

UNIVERSITY OF KWAZULU-NATAL

**Assessment of service quality of 24 hour service in University of KwaZulu-Natal
library**

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A dissertation submitted in partial fulfillment of the requirements for the degree of
MASTER OF COMMERCE IN LEADERSHIP

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DECLARATION

I Nonjabulo Precious Ngcobo declare that:

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.....

Date:

ACKNOWLEDGEMENTS

Through his grace and love for me as the chosen sheep. I would like to thank God for giving me strength, wisdom and for also being my shepherd through this journey. I would also like to express my sincere gratitude and appreciation to the following people for their assistance and contribution to the study:

My supervisor Dr. Matshediso Joy Ndlovu for her professional and expert guidance throughout the course of this study.

My family for their patience and support, especially my husband Mbongeni Ngcobo and my kids Mfundo and Thobeka.

My colleagues, Nontobeko Sikhosana and Duke Magwaza for their support and assistance during the entire process of my study.

Khanyo Mthethwa for her patience and for being helpful at all times.

My classmates for encouraging me to keep on pushing and also comforting me in difficult times.

Dr Shumba for editing my work and his professional feedback and being patient with me, I learnt a lot from him.

DEDICATION

This dissertation is dedicated to:

My lovely and handsome husband Mbongeni Ngcobo, my loving and caring son Mfundo Ngcobo and my bubbly daughter Thobeka Ngcobo for their unconditional love, support and continuous encouragement and understanding.

ABSTRACT

This study examined the quality of services provided by the University of KwaZulu-Natal Library (UKZN) from the perspective of library users. The purpose of the study was to determine the gaps between user expectations and perceptions of the service quality provided after-hours. The study was underpinned by two theories Libqual model theory and Servqual model theory. The study adopted a pragmatic paradigm and employed a mixed methodology approach. The population of the study comprised of students, academic staff and library staff. The samples of the population studied were 252 undergraduate students, 30 postgraduate students, 37 master's students and 24 academic staff. Total of 366 respondents responded to the questionnaire and five participants were interviewed. The questionnaire consisted of both open and closed questions although the latter predominated.

Qualitative data was collected through interviews from three heads of circulation and two circulation supervisors, while Quantitative data was collected from students and academic staff using the questionnaires. Qualitative data was analysed using NVIVO whilst quantitative data was analysed using IBM SPSS software version 25. Libqual survey instrument was used to measure the gap between customers' expectations and their perceptions of the actual service delivered by the library. The three dimensions of service quality, that is, access to information, staff service, and library facilities formed the core of the instrument. The results from this indicate that there is a small gap between user expectations and user perceptions of service quality delivered at University of KwaZulu-Natal (UKZN) library. However, there were instances where gaps were significant and clearly these gaps do need to be addressed by library management.

The extent of gaps varies depending on the individual services. There were understandable variations within the different user categories of respondents namely: Postgraduate student (Doctoral student and, Master's students), undergraduate students and academic staff concerning library usage, perceptions of service quality at University of KwaZulu-Natal (UKZN) library. The findings of the study revealed that most of the users who were students and staff rated the overall quality of service as good. Based on the findings, recommendations were made to address problems presented to improve service quality provided after-hours at UKZN library.

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LIST OF ACRONYMS AND ABBREVIATIONS

ALA	American Library Association
ARL	Association of Research Libraries
BSC	Balanced Scorecard
EFQM	European Foundation for Quality Management Excellence Model
LibQual	Library Quality
NLA	Nigerian Library Association
NUC	National Universities Commission
SERVQUAL	Service Quality
SPSS	Statistical Package for the Social Sciences
SQ	Service Quality
TQM	Total Quality Management
UKZN	University of KwaZulu-Natal

CHAPTER ONE

INTRODUCTION

1.1 Introduction and Background

This chapter introduces various components of the study: the research problem, research questions and objectives, background of the study, delimitation of the study, the rationale of the study, research methodology and definitions of key terms used. In providing background information, this chapter also highlights the importance of service quality regarding users' expectations and perceptions. Academic libraries are not independent institutions, but they belong to parent organisations and therefore they have an important role to play in fulfilling the mandate of the organisation. Libraries are central to the educational purpose of universities in supporting the mission of effective teaching, research and learning.

Consequently, academic libraries add value to the educational process (Massengale, Piotrowski & Savage, 2016). For academic libraries to be able to add value to the educational process, they must be both efficient and effective. Thus, they should be organised and managed well. For academic libraries to succeed in supporting the missions of effective teaching, research and learning, they must become more user focused in delivering their services. In order to do that, libraries have to take the responsibility of incorporating into their work environment a culture of ongoing assessment and a willingness to make decisions based on facts and sound analysis (Simba, 2016). Thus, to fulfil the mission of its parent organisation the University of KwaZulu-Natal Library is required to assess the quality of its services.

Whittaker (2014:28) noted that “undoubtedly any library that aims at reaching the highest level of service, that is, to provide for the needs of users as individuals is attempting to be user centred”. Therefore, a user centred approach was adopted in this study. Organisations are increasingly being evaluated in terms of their service quality and libraries are no different in this respect. Service quality, as perceived by customers, is a function of what customers expect and how well the organisation performs in providing the services (Ncwane, 2016).

There is no unanimously agreed scholarly definition on service quality (SQ) as different authors have defined service quality in different ways. However, this study adopts the definition by Becker, Hartle and Mhlauli (2017) which defines service quality as the meeting of customers' needs and requirements and how well the service delivered matches the customer's expectations. Service quality is also considered as the most important measure in organisational performance. Ghylis, Green, Drury, Chen, Schultz, Uggirala, Abraham and Lawson (2009) point out that by defining service quality, companies will be compelled to deliver services with higher quality levels presumably resulting in increased customer satisfaction. Excellent service quality and high customer satisfaction have become very important issues and a challenge for service industries due to the increasingly competitive and dynamic educational environment. Thus, businesses are increasingly becoming aware of the importance of service and product quality to attract new customers and to retain existing customers (Ghylis et al., 2009, Odusanya & Osinulu, 2014, De Vaus, 2016).

Understanding service quality must involve acknowledging the characteristics of service that include intangibility, heterogeneity and inseparability (Ladhari, 2009a; Parasuraman, 2010). In that way, service quality could be easily measured. Measuring service quality has been one of the most recurrent topics in management literature (Grönroos & Gummerus, 2014); (Zeithaml, Parasuraman & Berry, 2009). This is because of the need to develop valid instruments for the systematic evaluation of firms' performance from the customer point of view, and the association between perceived service quality and other key organizational outcomes, which has led to the development of models for measuring service quality (Prentice, 2013).

1.2 Background to the study

University of KwaZulu-Natal is an institution with five separate campuses situated in KwaZulu-Natal Province (KZN) in South Africa. Each campus has libraries, which form part of this study. The mission of the University is to be an institution that promotes academically excellent, innovative research, critically engaged with society and demographically representative, redressing the advantages, inequalities and imbalances of the past (North, Zewotir & Murray, 2011).

In order to achieve its vision as a premier University of African scholarship, one of the key goals of the University is to be pre-eminent in research (Balfour & Lenta, 2009). Consequently, UKZN library's vision is to be a leading excellent library of African scholarship (Library, 2009). The library's mission is to be a strategic partner with the University in achieving academic excellence, innovation in research and critical engagement with society. UKZN libraries also support the values of the University, which are:

1. To actively encourage and respect the right of all scholars, staff and students to engage in critical inquiry, independent research, intellectual discourse and public debate in a spirit of responsibility and accountability, in accordance with the principles of academic freedom and institutional autonomy.
2. To promote access to learning that will expand educational and employment opportunities for all.
3. To embrace our responsibility as a public institution to support and contribute to national and regional development, and the welfare of the wider community, through the generation and dissemination of knowledge and the production of socially-responsible graduates.
4. To conduct ourselves according to the highest ethical standards, and provide education that promotes an awareness of sound ethical practice in a diverse society.
5. To manage and run our institution in conscious awareness of the environment, and foster a culture of responsible, ethical and sustainable use of natural resources.
6. Ensure effective governance through broad and inclusive participation, democratic representation, accountability, and transparency that serves as an example that contributes to building the democratic ethos of our country.

7. To acknowledge the value of the individual by promoting the intellectual, social and personal well-being of staff and students through tolerance and respect for multilingualism, diverse cultures, religions and social values, and by fostering the realisation of each person's full potential.

In pursuit of its vision and mission, the UKZN libraries provides library and information services that are user driven for instance, they monitor and evaluate services by means of surveys, focus groups and statistical reports. They utilise evaluation data to improve the user experience and train library staff in the provision of excellent customer service.

The library also provides information sources that support teaching, learning and research, by developing a comprehensive acquisition policy that includes set criteria for the selection of electronic resources to be approved by all relevant stakeholders. The library conducts research to determine the best way to build and manage digital collections. They developed a template for selection criteria for electronic information resources, and draw up a list of library collections for possible digitisation.

The library provides effective teaching and learning strategies for users by developing a comprehensive, university-wide multi-faceted user education or information literacy policy. It also develops teaching and learning programmes for students at undergraduate postgraduate level and work towards having these integrated into the curriculum. Moreover, library staff assist postgraduate students, researchers and members of staff with research related matters. The library participates in regional and national user education or information literacy initiatives. It uses the university approved learning management system as a tool to provide additional resources to students.

More so, the library optimises the use of library space to provide an environment that enhances the learning and research experience. Therefore it positions the university as an intellectual centre by making provision for appropriate space to meet the changing demands brought about by digitisation. It offers access to library materials in an electronic format. The library has developed a five-year space plan to identify barriers and enhance flexibility and utility of library space. There is a set up linked to the research commons in the main libraries on all the five campuses. The library also ensures that it complies with national health and safety standards as well as providing the positive reinforcement of library rules.

The library employs, retains and develops a staff cohort committed to service excellence, continuous learning and leadership within the library profession by striving to achieve the

numerical goals of the divisional equity plan. It has staff development policies that ensure that the staff is trained and developed to meet the challenges of a rapidly changing library and information service movement and introduce career planning into the library.

Among the various functions performed by the UKZN library, this study, identifies two major gaps. These are service and library quality. When it comes to information provision that is user-driven as per the library strategic goals. Besides, it is imperative for the library to have undertaken Libqual and student surveys to ascertain the opinion of researchers or users vis-à-vis their services. Nonetheless, library records confirm that Libqual and Servqual surveys were last done in 2007 and 2010 respectively. It is thus highly likely that users are not satisfied with how information is currently provided to them and that the library does not meet their needs.

In terms of providing information sources that support teaching, learning and research, the library has recently drafted the new acquisitions policy, which is presented to academics through board meetings. This is a good initiative. However, the researcher noticed that in spite of the policy in place, to provide effective teaching and learning through user education, there exist few challenges when it comes to part-time students. The university caters for part-time students who use the library after hours and during this period; there is no permanent library staff to offer that service to users.

It is appropriate for academic libraries at some point, to evaluate their service quality to their users. Rodgers (2016), states that academic libraries are there to serve the scholarly and research needs of their clientele and provide a service whereby users have access to materials. Service quality may be evaluated using different methods. For example, questionnaires may be administered to users or the use of suggestion boxes as well as interviews and surveys. Therefore, this study focuses on the two methods that are used to gauge library service quality, which are Libqual and Servqual.

Library Quality (Libqual) is an online overview instrument created by Texas A & M college research group as a team with the American Research Libraries (ARL) to survey library execution in view of clients' point of view. It is a configuration overhauled from the Servqual model that gives the library centre Libqual expects to see how clients consider and assess libraries (Som, 2015).

Service quality (Servqual) is a survey instrument adopted from (Zeithaml et al., 2009) that can be used to perform the gap analysis of an organisation. Service quality affords institutions and organisations the opportunity to see weak points and areas of improvement in order to offer better service to their clientele. The study thus investigates if the 24-hour service offered by the University of KwaZulu-Natal library meet the users' needs. It will provide recommendations for improvement.

1.3 Problem statement

The University of KwaZulu-Natal (UKZN) library aims to provide high quality library and information services to users. Thus, the need to determine whether it is reaching its aims and objectives, which are to have balanced collections and access to current information services. This encourages excellence in learning, teaching and research, facilitated by innovative and resourceful library staff who are trained to empower learners to equip themselves for lifelong learning. One way in which this can be achieved is through assessment. According to Kassim (2017:110), “few libraries exist in a vacuum, accountable only to themselves”. Thus, there is always a larger context for assessing a library’s service quality, that is, what and how well the library contributes to achieving the overall goals of the parent organisation.

The goal of the UKZN library is to provide excellence and quality service to all its customers. The library is the “heart” of the institution and it is expected to fulfil its role as a service provider in terms of education, training, research, community service and recreation. In this way, it will be satisfying the needs of the institution and meeting the strategic goals and objectives. The library is a support service to the university community and it plays a pivotal role in meeting the institutional goals. Furthermore, it contributes to the vision, mission and goals of UKZN, which is to be “a truly South African University of Choice that is academically excellent, innovative in research, entrepreneurial, and critically engaged with society” (UKZN Strategic Plan, 2017). This mission statement commits UKZN to being one of the prestigious universities in the world, contributing to the advancement of knowledge and scholarship in ways that enrich and transform society in Africa and internationally. Thus, the library needs to demonstrate its importance through quality services from which users benefit. Tajer (2017:179) states that “the means by which the library can justify its contribution is by delivering excellent user services”.

Many studies on service quality using the Libqual and Servqual approaches have been done at the international level. The University of Washington library, and University of Thammasat library are places where such studies have been conducted (Idiegbeyan-Ose, Nkiko & Osinulu, 2017). In South Africa, five libraries (arguably few) have used Libqual, that is; Rhodes University, University of Pretoria, University of Cape Town, University of Stellenbosch and Durban University of Technology. It can be postulated that there is a degree of reluctance to

involve users in evaluating library services. It is against this background of the absence of research on user perceptions about the after-hours service quality at the UKZN library that the proposed study is positioned. The study thus identifies the gap that there is currently not much literature or studies on 24 hours library operation that measures service quality, user's perceptions of the quality of collections, facilities and staff services. The fact that UKZN's night shift (after hours) is manned student assistants at night while the day shift operates with a full complement of qualified staff. The literature reviewed does not show any studies done in this regard. Critical literature analysis is discussed in the next chapter.

1.4 Aim of the study

The aim of the study is to assess the service quality that is offered after-hours at the UKZN library. The study measures user perceptions on the quality of the library collection, personal service and facilities. The findings from this study aim to improve service provision through informed decisions regarding the quality of service that is offered after-hours at the UKZN library. It is envisaged that through the findings from this study, the UKZN library will be more responsive to user needs and provide services that are better aligned to their needs. This could help the library move towards an outcome-based assessment, instead of relying on input, output or resource metrics (Pourahmad, Neshat & Hasani, 2016). The outcome will demonstrate how well the UKZN library as an organisation serves its users and establish the organisation's efficiency and effectiveness.

1.5 Objectives of the study

Objectives of this study are to identify the quality of services offered after-hours at the University of KwaZulu-Natal library .They were achieved by considering the following specific objectives:

1. Determining the factors responsible for the successful operation of the 24 hour service.
2. Measuring the satisfactory level of the library user's in the 24 hour night service.
3. Exploring the challenges associated with the 24 hour service, and
4. Making recommendations for improving the quality of 24-hour service delivery at the University of KwaZulu-Natal library.

1.6 Research questions

Research questions specify what intrigues the researcher. Thus they direct the focus of the study.

The following key questions were important to this study as they focused on the factors responsible for the 24-hour service at the University of KwaZulu-Natal library.

1. What factors responsible for the successful operation of the 24 hour service at the University library?
2. How does library users view the quality of service delivery at the university library after hours?
3. What were the user's perceptions and expectations of the 24 hour service?
4. What can be done to improve the quality of service delivery at the university library after hours?

1.7 Focus of the study

The study examines the quality of services provided by UKZN library after-hours from the perspectives of users' of the library. The purpose is to measure the user's perceptions of the quality of the library collection (Books, databases, and audio-visual material), the personal service, and the facilities. The study focuses on Servqual and Libqual because service quality and customer satisfaction are co-equal concepts. Thus service quality is a strategic planning tool that denotes the attributes of what the library should be in the minds of the customers and the expectations the library regards as essential to meet the needs of users. Libqual, on the other hand, has been used by many libraries since it helps librarians to access and improve library services, change organisational structure and market the library. Libqual can be modified and simplified to identify gaps between user perceptions and expectations with regards to library service (Partap & Joshi, 2017).

Another reason for focusing on Servqual and Libqual is that Libqual survey evolved from the conceptual model based on the Servqual instrument, which is a popular tool for assessing service quality (Partap & Joshi, 2017). Thus Libqual is a suite of services that libraries use to solicit, track, understand and act upon users' opinions of service quality. It measures the library

user's minimum, perceived and desired level of service quality across three dimensions which are collection, personal services, and facilities.

Servqual is a model which has led the service quality research since its inception (Zeithaml et al., 2009). It is based on the principle which perceived service quality as “gaps” between customer expectations and perceptions. The Servqual model has been heavily criticized and has produced a range of criticism in the service literature. Numerous industries have continued to utilise the model and have successfully implemented effective strategies for their organisations (Bhengu, 2015). The literature review for this study will outline some arguments relating to the Servqual model.

In addition, the Libqual model provides a reliable survey in terms of measuring the gap between user expectations and user perceptions (Ncwane, 2016). Tajer (2017:177) mentions that, “this model is a comprehensive measure because it measures both customer expectations and perceptions and has been extensively tested across a wide variety of service settings”. Nitecki and Franklin (2011:259) pointed out that the Servqual survey instrument is based on the “Gaps Model of Service Quality” with a set of five gaps used showing the discrepancy between:

1. Customers' expectations and management's perceptions of these expectations.
2. Management's perceptions of customers' expectations and service quality specifications.
3. Service quality specifications and actual service delivery.
4. Actual service delivery and what is communicated about it.
5. Customers' expected services and perceived service delivered.

This study focuses on the fifth gap, which is the gap between what customers (or users) expect in terms of services provided and their perceptions of actual services delivered. The various models noted above are discussed in detail in Chapter 2.

1.8 Rationale for the study

Parsons (2017) stated that the survival of libraries is very much dependent on the benefits it brings to its users. Their existence will be in question when users start looking for alternatives to library services. One way to show value is to provide quality service. Therefore, it is important for the library to be informed on changing user expectations and strive to provide

quality service to its users (Newane, 2016). Librarians need to understand the specific user needs in order to provide the appropriate type and level of service that meets those needs. The intention of this study is to measure library user's perceptions of the quality of the collection, personal services, and facilities and to investigate if the UKZN Library is responsive to users' needs and provide a service that is better aligned to their needs.

The aim of the research is to get more information about the quality of service that is offered after-hours in UKZN library. The study measures user's perceptions on the quality of the collection, personal service and facilities and the findings from the study will improve their service through informed decisions regarding the quality of service that is offered after-hours at UKZN library. It is envisaged that through the findings from the study UKZN library will be more responsive to user's needs and provide services that are better aligned to their needs. This could help the library move towards an outcome-based assessment, instead of relying on input, output or resource metrics (Library, 2009). The outcome will demonstrate how well UKZN library as an organisation serves its users and establish the organisation's efficiency and effectiveness.

The study will use models that are designed specifically to measure the library user's perceptions of the service quality and identify gaps between users' expectations of library service known as Libqual and Servqual. The approach identifies whether the service meet or exceed the expectations of the users. It will also assist in determining which dimensions of the service need improvement from library users' opinion. The results of the proposed study will be used to identify possible sources of failure or inefficiency in the service at UKZN library with a view to sustain a high level of performance in the future.

Excellent service quality is very crucial in any organisation because "It plays a critical role in supporting the transition, to a user-centered library" (Naidu, 2009:45). The results will also be used as a tool for future improvements regarding differing needs of different user categories and it will be used as an internal control mechanism to ensure that the resources are used efficiently and effectively.

The researcher is a Librarian by profession; and started working as a library assistant working after-hours at the Durban University of Technology for five years, before coming to the University of KwaZulu-Natal. The duties assigned to staff at UKZN made the researcher to observe the differences in service levels offered during after-hours compared to normal working hours of the library. It was observed that during the day, the library had full complement of staff including qualified subject librarians, information technology staff, qualified library assistants and the cataloguers. However, in the evening the library only operated with student assistants without any permanent staff. Service offered in the evening is limited since there is no professional staff available for in-depth and technical queries, thus limiting their services to provision of circulation services, use of computer LANs and sitting space.

The researcher has observed several users expressing their dissatisfaction with services rendered during after-hours. Users are compelled to return during the day to meet their specific subject librarians. The library has now extended working period to 24 hours which makes it even worse for users, since there are only student assistants working at the main desk during the entire evening, with only one security guard at the main entrance. Sometimes there is no security guard available to patrol the library at night. The library operated from 8:00 am to 23:00 pm before the 24 hour operation was sanctioned, and there was one permanent librarian present until 21:00 pm to provide in-depth assistance to users.

1.9 Research Methodology and Methods

In research, methodological paradigms such as quantitative, qualitative and participatory action paradigms are not merely collections of research methods and techniques but they also include certain assumptions and values regarding their use under specific circumstances (Babbie, 2013). The current study fell largely within a mixed paradigm, thus quantitative and qualitative analyses measure phenomena using numbers in combination with statistical procedures to process data and summarize results.

The study adopted concurrent triangulation design (methodological triangulation) whereby both quantitative and qualitative methods were accorded equal weight. Data sets were also triangulated, meaning that quantitative data were collected through a questionnaire administered to students and academic staff, and qualitative data were collected through an

interview schedule. Qualitative interviews were conducted with three heads of circulation and two circulation supervisors. The data were collected concurrently.

- **Population**

The population was drawn from all University of KwaZulu-Natal Libraries operating 24 hours. The population was the library users, the researcher collected data to (342 Students and 24 academic Staff members who use the library after hours) because the research adopted the convenient sampling where subjects were selected because of their easy accessibility and proximity to the researcher. While for the qualitative data the population was the three heads of circulation and two circulation supervisors.

- **Sample size**

The sample size for this study was 381 respondents, sampled from the turnstiles traffic between the hours of midnight and 7:59 am. The total number of the population was 51 671. The sample size was chosen, using the sample table that is found in (Sekaran & Bougie, 2016); please refer to table 3.1. The respondents were chosen because of the aim of the study, which is to identify the quality of services offered after-hours at the University of KwaZulu-Natal library. The limited research surrounding this topic allowed the researcher to choose University of KwaZulu-Natal library because it recently started to operate on a 24 hour basis; it helped the researcher gain better insight into service quality perceptions and expectations of library users. The responses from the questionnaire administered to the respondents were integrated into the discussion chapter to add valuable insight into the service and for future recommendations. The sampling methods used for the study was non-probability sampling technique where subjects were selected because of their easy convenient accessibility and proximity to the researcher as there were no lists available from which to select the sample from. Purposive sampling was also adopted for selecting participants for the qualitative component of the study. The researcher engaged or rather selected the library heads of circulation and shift supervisors because they are the relevant people that deal with hiring, training and supervising of the overnight staff who happen to be mostly student assistants.

1.10 Delimitations

The study targeted all registered UKZN students (postgraduates and undergraduates) who visit the library and academic staff. Other potential library users such as administrative staff, executive management, external school learners and external staff and students were excluded. This is due to time limitations and the nature of work required for a coursework master's degree. In addition, academic staff and students are the main users of the library.

1.11 Broader issues

Considering the broader context to this study, it was noted that some researchers like Paulos (2008:252); Nawe (2004:382);(Ncwane, 2016) have determined that in developing countries, libraries since the 1980s have a poor record of service delivery. Libraries nowadays are faced by challenges of budget constraints and an overreliance on donor support. The broader issues of the study are:

- Recruitment, education, and retention of librarians;
- Higher education funding;
- Role of the library in academic enterprise;
- Impact of information technology on library services;
- Chaos in scholarly communication; and
- Support of new users.

While the applicability of these issues to the UKZN Libraries is beyond the scope of the study, it is noted that these could have an impact on the services provided by libraries and the subsequent expectations and perceptions of service quality as provided by the users of the library.

1.12 Study Outline

This study is divided into five chapters. The chapters can be read separately or jointly as the study is structured in such a way that readers would find it easier to understand.

Chapter One: This chapter discussed the components of the study. These include the background of the study, rationale for the study, problem statement, research questions and objectives of the study. The chapter presents the delimitation of the study.

Chapter Two: Focuses on the review of relevant literature that is related to this study. It also entails the review of contributions of scholars on library and library use. Thus, the review of relevant literature allowed the researcher to locate the gap in existing researches that would give a clue to the gaps that this study seeks to cover in literature as it relates to this study.

Chapter Three: Describes the research methodology and methods adopted in this research. It states the type of methodology and the approach undertaken. The study is a mixed method and used the questionnaires for data collection as well as interviews. The chapter also discussed the mode of data collection, piloting, and described the target population for the study.

Chapter Four: Presents the findings, analysis and discussions of the study based on data collected from the respondents using questionnaires and an interview schedule.

Chapter Five: Summarised the findings based on the research questions and objectives of the study. It gives an interpretation of findings and provides recommendations. It ends with conclusions that summarises key issues of the study as it relates to the research objectives.

1.13 Summary

The chapter is a summary of the study as a whole and it unpacks the research problem, the research aim, research objectives, and research questions. It further dwelt on the background of the study, focus of the study, and rationale of the study. It also explained the research methodology and methods that the researcher employed in their study. Literature review will be discussed in the next chapter.

CHAPTER TWO

LITERATURE REVIEW

2. Literature Review

This chapter reviews literature and or other studies undertaken around the assessment of service quality in academic libraries. It further discussed the concept of service quality models in detail. It also described in detail methodologies and findings of other related studies. Reviewing literature “provides a classification and evaluation of what accredited scholars and researchers have written on a topic, organized according to a guiding concept such as a research objectives or the problem a research plans to address” Taylor, Wilkie and Baser (2015:190).

Satisfying customers is the core of any business in every organisation, which academic libraries cannot escape. A quality library service basically indicates satisfying the requests of library users accurately, exhaustively and expeditiously (Sharma & Das, 2017). Providing excellent service quality is also recognised as a critical business requirement (José Vilares & Simões Coelho, 2003). Academic libraries are not coping only with extraordinary and complex changes, technology, cultural and political but also with accelerated way of change. Academic institutions are under pressure for accountability in the form of the student outcomes and such outcomes cannot be maintained if academic libraries are not in support of academic learning (Hernon, Nitecki & Altman, 2016).

2.1 Quality factors for academic libraries

Academic libraries are recognised as service industries which emphasize on meeting the expectations and the needs of students (Hossain & Ahmed, 2016). It is very important for academic libraries to identify and deliver what is important to their users. Academic libraries are found in higher education institutions and their aim is to support teaching and learning, and the research of the institution. Academic libraries at some point ought to evaluate their service quality to their users. The quality of service in academic libraries is connected to services and products as well as staff, facilities and space (Hossain & Ahmed, 2016). This is consistent with Hernon et al. (2016) findings that include three areas of quality: resources namely information content, organisation service environment and resources delivery and service delivered by staff.

Simmonds and Andaleeb (2016) found that service quality of academic libraries is associated with resources, competence, responsiveness, demeanour and tangibles. Zabeed Ahmed and Hossain Shoeb (2017) highlighted that the quality of library service includes the effects of service at the organizational level, collection and access, library as a place, and the effect of service at the personal level. Nadiri and Mayboudi (2015) used Libqual (an expansion of the Servqual) scale that shows that library service quality is associated with the service provided, information control and library as a place.

Service quality is essential in libraries as its demand leads to the establishment of standard organization; it is a way of measuring, improving, and maintaining the quality of any human activity that has value. The provision of service quality in academic libraries ensures that the best practices are encouraged in the social system. Academic libraries should take responsible actions in their production processes and practices as service quality is concerned with quality control, the people who control quality, and continuous innovation. Agunbiade (2015:215) mentions that service quality in the library is all plans and procedures geared towards, “ensuring that the right types of library materials, books, journals, equipment furniture, space that are relevant to the types of programmes being run in each given institution are procured and available to the users of the given institution libraries”.

Academic libraries provide information sources and services that support the teaching and learning of their institutions. Odusanya and Osinulu (2014:187) following Osinulu and Amusa (2015:110) stated that academic libraries are “expressly charged with the responsibility of meeting the Information needs of scholars and students in pursuit of their academic endeavours”. Service quality requires a meeting point between the standards for academic libraries and what is available since there are minimum standards for academic libraries as prescribed by the American Library Association (ALA), Nigerian Library Association (NLA), National Universities Commission (NUC) and others (Osinulu & Amusa, 2015). Service quality factors ensures efficient and effective services by:

1. Clearly defining the aims and objectives, functions, and services to be provided to both the parent organisation and clientele.
2. Establishing functional units with clearly spelt out responsibilities backed with adequate delegated authority.
3. Employing and training of personnel charged with the responsibility of running the libraries.

4. Establishing minimum level of performance, institution to ensure compliance with the agreed minimum standards.
5. Recognising and recording excellent performance.
6. Continuous appraisal and reappraisal of functions and services.
7. Cautious spending of available funds and accountability.
8. Engendering the confidence of faculty personnel in their collection building and management.
9. Sustaining the parent organisation and clients' confidence through proactive functions and services.

2.2 Service quality in academic libraries

Academic library concepts of service quality date back to the 1970s. Oldman and Prestoungrange (2017) described service quality in academic libraries as the distinction between user's experiences of service performance. According to Sahu (2018:235) "within the library and information science field, service quality refers to the difference between users' expectations and actual service delivery". Experts present various requirements for achieving service quality in academic libraries. Hernon et al. (2016:11) describe "service quality in academic libraries as comprising three main issues: the information resources, the environment in which service is delivered and service provided by staff".

Similarly, (Pindlowa, 2015) mentioned that the quality of an academic library is related to services it provides to users, the space it offers for users and staff services. According to Kitana and Saydam (2014), if a library is able to make available precise information at the time it is needed by users and in a desired form, then, it is providing quality service. Quality library services means satisfying the requests of the individual user, fully and quickly. However, the basic principles that underpin quality management are based on the continuing improvement of services, adopting a customer focused approach, and responding to the needs and activities of all other stakeholders (Kulkarni & Deshpande, 2012). Verzosa (2017) indicated that library service quality demands:

1. Continuous improvement of services against the users 'expectation.
2. Acknowledging the interdependence of content, technology, facilities and (human) service.
3. Staff who are knowledgeable of content, competent with technology, and committed to listening to and valuing user input.
4. Understanding, appreciating and responding to users' perceptions. However, the most important aspect to providing quality service in academic libraries is being able to move forward and adapt to the changing needs and expectations of users and parent organisations.

Since this is what governs the survival of an organisation and more importantly, the fact that the academic library operates in an environment which is very dynamic makes it imperative for librarians to adopt strategies that help meet the high expectations of users (Balagué & Saarti, 2016). Generally, quality is expressed by different users in their own understanding of quality, consequently the final judgment is by the user from a subjective point of view, depending on his or her needs and interests at a specific period (Snoj & Petermanec, 2015).

2.3 Service quality assessment models for libraries

Service quality assessment models have been discussed by many authors and there is a huge number of service quality models that have been developed over the years. The library and information sector has implemented various models that are based on assessing the service quality in libraries. This chapter focuses on the models that have been used to assess the service quality of libraries. These are known as the Balanced Scorecard Model (BSC), European Foundation for Quality Management (EFQM Model), Library and Information Sector Improvement Model (LISM Model), the LibQual instrument, Servqual Model, Servperf model, and Total Quality Management Model (TQM Model) (Naidu, 2009).

2.3.1 Balanced Scorecard Model (BSC)

Thompson (2016) defined this model as a method that is widely used for strategic and financial objectives, tracking their achievement, and giving management a more complete and balanced view of how well an organisation is performing. It links financial performance objectives to specific strategic objectives derived from a company's business model. It provides a company's employees with clear guidelines about how their jobs are linked to the overall objectives of the

organisation, to enable them contribute productively and collaboratively to the achievement of these goals (Thompson, 2016).

Kaplan and Norton (2010) introduced the Balanced Scorecard model for the purpose of designating, evaluating and measuring factors that drive an organization's performance (Martello, Watson & Fischer, 2016). Furthermore, the Balanced Scorecard Model was developed for private sectors but then it was adapted to be used for public service and the academic libraries. The basic model of the Balanced Scorecard, adapted to the conditions of academic libraries, deviating from the original model in placing not the financial, but the users perspectives, since the libraries do not strive for the maximum gain but for the best service (Kaplan & Norton, 2010). The reviewed literature has shown that the Balanced Scorecard Model has been used by Academic libraries such as German academic libraries and other academic libraries, internationally. The University of Virginia Library successfully implemented the BSC model, and the model was used to measure the organisational performance from all four balanced perspectives known as user, finance, internal processes, learning and growth. Figure 1. Below gives a clear explanation of the model.

Figure 1: Balanced Scorecard Model

Illustrating the balanced perspectives of the BSC, which measures organizational performance



Source: Retief, (2009)

Retief (2009) mentioned four reasons for implementing the scorecard in libraries, which are:

- Improving the performance of an organisation by measuring what matters.
- Aligning the organisation's strategy with the day-to-day work done by people.
- Focusing on the drivers of future performance.
- Improving communication of the organisation strategy and vision.

The current study will not focus on the Balanced Score card tool, as its focus is on the service quality provided by the library after hours, the focus will be on Servqual and Libqual.

2.3.2 The European Foundation for Quality Management (EFQM) Excellence Model

According to Young Kim, Kumar and Murphy (2010) European Foundation for Quality Management (EFQM) Excellence Model was originally called the European Model for Business Excellence, and it was introduced in 1991. From its inception (Young Kim et al., 2010), it adopted the total quality management (TQM) principles which has been at the heart of the EFQM vision. The EFQM excellence model principles are based on self-assessment, continuous improvement, learning and innovation, teamwork and a culture that is focused on the customer.

The EFQM came to the forefront as an alternative to traditional management practices, by offering the modern, effective management approach characterized by continual improvement (Suárez, Calvo-Mora, Roldán & Periañez-Cristóbal, 2017). EFQM model enables all employees to understand the business excellence agenda, it allows for benchmarking internally within business divisions and across countries (Gómez, Martínez Costa & Martínez Lorente, 2017). This model is a practical tool that can be used in a number of ways, such as:

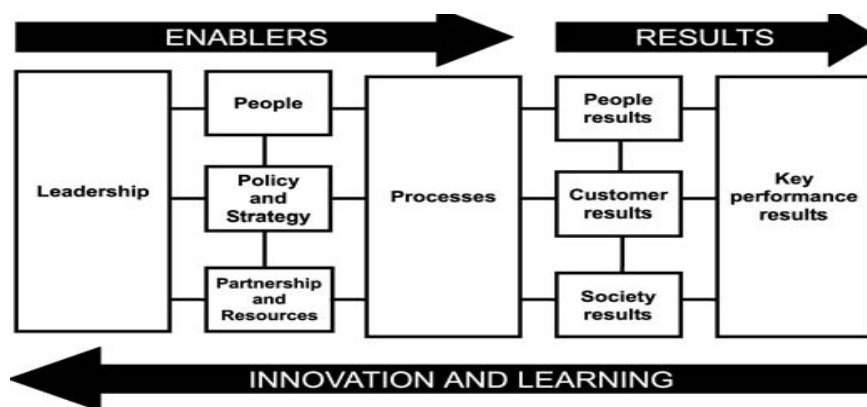
- A tool for self-assessment.
- A way to benchmark with other organisations.
- A guide to identify areas for improvement.
- As the basis for a common vocabulary and a way of thinking.
- As a structure for the organisation's management system (Gómez et al., 2017).

Reviewed literature has indicated that the EFQM Excellence Model has been used in academic libraries to assess service quality. The libraries in Andalusia, in Spain and University of Switzerland library used this model for their library service quality assessment and received good results. Archival and academic libraries in Portugal have also implemented this model

for their service quality assessment and they received satisfactory results (Retief, 2009). The reviewed literature shows how the adapted EFQM Model can be successfully applied for analysing the status quo as well as identifying the strengths and weaknesses of a library. Hence, it facilitates the goal-oriented management of existing improvement potential, as well as formulating a follow-on action plan. The success of this approach and a subsequently improved excellence can be expected (Herget & Hierl, 2012).

Figure 2 illustrates the EFQM excellence model. It shows the enablers and results for innovation and learning.

Figure 2: EFQM excellence model



Source: Gomez, 2017

2.3.3 Libqual Instrument

Libqual, which stands for Library Quality, is an online overview instrument created by Texas A & M College research group as a team with the American Research Libraries (ARL). This was an initiative to survey library execution in view of real clients' point of view. It is a configuration overhauled from Servqual model (Som, 2015). The Libqual instrument is known as a gap theory service quality and the Servqual instrument (Ncwane, 2016), it is a market survey intended to help librarians understand user perceptions, thus improve service, and better meet user' information needs. Libqual instrument helps libraries assess and improve library services, change organisational culture, and market the library. It also benefits library users by giving them a chance to communicate with library staff about where their services need

improvement so that the library staff can respond to and meet expectations of users better (Naidu, 2009).

2.3.4 Servqual

Service Quality is a survey instrument adopted from Zeithaml et al. (2009) it is used for performing a gap analysis of an organisation. It is used to measure service quality performance against users' service quality needs. Service quality affords institutions and organisations the opportunity to realize weak points and areas of improvement in order to offer better service to their clientele. Al-Hawari (2015) identified that the following gaps must be minimized in order to satisfy customers in an organisation:

- 1) The customer gap.
- 2) The provider gap.

Notable is that the provider gap consists of four gaps known to be the main cause of the customer gap. These four gaps are as follows:

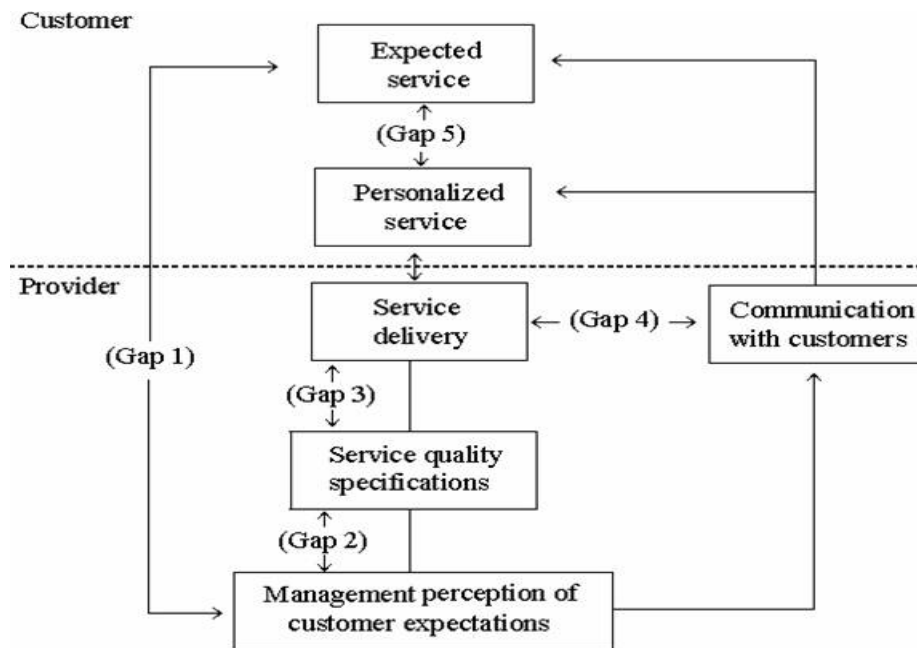
- a) Customer expectation – management perception gap.
- b) Management perception – service quality expectation gap.
- c) Service quality specifications – service delivery gap.
- d) Service delivery – external communications to customer gap.

Al-Hawari (2015:44) further outlined that there are two additional gaps in the gaps model of service quality namely:

- a) The perceptions gap.
- b) The service quality gap.

Figure 3: Model of Service Quality Gaps

The diagram presented below is the Servqual model diagram, which illustrates five service quality gaps (as explained above).



Source: Khan, Tabassum, and Jahan (2014)

The above Servqual model identifies the five gaps that were formulated by Parasuraman (2010:278). Tabassum and Jahan (2014) explain that the diagram presented above conveys five gaps that are as follows:

1. Gap 1: is concerned with the gap between the expectations of customers and the perceptions of management's perceptions.
2. Gap 2: is concerned with the gap between the perception of management as well as the customers' expectations and service quality specifications.
3. Gap 3: is concerned with the gap between service quality stipulations and the actual service delivered to the customer.
4. Gap 4: is concerned with the gap between the actual delivery of service and what is communicated to customers regarding service.
5. Gap 5: is concerned with the gap between a customer's expected service and the actual perceived gap.

This study identifies five gaps. It is however, concerned with the gap between customers expected service and their perceptions of the service, which is the actual service they receive. Reviewed literature has revealed that few or no study has been conducted on the gap between customers expected service and perceptions after hours. In addition, Yarimoglu (2014:82)

presents a different analysis of the gap findings from the SERVQUAL model presented above. The following gaps are identified by Bhengu (2015):

1) The customer gap – The customer gap is concerned with the gap between customer's expectations as well as customers perceptions that is identified through the eyes of the customer. A customer's expectations could be derived from external stimulus (experiences, word of mouth, personal needs etc.). The customer gap highlights the difference between the actual performance and the customer's perception of the service.

2) The provider gap –The provider gap is also known as the company gap. Ideally, there are four provider gaps, which are the main cause of the customer gap. These four gaps are follows:

- a) Customer expectation – management perception gap: also known as the knowledge gap.
- b) Management perception – service quality expectation gap: also known as the policy gap.
- c) Service quality specifications – service delivery gap: also known as the delivery gap.

Service delivery – external communications to customer: also known as the communications gap. Al-Hawari (2015) included two additional gaps in the gaps model of service quality namely:

3) The perceptions gap – which is concerned with the quality of service that is delivered to the customer and what the customer actually perceives in terms of the quality received.

4) The service quality gap – is concerned with what the customer assumes to receive regarding the service quality and their actual perceptions of the actual service delivered and received.

The objectives of the Servqual model provide a strategic link to the identified service quality gaps. The following paragraph will allow for a more detailed analysis of the importance and the value of the Servqual model.

2.3.4.1 Objectives of the Servqual model

Parasuraman (2010) outlined the principal objectives of the Servqual model as follows:

- 1. To identify the dimensions where expectations are exceeded by perceptions.
- 2. To analyse and investigate service quality.
- 3. To compare service quality between competitors.
- 4. To analyse the different dimensions and the importance of the customers.

5. To analyse the different dimensions as perceived by the different customer groups.

These objectives allow for a full investigation on service dimensions and the ability for organisations operating in the service industry to improve and differentiate themselves from competing organisations. Through a measurement of the service quality model, organisations will be able to produce new and unique product offerings for new and existing markets that will assist the organisation in client acquisition and retention strategies. The service quality gap model has transformed over the past decade as researchers acknowledge the need to diversify the gaps model to include significant gaps to understand the perceptions and expectations of customers. Ozretic-Dosen and Zizak (2015) are of the opinion that the expectations of customers' are the main service differentiators that should be achieved in order to reach service excellence.

Yarimoglu (2014) further stated that the gaps model allows users/consumers to assess their perceptions of the actual service performance in relation to what they expected, and this can be done by determining the high and the low service judgement levels drafted by the customer. This model can be viewed as a strategic tool that can influence the quality of service amongst employees in an organisation who serve users on a daily basis. Once the objectives of the service quality measurement have been attained, the organisation can strive to correct the dimensions that were not favourable or implement correct procedures to attain desired results. Excellent service quality as well as good customer satisfaction are two significant factors that promote healthy relationships between service organisations and customers and maintain a client – centred vision and approach at all times. The dimensions of the Servqual model highlighted the critical components of the Servqual model.

2.3.4.2 Dimensions of the Servqual model

The models of service quality have evolved over the years as scholars have identified more models to measure service quality in the service industry. Khan, Tabassum and Jahan (2014) stated that the increasing competition in economic markets has allowed organisations to revisit service quality as a strategic tool to attain competitive advantage in their respective industries. Service quality has been highlighted to influence retention, commitment, lifetime value as well as satisfaction. Furthermore, scholars admit that the Servqual dimensions are further outlined as follows:

- Reliability – which is considered as the most important dimension of perceptions of standard quality among United States customers, “and reliability relates to the company delivering on its promises” (Jones & Shandiz, 2015:52).
- Responsiveness – which is believed to be the highest rated Servqual dimension in ranking. Responsiveness is received by customers’ through the willingness of the organisation to be efficient and provide their services in a quick manner (Khan et al., 2014).
- Assurance –is also known to be important for service industries that are associated with a higher risk.
- Empathy – Empathy is defined through the personalisation of services, whereby customers are made to feel unique and special because their service needs are understood and met (Bhengu, 2015).
- Tangibles – are viewed as the corporate image of service that customers use to evaluate and understand quality. Tangibility is used by service industries to enhance and promote their image as well as highlight their quality to customers.

The above dimensions form part of the Servqual model and are common characteristics of the Servqual tool and crucial determinants of measuring the service quality in a service-orientated organisation. Khan *et al.* (2014) mentioned that the Servqual model can be calculated using the following formula:

$$SQ = perceptions - expectations$$

2.4 Service Quality assessments and methodological approaches

The reviewed literature on the assessment of service equality and user satisfaction in academic libraries has shown that many studies have been conducted in academic libraries. Choosing these particular studies was a way to identify relevant case studies on service quality methodologies and the results that were used in assessing service quality. Thus, benchmark their findings, and use this as a guide in interpreting the results of the current study.

Currently, few studies have been carried out on after-hours or 24 hour's studies that measure the user's perceptions of the quality of collections, facilities and staff services. The main concern of this research is that the researcher noticed that the library operates under the supervision of student assistants on service at night (after hours) whereas in the day the library is serviced by full complement of staff.

2.4.1 University of Malaysian

Kiran (2010) conducted a study to examine the perceptions of academic staff on the quality of academic library services in the University of Malaysian. It also assessed the impact of library services on their work and their perceived level of satisfaction towards university library services. The study was carried out using a survey methodology. The survey instrument was a questionnaire adopted from a quality impact survey based on Servqual dimensions. The implication of the results were that the University of Malaysian Library has to pay more attention on customer support services and improve communication channels between the faculty staff and Librarians to assist in resource selection and retrieval for effective use of information.

2.4.2 Academic Libraries in the Northern Region of Malaysia

Junaida, Mahadir and Sharunizam (2010) conducted a study on service quality performance in academic libraries in the Northern region, Malaysia. The objective of the study was to examine the user's acceptance of the service quality implementation in academic libraries. The study adopted the modified Servqual model by Parasuraman (2010) Stratified random sampling was used to select the sample. The results revealed that all six dimensions of service quality explained the customers' satisfaction level.

2.4.3 University of Colombo

Somaratna and Peiris (2011) conducted a study on service quality in University of Colombo libraries. The study was based on the modified Servqual instrument to identify the underlying dimensions of service quality of the University of Colombo system from the users perspectives; and to determine the best predictor of overall service quality of the University of Colombo. The study found that the service quality of the University of Colombo library system was

represented by seven dimensions and the best predictor of the overall service quality was the dimension referred to as collection and access.

2.4.4 Mashhad University

Pedramnia, Modiramani and Ghavami Ghanbarabadi (2012) conducted a study, analysing service quality in academic libraries using the Libqual scale application oriented approach, a case study in Mashhad University of Medical Sciences (MUMS) Libraries. The purpose of the study was to evaluate the satisfaction and expectations of library service in Libqual dimensions. A questionnaire survey method was used in collecting data. The results of the study emphasized the importance of librarians specialised knowledge level in present appropriate service in circulation and reference sections as well as identifying strengths and weaknesses of MUMS schools and hospital libraries for improving decisions affecting the library service quality.

2.4.5 Durban University of Technology

Tembani (2012) conducted a small study on service delivery after-hours at the Durban University of Technology (Alan Pittendrigh Library). The purpose of the study was to determine if the library users were satisfied with the service they received in the library after-hours. Convenient sampling method was used for data collection. The study adopted the Libqual and Servqual model. The results showed that the library users needed more attention to be given to the noise level within the library as they could not study well, they did not find the library as a place to study and they rather turned to classrooms for better concentration if it was examination time.

2.4.6 University Libraries in Pakistan

Rehman (2013) conducted a study that measures the service quality of university libraries of Pakistan from the user's perspective, and the study answered the following research questions with reference to University libraries in Pakistan:

- What services are within the zone of tolerance for the overall user group and subgroups?
- Which of the service quality dimensions are within or outside the zone of tolerance for the overall user group as well as for subgroups?

- Which attributes of the library service quality meet, exceed, or fell short of user expectations?

The study findings indicated that libraries generally do not meet users' minimum acceptable and desired levels of service quality. The zone of tolerance identified eight problematic services, most of which are related to the information control dimension. This work is useful to this study as it indicates a wide gap between users' perceptions and expectations of service quality. However, it failed to find the service quality during the day working hour compared to the service quality of the library in the night working hours.

2.4.7 Persian Gulf University

Bahrainizadeh (2013) conducted a study on identifying service quality dimension and measuring service quality of the university library from user view. A survey was conducted among the students and faculty members of PGU using a modified version of Servqual and Libqual questionnaire. The study showed that in all Libqual dimensions, the average gap between the expectations and perceptions of the users of the library services is negative. The paper provides valuable results concerning the determinants of the perceived value of Library services from the users' perspective.

2.4.8 Cape Peninsula University of Technology

Becker et al. (2017) conducted a study on the assessment of use and quality of library services, accessibility and facilities by students at the Cape Peninsula University of Technology. The purpose of the study was to investigate the use of library services and facilities by students at Cape Peninsula University of Technology and, in particular, gather feedback concerning service satisfaction, accessibility and use of facilities. The study adopted Libqual tool, a web-based survey which contains twenty-two predetermined questions and focuses on service provision, information control and the library as a place or (and the library space).

The current study adopts the same tool where the researcher will administer the questionnaire to respondents to identify the gaps between the user expected service quality and their perceived service quality. The results indicated that, although demand for some services such as circulation and reference transactions is decreasing, the number of visits to library facilities is increasing. While students prefer using online resources, they still choose face-to-face interaction with library staff as their first choice of contact, followed by email.

The above highlighted studies clearly state that in order to provide a quality service to users, an assessment of the services from users' perspectives is important. It is also vital to note that other models of assessment do not need to be neglected. However, Servqual, Libqual and other questionnaire-based instruments are the common assessment techniques that most researchers use. This study uses both Servqual and Libqual tools.

2.5 Summary and gaps in the literature

The literature surveyed seem to suggest that assessment of service quality in academic libraries has been performed by most universities, particularly in developed countries. The literature further revealed that service quality plays an important role in satisfying user needs. It is not surprising that developed countries offer quality service and rank top world over. . Most of the developed countries are the ones that have made significant strides in adopting the use of Libqual and Servqual tools in the provision of library services. Literature reviewed has further shown that attitudes of both library personnel (provider) and students and academic staff (the consumers) are another important determining factor as to whether the libraries provide quality service.

Cognisant of this aspect many libraries that have carried out projects aimed at assessing the service quality, have as a first step sought to find out if consumers (mainly students in many libraries) were willing to give feedback about the service quality and what type of services they wished to access. Findings of such studies have largely shaped the service offered in those libraries. Literature reviewed exposed several gaps in the literature in the area that was investigated. In the course of the literature review, it became evidently clear that most of the studies done focusing on the assessment of service quality were done in developing countries and developed countries such as Malaysia, Iran, South Africa and Colombo. However not all the reviewed literature covered the overnight service quality assessment of academic libraries. Only few studies from Durban University of Technology and Cape Peninsula did cover after hours but from 3pm to 11pm. The present study assessed the service quality of 24 hour service in University of KwaZulu-Natal (UKZN) library from user's perspectives and expectations.

Methodologically, most studies undertaken in both developing countries on assessment of service quality provision, seem to use a single tool to assess the service quality, which is either Libqual or Servqual. The use of both tools in studies was limited. The present study used both

tools to assess the service quality of 24 hour service in UKZN library. Moreover, from the theoretical perspective both Libqual and Servqual tools, which were used to underpin this study, have been used in the study of assessment of service quality in university libraries. Libqual has been used to assess the quality of library services, accessibility and facilities (Becker et al., 2017).

The Servqual model on the other hand has been used to investigate the gap between user's perceptions and expectations. However, there was a paucity of studies that applied both Libqual and Servqual models/ tools jointly in the study of assessing the service quality. The use of Libqual and Servqual in this study. Therefore, it extends the usage of these widely used models into emerging areas of study to gain deeper understanding of phenomenon that was investigated. Furthermore, usage of these models helped to generate new knowledge on the adoption of service quality assessment of 24 hour service in academic libraries in South Africa.

2.6 Impact and challenges of Servqual and Libqual

Servqual and Libqual models of assessment of service quality have their advantages and disadvantages. The literature has shown that there are different models that can be used to assess the service quality. Thus, there are types of models that can be used to assess the service quality to lift the measurement into a new level and ensure relevance and accurate accountability towards all stakeholders (Retief, 2009). The explained models were the Balanced Scorecard model, EFQM, Libqual and Servqual, these are commonly interacted within studies based on libraries. The focus will be on the advantages and the disadvantages of the Servqual and Libqual since most studies on the assessment of service quality in academic libraries adopt the Libqual and Servqual models. Benefits of applying Servqual when surveying the perceptions and expectations of users in the academic libraries include:

- Obtaining direct responses to a series of questions from the community you are surveying,
- Identification of user issues, concerns and needs,
- Measuring library performance from the user perspectives, acquiring the quantifiable data that can be statistically analysed and generalizable for the large population, and
- Improvement or change services increase library visibility and marketing, and contributing to broader institutional assessment.

Junaida, Mahadir and Sharunizam (2010) study adopted the Servqual model and the results revealed that all six dimensions of service quality explained the customer's satisfaction level. Kiran (2010) also adopted the Servqual model in examining the perceptions of academic library services and the results revealed that the academic staff perceive the quality of library services to be just above average. The reviewed literature has proved that there are a number of ways of assessing service quality in libraries, which should use the combination of traditional and non-traditional methods of assessments to provide a useful evaluation of service quality in academic libraries. This will provide a quality assessment tool for local planning and contribute to the overall; quality of service of the library (Naidu, 2009).

Servqual also has its shortcomings which is the difficulty in uniform applicability of the method for all service sectors, secondly the use of expectations in measuring service quality has currently come under a lot of criticism, and does not measure service outcome perceptions. The study by Bahrainizadeh (2013) on identifying service quality dimension and measuring Servqual of the university library from user view disclosed that in all dimensions the average gap between expectations and perceptions of the users of the library services are negative.

Libqual also has its advantages and disadvantages, thus, Pedramnia et al. (2012) study on the analysis of the service quality in academic libraries using Libqual scale. This study showed that all highly important aspects of the service effect dimension in academic libraries such as understanding user needs and presenting perfect service. Libqual model benefits the library by:

- Fostering a culture of excellence in providing library service
- Helping libraries better understand user perceptions of library service quality
- Collecting and interpreting systematically over time
- Providing libraries with comparable assessment information from peer institutions
- Identifying best practices in library services
- Enhancing library staff member analytical skills for interpreting and acting on data (Services, 2018).

The Libqual survey in the above-mentioned case study has a positive impact because an important aspect of their service effect dimension in academic libraries is highlighted in the results. This instrument poses several challenges (Saunders, 2018).

The current study modifies some of the questions so that they are more user friendly to the respondents. According to Askew Waller and Hipps (2007) the biggest challenges libraries experience in using Libqual are a dearth of in-house statistical skills for understanding the survey methodology and working with the data, a lack of organizational culture that encourages assessment. Moreover, concerns about low sample sizes as compared to print surveys (although the Libqual+™ response rates are high for a Web survey); negative feedback from faculty about the survey, lack of time and money to work with the results; and the need for more documentation accompanying the data. ARL is working to remove the barriers over which it has some control (Askew Waller & Hipps, 2007).

2.7 Conceptual Framework

Conceptual framework explores the theoretical concepts that are related to the construct of quality of collection, personal service (staffing), and the library facilities. The rationale for selecting these concepts is to address the research questions and to gain insight for construction of appropriate data collection instruments in order to increase the validity of the study. Works addressing these concepts were explored in the published literature.

2.7.1 Collections

The library collection is the bedrock of the library services, as it represents the strength of services. Collections of the academic library should be large, comprehensive, current, and of good quality. “The collection must support the curricula of the parent institution and meet the needs of their clientele” (Osinulu & Amusa, 2015:97). It should also conform to the standards that are set out by the regulating bodies locally and internationally. The quality of an academic library collection is judged by its usability, comprehensiveness, diversity, and size. Thus the library should have a collection that is up to date, resources that support its mission and the needs of students and academic staff.

2.7.2 Staffing

Library staff are the activators of library functions and services. Amusa and Adekunmisi (2015) indicate that library staff use their expertise in evaluating and anticipating users’ needs through selection and acquisition of relevant information sources. In addition they deliver information

to the users through document delivery services, current awareness services; and provision of reading faculties and collaboration with facilities to develop new services. Quality services need professional staff that possesses the following skills:

- Strong technical and technological pace that includes knowledge of the appropriate selection and application of technology to solve information problems, database design, and the principle of organisation of information.
- An understanding of the characteristics of information transfer, including users' information seeking behaviour, and information generation activities within the various disciplines,
- Skills in identifying and analysing information needs of various constituencies served and how the information need would be met through complex information agencies,
- An understanding of the generation, production and distribution of information and of the changing paradigm as shift occurs from print to electronic,
- Communication theory and its application to information repackaging.

Different library professional bodies have different recommendations and suggestions on staff quality. The American Library Association (ALA) suggests an appropriate quality of knowledgeable staff to provide information needs of all categories to users of academic libraries. They alluded that “all staff serving undergraduate students should have knowledge and ability to ensure effective management and use of resources, possession of adequate subject background in order to meet the teaching and learning needs of users, and possession of excellent communication skills” (Gómez et al. (2017:90).

While the National Universities Commission (NUC) recommendation on staffing for academic libraries is quality oriented, Nigeria emphasises the quantity rather than the qualities possessed by the personnel. Academic Libraries should ensure that they have sufficient staff to serve its users, and the staff must be competent, and have the opportunity to further their studies. It is also very important that they are well motivated, qualified, well trained, and in sufficient quantity, to provide effective service.

2.7.3 Library Facilities

The academic Library building needs to be easily accessible to its users, and its space should be adequate for collections, seating, and offices, “The equipment and facilities in the library are equally important to the provision of quality service” (Osinulu & Amusa, 2015:103). It is important for academic libraries to have enough seating facilities, shelving, and display cabinets, as well as adequate computer terminals for searching library materials, and cataloguing processing tools. The equipment needs to be functional and efficiently maintained.

2.8 Summary

The chapter has discussed service quality concept in detail, it has also discussed the quality factors for academic libraries. The Servqual and Libqual models were adopted in the study to measure the gap between users’ perceptions and expectations for excellence and their perceptions of the actual services delivered by the library. Eight related studies on service quality in the academic libraries context both internationally and locally were reviewed with the methodologies and findings of these studies being identified and discussed; critical analysis relating to the literature reviewed has been discussed as well as the gaps identified.

The following chapter will discuss the forms of research methodology that will be utilised in the study and the various forms of research techniques that will be utilised to test reliability and validity of measures in the research methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This study adopted a mixed methods approach, hence both quantitative and qualitative methodologies were used to gather data required to answer the key research questions. Questionnaires and in-depth interviews were the two instruments used in this study, apart from the researcher who is always the key instrument particularly in qualitative approaches. Concurrent triangulation method is a one-phase design in which the researcher used both quantitative and qualitative methods during the same period and with equal weight to understand the phenomenon of interest (De Vos, Strydom, Fouche & Delport, 2016:215). The concurrent triangulation method also involved the simultaneous, but separate collection and analysis of quantitative and qualitative data in order to compare and contrast the different findings to see the extent to which they do or do not agree with each other. This chapter presents the research setting and research approach, followed by the different aspects of the quantitative component. The last part is the qualitative component.

3.2 Research setting

The study was conducted across the five University of KwaZulu-Natal (UKZN) libraries from July to August 2018. UKZN has five campuses located in Durban and Pietermaritzburg. There are three campuses in Durban, and one campus in Pinetown. Pinetown falls under Durban Metropolitan. The fifth campus is in Pietermaritzburg. The researcher visited all the campuses to collect data from the respondents (quantitative component) and participants (qualitative component). The five campuses consists of different colleges: namely College of Humanities found at Howard College and Edgewood campuses, College of Agriculture, Engineering and Science found at Howard College and Pietermaritzburg campuses, College of Law and Management found in Westville, and the College of Health Sciences located at the Medical School in Umbilo, Durban. Thus the researcher had to visit all the campuses for data collection to ensure that all the Colleges were equally represented in the study.

3.3 Research approach

The study adopted concurrent triangulation design (methodological triangulation) whereby both quantitative and qualitative methods were accorded equal weight. Data sets were also triangulated meaning qualitative data collected through a self-administered questionnaire (administered to students and academic staff), and qualitative data collected through interviews. Concurrent triangulation method is a one-phase design in which the researcher uses both quantitative and qualitative methods during the same period and with equal weight to understand the phenomenon of interest (De Vos et al., 2016). The method also involves the concurrent, but separate, collection and analysis of quantitative and qualitative data in order to compare and contrast the different findings to see the extent to which they do or do not agree with each other. It is essentially a form of data triangulation. Triangulation means looking at phenomenon from different stand-points (Neuman, 2014). It is an important approach to ensuring that the weaknesses in one approach are complimented by strengths in the other approach.

3.4 The quantitative and qualitative component of the study

Maree (2016:215) defined quantitative research methodology as “the process that is systematic and objective in its ways of using numerical data from only a selected subgroup of a universe (or population) to generalise the findings to the universe that is being studied”. This type of research involves either identifying the characteristics of an observed phenomenon or exploring possible correlations among two or more phenomena. The current study adopted a descriptive design. Descriptive research examines the situation as it is, it does not involve changing or modifying the situation under investigation, nor is it intended to determine cause and effect relationship (Leedy & Ormrod, 2017).

The characteristics of quantitative research study include gathering of the data using structured instruments. In this study, the researcher designed the structured questionnaire that was administered to the respondents. The results of the quantitative study were based on a large sample size that was the representative of the study population. The researcher clearly defined the research questions, which could help achieve the objectives of the study. All aspects of the study were carefully designed before the data were collected. The overarching aim of quantitative component was to classify features, count them, and construct statistical models in an attempt to explain what was observed. Qualitative research is concerned with

understanding the processes and the social and cultural contexts which underlie various behavioural patterns. It is mostly concerned with exploring the “why” questions of research (Maree, 2016). Qualitative research typically studies people or systems by interacting with, and observing the participants in their natural environment and focuses on their meanings and interpretations (Maree, 2016).

The emphasis of qualitative research is on the quality and depth of information and not on the scope or breadth of the information provided by the participants. Sale and Thielke (2018) defined the term qualitative research, as the term that encompasses several approaches to research that are, in some respect different from one another. They mentioned that qualitative approaches have two things in common, namely they focus on phenomena that occurs in natural settings known as the real world, and secondly they involve studying those phenomena in all their complexity.

Qualitative research is naturalistic. Qualitative lenses are used to study real world situations as they unfold naturally. It is emergent whereby acceptance of adapting inquiry as understanding deepens and situations change; the researcher avoids rigid designs that eliminate responding to opportunities to pursue new paths of discovery as they emerge. Lastly, qualitative study is purposeful whereby each case study base for example people, organisations, culture, and events are selected because they are information rich and illuminative (Creswell & Poth, 2018). That is, they offer useful manifestations of the phenomenon of interest, and sampling is aimed at insight about the phenomenon, not empirical generalisation derived from a sample and applied to a population. The researcher chose the qualitative approach because of the quest to understand how the library staff feel about the extended hours and the service quality being provided to users.

3.5 Research design

The research design that the study has adopted is a mixed methods research known to be both a method and methodology for conducting research that involves collecting, analysing, and integrating quantitative and qualitative research in a single study or a longitudinal program of inquiry (Creswell & Poth, 2018). These authors, the purpose of this form of research (using both qualitative and quantitative approaches) in combination provides a better understanding of the research problem or issue than either research approach alone. Mixed methods are used:

- a) To compare the results from quantitative and qualitative research.
- b) To use qualitative research to help explain quantitative results.
- c) To explore phenomenon using qualitative research and then to generalise findings to a large population using quantitative research.
- d) To augment an experiment with qualitative data.

When planning to use a mixed methods approach, there are four important aspects that influence the design of procedures. Those four aspects are timing, weighting, mixing, and theorising (Creswell & Poth, 2018). The researcher focused on the mixing procedure which means that the qualitative and the quantitative data are actually on one end of the continuum, kept separate on the other end of the continuum, or combined in some way between these two extremes. They might be two databases kept separate but connected. In this study, quantitative and qualitative data were connected during the phases of research.

The four factors mentioned above helped to shape the procedures of a mixed methods study as they incorporate specific data collection, analysis and interpretation procedures to help with understanding of more procedures used. There are six strategies to choose from, adapted from Creswell and Poth (2018), The researcher chose the concurrent triangulation approach, which is the most familiar of the six mixed methods models, where the researcher collected both quantitative and qualitative data concurrently and then compared the two to determine if there is convergence, differences, or some combination. Ngulube, Mokwatlo and Ndwandwe (2009) stated that mixed method research may add more knowledge. Using mixed methods provide sufficient argument and also multiple arguments of the research (Ngulube et al., 2009). Qualitative research design varies upon method used to gather data. For example; participant observations, in-depth interviews, and focus group discussions. The current study adopted a case study design because it allowed the researcher to explore the UKZN library service quality they provide to their users after hours. Using the case study helped the researcher to ensure that issues were not explored through one lens, but through a variety of lenses which allowed for multiple facets of the research problem to be explored. The case study was based on constructivism paradigm built upon the premise of a social construction of reality (Stake & Kerr, 1995). The approach was the close collaboration between the researcher and the participants, while enabling participants to tell their stories (Baxter & Jack, 2010). Through these stories the participants were able to describe their views of reality and this enabled the researcher to better understand the participants' actions. The researcher wanted to gain a richly

detailed understanding about the quality of service the library offers after-hours. The researcher wanted to understand how the staff felt about the service that was being offered by the library to clients outside of the usual business hours. Hence, participants were supposed to be four heads of circulation and two circulation supervisors.

3.6 Sampling strategy and research respondents

Kumar (2011) defined sampling as the process of selecting a few (sample) from a bigger group (population) to become the basis or outcome regarding the bigger group. For Sekaran and Bougie (2016), sampling is the technique for picking people, objects as well as occasions as agents of the whole population. The sampling theory has two basic sampling approaches known as probability or random sampling and non-probability sampling. Sampling approaches are also referred to as sampling procedures, sampling methods or sampling plans. Probability sampling is the sampling approach which ensures that every element in the population has an equal chance of being selected for the sample, while non-probability sampling is the procedure where researchers do not know whether all elements of the population have been included in a sample (Campbell, 2016).

To gather quantitative data, the researcher used convenient sampling a form of non-probability sampling where subjects are selected because of their easy accessibility and proximity to the researcher as there were no lists available from which to select the sample. Convenient sampling is the process where the researcher selects those elements that can be accessed easily until the sample reaches the desired size (Campbell, 2016). The researcher, with the help of colleagues visited each library to administer the questionnaire. Some of the libraries were visited at night while others such as the one in Pietermaritzburg and Pinetown were visited during the day. The researcher had to ask the respondents if they were visiting the library after hours before they were given the questionnaires. This question was important because the study focuses on the 24 hour service, hence someone who was not accessing the library outside the usual business hours would have been irrelevant to the study.

3.7 Pilot study

A pilot study is a mini-version of a full-scale study or a trial run, done in preparation of the complete study. Its alternative name is ‘feasibility’ study (Goel, Zhang, Wiltgen, Zhang, Vattam & Yen, 2015). It can also be a specific pre-testing of research instruments, including questionnaires or interview schedules. The pilot study in the current research is defined as a try-out of research techniques, methods, and instruments (questionnaire and interview schedule). The study was piloted at EG Malherbe library (Howard College campus). Four librarians, five library assistants, five student assistants and five library users participated in the pilot study. The pilot study helped the researcher by clarifying the questionnaires and it also helped by removing ambiguities. Four librarians participated in the qualitative component while fifteen respondents were used in the quantitative component. Those who participated in the pilot study did not participate in the data collection process for the main study.

Participants would seek clarity on some questions in order for them to respond appropriately. This helped to improve both the interview schedule and the researcher as key instrument. Questionnaires were designed in such a manner that administering them was feasible. Data gathered through the questionnaires reflects on respondents’ views of the respondents the subject additional information relevant to the research matter (Du Plooy-Cilliers, Davis & Bezuidenhout, 2014). The research process was flexible in that it had space on the questionnaire for respondents to provide additional information relevant to the study that they might have felt compelled to mention.

3.8 Data collection and procedures

Data collection is a process of assembling information assembled from a population chosen for the study (Kumar, 2011). It is usually preliminary to the statistical analysis of data. When collecting data, the researcher can use many different instruments, for example self-administered questionnaires, interviews and observations (Kumar, 2011). The researcher used questionnaires as they allow data to be collected from a large number of respondents in a short period of time and they are less costly (Flick, 2011). A questionnaire is a pre-formulated, written set of questions to which the respondent records his/her answers. Generally, questionnaires are both less expensive and time consuming (Sekaran & Bougie, 2016). They are a useful way of checklist and rating scale (Burton & Bartlett, 2009). There are different types of questionnaires including mailed, electronic and personally administered as the

respondents will fill questionnaires and the researcher will take them back. This particular study used the self-administered questionnaire where the researcher approached the respondents (library users and academics) and asked them to fill in the questionnaire. The researcher visited all the UKZN libraries to administer the questionnaire. Gatekeeper permission was obtained from the university Registrar's Office. Ethical clearance was granted by the Humanities and Social Sciences Research Ethics Committee (protocol reference number: HSS/0530/018M). No questionnaire was e-mailed. It took fifteen minutes for respondents to fill in the questionnaires. Data collection for qualitative component of this study was done through in-depth interviews. Interviews constitute the gold standard for qualitative research (Oltmann, 2016). An interview is a conversation with a purpose (Rubin & Rubin, 2011). The conducted in-depth interviews with purposively selected participants. The purpose was to gain an understanding of participants' perspectives of the 24 hour service at UKZN library. In principle, an interview is a conversation in which there are two parties (interviewer and interviewee) deliberating on a topic of interest.

Interviews have a cycle consisting of the following four sequential steps:

- Planning phase: Formulating relevant questions, designing motivating questions, and establishing a communicative atmosphere.
- Doing phase: Delivering the question, listening to the interviewee, observing the interviewee's non-verbal behaviour, evaluating the response, probing these, and recording the information.
- Analysis phase: Transcribing the interview, making interview records, analysing one's own interviewer behaviour,
- Reflecting phase: Identifying information gaps, preparing for the next interview,

Interview data may be collected telephonically, face-to-face, and through electronic mail. The researcher used semi-structured face-to-face interviews. Semi-structured interviews focus on predetermined questions, but the order can be modified based upon the interviewer's perception of what seems most appropriate. Question wording can be changed and explanations given; inappropriate questions for a particular interviewee can be omitted, or additional ones included. The researcher interviewed four heads of circulation and two circulation supervisors.

3.9 Quantitative and Qualitative data analysis

Data were analysed using the Statistical Package for the Social Sciences (SPSS) software. Statistical analysis using SPSS helped to analyse and interpret the study results (Babbie, 2013). Before analysing the raw data, each completed questionnaire was checked for missing data, ambiguity, omissions and errors. The questionnaire responses were then coded and entered into the computer for analysis using SPSS (Brace, 2018). The categories for this study included access to information, staff services, and library facilities. The analysis involved quantifying. Qualitative data analysis refers to non-numeric information such as interview transcripts, notes, video and audio recordings, images and text documents (Creswell & Poth, 2018). It can be divided into five categories known as; content analysis, narrative analysis; discourse analysis, framework analysis, and grounded theory. In the current study, the researcher used the coding process in NVIVO. To ensure credibility, the researcher was transparent in the coding process. The researcher followed the three NVIVO stages used to maintain transparency, namely (a) pre-coding stage which helps by familiarising the researcher with the data, (b) coding stage that helps the researcher to easily see the relationship between nodes and sometimes figure out underlying ideas and meaning among them, (c) post coding stage helped the researcher to generate themes to address the research questions and present the findings.

3.10 Validity and reliability

The researcher ensured that the data-collecting tool was both valid and reliable. Babbie (2013) states that reliability is the degree to which a test consistently measures what it sets out to measure while at the same time yielding the same results. Reliability goes hand in glove with validity and these two criteria of measuring rigour in quantitative research are very critical. Validity is the degree to which a measure does what is intended to accomplish (Yamson, Appiah & Tsegah, 2018). The current study validated the questionnaires by pre-testing using five library users, five-student library assistant and five library permanent staff for content. The enhanced reliability, as the researcher recorded every step that was taken during data collection in such detail that if other researchers wanted to replicate the study, they would come to the same conclusions.

3.11 Selection of participants

Purposive sampling was adopted for selecting participants for the qualitative component of the study. Carter and Little (2017) posit that qualitative research samples purposively. Purposive sampling represents a group of different non-probability sampling techniques. It is also known as selective or subjective sampling. Its main goal is to focus on particular characteristics of a population that are of interest, which will best enable the researcher to answer questions (Carter & Little, 2017). The researcher engaged or rather selected the library heads of circulation and shift supervisors because they are the relevant people that deal with hiring, training and supervising of the overnight staff who happen to be mostly student assistants.

3.12 Data collection instruments

The qualitative component of the study used two data collection instruments. These were (1) the researcher as key instrument, and (2) interview schedule. The following sub-sections describe these two instruments in detail.

The researcher as key instrument

In qualitative research, the researcher is the key instrument (Pezalla, Pettigrew & Miller-Day, 2015). To collect worthwhile data, the researcher had to spend considerable time preparing for data collection. The process involved extensive reading of research methods articles and books, for example; Carter and Little (2017), Rubin (1995), and Kvale (1996). In the process, the researcher learnt that, “qualitative interviewing is more than a set of skills, it is also a philosophy, an approach to learning” (Rubin & Rubin, 2011:2). As such, the researcher got to understand that to elicit rich and thick data, it is important for the researcher to enhance their interviewing skills, and grasp that encouraging participants to describe their world in their own words is an indispensable ingredient to qualitative interviewing. To achieve this, the pilot study (described above) provided a rich opportunity for rehearsals and interview skills development.

Interview schedule

Van Teijlingen (2014) stated that a qualitative research interview seeks to cover both the factual and meaning level, though it is usually more difficult to interview on a meaning level. The aim of qualitative research interview is to describe the meanings of central themes in the life world of the subjects. The main task in interviewing is to understand the meaning of what the interviewees say. To guide the interview process, the researcher generated an interview schedule after conducting a thorough literature search on the topic to identify gaps. The interview schedule consists of the key or guiding questions which are written down prior to the actual interview (see Annexure 2: Interview Schedule). It serves as a memory aid and helps to standardise questions across participants.

3.13 Data collection procedures

Qualitative data were collected using the interview method. This data collection method is essentially a process that uses personal contact and interaction between an interviewer and interviewee. The qualitative interviews were conducted on a face-to-face mode, and the process only started after ethical clearance was granted by the relevant office. The researcher did not use snowball sampling, which is synonymous with purposive sampling because the participants were known to the researcher since they were workmates. The researcher would start the process by obtaining informed consent from the participants and this entailed explaining the rights of the participants such as voluntary participation, anonymity and confidentiality, and the right to withdraw from participation without facing any negative consequences etc. Permission to use a digital audio-recorder was routinely sought from each participant. Audio-recording helped the researcher to accurately capture data that were later transcribed. The data were collected in English, hence there was no need for translation during the process of transcribing. The researcher remained neutral in all the questions asked, and had conducted secondary research to ensure the full understanding of the topic. Questions were pretested on five professional staff to avoid bias, especially given that the researcher was, and is still a library staff. The researcher also requested assistance from multiple people to code and verify the data with more data sources, which gave the researcher confidence that the results were legitimate. Member checks were conducted to enhance trustworthiness of the study.

3.14 Trustworthiness of the study

Trustworthiness is a demonstration that the evidence for the results reported is sound and when the argument made based on the results is strong. Its equivalence in quantitative studies is validity and reliability. Shenton (2004) suggested four criteria to ensure valid interpretation of data is credible, dependable, confirmable and transferable.

Credibility

Anney (2014) defined credibility as the confidence that can be placed in the truth of the research findings. It establishes whether the research findings represent plausible information drawn from the participants' original views. The researcher established rigor of the enquiry by adopting one of the credibility strategies known as triangulation. Triangulation helped the researcher to reduce bias and cross-examine the integrity of participants' responses. Triangulation has three strategies, but the researcher focused on the methodological triangulation since it involves using more than one method/approach to gather data, that is quantitative and qualitative approaches (questionnaires and interview schedule).

Dependability

Dependability refers to the stability of findings over time. It involves participants evaluating the findings and the interpretations and recommendations of the study to make sure they are supported by the data received from the participants of the study. Dependability was established using triangulation technique explained in credibility above and conducting member checks.

Confirmability

Confirmability is the degree to which the results of questions could be confirmed or corroborated by other researchers. Confirmability is concerned with establishing that data and interpretations of the findings are not figments of the researcher's imagination, but are clearly derived from data. In this study the researcher used both audit trails and reflexivity as techniques to establish confirmability of the study findings. An audit trail is known to be a technique that establish confirmability findings of the study to be useful when writing up the results. The researcher detailed the process of data collection, data analysis and the

interpretation of data (Shenton, 2004). Reflexivity is useful in qualitative research. The researcher looked at the background and position at work to see how these will influence the research process by selecting the current topic, choosing the methodology, analysing the data, interpreting the results and presenting the conclusions. The researcher kept and maintained a reflexive journal to reflect on what happened in the research process regarding the values and interests of the current study (Shenton, 2004).

Transferability

Transferability refers to the degree to which the results of qualitative research can be transferred to other contexts with other participants. It is the interpretive equivalent of generalisability. The researcher facilitated transferability by purposeful sampling. This means that the researcher provided detailed descriptions of the enquiry and participants were selected purposefully, since the researcher works in the library which is a familiar environment. It then facilitated transferability of the questions. Purposive sampling helped the researcher to focus on participants who were knowledgeable of the issues under investigation. These were the service quality provided by the library after hours.

3.15 Ethical considerations

Research ethics addresses the questions that are ethically relevant to the study. Issues caused by the intervention of researchers can be expected to impact on the people with or about whom they research. It is concerned in addition with the steps taken to protect those who participate in the research, if it is necessary (Flick, 2011), Maree (2016:300) stated that “it is imperative to obtain clearance from ethics committee when human (or animals) subjects are involved in any kind of research of an empirical nature.” The implication is that whenever researchers are developing questionnaires and interview schedules with a view to implementation thereof, ethical clearance will have to be sought.

The researcher received gatekeeper permission from the office of the Registrar at UKZN for this study. The gatekeeper letter was used to apply for ethical clearance from the University’s Humanities and Social Sciences Research Ethics Committee. Ethical clearance was granted (protocol reference number: HSS/0530/018M). Moreover, the questionnaires that were handed to the students contained a cover letter stating the ethical integrity as well as the purpose of the study. In addition, the ethical clearance proposal that has been administered by UKZN

highlighted that the research study will be kept in the universities premises for a period of five years. All forms of ethical approval were disclosed to the participants and they were free to participate or withdraw from the study.

3.16 Informed consent and voluntary participation

The researcher obtained consent from the participants and assured them that whatever information elicited would remain confidential and their names will not be revealed to anyone else. The researcher obtained verbal informed consent before administering the questionnaire and conducting the in-depth interviews. In addition the researcher ascertained that the volunteers were available and willing to participate in follow-up interviews at a later stage, and most of them assured the researcher that they were available (Maree, 2016).

3.17 Privacy, confidentiality and anonymity

Tourani, Misra, Mick and Panwar (2018) mentioned that both the researcher and the participant must have a clear understanding regarding the confidentiality of the results and findings of the study. All participants' information and responses shared during the study were kept private and the results were presented in an anonymous manner in order to protect the identities of the participants. All the recordings and audio-recordings will be destroyed three years after the study has been completed, in accordance with university policy.

3.18 Management of information

Management of information can be defined as a control use of resources and information provided by participants in an anonymous and confidential manner. The researcher assured that audio tapes, notes and transcripts would be locked away and will be accessed only by the researcher. The researcher will destroy all the tapes and transcripts on completion of the research to honour the promise made to the participants that no one would be aware of their identity.

3.19 Protection from harm

The researcher ensured that participants are not exposed to any undue physical or psychological harm (Leedy & Ormrod, 2017). During the study, the researcher strived to be honest, respectful and sympathetic towards all participants and if by any chance the participants require debriefing after an interview, the researcher was willing to provide it.

3.20 Summary

The chapter presented the research methods adopted in the study, described the study setting, the research approach adopted and the other research components. It also presented the research design, sampling strategy, pilot study, data collection and procedures, and ethical considerations. The above techniques and explanations outlined in this relevant chapter, serve as a proper guideline for the result and analysis of the data. The next chapter presents the research data gathered from the questionnaires that were filled out by the respondents and the responses from the in-depth interviews.

CHAPTER FOUR

FINDINGS, ANALYSIS AND DISCUSSION

4 Introduction

This chapter presents an analysis of results obtained while administering the survey questionnaire to respondents as well as the analysis of the interview data. The survey took place at the University of KwaZulu-Natal library in all five campuses. The sample population consists of academics and students who visit the library after hours from five (5:00 pm) in the evening until the morning by seven fifty eight (7:58 am). The qualitative analysis also took place at the University of KwaZulu-Natal libraries where the researcher interviewed three heads of circulation and two circulation supervisors. The study adopted concurrent triangulation design (methodological triangulation) whereby both quantitative and qualitative methods were accorded equal weight. Data sets were also triangulated meaning quantitative data were collected through a self-administered questionnaire administered to students and academic staff, while qualitative data were collected through in-depth interviews conducted with three heads of circulation and two circulation supervisors.

The data were collected concurrently, using the triangulation method. This is a one-phase design in which the researcher uses both quantitative and qualitative methods at the same time with equal weight to best understand the phenomenon of interest (De Vos, Delport, Fouche & Strydom, 2011). This method involves the concurrent, but separate, collection and analysis of quantitative and qualitative data in order to compare and contrast the different findings to see the extent to which they do or do not agree with each other. The data collected is usually integrated in the interpretation of the results. Data collected through interviews were transcribed verbatim in MS word format. The transcripts were refined and coded into themes and further analysed using the Nvivo software. Data collected through questionnaires were analysed using IBM SPSS Version 25 to generate tables, graphs, pie charts and other statistics.

4.1 Questionnaire Results

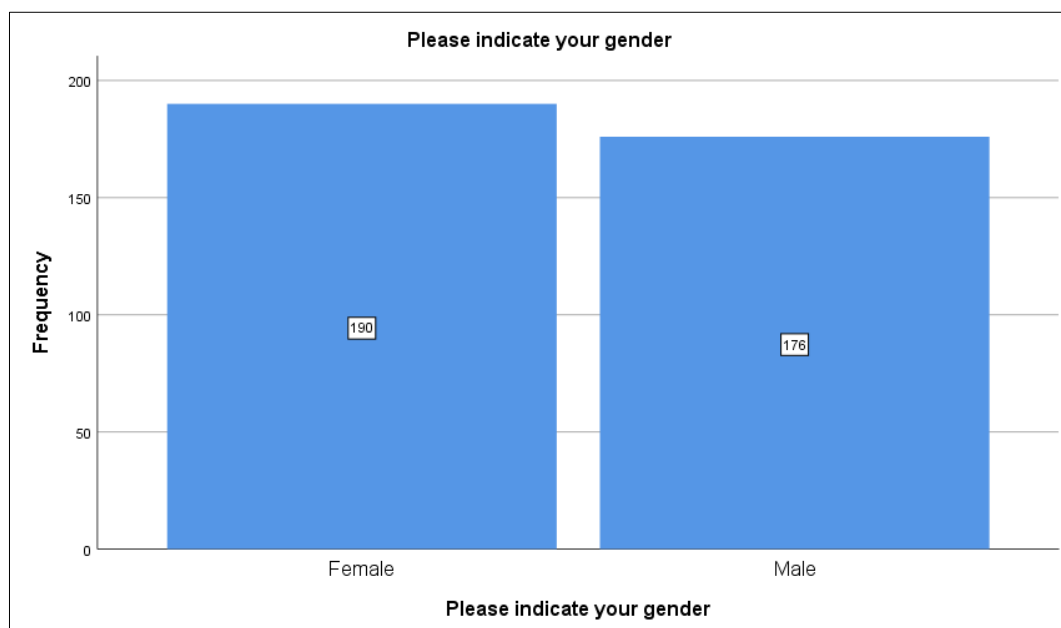
The sample size of this research was three hundred and eighty one (381) respondents and the response rate was three hundred and sixty six (366) equals to 96% where the respondents consists of female and male. Female respondents totalling to fifty two percent (52 %) and male

respondents totalling to forty eight percent (48 %). The results of the questionnaire that were administered to academics and students are presented below in form of tables, graphs and figures. The first section of the questionnaire dealt with the background information of respondents, which assists the researcher to determine consistency of responses across different categories. Questions 1.1, 1.2, and 1.3 focused on respondent's gender, user category and year of study for undergraduates, and school/departments. Data is shown below in tables, charts, and graphs.

4.1.1 Gender (Question 1.1)

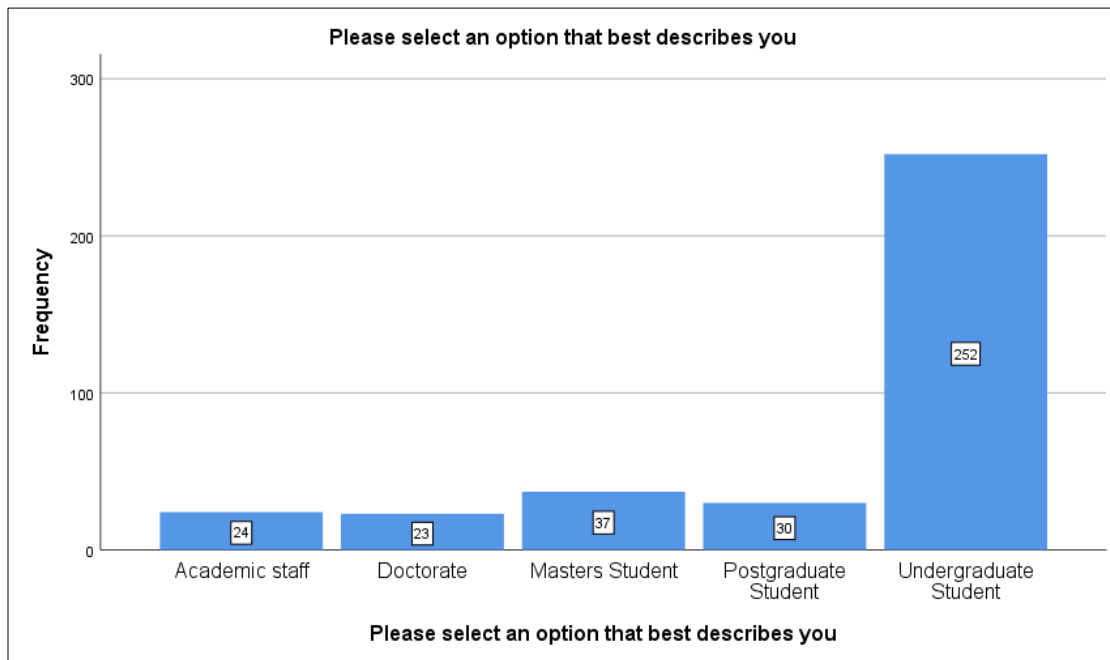
Question 1.1 was specifically asking the respondents their gender, where a total number of 366 respondents participated in total. One hundred and ninety (190) females responded and one hundred and seventy six (176) males responded. See the table and graph below.

Figure 4.1: Frequencies



There were more female respondents than males. However, the difference between respondents is small as female respondents are 190 (51.9 %) and male respondents are 176 (48.1%). *Table 4.1.2* presents respondents by user category where the respondents were responding to question 1.2.

Figure 4.2: User Categories (question 1.2)



The majority of respondents were undergraduate students consisting of 252 (68.9 %) respondents, followed by Master's students who were 37 (10.1 %), Postgraduate students 30 (8.2 %), and the smallest groups of respondents were academics and doctorates represented by 24 (6.6 %) and 23 (6.3%) respectively. *Figure 4.3* shows the description of undergraduate students by their year of study.

Figure 4.3: Year of study

If undergraduates please indicate your year of study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First year	50	13.7	22.3	22.3
	Second Year	74	20.2	33.0	55.4
	Third year	86	23.5	38.4	93.8
	Fourth year	14	3.8	6.3	100.0
	Total	224	61.2	100.0	
Missing	System	142	38.8		
Total		366	100.0		

Figure 4.3 shows that the majority of undergraduates respondents are third year students consisting of 86 (23.5 %) respondents followed by the second years who were 74 (20.2 %). The smallest number of respondents were fourth years and the first years totalling to 14 (3.8%) and 50 (13.7 %) respectively. Figure 4.4 below shows respondents by their department or schools.

Please select your school/ college				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	.3	.3	.3
Agriculture, Engineering & Science	45	12.3	12.3	12.6
Humanities	155	42.3	42.3	54.9
Health Sciences	65	17.8	17.8	72.7
Law and Management studies	100	27.3	27.3	100.0
Total	366	100.0	100.0	

The school that recorded the highest number of respondents is Humanities with 155 (42.3 %) respondents, followed by the College of Law and Management with 100 (27.1%) respondents. College of Agricultural, Engineering and Science and the College of Health Sciences had the least number of respondents as 45 (12.3%) and 65 (17.8%) respondents respectively. The figures denote that the College of Humanities has the highest number of students who visit the library after hours compared to other colleges.

4.1.2 Library usage patterns after hours

Question 1.4 was posed to determine how often the respondents use or visit the library after hours and it examines the usage patterns of different categories of users. The respondents' usage patterns and accessing of resources is shown in figures 4.5a, 4.5b.

Figure 4.5a: Usage Patterns Crosstabs-(Question 1.5)

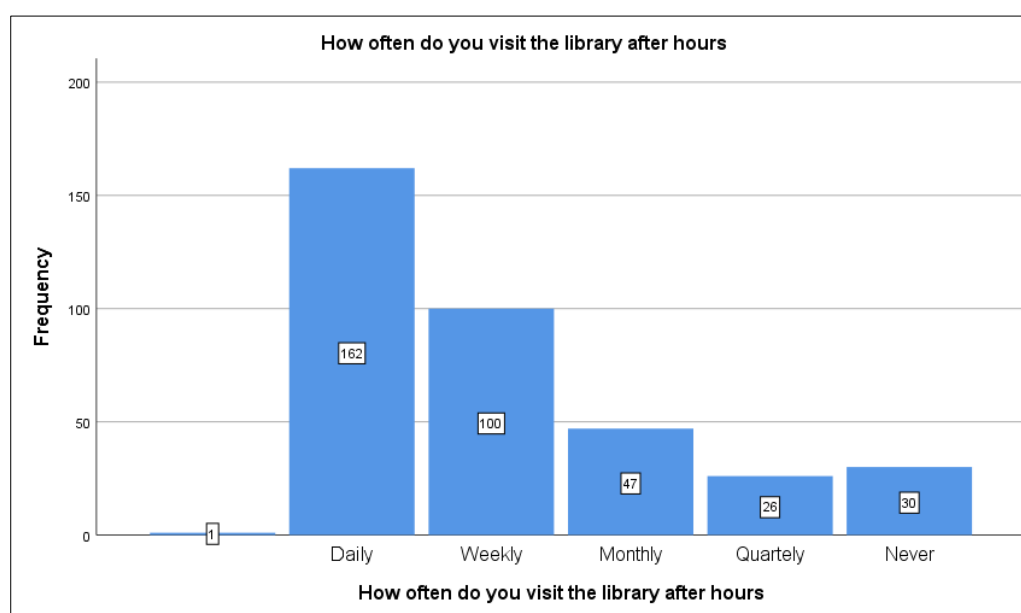


Figure 4.5a shows that respondents' visits the library habitually on daily and weekly basis, daily visits recorded 162 (44.3%) respondents while weekly respondents' totalled 100 (27.3 %). About 30 respondents indicated that they never used the library while twenty six (26) respondents indicated that they only visit the library after hours quarterly the results revealed that the library is highly used in the evenings as the number of daily visits is higher. The question's aim was to find out if the users frequently used the library after hours. Figure 4.5b reveals frequency of library visits by user category.

Figure 4.5b: Overall frequency of use of library resources by user category-(Question 1.4)

		Academic staff	Doctorate	Masters Student	Postgraduate Student	Undergraduate Student	
How often do you visit the library after hours	0	0	0	0	0	1	1
	Daily	4	9	7	6	136	162
	Weekly	6	8	10	12	64	100
	Monthly	6	3	7	5	26	47
	Quarterly	2	3	8	4	9	26
	Never	6	0	5	3	16	30
Total		24	23	37	30	252	366

Undergraduates are recorded as the largest group that visit the library after hours daily. They amounted to 136 thus, leading by 64 in their visit to the library after hours weekly. Undergraduate respondents recorded the highest, probably because they form the largest population perusing full time courses, with most residing at student residences or close to campuses unlike most masters and doctoral students that visit campus on a part time basis.

Figures 4.6 shows the responses of question 1.6 and 1.7 regarding how often respondents use the library catalogue (world cat local) and databases that the library subscribes.

Figure 4.6: Use of library catalogue (World cat local) by user category (question 1.6)

How often do you access library resources through the library computer catalogue

*** Please select an option that best describes you. Cross Tabulation Count.**

		Please select an option that best describes you					
		Academic staff	Doctorate	Masters Student	Postgraduate Student	Undergraduate Student	Total
How often do you access library resources through the library computer catalogue	0	1	0	1	5	7	
	Daily	6	6	6	6	32	56
	Weekly	10	6	19	10	78	123
	Monthly	5	2	4	5	47	63
	Quarterly	2	5	4	3	23	37
	Never	1	3	4	5	67	80
Total		24	23	37	30	252	366

In total, 366 respondents participated in answering the questionnaire and only 80 of them never used the library catalogue. Responses also indicate that undergraduates had the highest response rate in terms of accessing the library catalogue with the response rate of one hundred and three (103) weekly.

Figure 4.7: Use of library databases by user category-(Question 1.7)

How often do you use the databases to search for information * Please select an option that best describes you. Cross Tabulation Count

		Please select an option that best describes you					
		Academic staff	Doctorate	Masters Student	Postgraduate Student	Undergraduate Student	Total
How often do you use the databases to search for information	Daily	6	12	8	4	47	77
	Weekly	11	7	18	14	75	125
	Monthly	5	0	4	7	38	54
	Quarterly	1	1	3	1	21	27
	Never	1	2	4	4	65	76
Total		24	22	37	30	246	359

The highest category is the weekly usage with 125 respondents that use the library databases on a weekly basis. In addition 77 daily usage of databases and 76 respondents who never used the databases, which further illustrates that a majority in this category are undergraduate students.

4.1.3 Users expectations of quality service

Users' expectations on service quality provided after hours have been addressed from question two to question four. These questions are very important to the study as they help in answering the research questions and help the library to identify the gap in service quality they provide to users after hours. *Question 2* had 19 statements that required users' expectations of service quality, the questionnaire required the respondents to rate the statements in scales provided as 1= strongly agree; 2 = agree; 3 = neutral; 4 disagree; and 5 = strongly disagree. They were required to select the number that best describes their expectation of the service quality the library provides. *Figures 4.8a* below reflects the respondents' answers.

Figure 4.8: Users expectations of quality service

Statements	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	frequency	%	frequency	%	frequency	%	frequency	%	frequency	%
A library catalogue which enables me to locate information on my own	194	53.0	71	19.4	58	15.8	20	5.5	21	5.7
Adequate library materials	204	55.7	82	22.4	36	9.8	16	4.4	26	7.1
Easy access to databases	220	60.1	72	19.7	33	9.3	14	3.8	24	6.6
Electronic journals that are easily accessible	202	55.2	81	22.1	41	11.2	15	4.1	24	6.6
An efficient short loan(academic reserve) & circulation desk	177	48.4	76	20.8	61	16.7	21	5.7	26	7.1
An efficient interlibrary-loans service (books from other libraries)	182	49.7	76	20.8	49	13.4	22	6.0	32	8.7

4.1.3.1 Access to information (Question 2.1)

Smith and Wong (2016:320) mentioned that access to information is the “ability to identify, retrieve, and use information effectively.” Access to information is very important in academic libraries as they support teaching and learning in the institution, the information must be accessible to all students. Students rely on the information that the library provides. *Question 2.1* required respondents to select the best suitable answer regarding what they expect when they visit the library regarding accessing information. The figure below represents the results based on respondent’s expectations.

Figure 4.8a Users expectations of access to information-(question 2.1)

Statements	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	frequency	%	frequency	%	frequency	%	frequency	%	frequency	%
A library catalogue which enable me to locate information on my own	194	53.0	71	19.4	58	15.8	20	5.5	21	5.7
Adequate library materials	204	55.7	82	22.4	36	9.8	16	4.4	26	7.1
Easy access to databases	220	60.1	72	19.7	33	9.3	14	3.8	24	6.6
Electronic journals that are easily accessible	202	55.2	81	22.1	41	11.2	15	4.1	24	6.6
An efficient short loan(academic reserve) & circulation desk	177	48.4	76	20.8	61	16.7	21	5.7	26	7.1
An efficient interlibrary-loans service (books from other libraries)	182	49.7	76	20.8	49	13.4	22	6.0	32	8.7

The respondents expect the library to have easy access to database, adequate library materials, and electronic journals that are easily accessible, these three statements had the highest percentage of *strongly agrees* which were 60.1%, 55.2 %, and 55.7 %. The results of this question show that library users that visit the library after hours need to access the databases and also have access to electronic journals, which require them to be trained before they can be able to use the service. Having a professional staff member overnight will help the users with such needs

4.1.3.2 Library facilities (Question 2.2)

Library facilities play an important role in satisfying user needs. In order for the academic library to achieve this level of satisfaction, it must have support of stakeholders and be seen as integral for student development. This involves creating spaces for teaching and learning (classrooms), collaboration (information commons), and reference and media services, all of which must be developed to accommodate the needs of the users.

Figure 4.8b Users expectations of library facilities

Table showing

Statements	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Quiet and comfortable space for individual activities	252	68.9	52	14.2	20	5.5	10	2.7	27	7.4
Library space which inspires study and learning	244	66.7	70	19.1	19	5.2	8	2.2	22	6.0
Adequate photocopying facilities	247	67.5	60	16.4	22	6.0	14	3.8	20	5.5
Adequate printing facilities	254	69.4	44	12.0	31	8.3	14	3.8	22	8.0
Sufficient space for group learning and group study	231	63.1	59	16.1	33	9.0	11	3.0	28	7.7
Sufficient space for group learning and group study	35	10.7	23	7.1	26	8.0	43	13.2	199	61.0

More so, 69.4% of respondents require adequate printing facilities in the library 68.9 % also expect the library to be quiet and a comfortable space for individual activities, and 66.7% expect the library to be a space that inspires study and learning. The three mentioned questions recorded the highest percentage of strongly agree by respondents. 61.0% of respondents also strongly disagree that the library should have sufficient space for group learning and group study.

4.1.3.3 Staff service (Question 2.3)

Staff service is the process whereby the staff offer help or assist the library patrons. The researcher wanted to investigate if the library patrons are happy with the service the staff provide to them when compared to the service they get when they visit the library during the day. The library operates with student assistants on duty at night, there is no permanent staff at night which means the library operates with unqualified staff. There is no one available to offer professional assistance regarding training, use of database and technical queries. The figure below shows how the users' responded vis-à-vis staff service they expect to receive after hours.

Figure 4.8c User expectations on staff service

Table showing

Statements	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Staff who are willing to help users	238	65.0	66	18	24	6.6	12	3.3	22	6.0
Staff who give users individual attention	174	47.5	105	28.7	49	13.4	11	3.0	25	6.8
Staff who deal with users in a caring fashion	198	54.1	84	23.0	47	12.8	11	3.0	21	5.7
Subject librarians who improve users' search skills	225	61.5	72	19.7	28	7.7	11	3.0	23	6.3
Staff who understand the needs of users	219	59.8	80	21.9	29	7.9	12	3.3	23	6.3
Staff who are knowledgeable to answer users' questions	234	63.9	72	19.7	21	5.7	14	3.8	22	6.0
Staff who provide users with the information skill needed for work or study	232	63.4	62	16.9	34	9.3	9	2.5	23	6.3

About 65% of the respondents strongly agree that they expect staff who are willing to help users when they visit the library. However, 63.9 % expect staff who provide users with the information skill needed for work and study while 63.4% expect staff who are knowledgeable to answer user's questions.

4.1.4 Respondents' comments about the services

Question three (3) required respondents to comment on any of the services that were mentioned in *question 2.1 to 2.3*. They were also required to comment on *question 4* regarding further services they expected from the library. The table below provides comments made by respondents in response to the two questions posed.

Table 1: Respondents comments on library expectations regarding Information access, library facilities, and staff service (question 2.1-2.3)

Description	Number of respondents
Increase security visibility	5
Level of noise is too high especially at night	3
Library facilities should be constantly monitored	3
We need librarians at night for in-depth queries	6
Staff is scarce and the service is sad at night	3
Staff should be trained on customer service	7
I struggle to find book on my own at night	2
There should be regular checks done by security at night for safety	4
We need standby librarians at night	2

The respondents gave different opinions when it came to what they expected in the library after hour services.

Table 2: Respondent's comments on further services they expect

Description	Number of respondents
Libraries should have CCTV cameras to avoid theft	7
We need standby staff for computer help at night	4
Library staff should be available 24-hours	3
Library should treat library users fair and equal	5
Lack of staff with technical knowledge	4

Respondents had different views when it comes to what they expect when they visit the library after hours. Some of the responses made on further services they required are similar to the comments made above on library expectations. The respondents were concerned about the level of theft as they wanted the library to have CCTV cameras. They also wanted a stand by permanent or more experienced staff member to assist with computer queries.

4.1.5 Users' perceptions of service quality (their actual experience)

This section of questions had 19 statements and respondents were expected to respond or rate the statements that best describe their perception or their experience on a scale of 1 = strongly agree, 2 = agree, 3 = neutral, 4 = disagree, and 5 = strongly disagree. The statements are divided into three categories and illustrated in figures below.

4.1.5.1 Access to information (Question 5.1) Users perceptions of access to information

Figure 4.9a: Access to Information

Table showing

Statements	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	frequency	%	frequency	%	frequency	%	frequency	%	frequency	%
A library catalogue which enables me to locate information on my own	123	33.6	95	26.0	91	24.9	22	6.0	19	5.2
Adequate library materials	87	28.1	103	28.1	102	27.9	45	12.3	13	3.6
Easy access to databases	115	31.4	110	30.1	81	22.1	27	7.4	17	4.6
Electronic journals that are easily accessible	92	25.1	101	27.6	92	25.1	50	13.7	16	4.4
An efficient short loan (academic reserve) & circulation desk	89	24.3	98	26.8	110	30.1	31	8.5	20	5.5
An efficient interlibrary-loans service (books from other libraries)	76	20.8	92	25.1	121	33.1	36	9.8	24	6.6

The results shows that 59.6% of the users are satisfied with access to information which they receive from the library, and they strongly agree with most of the statements and there are mentioned above. Of the total respondents, 16.4% disagreed with the statements that were on the questionnaires. The above clearly showed that the users were happy with the service quality provided by the library.

4.1.5.2 Users' Respondents on perceptions of library facilities (Question 5.2)

Figure 4.9b Library facilities

Statements	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Quiet and comfortable space for individual activities	89	24.3	96	26.2	70	19.1	60	16.4	39	10.7
Library space which inspires study and learning	88	24.0	117	32.0	69	18.9	54	14.8	25	6.8
Adequate photocopying facilities	98	26.8	106	29.0	82	22.4	49	13.4	17	4.6
Adequate printing facilities	62	16.9	74	20.2	84	23.0	86	23.5	43	11.7
Sufficient space for group learning and group study	81	22.1	100	27.3	78	21.3	71	19.4	22	6.0
Sufficient space for group learning and group study	80	21.9	78	21.3	83	22.7	64	17.5	46	12.6

4.1.5.3 Staff Service (Question 5.3) Users' perceptions of staff service

Figure 4.9c: Staff Service

Statements	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Staff who are willing to help users	115	31.4	109	29.8	77	21.0	32	8.7	18	4.9
Staff who give users individual attention	85	23.2	117	32.0	81	22.1	46	12.6	22	6.0
Staff who deal with users in a caring fashion	80	21.9	109	29.8	101	27.6	41	11.2	20	5.5
Subject librarians who improve users' search skills	92	25.1	85	23.2	105	28.7	47	12.8	21	5.7
Staff who understand the needs of users	80	21.9	104	28.4	108	29.5	37	10.1	22	6.0
Staff who are knowledgeable to answer users' questions	89	24.3	102	27.9	96	26.2	40	10.9	21	5.7
Staff who provide users with the information skill needed for work or study	86	23.5	107	29.2	96	26.2	35	9.6	23	6.3

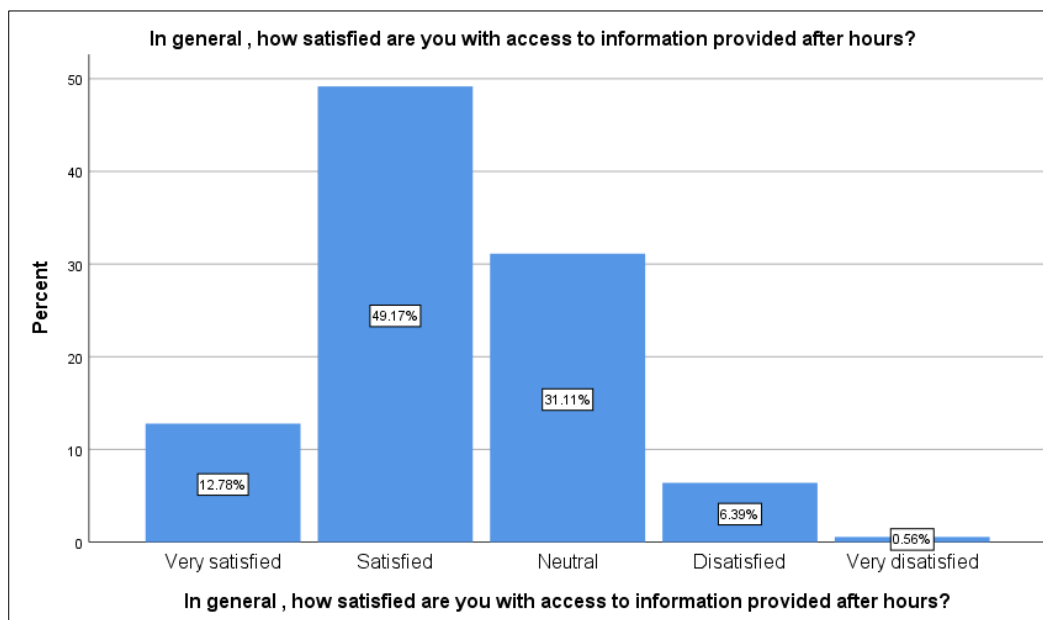
4.1.6 Respondents' comments on the perception (Actual experiences) of the 24-hour service

Respondents were required to comment on their experiences when they visit the library after hours. Interestingly, no respondents had any comments vis-à-vis their experiences during the library visits after hours. The rationale for including a comments section on the questionnaire was to get respondents' views about the services that were not covered by the questions. The researcher wanted the respondents to express their views and feelings about the service quality.

4.1.7 User Satisfaction

This is the most important part of the research questionnaire, which consists of four closed questions investigating how satisfied the users were with (a) access to information provided after hours (b) library facilities (c) after hour staff service (d) the overall service quality provided after hours. *Questions 8.1 to question 8.3* required respondents to indicate their level of satisfaction while *question 9* required them to rate the overall service quality the library offer them after hours. Below are figures and tables that indicate the level of respondents or user satisfaction by user category.

Figure 4.10: level of satisfaction with access to information (Question8.1)



About 48.4 % of respondents were satisfied, while 30.6% of respondents were neutral regarding access to information after hours, which means they are either satisfied or dissatisfied with access to information. Few respondents (5%) of the respondents were dissatisfied with access to information after hours. Below is a table and bar chart showing the level of satisfaction by user category.

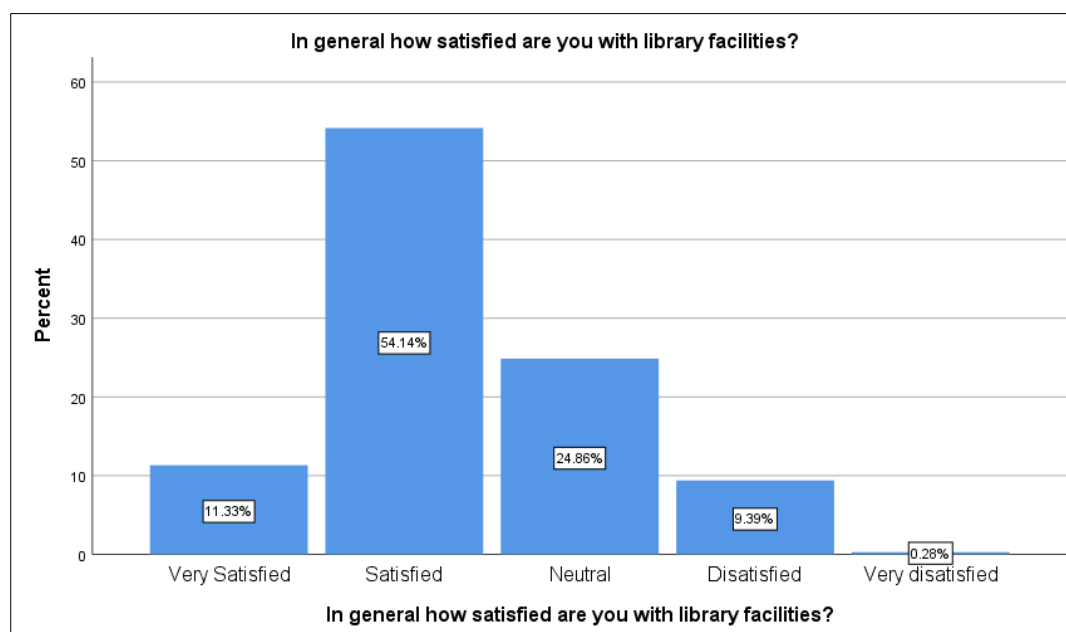
Table: Crosstab

In general, how satisfied are you with access to information provided after hours? *
Please select an option that best describes you Cross tabulation count

		Please select an option that best describes you					Total
		Academic staff	Doctorate	Masters Student	Postgraduate Student	Undergraduate Student	
In general, how satisfied are you with access to information provided after hours?	Very satisfied	5	4	2	8	27	46
	Satisfied	5	15	19	13	125	177
	Neutral	11	3	10	7	81	112
	Dissatisfied	1	1	4	1	16	23
	Very dissatisfied	0	0	1	0	1	2
Total		22	23	36	29	250	360

If we look at the respondents by user category, we observe that majority of academics remained neutral when it comes to their level of satisfaction, while the majority of undergraduates and master's students are satisfied with access to information. The researcher felt that the academics did not want to express their views as being neutral means they were either happy or unhappy about the service.

Figure 4.11: Overall satisfaction with library facilities



In general how satisfied are you with library facilities? *
Please select an option that best describes you. Cross Tabulation Count

		Please select an option that best describes you					Total
		Academic staff	Doctorate	Masters Student	Postgraduate Student	Undergraduate Student	
In general how satisfied are you with library facilities?	Very Satisfied	4	2	1	8	26	41
	Satisfied	12	16	17	16	135	196
	Neutral	6	3	13	3	65	90
	Dissatisfied	0	2	5	2	25	34
	Very dissatisfied	0	0	0	0	1	1
Total		22	23	36	29	252	362

Majority of the respondents (54.1%) of user categories are satisfied with the library facilities, a close observation at the number of respondents that responded to the questionnaire shows that 65.4 % majority from each user category are satisfied with library facilities.

Figure 4.12: Overall satisfaction with after hour staff service (Question 8.3)



In terms of staff service, 39.28% of the respondents were satisfied, while the respondents who are neutral forms 37.60%. Below is the table and chart by user category.

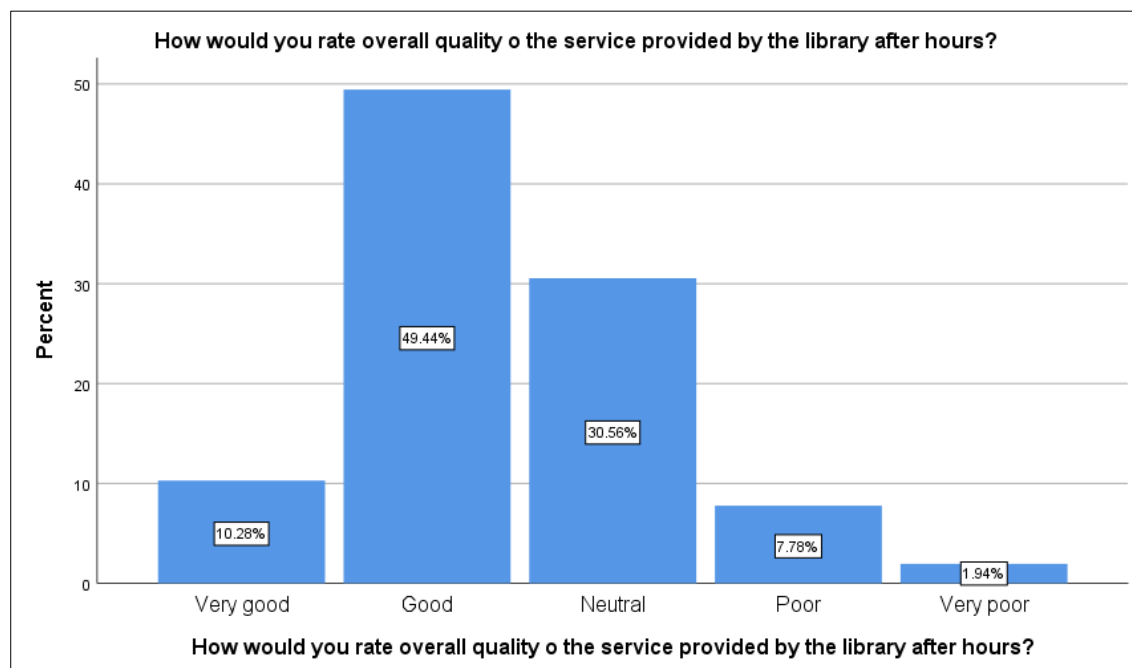
In general, how satisfied are you with after hour staff service offered by the library?

*** Please select an option that best describes you. Cross Tabulation Count**

		Please select an option that best describes you					Total
		Academic staff	Doctorate	Masters Student	Postgraduate Student	Undergraduate Student	
In general, how satisfied are you with after hour staff service offered by the library?	Very satisfied	4	3	4	7	28	46
	Satisfied	9	12	12	11	97	141
	Neutral	8	7	15	11	94	135
	Dissatisfied	1	1	5	0	21	28
	Very dissatisfied	0	0	0	0	9	9
Total		22	23	36	29	249	359

All user categories had a majority (52%) of respondents satisfied with the staff service, however 37, 6% of respondents remained neutral regarding the question posed.

Figure 4.13: Overall Service Quality provided after hours (Question 9)



According to the graph above 49.4% of respondents rated the overall service quality provided after hours as good. While 30.5% of respondents were neutral with the overall service quality provided after hours in UKZN libraries. Only 7.78% of the respondents considered the service quality to be poor. Below is the table and chart of the overall service quality by user category.

How would you rate overall quality of the service provided by the library after hours?

*** Please select an option that best describes you Cross tabulation count**

		Please select an option that best describes you					Total
		Academic staff	Doctorate	Masters Student	Postgraduate Student	Undergraduate Student	
How would you rate overall quality of the service provided by the library after hours?	Very good	3	5	3	7	19	37
	Good	9	13	15	13	128	178
	Neutral	9	3	14	7	77	110
	Poor	1	2	4	2	19	28
	Very poor	0	0	0	0	7	7
Total		22	23	36	29	250	360

According to the table above 59.7 % of user categories have rated the overall service quality as good after hours.

4.1.8 Further comments or suggestions about the 24-hour service quality (Question 10)

Question 10 is the last question of the survey where respondents were required to state their opinion about the service quality provided by the libraries after hours. The table below shows the responses that were raised by the respondents. The researcher noticed that most of the comments by the respondents are similar to the comments raised in figure 4.9a and figure 4.9b

4.2 Gap between users' expectations and perceptions for access to information

Table 4.2 showing

Access to Information	Expectations			Perceptions			Difference		
Statements	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree
A library catalogue which enables me to locate information on my own	265	58	41	218	91	41	47	-33	0
Adequate library materials (e-books)	286	36	42	190	102	58	96	-66	-16
Easy access to electronic databases	292	33	38	225	81	44	67	-48	-6
Electronic journals that are easily accessible	283	41	39	193	92	66	90	-51	-27
An efficient short loan(academic reserve) & circulation desk	253	61	47	187	110	51	66	-49	-4
An efficient interlibrary-loans service (books from other libraries)	258	49	54	168	121	60	90	-72	-6
Total	1637	278	261	1181	598	320	456	-319	-59

The results on access to information indicated that the respondents' overall expectations were higher than their perceptions. The response category of those that agreed is reflected on the table above. Respondents' expectations exceeded their perceptions in all instances. Services that had a relatively large gap between, agree for expectations and perceptions for access to information were: (i) Adequate library materials (e-books) with 96 respondents (ii) Electronic journals that are easily accessible (iii) and an efficient interlibrary-loans service (books from other libraries) which both had a total of 90 respondents.

4.3 Gap between users' expectations and perceptions of Library Facilities

Table 4.3 showing

Library Facilities	Expectations			Perceptions			Difference		
Statements	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree
Quiet and comfortable space for individual activities	304	20	37	185	70	99	119	-50	-62
Library space which inspires study and learning	314	19	30	205	69	79	109	-50	-49
Adequate photocopying facilities	307	22	34	204	82	66	103	-60	-32
An adequate number of computer workstations	298	31	36	136	84	129	162	-53	-93
Adequate printing facilities	290	33	39	181	78	93	109	-45	-54
Sufficient space for group learning and group study	58	26	242	158	83	110	100	-57	132
Total	1571	151	418	1069	466	576	502	-315	-158

Respondent's expectations were also higher than perceptions when it comes to library facilities. Most of the facilities have a higher expectations then perceptions. The leading facility with the largest gap was an adequate number of computer workstations, followed by quiet and comfortable spaces for individual activities.

4.4 Gap between user's expectations and perceptions of library staff service

Table 4.4 showing

Library Staff Service	Expectations			Perceptions			Difference		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree
Staff who are willing to help users	304	24	36	224	77	50	80	-53	-14
Staff who give users individual attention	279	49	36	202	81	68	77	-32	-32
Staff who deal with users in a caring fashion	282	47	32	189	101	61	93	-54	-29
Subject librarians who improve users' research skills	297	28	34	177	105	68	120	-77	-34
Staff who understand the needs of users	299	29	35	184	108	59	115	-79	-24
Staff who are knowledgeable to answer user's questions	306	21	36	191	96	61	115	-75	-25
Staff who provide users with information skill needed for work or study	294	34	32	193	96	58	101	-62	-26
Total	2061	232	241	1360	664	425	701	432	-184

The table above shows a huge gap when it comes to staff service as the total difference for all the staff services and the difference between expectations and perceptions. When compared with the above two which is information access and library facilities, staff service had a higher gap.

4.5 Qualitative data

This section presents findings on the service quality provided by the library after-hours. The findings were obtained from the analysis of the data gained from interviews conducted with the three heads of circulation and two circulation supervisors. To ensure clarity of the findings, results are presented separately.

4.5.1 What was the reason for opening the library 24 hours?

Interviewee 1- *“It was a request from the Student Representative Council (SRC), and the management agreed to it after they have several meetings with the Student Representative Council. They eventually agreed to it because they wanted to meet the user’s needs”.*

Interviewee 2- *“The students demanded; it’s a demand from the students, it offers services for the part time and working students, Management decided to open the library as they did not want to be in the dispute with the Student Representative Council”.*

Interviewee 3- *“Students felt that they needed to have a space to study, as well as resources relevant to their studies, All in all, we were informed by the management that the Student Representative Council asked for the library to operate 24-hours as suggested by the students”.*

Interviewee 4- *“It was requested by students and suggested by the management, The management informed the staff at the general staff meeting that they had come to that decision without informing the staff or getting their views. They presented the news after they had accepted what the Student Representatives Council proposed or asked”.*

Interviewee 5- *“We opened so that we can provide service to students, and it was a request from the Student Representatives Council. Management also saw a need for 24-hour service”.*

4.5.2 What can you say about the service quality offered by the library overnight?

Interviewee 1- *“I am not around at night and I have not asked anyone about it, to tell you the truth I do not have much interest on that, not that I do not like my job but I feel that when I have knocked off from work I should concentrate on my family”.*

Interviewee 2- *“From the circulation side it is very good as the students assistants are all trained to deal with the student’s demands and queries. Majority of the students employed are postgraduate students themselves, therefore, they can assist the patrons with their queries”.*

Interviewee 3- *“There is limited service offered because there is no full complement of staff at night, its only student library assistants, if the management see it fit for the library to operate with students only I don’t have a say”.*

Interviewee 4- *“The service is good but the library is manned by student assistants after hours, I never heard of any complaints about the service offered at night that is why I say it is good, I also think that there is a room for improvement like offering frequent supervision to the student assistants”.*

Interviewee 5 – *“Actually we have not done any evaluations regarding the service after hours, but*

the statistics for circulation that is represented or collected monthly shows that academic reserves is busy from 4:00 pm to 20:00 pm”.

4.5.3 Which types of services does the library offer overnight?

Interviewee 1- *“Issuing, returning, renewing, and directional queries, students also have access to computers from research commons and the LANs in the libraries. They also have printing and scanning services”.*

Interviewee 2- *“Research commons for postgraduate students, access to computers, access to journals online from library LAN or form off campus access, the library catalogue is an open source therefore making access available at any given time to the resources available, photocopy facility, discussions rooms, and study space”.*

Interviewee 3- *“Study space, research commons, LANs and borrowing and returning of library materials. I am only mentioning these services because I know that student library assistants are only trained to perform circulation duties only and shelving or shelf reading of books but due to the fact that only two students work per shift, the service is mostly centred on circulation duties”.*

Interviewee 4- *“Study space, LANs, access to library materials, issue desk (which provides issuing and returning library materials”.*

Interviewee 5- *“Reserve material (2hour loan) which is busy from 4:00 pm to 20:00 pm, Law library conduct user education after hours prior to arrangement with subject librarian and also health sciences as well as criminology. They also offer spaces for study”.*

4.5.4 How do you collect statistics?

Interviewee 1- *“We collect the statistics from the World Management System (WMS) and the tackle gate on a daily basis where we record the meter reading every morning”.*

Interviewee 2- *“A report is compiled monthly on users entering the building as well as access usages, that duty is done by the heads of circulation and supervisors. Previously, we used to get the statistics from the Information Communication Services (ICS) but their system was faulty and is not yet fixed”.*

Interviewee 3- *“We got it from the Information Communication Services (ICS) department through the swipe access system. I was not aware that their system is no longer working because I do not personally collect the statistics, my line manager did not inform me”.*

Interviewee 4- *“ICS can help with the statistics, because they can monitor the swipe system access that is used in the library when library users enter or visits the library”.*

Interviewee 5- *“We collect statistics from the system report which is generated monthly, and the monthly report statistics. Sometimes Information Communication Services (ICS) provides the head count statistics to show how many people visited the library”.*

4.5.5 What security measures are there for the users at night?

Interviewee 1- *“There is a security guard and CCTV cameras mounted, I am not sure if the CCTV cameras are working now”.*

Interviewee 2- *“The library has a security guard on duty every weekday including weekends that is the only security measure I know of. However, I am not sure how they relieved each other at night for lunch breaks which might be a loophole for chancers”.*

Interviewee 3- *“There are risk management service (RMS) security guards at the entrance of the library all the time to safeguard the library users and the library collection because if for example there is a user that wants to leave with a book that is not borrowed the tattle tape will make noise when they try to exit the library and the security will intervene and send the user back to the circulation desk”.*

Interviewee 4- *“The library has a security guard all the time that is ensuring the safety of library users after hours”.*

Interviewee 5- *“We have security guards in all libraries at main entrances, and we also have security cameras at Howard College libraries”.*

4.5.6 Is there a professional staff available/working to assist with in-depth queries after hours?

Interviewee 1- *“No, the library only operate with student assistants, who only provide the circulation function services which are issuing, returning, placing holds, directional and general queries”.*

Interviewee 2- *“No, but most of the queries do not require professional staff, we have suggestion boxes and this request has never been made, if we can have a request regarding that hopefully management will look into it”.*

Interviewee 3- *“There is no professional staff after hours; the library only operates with students, there has been many cases of academic reserve books that went missing and also some library users complained about not getting professional assistance after hours”.*

Interviewee 4- *“No, because of budget cuts the library will not afford to employ or pay permanent staff to work after hours and the afterhours post is no longer available in our organogram after there was reorganisation. The library only operates with student library assistants”.*

Interviewee 5 *“No, there is no one available, we have not heard of any requests for professional staff and we do not see the need as we believe that students only need a space to study and use the prescribed books kept at academic reserves”.*

4.5.7 Have you ever visited the library at night to investigate the usage of the library?

Interviewee 1- *“No, I haven’t because I do not have transport, I use public transport. The university will not pay back my money if I use Uber to come to work after hours”.*

Interviewee 2- *“I actually stay until 8 pm to do my research and never asked anyone for assistance. I am here and often the queries are to do with login, access to student portal etc”.*

Interviewee 3- *“No, because I have not seen the need to, I guess it never occurred to me that as the head or supervisor, I should monitor that. I felt that it does not concern me as it is after hours of work”.*

” No because I depend on the statistics to monitor the library usage and I also ask the library assistants whenever we have a meeting”. “No because I trust the students that are working that they will report to me if there is something important that we need to know, for the usage I depend on the statistics from the system, if the system was offline we manually record in a book”.

4.5.8 Do you give library users an opportunity to provide views on expected service after hours?

Interviewee 1- *“There is a suggestion box placed at the issue desk where students/ library users can drop in their suggestions”.*

Interviewee 2- *“Yes, there is a suggestion box which is checked monthly for feedback, the feedback given is taken seriously by the library management and they make sure that they attend to pressing issues that are identified”.*

Interviewees 3- *“Yes the presence of suggestion boxes, but we have not yet received any issue about the after-hours service through the suggestion boxes”.*

Interviewee 4- *“Yes, we have suggestion boxes in libraries, every month the suggestions are read at the general staff meeting to hear what students are either complaining about or complementing”.*

Interviewee 5- *“Suggestions box to deposit comments and read monthly, I do not remember seeing a complaint about the after-hours service from the suggestion boxes”.*

4.5.9 Do you feel the 24-hour library service meets the user’s needs?

Interviewee 1- *“Yes, partly, especially when they are writing their exams, some of them prefer to cross night. Furthermore, when they have a deadline it meets their needs as they prefer working at the last minute”.*

Interviewee 2- *“I do, most students doing research access the library at odd hours, hours that suit their life style and program to studies”.*

Interviewee 3- *“Yes...because some students are part timers and they can only access the library in the evenings due to the fact that they are working during the day, so the 24 hour service I feel it does meet their needs even though there are no surveys done yet to get feedback from the users”.*

Interviewee 4- *“Yes, but there is room for improvement, can I not comment on that?”*

Interviewee 5- *“No, I feel it is not a requirement, the library should close at 23:00 pm. Students are not using the library for good use, and they need to have a study centre where they can sit and study. The 24-hour service meets some of user needs like sitting in a quiet area for studying. Maybe we should adopt University of Johannesburg strategy whereby they have provided the students with the room to sit on and study”.*

4.6 Findings from the qualitative interviews

A meeting was secured for this research with three heads of circulation and two circulation desk supervisors, which highlighted the failures of the library in providing quality service to its users. The participants confirmed that there were no permanent staff to help with in-depth queries. They also indicated that they were yet to conduct any surveys to get the users' perspectives of the service they want and also the service they currently available for overnight library users. From the interviews with heads of circulation, it became evident that there was a disjuncture with regards to satisfying the users' needs.

The presentation of the research findings enabled the researcher to make a number of important observations based on four main issues related to the interview questions that were answered by participants. The participants were required to answer nine questions from the interview schedule. During the interview process, the researcher had to identify the main issues regarding the service quality provided by the library overnight. The flowing four themes were generated.

4.6.1 Service quality offered by the library overnight

The library failed/ fails to produce results because it does not conduct any surveys, they only rely on suggestion boxes. Participants have different views about the service that is offered overnight, where some felt that it is limited because there is no full complement of staff and some mentioned that they have not done any evaluations. Reviewed literature showed that studies that are done in academic libraries seem to reveal that the users are not satisfied or happy with the services that the libraries provide, for example study done by Tembani (2012)

at Durban university of Technology revealed that the library users were not happy about the library service overnight as the noise levels were much higher and the users prefers to use the classrooms for studying when its exam time. The current study used Servqual and Libqual theory which are common theories for academic libraries in assessing the users expectations and users perceptions in a study by (Ncwane, 2016) and (Naidu, 2009) the Libqual theory was adopted and their survey supported the usefulness of the Libqual instrument used in their studies and its relevance in the context of academic library service.

4.6.2 Types of services the library offered overnight

The participants were asked about the type of service the library offers overnight. The researcher received mostly the same answers where most of the participants mentioned the circulation service as the service that it offered afterhours: namely- issuing and returning the books, CD's, DVD's, and journals, study space and LAN. It was noticed that the library does not provide the training services or in-depth services to users that use the library overnight. Reviewed literature mentions that in order to provide a quality service to users assessment of the services from users perspectives is important, because you may also get to know which services the users prefers. The current study then used both Servqual and Libqual theories.

4.6.3 Users' opportunity to provide views on expected service after hours

The library only relies on suggestion boxes that are kept in all the libraries at the issue desk. Suggestion boxes are used to elicit feedback on service quality from the library users. It seems as a huge negligent risk that all libraries have relied on suggestion boxes because some library users do not even know that there are suggestion boxes that are kept for them to report about the quality of library service. Most of the participants stated that they check for users' views from the suggestion boxes. The suggestions are read monthly. It may be argued that the library should conduct surveys specifically for the overnight users at the end of every semester to assess the level of service quality.

Perceptions of service quality are shaped by customer expectations. Because customer expectations and perceptions change from customer to customer, as well as over time, Academic libraries are needed to achieve and maintain superior service quality. Firms with a greater ability to learn from service failures will offer higher levels of service quality. Although

evaluations of service quality are based on many factors, it is generally accepted that attributes associated with a service organisation personnel play an important role in the determination of customer satisfaction and customer perceptions of service quality. However, almost all the studies done in this area have focused either outside or inside the organisation; based on customer perceptions of service quality during the day rather than service quality perceptions overnight. For example, Tembani (2012) and Becker et al. (2017) their studies based on users' perceptions of service quality from three (15:00) pm to nine (21:00) pm. This study represents an importance of service quality on user's perceptions and expectations overnight.

4.6.4 Participants feelings whether 24 hour library service meets the users' needs

The 24 hour service partially meets the users' needs as it is limited overnight, and the student library assistants that work at night are trained. However, it emerged that most of them just sit and surf the internet and watch YouTube videos while on duty and do not give attention library users. It emerged that they have their headphones on their ears sometimes they do not recognise anyone passing-by and greeting. One of the reasons is that the library hires students who are not doing library science and they do not see or know the importance of working in a library environment. Some of the student assistants are working simply because they need money. Service literature highlights the importance of employees, particularly in terms of their motivation and the vision of those employees in successful service firms (Lovelock, 1994).

Some authors that wrote about service quality emphasize the importance of 'commitment' Farber and Wycoff (2015) emphasize the importance of 'culture' others emphasize 'climate'. They are all in agreement with (Hostage, 2014:101), who states that, "Service quality begins with people". The courtesy, empathy, and responsiveness of service employees all combine to influence quality perceptions of customers (Parasuraman, 2010). Collier, Barnes, Abney and Pelletier (2018:154) argue that, "employees not only deliver and create the service, but are actually part of the service in the customers' view". Process theories of motivation Porter and Lawler (2015) generally predict increased performance with increased motivation. Locke's goal-setting model Locke and Latham (2016) in particular predicts that both performance and motivation will be increased when individuals have clear goals. Motivated employees who have a clear vision of the importance of service quality to the firm should provide superior service (Bowen & Lawler III, 2015). The researcher feels that the overnight service is compulsory during exam time where most students or library users needs to study as some of

them cross-night. During term time the library should close at 11:00 as previously. Most participants do not feel that the service provided overnight meets the user's needs.

The service quality model is used to investigate the perceptions and the expectations of the service industry. Different authors did different studies on service quality in academic libraries to assess the users' perceptions and expectations about the service they offer them using the Servqual theory model and Libqual theory model. Based on the findings of the current study, it is evident that the UKZN library needs to improve the overnight service in order to satisfy the library users that visit the library overnight. In a study by Tembani (2012) conducted at the Durban University of Technology (DUT) about service quality at night, the results showed that the library users needed more attention to be given to noise level within the library as they could not study well. Further, they did not find the library as a place to study and they rather turned to classrooms for better concentration if it was examination time. Another study by Becker et al. (2017) at the University of Cape Peninsula to identify gaps between the users' expected service quality and their perceived service quality indicated that while students prefer using online resources, they still choose face to face interaction with library staff as their first choice of contact, followed by email. The reviewed literature also shows that providing an excellent service to users requires a lot of hard work (Hays & Hill, 2016). Furthermore, evaluations and surveys are very important if the academic libraries are to meet the needs of their users. Most of the studies showed that perceptions and expectations of service quality have a huge gap that needs to be fulfilled by information providing agencies (Becker et al., 2017).

4.7 Trends, Themes, Commonalities, and comparison of Quantitative and Qualitative analysis

With regard to quantitative data analysis 96% total of respondents answered the questionnaire, and the 100% participants participated in the interview schedule for qualitative analysis. Similarly the major determinants of service quality are users' perceptions and expectations of the service quality. All results were significant as the graphs showed the gap between users' perceptions and users' expectations, as well as the responses from the participants stated that 24 hour library service partially meet the users' needs. The findings are consistent with other published studies which concurred that service quality dimensions are crucial for customer/user satisfaction and that certain variables were related to various dimensions of service quality

within academic libraries. Some researchers (Kiran, 2010) and (Somaratna & Peiris, 2011) assert that variation between expectations and perceptions depend on the importance or value attached to the variables being assessed related to quality of services offered.

The results from combined data are to some extent unexpected or contrary to earlier research by (Kiran, 2010) and (Somaratna & Peiris, 2011). However the aforementioned is an indication that academic libraries should take cognisance of and improve the aspects that will increase employee as well as library users' satisfaction experience in higher education environments. Practically high quality service which is supported by adequate facilities and employees with right attitudes, will definitely lead to positive perceptions of an institution by customers/ users. Users will get the impression that the provider of the service has a sense of leadership, is responsible, dependable, truthful and innovative, thus a positive evaluation of their satisfaction with the service.

Academic libraries service the parent organisation that their located in, it is noticed that academic libraries aim to meet their users' needs. Participants stated that the library is operating 24 hours because it was a request from the Student Representative Council. Due to budget cuts the library operate with students only at night and the permanent staff have no interest in knowing what is happening at night, and also from quantitative results they show a huge gap between expectations and perceptions of library staff service which shows that the staff is working overnight does not take their job seriously or they are working so that they can earn a salary and most of them "library studies" is not their field of study.

From the survey it became evident that 24 hour library service does not meet the users' needs. the results were consistent with (Becker et al., 2017) who postulated that overall satisfaction is a critical determinants of library users. With regards to access to information it is noted that it was an important element of service quality identified by respondents and participants since it is found to be positively correlated with universities quality of service. The finding indicate that perceived service quality was significantly and positively associated with user's satisfaction. The results are in line with aforementioned findings where satisfaction of the users with the service quality was lower compared, to their expectations. The results of this study supported the usefulness of Libqual and its relevance in the academic library service context. The survey results showed that the respondents' expectations exceeded their perceptions. There was a significant gap between the users' expectations and their perceptions. The results

indicated that UKZN library lacks quality service, Thus in order to achieve the total quality in information service the UKZN library should provide a comprehensive book collection, a spacious library and reliable and adequate library facilities.

4.8 Summary of the findings

The purpose of the study was to examine the quality of services provided by the University of KwaZulu-Natal library after-hours with the intention to measure the user's perceptions of the quality of book collection, the staff service, and the facilities. It was very important to identify the gaps between the users' expectations and their perceptions. Understanding the perceived service is very important for managers as it helps them to develop long lasting relationship with library users, and the benefit of these relationships are connected to customer loyalty (Ladhari, 2009). This contributes to the fulfilment of the library mission, which is to provide materials and services to satisfy the informational, educational and research needs of the community they serve.

4.9 Summary

The chapter clearly tabulated and presented the results for each section of the questionnaires that were administered to respondents and clearly transcribed responses that were given by the respondents who were interviewed. There was a better response rate from students than the staff. The research results pertaining to the following areas were presented:

- Library usage patterns;
- Users' expectations and perceptions of service quality;
- Users' comments about UKZN library services;
- Level of user-satisfaction; and
- Gap between users' expectations and perceptions

Interview schedule questions pertaining to reasons why the library is operating 24 hours, types of service offered after hours, statistics collection, services offered, and security measures were clearly transcribed. Summary of the findings were discussed and the overview of the findings were discussed. Conclusions and Recommendations are presented in the following chapter

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5 Introduction

The aim of the study was to identify the quality of services offered after-hours at the University of KwaZulu-Natal (UKZN) libraries. This was done with an aim of drawing conclusions and presenting recommendations to the libraries to assist in improving their 24 hour service to their users. The study examined the quality of services provided by UKZN library after – hours from the perspectives of users' of the library. The intention was to measure the user's perceptions on the quality of the book collection, personal service and facilities. The study posed key questions which focused on the factors responsible for the 24 hour quality service delivery which are as follows:

1. What factors are responsible for the successful operation of 24 hour service delivery of the University Library?
2. How can the normal d daytime working hours of service be compared to overnight service delivery?
3. How do library users' view and express the quality of service delivery at the university library at both normal day and after hour services?
4. What are the challenges that determine the difference in the efficiency of service delivery between day and night service?
5. What can be done to improve the quality of service delivery at the university library during the day and overnight?

This chapter discusses information collected from the questionnaire survey and interviews. Different library services, which encompass the majority of the services, were grouped into three categories. The categories referred to information access, library facilities, and staff services. The chapter further discussed the gap between user's perceptions and expectations of service quality. Simba (2006) stated that the gap is considered significant if the difference is greater than 25% and insignificant if it is less than 25%. Level of satisfaction is an important aspect or component of this research. The discussion below is based on the results the researcher considered significant.

The study employed a mixed methodology, thus the researcher distributed the questionnaires and conducted interviews. The total population of the study was 366 consisting of academics

and students that visits the library after hours. A sampling table provided by Sekaran and Bougie (2016) was used to sample the population (please refer to table 3.1 below). Stratified random sampling was employed.

Table 3.1									
<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384
<i>Note: N is Population Size; S is Sample Size</i>					<i>Source: Krejcie & Morgan, 1970</i>				

Qualitative data was collected through interviews with the heads of circulation and circulation supervisors. Conversely, quantitative data was collected from academics and students using questionnaires. The instruments were pretested and refined before they were used to collect data. The researcher collected data from all five campuses, and the UKZN ethics protocol was adhered to before and during the data collection process. Qualitative data collected was analysed using Nvivo whilst quantitative data was analysed using IBM SPSS software version 25. The summary of the findings and conclusions presented in this study are organised around the research questions. The chapter also presents recommendations based on findings of the study. Furthermore, areas for further research are also provided.

5.1 Key findings

Findings of this study revealed that there is a significant gap between users' expectations and perceptions of service quality offered after-hours at the UKZN library. The results showed significant variations within the different user categories of respondents, vis-à-vis library usage, perceptions and level of satisfaction of service quality at the UKZN library. The variations are a result of the levels of study, different user needs and priorities of the different users within these groups. The study showed that most services are not operating as they are supposed to and this in turn has a negative impact on users' rating of their perceptions. The problematic service includes adequate library materials (E-books), adequate number of computer workstations, and staff who are knowledgeable to answer questions.

An important component of the study showed the strengths and weaknesses of the library in terms of delivering quality services to users and suggested areas that need improvement and addition of new services. UKZN library users had high expectations for all services in each category including access to information, library facilities and staff services. Their perceptions however differed from their expectations in many instances. This shows that their actual experiences of some of the services offered by the library were not to their satisfaction from the users' perception in essence, their perceptions were low compared to their expectations of service quality at UKZN library.

5.2 Level of satisfaction

The first objective of the study was to determine the factors for a successful operation of 24 hour service. Thus, interview answers revealed that none of the libraries has done a survey to see whether they meet users' needs at night (after-hours) they only rely on suggestion boxes for feedback which none has been received and only circulation head visits the library after hours. Observation from the questionnaire responses indicates that 49% users (mostly students) rated the overall service as good. However, when the services were categorised, 39.28% of respondents seemed satisfied, yet the number of respondents who remain neutral about the service were 37.60 %. The difference between satisfied and neutral was 1.7% which means most respondents were either satisfied or dissatisfied with the service quality after-hours.

There are various reasons for libraries not meeting the expectations of its users, which are financial constraints, staffing issues, and inadequate facilities. The study has shown that

academic staff and students had very high expectations of the service quality at the library but the rate of perceptions differ significantly.

5.3 Gap between user's expectations and perceptions

The second objective was to investigate the satisfactory level of the library users in the 24 hour night service. The study revealed that users had high expectations of service quality. They expected staff who are knowledgeable to answer their questions, staff who are willing to help them, and staff who understand their needs. They also expected adequate library materials, including electronic journals that are easily accessible. Users further expected suitable library facilities such as adequate computer workstations, and quiet and comfortable spaces for individual activities. The majority of students had negative comments about information access and library facilities. . It is evident from the findings that only few services met the service quality expectations of the users. This means that the users' expectations exceeded their perceptions as most of the expected services were being received during the day. Their actual experiences of service quality were satisfactory in certain service categories only.

5.4 User's perceptions

The third objective of the study was to explore the challenges associated with the 24 hour service. The study showed that the perceptions were rarely high in some of the services. Majority of users' experiences with library facilities, access to information, and staff service revealed that they were either satisfied or dissatisfied. Users commented on the need for professional staff after hours or standby librarians, they also commented on the level of noise, which points out the limited number staff available to monitor noise levels. Users also commented on issues regarding enough security personnel for their safety and CCTV cameras to avoid theft.

5.5 Recommendations

The fourth objective of this study was to suggest workable recommendations, capable of improving the quality of 24 hour service delivery at the UKZN library. In view of this study, the following recommendations are proposed to the library and library management. The study

has shown that it is very important to improve their services. In order to do that it needs to track and understand users' perceptions and actual needs by using assessment tools to gain feedback. The most important recommendation for library management is continuous assessment in order to listen to the voices of users, library personnel and the broader university community. The feedback from such studies will assist management in understanding the expectations and needs of the users. It is imperative that management put proper mechanisms in place to implement the strategic and operational plans of the department to improve service quality; they should have excellent mechanism in place to monitor and sustain the improvement over appropriate time frames.

5.6 Library staffing

The study has indicated that staffing issues are a challenge at UKZN library. The lack of professional librarians especially after hours poses a problem to staff and students. It is strongly recommended that the library staff should attend communication skills workshop, customer care workshops and people's skills workshops. Users expressed their satisfaction with staff services especially that staffs were not helpful and friendly. Another recommendation is staff rotation, to provide staff with an opportunity to develop different skills, offering challenges and motives achievements. Staff training and development is critical to empower them to perform better, assist users to the best of their abilities, and hence exceed service quality expectations. It is highly recommended that staff recognition awards are executed at the library and lastly, the library needs to have at least one professional staff that will work until 10:30 or 11:00 pm to cater for in-depth queries.

5.7 Access to information

Majority of users expressed their concerns regarding access to information. They needed help with retrieving the appropriate sources of information and were totally lost in the library. They were not well equipped to search the Worldcat local, which is the library catalogue. It is highly recommended that the library liaise with academics from different schools to endorse the information literacy programme as credit bearing. This compulsory programme will train users on searching skills, retrieving and evaluating print and electronic media and will ultimately encourage users to maximise the resources of the library. Librarians will have to keep abreast with the current teaching and learning methodologies and focus skills transfer in a structured platform that will lead to users' independence.

5.8 Library facilities

The results of the survey revealed the importance of the library facilities and the environment, which had the greatest impact on the users. Adequate number of computer workstations is a critical concern, as the users need to type their assignments, search for information, and access study materials via modules. It is highly recommended that library management and the research office embark on a practical project to resolve issues of more LANs and extending the Research Commons. It is important to take into account that the number of users is growing each year and the library has to provide sufficient resources, space and a conducive environment to accommodate the user

5.9 Limitations of the study

Limitation identification of this study allowed future studies to be conducted to fill the gaps of this study limitation. Mixed study is not generalizable but it aims to obtain reliable data from experts and to retrieve data from a large number of respondents, the analysis and results of which should be reproducible. The major factor in conducting this study was the limited time within which the study had to be completed.

The study targeted all registered UKZN students (postgraduates and undergraduates) and academics who use the library after-hours. Other potential library users such as administrative staff, executive management, external school learners and external staff and students were excluded as the researcher felt that students and academics were the main users of the library. In addition, the sample size for the interviews was rather small for the analysis, but it gave deep insight into the role of library management when it comes to meeting the needs of their customers.

5.10 Suggestions for further research

There are various niche areas, which are imperative for further investigation, namely:

- 24 hour service: responding to users' needs: a case study for academic libraries in South Africa.
- Obstacles to the delivery of quality library services and end-user satisfaction in academic libraries in developing countries.

- New mechanisms of library assessment that instil the users views of service quality and level of satisfaction, library staff, budget, mission, library processes, policies and procedures must be studied for after hours.

5.11 Originality of the study

The originality of the study is based on three main aspects: context, theory and methodology. Contextually, the study is original in that it is the first to be done at the UKZN library. Literature reviewed revealed that most of the studies conducted on the subject were concentrated on other universities and they were not based on a 24 hour service. This study was also theoretically original, as it jointly used the Libqual and the Servqual models as the anchoring theoretical models. Both models have been used in most studies, however, the literature reviewed did not identify any studies that have used both models in the assessment of service quality after-hours (24 hour's service). The study also demonstrated methodological originality as most studies undertaken both in developing and developed countries on assessment of service quality has either used qualitative or quantitative research methods, hence none adopted a mixed method.

5.12 Conclusion

There is an urgency regarding service quality and level of user satisfaction at the UKZN library's after hour service. It is clear that an improvement in many services arears is needed. The recommendations are made in light of the availability of sufficient funding for the implementation of all the remedies. Academic librarians need to accept their role as experts in information management and not just meet users' expectations, but anticipate client needs and help define those expectation.

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Assessment of service quality of 24 hour service in University of KwaZulu-Natal Library

PLEASE COMPLETE THE QUESTIONS/SURVEY BELOW. ALL RESPONSES WILL BE CONFIDENTIAL.

1. Questions about yourself: please put a cross [X] next to you choice

1.1 Please indicate your gender

Female	
Male	

1.2 please select an option that best describes you

Academic staff	
Doctorate Student	
Master Student	
Postgraduate Student	
Undergraduate Student	

If undergraduate please indicate your year of study

.....

1.3 Please select your school/ College

College of Humanities	
College of Agriculture, Engineering & Science	
College of Health Sciences	
College of Law and Management Studies	

1.4 How often do you visit the Library after hours?

Daily	
Weekly	
Monthly	
Quarterly	
Never	

1.5 If your answer to 1.4 is never, please give a reason/s and then answer questions 2-4.

.....
.....
.....
.....

2.3 Staff Service

	I expect the library to provide....	1	2	3	4	5
2.3.1	Staff who are willing to help users					
2.3.2	Staff who gives users individual attention					
2.3.3	Staff who deals with users in a caring fashion					
2.3.4	Subject Librarians who improve users' research skills					
2.3.5	Staff who understand the needs of users					
2.3.6	Staff who are knowledgeable to answer users' questions					
2.3.7	Staff who provide users with the information skill needed for work or study					

3. If you would like to add any comments about any of the services mentioned in question 2.1 to question 2.3 please do so.

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4. If you would like to add comments about any further services you expect from the library, please do so.

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.....

5. Please put a cross [X] in the table below the number that best describes your “perceptions” (your actual experiences) of the 24 hour service the library currently provides.

1= Strongly Agree; 2= Agree; 3= Neutral; 4= Disagree; 5= Strongly Disagree

5.1 Access to information

	The Library currently provides.....	1	2	3	4	5
5.1.1	A library catalogue which enable me to locate information on my own					
5.1.2	Adequate library materials (e-books)					
5.1.3	Easy access to electronic database					
5.1.4	Electronic journals that are easily accessible					
5.1.5	An efficient short loan(academic reserve) & circulation desk					
5.1.6	An efficient interlibrary-loans service (books from other libraries)					

8. User Satisfaction

Please put a cross [X] in one box only.

8.1 In general, how satisfied are you with access to information provided after hours?

Very satisfied	
Satisfied	
Neutral	
Dissatisfied	
Very dissatisfied	

8.2 In general, how satisfied are you with library facilities?

Very satisfied	
Satisfied	
Neutral	
Dissatisfied	
Very dissatisfied	

8.3 In general, how satisfied are you with after hour staff service offered by the library?

Very satisfied	
Satisfied	
Neutral	
Dissatisfied	
Very dissatisfied	

9. How would you rate the overall quality of the service provided by the library after hours? Put a [X] in one box only.

Very good	
Good	
Neutral	
Poor	
Very poor	

INTERVIEW QUESTIONS

DECLARATION

I..... (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT DATE

.....

Topic: Assessment of service quality of 24 hour service in University of KwaZulu-Natal Library.

Note: You are not forced to answer a question that you don't feel comfortable with, answer with as best as you can.

Questions: If possible please provide a detailed answer

Interview Schedule

1. What was the reason for opening the library 24 hours?
2. What can you say about the service quality offered by the library overnight?
3. Which types of services does the library offer overnight?
4. How do you collect statistics?
5. What security measures are there for the users at night?
6. Is there a professional staff available/working to assist with in-depth queries after hours?
7. Have you ever visited the library at night to investigate the usage of the library?
8. Do you give library users an opportunity to provide views on expected service after hours?
9. Do you feel the 24 hour library service meets the user's needs?

20 June 2018

Mrs Nonjabulo Ngcobo (216066357)
Graduate School of Business & Leadership
Westville Campus

Dear Mrs Ngcobo,

Protocol reference number: HSS/0530/018M

Project Title: Assessment of Service Quality of 24 hour service in University of KwaZulu-Natal library

Approval Notification – Expedited Application

In response to your application received 22 May 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully



.....
Professor Shenuka Singh (Chair)

/ms

Cc Supervisor: Dr Joy Ndlovu
Cc Academic Leader Research: Professor Muhammad Hoque
Cc School Administrator: Ms Zarina Bullyraj

Humanities & Social Sciences Research Ethics Committee
Professor Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

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11 June 2018

Mrs Nonjabulo Ngcobo (SN 216066357)
Graduate School of Business and Leadership
College of Law and Management Studies
Westville Campus
UKZN
Email: ngcobon16@ukzn.ac.za

Dear Mrs Nonjabulo Ngcobo

RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN), towards your postgraduate studies, provided Ethical clearance has been obtained. We note the title of your research project is:

"Assessment of service quality of 24 hour service in University of KwaZulu-Natal library."

It is noted that you will be constituting your sample by:

- Handing out questionnaires to the library users
- Conducting interviews with staff members in the Libraries at UKZN.

Please ensure that the following appears on your notice/questionnaire:

- Ethical clearance number;
- Research title and details of the research, the researcher and the supervisor;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
- gatekeepers approval by the Registrar.

You are not authorized to contact staff and students using 'Microsoft Outlook' address book. Identity numbers and email addresses of individuals are not a matter of public record and are protected according to Section 14 of the South African Constitution, as well as the Protection of Public Information Act. For the release of such information over to yourself for research purposes, the University of KwaZulu-Natal will need express consent from the relevant data subjects. Data collected must be treated with due confidentiality and anonymity.

Yours sincerely

**MR SS MOKOENA
REGISTRAR**

Office of the Registrar

Postal Address: Private Bag X54001, Durban, South Africa

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To Whom It May Concern,

Re: Editor's Letter

I write this letter at the request of **Ms Nonjabulo P. Ngcobo**. The letter serves to outline the scope of activities that were done for the editing of the master's dissertation submitted, entitled:

**Assessment of service quality of 24 hour service in University of
KwaZulu-Natal library**

STUDENT DETAILS

Nonjabulo Ngcobo

Student Number: 216066357

Department: Graduate School of Business, College of Law and Management,
University of KwaZulu-Natal

The following activities were done;

- Spelling check
- Grammar check
- Punctuation
- Document layout (formatting of headings and sub-headings)

Faithfully,

Kemist Shumba (Ph.D.)

**College of Humanities
School of Applied Human Sciences**

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