

The satisfaction of post-graduate education students with library
services at the University of Transkei

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Abstract

As academic libraries continue to evolve as service organizations, they should focus on their users. This calls for a better understanding of the specific needs of library users in order to provide the appropriate type and level of service that meets those needs. The overriding goal will be user satisfaction. In this study, a survey was used to determine the levels of satisfaction of post-graduate education students with library services at the University of Transkei.

A questionnaire was administered to 100 post-graduate education students registered in 1998 of which 57 responded. The most important finding that emerged from the analysis of the responses was that the majority of the respondents were in general satisfied with the library services offered at UNITRA. However, dissatisfaction was expressed by at least twenty percent of respondents with noise levels, opening hours, lack of photocopiers, the accuracy of the library catalogue, materials being in their correct place, inefficient staff and interloans. It was found that respondents were reluctant to commit themselves to expressing high levels of satisfaction or dissatisfaction. Suggestions made by respondents included computerization and the need for staff training. Recommendations based on the findings were then made followed by suggestions for further research.

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CHAPTER 1

INTRODUCTION

The aim of the chapter is to outline the research problem, research aim, and objectives of the study, historical background of the University of Transkei (UNITRA), definition of terms, limitations and assumptions of the study.

1.1 Introduction

Academic institutions and their libraries have always been concerned with the quality of service, but now they are also required to demonstrate that it is cost effective (Doyle, 1995:140). Within higher education establishments, libraries have to pay attention to their effectiveness and efficiency. Davies and Kirkpatrick (1994:89) comment that as administrators scrutinize expensive support services such as the library, "only by demonstrating their cost effectiveness and willingness to respond to customer needs will academic libraries succeed in attracting extra funding" .

The report of the Joint Funding Councils' Libraries Review Group (commonly known as the Follet Report, after its Chairman, Professor Sir Brian Follet) was published in December 1993 and was the first major review of university library provision in the United Kingdom.

The Follet Report (1993:2) recommended that academic libraries should employ a range of performance indicators, including measures of user satisfaction. Although it can be difficult to obtain feedback from users, it can be argued that academic librarians have endeavored to be sensitive to the needs of their users.

Since the realization of the need to gather information on user opinions, and discover the extent to which the services offered are capable of meeting those needs, considerable literature in the field has been produced. Studies include those of Orr (1973), Davies and Kirkpatrick (1994), Harvey (1995), Jardine (1995), Wilson (1995), Niyonsenga and Bizimana (1996) and Andaleeb and Simmonds (1998).

Studies on user satisfaction in South African libraries, more particularly in academic libraries, are scarce and only one such study has been identified, namely that of Dalton (1992), which investigated user satisfaction levels with quality of service provided by the subject reference division at the University of South Africa (UNISA).

1.2 Historical background of UNITRA

At the request of the Transkei authorities, the Umtata branch of the University of Fort Hare was established at the beginning of 1976 and was housed in a temporary building erected on the ground of the Umtata Technical College.

The branch was committed to the upgrading of qualifications of teachers and civil servants as well as to offering educational opportunities to the community in general. All lectures were offered in the evening in the Faculty of Arts.

On 26 October 1976, the Government of Transkei passed the University of Transkei Act (Act 23 of 1976) which provided the framework for the establishment of the University of Transkei as a fully-fledged autonomous institution from 1 January 1977. The new campus was occupied in January 1980.

Professor B. Van der Merwe, the first principal and vice chancellor, played a major role in the planning of the physical facilities and in the design of the master plan for the future development of the campus. Professor Van der Merwe also guided the university through its growth from one faculty to six, namely Arts, Science, Economic Sciences, Law, Education and Medicine and Health Sciences. This period also saw phenomenal growth in student numbers from the original enrollment of 132 to more than 4000 in 1988 (University of Transkei, 1996:16).

Under the previous government, the apartheid objective of providing black South Africans with a second class education in order to keep them as second class citizens resulted in a university where the curriculum and faculty recruitment were politically controlled and facilities insufficient and inferior. Since then, UNITRA has grown into a vibrant institution with over 7000 students and a staff complement of 1 700, with academic staff drawn from virtually every continent.

In keeping with the national transformation drive, UNITRA is working rigorously towards shedding its apartheid background and establishing itself in the community of South African universities. While the consequences of its past have not yet been overcome, the university stands as a full and respected member of the university community of Southern Africa (UNITRA Annual Report, 1997:2).

1.2.1 UNITRA Library

The UNITRA Library started in 1976 with a nucleus of 4 500 books donated by the University of Fort Hare. The mission of UNITRA Library is to provide the facilities, information and information resources needed for study, teaching and research, and to promote the effective use of library services and resources in the interest of teaching staff, students, researchers and the general public (University of Transkei, 1996:18).

The library performs administrative functions as well as technical and professional functions. Processes like acquisition of materials, cataloguing, classification, inter-library loan transactions, document delivery, service to readers and book binding form an integral part of the functions performed in the library.

In 1980, the new campus was occupied with the library situated on the top floor of a five-floor building. The rest of the building was allocated to the teaching staff offices.

This was a temporary arrangement as it was envisaged that the library would occupy the whole building as the university expanded. In 1990, the library occupied part of the third floor and the fourth floor. In 1996, the university management decided to erect a new library building that is still under construction. The major reason for erecting a new building is that the present building has structural faults. In rainy weather, it leaks and the building is planned in such a way that when the power fails in the university the plant cannot provide light to the whole library but the stairs only.

Since its inception, the library's books and periodicals collection has grown systematically (University of Transkei, 1994:1). In 1997, books in stock numbered 167 527 and the periodicals subscribed to numbered 1 719. The books are organized according to the Dewey Decimal Classification Scheme while journals are arranged according to faculties, and within faculties alphabetically according to titles. The main library on the fourth floor houses the Arts, Economic Sciences, Education, Science and Law materials. The medical library on the third floor houses medical literature. From a staff of ten, including six professionals, the library is now staffed by forty two, including nineteen librarians.

In 1987, UNITRA Library started subscribing to the South African Bibliographic Network (SABINET). In 1997, the acquisition and cataloguing sections of the library were computerized.

All the UNITRA Library holdings were downloaded from SABINET to the URICA system used by the library. The circulation module that includes the circulation desk and the short loan section will be computerized next.

Like most other South African higher education institutions, the university is experiencing cutbacks in the subsidy it receives from central government. Obviously, the library is also affected. In 1993/4, allocation for the library was R2 491 398 compared with R2 820 096 allocated in 1992/3. From the budget allocation of R2 491 398, a total of R1 181 582 was committed to payment for periodical subscriptions. The balance was then allocated to the various faculties and Butterworth Branch of the university library (University of Transkei, 1994:10). In 1995/1996, the periodicals received R1 798345 for 1996/1997 subscriptions while R1 478 234 was spent on books.

In 1997/1998, the budget allocated for the library, including salaries, was seven million rands. Periodical subscriptions were allocated R1.4 m and books R1.5 m. This led to a fifty per cent cancellation of journals. The annual increase in publishers' prices and the impact of currency fluctuations contribute to the high cost of journals.

1.3 Research Problem

Andaleeb and Simmonds (1998:156) state that competitive pressures, information availability, rising costs and an increasingly aware and selective student population mandate that academic libraries become more user focused.

This calls for a better understanding of the specific needs of library users in order to provide the appropriate type and level of service that meets those needs. Thus, Millson-Martula and Menon (1995:35) assert that one element of high quality service is the "incorporation of users' personal needs and expectations into the development of programs and services". Similarly, Hernon and Calvert (1996:389) suggest that only users justify the existence of a library.

A wide range of ~~services~~ ^{that sources have been} has been available over the years at the UNITRA Library. These extend from the answering of simple queries to ^{global books to bibliographic database} the conducting of complicated bibliographic on-line searches, from guiding the user to the location of a book to formal teaching of how to use abstracts and indexes. There is no doubt about the importance attached to the ^{use of high quality int. sources} provision of services. However, given the fact that no formal evaluations have been undertaken at the library, there is an element of uncertainty concerning the ^{extent usage of the library} degree of satisfaction of users with the various ^{int. sources} services provided by the library. It is this problem which the present study aims to address.

1.4 Research Aim

The aim of this study is to determine the satisfaction of post-graduate education students with library services at the UNITRA Library.

1.5 Objectives of the study

The objectives of the study are:

- (i) to determine the levels of satisfaction of post-graduate education students with the various services at the UNITRA Library;
- (ii) to determine the reasons for any dissatisfaction expressed by the students.
- (iii) to determine how the UNITRA Library is rated in general.

1.6 Importance of the study

Robinson (1995:179) states that students are having to pay for an increasingly higher proportion of their education and, as customers, have the right to demand a demonstrably efficient, effective and state-of-the-art library and information service. The satisfaction of users with current services is an important factor as the UNITRA Library seeks to build its services to the highest standards and to maintain its services at these levels. Information on student use of services and the extent of their satisfaction with these services are vital for the planning process. Such information is needed to allow library management to see which services are eliciting user satisfaction and which are not, to assist the library management in focusing on where increasingly valuable resources would best be deployed, and to provide evidence of where ^{improvement} ~~change~~ would be most welcome.

1.7 Definition of terms

1.7.1 User satisfaction

Tessier et al. (1977:385) define satisfaction as an affective or cognitive state of mind which the user experiences as a result of use, and subsequent evaluation, of a library service. In effect, the quality of library performance is inferred from the degree of satisfaction experienced by the user.

Oliver (1981) believes that the degree of user satisfaction is determined through a four-step process. First, users acquire initial expectations, that is the beliefs that a service will achieve a certain level of performance. These expectations are formed prior to service delivery and pertain to the anticipated future performance of the service. In the second stage of the process, users experience the service and form perceptions, which are then compared with their previously conceived expectations. As a result, expectations are either confirmed (when a service performs as expected), negatively disconfirmed (when the service performs more poorly than expected) or positively disconfirmed (when the service performs better than expected). During the third step of the process, the perceived disconfirmation determines the level of satisfaction. Therefore, the user will be satisfied with the service only if it meets or surpasses his or her expectations. Finally, the level of satisfaction determines intentions for further use and whether or not the user will continue to use the service.

In the context of an academic library, user satisfaction results from comparing the library service encounter with what is expected. In terms of the present study, user satisfaction is a measure which reflects the quality of library service being provided. It should be noted that the construct "user satisfaction" will be discussed in detail in Chapter 2.

1.7.2 Library service

A library service is a service provided by the library that draws attention to information possessed in the library in anticipation of demand. More specifically, and in terms of the present study, the term will be used to refer to those services with which the post-graduate students have direct contact, namely the photocopying service, interlibrary loan, reference service, availability and quality of library collections, circulation desk, short loan and Africana sections.

Photocopying service

Photocopying machines are available for use by library users requiring copies of reading material. This service is run by a private company and it is found in the main library. The operators make copies for users and users pay cash.

Inter-Library loan section

Library material not held in the UNITRA Library can be obtained from other libraries for staff and post-graduate students via the inter-library loan section. There are four staff members.

In this section, users fill in the request forms and when the requested items have been received, the lecturers are notified by internal mail. The post-graduate students must, from time to time, check if the items have arrived or not.

Reference service

The lending librarian who is in charge of the short loan section, the circulation desk as well as shelving is also responsible for the reference service. However, users usually direct their queries to the circulation desk staff. The periodical's librarian does the literature searches involving journals. The circulation desk staff together with the lending librarian does literature searches involving books. The cataloguing staff also assist in these literature searches where necessary.

Circulation desk

This is where library materials are issued and returned.

Library books are only issued against borrowers' pockets given to the member at the time of registration for the current academic year.

Borrowers' pockets are not transferable and, therefore, a borrower is responsible for items borrowed. Students must show their identity cards whenever they borrow material. This procedure is followed to ensure that no one borrows library material on another student's name.

Under-graduate students may borrow up to six books at a time for an initial period of fourteen days. An extension of the loan period may be granted if necessary.

Post-graduate students may borrow eight books at a time, also for a period of fourteen days. The loan period may be extended for another fourteen days. Full-time teaching staff may borrow up to a maximum of twenty books at a time for a period of ninety days.

There are four staff members at the circulation desk, two on the morning shift and two on the evening shift.

Short loan section

The short loan collection contains multiple copies of books and other documents, which are in heavy demand. It consists of recommended reading items, textbooks, and photocopies from journal articles, pamphlets and handouts required to be read for tutorials, essays, tests and examinations.

Material belonging to the university library can be borrowed for overnight use.

Material borrowed overnight is issued at 20h00 and brought back at 9h00 the following morning. There are four staff members in this section, two in the mornings and two in the evenings.

Africana section

Africana is the term used to describe printed material dealing with Africa. Thus, the emphasis in this section is on African publications. The material includes publications of South African government departments, parliamentary papers, statutes, gazettes and reports of quasi-governmental and para-statal corporations. Theses and dissertations completed at UNITRA are also housed in this section.

Periodicals section

The periodicals section houses a collection of bound and unbound journals, magazines and newspapers of teaching and research value. Loose issues are not issued. The bound volumes are issued out only to the teaching staff for a period of seven days. There are four staff members.

1.7.3 Post-graduate students

The Concise Oxford Dictionary (1995:1068) defines post-graduate as a course or study carried on after taking a first degree.

Therefore, post-graduate students consist of students who already have the first degrees and are now engaged in courses or studies in addition to their first degrees.

The Faculty of Education at UNITRA offers two post-graduate courses, that is the Higher Diploma in Education and the Bachelor of Education (B.Ed).

1.8 Limitation of the study

The unit of analysis is restricted to postgraduate students who are registered for the Higher Diploma in Education and the Bachelor of Education degree up to and including 31 March 1998. The focus is the measurement of the satisfaction levels with library services as indicated by the post-graduate students using the facilities.

The fact that a sample of the total student body was not surveyed means that the findings of the study are limited to post-graduate education students only.

1.9 Assumptions underlying the study

Assumptions encompass information that the researcher takes for granted but which is both relevant and basic to understanding the investigation. Three assumptions are made for this study. They are:

1.9.1 Post-graduate students have general and specialized information needs arising from their study and research endeavours.

1.9.2 Post-graduate students are motivated to use an academic library to pursue their studies.

1.9.3 Post-graduate students are in a better position to rate their satisfaction of services as opposed to under-graduates.

1.10 Structure of the study

Chapter 2 contains a review of the relevant literature relating to user satisfaction and the evaluation of library services. In Chapter 3, the main focus is on the research methodology employed. The research design, sampling, data collection and data analysis are described and discussed. The key findings of this study are presented in Chapter 4 in the form of tables. The interpretation of the findings is discussed in Chapter 5. Chapter 6 contains a summary of the study, conclusions reached and recommendations for further research.

1.11 Summary

In this chapter, a brief background of UNITRA and the UNITRA Library was provided. The research problem, research aim and objectives were outlined. This was followed by the definition of terms used. The limitation of the study as well as the various assumptions underlying the study were then put forward.

CHAPTER 2

Literature Review

2.1 Introduction

In order to place the present study in a wider perspective, the literature relating to user satisfaction is reviewed and discussed. Other issues discussed are: users and library services, service quality, and evaluating library and information services. To harness and implement the concept of service quality within the context of an academic library, marketing literature has been reviewed. The literature reviewed not only focuses on academic libraries but public and special libraries as well.

The information used in this review has been obtained through the following databases: CARL; EMERALD-LIBRARY (MCB); ERIC; Index to South African Periodicals (ISAP); LIBRARY LITERATURE; LIBRARY AND INFORMATION SCIENCE ABSTRACTS (LISA); NEXUS (HSRC) and SWETSNET.

2.2 Brief overview of user satisfaction studies

2.2.1 Early works - the 1970s

In 1972, an American symposium considered approaches to measuring library effectiveness (Hershfield and Boone, 1972).

Among other things, the participants looked at the methodologies then available and a measurement-effectiveness index was suggested.

There was a feeling that measurement was more concerned than in the past with the quality of service and reader satisfaction than simply with physical measurements. It was said that although quantitative measures do not equal quality, one could infer levels of quality from them.

It is interesting to note that measures were then described as static (that is standards) as the library tended to be seen as goods-oriented rather than service-oriented (Goodall, 1988:128). In contrast, it can be argued that librarians today are much more conscious of providing a service for a market.

Taylor (1972) stressed the need for academic libraries to move from measures of quantity to those of process and user satisfaction. Orr (1973) wrote what has been deemed a major paper on the topic of measuring the "goodness" of library services. He suggested a distinction between library quality (how good is the service) and value (how much does it do), and four areas within which to define measurement variables (resources, capability, utilization and beneficial effects).

De Prosopo, Altman and Beasley (1973) conducted a study in public libraries to find new ways of describing library service in statistical terms and creating a better profile of library operations.

There was an awareness of the problems of communication between the researchers and the librarians and skepticism of statistical approaches to measuring quality. The need was recognized for measuring services in a user-related way, using data that would be useful to users.

In The United Kingdom, the Chartered Institute of Public Finance and Accountancy (CIPFA) (1974) produced a brief discussion paper on output measurement which considered terminology and problems of measurement and gave some simple ideas for measures for libraries, such as membership and issues.

Output measures were also being considered by the Library Management Working Party of the Advisory Council for England (1973:4) which noted that most attempts to determine the effectiveness of library services had been directed towards measuring and monitoring use. This was found to be unsatisfactory because the amount of use bore no predictable relation to the quality of service. It was also noted that statistics alone could not be expected to produce all the information needed and there was a call for research and experimentation to determine suitable methodologies. Interviewing and survey techniques were noted as means of discovering the real effectiveness of the library services.

Zweizig (1976:48) explicitly stated that the majority of library research essentially has ignored the user. Burns (1978:4) advocated that the key to high quality service was the users and their responses.

He looked at library use as a performance measure and believed that users were the only data sets that contained both input and output measures of system activity. He further suggested that users should be used for performance measurement instead of comparing monetary inputs and circulation statistics.

Du Mont and Du Mont (1979) developed criterion and measurement techniques for assessing library effectiveness based on models of goal attainment, efficiency, user satisfaction and behavioral factors.

2.2.2 The 1980's

D'Elia and Walsh (1983:110) stated that there are two approaches to the measurement of user satisfaction - the objective and subjective. With the subjective approach, the user was the unit of analysis and the user's opinions of how well the library has performed in satisfying his or her demands were the measurement of satisfaction. It was assumed that these user evaluations were valid indicators of library performance. Evans et al (1972) argued against the use of these subjective approaches on the grounds that users were not competent to render valid evaluations of library services.

Lancaster (1977), Chwe (1981) and Tessier et al. (1977) argued for the necessity of soliciting these user evaluations for a number of reasons. Firstly, many user demands for materials were either too complex or too ambiguous to fit the constraints of the objective measures, which tended to be predicated upon demands for specific items.

Secondly, users used a variety of services for which there were no objective measures of performance. Consequently, the user, as the ultimate consumer of these services, was most qualified to evaluate the performance of these services. Thirdly, present and future behavior toward the library may have been affected by these subjective evaluations; therefore, an understanding of how and why users evaluated the library as they did was essential for planning and provision of library services. For these reasons, the subjective approaches were important components in the study of user behavior.

Auster (1983), Budd and DiCarlo (1982), Chwe (1981), Hilchley and Hurych (1985) and McMurdo (1980) also agreed that the key to quality of a professional service lay in the subjective judgments of those who used it.

With the objective approach the library is the unit of analysis, and the proportion of items that the library can supply upon demand is the measurement of satisfaction. The objective and subjective approaches are purported to be indicators of library performance, and it is assumed that users of libraries experience satisfaction if their demands commensurate with these levels of library performance.

2.2.3 Recent developments

Davies and Kirkpatrick (1994) showed how opinions of users could be collected in order to improve library services.

The results of their " Library Quality Survey" gave a clear indication of the usefulness of collecting user opinions in helping to advance quality improvement. Further analysis of data also led to the identification of the key service dimensions and their relative influence on users' judgments of library quality. The dimensions were: library staff efficiency and effectiveness, library rules, photocopying facilities, the computer system, the book/journal collection, environment, library information, the availability of stock and noise levels.

Harvey (1995) stated that the Student Satisfaction Approach, an annual student satisfaction survey conducted at the University of Central England in Birmingham, integrated student views into management strategic decision-making.

The statistical data collected through survey research was transformed into management information designed to identify clear areas for actions.

Doyle (1995:140) stated that scrutiny of the quality of a library service was a crucial part of the drive for high standards and value for money. She further suggested that librarians needed to be able to assess the quality of services and obviously the perceptions of users had to form an important part of this assessment.

The study of Doyle (1995) described the development of a reliable short questionnaire, The Perception of Library Service Questionnaire (PSLQ), to measure the students perceptions of, and satisfaction with, the quality of service in an academic library. This formed part of a wider study to evaluate student awareness and use of library services and staff support. A final sixteen item PLSQ emerged which produced internally consistent responses and which appeared to measure satisfaction with staff helpfulness and physical conditions in the library and perceptions of the ability to find information and knowledge of other services.

Niyonsenga and Bizimana (1996) conducted a study on measures of library use and user satisfaction with academic library services. They evaluated library activities and services at the libraries of the National University of Rwanda.

The lack of trained staff at the information counter, the lack of efficient reference services, the need for recent journals, the lack of photocopier services, the need for a well organized circulation service and the lack of functional schedules were found to be the major problems. They stressed that this is the case with most of university libraries in developing countries.

Andaleeb and Simmonds (1998) tested an alternative model of customer satisfaction with academic libraries. Although no attempt was made at replication, the authors borrowed from earlier studies, relying to a great extent on service quality literature.

The results of this study suggested that academic librarians focused on two major elements, namely resources and demeanor. They claimed that a "rescue strategy" was important because academic library users frequented their libraries to find solutions to their academic problems and needs. They stressed the need for academic librarians to continuously monitor the academic environment in order to provide customer-focused services. The findings of the study also suggested that library users, especially students, accorded significant importance to the demeanor of the library staff. The user-based model developed in their study supported and strengthened the need to provide high quality services to academic library users. The need to provide such services was based not only on what customers wanted but also on the experience of many library professionals who had long known about these needs.

As noted, the only South African study identified relevant to the present study was that of Dalton (1992).

Dalton developed a quantitative user satisfaction assessment instrument to evaluate user satisfaction levels with the quality of service provided by the subject reference division of the University of South Africa Library. She advocated that the effectiveness of library and information service be judged in terms of outputs which comprised the products and services generated by library activities. She further claimed that since the user was the direct recipient of library's outputs, it was meaningful to include some form of measure which

reflected the user's perceptions about the extensiveness and effectiveness of the outputs received from the service.

It is evident from the above review that strong support exists for a user-oriented approach to measurement since user satisfaction is cited frequently as the best measure of performance. Patrons will judge, and obviously do judge, the services librarians provide, and the library profession as a whole need to acknowledge its clientele's judgment and be responsive to it. However, there have been reservations expressed about the suitability of user satisfaction as well the positive aspects attached to soliciting users' opinions of services, and these will be discussed below.

2.3 Limitations and value of the measure "user satisfaction"

It has been suggested by more than one writer in the area of library evaluation that patrons are not reliable judges of the services provided. Penetrating criticism was reflected in the sharp words of McMurdo (1980:83) who detected a conspicuous absence of empirical progress in the area of user satisfaction:

The volume of publishing activity should by now have produced a sophisticated body of knowledge. In reality, a lack of both scientific technique and methodological uniformity has generated a rambling, redundant literature little of which is competent to be used as a foundation for further work.

Young (1984:124) bluntly stated that library users seldom possessed the expertise to evaluate the quality of library services. Dalton (1992:88), discussing the suitability of user satisfaction as a measure for evaluating library services, claimed that " firstly, it is believed that users may indicate high levels of satisfaction when they suspect that library services are under scrutiny. Secondly, it is great problem to motivate the users to complete the user survey forms" .

Tagliacozzo (1977:243) introduced the concepts of usefulness and " helpfulness" and concluded " the judgment of some users reflects their general opinion of the potential usefulness of the systems rather than specific appraisal of the service rendered to them. The objectivity of an evaluation is often lost when patrons are directly approached and asked about the service" . Library users may have often felt that they should praise the librarian and the library in exchange for the highly personalized service they were receiving.

Although some authors have questioned the suitability of user satisfaction, there are positive aspects attached to soliciting the opinions of the users.

Dalton (1992:87) stated that library services represent a diverse range of activities for which there were often inadequate measures defined, for example verbal and non-verbal communication skills in the reference interface situation.

According to Dalton (1992) it was, therefore, meaningful to take the perceptions of the user into account when evaluating the interaction between the user and the service, since the recipient was the most qualified to judge the outputs. Secondly, an understanding of the user's expectations and demands from the library service was an important source of input. Thirdly, although it was argued that objectivity was sacrificed when users were asked directly for their opinions, this could be countered by the view that the inclusion of a measure such as user satisfaction constituted a holistic assessment of effectiveness.

2.4 Users and library services

In almost all instances, libraries have possessed a long and commendable record as service organizations. Millson-Martula and Menon (1995:34) believed that libraries continuously implemented new programs and services with the hope that these succeeded in satisfying user needs. They pointed out that academic libraries had attempted to provide their users with information about their services on a consistent basis. According to the authors, their goal had been to provide relevant and high quality service to the users.

The authors, however, claimed that the element of service quality was still absent. That element was the incorporation of the user's personal needs and expectations into the development of the service.

This called for librarians to establish an ongoing relationship with their users in order to find out what the users really needed and expected. Staff became listeners who then were able to process user input on a continuous basis.

2.5 User expectations

Academic libraries must be able to describe their services with the following equation: service performance > expectations (Millson-Martula and Menon, 1995:36). The key term in this equation was expectations. According to Zeithaml, Parasuraman and Berry (1990:19), expectations were the standards against which a firm's performance should be judged. There was no reason why this could not be true with academic libraries. Millson-Martula and Menon (1995:36) defined expectations as assumptions about the likelihood of something occurring, and coupled with these assumptions was the acknowledgment that the outcome might not be as expected. More concisely, expectations reflected anticipated performance.

According to Herbert (1994:13), a user was likely to establish two service levels. The first was the desired service level that the user hoped to receive. The other was the adequate service level which consisted of the service that a user will find acceptable. When a user did not have a clear understanding of what options existed, expectations were likely to be appreciably lower.

Millson-Martula and Martula (1995:37) claimed that a commonly held belief was that the customer was always right.

However, the opposite was more likely the case; customers often held unrealistic expectations.

According to Sanford (1989:30) customers may not always have understood the policies and procedures under which a library operated. Furthermore, customers may not have realized that such policies and procedures could be essential to the library's survival. This could lead library users to have unrealistic expectations which, if not adjusted, would result in customer dissatisfaction.

According to Millson-Martula and Menon (1995:37) the library environment involved three elements: user expectations, library performance and user satisfaction. They further claimed that when undertaking research concerning customer satisfaction, evaluating the quality of services rendered, or implementing actions enhancing the level of customer satisfaction, academic libraries needed to keep in mind that the key was focus that is the research should only focus on the academic library users. They further suggested that academic librarians must first identify who their primary customers were. They could then learn the needs and expectations of their customers as well as evaluate the level of customer satisfaction with library services.

2.6 Service quality

Any library is working to mobilize resources to provide services that meet the needs of users and that fulfill the overall mission of the institution. The need to improve and deliver better services therefore is emerging as an important theme.

At the same time, providing access to information is being advocated as a more desirable measure of quality of academic libraries.

According to Parasuraman, Berry and Zeithaml (1991), users made the judgment of quality by assessing the extent to which an actual service met or exceeded their expectations for an excellent or superior service. Edwards and Browne (1995:163) defined a high level of quality as one in which there was perceived congruence between what clients expected and what they received or the perceptions of service quality exceeded expectations.

To implement the concept of service quality within the context of academic libraries, several authors have turned to marketing literature. Coleman et al (1997), Hernon and Calvert (1996), Nitecki (1996) and White and Abels (1995) have conducted recent research on this. In these studies, use of the SERVQUAL, a service quality survey created by Berry, Parasuraman, and Zeithaml (1988) to measure the library service quality was prominent. Coleman et al. (1997), Hernon and Calvert (1996), Nitecki (1996) and White and Abels (1995) were of the opinion that five SERVQUAL dimensions could influence overall satisfaction: tangibles, reliability, responsiveness, assurance, and empathy.

Coleman et al. (1997) found that customer ranking of the relative importance of the five service quality dimensions was: reliability, responsiveness, assurance, tangibles and empathy.

White and Abels (1995) identified similar results in a study where SERVQUAL was used to assess its applicability to special libraries and information centers. Reliability related to the library's ability to perform promised services dependently and accurately. Responsiveness was identified as the most important element of service quality in the SERVQUAL literature.

It referred to the willingness of staff to help and provide prompt services. In academic libraries users expected that the library staff would attend to there needs quickly and efficiently.

Andaleeb and Simmonds (1998:159) stated that the construct "demeanor" was introduced and it included empathy and assurance. The construct was depicted by staff sensitivity to user needs, willingness to listen to user problems, being polite, being courteous, and being sympathetic and reassuring. The items used to delineate 'tangibles' included the overall cleanliness of the facilities, visually appealing environment, and the appearance of the staff. Since the academic library service is categorized as a non-profit organization, the services rendered need to be evaluated.

Andaleeb and Simmonds (1998:158) claimed that a library's resources were critical to user satisfaction. On the one hand, libraries with limited resources would not satisfy their users while libraries, which had large collections and could provide various services would definitely achieve high levels of satisfaction.

They further suggested that the availability of resources had a significant influence on user satisfaction and the quality of the resources could be judged from an overall perception as to whether the library could provide the materials when and where needed.

In terms of the present study, the user as the ultimate consumer of the library services is the most qualified to evaluate the services. An understanding of how and why users evaluate the library services is essential for the planning and provision of library services and this will be explained below.

2.7 Evaluation of library and information services

There is an expectation that libraries will be able to offer state-of-the-art services. Financial constraints have contributed to the quality of services being put under close and constant scrutiny. Wilson (1995:187) claimed that libraries were expected to demonstrate success and value for money. This accountability, which has become high profile in many libraries' services, involved revealing, explaining and justifying particular actions. Increasingly, libraries were being made more accountable to their client groups. It was true that the users were becoming more assertive about their needs, about quality of services and more generally about their rights. In this kind of climate it became imperative that services were evaluated to ensure that the quality was being maintained or improved.

Dalton (1992:71) stated that while the implementation of an evaluation process in a library and information service organization presented certain difficulties, the problems had not been lessened by the tardiness on the part of the librarians to reach a consensus on the applications of terms relating to the subject. There was a tendency for concepts to be used interchangeably, and often inconsistently, resulting in confusion and incompatibility among the reports in literature. As a result, the major terms in the evaluation field were defined, as they are understood in this study.

2.7.1 Terminology

2.7.1.1 Evaluation

According to the **Concise Oxford Dictionary** (1995:466), to evaluate means to assess. Lancaster (1977:1) stated that some authors claimed that evaluation was a branch of research to determine how well a program performed. Others stressed its role in decision-making: the evaluation gathered data needed to determine which of several alternative strategies appeared most likely to achieved desired results. For the purposes of this study, evaluation is a management technique used to ascertain the effectiveness or the quality of the organizations operations. Amongst other things, it helps the managers to allocate resources more effectively.

2.7.1.2 Effectiveness

Lancaster (1977:1) defined effectiveness as the extent to which a service satisfied the demands placed upon it by its users. This meant that effectiveness was not only the ability of an organization to accomplish its objectives but also to what degree this was attained.

2.7.1.3 Measurement

Measurement is not the same thing as evaluation. Allred (1979:24) stated that measurement was not evaluation, it was secondary to it. It was to the evaluation of library services that measurement was properly directed. Evaluation should be based on measurement.

2.7.2 Inputs, outputs and outcomes

Lancaster (1993:2) claimed that for evaluation purposes, a library could be looked at in a number of different ways. It could be looked at in terms of inputs, outputs and outcomes. Knightly (1979:174) distinguished clearly and simply between library inputs and outputs. Inputs were tangible and easily quantifiable. The most obvious example was the collection of books and other materials. They were inherently quantitative rather than qualitative in nature. That is, the inputs had little value in and of themselves - they could only be evaluated in terms of the role that they played in achieving the desired outputs.

The outputs of the library, for example, the services provided, were less tangible than the inputs and much more tangible than outcomes. The outputs were easily quantified, for example, the number of documents delivered, the number of literature searches performed and the number of queries answered. The outputs could be evaluated in terms of quality.

Lancaster (1993) stressed that outcomes referred to the extent to which desired outcomes of a service had been attained. He further suggested that, unfortunately, the desired outcomes would tend to relate to long term social, behavioral or even economic objectives that were intangible and therefore not easily converted into concrete evaluation criteria.

The interrelationship that exists among inputs, outputs and outcomes has important implications for the design of an information service.

Lancaster (1993) suggested that one should begin by defining what it was that the service was intended to achieve. These were desired outcomes. One then determined what services (outputs) were needed to produce these outcomes, and how these services could be provided most efficiently and economically. This led to the identification of the inputs necessary to achieve the desired outputs.

King and Griffiths (1991) summarized their long record of evaluative research and outlined four categories of generic measures: (1) input cost measures (staff, equipment, facilities, collections, the allocation among those and their attributes); (2) output measures (quality of service, timeliness, availability, accessibility); (3) effectiveness measures (amount of use of service); (4) service domain measures (total population size and attributes, user population size and attributes).

While the terminology differed, these same categories held across many schemes of measurement: inputs, outputs, processes and outcomes. It was the relationships among the measures that provided a basis for decision-making and what could start out looking like a quantitative measure could emerge as a qualitative indicator (Lancaster, 1977:3). In terms of the present study, the effectiveness of library services is to be judged in terms of outputs that comprise the products and services generated by the library tasks and activities. Since the user of a library is the direct recipient of its outputs, it is meaningful to include some form of measure, which reflects the user's perceptions about the extensiveness, and effectiveness of the outputs received from the service.

2.7.3 Purpose of evaluation

There are many possible reasons why the managers of libraries may wish to conduct evaluation of the services provided. Lancaster (1993) identified four reasons for evaluation of library services.

The first one was simply to establish a type of benchmark to show at what level of performance the service was now operating. If changes were subsequently made to the services, the effects could then be measured against the benchmark previously established. The second reason was to compare the performance of several services. The third reason was simply to justify their existence. The last one was to identify possible sources of failure or inefficiency in the service with a view to raising the level of performance at some future date.

In the present study, the second, third and fourth reasons mentioned above apply. The objective of this study is to determine the levels of satisfaction of education post-graduate students with library services at UNITRA Library.

2.8.4 Methods of evaluation

There are two approaches to the evaluation of library and information services - the subjective and objective. Subjective studies are based on opinions. These are not without value because, as has been shown in the previous section (section 2.8.2), it is important to know how people feel about a service. With the objective approach, the library is the unit of analysis, and the proportion of items that the library can supply upon demand is the measurement of satisfaction (D'Elia and Walsh, 1983:110). The focus of this study is limited to the subjective construct, in that the opinions of post-graduate education students have been sought concerning the services at UNITRA Library.

2.7.5 Trends characterizing evaluation of library services

Dalton pointed out that a review of literature on library evaluation and measurement revealed that there were five basic trends, which characterized its theoretical and empirical development. The trends were: shift of focus from efficiency to effectiveness, shift of focus from single index to multivariate indexes of measures, standards and guidelines, subjective measurement in evaluation and standardized manuals of output measures.

2.7.5.1 Shift of focus from efficiency to effectiveness

Initially, library managers relied on enumerative statistics. The emphasis was on the number of items the library had and this information was used for funding purposes. This quantitative approach was severely criticized by the library community as these statistics were often no more than simple aggregations of available data, for example number of employed staff, and items circulated (Dalton, 1992:5). White (1977) stated that no statistical approach could completely measure the quality of service or the value of information to a user. Henceforth, there was a gradual shift from these indicators that concentrated on efficiency to measures that reflects the extent of service effectiveness.

2.7.5.2 Shift of focus from a single index to multivariate indexes of measures

It is generally acknowledged that there is no single direct measure that will reflect accurately the performance of a library or its effectiveness. Evans et al. (1972) observed that most of library evaluation studies were characterized by one or two performance measures applied to a particular facet of the service. As a result, researchers started to use combinations of measures not only to reflect the diversity of the library's activities but also to generate objective and subjective data about the performance of those activities (Dalton, 1992).

2.7.5.3 Standards and guidelines

The use of library standards as guides for assessing effectiveness was documented by Kania (1988), Kaser (1982) and Lynch (1982). Most of the standards seemed to have moved away from reliance on absolute quantities and the focus was more on recommended structures, policies, and processes. Kania's work is valuable for her derivation of a series of further performance standards for use in self-studies and accreditations, although she avoided recommending specific measures.

2.7.5.4 Subjective measurement in evaluation

Millson-Martula and Menon (1995) asserted that one element of high quality service was the incorporation of user's personal needs and expectations into the development of the services.

According to them, the continued success of a service organization such as an academic library depended on the organization's ability to adjust its products and services to correspond to user needs. Similarly, Hernon and Calvert (1996) suggested that only customers justified the existence of a library. Nitecki (1996) also claimed that the assessment of how well a library succeeded depended on a user as a judge of quality.

2.7.6.5 Standardized manuals of output measures

The concept of manuals was stimulated by the desirability to consolidate previous research efforts in library service measurements as well as to attain consensus among practitioners on a set of measures and appropriate means for implementation (Dalton, 1992). Until recently, the approach to evaluation among academic library managers was characterized by individualism. Kantor (1984:2) mentioned a published manual that focused on objective measures for an academic library.

In 1990, Van House et al. published a book entitled *Measuring academic library performance* that denoted a total service approach to measurement. Each output measure was included because of its relative importance to the total library program, whilst it was the responsibility of an individual library to select a set of measures which best reflected its definition of effectiveness.

The emergence of standardized manuals was based on pre-determined output measures, both in the public and academic library sectors.

The desire to incorporate both objective and subjective output measures was a major advance in evaluation philosophy as it symbolized a more balanced approach in the assessment of service effectiveness (Dalton, 1992:90).

The importance of this study is that it investigates the determinants of user satisfaction and, furthermore, that the methodology employed for the purposes of library evaluation includes marketing research that is guided by sound principles.

From the literature review above, there is strong support for a user-oriented approach to measurement, and user satisfaction is frequently cited as the best measurement of performance. Lancaster (1977:1) pointed out that a primary criterion for assessing the effectiveness of the library and information service was user satisfaction. In terms of the present study and as mentioned, the subjective judgments of the post-graduate education students have been used in determining their levels of satisfaction with library services.

2.8 Summary

In this chapter, the literature relevant to the study was reviewed. The first part of the chapter provided an overview of user satisfaction studies adopting a broadly chronological approach.

The second part of the chapter dealt with the value and the limitations of the construct "user satisfaction" . This was followed by a brief discussion of users and library services, user expectations and service quality.

The last part of the chapter dealt with the evaluation of library and information services. The key concepts pertaining to measurement and evaluation were defined. A brief outline of the purposes and methods of evaluation followed this. Finally, the broad trends characterizing the development of evaluation in library and information organizations were described. Where appropriate, an attempt was made to relate the present study to the discussion.

CHAPTER 3

Research Methodology

This chapter discusses the research design, sampling, data collection and data analysis adopted in the study.

3.1 Introduction

Libraries and information services carry out or commission user studies in order to generate information which will enable them to make more informed decisions about present or future services. The quality of information upon which these decisions are made, needs to be as free of error as possible. Goldhor (1972:12) states that the criteria and method of research used are critically important to the quality of research.

3.2 Research design

According to Kerlinger (1986) the concept "research design" includes the plan, structure and strategy of research. The main objectives of a research design are to control the answers to research questions and to eliminate or balance out variance that may have a differential effect on the research results.

There are two types of research design, namely experimental and nonexperimental. Kerlinger (1986:293) states that an experimental design is one in which the investigator manipulates at least one independent variable.

In nonexperimental research one cannot manipulate variables or assign subjects at random because the nature of variables is such as to preclude manipulation. The principal difference between experimental and non-experimental research is that the latter approach cannot manipulate the independent variable and the investigator is unable to create carefully controlled conditions. Despite the weakness of nonexperimental research, its methods are used in psychology, sociology, education and library and information science.

3.2.1 Choice of methodology

Busha and Harter (1980) claim that since library and information science is closely related to social and behavioral sciences, it is appropriate to use a methodology that is used in social science research. The method that was considered suitable for this study was the survey.

3.2.1.1 Survey method

Schuman and Kalton (1985:635) claim that asking questions is a remarkably efficient way to obtain information from people.

The number of people may vary from a hundred to hundreds, but the hallmark of surveys is that the researcher presents specific questions or items (survey instrument) to which people (the respondents) provide answers or reactions (the responses). Thus surveys involve an exchange of information between researcher and respondent; the researcher identifies topics of interest, and the respondent provides knowledge or opinions about those topics. Depending upon the length and the content of the survey as well as facilities available, this exchange can be accomplished via written questionnaires, in-person interviews, or telephone conversations. In this study, the questionnaire was used.

3.2.1.1.1 Questionnaires

The questionnaire is the basic research tool in the social sciences, capable of being tailored to the demands of almost any research topic. It is generally acknowledged that questionnaires are the most popular form of surveying the opinions and perceptions of individuals. Dyer (1996:112) defines a questionnaire as a list of questions to which answers are being sought. There are two different types of questionnaire. One is the exploratory questionnaire, which is wide-ranging but relatively shallow. This might be used when the researcher is "trawling" for information during the early stages of a project when the precise shape of a problem is still to be discovered. The other is used for more in-depth data gathering and takes a deep approach. The latter type has been used for this study.

Burton (1990:63) points out that the popularity of the questionnaire is ascribed to the relatively low costs associated with its administration, and questionnaires are often a convenient way to obtain data from a large population or sample, particularly if the population is geographically dispersed and travel is not feasible for reason. Many would suggest that because the questionnaire is more anonymous than the interview, respondents are likely to be more candid. Similarly, the personal influence of the interviewer is avoided: sex, ethnic origin and perceived social status may all influence the accuracy of the interviewer, but can be eliminated in the questionnaire.

Questionnaires have disadvantages inherent in their nature. Response rates often tend to be low, even if a reply envelope is provided: the questionnaire is put aside for answering in the near future. There is, after all, little apparent incentive to complete a questionnaire. The accuracy and completeness of the responses are often inadequate (Burton, 1990:62).

The questionnaire in the present study was divided into eleven sections and had fifty-one questions. In section A, personal details of the population were required. From section B to section K the questionnaire contained specific factual questions that measured satisfaction with a range of library services offered by the library. Questions on similar topics were kept together and this was considered important for the data analysis.

It is important to choose the right format for each question. Questions can be closed or open-ended. Closed questions, which provide the backbone of most questionnaires, are questions in which the range of possible responses to a question was completely determined by the researcher: the respondents are simply required to select one from a range of possible answers. Open-ended questions are those which do not limit the nature of response in any way. A question is asked and the respondent is provided with a space in which he or she can answer in his or her own words (Burton, 1990:64).

In terms of the type of questions used in the questionnaire for the present study, closed questions predominated. If a response of "unsatisfactory" or "highly unsatisfactory" was given, the respondent was asked to explain why. While the questionnaire could be considered long, the closed questions used were straightforward and quick to answer and lay within the intellectual reach of the majority of the sample. Furthermore, the answers were easy to code and analyze and could be readily compared with each other across different respondents.

A single standard form of response was used throughout the questionnaire. This minimized any possibility of inaccurate answering due to the respondent having been confused by the different requirements of different questions. Question 51 was an open-ended question.

3.3 Sampling

Slater (1990:23) states that the function of a sample is to represent a much larger population of individuals, which forms the real focus of interest of research. The main aim of obtaining a sample is to try to ensure as far as possible that the sample is an accurate reflection of the population, so that inferences made about the sample can be validly generalized to the population.

In the present study, however, the sample comprised the entire population. There were one hundred post-graduate students registered in the Faculty of Education. The post-graduates included full-time and part-time students. There were seventy six students registered for the Higher Diploma in Education and twenty four registered for the Bachelor of Education degree.

3.4 Pilot study

Bless and Higson-Smith (1995:43) state that it is often very useful to assess the feasibility of a research project, the practical possibilities of carrying it out, the correctness of some concepts, the adequacy of the method and the instrument of measurement by doing a pilot study.

Piloting a questionnaire involves drafting a version in the proposed order of the questions and discussing it with colleagues or with others, some of whom should have no knowledge of the background to the study (Slater, 1990:74). This would remove any immediate problems of clarity, understanding and order of questions but this revised version should also be piloted with a small sample of the population for whom the questionnaire is designed. Ideally, this should include some mechanism for feedback from respondents.

In this study, the questionnaire was piloted on five post-graduate students. After the completion of the questionnaires the respondents were interviewed on problems encountered. This led to minor corrections such as spelling in the questionnaire.

3.5 Data collection

Administration of questionnaires can take several forms: they may be administered to a group, they may be dropped off at a location, or they may be mailed to the respondents. In this study, the drop-off method of administration was done. The main advantage of the drop-off administration is that respondents can complete the questionnaires at their leisure, and they have greater anonymity in their responses, thus possibly reducing bias.

A covering letter was written and the letter was incorporated as the first page of the questionnaire. The letter explained the purpose of the investigation as well as the importance of the students' participation.

The questionnaires were distributed at lecture halls where entire year groups were taught simultaneously. The reason for this was that leaving questionnaires in the library would not have reached those who rarely used the library and who may have had the most negative opinions of its services. Furthermore, distributing the questionnaires in the library would have made it difficult to identify the postgraduates of the Faculty of Education.

Monitoring the response rate is an important activity in the data collection phase of survey research. Response rates can vary significantly. Generally, experience suggests that 60% or more is very acceptable. Assuming that the sample has been properly drawn, anything less than 50% represents a minority, and in some cases this will effectively render the results of little or no practical value (Gay, 1976). However, it can be argued that even a response rate lower than 50% tells the researcher something about the problem under study. If ways of increasing return rate are not practical this can be accepted. Refusal to cooperate, failure to return a questionnaire or unavailability of target persons should be recorded.

In this study, the response rate was 57%. The completed questionnaires were not available within two weeks as planned.

The main problem was students' nonattendance at lectures when the questionnaires were collected after a period of two weeks. Follow-ups had to be made in lecture halls and students were asked to please return the questionnaires and to inform those absent. This had to be done repeatedly, until after seven weeks, a 57% response rate was obtained.

3.6 Data analysis

The data from the questionnaire was coded as a data file for analysis using Statistical Analysis System (SAS). This was done with the help of UNITRA Computer Center. Only closed questions were analyzed by the Computer Center.

The investigator analyzed all the open questions. A combination of content analysis and qualitative coding was used to interpret the responses. Gay (1976:137) describes content analysis as the systematic, quantitative description of the composition of the object of study. He further distinguishes between simple content analysis involving frequency counts and more complex analysis that might be used to investigate bias in the text.

Fielding (1993:227) describes a method of qualitative coding (as against the quantitative coding used for limited option questions) that can be used to interpret the responses of open questions and the category of "other" as response to a question. Neither of these responses can be pre-coded. Fielding's method consists of two steps.

The first step involves identifying different concepts as they appear in the responses to the questions in the set of questionnaires and the second step involves sorting of the concepts into categories. The investigator adopted this approach.

3.7 Summary

In this chapter, the research method and data collection technique used in the study were described. This was followed by an outline of the sampling, piloting, data collection and data analysis processes.

CHAPTER 4

RESULTS OF THE SURVEY

The results of the survey, which was conducted by means of a questionnaire, are reported in this chapter. The results for each question are shown in the form of a table. Underneath, a brief explanation is given.

4.1 Response rate

As mentioned, of the one hundred questionnaires distributed fifty seven were returned indicating a response rate of 57%.

4.2 Notes

In the tables which follow, totals are not provided. However, the number of the respondents (n) to a particular question is provided at the top of each table.

When dissatisfaction (either highly unsatisfactory or unsatisfactory) totaled more than 20% of the respondents, reasons for dissatisfaction are illustrated in the form of tables. Given that respondents were reluctant to use the extremities of the range to score, highly satisfactory and satisfactory have been combined to mean satisfactory and highly unsatisfactory and unsatisfactory to mean unsatisfactory.

4.3 Results

Table 1: Personal details of respondents

n=57

Sex	Frequency	Percent
Male	25	43.9
Female	32	56.1
Undergraduate	Frequency	Percent
Unitra	53	93.0
Other University	4	7.0
Program	Frequency	Percent
HDE	37	64.9
BED	20	35.1
Living on campus	Frequency	Percent
Yes	19	33.3
No	38	66.7

Out of fifty seven respondents, twenty five (43.9%) were males and fifty six (56.1%) were females. Fifty three (93.0%) respondents completed their undergraduate studies at UNITRA. The majority of the respondents that is, thirty eight (66.7%), did not reside on campus.

Table 2: Library usage of the respondents, awareness of
printed guides and satisfaction with library
signage

n=57

Library visits	Frequency	Percent
2 or more times a week	44	77.2
Once a week	7	12.3
Once every 2 or 3 weeks	6	10.5
Awareness of printed library guides	Frequency	Percent
Yes	51	89.5
No	6	10.5
Signage	Frequency	Percent
Highly satisfactory	13	22.8
Satisfactory	28	49.1
Don't know	4	7.0
Unsatisfactory	10	17.5
Highly unsatisfactory	2	3.7

Table 2 illustrates the frequency of library visits, awareness of printed library guides as well as satisfaction with library signage. Fifty one (77.0%) respondents visited the library frequently. The majority of students, that is, 89.0% was aware of the printed library guides. Fifty two (71.0%) students were satisfied with signage.

Table 3: Reasons for dissatisfaction with signage

n=12

Reasons	Frequency	Percent
No proper signage	5	41.8
Not available	3	25
Not visible	2	16.6
Some removed	2	16.6

The reasons given most often by the twelve (21%) respondents who were dissatisfied with the library signage was that there was no proper signage.

Table 4: Satisfaction of respondents with the
library environment

n=57

Lighting	Frequency	Percent
Highly satisfactory	15	26.3
Satisfactory	35	61.4
Don't know	2	3.5
Unsatisfactory	5	8.8
Temperature	Frequency	Percent
Highly satisfactory	8	14.0
Satisfactory	28	49.1
Don't know	4	7.0

Unsatisfactory	14	24.6
Highly unsatisfactory	3	5.3
Seating	Frequency	Percent
Highly satisfactory	4	7.0
Satisfactory	44	77.2
Don't know	3	5.3
Unsatisfactory	6	10.5
Noise level	Frequency	Percent
Highly satisfactory	4	7.0
Satisfactory	19	33.3
Don't know	2	3.5
Unsatisfactory	20	35.1
Highly unsatisfactory	12	21.1
Opening hours	Frequency	Percent
Highly satisfactory	7	12.3
Satisfactory	28	49.1
Don't know	3	5.3
Unsatisfactory	14	24.6
Highly unsatisfactory	5	8.8

The questions asked on lighting, seating arrangement, temperature, noise levels and opening hours were asked in order to find out if the students were able to work comfortably in the library. The results for items thought to tap the aspect of library environment are given in Table 4. Lighting and seating arrangement were generally satisfactory.

Dissatisfaction with the noise level, opening hours and temperature was expressed by thirty two (56.2%), nineteen (32.4%) and seventeen (29.9%) respondents respectively.

Table 5: Reasons for dissatisfaction with the temperature

n=17

Reasons	Frequency	Percent
Too hot	12	75.0
Too cold	5	25.0

A majority of those who expressed dissatisfaction with the temperature referred to the heat.

Table 6: Reasons for dissatisfaction with the noise level

n=32

Reasons	Frequency	Percent
Too much noise	20	62.5
Discussions held inside the library	10	31.3
No one in control	1	3.1
No reason	1	3.1

Thirty two (56.2%) respondents expressed dissatisfaction with the noise levels. The main reason given was that there was too much noise.

Table 7: Reasons for dissatisfaction with opening hours

n=19

Reasons	Frequency	Percent
Limited hours	14	73.7
Closing during lunch	5	26.3

Of the nineteen respondents who were dissatisfied with the opening hours, fourteen (73.7%) referred to the limited opening hours.

Table 8: Satisfaction with photocopying service

n=57

Use of photocopiers	Frequency	Percent
Yes	47	82.5
No	10	17.5
Queues	Frequency	Percent
Highly satisfactory	5	8.8
Satisfactory	20	35.1
Don't know	3	5.3
Unsatisfactory	18	31.6
Highly unsatisfactory	11	19.1
Cost	Frequency	Percent
Highly satisfactory	3	5.3
Satisfactory	22	38.6

Don't know	5	8.8
Unsatisfactory	14	24.5
Highly unsatisfactory	13	22.8
Quality	Frequency	Percent
Highly satisfactory	7	12.3
Satisfactory	39	68.4
Don't know	5	8.7
Unsatisfactory	3	5.3
Highly unsatisfactory	3	5.3
Staff assistance	Frequency	Percent
Highly satisfactory	8	14.0
Satisfactory	35	61.4
Don't know	1	1.8
Unsatisfactory	13	22.8

Twenty nine (50.7%) respondents expressed dissatisfaction with long queues while twenty seven (47.3%) respondents were dissatisfied with the cost of photocopies.

Table 9: Reasons for dissatisfaction with queues

n=29

Reasons	Frequency	Percent
Few machines	6	20.7
Slow staff	3	10.3
Waste of time	2	6.9
Too long	18	62.1

The most frequently given reason for the queues was that they were, not unsurprisingly, too long.

Table 10: Use of library catalogue

n=57

Use of catalogue	Frequency	Percent
Yes	51	89.5
No	6	10.5

Fifty one (89.5%) respondents reported that they made use of the library card catalogue. Six (10.5%) indicated that they did not make use of the library card catalogue.

Table 11: Satisfaction with the library catalogue

n=51

Library catalogue	Frequency	Percent
Highly satisfactory	2	3.9
Satisfactory	30	58.8
Don't know	3	5.9
Unsatisfactory	14	27.5
Highly unsatisfactory	2	3.9

Out of fifty one respondents who made use of the library card catalogue, sixteen (31.4%) respondents expressed dissatisfaction with it. Thirty two (62.7%) respondents were satisfied with the library card catalogue.

Table 12: Reasons for dissatisfaction with the library
catalogue

n=16

Reasons	Frequency	Percent
Books not reflected	12	75
Queues	4	25

Out of sixteen respondents dissatisfied with the library card catalogue, twelve (75%) respondents referred to books not reflected in the catalogue. Twenty five percent claimed that there were always queues waiting to use the card catalogue.

Table 13: Satisfaction with shelving and staff assistance

n=57

Shelving	Frequency	Percent
Highly satisfactory	7	12.3
Satisfactory	32	56.1
Don't know	5	8.8
Unsatisfactory	12	21.1
Highly unsatisfactory	1	1.8
Staff assistance	Frequency	Percent
Highly satisfactory	11	19.3
Satisfactory	29	50.9
Don't know	3	5.3
Unsatisfactory	10	17.5
Highly unsatisfactory	4	7.0

Thirty nine (89.5%) respondents indicated that they were satisfied that the books were being shelved in their correct places on the shelves. Thirteen (22.9%) respondents expressed dissatisfaction with shelving. They couldn't find the materials in their proper places. Fourteen (24.5%) respondents expressed dissatisfaction with the level of assistance given by the library staff in identifying relevant material.

Reasons for dissatisfaction with shelving

Thirteen (100%) respondents who expressed dissatisfaction with shelving all gave misshelving as a reason.

**Table 14: Reasons for dissatisfaction with staff
assistance**

n=14

Reasons	Frequency	Percent
Not very helpful	6	42.9
Not efficient	6	42.9
Not approachable	1	8.1
Seem not to know	1	8.1

Of the fourteen respondents who indicated dissatisfaction with the assistance provided by staff in identifying relevant material, six indicated that the staff were not very helpful while the same number referred to their inefficiency.

Table 15: Use of the inter-library loan section

n=57

Use of ILL	Frequency	Percent
Yes	39	68.4
No	18	31.6

Thirty nine (68.4%) indicated that they made use of the inter-library loan section. Eighteen (31.6%) respondents indicated that they didn't make use of the section.

Reasons for not using Inter-library loan section

All the eighteen respondents who made no use of the inter-library loan section indicated that they were not aware of the service.

Table 16: Satisfaction with inter-library loan section

n=39

Documentation	Frequency	Percent
Highly satisfactory	7	17.9
Satisfactory	26	66.7
Don't know	4	11.3
Unsatisfactory	2	5.1
Time taken	Frequency	Percent
Highly satisfactory	1	2.6
Satisfactory	25	64.1
Don't know	9	23.1
Unsatisfactory	4	10.2
Loan period	Frequency	Percent
Highly satisfactory	1	2.6
Satisfactory	18	46.2
Don't know	7	17.9

Unsatisfactory	13	33.3
Feedback	Frequency	Percent
Highly satisfactory	1	2.6
Satisfactory	9	23.1
Don't know	1	2.6
Unsatisfactory	18	46.1
Highly unsatisfactory	10	25.6
Staff assistance	Frequency	Percent
Highly satisfactory	3	7.7
Satisfactory	15	38.5
Don't know	1	2.6
Unsatisfactory	18	46.2
Highly unsatisfactory	2	5

The three aspects which elicited dissatisfaction with the thirty nine respondents who used the inter-library loan section were loan period, feedback and staff assistance with thirteen, twenty eight and twenty respondents respectively marking these aspects either unsatisfactory or highly unsatisfactory.

Reasons for dissatisfaction with loan period

All thirteen respondents who expressed dissatisfaction with the loan period indicated that it was short.

Table 17: Reasons for dissatisfaction with feedback

n=28

Reasons	Frequency	Percent
No feedback	25	89.3
Check for yourself	3	10.7

Out of thirty nine respondents who made use of inter-library loan, twenty eight (71.7%) complained about the absence of feedback concerning their requests.

Table 18: Reasons for dissatisfaction with staff assistance

n=20

Reasons	Frequency	Percent
Always bored	15	75
Not efficient	5	25

Twenty (51.2%) indicated that they were dissatisfied with the level of assistance given by ILL staff.

Table 19: Satisfaction with availability, currency and subject coverage of books pertaining to respondents' field of study

n=57

Availability	Frequency	Percent
Highly satisfactory	8	14.0
Satisfactory	24	42.1
Don't know	11	19.3
Unsatisfactory	2	3.5
Highly unsatisfactory	12	21.1
Currency	Frequency	Percent
Highly satisfactory	4	7.0
Satisfactory	25	43.9
Don't know	7	12.3
Unsatisfactory	15	26.3
Highly unsatisfactory	6	11.4
Subject coverage	Frequency	Percent
Highly satisfactory	3	5.3
Satisfactory	39	68.4
Don't know	5	8.8
Unsatisfactory	10	17.5

Fourteen (24.6%) respondents were not satisfied with the availability of books. Twenty one (37.7%) respondents expressed dissatisfaction with the currency of bookstock.

Table 20: Reasons for dissatisfaction with availability of books

n=14

Reasons	Frequency	Percent
Not on the shelf	10	71.4
Mutilated pages	4	28.6

The most frequently reason given for dissatisfaction with the availability of books was that the books were not on the shelves.

Table 21: Reasons for dissatisfaction with currency of books

n=21

Reason	Frequency	Percent
Old editions	18	85.7
Books with topics of interest not available	3	14.3

The vast majority (85.7%) of respondents who expressed dissatisfaction with currency of books reported that there were old editions.

Table 22: Satisfaction with availability, currency and subject coverage of journals pertaining to respondents' field of study

n=57

Availability	Frequency	Percent
Highly satisfactory	5	8.8
Satisfactory	37	64.9
Don't know	8	14.0
Unsatisfactory	6	10.5
Highly unsatisfactory	1	1.8
Currency	Frequency	Percent
Highly satisfactory	4	7.2
Satisfactory	38	66.6
Don't know	10	17.5
Unsatisfactory	3	5.2
Highly unsatisfactory	2	3.5
Subject coverage	Frequency	Percent
Highly satisfactory	6	10.5
Satisfactory	35	61.4
Don't know	11	19.3
Unsatisfactory	5	8.8

In general, respondents expressed satisfaction with the journal collection.

Table 23: Satisfaction with availability, currency and subject coverage of reference material pertaining to respondents' field of study

n=57

Availability	Frequency	Percent
Highly satisfactory	1	1.8
Satisfactory	44	77.2
Don't know	9	15.8
Unsatisfactory	1	1.8
Highly unsatisfactory	2	3.5
Currency	Frequency	Percent
Highly satisfactory	7	12.3
Satisfactory	45	78.9
Don't know	4	7.0
Unsatisfactory	1	1.8
Subject coverage	Frequency	Percent
Highly satisfactory	6	10.5
Satisfactory	35	63.2
Don't know	10	17.5
Unsatisfactory	4	7
Highly unsatisfactory	1	1.8

As with the journal collection the majority of the respondents were satisfied with the availability, subject coverage and currency of the reference material.

Table 24: Satisfaction with circulation desk

n=57

Number of books	Frequency	Percent
Highly satisfactory	6	10.5
Satisfactory	36	63.2
Don't know	5	8.8
Unsatisfactory	7	12.3
Highly unsatisfactory	3	5.3
Loan period	Frequency	Percent
Highly satisfactory	6	10.5
Satisfactory	36	63.2
Don't know	2	3.5
Unsatisfactory	13	22.8
Fines	Frequency	Percent
Highly satisfactory	5	8.8
Satisfactory	31	54.4
Don't know	5	8.8
Unsatisfactory	12	21.1
Highly unsatisfactory	4	7.0
Queues	Frequency	Percent
Highly satisfactory	3	5.3
Satisfactory	37	64.9
Don't know	3	5.3

Unsatisfactory	10	17.5
Highly unsatisfactory	4	7.1
Staff assistance	Frequency	Percent
Highly satisfactory	9	15.8
Satisfactory	33	57.9
Don't know	6	10.5
Unsatisfactory	3	5.3
Highly unsatisfactory	6	10.5

Forty-two (73.7%) respondents were satisfied with the number of books each could borrow at a time. Thirteen (22.8%) respondents reported dissatisfaction with the length of loan period. Thirty-six (63.2%) of the respondents were dissatisfied with the cost of fines for overdue books. Thirteen (22.8%) expressed dissatisfaction with the long queues. Forty-two (73.7%) were satisfied with the level of assistance given by some of the library staff.

Reasons for dissatisfaction with the loan period

All thirteen respondents who expressed dissatisfaction with the loan period indicated that it was short.

Reasons for dissatisfaction with fines

All sixteen respondents who were dissatisfied with fines referred to huge fines.

Table 25 : Reasons for dissatisfaction with queues

n=14

Reason	Frequency	Percent
Long queues	10	71.4
Staff shortage	4	28.6

Long queues and staff shortage was given as reasons for dissatisfaction with queues.

Table 26: Use of the short loan section

n=57

Use	Frequency	Percent
Yes	38	66.7
No	19	33.3

Thirty eight (66.7%) respondents reported making use of the short loan section. Seventeen (29.8%) did not use the section.

Table 27: Reasons for not using Short Loan section

n=19

Reasons	Frequency	Percent
Long queues	10	52.6
Books mutilated	4	21.1
Unavailability of books	5	26.3

Out of nineteen respondents who did not use the short loan section, ten (52.6%) gave long queues as their main reason. The reason given by five (26.3%) respondents was that books were always not available.

Table 28: Satisfaction with short loan section

n=38

Loan period	Frequency	Percent
Highly satisfactory	1	2.6
Satisfactory	24	63.3
Don't know	1	2.6
Unsatisfactory	10	26.3
Highly unsatisfactory	2	5.2
Fines	Frequency	Percent
Highly satisfactory	4	10.5
Satisfactory	25	65.8
Don't know	3	7.9

Unsatisfactory	4	10.5
Highly unsatisfactory	2	5.2
Queues	Frequency	Percent
Highly satisfactory	1	2.6
Satisfactory	17	44.7
Don't know	1	2.6
Unsatisfactory	3	7.9
Highly unsatisfactory	11	28.9
Staff assistance	Frequency	Percent
highly satisfactory	1	2.6
Satisfactory	28	73.7
Don't know	2	5.3
Unsatisfactory	6	15.8
Highly unsatisfactory	1	2.6

Out of thirty eight respondents who made use of short loan section, twelve (31.5%) respondents expressed dissatisfaction with the loan period while fourteen were dissatisfied with the long queues.

Reason for dissatisfaction with loan period

The reason given for dissatisfaction with the loan period was that it was too short.

Reason for dissatisfaction with queues

The reason given by the fourteen respondents who were dissatisfied with queues was they were always long.

Table 29: Satisfaction with Africana section

n=57

Availability of items	Frequency	Percent
Highly satisfactory	2	3.5
Satisfactory	40	70.2
Don't know	7	12.3
Unsatisfactory	6	10.5
Highly unsatisfactory	2	3.5
Currency	Frequency	Percent
Highly satisfactory	4	7.0
Satisfactory	38	66.7
Don't know	9	15.8
Unsatisfactory	3	5.3
Highly unsatisfactory	3	5.3
Subject coverage	Frequency	Percent
Highly satisfactory	1	1.8
Satisfactory	44	77.2
Don't know	9	15.8
Unsatisfactory	1	1.8
Highly unsatisfactory	2	3.5
Staff assistance	Frequency	Percent
Highly satisfactory	6	10.5

Satisfactory	36	63.2
Don't know	11	19.3
Unsatisfactory	3	5.3
Highly unsatisfactory	1	1.8

The majority of the respondents seemed to be satisfied with the service offered by Africana section.

Table 30: Whom approached for help

n=57

Whom do you ask for help?	Frequency	Percent
Circulation desk staff	22	38.6
Nobody	35	61.4

Thirty five (61.4%) respondents approached no one while twenty two (38.6%) respondents asked help from the circulation desk staff.

Table 31: Reasons for not asking help from circulation desk staff

n=35

Reasons	Frequency	Percent
Lack of confidence in staff	25	71.4
No reference desk	10	28.6

The majority of the respondents mentioned lack of confidence in circulation desk staff as their main reason for not approaching them for enquiries. Ten respondents gave the absence of a reference desk as their reason for not approaching anybody.

Table 32: Satisfaction with assistance given by circulation desk staff

n=22

Circulation desk staff	Frequency	Percent
Highly satisfactory	1	4.5
Satisfactory	6	27.3
Don't know	1	4.5
Unsatisfactory	12	54.5
Highly unsatisfactory	2	9.0

Out of the twenty two respondents who asked for help from the circulation desk staff, seven were satisfied with the level of assistance given to them. Fourteen respondents expressed dissatisfaction with the assistance given.

Table 33: Reasons for dissatisfaction with assistance
given by circulation desk staff

n=14

Reasons	Frequency	Percent
Seem not to know	10	71.4
Not efficient	4	28.6

Reasons for dissatisfaction with the level of assistance given by circulation desk staff are shown in Table 40. The majority of the fourteen respondents referred to the staff’s lack knowledge.

Table 34: Library rating

n=57

Library rating	Frequency	Percent
Satisfactory	35	61.5
Don’t know	3	5.1
Unsatisfactory	15	26.3
Highly unsatisfactory	4	7.2

Nineteen (33.5%) respondents rated the library as unsatisfactory.

Table 35: Reasons for unsatisfactory rating

n=19

Reasons	Frequency	Percent
Manual system	14	73.7
Lack of bibliographic skills	5	26.3

Of the nineteen respondents who reported unsatisfactory rating of the library, fourteen referred to the manual system.

Table 36: Comments and suggestions

n=57

Suggestions	Frequency	Percent
Library computerization	30	52.6
Staff training	12	21.1
Bibliographic skills	11	19.1
Reference service needed	4	7.0

The comment or suggestion most given by the respondents (52.6%) was the need for the library to be computerized followed by staff training (21.1%) and the need for bibliographic skills (19.1%).

CHAPTER 5

DISCUSSION OF THE RESULTS

As noted in Chapter one, the objectives of the study were to determine the levels of satisfaction of education post-graduate students with the various services offered at UNITRA Library and to determine the reasons for any dissatisfaction expressed by the students.

This chapter is a discussion of the results as tabulated in the previous chapter. From the literature reviewed, there were few studies, which dealt with user satisfaction in academic libraries. Where appropriate, these studies are referred to. The order of the discussion in this chapter follows the order in which the sections were arranged in the questionnaire, that is the order in which the results were presented in the previous chapter.

It was evident that the respondents were reluctant to use the extremities of the range to score. On one hand, their responses indicated satisfactory and not highly satisfactory and, on the other hand, unsatisfactory and not highly unsatisfactory. This may mean that the respondents were genuinely moderate in their responses. As mentioned, services were either not sufficiently good or bad to elicit many extreme responses.

Responses for highly satisfactory and satisfactory were combined to one category, satisfactory and responses for unsatisfactory and highly unsatisfactory were combined to unsatisfactory.

5.1 Personal details

Questions 1 to 4 pertained to the personal details of the respondents. Twenty five (43.9%) of the respondents were males and thirty two (56.1%) respondents were females. The degree of difference between these two proportions was not considered as affecting the validity of this study in a significant manner.

The objective of question 2 was to find out whether students had any experience with other academic libraries. Fifty three (93.0%) respondents completed their undergraduate studies at UNTTRA and four (7.0%) completed their undergraduate studies at other universities. There are no libraries around UNITRA and this means that the respondents who completed their undergraduate studies at UNTRA are not likely to have been exposed to other libraries. The nearest academic library is at Rhodes University, approximately 250km from UNITRA. However, the fact that the vast majority of the respondents had completed their undergraduate studies at UNITRA suggests that they were in a favorable position to answer questions concerning the UNITRA library.

Question 4 was aimed at determining the number of respondents who resided on campus.

The majority of the respondents resided outside the campus (see Table 1). It can be assumed that at least those respondents residing on campus had better chances of using the libraries, especially on Saturdays and when they did not have lectures.

5.2 Library usage and signage

The purpose of question 5 was to determine the extent to which the library was used. It is evident from the responses presented in Table 2 that the library had been used to a great extent. Forty four (77.2%) visited the library two or more times a week. It can be assumed that the respondents were aware of the importance of the library, especially for their research purposes. The fact that ninety percent of the respondents were aware of the printed library guides indicates that the respondents made use of the library because the printed library guides were put on the service desk of each section.

Twelve (21.2%) respondents were dissatisfied with the signage. Of these, five respondents said that signs were either not available or were not visible, suggesting that the signage could be improved. McCarthy (1995:232) claims that signs can be effective if they are simple, straightforward and unambiguous in communicating location.

5.3 Library environment

Questions 8,9,10 and 11 were designed to discover whether students could concentrate on their work in the library.

It was found that the conditions were not always conducive to academic work. Seventeen (29.9%) respondents reported dissatisfaction with the temperatures in the library (Table 4). The air conditioner in most cases is out of order and people from Durban only service it. During weekends it is switched off because it consumes much electricity and the library always unbearable hot in the summer months - a situation, as mentioned, not conducive to academic study.

Thirty two (56.2%) respondents were dissatisfied with high noise levels (Table 4). One of the reasons for this dissatisfaction was the fact that students held discussions inside the library (see Table 6). The noise level is obviously distracting and patently not conducive to academic work. One student claimed, " The library is often too noisy to concentrate. In the opinion of the investigator, the library tends to be identified by students as a place to meet friends and socialize.

Nineteen (35.3%) respondents expressed dissatisfaction with the opening hours. They felt that these should be extended more especially during the examination period. Opening hours are particularly unsuitable for part time students because the library closes even before lectures cease. In most cases students come only for classes and cannot use the library except on Saturdays. The fact that two thirds of the respondents lived off campus underscores the importance of convenient opening hours.

McDonald (1991) found that access at convenient times was one of the most important features of library services for students.

At Heriot Watt University a major source of dissatisfaction was with the library opening hours. Similarly, at Kingston Polytechnic in 1987 there were problems over opening hours in relation to time available, particularly in evenings and weekends (Coulter and James, 1988).

5.4 Photocopying service

The majority of respondents made use of the photocopying service (see Table 8). The major causes of dissatisfaction with the service were the queues, cost of photocopies and the level of assistance provided by the staff. More machines could certainly assist in alleviating the problem of queues. The fact that the library is using an outside agency for photocopying requires investigation.

The service requires monitoring by the library management so that improvements can be suggested to the agency. Long queues are caused by the fact that the students do not operate the machines themselves. The agency should introduce the use of cards so that users can make the copies on their own. Of twenty nine respondents who expressed dissatisfaction with the queues, eighteen referred to long queues. One response illustrated a plea for help " We need more photocopiers and more staff to assist in the process" . Another area of concern centered around cost factor. Twenty seven (47.3%) respondents expressed dissatisfaction with the cost of photocopies. Since the agency is a profit making company, the costs will tend to be high.

5.5 Library catalogue

The cataloguers started using the computerized version in 1996. Since then they stopped making catalogue cards. This means that all the items acquired from 1996 are not reflected in the card catalogue. It was therefore assumed that a certain reluctance to use the catalogue might exist. The investigation showed that there did not seem to be a strong reluctance to use the card catalogue.

A large majority of respondents (89.5%) claimed to have used the card catalogue (Table 10). Of the six respondents who did not use the catalogue, four stated that they found it useless. One respondent claimed, " The library card catalogue is useless. Why don't you computerize the library?"

Not surprisingly, twelve out of sixteen respondents who expressed dissatisfaction with the library catalogue referred to items not reflected in the catalogue. Given what has been said above concerning the card catalogue, it does not in effect represent the library collection as it is supposed to do.

Thirty nine (68.4%) respondents were satisfied with shelving of library materials. Thirteen (22.9%) who expressed dissatisfaction gave misshelving as a reason. They could not find the materials in their correct places. One of the respondents also blamed the library staff of not supervising the student assistants who assisted in shelving. The cause of this problem is that shelving is done in the mornings for only one hour and it is difficult to shelf read at the same time.

This has serious implications because if the book is not in its correct place, it cannot be accessed.

Fourteen respondents (24.5%) were dissatisfied with the level of assistance given by the library staff in finding the material they required (Table 14). Six respondents claimed that library staff were not very helpful when they had queries while the same number referred to their inefficiency.

Andaleeb and Simmonds (1998:158) claimed that in the context of academic libraries, as in other libraries, users wanted the staff to be knowledgeable and to be able to assist them in locating needed materials and information quickly and efficiently. It can be noted that when the users perceive the staff as efficient, they will feel assured that problems will be easily resolved, leading to greater satisfaction.

5.6 Inter-library loan (ILL)

Eighteen (31.6%) respondents claimed that they didn't make use of the section (Table 15). All of them reported that they were not aware of the service. Kaniki (1996:16) states that the infrequent use of the inter-library loan service to obtain books and, in particular, journal articles by the students is a cause of some concern partly because at post-graduate level there is an expectation that journal literature will be an important source of information and no academic library can stock everything that users require.

Questions 22,23,24,25 and 26 were designed to elicit information about ILL. In general, the majority of the respondents, that is, thirty three (84.6%) was satisfied with the ILL section but at the same time there were strong criticism about the section. Out of thirty nine (68.0%) respondents who made use of use of the section, four (10.2%) were dissatisfied with the time taken to receive the request. As one respondent claimed 'The requests take too long. I would like faster service" . Another respondent claimed, " It took over two months to get the article. I finally wrote the author and he faxed me a copy. ILL is not useful to me" .

Lor (1986:75) found that in the national Southern African interlending system, according to an intensive scrutiny in the period January 1985 to February 1986, a failure rate of 26% was recorded for single requests and he suggested that, when ILL failures were too high, users tended not to use the system. In addition he recognized the fact that ILL deliveries may under certain circumstances be intolerably slow." It is the nature of the service that material may take several weeks to arrive. Unless users make their requests in good time, they might not receive material before the due date of an assignment or seminar paper.

Related to the above is the fact that twenty (51.2%) respondents were concerned with the length of loan period of the items acquired through the service. They claimed that the period is too short. Because of highly inadequate postal services, it takes time to receive the items. By the time the book arrives, the loan period has been shortened.

However, it can be argued that this is an issue beyond control of UNITRA library.

A majority of respondents, namely, twenty eight (71.7%) were dissatisfied with the feedback they receive concerning their requests, stating that they received no feedback (Table 17). When a student makes a request through this service, no communication is made as to whether the request has been successful or not. It is thus the responsibility of the student to continually check with the ILL section concerning the progress of his or her request. As one respondents commented, " my last ILL request was returned without my ever being contacted, and had to be re-requested (a six week wait)" .

The lack of feedback was a major source of dissatisfaction with the respondents and is an issue which needs to be addressed given the importance of the ILL section at a post-graduate level.

The high rate of dissatisfaction with the level of assistance provided is cause for concern. Out of twenty (51.2%) respondents who expressed dissatisfaction with level of assistance provided by staff, fifteen respondents referred to bored staff (Table 18). Users look for staff who are friendly and approachable. Staff should display willingness to listen to user problems and being polite, assuring and sympathetic. It is worthwhile to note that the reason for staff boredom may have been due to stress and burnout. However, management need to take cognizance of these criticisms and act accordingly. Regular reminders about being pleasant and maintaining service standards are needed for all staff.

5.7 Availability, currency and subject coverage of books, journals and reference material

5.7.1 Books

The majority of students were satisfied with the availability of books. This is illustrated in Table 19. The most frequently cited problems related to obtaining books were that the material was temporarily unavailable, that is not on the shelf due to being either on loan (eight incidences), lost (four incidences) or in bindery (two incidences) (Table 20).

These are frustrating occurrences experienced by all library users at one time or another but their effect is exacerbated if the user who experiences them resides outside campus and a part time student, can only visit the library infrequently for short periods.

Of the fourteen respondents who expressed dissatisfaction with the availability of books, four (28.6%) respondents indicated that books had missing pages (Table 20). Book mutilation is a problem for the library and stocking books with missing pages is the same as having nothing. While book mutilation is extremely difficult to prevent, it can be suggested that the library management needs to investigate some measures to prevent it.

Respondents cited problems like old editions and unavailability of books on topics of interest as the reasons for their dissatisfaction with the currency of books (Table 21). The issue of currency is contingent upon financial situation of the library. If funds are available, books covering current topics of interest could be acquired. One respondent, in fact, commented that the library is full of outdated information. The library should ensure that what is purchased is needed. It is meaningless to have a large and current collection, which is never used.

5.7.2 Journals

The majority of respondents (73.7%) were satisfied with the availability of journals (Table 22). Journals are not issued and this proves to be an excellent arrangement that suits almost everyone. The fact that any journal the library owns (apart from those being bound) is theoretically available to users who visit the library, as well as to the national interlending service between 09h00 and 21h00, is intended to make journals more available.

In some cases, this arrangement seems not to work out because of photocopier problems. When the machines are out of order, journals are issued only to academic staff for them to make copies on departmental machines. Some of the academics keep the issues in their offices for long periods and this probably accounts for the problem of unavailability of journals.

In general, it was found that the satisfaction levels with the availability, currency and subject coverage were high. Six respondents were highly satisfied with the subject coverage. Since journals are regarded as an important source for post-graduate studies, it can be assumed that the journal collection held in the library is relevant to these studies. However, the eight, ten and eleven respondents who were unable to express an opinion about the availability, currency and subject coverage respectively, does suggest that for these respondents journals are not an important source of information.

5.7.3 Reference materials

The respondents were satisfied with all the three aspects of reference material, namely, availability, currency and subject coverage (Table 23). The currency in particular, received the highest rating while the nine and ten who were unable to express an opinion regarding availability and subject coverage is again notable.

5.8 Circulation desk

In general, respondents were reasonably satisfied with various issues relating to the circulation desk (Table 24). Area in which more than twenty percent of the respondents expressed dissatisfaction were: the length of loan period, expensive fines, long queues and unhelpful staff. Thirteen respondents expressed dissatisfaction with the loan period, all of them referring to short loan periods. One respondent wished that loan period could be extended to six weeks.

Four respondents compared the loan period at UNITRA with other academic libraries namely, the University of Natal with a loan period of four weeks and University of Fort Hare, six weeks.

Again, not surprisingly, the reason given for the dissatisfaction with fines was that they were too high. Since its inception, the library had charged ten cents per day for an overdue book. However, in 1998, because of many users who did not return the books in time and by so doing deprived other users, the Library Committee decided to increase the fine to one rand a day. This may well have accounted for the dissatisfaction expressed by the respondents.

Of the fourteen respondents who expressed dissatisfaction with the queues, ten (71.4%) respondents referred to long queues. One respondent claimed that, "When returning the books one stands in the queue because the staff member cannot trace borrowers' pockets. This is waste of time." Queues at circulation desks are a common phenomenon and the situation is likely to be exacerbated by the manual system used at UNITRA Library.

5.9 Short loan

Thirty eight (66.7%) respondents made use of the short loan section while Nineteen (33.3%) respondents reported that they didn't make use of it (Table 26). The latter referred to long queues, mutilated books and unavailability of materials as reasons for their non-use.

It can be noted that the library policy is to purchase ten copies of each prescribed textbook and these are placed on short loan. This makes the collection in this section very large. Long queues at the short loan section are caused by the heavy demand on materials placed on it. Students do not want to buy the textbooks, but prefer to use those on short loan. Another reason is that these prescribed textbooks are not available in the University bookshop.

Books with mutilated pages, as noted previously, is a problem. It can be assumed that this mutilation is caused by the fact that students depend on the short loan section and do not use the main stack area. They are always under pressure and do not want to use the photocopying service with its long queues. Thus, they decide to mutilate pages. This is an unacceptable practice, which not only damages books but deprives other students. The acquisition of more photocopiers may alleviate this problem.

Of the nineteen who did not make use of the short loan section, five (26.3%) referred to the unavailability of books. One respondent complained that the books were always out on loan. This is caused by the fact that the students tend to prepare for their assignments at the same time. Another respondent claimed, "less procrastination" would help.

It has been observed that students who procrastinate until the assignment's due dates become easily frustrated with the library service.

In general, respondents were satisfied with the fines and the staff assistance in the short loan section. Out of thirty eight who made use of this section, twelve respondents expressed dissatisfaction with the loan period. They wished that loan period could be extended from three hours to four hours.

5.10 Africana Section

The majority of the respondents were satisfied with the availability, currency and subject coverage of books in Africana section (Table 29). The greater part of the Africana collection consists of dissertations compiled by the former students in the faculty of education. This is very helpful as reference material to the current students. In line with the trend identified and commented on earlier, the majority of the respondents were satisfied but not very satisfied. The nine respondents who did not know about either the currency or the subject coverage is again of concern given that this would be a collection of some importance to post-graduate education students in South Africa.

5.11 Whom approached for help

The objective of Question 49 was to elicit the information on where the respondents directed their inquiries as there is no reference librarian. Thirty five (61.4%) respondents indicated that they did not approach anyone for assistance.

The reasons mentioned were: lack of confidence in the ability of the circulation desk staff (twenty five respondents) and absence of a reference desk (ten respondents). The library staff placed at the circulation desk are library assistants without any formal training.

According to Millson-Martula and Menon (1995), library staff who occupy prime public contact positions are the key players in establishing more effective communication between the library and its users. From their vantage point, these staff can act as both extensions of their users and advocates for users' needs. Niyonsenga and Bizimana (1996) found that lack of trained staff at the information counter was a major problem especially in developing countries. Given the above, and given the findings of this study, it is clear that reliance on circulation desk staff to field related subject queries is unsatisfactory.

In view of the fact that the library does not have a reference desk, it can be suggested that user queries be directed to subject librarians. The circulation desk staff in terms of this system would only perform desk duties. The present system where the lending librarian performs the duties of the reference librarian as well as supervising the short loan section, circulation desk and shelving seems not to be working. It is apparent from the findings that respondents were not even aware of her presence and her role. This was possibly the main reason why the respondents directed their queries to the circulation desk if they did in fact do so. It could also be suggested that at least one professional staff member be placed at each service point.

Of the twenty two respondents who asked for assistance from the circulation desk staff, fourteen (63.5%) respondents expressed dissatisfaction with the level of assistance provided by staff

(Table 32). The fact that ten (71.4%) of the fourteen respondents mentioned that staff did not seem to know how to assist further reinforces the point that the lack of trained staff at the information counter is a major problem needing to be addressed, and one which could well be resolved by the introduction of the above mentioned subject librarian system. Users expect staff to be knowledgeable and able to assist them in locating needed materials efficiently.

In Question 50, students were asked to rate the library in general. As has been seen, ratings on specific services, with some exceptions, were generally positive. However, a third of respondents expressed dissatisfaction with the library when asked to rate the library as a whole. One in every three respondents expressing dissatisfaction is a cause for concern that needs to be addressed, at least initially, by investigating those problem areas already identified.

Question 51, an open-ended question, attempted to elicit respondents' comments and suggestions. Respondents mentioned the need for a reference service (again underscoring the problem that students have with whom to turn to for help), computerization, staff training and information retrieval skills (Table 36).

Thirty (52.6%) respondents suggested library computerization. Students seemed to expect that computers would both simplify and speed up their search process.

Eleven (19.1%) respondents claimed that the library needed to provide training sessions if students were to become effective users of the library. UNITRA Library only offers orientation courses for first year students.

Other than that, nothing is offered. Sometimes trial-and-error helps fortunate students stumble upon relevant information sources. The type of user education program used at UNITRA Library needs to be addressed.

The need for staff training was suggested by twelve respondents. It can be observed from the results of the study that the respondents kept on expressing dissatisfaction with the level of assistance provided by staff. Reasons mentioned, for example, included bored and inefficient staff as well as lack of confidence in staff, warranting staff training.

5.12 Summary

In this chapter, the results of the survey were discussed. Where dissatisfaction was expressed the reasons were discussed and where appropriate, points from the literature were incorporated. The format adopted was the one adopted in the questionnaire itself.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER RESEARCH

The purpose of this study was to determine the levels of satisfaction of post-graduate education students with library services at UNITRA. In this chapter, a summary of the contents is given, conclusions and recommendations are made and suggestions for further research are provided.

6.1 Summary of the contents

In Chapter 1, the historical background of UNITRA Library was outlined. The research problem, research aim and objectives were described. The main aim of the study was to determine the satisfaction of post-graduate students with library services at UNITRA Library. The objectives of the study were: to determine the levels of satisfaction of post-graduate education students with the various services at UNITRA Library, to determine the reasons for any dissatisfaction expressed by the students and to determine how UNITRA Library was rated in general.

The importance of the study was articulated. Definitions of terms used in the study were then provided. The three key concepts associated with the research problem, namely user satisfaction, library service and post-graduate students were defined. All the services with which the post-graduate students had direct contact were explained.

The main assumptions and limitations relevant to the investigation were mentioned. Finally, the structure of the study was briefly delineated.

In Chapter 2, the literature relevant to the study was reviewed. The first part dealt with an overview of user satisfaction studies. The approach here was chronological, concluding with recent developments in the field. The next part concentrated on the value and limitations of the construct "user satisfaction". This was followed by a discussion of users and library services, user expectations and service quality. The final part of the chapter focused on the evaluation of library and information services.

The research methodology was outlined in Chapter 3. The research method or data collection technique adopted was the survey and questionnaire respectively. It was pointed out that the sample comprised the entire population, that is all the post-graduate education students registered in 1998. The piloting of the questionnaire was then described and this was followed by an explanation of how the research instrument was administered.

The detailed results of the study were presented in Chapter 4.

In Chapter 5, the results were discussed.

6.2 Conclusions

While this study may seem rather limited in its scope, it did tap eight of the nine dimensions underlying quality of library services identified by Davies and Kirkpatrick (1994). These included, amongst other things, library staff, book and journal collection, environmental factors, photocopying, library rules, library information, availability of books and noise levels.

The most important finding that emerged from the analysis was that the majority of the respondents were satisfied with the library services offered at UNITRA. In each service, more than half of the respondents indicated that they were satisfied with the services. The one aspect of the library with which more than half of the respondents expressed dissatisfaction was noise levels (see Table 4).

The respondents indicated that they were satisfied with the services but not very satisfied except in a few cases where they indicated that they were highly satisfied. Areas in which a high degree of satisfaction was expressed could be described as environmental - signage and lighting, noted by thirteen and fifteen respondents respectively (see Table 2 and 4).

The general satisfaction rating of respondents with the services offered by UNITRA Library does possibly need to be seen in the light of Daltons' point that users may indicate higher levels of satisfaction with a service if they suspect that it is under scrutiny (Dalton, 1992).

There is thus the possibility that the respondents in the present study were not as satisfied as the findings would suggest. This possibility is, as outlined, further reinforced by the finding that one in three respondents was not satisfied with UNITRA Library in general.

It is evident that the service outputs of UNITRA Library service are currently monitored and evaluated using mainly objective measures, for example the number of books issued at the circulation desk, the number of ILL requests and the number of items issued in short loan section. This results in a situation where the library, rather than the user, forms the unit of analysis.

What is apparent from both the findings of this study and from the available literature is that there needs to be a shift from a perspective centered on either collections or systems to a focus on users. This does represent a formidable challenge for academic librarians and their colleagues. However, just as library staffs have learned to cope with declining budgets and to manipulate a dizzying amount of information resources and technology, so too could they successfully make the transition to establishing user satisfaction as their overall goal.

The second major finding of the study was that twenty percent or more respondents expressed dissatisfaction with signage, temperature, noise levels, opening hours, lack of photocopiers, cost of photocopies, the accuracy of the catalogue, materials being in their proper place, loan period, fines, feedback in the ILL section, availability of books, currency of books, queues and inefficient staff.

These areas identified coincided to some extent with the results obtained by Niyonsenga and Bizimana (1996). They found that the lack of trained staff at the information counter, the lack of efficient reference services, the need for recent periodicals and journals, the lack of photocopy services, the need for a well organized circulation service and the lack of functional schedules were the major problems.

From the above, the loan period, availability of books, currency of books, fines and queues need to be commented on.

Respondents raised the problem that the loan period for items in the short loan section was too short. This difficulty may have arisen because items are often put on short loan for more than one group of students at a time. This problem of short loan period was also cited with ILL items. Unfortunately, it is not within the power of the library to do anything about the inadequate postal services.

The problem of availability and currency of books was cited. The majority of the respondents raised concern about books not on the shelves. This may have been because the books were on loan and in that case bookings could be made. All library users at one time or another experiences this frustrating occurrence. The problem of currency of books relates to collection development but the financial stringencies driving this process in many South African university libraries have already been referred to in Chapter 1. The fines were also raised as a problem. The reasons for the fine increment have already been explained in Chapter 5.

To a lesser extent queues will always be a problem to students. At UNITRA Library the situation is also made worse by the manual systems used. Given the fact that other problems such as loan period, availability of books, currency of books, fines and queues have been commented on above, inefficient staff, noise levels, opening hours, materials being in their proper place, accuracy of the catalogue, bibliographic skills and ILL feedback will form the basis for the recommendations which are listed below.

6.3 Recommendations

No effort to enhance user satisfaction will succeed unless users are convinced that library staff as service providers' cares about the quality of service they provide and the manner in which they do it. Millson-Martula and Menon (1995:46) state that the library managers need to ensure that they provide staff with sufficient incentives to do things right and to promote user satisfaction. They further add that managers must treat their colleagues with respect and trust, as human beings rather than mere agents employed in carrying out tasks.

6.3.1 Given the above, it is recommended that the library management should provide ongoing proper training for all staff members that will result in enhanced service. This training will assist the front-line staff to possess excellent interpersonal skills together with a strong service orientation.

6.3.2 It is also recommended that the lack of qualified staff at the frontline can be solved by placing at least one professional at the frontline.

6.3.3 Given the fact that students are increasingly required to do group projects and taking into account the home circumstances of many students, it is recommended that certain areas be set aside as group discussion areas. This could partly address the issue of noise levels.

6.3.4 It is recommended that the library hours are extended especially during the examinations period.

6.3.5 To solve the shelving problem, it is recommended that prompt and accurate reshelving of books be done in the evenings by student assistants so that constant shelf reading can be done.

6.3.6 Given the fact that there is no formal procedure for users to express their opinions about the library services, it is recommended that the library should encourage the use of complaint forms and respond to these promptly.

A catalogue is supposed to represent the library collection in its entirety. If the catalogue is incomplete, it means that there are items in the collection that cannot be identified by the users.

6.3.7 It is thus recommended that while waiting for the computerized circulation module the library compile a printed catalogue so that the users are aware of all the holdings. This needs to be updated on a regular basis.

An academic library needs to implement strategies for attracting the users' attention to and stimulating their interest in the services offered. The fact that eighteen respondents reported that they were not aware of the ILL service (see Table 17) needs to be addressed.

6.3.8 It is therefore recommended that an awareness program for users is implemented. This program should be well defined, dynamic and creative. It must embrace actions to promote the goodwill between the users and library staff. The print media may be more creative and extensively used as a carrier of much needed information between the two groups.

The annual library report and library handbook should be promoted as a primary source of information on the services. The handbook should be regularly revised, bear a visually pleasing format, and include explicit information on the range of the services offered.

The need for bibliographic skills did emerge as an issue identified by the respondents (Table 35).

6.3.9 It is therefore recommended that there should be collaboration between the library and the faculty in designing bibliographic courses for students.

Bibliographic instruction for the faculty members should also be considered. The more the faculty and the library work together for the benefit of both groups, the more likely it is for mutual understanding to be reached. In this way, a channel of communication can be created and maintained. Behrens (1993) mentions the problems that might be experienced by academic librarians in attempting to obtain the cooperation of academic staff in the development of user education programs for students. The use of information technology should be promoted to facilitate training and to provide access to services wherever this is affordable. Where it is not, efforts should be made to obtain funding from the appropriate authorities to introduce it.

The information explosion coupled with today's financial constraints makes it impossible for libraries to acquire everything. In order for post-graduate students to carry out their research, they have to rely on the ILL section.

6.3.10 It is recommended that the ILL section be reassessed in order to improve aspects like feedback. In this regard, the e-mail facility could be used to notify the users about the status of their requests.

6.3.11 A recommendation by Aitchison is the final one made for this study.

Aitchison (1998:150) recommends that academic libraries should cooperate to urge the Department of Education and national government to make finances available soon to introduce information technology, telecommunication networks and electrical power that will be required to implement and maintain the systems that will ensure equity of higher education options to all potential students in South Africa.

6.4 Suggestions for further research

6.4.1 The questionnaire needs to be administered to a sample of the entire student body. There are grounds of optimism that this will prove to be a useful, quick measure of general levels of satisfaction, at least within the institution for which it was designed.

6.4.2 More in depth investigation of problem areas identified in the study could also be undertaken.

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APPENDIX

Covering letter.....122

Questionnaire.....123

JULY 1998

Dear Student

I am conducting a survey to determine the level of satisfaction that post-graduate students in the Faculty of Education have with the services offered by the Unitra Library. The findings will assist in determining which areas of service need to be improved or not. Thus it is important that you participate in the survey by answering the following questions. Please answer the questions to the best of your ability as honestly as you can. Remember that your participation is totally anonymous.

Yours faithfully

Ndudane, Z. (Masters Student)

USER SATISFACTION SURVEY

PLEASE HELP US IMPROVE LIBRARY SERVICES BY ANSWERING
QUESTIONS.

Please answer the following by marking the appropriate
box with a tick.

SECTION A - PERSONAL DETAILS

1. Sex :

- a. Male ☐
- b. Female ☐

2. Where did you complete your undergraduate degree?

- a. At Unitra ☐
- b. At another University ☐

3. For which program are you currently registered at
Unitra?

- a. HDE ☐
- b. BED ☐

4. Are you living on campus?

- a. Yes ☐
- b. No ☐

SECTION B - LIBRARY USAGE AND SIGNAGE

5. On average, how often do you personally visit the
UNITRA Library?

- a. 2 or more times a week ☐
- b. Once a week ☐
- c. Once every 2 to 3 weeks ☐
- d. Once a month ☐
- e. Once a quarter or less ☐
- f. Never ☐

If once a quarter or less or never, please explain why.

6. Are you aware of the printed library guides in
the UNITRA Library ?

- a. Yes ☐
- b. No ☐

If no, please explain why.

If yes, do you make use of them?

- a. Yes ☐
- b. No ☐

7. How satisfactory are the signs in the library
in terms of assisting you in finding your way around the
Library?

- a. Highly satisfactory ☐
- b. Satisfactory ☐
- c. Don't know ☐
- d. Unsatisfactory ☐

c. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please explain why.

SECTION C - LIBRARY ENVIRONMENT

8. How satisfactory do you find the lighting at the UNITRA Library?

- a. Highly satisfactory ☐
b. Satisfactory ☐
c. Don't know ☐
d. Unsatisfactory ☐
e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please explain why.

9. How satisfactory do you find the temperature in the UNITRA Library?

- a. Highly satisfactory ☐
b. Satisfactory ☐
c. Don't know ☐
d. Unsatisfactory ☐
e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please explain why.

10. How satisfactory do you find the seating arrangement
in the UNITRA Library ?

- a. Highly satisfactory ☐
- b. Satisfactory ☐
- c. Don't know ☐
- d. Unsatisfactory ☐
- e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please
explain why.

11. How satisfactory do you find the noise level?

- a. Highly satisfactory ☐
- b. Satisfactory ☐
- c. Don't know ☐
- d. Unsatisfactory ☐
- e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please
explain why.

12. How satisfactory do you find library opening hours?

- a. Highly satisfactory ☐
- b. Satisfactory ☐
- c. Don't know ☐
- d. Unsatisfactory ☐
- e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please
explain why.

SECTION D - PHOTOCOPYING SERVICE

13. Do you use photocopying service?

a. Yes ☐

b. No ☐

If no, please explain why.

Please go to question 18.

If yes, please answer the following:

14. How satisfactory do you find the queues in the photocopying room ?

a. Highly satisfactory ☐

b. Satisfactory ☐

c. Don't know ☐

d. Unsatisfactory ☐

e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please explain why.

15. How satisfactory do you find the cost of photocopying?

a. Highly satisfactory ☐

b. Satisfactory ☐

c. Don't know ☐

d. Unsatisfactory ☐

e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please explain why.

16. How satisfactory do you find the quality of
photocopies ?

- a. Highly satisfactory ☐
- b. Satisfactory ☐
- c. Don't know ☐
- d. Unsatisfactory ☐
- e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please
explain why.

17. How satisfactory do you find the level of assistance
provided by the photocopying staff ?

- a. Highly satisfactory ☐
- b. Satisfactory ☐
- c. Don't know ☐
- d. Unsatisfactory ☐
- e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please
explain why.

SECTION E - LIBRARY CATALOGUE

18. Do you use the card catalogue?

- a. Yes ☐
- b. No ☐

If no, please explain why.

If yes, how satisfactory do you find the card catalogue in assisting you in finding the material you require ?

- a. Highly satisfactory ☐
- b. Satisfactory ☐
- c. Don't know ☐
- d. Unsatisfactory ☐
- e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please explain why.

19. How satisfactory do you find the shelving of library materials (i.e. materials being shelved in their correct places)?

- a. Highly satisfactory ☐
- b. Satisfactory ☐
- c. Don't know ☐
- d. Unsatisfactory ☐
- e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please explain why.

20. How satisfactory do you find the level of assistance you receive from the library staff in identifying relevant material ?

- a. Highly satisfactory ☐
- b. Satisfactory ☐
- c. Don't know ☐
- d. Unsatisfactory ☐
- e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please explain why.

SECTION F - INTER-LIBRARY LOAN

21. Do you make use of inter-library loan?

a. Yes ☐

b. No ☐

If no, please explain why.

Please go to question 26.

If yes, please answer the following:

22. How satisfactory do you find the documentation relating to inter-library loan that you have to complete?

a. Highly satisfactory ☐

b. Satisfactory ☐

c. Don't know ☐

d. Unsatisfactory ☐

e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please explain why.

23. How satisfactory do you find the time taken to fulfill your request ?

a. Highly satisfactory ☐

b. Satisfactory ☐

c. Don't know ☐

- d. Unsatisfactory ☐
- e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please explain why.

24. How satisfactory do you find the length of loan period?

- a. Highly satisfactory ☐
- b. Satisfactory ☐
- c. Don't know ☐
- d. Unsatisfactory ☐
- e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please explain why.

25. How satisfactory do you find the feedback you receive from the inter-library loan concerning your request ?

- a. Highly satisfactory ☐
- b. Satisfactory ☐
- c. Don't know ☐
- d. Unsatisfactory ☐
- e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please explain why.

26. How satisfactory do you find the level of assistance provided by inter-library loan staff?

- a. Highly satisfactory ☐
- b. Satisfactory ☐

- c. Don't know ☐
- d. Unsatisfactory ☐
- e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please explain why.

SECTION G - AVAILABILITY AND QUALITY OF LIBRARY COLLECTIONS

BOOKS

27. How satisfactory do you find the availability of books as they pertain to your field of study ?

- a. Highly satisfactory ☐
- b. Satisfactory ☐
- c. Don't know ☐
- d. Unsatisfactory ☐
- e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please explain why.

28. How satisfactory do you find the currency of books in your field of study ?

- a. Highly satisfactory ☐
- b. Satisfactory ☐
- c. Don't know ☐
- d. Unsatisfactory ☐
- e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please explain why.

29. How satisfactory do you find the subject coverage of books in your field of study ?

- a. Highly satisfactory ☐
- b. Satisfactory ☐
- c. Don't know ☐
- d. Unsatisfactory ☐
- e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please explain why.

JOURNALS

30. How satisfactory do you find the availability of journals as they pertain to your field of study ?

- a. Highly satisfactory ☐
- b. Satisfactory ☐
- c. Don't know ☐
- d. Unsatisfactory ☐
- e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please explain why ?

31. How satisfactory do you find the currency of journals in your field of study ?

- a. Highly satisfactory ☐
- b. Satisfactory ☐
- ☐

c. Don't know

d. Unsatisfactory

☐

e. Highly unsatisfactory

☐

If unsatisfactory or highly unsatisfactory, please
explain why.

32. How satisfactory do you find the subject coverage of journals
in your field of study ?

a. Highly satisfactory

☐

b. Satisfactory

☐

c. Don't know

☐

d. Unsatisfactory

☐

e. Highly unsatisfactory

☐

If unsatisfactory or highly unsatisfactory, please
explain why.

REFERENCE MATERIALS e.g. dictionaries and encyclopaedias

33. How satisfactory do you find the availability of the reference
materials as they pertain to your field of study ?

a. Highly satisfactory

☐

b. Satisfactory

☐

c. Don't know

☐

d. Unsatisfactory

☐

e. Highly unsatisfactory

☐

If unsatisfactory or highly unsatisfactory, please
explain why.

34. How satisfactory do you find the currency of the reference material in your field of study ?

- a. Highly satisfactory ☐
- b. Satisfactory ☐
- c. Don't know ☐
- d. Unsatisfactory ☐
- e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please explain why.

35. How satisfactory do you find the subject coverage of the reference material in your field of study ?

- a. Highly satisfactory ☐
- b. Satisfactory ☐
- c. Don't know ☐
- d. Unsatisfactory ☐
- e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please explain why.

SECTION H - CIRCULATION DESK

36. How satisfactory do you find the number of books that you can borrow at a time ?

- a. Highly satisfactory ☐
- b. Satisfactory ☐
- c. Don't know ☐
- d. Unsatisfactory ☐
- e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please
explain why.

37. How satisfactory do you find the length of loan period
of books ?

- a. Highly satisfactory ☐
- b. Satisfactory ☐
- c. Don't know ☐
- d. Unsatisfactory ☐
- e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please
explain why.

38. How satisfactory do you find the fines for overdue books?

- a. Highly satisfactory ☐
- b. Satisfactory ☐
- c. Don't know ☐
- d. Unsatisfactory ☐
- e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please
explain why ?

39. How satisfactory do you find the queues at the circulation desk?

- a. Highly satisfactory ☐
- b. Satisfactory ☐
- c. Don't know ☐
- d. Unsatisfactory ☐
- e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please
explain why.

40. How satisfactory do you find the level of assistance provided
by circulation desk staff ?

- a. Highly satisfactory ☐
- b. Satisfactory ☐
- c. Don't know ☐
- d. Unsatisfactory ☐
- e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please
explain why.

SECTION I - SHORT LOAN

41. Do you use the short loan section?

- a. Yes ☐
- b. No ☐

If no, please explain why.

Please go to question 45.

If yes, please answer the following questions:

41. How satisfactory do you find the length of loan period
for the materials that are on Short Loan ?

- a. Highly satisfactory ☐
- b. Satisfactory ☐
- c. Don't know ☐
- d. Unsatisfactory ☐

e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please
explain why.

42. How satisfactory do you find the fines for overdue items?

a. Highly satisfactory ☐

b. Satisfactory ☐

c. Don't know ☐

d. Unsatisfactory ☐

e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please
explain why.

43. How satisfactory do you find the queues at the short loan
section?

a. Highly satisfactory ☐

b. Satisfactory ☐

c. Don't know ☐

d. Unsatisfactory ☐

e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please
explain why.

44. How satisfactory do you find the level of assistance provided
by the short loan staff ?

a. Highly satisfactory ☐

b. Satisfactory ☐

- c. Don't know ☐
- d. Unsatisfactory ☐
- e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please explain why.

SECTION J - AFRICANA SECTION

45. How satisfactory do you find the availability of materials as they pertain to your field of study ?

- a. Highly satisfactory ☐
- b. Satisfactory ☐
- c. Don't know ☐
- d. Unsatisfactory ☐
- e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please explain why.

46. How satisfactory do you find the currency of materials in your field of study ?

- a. Highly satisfactory ☐
- b. Satisfactory ☐
- c. Don't know ☐
- d. Unsatisfactory ☐
- e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please explain why.

47. How satisfactory do you find the subject coverage of materials in your field of study ?

- a. Highly satisfactory ☐
- b. Satisfactory ☐
- c. Don't know ☐
- d. Unsatisfactory ☐
- e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please explain why.

48. How satisfactory do you find the level of assistance provided by the African section staff ?

- a. Highly satisfactory ☐
- b. Satisfactory ☐
- c. Don't know ☐
- d. Unsatisfactory ☐
- e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please explain why.

SECTION K - WHOM APPROACHED FOR HELP

49. When you need assistance in finding the material in the library, who is it that you approach ?

- a. Circulation desk staff
- b. I don't approach anyone

If you don't approach anyone, please explain why.

If you approach the circulation desk staff, how satisfactory do you find the assistance given ?

- a. Highly satisfactory ☐
- b. Satisfactory ☐
- c. Don't know ☐
- d. Unsatisfactory ☐
- e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please explain why.

50. How would you rate the UNITRA Library in general?

- a. Highly satisfactory ☐
- b. Satisfactory ☐
- c. Don't know ☐
- d. Unsatisfactory ☐
- e. Highly unsatisfactory ☐

If unsatisfactory or highly unsatisfactory, please explain why.

51. Are there any comments or suggestions that you would like to make?

THANK YOU FOR YOUR TIME