reasons for publishing creative artworks by creative artists. In addition, Sovacool (2023) also highlighted in his study that responsibility by acknowledging the privileged position, advancement through contributing to the advance and transmit knowledge, promoting own improvement and growth as a researcher, scholar, and writer, recognizing the uncertainty of future research needs and mentoring or guiding others to conduct research and publish its outputs are five key principles that support academic publishing.

Publication Channels for Artistic Research Outputs

The range of scholarly publication channels used by artistic researchers to publish and share their artistic research outputs for the wider community is illustrated in Figure 2.

The figure indicates that all respondents (100%) use academic conferences as one of the publication channels to publish artistic research outputs as an abstract or a full paper in conference proceedings. A significant number of them (82.61%) use journals for publishing their research outputs, followed by 63.04% of them using scholarly research platforms for publication purposes. Only 19.57% of them use physical or virtual exhibitions to share their research outputs. Interviews indicated that all the artistic researchers prefer to present the artistic research outputs at national and international conferences to receive feedback from peers and professionals at a time, gaining recognition

Table 3: Motives for Publishing Artistic Research Outputs

Motive/s	Frequency	Percentage (%)
To share and disseminate the knowledge	46	100.00%
Being an inspiration for emerging artists	41	89.13%
For scholarly contribution to the field of interest	37	80.43%
For artistic visibility and academic recognition	36	78.26%
To meet the institutional expectations	33	71.74%
To facilitate partnership with other artists or professional bodies or institutions	30	65.22%
To enhance research visibility engaging with wider audience	28	60.87%
To document and preserve research outputs for future references or teaching materials	26	56.52%
To fulfill funding requirements	26	56.52%
To get feedback for further development of their research outputs / research process	22	47.82%
To create social impact	21	45.65%

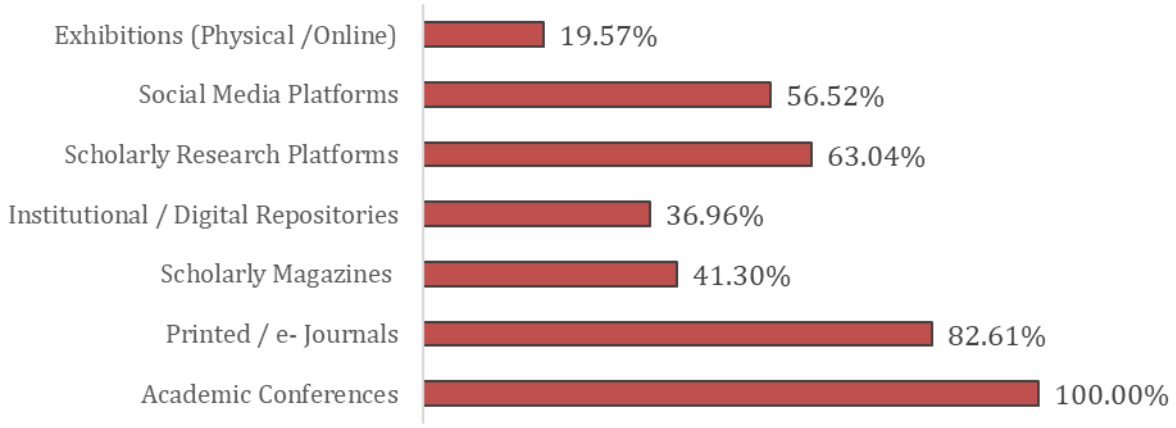


Figure 2. Distribution of Publication Channels for Artistic Research Outputs

within the communities, and building academic collaboration between participants when they meet them physically.

Similarly, most respondents stated that the journals act as a universal channel to share and disseminate their research outputs to get academic credibility and fulfill the institutional requirements for research. Notably, participants from the discipline of visual arts significantly use physical and virtual exhibitions to showcase the artifacts that they created. Also, the findings from the interview reveal that nine participants initially publish their research outputs in physical or printed formats, then they upload those particular works on institutional repositories and scholarly research platforms to enhance the visibility and accessibility.

Participants from the discipline of Visual Arts and Drama and Theatre Arts stated they use their own social media accounts, like Instagram, Facebook, YouTube, etc., to publish performative outputs. Even though they were not much aware or concerned about the illegal sharing, fraudulent use, and misuse of information before uploading artistic performative outputs without using any protective measures. One of the participants emphasized that *"I prefer publishing in open-access journals, even if they're not high-ranked, because it means my work can be read by artists and curators worldwide"*.

According to Meece et.al., (2017) and Nadim and Randall (2013), when the research outputs are not published in open access scholarly journals, the institutional repository is a guaranteed way of achieving formal open access dissemination of research results. Nevertheless, Francke et al., (2017) stated that the long-term preservation is not necessarily ensured within the institutional repository.

Review Process in Artistic Publications

Artistic publications follow review processes that are unique because artistic research is hybrid, blending creative practice with scholarly inquiry. This section explores the types of review processes in artistic publications, explaining how the creative works and artistic research outcomes are reviewed before dissemination.

The analysis (Table 4) shows that peer review was found to be the most common review type used for the evaluation of artistic research publications, followed by institutional review, editorial review, expert/practitioner review, and hybrid review. This high rate of peer review (42.20%) indicates the domination of traditional academic validation systems, highlighting academic rigour and credibility within the field (Wesseling, 2020). However, a relatively smaller

Table 4: Types of review process and perception about the review process

Characteristics of the review process	Values	Percent
Types of review	Hybrid Review	8.26
	Institutional Review	22.02
	Expert/ Practitioner Review	11.01
	Editorial review	16.51
	Peer Review	42.20
Perception about the review process	Biased	15.22
	Transparent	32.61
	Fair	47.83

proportion of expert and practitioner review (11.01%) indicates that artistic outputs are still less frequently evaluated through creative or discipline-specific criteria (Candy & Edmonds, 2018).

Even though hybrid reviews, which evaluated both academic and artistic merit in the context of artistic research they were reported in very less (8.26%) due to limited expertise in both contexts. Followed by the qualitative data, some of the respondents from the discipline of drama and theatre arts expressed that peer review was appreciated as a method to maintain academic rigor; many felt it frequently neglects the aesthetic, experiential, and performative aspects of artistic work.

In addition, respondents also emphasized that editorial reviews act as a mediating function, not only ensuring academic rigour but artistic authenticity (Bowman, 2020). Further, they noted that institutional reviews evaluated PhD and Master theses of postgraduate students in higher education institutions by the faculty members and it could not be adapted for any other publications.

Perception of the Review Process

The results (Table 4) shows that respondents had differing opinions about how artistic research publications are reviewed. Most participants (47.83%) thought the process was fair, suggesting that they generally trusted the existing evaluation methods. However, only a smaller percentage (32.61%) thought the process was transparent, indicating that although results are frequently accepted, many contributors are still unsure of the processes used to make decisions. However, a significant minority (15.22%%) believed that the review process was biased, citing issues with subjectivity, partiality, or the absence of objective standards for assessing artistic research outputs.

The use of double-blind or hybrid review models, which were thought to lessen institutional and personal bias, was frequently associated with perceptions of fairness, according to the qualitative data, which further clarified these trends. On the other hand, the lack of clear evaluation standards for creative and practice-based works and the reviewers' scant comments were blamed for the perceived lack of transparency.

Reviewers with conventional academic backgrounds might not completely understand non-textual, performative, or artistic approaches, according to respondents who acknowledged bias (Lewandowska & Kulczycki, 2021). The qualitative data received from the respondents further explained these trends in the review process by showing that perceptions of fairness were often linked to the use of double-blind peer review or hybrid review models, which were believed to reduce institutional and personal bias.

However, some of the respondents reported that the perceived lack of transparency was attributed to the reviewers' limited comments and the absence of explicit evaluation criteria for creative and practice-based works. Respondents who acknowledged bias suggested that reviewers with traditional academic backgrounds may not fully comprehend non-textual, performative, or artistic approaches. Hence, many scholars value the peer-review process for maintaining standards, enhancing reviewer knowledge, and feedback is essential for advancing fairness, inclusivity, and legitimacy in the evaluation of artistic research publications (Borgdorff, 2012; Candy & Edmonds, 2018; Wesseling, 2020).

Research and Scholarly Publication Platforms

1. Research and Scholarly Profiles

The quantitative and qualitative phases highlight the usage of research and scholarly platforms to meet both artistic and academic goals. As seen in Figure 3, the quantitative results revealed more than 85% of the respondents maintain at least one profile on research and scholarly platforms for the visibility of artistic research outputs. ResearchGate is most commonly used by the respondents (60.87%), followed by Google Scholar (30.43%) and 23.91% on Academia.edu. Only a smaller percentage (6.52%) maintained personal websites for publishing their research outputs, while 15.22% of them do not maintain any research and scholarly platforms for disseminating artistic research outputs**.**

Follow-up interviews explained the pattern of the use of these platforms. Most of the participants stated that they use multiple research and scholarly platforms for uploading their research outputs. One third of participants mentioned that they maintain their academic profiles in ResearchGate and Google Scholar for enhancing academic visibility and tracking citations. Notably, they pointed out that ResearchGate is one of, most commonly used by them for publishing their research outputs without the restriction of medium and publication mode. Also, they valued getting feedback and

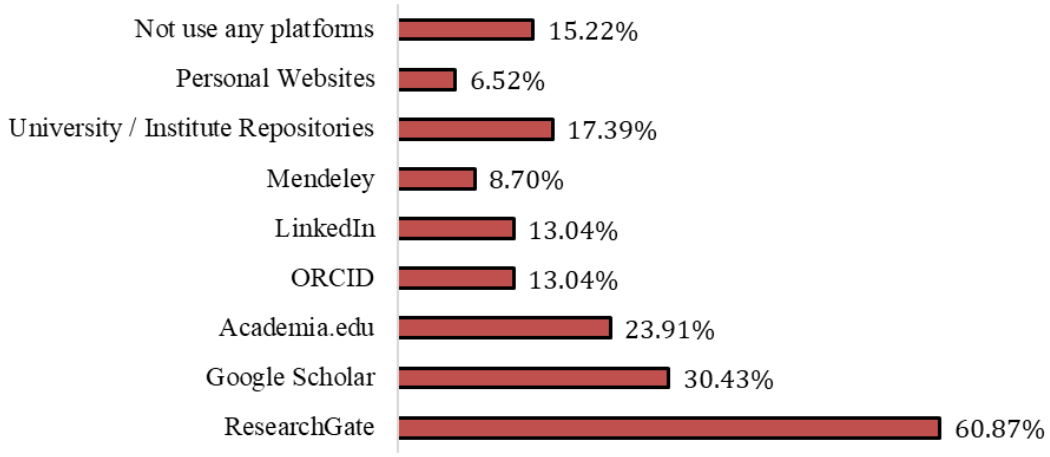


Figure 3. Profile on Research and Scholarly Platforms

networking with the professionally related groups by maintaining their profile on ResearchGate rather than using Google Scholar, especially for artistic creations. The choice of these scholarly platforms' usage is highly influenced by their functional benefits, digital literacy, and the requirements of the institutions (Khechine & Augier, 2019).

Hence, the findings highlighted that to serve these platforms effectively for the artistic community it's need to accommodate non-traditional and creative research formats. In addition, Bornmann (2015) highlighted the role of digital research and scholarly platforms in facilitating alternative metrics that provide a wider view of research impact beyond traditional citation counts. Pawar (2025) suggests that faculty tend to prefer free and user-friendly platforms.

2. Frequency of Research and Scholarly Profile Updates

Table 5 presents the frequency distribution of updating researchers' scholarly profiles, in order to contextualize the regularity of maintaining an online academic presence and to describe implications for knowledge dissemination and research visibility.

It reveals that only 19.57% of respondents updated their profiles on research and scholarly platforms immediately after publishing. 39.13% of them updated twice a year, followed by 23.91% of them updated once a year, and 10.87% updated rarely, while 6.52% of respondents never updated their profile after the initial creation of the profile. This frequency pattern shows that the majority of them updating their profile infrequently or occasionally that leads to limits the visibility of their publications (Pawar, 2025).

Follow-up interviews explained that the participants mentioned that, unaware about the benefits and functionalities of using these platforms or reliance on social media networks and other informal sites they rarely or never updated their profile. One participant stated that "*I have posted all my creative visual images on my Instagram page to get instant feedback from my colleagues and professional circle*". The findings highlighted that a very few numbers of artistic researchers are highly engaged to frequently update their profile for maximizing their research visibility and creating its impact on the community. However, peer influences, regulatory bodies research mandates, and training initiatives significantly facilitate the interaction with digital research and scholarly profiles (Mukherjee, 2021).

Challenges Encountered in Integrating Artistic Research Outputs within Academic Framework

According to the Swedish Research Council (2023), the artistic research review report emphasized that there are many challenges

Table 5. Frequency Distribution of Research and Scholarly

Frequency of Profile Updates	Frequency	Percent
Immediately after Publishing	9	19.57%
Twice a Year	18	39.13%
One a Year	11	23.91%
Rarely	5	10.87%
Never (No updates)	3	6.52%

Table 6: Challenges encountered in Integrating Artistic Research Outputs within Academic Framework

Challenge/s	Frequency	Percent
Unavailability of indexed or reputed journal in local/native languages	42	91.30%
Language barriers in expressing creative processes academically	37	80.43%
Funding agencies privileging conventional research outcomes	35	76.09%
Underrepresentation of artistic research in citation indexes	34	73.91%
Misalignment of artistic forms and academic publication standards	33	71.74%
Inadequate guidelines for evaluating outcomes of artistic research	32	69.57%
Time consuming to adapt artistic work for academic contexts	31	67.39%
Lack of suitable categorization of the publication types	29	63.04%
Dissemination and visibility of published artistic research is very low	28	60.87%
Not acknowledging artistic outcomes as valid research	27	58.70%
Inadequate documentation standards for non-textual / performative research outcomes	26	56.52%
Bias against interpretive or subjective forms of knowledge	26	56.52%
The quality of works representation and visual appearance of the interface is less	23	50.00%
Lack of technological and multimedia support for artistic research outputs	22	47.83%
Limited flexibility in the acceptance and representation of research outputs in the repository.	21	45.65%
Misunderstanding of peer review process	19	41.30%
Inconsistency in creating metadata for artistic research outputs	18	39.13%

encountered by the artistic research field over coming years. Notably research funding for foundation and prospects, research infrastructure specially for accessibility and participation and research ethics related with responsibility issues and research themes were identified as major challenges in its review. This study also aims to find the challenges encountered in the integration of artistic research outputs within academic framework.

Based on the quantitative data received from the respondents, there are many challenges identified and presented in Table 6. The findings indicated that the unavailability of indexed or reputable journals in local or native languages (91.3%) is the most significant challenge for artistic researchers to integrate their research outputs within academia, followed by language barriers in expressing creative processes academically (80.43%). Arenas-Castro et al. (2024) reported that, in late 2021, less than 7% of journals allowed authors to publish articles in languages other than English. The scholars in the field of humanities are pushed to use and publish their research output in English rather than using their vernacular language (Hammarfelt & Haddow, 2018).

Furthermore, 76.09% of respondents reported that funding agencies tend to prioritize conventional research outcomes, 73.91% noted the underrepresentation of artistic research in citation indexes, while 19.13% indicated that inconsistency in creating metadata for artistic research outputs also presents a challenge to integrating artistic research within academic frameworks. Saisto and Tehdas (2019) in their study emphasized the complexity in creating descriptive, administrative, and technical metadata for performance art, as it is ephemeral and quite different from other media. The respondents from the visual and technological arts generally agreed that non-textual research outputs, such as image-based works, are difficult to validate within the academic framework (Schellini et al., 2023). The peer review's roles and practices in artistic research publications are not well established.

Followed by the interviews, the participants further explained artistic research often will not have measurable results, making it less likely to receive funds. This implies that institutional funding priorities are weighted towards conventional scientific approaches, where artistic research is not given equal value for its process-oriented and interpretative nature (Szyber, 2020). Moreover, unethical practices, partiality, and insufficient transparency an obstacle to the peer review process (Kadaifci et al., 2025).

Several participants are expressing concern that art like performances or installations are rarely archived or cataloged in academic research databases. These findings also reveal a systemic failure of identification and incorporation of artistic research in structures of academic knowledge. In addition, inconsistency in creating metadata for artistic research outcomes were noted by the participant as the challenge that hinder the standards, accessibility and the effective management of works in academic and archive environments (Meece et al., 2017). Further, Zibani et al. (2021) pointed out in his study that the higher education institutions exhibit limited flexibility in how research outputs are accepted and represented in repositories. Furthermore, they noted that most institutions do not include creative or non-traditional outputs. Francke et al, (2017) highlighted that attitudes, policies, and practices related to material preservation differ considerably across institutions, reflecting variations in the underlying purposes and functions of institutional repositories.

Best Practices for Integrating Artistic Research Outputs within Academic Framework

By integrating artistic research outputs within the academic framework, artistic researchers can engage collaboratively, innovatively, and creatively with their research questions. This approach provides a more inclusive pathway for exploring artistic experiences than relying solely on artistic methods. The best practices that can be adopted by artistic researchers and institutions for publishing research outputs should ensure meaningful integration within the academic infrastructure. Accordingly, based on the qualitative findings and a review of the existing literature, several strategies, technological solutions, and institutional approaches were explored to facilitate the integration of artistic research outputs into academic frameworks.

Interdisciplinary Research Collaboration between the artists, researchers, and technologists was identified as a best practice in integration by creating space in which scholars and artists do research collaboratively and facilitated the development of sustainable preservation techniques (Kyomugisha, 2024). These research collaborations that bridge the arts and sciences involve the integration of artists and artistic approaches within scientific and humanistic research contexts. Such collaborations foster a deeper understanding of human experiences, facilitate methodological distinction, encourage innovation in both approach and content, and create a collaborative ethics that crosses traditional disciplinary boundaries.

Standardized Academic Metrics and its Integration is found to be other strategies for artistic research integration. Developing new metrics for hybrid research evaluation system, citations and assessment of artistic research outputs that cover artistic research in equal standing with traditional scholarly works (Lewandowska & Kulczycki, 2021).

The artistic production is evaluated as ‘art’ rather than ‘research. Hence, artistic outputs and research have been employed as equivalent, yet at the same time disparate and incomparable forms of scholarly practices.

Open Access and Digital research Platforms are significantly impact on the visibility of artistic outputs within academia. The open access publishing of art and artistic research outputs within an academic context has received increased attention in the past few years. Encouraging the application of institutional digital repositories, video documentation, and multimedia archives to enhance its accessibility (Sundén & Lundén, 2015). Open Access, ensuring long-term preservation, systematic archiving and ready access to content, and visibility for institutional evaluation and funding allocation (Lambaria, 2020; Nadim & Randall, 2013).

Additionally, usage and familiarity with research digital profiles are influenced by a range of factors, including research experience, institutional policy, academic rank, institutional digital infrastructure availability, and others (Kumar & Sharma, 2022). Research mandates by regulatory bodies, peer influences, and training programs have also been shown to be important drivers of research profile engagement (Mukherjee, 2021).

Many participants discussed that Institutional Repositories is the best practice for accommodating their artistic research outputs in academic frameworks. Institutional repositories are being increasingly used by universities to save and disseminate artistic research productions, offering open access to creative works.

Support and advocacy by the library can also assist researchers in understanding that their institutional repository is a legitimate archiving option (Meece et al., 2017; Lambaria, 2020). Another requirement for consistent quality assessment of artistic outputs is consistent application of categories and labels so that uniform bibliometrics can be provided while accommodating the artistic production into repositories. Further, knowledgeable staff at the repositories would be a vital component in this process, to ascertain that publications are assigned the right metadata and labels during registration (Wahlström, 2021).

Supporting Stronger Funding Mechanisms and Research Structure also identified as one of the strategies for artistic research integration. The low priority of institutions' and funders' expectations can also be an indication of artistic autonomy as a reaction to repeated controversies regarding risks of academic limitations on artistic freedom (Szyber, 2020). Advocating for additional research funds to support artistic research and institutional funding of digital preservation, exhibition spaces, and research grants to enable artistic research (Wahlström, 2021).

Development or Enhancement of Institutional Research Policies is another way to bridging artistic research outcomes within academia. Institutions with clear policies or establishing guidelines on recognition of artistic research, structural support, funding, and archiving have proven to be more successful in preserving research outputs (Borgdorff, 2011). Well-structured and established policies define how creative and practice-based research output such as performances, installations, exhibitions, and design can be recognized as valid research outputs within institutional and national research infrastructure. Candy and Edmonds (2018) further added that policies recognizing the creative process as research in particular enable artists to be able to contribute more meaningfully to the system of academic knowledge.

Expanding the Publication Opportunities for Artistic Research production is essential for integrating creative and practice-based knowledge within the academic ecosystem. Comparatively limited opportunity for dissemination of non-textual, experiential and multimodal publications like digital works, installation and installations than the text-based research. Borgdorff (2011) argues that artistic research needs dissemination channels that can accommodate both artistic practice and critical reflection to document and share creative processes as scholarly contributions. Biggs and Karlsson (2011) stated that development of artistic research disciplinary journals, open-access platforms and digital repositories enhance accessibility and scholarly engagement. In addition, Schwab (2019) notes that hybrid digital journals foster interdisciplinary dialogue and methodological innovation by combining artistic and academic outputs.

CONCLUSIONS AND RECOMMENDATIONS

Artistic research plays a vital role in the academic setting, but its full realizable potential is reduced to having support mechanisms. Hence, the successful integration of artistic research outcomes into academia requires a comprehensive approach that integrates digital technologies, institutional support, interdisciplinary collaboration, policy formulation, and innovative dissemination strategies. The evidence confirms that artistic research can make significant contributions and creations to academic knowledge and social development, if appropriately supported. Future research must explore new methodologies and collaborative models that further integrate artistic inquiry within academic frameworks.

The study recommends that higher education institutions must implement policies that recognize artistic research on par with conventional research. Artistic research outcomes can be made more accessible through the development of dedicated digital platforms and repositories. In addition, interdisciplinarity collaboration can bridge the gap between art and science toward a more inclusive academic culture. Funding agencies and scholarly publishers must also make changes in assessment criteria to cover different types of research outputs, including exhibitions, performances, and multimedia products. Through the Research Support Services, academic libraries encourage the faculty members to publish their research

outputs in English or widely accepted languages. Provide one-to-one research consultation services for artistic researchers to design their research academically, facilitate them for reviewing existing literature, help them to find recognized or specialized journals and assist and aware the members to create scholarly research digital platforms and upload their publications and encourage them to update their profile frequently. Further, educate the faculty members on illegal digital sharing and ethical use of digital research outputs.

In addition, aware artistic researchers with the use of protective measures for the wider dissemination of their research outcomes. Furthermore, these results also suggest that targeted training and institutional incentives could encourage more consistent and strategic profile management, thereby improving the accessibility and visibility of artistic research

REFERENCES

Adema, J. (2018). Performative Publications. *Media Practice and Education*, *19*(1), 68–81. DOI: 10.1080/14682753.2017.1362174

Arenas-Castro, H., Berdejo-Espinola, V., Chowdhury, S., Rodríguez-Contreras, A., James, A. R. M., Raja, N. B., Dunne, E. M., Bertolino, S., Emidio, N. B., Derez, C. M., Drobniak, S. M., Fulton, G. R., Henao-Diaz, L. F., Kaur, A., Kim, C. J. S., Lagisz, M., Medina, I., Mikula, P., Narayan, V. P., & Amano, T. (2024). Academic publishing requires linguistically inclusive policies. *Proceedings of the Royal Society B Biological Sciences*, *291*(2018), 20232840. DOI: 10.1098/rspb.2023.2840

Biggs, M., & Karlsson, H. (2011). The Routledge Companion to Research in the Arts. Routledge. https://clab.iat.sfu.ca/804/uploads/Site/RoutledgeCompanion.pdf

Borgdorff, H. (2011). The Production of Knowledge in Artistic Research. In M. Biggs & H. Karlsson (Eds.) *The Routledge Companion to Research in the Arts* (pp. 45–63). Routledge. DOI: 10.4324/9780203841327

Bornmann, L. (2015). Alternative metrics in scientometrics: a meta-analysis of research into three altmetrics. *Scientometrics*, *103*(3), 1123–1144. DOI: 10.1007/s11192-015-1565-y

Bowman, M. (2020). The work of art criticism: collaboration, communication, community. Arts 9 (4:101), 101. MDPI. DOI: 10.3390/arts9040101

Candy, L., & Edmonds, E. (2018). *Practice-Based Research in the Creative Arts: Foundations and Futures from the Front Line*. Leonardo, *51*(1), 63–69. DOI: 10.1162/LEON_a_01471

Francke, H., Gamalielsson, J., & Lundell, B. (2017). Institutional repositories as infrastructures for long-term preservation. In *Information research, 22*(2), paper 757. Retrieved from http://InformationR.net/ir/22-2/paper757.html

Frisk, H. (2017) Art Doc - An Experimental Archive and a Tool for Artistic Research. In M. Aramaki, M. Davies, R. Kronland-Martinet & S. Ystad (Eds.), *CMMR 2017: Music Technology with Swing* (pp. 666-676). Springer, Cham. DOI: 10.1007/978-3-030-01692-0_44

Hammarfelt, B., & Haddow, G. (2018). Conflicting measures and values: How humanities scholars in Australia and Sweden use and react to bibliometric indicators. *Journal of the Association for Information Science and Technology*, 69(7), 924–935. DOI: 10.1002/asi.24043

Hansson, J., Tyrkkö, J., Golub, K., & Ahlström, I. (2021). Publication practices in the Humanities. *Nordic Journal of Library and Information Studies*, *2*(2), 41–64. DOI: 10.7146/njlis.v2i2.125238

Hovland, E. (2022). Artistic Research and the Need for a Paradigmatic Shift in Art Research, *JAR: Journal for Artistic Research*. Retrieved from www.jar-online.net/en/artistic-research-and-need-paradigmaticshift-art-research

Kadaifci, C., Isikli, E., & Topcu, Y. I. (2025). Fundamental problems in the peer-review process and stakeholders' perceptions of potential suggestions for improvement. Learned Publishing, 38(1), e1637. DOI: 10.1002/leap.1637

Khechine, H., & Augier, M. (2019). Adoption of a social learning platform in higher education: an extended UTAUT model implementation. *Proceedings of the . . . Annual Hawaii International Conference on System Sciences/ Proceedings of the Annual Hawaii International Conference on System Sciences*. DOI: 10.24251/hicss.2019.008

Knorr-Cetina, K., & Reichmann, W. (2015). Epistemic Cultures. In J. D. Wright (Ed.) International Encyclopedia of the Social & Behavioral Sciences (2nd ed., pp. 873–880). Elsevier Ltd. DOI: 10.1016/B978-0-08-097086-8.10454-4

Kumar, V., & Sharma, R. (2022). Factors influencing the adoption of digital academic tools among college faculty in India. *International Journal of Education and Development using ICT*, 18(1), 89–102.

Kyomugisha, A. (2024). Exploring the collaborations between Arts and Science in research initiatives. *Idosr Journal Of Communication And English*, *9*(3), 27–32. DOI:10.59298/idosr/jce/93.2732.202400

Lambaria, K. (2020). Considering Creative Activity in Institutional Repositories: An Exploration of Faculty Perceptions. *Journal of Librarianship and Scholarly Communication*, *8*(1), paper 2312. DOI: 10.7710/2162-3309.2312

Lewandowska, K., & Kulczycki, E. (2021). Academic research evaluation in Artistic disciplines: the case of Poland. *Assessment & Evaluation in Higher Education*, *47*(2), 284–296. DOI:

10.1080/02602938.2021.1893651

Lillis, T. M., & Curry, M. J. (2010). *Academic writing in global context*. London: Routledge

Lüneburg, B. (2023). Knowledge Production in Artistic Research – Opportunities and Challenges, *MUSIC & PRACTICE, In Artistic Research,* 10 (2), 1-30. DOI: *10.32063/1009*

Martín, P., Rey-Rocha, J., Burgess, S., & Moreno, A. I. (2014). Publishing research in English-language journals: Attitudes, strategies and difficulties of multilingual scholars of medicine. *Journal of English for Academic Purposes*, *16*, 57–67. DOI: 10.1016/j.jeap.2014.08.001

Meece, S., Robinson, A., & Gramstadt, M. (2017). Engaging researchers with the world's Orst scholarly Arts repositories: Ten years after the UK's Kultur Project. *New Review of Academic Librarianship*, *23*(2–3), 209–232. DOI: 10.1080/13614533.2017.1320767

Mukherjee, A. (2021). Academic profiling platforms and their role in research dissemination in India. *Library Herald*, 59(1), 65–74.

Nadim, T., & Randall, R. (2013). *Defiant Objects research report.* Retrieved from http://research.gold.ac.uk/id/eprint/8731

Pawar, A. B. (2025). Awareness and Use of Research Profiles among Faculty Members in Non-Technical Colleges in Ahilyanagar District: A Survey. *International Journal of Research in Library Science*, *11*(2), 198–203. httpsDOI: 10.26761/ijrls.11.2.2025.1888

Saisto, A., & Tehdas, N. (2019). D-ark—A Shared Digital Performance Art Archive with a Modular Metadata Schema. *Heritage*, *2*(1), 976–987. DOI: 10.3390/heritage2010064

Schellini, M., BenGhida, S., Ghida, D. B., & Assumpção, F. R. (2023). Academic Philistinism? The Challenges of Contemporary Artistic Research Inside Academia. Semi-structured Interviews with Visual Art Students in Brazil. *Arte Individuo Y Sociedad*, *35*(3), 1081–1099. DOI: 10.5209/aris.86280

Schwab, M. (2019.). *The Exposition of Artistic Research: Publishing Art in Academia,* 92-104 Retrieved from https:// www.researchcatalogue.net/view/60957/60958

Skains, R., L. (2018). Creative Practice as Research: *Discourse on Methodology*, Media Practice and Education, 19:1, 82-97, DOI: 10.1080/14682753.2017.1362175

Sovacool, B. K. (2023). Reprint of: The privilege of learning and serendipity: My principles of publishing research for a new academic era. *Energy Research & Social Science*, *100*, 103133. DOI: 10.1016/j.erss.2023.103133

Springgay, S., Irwin, R. L., & Kind, S. W. (2005). A/r/tography as Living Inquiry Through Art and Text. Qualitative Inquiry, 11(6), 897–912. DOI: 10.1177/1077800405280696

Sundén, K., Lundén, T. (2015). Art as Academic Output: Quality Assessment and Open Access publishing of Artistic Works at the University of Gothenburg. *Art Libraries Journal*, 40(4), 26-32. DOI: 10.1017/S0307472200020496

Swedish Research Council *(2023). Research review 2023: Artistic research*. Swedish Research Council. Retrieved from https://www.vr.se/ english/analysis/reports/our-reports/2023-01-26-research-review-2023-artistic-research.html

Szyber, B. (2020). *Fauxthentication. Art Academia and Authorship (or the site-specifics of the Academic Artist).* Stockholm. Retrieved from https://www.researchcatalogue.net/ view/819818/819819/0/0

Wahlström, A. (2021). When outputs of artistic research meet academic infrastructures: Antelopes in the horse pen (Dissertation). Retrieved from https://urn.kb.se/resolve?urn=urn:nbn:se:hb:diva-26460

Wang, Qingchun; Coemans, Sara; Siegesmund, Richard & Hannes, Karin (2017). Arts-based methods in socially engaged research practice: A classification framework. *Art/Research International: A Transdisciplinary Journal*, *2*(2), 5-39. DOI: 10.18432/R26G8P

Wesseling, J. (2020). *See it Again, Say it Again: The Artist as Researcher*. Valiz. Retrieved from https://share.google/OXtuT9p4tsIhFpTeb

Weinmayr, E. (2020). *Noun to Verb: an investigation into the micro-politics of publishing through artistic practice*. [Doctoral thesis, University of Gothenburg]. Göteborg: Art Monitor. Retrieved from http://hdl.handle.net/2077/66644

Zibani, P., Rajkoomar, M., & Naicker, N. (2021). A systematic review of faculty research repositories at higher education institutions. *Digital Library Perspectives*, *38*(2), 237–248. DOI: 10.1108/dlp-04-2021-0035

Eastern Journal of Library and Information Science (EJLIS)

eISSN: 3121-3375

Author Guidelines

The Eastern Journal of Library & Information Science (EJLIS) is an open-access, peer-reviewed online journal published biannually by the Library Network of the Eastern University, Sri Lanka (EUSL). EJLIS invites high-quality submissions presenting original research, critical analyses, and discussions on emerging trends and innovations in Library and Information Science (LIS). These guidelines outline submission requirements, formatting, and the editorial and review processes.

For editorial correspondence, please contact: Editor, EJLIS (*editorejlis@esn.ac.lk*).

1. Manuscript Categories

1.1 Research Articles

The manuscripts must be unpublished and not under review elsewhere and should present novel, rigorously validated findings.

Authors should adhere to a word limit of 4,000–6,000 words and include the following sections:

- Title: Concise and accurately represent the research.
- Author(s) Name(s) and Affiliations: Include author name(s), affiliation(s), and e-mail address(es). It should also include the corresponding author's ORCID number. If there are multiple authors, the corresponding author should be indicated with an asterisk (*).
- Abstract: Limited to 250 words, summarizing the research aim, methodology, key findings, conclusions, and recommendations (if applicable).
- Keywords: Provide up to 5 keywords for indexing and retrieval.
- Introduction: Covers background, literature review, research problem, objectives, and/or research questions.
- Methodology: Details research strategy, sampling methods, population, sample size, and analytical techniques.
- Results, Analysis, and Findings
- Discussion, Conclusions, and Recommendations
- Future Research Implications
- Acknowledgments: Brief paragraph mentioning financial or institutional support (if any).
- References: Follow APA 7th edition format.

1.2 Review Papers

Review papers should critically analyze established literature in a focused LIS-related area. They must include a clear and concise title, abstract, introduction, main body, conclusion, and references. The length of the manuscript should be within 10 pages.

1.3 Short Communications

Short communications (up to 2000-2,500 words, including figures and tables) should report smaller studies, new methods, or emerging techniques in LIS. Progress reports are not accepted.

---

2. Technical Aspects of Manuscripts

- Paper size: A4 paper.
- Margin: one inch each side
- Line spacing: 1.5-line space for content pages, 1 line space for abstract, acknowledgement, tables, and figure captions, references and appendix.
- Font type: 12pt, Times New Roman for all the contents. For first level headings 14 pt upper case, bold, for second level heading 13 pt, sentence case, bold.
- Page numbering: Consecutively numbered by Indo Arabic numbers at the middle bottom.
- Graphs and tables should be self-explanatory for readers, and these should be referred to within text.
- Horizontal lines should be avoided in the table.
- Caption should be at top of the table, and at bottom of figure (including graph). Whenever the figure or table is borrowed from other sources, it should be indicated with captions.
- References: References should be in American Psychological Association (APA) 7th edition format.
- Medium of Publication: English

---

3. Submission Process

- Manuscripts should be submitted as Microsoft Word (.docx) or Open Office (.odt) files.
- Email submissions to Editor, EJLIS (*editorejlis@esn.ac.lk*).
- Authors should ensure compliance with formatting guidelines before submission.
- A plagiarism check will be conducted, and submissions with more than 15% similarity may be rejected.

---

4. Ethical Considerations

- Authorship and Contributions: All listed authors must have made significant contributions.
- Plagiarism Policy: The journal follows a strict anti-plagiarism policy.
- Conflict of Interest: Authors must disclose any conflicts of interest.

---

5. Review Process

Submissions undergo initial screening by the Editorial Board, followed by a double-blind peer review by two independent reviewers.

6. Publication

All published work is licensed under Creative Commons (Attribution-Non Commercial-Share Alike 4.0 International)

For further details, contact the editorial office at *editorejlis@esn.ac.lk*.