



**UNIVERSITY OF
KWAZULU-NATAL**

**INYUVESI
YAKWAZULU-NATALI**

**USER PERCEPTIONS OF EDUCATION STUDENTS WITH SPECIAL
REFERENCE TO THE QUALITY OF SERVICE AT WALTER SISULU
UNIVERSITY LIBRARY, BUTTERWORTH, SOUTH AFRICA**

By

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DECLARATION

Submitted in fulfilment of the requirements for the degree of Master of Information Studies in the Graduate Programme in University of KwaZulu-Natal, Pietermaritzburg, South Africa.

I, Nozuko Matiwane

declare that

1. The research reported in this thesis, except where otherwise indicated, is my original research.
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22-08-2018

DEDICATION

This thesis is dedicated to:

My late father Siphon Matiwane and the late Mthetheleli Vincent Mene and Makotoko

Hamilton Mphidi for their unconditional love, continuous encouragement and understanding.

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ABSTRACT

As academic libraries continue to serve as the heart of academic institutions they should focus on their users. This calls for a better understanding of the specific needs of different library users in order to meet their needs. The main objective of the study was to determine student library users' expectations and perceptions of service quality provided by Walter Sisulu University Libraries (WSUL) on the Butterworth campus. In this study, a survey was used to determine the expectations and perceptions of undergraduate and postgraduate Education students to determine their satisfaction with the library services provided by Walter Sisulu University. The identification of the gaps in WSUL services and the assessment of results can improve the quality of service delivery. To fulfil a qualitative aspect the Library Manager responded to an interview schedule of questions which provided useful background information.

The research method used for this study was the descriptive survey. A sample of 200 undergraduate and post graduate Education students were surveyed. An adapted LibQUAL+™ self-administered questionnaire was used for data gathering from these respondents. A total of 103 undergraduate students and 12 postgraduate students responded. The results are displayed in the form of tables. The study yielded a response rate of 58%. The findings of the study showed those services with which respondents were least satisfied with. These included: prompt inter-library loan from other libraries, prompt action regarding missing books, easily available access to electronic databases, sufficient space for group learning and group study, adequate photocopying facilities and an adequate number of computer work stations. Services which respondents were most satisfied with were: online searching without the help of a librarian, a safe and secure place to study, staff who have the knowledge to answer students' questions, online searching with the help of a librarian, and the OPAC which is clear and has useful information.

Based on the findings, certain recommendations were made to improve service quality and increase the level of user satisfaction at the WSUL on the Butterworth campus.

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ABBREVIATIONS AND ACRONYMS

ARL	American Research Libraries
BSC	Balanced Scorecard Model
CRM	Cecil Renaud Main
ECHEA	Eastern Cape Higher Education Association
ECSA	Engineering Council of South Africa
ECT	Eastern Cape Technikon
EFQM	European Foundation for Quality Management
EMS	Economic Management Sciences
ETD	Electronic Theses and Dissertation
FIPSE	Fund for the Improvement of Post-Secondary Education
HEQC	Higher Education Quality Committee
ICT	Information Communication Technology
JFL	Jerry Falwell Library
LIASA	Library and Information Association of South Africa
LIS	Library and Information Services
LISM	Library and Information Sector Improvement Model
MCD	Marketing and Communication Department
MUT	Mangosuthu University of Technology
NRF	National Research Foundation
NUST	National University of Science and Technology
OPAC	Online Public Access Catalogue
PGCE	Postgraduate Certificate in Education
RU	Rhodes University
SA	South Africa
SABINET	South African Bibliographic Network
SADC	Southern African Development Community
SCEE	School of Civil and Environmental Engineering
SEALS	South East Academic Libraries System
SERVPERF	Service Performance
SPSS	Statistical Package for Social Sciences
TAMU	Texas A&M University
TQM	Total Quality Management
UCT	University of Cape Town

UKZN	University of KwaZulu-Natal
UNITRA	University of Transkei
USA	United States of America
Wi-Fi	Wireless Fidelity
WSU	Walter Sisulu University
WSUL	Walter Sisulu University Libraries

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

In this chapter the important aspects of the environment are examined in order to provide the context of the study. This chapter focuses on the following aspects: a brief history of Walter Sisulu University (WSU), the vision and the mission statement of WSU and the Walter Sisulu University Libraries (WSUL), the services rendered and consortia and security issues of WSUL.

1.2 Brief history of Walter Sisulu University

“From 2002 to 2005, South African higher education underwent an extensive merger and incorporation process to bring about a more equitable dispensation to meet the requirements of a new, fast-developing, and democratic nation” (Walter Sisulu University Libraries General Guide 2013:3). The existing 36 universities and ‘technikons’ were merged in various ways to create 25 universities in three categories:

1. Traditional academic universities.
2. Comprehensive universities, which offer both academic and technological qualifications and
3. Universities of Technology (Walter Sisulu University Libraries General Guide 2013:3).

According to the study conducted by Silwane (2009:2), the WSU is a comprehensive university located in the Eastern Cape Province. It was established on 1 July 2005, in terms of the amended Higher Education Act, No.101 of 1997. The new university was named in honour of the late Walter Max Ulyate Sisulu, a stalwart of the South African liberation struggle, who was a close comrade of Nelson Mandela. (Walter Sisulu University Library website: 2013). It resulted from the merger of the former University of Transkei and the Border and Eastern Cape Technikons.

Walter Sisulu University is made up of the former University of Transkei in Umtata (Mthatha) (now known as Nelson Mandela Drive campus), the former Border Technikon (now known as Buffalo City campus), the former Eastern Cape Technikon (now known as the Butterworth or Ibika campus) and the Queenstown campus (including the Masibulele campus in Whittlesea).

The comprehensive university offers programmes ranging from one-year certificates to doctoral degrees in Business, Engineering, Health Sciences and Education. These programmes are “strategically aligned to the development of the Eastern Region, the country as a whole and the Southern African Development Community (SADC), in line with the national government’s efforts to address the social, economic and political challenges faced by the people of the region” (Silwane 2009:2).

As one of six comprehensive universities in South Africa, WSU has positioned itself as a developmental university focusing on urban renewal and rural development. It may be characterised as scientific, technological, innovative and responsive to local community needs, the requirements of commerce and industry and the socio-economic niche areas of national government’s new focus on rural development in particular. Over 25 000 staff live and work across four campuses within 13 delivery sites in Butterworth, Mthatha, Buffalo City (East London) and Queenstown.

Now into its thirteenth year of existence, WSU was placed under administration in October 2011, at the request of the Council, Management and WSU stakeholders. An administrator, Lourens van Staden, was appointed by the Minister of Higher Education and Training, Dr Blade (B.E.) Nzimande for a period of two years, to lead the WSU strategic turnaround. The WSU underwent a massive turnaround strategy to improve infrastructure, financial sustainability, human resources and drive change management.

This study seeks to investigate the perceptions of Education students about the quality of library services at the Walter Sisulu University Library.

1.2.1 Four core areas

By its location and its character as a comprehensive university, WSU is strategically located to respond to local and national development needs. The core business of WSU is teaching, learning, research and community engagement. The three faculties are:

- Faculty of Science, Engineering and Technology.
- Faculty of Business Management Sciences and Law.
- Faculty of Education (“This is WSU”– Walter Sisulu University. Department of Marketing, Communication and Development Publication, June 2012, no pagination).

1.3 Walter Sisulu University Libraries

“Walter Sisulu University Libraries (WSUL) is made up of nine fully Silwaneoperational sites that are spread across the WSU campuses. There are four sites at Buffalo City (Potsdam, College Street, Chiselhurst and Cambridge Libraries); three at the Mthatha Campus (Sasol Medical and Zamukulungisa Libraries); Butterworth, one main library at Whittlesea, with a service branch in Queenstown. In 2013 the doors were officially opened to the new and modern academic library on the Butterworth campus.

All the libraries strive for open access to the world of quality information and you can expect the friendly and knowledgeable librarians to welcome and guide library users throughout. The library achieves this by being an intellectual commons that preserves and makes accessible learning materials and services that are led by innovators in information technology, intellectual freedom and the open exchange of ideas essential to a democratic society” (Walter Sisulu University Libraries General Guide 2018:3).

1.3.1 Mission and Vision

“Walter Sisulu University (WSU) aims to be a leading African comprehensive university focusing on innovative, educational, research and community partnership programmes that are responsive to local, regional, national development priorities and cognisant of continental and international imperatives”. (Walter Sisulu University Libraries General Guide 2018:3).

1.3.1.1 Mission

In pursuit of its vision as a developmental university, WSU will

- “Provide an educationally vibrant and enabling environment that is conducive to the advancement of quality academic, moral, cultural and technological learner-centred education for holistic intellectual empowerment, growth and effective use of information.
- Maintain the highest possible standards in innovative and learnerships, basic and community partnerships, in co-operation with development agencies, the public and private sectors.
- Provide affordable, appropriate, career-focused and professional programmes that address rural development and renewal, with primary emphasis on science, technology and development studies.
- Create a new a new generation of highly-skilled graduates capable of understanding and addressing complex societal challenges with critical scholarly and entrepreneurial

attributes grounded on morally sound ethics and responsible leadership” (Walter Sisulu University Library and Information Service. Strategic Plan 2008-2012:2).

The total number of registered students in 2017 on the Butterworth campus alone was 5 900.

1.3.1.2 Vision of WSUL

According to Oyewusi and Oyeboade (2009: no pagination):

“the primary purpose of a university library is to support teaching, learning and research in ways consistent with, and supportive of, the institution’s mission and goals. In addition, library resources and services should be sufficient in quality, depth, diversity and currency to support the institution’s curriculum. As a result of this, university libraries are often considered as the most important resource centre of an academic institution”.

According to a quarterly report, the Walter Sisulu University Library (WSUL) on the Butterworth Campus “will provide and promote quality information services that will support teaching, learning and research activities of the University and to the wider community, using modern technologies and indigenous knowledge” (Walter Sisulu University Library and Information Services Quarterly Report January–April 2010:8). This vision will apply equally to all libraries of WSUL, including the Butterworth campus library, which is the focus of this study.

1.3.2 Library consortium

Walter Sisulu University is a member of SEALS (South East Academic Libraries System) consortium. “The Eastern Cape Higher Education Association (ECHEA) was founded and SEALS was incorporated as an academic library co-operative project during 1996” (SEALS website:2018) “SEALS became a formal academic library consortium in 1999, under the auspices of ECHEA, with the vision to create a virtual library for the Eastern Cape to promote and enhance information literacy, education, research and economic development for all who need it” (SEALS website:2018).

“The SEALS mission is to foster improvement in access to information resources, to support and enhance high standards of teaching, research and scholarship in member institutions, by promoting resource sharing of human, material and information resources between academic institutions within the region” (SEALS website:2018).

The member libraries of SEALS are:

- “Nelson Mandela University Library and Information Services (previously Port Elizabeth Technikon, University of Port Elizabeth, Vista University, Port Elizabeth and Nelson Mandela Metropolitan University).
 - Rhodes University Library.
 - University of Fort Hare Library.
- Walter Sisulu University of Technology (previously Border Technikon, Eastern Cape Technikon and University of Transkei)” (SEALS website: 2018).

1.4 Research problem and objectives

The mission of Walter Sisulu University “ is to provide and promote quality information that will support the teaching, learning and research activities of the wider community using modern technologies and indigenous knowledge systems to achieve life-long learning”.(Walter Sisulu University General Library Guide: 2018).In any tertiary institution, the library is considered as the nerve centre, and as such a very crucial facility of the institution (Jubb & Green, 2007).

Academic libraries are libraries attached to academic institutions of learning to serve teaching and research needs of students and staff. These libraries serve two complementary purposes: to support the university curriculum, and to support research of the university faculty and students. In the process, the library plays a key role in the nation building process. (Adeniran 2011:209-210).

Numerous and extensive studies on user perceptions of the quality of service in an academic libraries have been conducted in South African academic institutions and internationally. A similar study was conducted by Mgqalelo (2005) in former Eastern Cape Technikon (now called Walter Sisulu University). The current study built on Mgqalelo’s study. The objectives of the study seek to build upon the research study that was conducted by Mgqalelo (2005).

The objectives of this study are as follows:

- To determine the expectations of users regarding the quality of service at WSUL.
- To determine perceptions of users regarding the quality of service at WSUL.
- To determine the gap between expectations and perceptions of users regarding the quality of service at WSUL.

- To determine the level of satisfaction of users at WSUL
- To make recommendations to improve the quality of service at WSUL.

The research problem and aims of the study sought to determine the expectations and perceptions of undergraduate and postgraduate Education students regarding quality services at Walter Sisulu University Library (WSUL) with the use of an adapted LibQUAL+™ instrument.

The objectives of the study were to determine undergraduate and postgraduate students' expectations and perceptions of service quality and thereby also determining the gap between expectations and perceptions. Lastly, the study sought to determine if the library was perceived as a convenient and appropriate place to provide quality information that supports teaching, learning and research. For this study, the objectives were achieved through the following questions outlined below.

1.4.1 Research questions

The key questions to be asked:

- 1.4.1 What are the expectations of users regarding the quality of service at WSUL?
- 1.4.2 What are the perceptions of users regarding the quality of service at WSUL?
- 1.4.3 What is the gap between the expectations and perceptions of users regarding the the quality of service at WSUL?
- 1.4.4 What is the level of satisfaction of users at WSUL?
- 1.4.5 What recommendations can be made to improve the quality of service at WSUL?

The study investigated the expectations and perceptions of library users. What customer service plan is in place to meet the user needs and improve the quality of service? Do managers have any plans to assess the quality of service from the users' perspective and not from the librarians' or organization's point of view. These questions are essential when examining broader issues related to the study under investigation.

1.5 Significance of the study

The undertaking of this study will help the researcher, the library management and the staff of WSUL to understand the concept of service quality in libraries. Moreover, the results of this study will help to identify any problems with the quality of service at the WSUL. It will provide opportunities for improvement for the management and staff to implement. This in

turn should raise overall customer satisfaction with library services, resulting in greater satisfaction on the part of library users which include students.

The importance of research into the subject of service quality is well summarised in the words of Hernon and Nitecki (2001:706) who state that “the need to listen to customers will continue to increase as libraries align services with expectations, remain competitive, provide more services to remote users, and ensure that their institutional mission and vision are realized”. It will add to the body of knowledge regarding the use of the LibQUAL+™ model in the assessment of service quality on both national and global levels.

1.6 Walter Sisulu University Library – Butterworth campus

To give the background and context, the core aspects of the library such as the staff, the collection and opening hours will be described in this section. This section will also provide an indication of the services offered by the WSUL on the Butterworth campus.

1.6.1 Library staff

There are ten staff members who work at Walter Sisulu University Library (Butterworth Campus). The Library manager and seven staff members are qualified librarians and there are three members who are non-professionals. There are two senior librarians who work at circulation on the day shift and the other senior librarian works in the evening. There is also a secretary, two cleaners and two security guards.

The qualifications of library staff are as follows: One has completed a Master’s degree in Information Studies in 2012 and one is studying towards a Master’s and was expected to finish in 2016. The information librarian is a qualified librarian and is studying for a Master’s degree. The acquisitions librarian is qualified with a Bachelor’s degree in Library and Information Science. The periodicals librarian has a Matric and has been employed for many years.

1.6.2 Library collection

This section deals with different library materials that are available in WSUL (Butterworth Campus). The library collection is made up of books, journals, multimedia and electronic resources. The actual size of the library collection is 32 069 Open Shelves, 2184 Reference Section, 11 and 1537 Video Cassettes.

1.6.3 Library hours

The library is open:

- Monday - Thursday 09h00- 21h00
- Friday - 09h00 - 20h00
- Saturday - 09h00 - 17h00
- Sunday 09h00 - 17h00” (Walter Sisulu University Libraries General Guide 2013:19).

According to Motiang, Wallis and Koriad (2014:54),

“library hours should be extended to try and cater for all categories of users. The resident students usually need more time to study, some may study into the late hours. The postgraduates may need the library even during vacations since their schedules are not the same as the ones for undergraduates. Postgraduates are also involved in research projects and they usually work on them during vacation times, seeking more materials. As a result, they feel left out or neglected if the library closes during the vacations”.

1.7 WSUL Services at the Butterworth Campus

A library service is a service provided by the library that draws attention to information that is possessed in the library, in anticipation of demand. More specifically, and in terms of the present study, the term will refer to those services with which the undergraduate and postgraduate students have direct contact, namely the circulation desk, the short loan section, photocopying services, interlibrary loans, reference service and the availability and perceived quality of library collections (Ndudane, 1999:10).

1.7.1 Lending services

The lending services include, circulation and short loan services.

1.7.1.1 Circulation desk

The circulation desk is where library materials are issued and returned. The library provides a lending service to staff, students, and senior secondary schools that are in the neighbourhood. Library materials will be issued out only on production of a valid WSU staff/student identity card (valid passport or S.A. ID in the case of external borrowers or community members).

The library uses the SIERRA Library System for the borrowing and returning of library material (Walter Sisulu University Libraries Information Guide, 2013:3).

1.7.1.2 Short loan

The short loan collection contains items that are in high demand. It consists of recommended reading lists, textbooks and photocopies of journal articles, reprint pamphlets and handouts required to be read for tutorials essays, tests or examinations (Walter Sisulu University Libraries General Guide 2013:25).

1.7.2 Membership

Membership is free of charge for staff and students. It commences after the student has registered as a library member. (Walter Sisulu University Libraries General Guide, 2013:23).

1.7.3 Cataloguing and acquisition of library material

Cataloguing of library material is done at the Walter Sisulu University Library, Butterworth campus. There is one cataloguing librarian in Butterworth. The library uses the Dewey Decimal Classification for cataloguing and classification of library material. Collection development is done by the acquisitions librarian, assisted by information librarians and they distribute book catalogues from various book vendors. Lecturers are given book recommendation cards to order material for their particular subject.

1.7.4 Book exhibitions

There are book exhibitions that are held according to the availability of budgets. The Library manager, together with the acquisition's librarian and information librarians, meet and discuss areas where they identify gaps for collection development. E-mails are written to lecturers inviting them to attend as they are the ones who choose the correct and appropriate books for the subjects.

1.7.5 Budget spending and monitoring

- For anything to be purchased, whether books, equipment, furniture or anything else, quotations are acquired, prices compared and the cheapest is chosen. With the purchase of books, there are many factors considered when choosing the supplier, other than the price (for example efficiency, reliability and response time).
- The Finance Department requires that three quotations be made per order.

- For the purchasing of equipment and furniture, the Library Secretary fills in the requisition book and, for the purchasing of books, the acquisitions librarian in charge fills in the requisition book that is to be approved by the Manager. Before approval, the Manager first checks if funds are available from the Integrated Tertiary Software (ITS) for particular account codes. The requisition is then approved by the Vice-Principal Academic.
- In the absence of the Vice-Principal Academic, the Principal or Vice-Rector Administration may approve the requisition.

1.7.6 Physical environment

According to WSU Library and Information Strategic Plan (2008-2012: 9), the physical environment is the focus area and the strategic goal aimed at providing library space in relation to the needs of the clients. The library has the strategic objective of providing welcoming facilities that stimulate learning and respond to study and research needs. Hernon and Altman (1998:48) state that “the library must provide a level of comfort acceptable to most customers and to staff. Lighting, temperature, humidity, noise level, seating and cleanliness influence comfort. Inadequacy of any of these factors may negatively affect staff performance”.

1.7.7 Engineering Council of South Africa (ECSA) accreditation visit

The ECSA visited the Butterworth campus library from 16-17 March 2010 for evaluation of the Civil, Electrical and Mechanical Engineering Programmes. The ECSA panel were of the opinion that there was a space problem. This was addressed by the refurbishment and space project managed by BIGEN Africa. The panel maintained that the lighting and ventilation was inadequate, and that the computer laboratories were inadequate to facilitate access to online material.

The panel was impressed by the availability of library resources for students and members of staff and by the budgets allocated to the academic departments for the purchase of books and for periodicals subscriptions (Quality Management and Assurance Document 2008 – 2012:73).

1.7.8 Physical space

According to the Butterworth library manager's report (Walter Sisulu University Library. 2006. Butterworth Library Manager's report: 1), there was already a high demand for space in the Butterworth campus library 10 years ago. This had been reflected again by students during interview sessions with the ECSA (Engineering Council South Africa) and the HEQC (Higher Education Quality Committee) during their visits. Students expressed concerns about the size of the library, referring to it "as big as the Ibika Campus Council Chamber", during interviews.

The need for study space is reflected more during tests and examination periods, where students sit on the floor for studying. The size of the old library is 770 square metres and the size of the new library is 1000 square metres. This size of the library is too small and the ECSA Accreditation Team that visited the library explained that the library is expected to rectify the situation when funds are available. Due to the small size of the proposed new library building the architects suggested that some functions should be left in the old library building (Walter Sisulu University Library. 2006. Butterworth Library Manager's Report, 2006:1).

The WSU Library has a computer laboratory also known as the electronic room. The operating hours are from 09h00 to 21h00. It houses 26 computers that were donated by the European Union in 2010. Printing facilities are available and a copy costs 20 cents. Student assistants help students by providing them with passwords and conducting internet searches for all academic-related activities.

Users can use the library computers to do information searches and for other academic activities. Student identification numbers and access codes are used to log on to these computers. A booking system of 1-2 hours is used to gain access to these computers. There are six chat rooms in the new library building. Four to six students are allowed to use a chat room for three hours through a booking system. There is a Wireless Fidelity (Wi-Fi) area near the library entrance and new auditorium, where students connect their laptops to do their academic work. This area has alleviated the space problem.

The project for the new library building commenced in July 2011 and ended in December 2012. According to the Butterworth library manager's report (2011:1), during the site

handover meeting the Library and Information Science (LIS) unit was advised that the new building was being built. The second phase of the new library building started at the beginning of 2016 and was intended to end in August 2016.

1.7.9 Online databases

WSU Libraries subscribe to a variety of databases for use by its students and staff, for research, teaching and study purposes. These databases are available electronically for users free of charge. Searching these databases allows one to find articles on a broad range of topics in online journals, magazines books, reports, newspapers, theses and dissertations.

A limited amount of copying or reproducing material from them is permitted for research and study purposes. WSUL subscribes to the following databases:

- EBSCOHOST
- EMERALD
- JSTOR
- PROQUEST
- SABINET- SA PUBLICATIONS (Walter Sisulu University Library Website. 2012. Library and Information Services Workgroup, no pages provided)

The library subscribes to these databases for the following reasons:

- For ease of use, coupled with efficiency and speedy retrieval of information, compared to a traditional literature search.
- To provide library users with a variety of recent and continually updated sources of information.
- To keep the library users up-to-date with the latest developments in their fields of interest in order to meet their needs (Walter Sisulu University Library Website. 2012. Library and Information Services Workgroup, no pages provided).

1.7.10 Inter-library loans

Library material not held in the WSU Libraries can be obtained from other libraries for staff or postgraduate students only. Request forms are available at the inter-library loan's section, with the information librarians or at the Circulation Desk. This service is not provided to undergraduate students but a special arrangement may be done on request. (Walter Sisulu University Libraries General Guide, 2018:8).

1.7.11 Information services

Information services such as in-house orientation programmes for all first-year students are offered until March of every academic year. As a follow-up to these orientation programmes, the library conducts ongoing information literacy skills training that will help a student easily navigate the information environment using all information formats (Walter Sisulu University Library Quarterly Report, January-April 2010:8).

1.7.12 Information roadshows

In line with the vision of WSU Libraries, “to provide quality information services that will support the teaching, learning and research” at the university, the LIS planned an information roadshow across all campuses. The aims of the project were:

- To promote the newly redesigned LIS Website and electronic scholarly databases.
- To train staff, students and researchers on using online public access catalogue optimally.
- To expose WSU readers to the wealth of current information held in the multidisciplinary and discipline-specific databases subscribed to by the library ...
- To introduce Endnote X6, a bibliographic software program to assist researchers to manage their research work easily, by allowing searching of databases, organizing references, and citing while writing research papers.(“Discover”, WSU Library Newsletter, 2010:4).

The expected outcomes of these information roadshows will result in broadened patron exposure to bibliographic databases and improved research skills.

Database usage will be increased, as the trained patrons will acquire a better understanding of the features, functionality and content of the various databases, the knowledge of which can also be spread to the students. Endnote X5 will promote and facilitate the creation of evidence-based documents. The quality and quantity of research outputs will be increased and research excellency will attract more funding for the institution. After April 2013, no further roadshows were held and they were replaced by research days (“Discover”, WSU Library Newsletter, 2010:4).

1.7.13 Information literacy

Information Literacy is one of the LIS flagship projects. It is a prerequisite for lifelong learning and is common to all disciplines, to all learning environments and to all levels of education. The Library manager stated that “it also enables learners to engage critically with content and extend their investigations, become more self-directed, and assume greater control over their own learning” (“Discover” WSU Library Newsletter, 2010:3).

Because it is a cross-cutting skill for all learners, the Senate declared information literacy as one of the graduate attributes in line with the WSU mission statement: “To provide an educationally vibrant and enabling environment conducive to the advancement of quality academic, moral, cultural and technological learner-centred education for intellectual empowerment, growth and effective use of information” (“Discover” WSU Library Newsletter 2010:3).

Information literacy is part of the basic human right of life-long learning. WSU libraries are offering sessions of information literacy to train users on how to use the library and its resources. These sessions include, but are not limited to: “use of online databases, internet sessions (referencing and citing for assignments and projects), assignment writing skills and effective use of information sources” (“Discover” WSU Library Newsletter, 2010: 3).

1.7.14 Faculty and information librarians

In Butterworth there are faculty and information librarians who provide reference services, develop and maintain library collections and liaise with faculties on all issues pertaining to learning, teaching and research needs (Walter Sisulu University Library and Information Services Quarterly Report January – April 2010:8).

1.7.15 Library orientation

Library orientation at WSU is a programme that is offered to first-year students at the beginning of the academic year, after students have registered. This programme involves all library staff and is aimed at familiarising students with the library environment. Library staff meet academic lecturers and arrange different slots, when they send students at different times and do not interrupt lectures. Students are shown how to use various library resources, they are told what is expected from them and how they are expected to behave and conduct themselves in the library. They also tour the library. Students are shown how to use the OPAC and how to search electronic databases available in the library. They register as

library members and thereafter are given an information booklet that serves as a general library guide.

1.7.16 Library website

The WSUL website was developed in 2012 and finalised in 2015. At a Library and Information Service meeting that was held in November 2012 in the Butterworth library laboratory, the Library manager was given a mandate to hire a library consultant to develop a website (Walter Sisulu University Library Website. 2012. Library and Information Services Workgroup, no pages provided).

1.7.17 Library newsletter

The name of the WSU Library Newsletter is “Discover” and was first issued with volume one in 2010. It is published twice a year, during the months of June and December. The issues of this newsletter highlights both new and existing electronic resources, include a calendar of upcoming events, highlight progress on LIS special projects and staff accomplishments, address relevant issues and, most importantly, provide a means to communicate with library users.

1.7.18 Facebook page

On 6 November 2013 the library officially opened its Facebook page for the convenience of library users. The staff update users about notices regarding the library, such as changing of times and lost-and-found items. The page is: Walter Sisulu IBK Library (Walter Sisulu University Library Website: 2013).

1.7.19 Electronic Theses and Dissertations (ETDs)

For most scholars, the graduate thesis or dissertation is the first major work of scholarship they produce. To make these works more readily available to other scholars, some universities are making electronic versions available. Following the lead of such South African universities such as Rhodes, Witwatersrand, Pretoria, Western Cape, University of KwaZulu-Natal and Johannesburg, many institutions are now digitising information in an effort to preserve it and make it more widely accessible.

WSU does show a steady growth in scholarly output. In 2005, 13 theses were accepted in fulfilment of Master’s degrees. In 2006 six theses were accepted and in 2007 nine theses were

accepted. Some of the theses are listed in NRF's Nexus Database, with abstracts. (Submission Document to Senate Library and Information Services Committee, 2007:1-2).

Scholars worldwide lack easy access to the research of WSU postgraduate students and their supervising faculties do not enjoy the visibility and recognition they deserve because the collection is simply not accessible online. The available graduate output is under-exposed (Submission Document to Senate Library and Information Services Committee, 2007:1-2).

1.7.20 Stock-taking

Stock-taking is specifically aimed at accounting for library assets. It helps with finding lost and missing items, identifying incorrect records and spine labels. Once stock-taking is completed, one is able to evaluate the library stock. Stock-taking takes place for two weeks, starting from the last day of examinations every year. Its stated objectives are to:

- “Ensure that the database reflects the actual collection.
- Identify errors in cataloguing and processing.
- Identify areas which have losses.
- Identify areas of strengths and weaknesses for ongoing collection development
- Prioritise future purchases and begin sourcing these” (Butterworth Library Manager's Report, 3 October 2012).

1.7.21 Photocopying and printing

Printing from electronic sources may be done at a cost of 20 cents per page. Photocopying must comply with the requirements of the Copyright Act. Photocopying may not be used as a substitute for purchasing textbooks or recommended books. In order to control long queues in photocopying a new photocopying system called Pharos was introduced in 2015.

1.7.21.1 Copyright

Members of WSU must ensure that all photocopying is carried out in compliance with the current Copyright Amendment Act (Act No 9 of 2002). Notices to this effect are posted near the photocopying machines.

Use of electronic resources in the library is governed by the Copyright Act and also by licences signed by the library. Users of the library are to abide by these stipulations when they register as members of the library (Walter Sisulu University Libraries General Guide, 2013:28).

1.7.22 Conduct in the library

In order to create an environment that is conducive to teaching, learning and research, members are to adhere to the following code of conduct:

- “Library users must conduct themselves in a decent manner that is not disturbing to other users.
- The library is a non-smoking environment and smoking is prohibited.
- No food or drink may be consumed in any library.
- Firearms are not allowed.
- Use of cellular devices in the library is prohibited.
- Cleanliness must be maintained at all times.
- Theft or mutilation of library material is taken seriously and is a punishable offence (Walter Sisulu University Libraries General Guide, 2013:28).

1.7.23 Staff development and training

Staff members are capacitated through attending workshops, seminars, symposiums and annual conferences, such as that of LIASA (Library and Information Association of South Africa).

1.7.24 New technological developments

In the library there are various new technological developments.

1.7.24.1 Endnote software

In 2010 the LIS acquired the Endnote software. This is an application for storing, managing and searching references. The LIS and Information and Communication Technologies (ICT) install these services and make them available to all WSU communities. Training for Endnote X6 was held at the Butterworth Campus on 26 February 2013. Endnote is useful to students who are required to use many references in their essays, reports and theses. It saves students a great deal of time and frustration by helping them to organise the information that they access and refer to while studying (“Discover” WSU Library Newsletter, 2010:4).

1.7.24.2 LibQUAL+™ library survey

LibQUAL+™ survey has been one of the major technological breakthroughs in the measurement of quality of higher education libraries worldwide. It is a web-based instrument

used across a spectrum of higher education libraries. The survey was first undertaken in August 2010 and was widely publicised. The Library managers decided that the LibQUAL+™ survey was to be conducted.

The LibQUAL+™ survey was a self-assessing exercise for improvement. This was an attempt by the WSUL to solicit user expectations about the service delivery of the unit. With the help of MCD (Marketing and Communications Department), posters were put up at the main entrances and other public facilities generally across WSU sites, while a banner kept on rolling on the WSU website until the last day of the closure of the survey. Despite all these efforts to publicise this initiative, the survey recorded only 348 respondents for the whole WSU community (staff and students).

The total number of participants (348) compared with the WSU community and students, combined, is alone an indication that participation in the survey was extremely poor. One can also deduce from the limited number of participants that the library does not form an integral part of the WSU learning community, which is a concern. There are number of factors that could have contributed to the negative outcome of this initiative.

The skills of library staff in delivering and monitoring the survey need attention. The students' level of English literacy and computer skills has been another setback in the survey. “There is no doubt that the outcome of this exercise is indeed disappointing and the LIS directorate will work on a number of strategies to improve the service delivery” (Walter Sisulu University Library. Butterworth Library Manager’s Report 2011:1).

1.7.24.2.1 Strategic implications of LibQUAL+™

The LibQUAL+™ survey was a self-assessing exercise for improvement. This was an attempt by WSUL to solicit user expectations about the service delivery of the unit.

A strategy to market the library service has become inevitable at this stage. Training of librarians in survey research is also of utmost importance.

The results, even though gathered from a limited number of respondents, indicate a serious lack of knowledge about what the library can offer to enhance learning, teaching and research. At this stage, the library will have to develop further plans to reach out to the WSU

community (Walter Sisulu University, Library and Information Services Strategic Plan, 2008-2012).

1.8 Definition of key terms

The following definitions are the ones that have been used in this thesis.

1.8.1 Perception

Stevenson (1997:113) defines perception as an “opinion about someone or something”. In the context of this study, perceptions will mean how the users interpret the library services as a result of their interaction with the library staff, its services and resources.

1.8.2 Quality

Stevenson (1997:125) refers to quality as “a measure of how good or bad something is” and the American Society for Quality defines quality “as a subjective term for which each person has his or her own definition”. In technical usage, quality can have two meanings: “The characteristics of a product or service that bear on its ability to satisfy stated or implied needs, or a product or service free of deficiencies” (American Society for Quality 2007).

According to Thakuria (2007:413) the word quality has several definitions.

The conventional definition is “one that wears well, is well constructed and will last for long time”. The strategic definition is “meeting customer requirements”. According to Juran (n.d), in Thakuria (2007:413), the quality is “fitness for purpose”. According to Robinson (n.d), in Thakuria (2007:413), “quality is meeting the requirements of customers now and in the future”.

The term quality, according to various glossaries, means one of the following: fitness for purpose, fitness for conformity to requirements and absence of defects. The standard ISO1160 defines quality of libraries as “totality of features and characteristics of a product or service that bear on the library’s ability to satisfy stated or implied needs” (O’Farrell, 1998: 254).

1.8.3 Service quality

Lewis and Booms (1983) define service quality “as a measure of how well the service level delivered matches customer expectations. Delivering quality service means conforming to customer expectations on a consistent basis”. According to Lewis and Blooms (1983) the

concept of service quality in the context of a library can be defined as “the difference between users’ perception of service performance and the reality of service”. Lewis and Booms (1983) explain that service quality “means to be able to view services from the customers’ point of view and then meeting customers’ expectations for service”.

Lehtinen and Lehtinen’s (1982) basic premise was “that service quality is produced in the interaction between a customer and elements in the service organisation”. They used three quality dimensions:

- i) “*Physical quality*, which includes the physical aspects of the service (e.g. equipment or building)
- ii) *Corporate quality*, which involves the company’s image or profile;
- iii) *Interactive quality*, which derives from the interaction between contact personnel and customers....”

Lehtinen and Lehtinen (1982) “further differentiated between the quality associated with the process of service delivery and quality associated with the outcome of the service”. Calvert (2001), in Jayasundara, Ngulube and Minishi-Majanja (2010:118), explains that the “concept of service quality is defined in a number of different ways in other disciplines, but it is generally defined by researchers in library and information sciences as the assessment of the difference between a customer’s expectations and the customer’s perceived sense of actual performance”.

The findings of the study conducted by Shah (2013:7) in the School of Civil and Environmental Engineering (SCEE), National University of Science and Technology (NUST), in Lahore, Pakistan, revealed “that the level of user satisfaction is enhanced when the quality of library services is improved”.

1.8.4 User satisfaction

According to Quinn (1997:363) “recipients of service are commonly referred to as customers, but the use of the word ‘customer’ has been criticised for implying that the user is a passive consumer of information rather than being actively engaged in the learning process”.

In the context of the present study, the term ‘user’ and ‘customer’ are used interchangeably. Begum (2003:1) states that “the customer in the academic library is the user/reader/student. Here the customer is not an outsider but part of the academic community”. Begum (2003: 1)

states further that “In a service organisation like an academic library the customer satisfaction means fulfilling expectations. Librarians must find out what readers want and concentrate upon providing it”.

1.9 Recommendations

The results of the survey will be a subject of discussion at Faculty, school and departmental levels and a feedback mechanism between LIS and stakeholders who are users of the library.

1.10 Summary of Chapter One

In this chapter a brief history and description of the WSU and the WSUL is given. This included the mission and vision statement of the WSU and the WSUL services at large. This background information gave an insight into the library services offered and the understanding of the research undertaken. This chapter introduced the study, outlined the research objectives and provided a background and definitions of the terms used.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

According to Fox and Bayat (2007:34-36), a literature review is a critical assessment and summary of the range of past and contemporary literature in a given area of knowledge. Kaniki (2006) as cited by Terre Blanche and Durrheim (2002), points out that a research project does not exist in isolation, but must build upon what has been done previously. Bless, Higson-Smith and Kagee (2006:24) state that “the purpose of a review is to sharpen and deepen the theoretical framework of the research, that is to study the different theories related to the topic and should take an interdisciplinary perspective, where possible.

A literature review “is used to familiarise the researcher with the latest developments in the area of research, as well as in related areas” (Bless, Higson-Smith and Kagee 2006:24). In particular, the researcher should become acquainted with the problems, hypotheses and results obtained by other researchers in order not to duplicate efforts but to widen and deepen them. Previous results are a starting point for new research.

The literature review is also used to identify gaps in the knowledge and reveal any weaknesses in previous studies. That is, it should determine what has already been done and what is yet to be studied or improved. According to Creswell (2009:25),

“once the researcher identifies a topic that can and should be studied, the search can begin for related topics. The literature review accomplishes several purposes. It shares with the reader the results of other studies that are closely related to the one being undertaken. It relates a study to a larger ongoing dialogue in the literature, filling in gaps and extending prior studies (Cooper, 1984; Marshall and Rossman, 2006). It provides a framework for establishing the importance of the study, as well as providing a benchmark for comparing the results with other findings”.

Thakuria (2007:412) emphasises that “libraries have transformed drastically, from store houses for books and journals to the powerhouses of knowledge and information, since the middle of the 20th century”.

The very existence of libraries is dependent on users’ satisfaction. Users are satisfied when the library is able to satisfy their expectations or meet their actual needs.

Farkas (2012:15) feels that “librarians at institutions in which a culture of assessment is the norm do not wish to simply rely on assumptions about what students need or how they learn. They assess because they want to know how they can improve their teaching and change library services to maximise student learning”. Farkas (2012:15) adds that

“when library administration uses assessment results in their decision-making, it makes those decisions more transparent, both to patrons and library staff. In using evidence, library administration can make better-informed decisions that appear fair to both staff and patrons. Most libraries can no longer take for granted their status as a public good or the heart of the campus. Libraries have seen significant budget cuts, shrinking staff, branch libraries closed and other units moved into the library”.

Oakleaf (2010) in Farkas 2012:5) asserts that “by building a culture of evidence, libraries will be able to show administrators how their work positively impacts students and faculty and contributes to those things academic administrators are most concerned about”. Farkas (2012:6) also states that “assessment results can also be used to advocate for better integration of information literacy instruction into a particular course or curriculum”. In a study conducted by Ijiekhuamhen, Blessing and Omosekejimi (2015:69-75) a majority (91.7%) of the respondents thought that “the library should publish a guide to information-searching skills”. The percentages of respondents who identified “other activities was very high, ranging from (90%) provision of guidance on consultation and research methods; 84% agreed that library should organise workshops on how to find information for effective service delivery” (Ijiekhuamhen, Blessing and Omosekejimi 2015:75).

According to Simba (2006:3), the library, as the nerve centre of the university, aims to implement its operational and strategic plans of training, research and service to its community. The library needs to justify its existence and give evidence of its contribution to the overall objectives of the university. This means that the library needs to demonstrate how well it is doing and the extent to which users benefit from library services (de Jager 2002). The present study seeks to investigate the perceptions of Education students at the Walter Sisulu University Library about the quality of library services on the Butterworth campus. In this chapter the concept of service quality will be discussed in more detail. The most important and relevant models commonly used in service quality assessment are presented.

2.2 Service quality assessment in academic libraries

This section presents the concept of service quality and user satisfaction in academic libraries and provides some insight concerning LibQUAL+™, as it is the instrument that was used in this study to assess service quality in libraries.

2.2.1 Conceptual definition of service quality

Naidu (2009:33) stresses that quality is a basic requirement of any library service and that all libraries strive to deliver the highest quality of service. “A quality service is one that fully meets the expectations and requirements of the users. If a library provides appropriate information at the right time and in the required form, then it could be argued to be maintaining quality” (Sahu 2007:234). This means satisfying the query of each and every user accurately and exhaustively. Sahu (2007), adds that service quality means being able to view services from the customer’s point of view and then meeting the customer’s expectation for service.

Hernon and Altman (1998:8) feel that “every organisation’s service quality has a quality dimension, ranging from wonderful to awful”. They stress that “service and quality cannot be disconnected. Quality is the manner in which the service is delivered, or, in some cases, not delivered” (Hernon and Altman 1998:8). Calvert (2001), in Jayasundara, Ngulube and Minishi-Majanja (2010:118), states that “service quality is defined in a number of different ways in other disciplines, but it is generally defined by researchers in library and information sciences as the assessment of the difference between a customer’s expectations and the customer’s perceived sense of actual performance”. In other words, service quality may be perceived as a means of reducing the gap between customer expectations and the service actually provided (Calvert and Hernon 1997: 408; Hernon 2002:225).

Quinn (1997), in Jayasundara, Ngulube and Minishi-Majanja (2010:118), explained that providing quality service means being able to view services from the customers’ points of view and then meeting their expectations. Paying attention to service quality generally enables an organisation to develop a partnership with its customers to gain a competitive edge (Hernon and Nitecki 2001).

An increasing number of studies show that customer satisfaction is an important measure of service quality in libraries (Filiz 2007). Service quality in higher education libraries is usually

associated with the question of customer satisfaction, which, in turn, is based upon customer perceptions of service quality (Hernon and Altman 1998; Cullen 2001). The assessment of service quality, therefore, provides essential feedback for libraries to assess and improve the service offered to its users.

Service quality in higher education libraries is usually associated with the question of customer satisfaction, which, in turn, is based upon customer perceptions of service quality (Hernon and Altman 1996; Cullen 2001).

Customer satisfaction is an important measure of service quality in libraries (Filiz 2007). The assessment of service quality provides an important feedback for libraries to assess and improve the service provided to its customers. Using customer evaluations to measure the quality of library services has become widely accepted over the years (Harwood and Bydder 1998; Martensen and Gronholdt 2003; Smith, Smith and Clarke 2007).

Hernon and Altman (1998:8) opine that service quality is multidimensional. Two critical dimensions are content and context. Content refers to obtaining what prompted the user's visit, e.g. particular materials or information, study space or an unacceptable substitute. Context covers the experience itself: interactions with staff, ease or difficulty in navigating the system and the comfort of the physical environment (Hernon and Altman 1998:8). These authors further explain that customers who come into the library, as well as those who "visit" through an electronic highway, experience both the content and context of the service. From these interactions, customers form opinions and attitudes about the library. Customer expectations can influence satisfaction with both content and context. These expectations may or may not match what the library thinks is appropriate, but nonetheless they represent reality for the customer. Service quality has several dimensions beyond the content/context and the performance to expectations gap.

Service quality is both personal to individuals and collective among many customers. Each individual who interacts with the library forms an opinion about the quality of services provided, ranging from highly positive to highly negative.

When the collective opinions of many customers become known and seem to agree, those opinions create a reputation for the quality of its service (Hernon and Altman 1998:9).

Martensen and Gronholdt (2003), in Adeniran (2011:211), reviewed literature and surveyed focus groups indicating that key determinants for library service quality were: electronic resources, collections of printed publications, other library services, technical facilities, library environment and the human side of user service.

Majid, Anwar and Eisenschitz (2001), in Simba (2006:47), applied a questionnaire survey in five major agricultural libraries in Malaysia to investigate all possible factors that had great impact on library performances. These five major agricultural institutions were: Malaysian Agricultural Research and Development Institute, Palm Oil Research Institute of Malaysia, Rubber Research Institute of Malaysia, Forest Research Institute of Malaysia and the University of Putra. The results showed that collections, equipment and physical facilities were viewed as the most important issues.

Hernon and Nitecki (2001:687) further explain that “as libraries embraced Total Quality Management (TQM), a number of them increased commitment to support user-orientation and to have library users who are satisfied with the service provided”. TQM is defined by Hradesky (1995:2-3) as “a philosophy, a set of tools and process, whose output yields customer satisfaction and continuous improvement. This philosophy and process differs from traditional philosophies and processes, in that everyone in the company can and must practise it. It espouses a “win-win” attitude, differentiates cost versus price and provides added value”. Juran and Godfrey (2000:14.3) feel that “the term ‘total quality management’ means the vast collection of philosophies, concepts, methods and tools that are being used throughout the world to manage quality”. In Ross (1999:1), TQM is defined as “the integration of all functions and processes within an organisation in order to achieve continuous improvement of the quality of goods and services. The goal of TQM is customer satisfaction”. Ross (1999:2-3) states that “TQM is based on a number of ideas. It means thinking about quality in terms of all functions of the enterprise and is a start-to-finish process that integrates interrelated functions at all levels”. Sakhivel, Rajendran and Raju (2005) developed a TQM model of excellence and empirically established a relationship between TQM implementation and students’ satisfaction with academic performance. They found that there is a relationship between the five TQM constructs, namely commitment of top management; course delivery and campus facilities; courtesy; customer feedback; and improvement and students’ satisfaction with academic performance.

“Customer service encourages retail and other organisations to meet or exceed those customer expectations central to their mission, vision, goals and objectives” (Hernon and Nitecki 2001:687-688). In other words, the organisation’s vision of its service role ultimately guides what services are provided and how they are offered. Service quality, in effect, draws on TQM and customer service as well as on marketing research. Fundamental to service quality is the belief that an organisation exists to serve its customers (Hernon and Nitecki 2001:687-688). “The onus is upon the organisation to embrace change, identify best practices, learn from one another and improve library operations and current practice” (Naidu 2009:35). According to Hernon, Altman and Dugan (2015: ii) “Customers are more than a source for data collection; they are the reason for the existence of libraries. It is important (if not essential) to listen to and learn from them and to use the insights gained to improve services”.

Sahu (2007), in Bhim (2010:25), defines a quality service as one that fully meets the expectations and requirements of the users and if a library provides appropriate information aiming at maintaining quality. As quality is the basic requirement of any library service and all libraries ought to be striving to deliver the highest quality of service, every attempt should be made to assist library users with their information needs accurately and exhaustively.

2.3 Why assess service quality in academic libraries?

“Academic libraries are presently faced with challenges as a result of the introduction of information technology, which has led to an increase in competition among information providers. Libraries must improve the quality of their services to enable them face the challenges of the information explosion in the 21st century. Service-oriented organisations have identified the customer or user as the most critical voice in assessing service quality. For assessment of service quality to be effectively carried out in academic libraries, it is imperative to investigate what service quality is to users” (Adeniran 2011:209).

Hernon and Altman (1998:9) record that:

“libraries have gathered and reported statistics about their collections, funds and staff, for decades. These statistics have, however, concentrated primarily on finances, the resources purchased with those finances and workloads. Nevertheless, an information gap remains.

These traditional statistics lack relevance. Most of the traditional statistics do not measure the library's performance in terms of elements important to customers. Even worse, they do not indicate any action that the administration or any team could or should take to improve performance. Libraries need measures to assess service quality on a much broader scale than resources held, resources acquired and activities completed”.

The traditional measures of quality of library service do not indicate whether the service is good, indifferent or bad (Hernon and Altman 1998:9). Nitecki (1996:181), in Simba (2006:26), emphasises that “traditional measurements of academic library service quality which focus on collection size and various counts of collection use are considered inadequate for assessing quality of service”. Nicholson (2004: no pages provided) agreed with these authors, namely, Majid, Anwar and Eisenchitz (2001:176), that the traditional methods are no longer valid. Jayasundara, Ngulube and Minishi-Majanja (2010:122), state that “satisfying customers is a core business challenge in any organisation, which university libraries cannot escape”. The literature has shown that service quality has shifted its emphasis for achieving excellence from product specifications towards development of relationships with customers. In other words, the focus has shifted from measuring outputs (circulation) to measuring outcomes (quality and satisfaction). Thakuria (2007:413) states that the library is an organisation which offers reference and information services to its users. She argues that “a user who had an unpleasant experience from the library will tell this to many people, but a good experience will be told to very few. Therefore, it is necessary for a librarian to understand the users, what they want, how they want it and when they want the documents and information” Thakuria (2007: 413).

Asogwa, Asadu, Ezema, Ugwu and Ugwuanyi (2014:21) point out that, “to verify factors that impinge on the services quality of academic libraries in developing countries, users (in Nigeria) were given open ended space and asked to comments on the factors which in their own opinion affect service quality in their libraries”. Most of the factors raised related to the impact of ICTs on library operations and their consequent impacts on the perceptions and expectations of users. “Because ICTs are user-friendly and can afford library users opportunities to access e-resources in remote locations, library users in developing countries expect to obtain similar results in their academic libraries. This perception has lived in the

minds of staff and students in many developing countries and therefore raised their expectations higher” (Asogwa *et al.* 2014:21).

Kekana’s (2016) recent study investigated postgraduate students’ perceptions of the library as an environment for reading, studying and conducting research at the Cecil Renaud Main (CRM) library on the Pietermaritzburg campus of the University of KwaZulu-Natal. The study examined the quality of service provided by the library, by determining postgraduate students’ perceptions and expectations and the gap between them. A sample of a range of postgraduate students in the School of Social Sciences was surveyed using a self administered questionnaire. A total of 7 (87.5%) postgraduate diploma, 48 (73.8%) honours, 27 (57.4 %) masters and 23 (46.9 %) PhD students responded which generated an overall response rate of 105 (62.13%). The results obtained from Kekana’s study (2016) illustrated that there are gaps between users’ expectations and perceptions of service quality at CRM library and that the most problematic services were in sections involving access to information, library staff and the library as a place. The individual services that had major gaps were adequate computer workstations, computers that work well, an efficient short loan service, a quiet library environment and the library not assisting students in staying abreast of developments in their academic field. This study showed that the postgraduate students’ perceptions were low for certain library services but that they had high expectations for almost every service.

2.4 User satisfaction

Cullen (2001:662) warned that “academic libraries today are facing their greatest challenge since the explosion in tertiary education and academic publishing the world over”. Cullen (2001:662) concluded that “the global digital revolution is affecting the traditional forms of the creation, organisation and dissemination of knowledge and the world of tertiary education itself”.

Academic libraries should strive to survive and grow their user base, focusing on meeting their users’ expectations. Jayasundara (2008), in Adeniran (2011:209), noted that “user perceptions and expectation studies have become one of the most popular studies in the area of service quality in many academic institutions”.

Naidu (2009:41) points out that, according to Franklin and Nitecki (1999:1), “the concept of user satisfaction in the library literature has evolved to encompass a broader focus on the user’s perspective of the library”. User satisfaction, defined by Dalton (1994:2), is “a subjective output measure which reflects the quality dimension of the library services”. She explains that “user satisfaction is the difference between a user’s expectation about an anticipated service and the actual performance of the service outputs as perceived by that user” (Dalton 1994:2).

Chua, Mentol and Kua (2004), in Naidu (2009:40), point out that “there is a strong correlation between the concept of service quality and satisfaction”. “Satisfaction levels from a number of transactions or encounters that an individual experiences with a particular organisation fuse to form an impression of service quality for that person” (Heron and Altman 1998:9).

The literature reveals “that libraries are service-oriented organisations established for the provision of relevant information resources and quality services to meet their users’ needs” (Adeniran 2008:210).

Sowole (1995) describes users as the “reason for the existence of the library” meeting the information needs of users. Simmonds and Andaleeb (2001) stated that “several factors can influence users’ satisfaction. These are responsiveness, competence and assurances, tangibles and resources”. Sowole (1995) “implored librarians to exert maximum effort to ensure that their library users derived the best possible benefits from services they render.

Materials are to be provided by libraries to support the learning, teaching and research processes and to provide assistance to users”. Simmonds and Andaleeb (2001) stated that “providing quality services in academic libraries is now a major issue among academic librarians. They see the library more in terms of the provision of, and access to, service quality than just a physical space”.

Technology and automation have also changed the way people perceive libraries. As a result, the roles of libraries and librarians themselves have been re-evaluated as shown in much of the literature.

Ijiekhuamhen, Blessing and Omosokejimi (2015) state that

“satisfying users’ needs in academic libraries has been the primary objective of libraries and librarians. They add that every year new students come to the university with different needs and expectations. New technology, databases and more

innovative systems for accessing information have made the library more complicated and challenging for librarians and users alike”.

“The inability to easily identify the specific use of a library’s services because of the new technologies, and difficulty to access information sources, can all contribute to user dissatisfaction among academic library users” (Ijiekhuamhen, Blessing and Omoisekejimi 2015).

Simmonds and Anadaleed (2001) stressed that “access to information provided by libraries is seen as being more important than the materials being physically available in a library. Quality service is therefore the first step in retaining customers in today’s competitive environment”.

2.5 Historical perspectives of service quality assessment

De Jager (2002:140), in Naidu (2009:43), points out that “libraries have been recognised for succeeding in measuring themselves in terms of input (number of transactions) and, more recently, in terms of output (circulation measures)”. Forrest (2009:8), in Motiang, Wallis and Koriad (2014:43), states that “the library’s success should be measured not in terms of what it has (inputs), but of what it does, the activities it supports, its outputs, for example, circulation transactions, reference questions answered, classes taught and students enrolled. This explains the significant role of the library staff, as they have to treat the users as important guests and in this way they will contribute to their satisfaction”. Forrest (2009:8), in Motiang, Wallis and Koriad (2014:44), states that “the library’s success is measured by what happens as a result of those activities and encounters, the impacts or outcomes (for example, fostering student learning success, supporting faculty productivity and enhancing institutional reputation)”.

Kassim and Khasiah (2009), in Ijiekhuamhen, Blessing and Omoisekejimi (2015:68), pointed out that “university libraries today are faced with challenges on several fronts, such as mega book stores, online information providers, e-learning and multimedia products, document delivery services and other competitive sources of information that seem to be threatening the role of academic libraries. As a result, university libraries may have to adopt a more strategic direction in which the creation and delivery of service satisfaction for their users play an important role”. Naidu (2004:43) states that “traditional forms of library evaluation do not involve users directly and are therefore internal”. Nicholson (2004:167) states that “early

forms of library evaluation started with measurements based on library staff, processes, or systems, statistics and not on users. These tools were employed to improve library procedures and make the library more efficient”. Naidu (2004:43) warns that a library that does not function effectively and efficiently will not be able to succeed; however, these measures alone are not sufficient.

2.6 Users’ perspectives of service quality assessment

Jankowska, Hartel and Young (2006: no pages provided) gave fundamental reasons for assessing service quality in academic libraries which some studies overlook. According to these authors, “assessment is the only way that academic libraries will better understand user expectations”. It is through assessment that “libraries will be able to effectively exploit user feedback and act upon it for effective service delivery” (Crawford 2000:13). Library assessment helps shape and influence user expectations. All these reasons point to the need for user-based assessment. It is through this type of assessment that one gets user feedback, expectations and perceptions. However, there are many librarians who believe that “only they, the professionals, have the expertise to assess the quality of service in libraries. They assert that users cannot judge quality, users do not know what they want or need and professional hegemony will be undermined if they bow down to users” (Hernon and Altman 1998:53).

Cook, Heath and Thompson (2000:4) record that a symposium entitled “The New Culture of Assessment in Academic Libraries: Measuring Service Quality” presented “a global perspective on the assessment of service quality in research libraries”. In their article, they stated that an updated version of LibQUAL +TM will be introduced. LibQUAL+TM, as a web-delivered survey instrument, was piloted with 12 American Research Libraries (ARL) in the Spring of 2000. Cook, Heath and Thompson (2000:4) stated that from the start that the SERVQUAL dimension had theoretical issues that demanded immediate attention.

The previous works at the University of Maryland and Texas A&M failed to recover consistently the five defining dimensions of service quality that the SERVQUAL developers found in the public sector. In three Texas A&M iterations only three dimensions were recovered, defined by researchers there as tangibles, reliability and effect of service (Cook, Heath and Thompson 2004:4).

Cook, Heath and Thompson (2000:4) pointed out that:

“SERVQUAL was selected as departure point for future development in assessing library service quality because it had earned a reputation for the statistical integrity of its results over its 12-year history and there had already been significant experience with the tool in academic research libraries. While SERVQUAL functioned *a priori* as the theoretical construct of service quality from which inquiry proceeded, it was necessary for the survey to be re-grounded and LibQUAL+™ resulted”.

Thompson, Kyrillidou and Cook (2008:1) described LibQUAL+™ as “a library service quality assessment and improvement protocol that uses the Internet to measure library users’ perceptions of library service quality”. LibQUAL+™ “has been used in geographically diverse locations, including the United States, Canada, Mexico, Australia, New Zealand, the United Kingdom(England, Scotland, Wales), France, Ireland, the Netherlands, Switzerland, Germany, Denmark, Finland, Norway, Sweden, Egypt, the United Arab Emirates and South Africa” (Thompson, Cook and Kyrillidou, 2008:2).

It was at the Texas A&M University in 2010 that “the LibQUAL+® Lite customisation feature was introduced: a shorter version of the survey that takes less time to fill in”. (Cook, Heath and Thompson 2013:105) Findings indicate that LibQUAL+® Lite “is the preferred and improved alternative to the long form of 22 core items that has been established since 2003” (Cook, Heath and Thompson 2013:13).

Smith, Tryon and Snyder (2015) conducted a case study in the Jerry Falwell Library (JFL) at Liberty University in the USA. The authors of this case study were members of the Task Force that was charged with “carrying out the planning process which required broad engagement that led to a substantial amount of organisational learning and advanced library’s culture of assessment. The JFL had scaled its operations to meet the demands of an ever-changing and rapidly growing institution. The JFL assessment activities consisted largely of departmental reports, benchmarking key metrics against other libraries and occasional surveys” (Smith, Tyron, Snyder 2015).

The assessment programme has grown to incorporate additional elements: national surveys such as LibQUAL+™, focus groups, comments cards, website usability studies, a business intelligence utility attached to the integrated library system and data from other systems. The need to consider the value and impact of the library assessment was a common theme within

the survey responses, being mentioned by seven participants (41%). Some anticipated a need to quantify our legitimacy to continue to exist and others recognised an opportunity to demonstrate the value we add to the academic environment. Two respondents focused specifically on the difficulty of objectively quantifying the value a library has in student retention and student success (Smith, Tryon, Snyder 2015:59).

A handful of responses “clearly recognised that the assessment plan would entail the transformation of organisational culture”. (Smith, Tryon, Snyder 2015:no pagination). This case study has documented “the opportunities and challenges of developing a library assessment plan at a rapidly evolving university. Its findings are most adaptable to institutions, whose missions, like Liberty University’s are defined more by teaching than research” (Smith, Tryon, Snyder 2015:59).

Many authors, both in developed and developing countries, have confirmed that “environmental factors in university libraries were not uniform and therefore affected the perceptions and expectations of the staff and students. In addition, some libraries were better equipped with modern facilities than others and this has influenced the perceptions and expectations of users” (Asogwa *et al.* 2014:22).

Shah (2013:2) stated that

“libraries serve as the stimulants of academic and research events, as they ensure access to the provision of globally acknowledged information resources. The assessment of quality performance of the libraries is very important, because libraries are meant to satisfy the professional requirements of the users. Simultaneously, library users are becoming keenly demanding about the quality of services being provided to them” (Shah 2013:2).

The findings of her study indicated that the level of user satisfaction is enhanced when the quality of library services is improved.

The role of service quality as a key factor of user satisfaction and organisational performance is widely recognised in developed and developing countries. Ogunnaike, Obamiro, and Ogbari, (2011) noted that “a better understanding of the perceptions and expectations of each individual group of users is a prerequisite for delivering high quality services according to their expectations”. The results of the study conducted by Ogunnaike, Obamiro, and Ogbari,

(2011) “will assist university librarians to answer the questions: how well an academic library is doing; what its parent institution claims it should be doing; at what cost; and with what effects, during university accreditation”. In Pakistan, “library service quality was an unfamiliar topic and practices of regular assessment of library service quality rarely exist at any level” (Rehman, 2016).

To assess the situation in developing countries, Asogwa *et al* (2014:2) conducted a study in the academic libraries of four developing countries, Nigeria, Iran, Pakistan and Bangladesh and stated that the “purpose of the study was to expose the service areas where the desires of library users are not met, ascertain the causes and suggest corrective measures”. This study used ServQUAL as a framework to investigate users’ perceptions and expectations of service quality in academic libraries (Asogwa *et al* 2014: 22).

Some of the results and findings of the study conducted by Asogwa *et al.* (2014:22) indicated that

“academic libraries in developing countries should invest more in the development of ICT infrastructures, subscription and acquisition of e-journals to attract users into the library as a place for study, learning and research. In addition, library management should allocate periods and resources for regular staff training in ICT, human relations skills and knowledge management. Literature have noted that if such a sector or department lacks the required training, skills and competencies to fulfill their tasks of treating students in the best way possible, dissatisfaction will continue to occur” [sic].

Asogwa *et al* (2014:21) claim that “Academic libraries in developing countries may be showing similar patterns of service quality measurement, because of inadequate infrastructures, poor funding and/or misappropriation of available funds, lack of e-leadership quality, terrorism, insurgency and wars, which devastate existing infrastructure, and corruption ...”.

Simba (2006:24) stated that the assessment of academic library service quality can be done from various perspectives. These perspectives “may include that of the librarians or library staff, the users of the services provided by the library, the parent institution and the funders of the library” (Griffiths 2003:504). The first two assessment perspectives are the most common

in academic libraries. Simba (2006:33) stated that there is no consensus as to which perspective is the most appropriate for the academic library in assessing service quality. Literature shows that there are those who reason that users' perspectives is appropriate for service quality assessment, while others feel that the perspective of trained professionals (librarians) may be due to differing objectives which each outlook seeks to achieve in assessing the quality of library service. Assessment is the only way that academic libraries will be able to effectively exploit user feedback and act upon it for effective service delivery (Crawford 2000:13).

Kachoka and Hoskins (2009:170) observed that "service quality in most university libraries in developing countries has been poor since the 1980s". Chiweza (2001:138) in Malawi and Luambano and Nawe (2004:382) in Tanzania, complained that it has been difficult for academic libraries to purchase books and print journals. Smart (2005:261) concurs with Chiweza (2001) "that African universities suffer from increasing financial problems". Mutula (2001) states that "the decrease in subsidies affects the quality of teaching and research and has led to overcrowding in many African universities, deteriorating physical facilities and a lack of resources for text-books, educational materials, laboratory consumables and maintenance. The perceived quality has also had an effect on the choice of institution by eligible candidates". To effectively pursue this vital role, universities have to be provided with essential resources for improvement, upgrading of their infrastructure and also to enable them to attract highly skilled personnel for the purpose.

According to Opaleke's study conducted in 2002, libraries which were under study in four institutions in Kwara State in Nigeria, operated below the recommended 6% of the institutional budget. The study also revealed that there was inadequate seating, which may have led to adverse effects such as noise, theft, mutilation and other damage to property. Users of the Chancellor College University Library in Malawi did not have any proper mechanisms to provide feedback regarding the quality of service at the library. In 2009 Kachoka and Hoskins (2009) used the LibQUAL+™ instrument in their study at the Chancellor College Library.

They point out that measuring the organisation's effectiveness is crucial in most organisations and academic libraries are no exception in this regard (Kachoka and Hoskins 2009:170).

Crawford (2006:74), in Kachoka and Hoskins (2009), state that “most libraries are now using the LibQUAL+™ instrument to measure service quality”.

2.7 LibQUAL +™: South African context

Moon (2006:2) revealed that the seven South African campuses that participated in LibQUAL+™ during 2005 were: University of Cape Town, Free State University, North-West University (Mafikeng Campus), North-West University (Potchefstroom Campus), Pretoria University, Rhodes University and Stellenbosch University.

Sales (2006:1) confirmed that “the University of Cape Town (UCT) was among 255 libraries around the world, and among the first six in Africa, to conduct the survey” in 2005. At UCT a “random sample of some 8 000 people was invited by e-mail to complete the online survey, and 2 499 anonymous individuals, over 30% of the sample group, completed the questionnaire” (Sales 2006: 7). Sales added that “nearly 60% of the respondents fleshed out answers with comments of their own, providing a wealth of information for qualitative analysis” (Sales 2006: 7). This high response rate warranted confidence in the validity of their results.

Sales (2006:7) highlighted the poor response rate at the other institutions. “Rhodes had a rate of 10%, and Stellenbosch a response of 8% with the undergraduates responding well. The Potchefstroom campus of the UNW had a 32% response against less than 1% from the Mafikeng campus.

Across the institutions between 45 and 58% of the respondents made comments. At the Mafikeng campus of those few who did the survey, most of them made comments, possibly reflecting the poor service they were getting from their library” Sales (2006:7).

Moon (2006:4) claimed that “although the Rhodes community’s response rate of 10% was low, it was generally representative of the different user groups and disciplines on campus”. However, Moon (2006:4) stated that Rhodes University had been “hoping for a more favourable response rate”.

“For all SA libraries, there was a bit more emphasis on library as place than in other countries” (Sales 2006: 8). “Access to library resources was raised as a big issue by all of all the institutions which did the survey” and he believed that “all of the institutions that took part in the survey in 2005 intend to undertake the survey again” (Sales 2006: 8). Sales (2006:9) claimed that, “more importantly, LibQUAL+™ stimulated cultural change in the SA library community” and “had a big impact in reshaping the conversations in the academic

library community” and “it will also help SA academic libraries to move forward the process of establishing comparator groups, such as what was happening with the Carnegie grant to UCT, Wits and UKZN-Natal”.

Ndudane (1999:104) cautioned that “user satisfaction will not succeed unless users are convinced that library staff as service providers care about the quality of service they provide and the manner in which they do it”. The recommendations of Ndudane’s (1999) study were that library management should provide ongoing proper training for all staff members, which will result in enhanced service. An academic library needs to be able to assess the requirements of its users, so that it can provide the most relevant and appropriate resources and services which will meet their needs.

In 2005, Mggalelo conducted a study on third-year perceptions of the library services at the Eastern Cape Technikon Library on the Butterworth campus. Mggalelo’s study (2005) did not use LibQUAL+™. The present study will be similar to her study and will use an adapted LibQUAL+™ type mode and will be limited to Education students on the Butterworth campus.

Naidu (2009) conducted a study to examine “the quality of service provided by the Mangosuthu University of Technology (MUT) Library, from the perspective of users of the library”. Her study “determined the gaps in the library services and how the assessment results can improve service delivery. The intention of the study was to measure the users’ perceptions of the quality of the collections, personal services and facilities. MUT Library used the LibQUAL+™ survey instrument to help librarians assess and improve library services, change organisational structure and market the library” (Naidu 2009).

The questionnaire was used to measure the gap between customer expectations for excellence and their perceptions of the actual services delivered by the library” (Naidu 2009). The LibQUAL+™ survey instrument in the present study was modified and simplified to identify those gaps.

In 2010, WSU libraries conducted a LibQUAL +™ survey (“Discover” Walter Sisulu University Library Newsletter 2010:4). The survey was launched in August 2010 and was publicised through posters and banners. The survey recorded only 348 respondents for the whole WSU community. There are a number of factors that could have contributed to the

negative outcome of this initiative, such as “the skills of library staff in delivering and monitoring the survey need attention. The students’ level of English literacy and computer skills has been another setback in the survey” (Walter Sisulu University Library and Information Services. Director’s Report, 2011:1-2).

Naidu (2009:47) explains that, according to Cook and Heath (2001:548), “service marketing has identified the customer as the most critical voice in assessing service quality”. “The quality of library services is aimed at customers” (Kavulya 2004).

According to Quinn (1997:362), “librarians should not equate the quality of services offered with the accuracy of answers provided. The manner in which librarians treat users and their behaviour in communication style may be as important to users as accuracy of answers given”. Librarians must strive to integrate the institution’s goals and missions with the user’s perceptions of the library service.

Phipps (2001:637-638), in Naidu (2009: 48), acknowledges both trained professional and users’ perspectives of service quality, as they contribute to future libraries and future users. However, he stresses the need for cultural transformation within libraries that takes into account the following four aspects:

- “1. Listening to the voices of customers by developing co-operative partnerships with them, e.g. use LibQUAL+™ .
2. Listening to the voices of staff by creating systems that support staff performance.
3. Listening to the voice of the process by nurturing continuous improvement of methodologies to identify whether or not work processes are effective and efficient.
4. Listening to the voice of the organisation by turning libraries into facilities focused on creating the desired future and maximising the capacity to achieve it” (Phipps 2001:637-638).

It is vital that their needs and demands are taken into account. However, the user perspective and the library services meet user expectations, thereby bridging the gap between expectations and perceptions of service quality (Derfert-Wolf, Gorski and Marcinek 2005).

In essence, the user’s perspective and the librarian’s perspective of assessment are valid, provided the aim is to uplift service quality in libraries. Irrespective of the approach of the assessment, the users of the library service are key determinants.

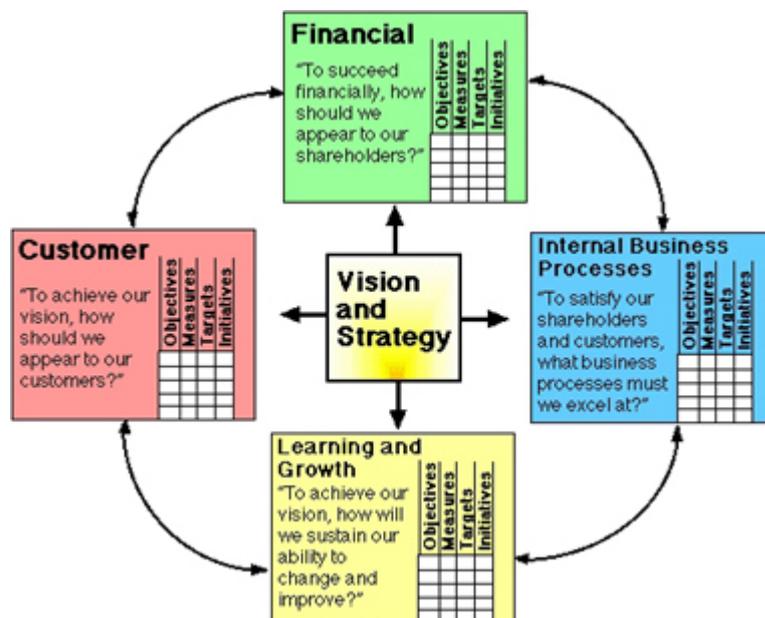
2.8 Theories of library service quality assessment and their challenges

The library and information sector has been implementing various service quality assessment models. These models include the Balanced Scorecard Model (BSC), the European Foundation for Quality Management (EFQM Model), the Library and Information Sector Improvement Model (LISM Model), SERVQUAL model, the LibQUAL +™ instrument, SERVPERF Model and Total Quality Management (TQM Model).

2.8.1 Balanced Scorecard Model

Naidu (2009:49-51) states that, “in an effort to develop a culture of assessment, a management system was developed by Robert S. Kaplan and David P. Norton (1996)”. This tool was used by various libraries in Germany in 1999 and the University of Virginia Library in 2001. The aim of BSC is to “recognise strategically what underpins success and, in so doing, brings these factors together in one place” (Broady-Preston and Preston 1999). The model measures organisational performance across four balanced perspectives: financial, customers, internal business processes and learning and growth.

Figure 1: Balanced Scorecard Model



Source: Balanced Scorecard Model website

Using these four perspectives, the manager has to identify objectives, measures, targets and initiatives. The model thus provides a framework to communicate the mission and strategy of the organisation; it uses measurement to keep staff informed about the drivers of current and future success. It thus acts as a motivating force to staff (Broady-Preston and Preston 1999).

2.8.2 EFQM Excellence Model

Simba (2006:35) pointed out that “the European Foundation for Quality Management (EFQM) Excellence Model had been in use for more than 12 years. Initially, it was mainly implemented by private organisations, particularly industry. In recent years, there has been a surge of interest in the model from a variety of public sector organisations, resulting in the EFQM developing a version of the model for the public sector”.

The EFQM Excellence Model, originally called the European Model for Business Excellence, was introduced in 1991. From its inception, the adoption of total quality management (TQM) principles has been at the heart of the EFQM vision (Hides, Davies and Jackson 2004). This model is “a practical tool that can be used in a number of different ways. It can be used as a tool for self-assessment, as a way to benchmark with other organisations, as a guide to identify areas for improvement, as the basis for a common vocabulary and a way of thinking, and as a structure for the organisation’s management system” (EFQM 2006 in Simba 2006:36).

The EFQM Model is based on nine criteria, five of which are Enablers and four of which are Results. “The Enabler criteria cover what an organisation does. The Results criteria cover what an organisation achieves. Results are caused by Enablers and Enablers are improved using feedback from Results” (EFQM 2006 in Simba 2006:36). “The literature shows that the EFQM Excellence Model has been deployed in academic libraries to assess service quality” (Simba 2006: 36). Academic libraries in Andalusia in Spain used this model for library service quality assessment, also yielding promising results (Retief 2005:54-55).

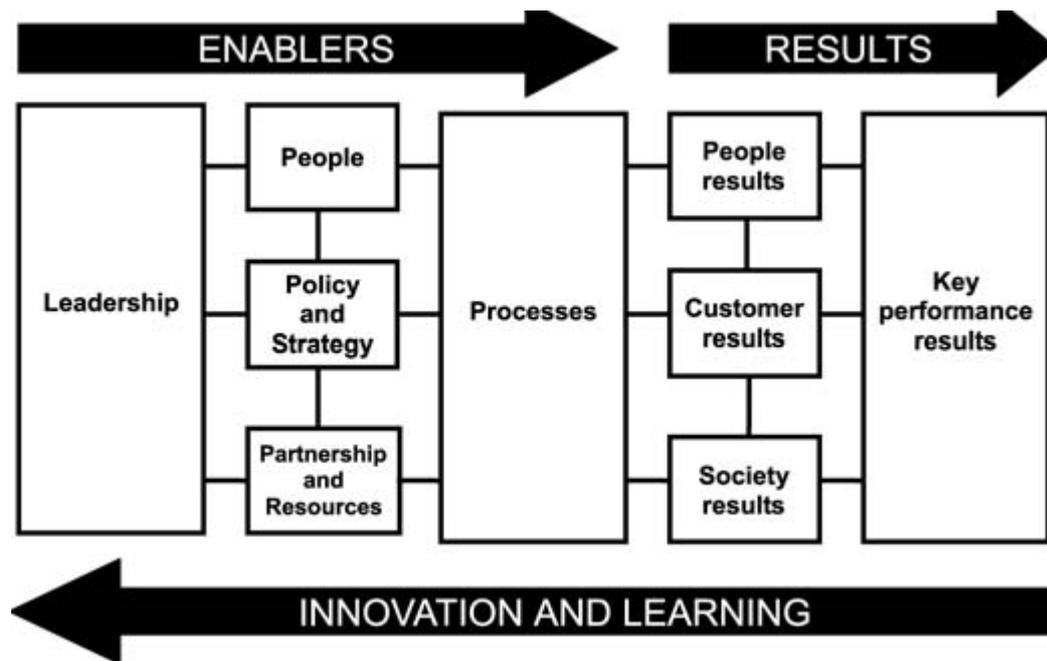


Figure 2: EFQM Excellence Model
SOURCE: EFQM Website 2006

2.8.3 SERVQUAL model

Jayasundara, Ngulube and Minishi-Majanja (2010:118) observed that “improving the services of libraries and identifying appropriate criteria for evaluating the quality of services rendered to users or customers is essential”. Quinn (1997), in Jayasundara, Ngulube and Minishi-Majanja (2010:118), states that “providing quality service means being able to view services from the customers’ points of view and meeting their expectations”.

In other disciplines service quality can be defined in a number of different ways. In library and information sciences it is generally defined as the assessment of the difference “between a customer’s expectations and the customer’s perceived sense of actual performance” (Calvert 2001:732). Calvert and Herson (1997:408) advocate that “service quality may be perceived as a means of reducing the gap between customer expectations and the service actually provided”.

Jayasundara, Ngulube, Minishi-Majanja (2010:119) state that “defining and modelling service quality are generally acknowledged to be more difficult than modelling of the quality of goods, because of the intangible nature of services”. SERVQUAL was developed by Parasuraman, Zeithaml and Berry (1998) and “since the 1990s, many researchers have tried

to use SERVQUAL to measure library service quality in different settings, but failed to produce reliable and valid results” (Jayasundara, Ngulube, Minishi-Majanja 2010:119). Carman (1990) found that “the SERVQUAL determinants and domains were inconsistent across industries and suggested that the instrument should be customised for each service industry”. As a result, “LibQUAL+™ has emerged in library and information science to fill the deficiency gaps of the SERVQUAL model” (Jayasundara, Ngulube, Minishi-Majanja 2010:119). Cook, Heath and Thompson (2001) confirm that “LibQUAL+™, which is a modified version of SERVQUAL, was designed on the basis of the underlying methodology of SERVQUAL”.

2.9 Principal theories

Naidu (2009:56) believes that the concept of service quality originated from the marketing discipline in the early 1980s. Researchers, academics and librarians recognised the importance of user needs and user perceptions of service quality and devised methods to implement the assessment of service quality. Tyckoson (2001) points out that “in determining the best model for a specific library, the values of the community that the library serves must be taken into account”. Majid, Anwar and Eisenschtz (2001:177) believe that “in this way a user-centred approach is considered more suitable for measuring library effectiveness”.

Martenson and Gronholdt (2003:140), in Naidu (2006), state that “research has shown that institutions use various models for service quality assessment, namely SERVQUAL; SERVPERF (Service Performance Model); EFQM (European Foundation for Quality Management) - a business excellence model; LISM (Library and Information Sector Model); LibQUAL+™; and the HEQC (Higher Education Quality Committee)”. Sahu (2007:234) points out that “one of the most frequently used approaches to discuss and measure service quality is the Gaps model and its SERVQUAL instrument”.

The SERVQUAL instrument was developed in the 1980s by Parasuraman, Zeithaml and Berry(1988) as a means of assessing customer perceptions of service quality in retail, industrial and commercial environments (Cook, Heath and Thompson, 2003; Nitecki and Franklin 1999; Nitecki 1996). According to Parasuraman, Zeithaml and Berry (1988), consumers evaluate service quality using 10 dimensions. These are reliability, responsiveness, communication, tangibles, credibility, competence, security, access and

understanding customers. Through numerous qualitative studies, these determinants were refined and this resulted in a set of five key dimensions for the SERVQUAL model:

- Reliability: Ability to perform the promised service dependently and accurately.
- Assurance: Knowledge and courtesy of employees and their ability to inspire trust and confidence.
- Empathy: Caring, individualised attention the library provides to its users.
- Responsiveness: Willingness to help users, and prompt service.
- Tangibility: Appearance of physical facilities, equipment, personnel and communications materials (Parasuraman, Zeithaml and Berry 1988).

2.10 LibQUAL +™

The SERVQUAL model had limitations and Naidu (2009:10) describes LibQUAL+™ as a modified SERVQUAL model. LibQUAL+™ “enables a library to identify those attributes of greatest local importance and to improve service” (Naidu 2009:10). Blixrud (2002:155) states that “LibQUAL+™ is a research and development project undertaken by the Association of Research Libraries (ARL), in collaboration with Texas A&M University (TAMU) ...”.

Cook Heath and Thompson (2014:6 -7) explain that

“the LibQUAL+® survey evolved from a conceptual model based on the SERVQUAL instrument, a popular tool for assessing service quality in the private sector. The Texas A & M University Libraries and other libraries used modified SERVQUAL instruments for several years; those applications revealed the need for a newly adapted tool that would serve the particular requirements of libraries. ARL, representing the largest research libraries in North America, partnered with Texas A&M University Libraries to develop, test and refine LibQUAL+®, which was initiated in 2000 as an experimental project for benchmarking perceptions of library service quality across 13 ARL libraries, under the leadership of Fred Heath and Colleen Cook, then both at Texas A&M University Libraries”.

LibQUAL+™ uses a web-based method of administration and analysis to alleviate the burden of administration and creates measurable and replicable protocol. The results obtained from the LibQUAL +™ instrument have helped “to identify benchmark indicators to better assess library service quality, provide empirical documentation of the findings to campus administrators and develop a reliable tool by which to measure library service” Blixrud

2002:155). The LibQUAL+™ model is frequently referred to as the “gap measurement model”. This is because it evolved from a conceptual model based on the SERVQUAL instrument. This model identifies five potential gaps between expectations and perceptions of service delivery. According to Cullen (2001:663) these five gaps are:

- 1) The discrepancy between customers and managements’ perceptions of these expectations.
- 2) The discrepancy between managements’ perceptions of customers’ expectations and service quality specifications.
- 3) The discrepancy between service quality specifications and actual service delivery.
- 4) The discrepancy between actual service delivery and what is communicated to customers about it.
- 5) The discrepancy between customers’ expected services and perceived service delivered.

Gap five is the gap which is particularly emphasised in library research and is the one used in this study. It is the most critical service quality gap known as “the customer gap” which reflects that difference between customer expectattions and perceptions.

Gap Model of Service Quality

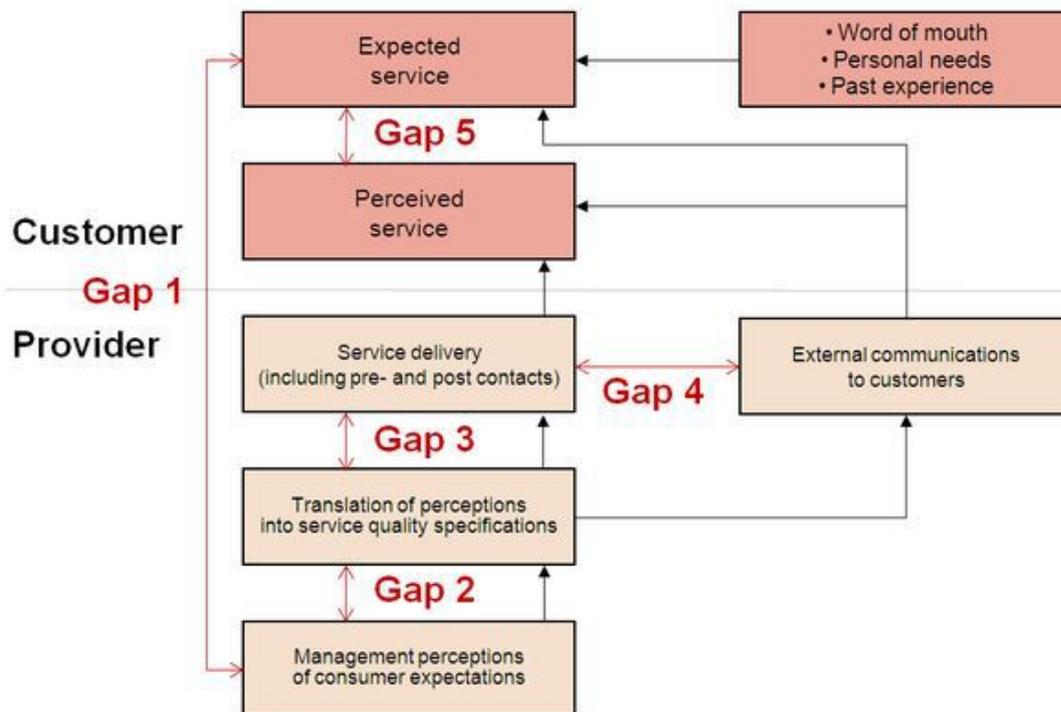


Figure 3: Gap model of service quality
Source: Laurea University of Applied Sciences. 2014.

As stated by Jayasundara, Ngulube and Minishi-Majanja (2010:186) “Although LibQUAL is currently the most popular and widely used assessment tool in different libraries, its theories and applications in library assessment processes warrant further analysis”. These authors believe that “ the underlying theory of SERVQUAL and LibQUAL appears to be the same therefore, it is apparent that the same theoretical and methodological inconsistencies and issues identified in the literature may apply to both instruments” Jayasundara, Ngulube and Minishi-Majanja (2010:186). Researchers have raised some concerns about the SERVQUAL and LibQUAL+™ instruments (Quinn 1997; Saunders 2007). For example, Quinn (1997) points out that pure service quality as “the sole judge of service or that satisfying customer needs is the key to quality service, do not seem to fit readily with the academic library environment. The goals and methods of academe and relation of staff to customers are more complex than in the business and manufacturing settings, from which SERVQUAL concepts developed”. However, Quinn (1997) argues that the SERVQUAL model could be adapted to various areas within the academic library which are access services, reference services and collection development.

This study, as already mentioned, has used LibQUAL+™, an adapted SERVQUAL instrument. Simba (2006:9) states that, according to Marnane (2004), LibQUAL+™ “provides a more reliable survey in terms of measuring the gap between user expectations and perceptions in a library”.

2.11 Service quality assessments which have been done in academic libraries and their methodological approaches

Simba (2006:43) states that numerous studies are devoted to users’ perception of service quality in academic libraries. These studies are chosen to explore the methodology used in assessing service quality, geographical location and the economic development of the countries where they were conducted.

The study of Jankowska, Hertel and Young (2006) on improving library service quality to graduate students at the University of Idaho in the USA used the LibQUAL+™ instrument. Graduate students were surveyed and the results of the study “helped the UI library define its strengths and weaknesses and prioritise service and collection improvements” (Jankowska, Hertel and Young, 2006:75). The study of Jankowska, Hertel and Young (2006) increased

institutional awareness about which library services the users need most. It is worth noting the useful comments given by these researchers:

- Academic libraries can keep up with users' growth expectations only by continued assessment of the quality of their services. The LibQUAL+™ survey and other assessment tools could become part of a library's ongoing planning process in order to evaluate the impact of implemented changes.
- Users' feedback can be effectively utilised to improve the quality of academic library services by recognising specific user-group needs, their satisfaction with, and expectation of, the library network-based resources, collections and services.
- Academic libraries can shape and influence user expectations toward library service by educating users, marketing their collections and services and discovering the information needs of specific groups (Jankowska, Hertel and Young 2006:75).

Adeniran (2011:212) stresses that “user satisfaction and optimisation of resources have become important areas for libraries to maintain awareness of. Many libraries, especially university libraries, are focusing on evaluation of the users' needs and their satisfaction with the services. User surveys can provide useful perceptions of service quality in libraries”.

“For example, Texas A&M University libraries conducted focus group studies in 2001 with graduate and undergraduate studies in order to gather specific information related to their satisfaction with and confidence in the assistance provided at library service points. The sessions revealed that users were generally pleased with the assistance provided them by professional staff at reference desks and that they found librarians to be usually patient and helpful although there were some elements of dissatisfaction identified by the respondents” (Rehman, Shafique, and Mahmood, 2011).

Bhim (2010:39) reveals that the LibQUAL+™ survey instrument has been used for surveys undertaken in academic and research institutions in South Africa, Africa and overseas. Simba's (2006) study on user perceptions of the quality of service at Iringa University College Library in Tanzania showed a relatively large gap between perceptions. Rhodes University Library was one of the first South African universities to implement LibQUAL+™.

According to Moon (2006), the use of the LibQUAL+™ survey at Rhodes University (RU) was most valuable, as it fulfilled an important function in evaluating the impact of implemented strategies and innovations. Moon (2006) felt that the survey was an ideal opportunity for librarians “to listen to what their customers had to say and respond to the comments”. Similar and more recent studies have been undertaken by Naidu (2009) and by Ncwane (2016) at Mangosuthu University of Technology Library in Durban, and by Kekana (2016) at the Cecil Renaud Library at UKZN in Pietermaritzburg.

Literature has shown that there are various ways of assessing service quality in libraries and, although the LibQUAL+™ has been used more significantly in an academic context, there is no doubt that this assessment model can be used as a valid tool to encourage librarians to realise that communication with their users about library services is critical in order to better inform them and manage their expectations (Simba 2006).

A recent study conducted by Kekana (2016) at University of KwaZulu-Natal in Pietermaritzburg investigated postgraduate students’ perceptions of the library as an environment for reading, studying and conducting research at the Cecil Renaud Main library on the Pietermaritzburg campus of the University of KwaZulu-Natal,. The findings of Kekana’s (2016) study indicated that the most problematic areas were in sections involving access to information, library staff and the library as a place.

Shah (2013) conducted research at the School of Civil and Environmental Engineering (SCEE), at the National University of Science and Technology (NUST) in the Minhaj University Library in Lahore, to assess whether or not the services meet the expectations of users. Shah (2013) stated that “the academic library is the pivot of learning society, which provides the students with a place where they can carry out their research and upgrade their knowledge. He recommended that academic libraries should look into the quality of their service level and adopt steps which ensure the enhancement of user satisfaction”.

Schneider and White (2004) agree that “a user-based approach is superior for evaluating the quality of intangible services and has become the main approach to assessing service quality”. Naidu (2009) states that “the fundamental step is the action taken within libraries to promote such change. Instruments such as SERVQUAL and LibQUAL+™ have shown that user focus and user involvement have created an interactive dynamic environment that has facilitated overall quality improvement in both academic and public libraries”.

The library achieves this by being “an intellectual commons that preserves and makes accessible learning materials and services that are led by innovators in information technology, intellectual freedom and the open exchange of ideas essential to a democratic society” (Walter Sisulu University Library Guide 2013:3).

According to Simba (2006:3), “the library, as the nerve centre of the university, aims to implement its operational and strategic plans of training, research and service to its community. The library needs to justify its existence and give evidence of its contribution to the overall objectives of the university”. This means that “the library needs to demonstrate how well it is doing and the extent to which users benefit from library services” (de Jager 2002). The present study seeks to investigate the perceptions of Education students in the Walter Sisulu University Library on the Butterworth campus about the quality of library service. One reason as to why Education students were chosen is because the researcher is the Information/Subject Librarian in the Faculty of Education on this campus and is familiar with them.

Assessment of quality services in libraries is essential, because the results should be used to identify new objectives and develop action plans. Results may be used to identify the performance levels of staff and help them improve the efficiency of the way they perform their work and provide the services required. The results should also be used as a tool to influence the university management to develop policies and mechanisms that will encourage the library to improve the quality of services to users.

The abovementioned studies indicate that, in order to understand and provide a quality service to library users, assessment of the library service from the users’ point-of-view is essential. It is important to take into consideration assessment models other than LibQUAL+™ and SERVQUAL.

Various assessments have been used have various advantages and disadvantages. The Balanced Scorecard Model and EFQM, SERVQUAL and LibQUAL+™ have “lifted service quality measurement to a new level of library stakeholders” (Retief 2005:64). These assessment models brought new insights into the academic library, where emphasis is on users.

Kachoka and Hoskins (2009) used the LibQUAL+™ instrument in their study at a university library in Malawi. They point out that measuring organisations' effectiveness is crucial in most organisations. Academic libraries are no exception in this regard (Kachoka and Hoskins 2009:170). Crawford (2006:74), in Kachoka and Hoskins (2009), states that most libraries are now using the LibQUAL+™ instrument to measure service quality. Sahu (2007:187) states that "libraries have recently been turning their assessment focus outward, to their users, to ensure that a multi-dimensional assessment of quality is achieved, since the traditional methods no longer fulfill the goals to successfully meet users' demand for information". One of the reasons for conducting this study is to do a follow-up type of study similar to that which was done by Mqgalelo (2005). Her topic was third-year students' perceptions of the library services at the Butterworth campus of the Eastern Cape Technikon, South Africa.

2.12 Summary of Chapter Two

In this "Literature Review" chapter, the concept of service quality was examined and the implications of user satisfaction. The literature has shown that there are different ways of assessing service quality in libraries but librarians should use a combination of traditional and non-traditional methods of assessment to provide a useful evaluation of library services and overall quality of service, with library users in mind. A number of studies which have been undertaken using the LibQUAL+™ survey, internationally, on the African continent and in southern Africa were outlined. Various theories of library service quality assessment were presented and different assessment models were discussed.

The following chapter will present the research methodology that was used in this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the research methodology and procedures used in the study. The design, data collection instruments and procedures, as well as the validity and reliability of these methods of data analysis, are discussed.

3.2 Research methodology and methods

The present study investigated the expectations and perceptions of Education students regarding the quality of service in the Walter Sisulu University Library on the Butterworth campus. In this study the researcher used both quantitative and qualitative approaches. A descriptive type of survey and self-administered questionnaires were used as the method of collecting data. For the qualitative aspect of the study, an interview was conducted with the manager of the library.

3.2.1 Research design

Mouton (1996:107) believes that “a research design is a set of guidelines and instructions to be followed in addressing the problem” and that “the main function of a research design is to enable the researcher to anticipate what the appropriate research decisions should be, so as to maximise the validity of the eventual results”. Mouton (2001:55) defines a research design “as a plan or blue-print of how one intends to conduct the research” and according to Mouton’s (2001:56) explanation, “a research design focuses on the end-product, formulates a research problem as a point of departure and focuses on the logic of research”. Huysamen (1993:10) offers a closely related definition of design as “the blueprint according to which data are collected to investigate the research hypothesis or question in the most commercial manner”.

Bless and Higson-Smith (1995:63) state that “any research design has two meanings. It can be understood as the planning of any scientific research from the first to the last step. In this sense it is a programme to guide the researcher in collecting, analysing and interpreting observed facts. Very often this process is described as research management or planning”. Creswell (2009:3) describes research designs “as plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis”.

McMillan and Schumacher (2013:28) maintain that a research design describes the procedures for conducting the study, including when, from whom, and under which conditions the data will be obtained. In other words, the research design indicates the general plan: how the research is set up, what happens to the subjects, and what methods of data collection are used.

Maree (2007:9) states that, according to McMillan and Schumacher (2001) and Crowler *et al.* (1994), in survey research, “researchers select samples of respondents before administering questionnaires or conducting interviews to collect information about their attitudes, values, habits, ideas, demographics, feelings, opinions, perceptions, plans and beliefs”.

The survey design was chosen for this study for the following reasons:

- Firstly many studies have shown that it is commonly used for studies on users’ perceptions of quality of service. Most of the studies on users’ perceptions of service quality in libraries reviewed (for example: Ndudane 1999, Simba 2006, Moon 2006, Sahu 2007, Naidu 2009, Kachoka 2010, Ncwane 2016) used the survey design.
- Secondly, the survey design is economical in that it allows the collection of data on a once-off basis in order to describe the nature of existing conditions (Simba 2006: 52). This was important for the study as there were time limitations and financial constraints.
- Thirdly, the survey design enables researchers to collect large amounts of data with relatively little effort.

3.3 Population and sample

In this section the population of the study and sampling process are described and discussed. According to Bless and Higson Smith (2000), the population of a study refers to the entire set of objects which is the focus of the research. The term “population” is defined by Busha and Harter (1980: 55-57) as “any group of people, objects or institutions with at least one common characteristic” The population for this study is made up of undergraduate and postgraduate students from the Faculty of Education on the Butterworth campus of WSU. As mentioned in Chapter One, other potential library users such as academic staff, administrative staff, executive management and the students from the other two faculties on this campus. This was due to the focus on Education students as outlined in the title, the researcher’s status as the information librarian for the Faculty of Education, time limitations

and the nature of the coursework master's degree. The common characteristic of the population being studied was that they were all registered students of the Butterworth campus of WSU, all came from the Faculty of Education and all had access to the library services offered by the WSUL.

3.3.1 Sampling

Powell (1991:62) points out that a sample is a selection of units from the population to be studied. A sample is “usually drawn because it is less costly and time-consuming to survey than is the total population, or it may be impossible to survey the entire population” (Powell, 1991: 67). Fraenkel and Wallen (2003:96) state that, where possible, researchers prefer to study the entire population in which they are interested. Usually, this is difficult to do so researchers will often select a sample to study.

The total population of registered undergraduate and postgraduate students at the Walter Sisulu University on the Butterworth campus was 4584, as at 21 February 2012. The researcher chose to limit her study to registered undergraduate and postgraduate Education students. As at 21 February 2012, there were 669 registered Education students, both undergraduate and postgraduate. It was from this group of 669 students that the sample was drawn.

A convenience sampling technique was employed to draw the sample from the undergraduate and postgraduate students in the Faculty of Education. According to Cohen, Manion and Morrison (2000) convenience sampling, or as it is sometimes called, accidental or opportunity sampling, involves choosing the nearest individuals to serve as respondents and to continue the process until the required sample size has been obtained. The researcher simply chooses the sample from those whom he or she has easy access. Convenience sampling is a non-probability sampling technique whereby the sample is derived from the researcher targeting a particular group, in the full knowledge that it does not necessarily represent the wider population (Cohen, Manion, Morrison, 2000). The main advantage of this sampling technique is that “the selection of units from the population is based on easy availability and/or accessibility. The trade-off made for ease of sample obtention is the representativeness of the sample” (University of Guelph website.2018).

The researcher's use of the convenience sample was based on both easy availability and accessibility. She could only gain access to the undergraduate Education students in certain lectures which were being held in the pre-exam period, and also only to those for which she had gained permission from the lecturers. To gain access to the post graduate students was more difficult and she could only contact those students who were on campus at the time. Although the sample chosen was not necessarily representative of the total number of students on the Butterworth campus, the researcher is of the opinion that this study will offer a fair indication of the expectations and perceptions of a range of undergraduate and postgraduate student users of the WSUL. The information obtained in this study could still provide some fairly significant insights and useful data for the WSUL. Certain measures were taken which reduces the margin of error which a normal convenience sample would incur. These included the fact that the respondents were from a particular Faculty, the sample included a range of undergraduate and postgraduate students and the sample of students was relatively large one.

To determine the sample size, the researcher was guided by Payne and Payne (2004:203) who suggest that a universe of 900 should have a sample size of 269. Using Payne and Payne (2004:203), a sample of 200 was drawn from 669 Education students.

3.4 Data collection instruments and procedures

This section describes the following: the instruments used to collect data, forms of questions asked, pretesting of the questionnaire, validity and reliability of the instrument, administration of the questionnaire and the response rate.

According to Powell (1997:89), "there are three frequently used data collection techniques, that is, the questionnaire, the interview and observation. They are data collection techniques or instruments, not research methodologies and they can be used with one methodology". The instruments that the researcher used in this study were the self-administered questionnaire and an interview schedule for the Library manager

The data gathering technique for the quantitative approach in the present study will be a descriptive type of survey, using a self-administered questionnaire, designed to investigate the expectations and perceptions of Education students regarding the quality of service at the Walter Sisulu University Library.

3.4.1 The questionnaire

According to the *New dictionary of social work* (1995:51) a questionnaire is “a set of questions on a form which is completed by the respondent in respect of a research project”. Babbie and Mouton (2001:223), explain that, “although the term questionnaire suggests a collection of questions, a typical questionnaire will probably contain as many statements as questions, especially if the researcher is interested in determining the extent to which respondents hold a particular attitude or perspective”.

De Vos, Strydom, Fouche and Delport (2005:166) add that “the basic objective of a questionnaire is to obtain facts and opinions about a phenomenon from people who are informed on the particular issue”.

The questionnaire technique was chosen by the researcher as the most appropriate tool for data collection as a rich and reliable source of research data. Sudman and Bradburn (2000), as cited by Ngulube (2003), explain that “self-administered questionnaires also permit the respondents to consult with other persons and records before responding”.

3.4.1.1 Types of questionnaires

There are various types of questionnaires which may be used in survey research.

A very structured questionnaire, which has closed questions, collects numerical data which can be analysed using statistical methods. Closed questions are useful when there are a very large number of respondents completing the questionnaire.

Bertram (2003:82-85) states that a semi-structured questionnaire asks more open-ended questions. These are questions which respondents may answer as they like, because they are not given specific categories to choose from.

3.4.1.2 The advantages and disadvantages of using questionnaires

There are a number of both advantages and disadvantages in the use of questionnaires.

The advantages of using questionnaires:

- “They can be administered to a large number of people.
- The information can easily be put into a computer program which will analyse it.

- It enables the researcher to standardise the questions asked and to control the amount of information that respondents will supply.
- It can reach a large group of geographically spread-out respondents within a short period of time”.

Questionnaires are a good data-collection tool to use if:

- There is a need to collect data from a large number of people (breadth).
- The questions can be well-structured and can be understood without the presence of the researcher.
- You want to collect quantifiable or ‘factual’ data (such as how much money a person has, or what qualifications they have) rather than people’s opinions, perceptions or beliefs.
- In other words, questionnaires are useful if the answers to the questions can yield numerical data.

The disadvantages of using questionnaires are:

- If the questionnaire is posted to respondents, the researcher cannot check whether the correct person has understood the questions or whether the questions are correct.
- If the researcher needs to be there when the respondent fills it in, this can take a lot of time.

3.4.2 Forms of questions

In selecting or designing the questionnaire items, the researcher must consider the question format that will best obtain the information desired. The form of question, in turn, determines the method of response. The researcher must decide which response format will be the easiest for the respondent, while still producing adequate, definite and uniform answers.

There are two basic types of questions, open-ended and fixed response. Open-ended or unstructured questions, are designed to permit free responses from participants, rather than ones limited to specific alternatives. Fixed response or structured questions, also known as closed questions, limit the responses of the participant to alternatives. The “possible responses may range from a simple ‘yes’ or ‘no’, to a checklist of possible replies, to a scale indicating various degrees of particular responses” (Powell 1991:88).

Neuman (2011: 323-325) states that researchers actively debate the merits of open versus closed survey questions. An open-ended question (requiring an unstructured, free response) asks a question (e.g. what is your favorite television programme?), to which respondents can give any answer. Neuman explains that the crucial issue is not which form is better, but which form is most appropriate for a specific situation. Open-ended questions allow the respondent to answer a question in whichever way he or she thinks is appropriate (Bertram 2003:80).

Neuman (2011:325) maintains that “the researcher’s choice of an open or closed question depends on the purpose and the practical limits of a study. The demands of using open-ended questions require interviewers to write verbatim answers, followed by time-consuming coding, which might make them impractical for many studies”. According to Neuman (2011:325) “closed questions are used in large-scale surveys, because they are faster and easier for respondents and researchers, yet something can be lost important whenever an individual’s beliefs are forced into a few fixed, predetermined categories”.

To learn how a respondent thinks and to discover what is important to him or her for questions with numerous answers (e.g. age), open questions are best. Open-ended questions are especially valuable in early or exploratory stages of research”.

3.4.3 Structure of the questionnaire

For the purposes of this study, an eight-page questionnaire, consisting of nine sections, was designed. The LibQUAL+™ based survey questions (Simba 2006, Naidu 2009, Bhim 2010) were adapted for the context of the Walter Sisulu University Library (Butterworth Campus). The questionnaire was distributed with a covering letter (see Appendix 2).

Question one of the questionnaire comprised demographic data on the participants. The aim was to gather data that would assist in determining response sets and allow for the generation of reports for specific sub-groups, in order to compare the responses from these different groups. Question two indicated their library usage pattern and how often they used online library databases.

Question three had 27 statements and were asked on a Likert scale from 1-5 (strongly agree, agree, neutral and strongly disagree) about their expectations of service quality. Question four

was an open-ended question which asked respondents to add comments about existing library services and their expectations.

In Question five the questions were similar to those in Question three, in that respondents were asked, using the same scale, to rate their perceptions of library services currently provided by the Walter Sisulu University Library (WSUL).

In Question six respondents were asked to comment about their perceptions of the library services or any services not listed in Question five. Question seven asked about user satisfaction in relation to access to information provided by the library. Respondents were expected to indicate and rate access to information, user satisfaction with staff services in the library and library facilities using rating scales (very satisfied, satisfied, neutral, dissatisfied and very dissatisfied). Question eight had statements on the overall quality of services provided by the library. Respondents had to rate the overall quality of services using scales (very good, good, neutral, poor, very poor).

Question nine ended with an open-ended question. Respondents were asked if they have any comments or suggestions to make about the Walter Sisulu University Library on the Butterworth Campus (see Appendix 3).

3.4.4 Pretest

The pretest is the “miniaturised walk-through” of the entire study design. Narins (2001) emphasised the fact that “the pretest is an element of the survey process that is essential. Pretesting questionnaires or interview schedules is one of the tools that may be used for content validation”.

Powell (1991:99-100) states that “a pretest gives the researcher an opportunity to identify questionnaire items that tend to be misunderstood by the participants and do not obtain the information that is needed”. He states that the pretest also provides certain advantages apart from helping to refine the data collection instrument. For example, “it can permit a preliminary testing of the hypothesis, point out a variety of the hypothesis, point out a variety of problems not anticipated relating to design and methodology, facilitate a practice of the statistical procedures to be used and perhaps even indicate that the final study may not

produce any meaningful results and therefore should be rethought or abandoned” (Powell 1991:105).

In spite of the importance of normally having a pre-test, it was decided that a pre-test was not necessary for this study, as the researcher used a LibQUAL+™ type questionnaire, which had often been used by others, such as Simba (2006) and Naidu (2009). The same type of questions were used but adapted for use in the particular context of the present study at WSU.

3.4.5 Administration and distribution of the questionnaire

The researcher distributed 190 questionnaires on 16 October 2012 to undergraduate students in the Faculty of Education. Simultaneously ten questionnaires were distributed to postgraduate students. Although the Faculty of Education is made up of the following departments: Technical Education Department, Economic and Management Sciences Department, Humanities Department and Consumer Sciences Department, there was no distinction made between them. The researcher sent an email to lecturers a week before distribution asking for an appointment and visited them personally in their offices.

Questionnaires were then distributed by the researcher during lecture times.

The researcher explained briefly the purpose of the questionnaires and gave clarity, where necessary, to avoid confusion and unnecessary mistakes. Class representatives were asked to collect the questionnaires on behalf of the researcher. The researcher reminded class representatives personally.

3.4.6 Response rate

According to Fowler (2002:40) “the response rate is a basic parameter for evaluating a data collection effort” and “thus reporting response rates has become an accepted responsibility for better surveys”. Babbie and Mouton (2001:261) stated that “a response rate of 50% is adequate for analysis while responses of 60% and 70% are good and very good respectively”. Neuman (2000:267) stated that “anything below 50% is considered to be poor and over 90% as excellent”. Out of 200 questionnaires that were distributed, 115 questionnaires were returned, 103 questionnaires were returned by undergraduate students and 12 questionnaires were returned by postgraduate students.

3.4.7 The interview

In the present study, the data-gathering technique for the qualitative approach will be an interview. A structured interview schedule will be used for the interview of the Library manager.

Maree (2007:5) defines an interview “as a two-way conversation in which the interviewer asks the participant questions to collect data and to learn about the ideas, beliefs, views, opinions and behaviours of the participant”. An interview with the Library manager of the Butterworth campus of the WSUL provided the qualitative information. The objective of the interview was to gain more information about the services and collections in the Walter Sisulu University Library (Butterworth Campus) from the Library manager’s perspective. Maree (2007) states that the aim of qualitative interviews is to see the world through the eyes of the participant, and they can be a valuable source of information, provided they are used correctly. The aim is always to obtain rich descriptive data that will help you to understand the participant’s construction of knowledge and social reality. Interviews are discussed in detail in Section 4.1.

Initially the researcher was to conduct a personal interview and using a structured interview schedule with the Library manager but, due to her busy schedule, the researcher was unable to secure an appointment with her, so decided to use a Web-based interview. The researcher sent the interview schedule questions via e-mail and the Library manager responded to the questions, also by e-mail (see Appendix 1).

Neuman (2011:339-340) states that “Web-based or e-mail surveys are very fast and inexpensive; they allow a flexible design and can use visual images and even audio or video. The two types of Web-surveys are static and interactive. A static Web or e-mail survey is like the presentation of a page; but on the computer screen. An interactive Web or e-mail survey “has contingency questions and may present different questions to different respondents; based on prior answers” (Neuman 2011:339-340). He states that Web surveys have three disadvantages or areas of concern: coverage, privacy and verification, and design issues.

3.5 Validity and reliability

In the research design of any study a researcher must take cognizance of validity and reliability. According to Babbie and Mouton (2001:119), “reliability and validity are the

major technical considerations that researchers take into account when constructing and evaluating instruments of data collection”. As Neuman (2011:207) states “all researchers want reliability and validity, which are central concerns in all measurement”. He argues that it is not possible to have perfect reliability and validity, but they are ideals toward which researchers strive.

“Reliability and validity are salient, because constructs are usually ambiguous, diffuse and not observable. Reliability and validity are ideas that help to establish the truthfulness, credibility, or believability of findings. Both terms also have multiple meanings. Reliability means dependability or consistency. It suggests that the same thing is repeated or recurs under identical or very similar conditions. The opposite of reliability is an erratic, unstable, or inconsistent result that happens because of the measurement itself” (Neuman, 2011:207).

3.5.1 Validity

Neuman (2011:208) suggests that “validity implies truthfulness” and “validity refers to how well an idea “fits” with actual reality. The absence of validity means that the fit between the ideas that are used to analyse the social world and what actually occurs in the lived social world is poor. In simple terms, validity addresses the question of how well social reality is measured, using individual constructs about it.

According to Babbie (2004:143), validity refers to “the extent to which an empirical measure accurately reflects the concept it is intended to measure”. According to Gravetter and Forzano (2003:87), in de Vos, Strydom, Fouche and Delport (2005:160), “the validity of a measurement procedure is the degree to which the measurement process measures the variable it claims to measure”. Thus the definition of validity has two aspects: that the instrument actually measures the concept in question, and that the concept is measured accurately.

Fox and Bayat (2007:96) state that a valid measuring instrument is one that yields accurate results on the topic being investigated. The validity of a question cannot be taken for granted and it should be scrutinized before the questionnaire is implemented.

3.5.2 Reliability

“For research to be reliable it must demonstrate that if it were carried out on a similar group of respondents in a similar context, then similar results will be found” (Cohen, Manion and Morrison 2000:117). This concept is more applicable in experimental research, when researchers would perform the same experiment over and over again, to ensure that the same results were achieved each time.

Bless and Higson-Smith (1995:30) state that

“reliability is concerned with the consistency of measures. An instrument which produces different scores every time it is used to measure an unchanging value has low reliability. It cannot be depended upon to produce an accurate measurement. An instrument which always gives the same score when used to measure an unchanging value can be trusted to give an accurate measurement and is said to have high reliability. In most cases, the reliability of measurement is the degree to which that instrument produces equivalent results for repeated trials”.

Research findings are considered to be reliable if they are repeatable, to the extent that repeated measurement would yield constant results (Powell, 1997, Sapsford, 1999: 155-156; Cohen, Manion and Morrison 2000:117). Ngulube (2005:136) states that “when two or more methods are used in a study the phenomenon is called triangulation”. He explains that the rationale of using multiple methods is that, although “no single method is perfect”, if different methods lead to the same answer, then “greater confidence can be placed in the validity of the conclusions” (Cohen, Manion and Morrison, 2000:112). Thus “many studies advocate methodological triangulation because it bridges the issues of reliability and validity” (Hammersley, 1992).

3.6 Data analysis

“Data analysis includes both qualitative analysis, which includes processes such as thematic and content analysis, and quantitative or statistical analysis” (Mouton 1996:67). A quantitative data analysis technique, using the Statistical Package for Social Sciences (SPSS), was used to interpret the findings of the study.

3.6.1 Methods of analysis

According to de Vos, Fouche, Strydom and Delport (2011:251), “descriptive methods are used to report the distributions of a sample or population across the wide range of variables.

After collecting the data they must be prepared for data entry, which includes checking and editing collected data and eventually coding them”.

Naidu (2009:93) states that “the information collected during the survey fieldwork is called raw data”. Rubin (2006:107-109) says that “preparing the data has two steps: cleaning the data and assigning identification tags”.

As stated above, a quantitative data analysis technique, using the SPSS, will be used to interpret the findings of the study.

3.6.2 Content analysis

Content analysis was used to analyse qualitative data. Neuendorf (2002) defines content analysis “as a systematic approach to qualitative data analysis that identifies and summarises message content”. Neuendorf (2002:100) maintains that when analysing qualitative data, “the goal is to summarise what has been seen or heard in terms of common words, phrases, themes or patterns that would aid your understanding and interpretation of what is emerging”. The aim of collecting qualitative data is never to measure, but to interpret and make sense of what is in the data. This requires creativity, discipline and a systematic approach”. Neuendorf (2002) suggests that one must constantly keep in mind research questions that guide the study and what is it that one wants to answer, as well as the aims and objectives of the study. This is what the current study seeks to achieve.

Content analysis means evaluation of the contents of an interview in order to identify the main themes that emerge from the responses given by the respondents. For the purposes of this study it will only be the one interview with the Library manager which will be subject to content analysis.

3.7 Summary of Chapter Three

In this chapter research methods and data collection procedures that were used in this study were presented. The research design of the study, chosen population, sampling techniques, instrumentation, data collection and methods of data analysis were described and discussed. Also described were the instruments used to collect data, forms of questions asked, pretesting of the questionnaire, validity and reliability of the instrument, administration of the questionnaire and the response rate.

The results of the research will be presented in Chapter Four.

CHAPTER FOUR

RESEARCH RESULTS

4.1 Introduction

Chapter Four discusses the results of the survey of the sampled population of users of the Walter Sisulu University Library. The population was made up of undergraduate and postgraduate students in the Faculty of Education from the following departments: Technical Education, Economic and Management Sciences (EMS), Humanities Education and Consumer Science Education. The survey was conducted by means of a self-administered questionnaire.

For undergraduate students the researcher went to the lecture room and asked the lecturers and class representatives to distribute the questionnaires on her behalf. For the postgraduate students the researcher made an appointment telephonically and met them personally as most of them were part-time students. Particularly for the undergraduate students, the researcher explained briefly the purpose of the questionnaire and gave clarity, where necessary, to avoid confusion and unnecessary mistakes. The validation for each section of the questionnaire is submitted and the results are discussed.

4.2 Questionnaire results

The results from the questionnaires were shown in the form of tables. This format was chosen as it was the most simple and clearest method to present the results.

4.2.1 Demographics

The questions from Section 1 of the questionnaire dealt with biographical data which asked for the background information of the respondents. Questions 1.1, 1.2, 1.3 and 1.4 determined the respondents' gender, age, level of study, and Faculty. The following four tables give the result of these questions.

Table 1: Gender (Question 1.1)

N= 115

Gender	Frequency	Percent
Male	48	41.7 %
Female	67	58.3 %
TOTAL	115	100.0%

Table 1 shows that 67 (58.3 %) of the respondents were females and 48 (41.7%) were males.

Table 2: Description of the respondents by age group (Question 1.2)

N= 115

Age Group	Frequency	Percent
Under 20	9	7.8 %
21-30	65	56.5 %
31- 40	36	31.3 %
41-50	4	3.5 %
Over 50	1	0.9 %
TOTAL	115	100.0 %

Table 2 shows that the majority of respondents, 65 (56.5%), belonged to the 21 to 30 year age group. The second largest group of respondents were those in the 31 to 40 year age group, of whom there were 36 (31.3%) and the smallest age group was over 50 (0.9 %).

Table 3: Level of study (Question 1.3)

N=115

Level of study	Frequency	Percent
Undergraduate	102	88.7 %
Postgraduate	7	6.1 %
Honours	2	1.7 %
Masters	3	2.6 %
No response	1	0.9 %
TOTAL	115	100.0 %

Table 3 shows that 102 (88.7%) of the respondents were undergraduate students, with only 12 (10.4%) respondents being from the combined postgraduate student group.

Table 4: Description of respondents by Department (Question1.4)

N = 115

Department	Frequency	Percent
Economic & Management Sciences	33	28.7 %
Consumer Science	27	23.5 %
Humanities Education	26	22.6 %
Technical Education	24	20.9 %
No response	5	4.3 %
TOTAL	115	100.0 %

Table 4 shows that the department from which the highest number of respondents was drawn was the Department of Economic and Management Sciences, with 33 (28.7 %), followed by the remaining three departments.

Question 2.1 determined how often respondents used the available resources in the library. The results shown in Table 5 indicate the importance of the library in the academic lives of the users of the WSUL.

Table 5: Library usage patterns (Question 2.1)

N=115

How often do you use the library resources	Frequency	Percent
Daily	34	29.6 %
Weekly	60	52.2 %
Monthly	14	12.2 %
Quarterly	3	2.6 %
Never	2	1.7 %
No response	2	1.7 %
TOTAL	115	100.0 %

Table 5 indicates that the largest group of 60 (52.2%) respondents used the library on a weekly basis, followed by daily users, 34 (29.6 %), and then monthly users, 14 (12.2%). Question 2.2 asked the respondents how frequently they use the online databases.

Table 6: Frequency of use of non-library sources for information (Question 2.2)

N=115

Frequency of use of non-library sources for information	Frequency	Percent
Daily	27	23.5 %
Weekly	54	47.0 %
Monthly	20	17.4 %
Quarterly	6	5.2 %
Never	5	4.3 %
No response	3	2.6 %
TOTAL	115	100.0 %

Table 6 shows that the highest number of respondents, 54 (47.0%), used other non-library sources for information on a weekly basis. This was followed by 27 (23.5 %), who used them on a daily basis.

4.2.2 Expectations of the library and its services (Question 3)

Question 3 asked the respondents to indicate what best described their “Expectations” of the service in the library. The reason for asking these questions was to determine users’ expectations of the quality of library service. These questions directly related to the research questions and ultimately towards identifying the gap between expectations and perceptions.

Question 3 had 30 statements regarding users’ expectations of service quality. The respondents were asked to rate the statements on a scale of 1 = strongly agree; 2 = agree; 3 = neutral; 4 = disagree; and 5= strongly disagree, by indicating the number that best described their degree of expectation of service quality that the library should provide.

These statements from Question 3 were divided into five categories which related to the comprehensiveness of the collection, access to information, library staff service, library facilities and equipment and the library as a space. The results for each statement are shown in separate tables, from Table 7 to Table 36.

4.2.2.1 Expectations of the comprehensiveness of the library collection

For the purposes of this study, comprehensiveness of library collection refers to adequate books and journals (print and electronic journals) that address the needs of users and meet the objectives of the parent institution, namely that of research, teaching and learning.

The researcher aimed to determine what the users’ expectations were regarding the comprehensiveness of the library’s collection. Three statements from Question 3 related to this section and are shown in Tables 7 to 9.

Table 7: Adequate print collection (books) for my needs (Question 3.1)

N=115

Adequate print collection (books) for my needs	Frequency	Percent
Strongly agree	26	22.6 %
Agree	60	52.2 %
Neutral	6	5.2 %
Disagree	14	12.2 %
Strongly disagree	4	3.5 %
No response	5	4.3 %
TOTAL	115	100.0 %

The majority of respondents, 60 (52.2 %), agreed or strongly agreed (26 or 22.6%) that they expect an adequate print collection for their needs.

Table 8: Adequate print journals for my work (Question 3.2)

N=115

Adequate print journals for my work	Frequency	Percent
Strongly Agree	15	13 %
Agree	47	40.9 %
Neutral	21	18.3 %
Disagree	20	17.4 %
Strongly Disagree	8	7 %
No response	4	3.5 %
TOTAL	115	100.0 %

The highest number of respondents agreed that their expectations were that there should be adequate print journals for their work, 47 (40.9 %). A further 15 (13 %) strongly agreed that they expected the library to have adequate and necessary print journals for their work. Twenty (17.4%) respondents disagreed with the expectation that there are adequate print journals and 21 respondents (18.3%) were neutral regarding this expectation.

Table 9: Adequate electronic journals for my work (Question 3.3)

N=115

Adequate electronic journals for my work	Frequency	Percent
Strongly Agree	18	15.7 %
Agree	61	53 %
Neutral	18	15.7 %
Disagree	11	9.5 %
Strongly Disagree	3	2.6 %
No response	4	3.5 %
TOTAL	115	100.0 %

The majority of respondents 61 (53%) expected the library to have adequate electronic journals for their work, with a further 18 (15.7%) who strongly agreed with this expectation. This proves that there are indeed library users who use electronic journals for their academic work. There were 18 (15.7 %) library users who preferred to remain neutral about their expectations of adequate electronic journals for their work.

4.2.2.2 Expectations of access to information

From 10 statements in Question 3 the researcher aimed to reveal whether the users felt that access to library resources was easily available. The results are shown in the following ten tables (Tables 10 to 19).

Table 10: Easily available access to electronic databases (Question 3.4)

N=115

Easily available access to electronic databases	Frequency	Percent
Strongly agree	23	20 %
Agree	57	49.6 %
Neutral	10	8.7 %
Disagree	14	12.2 %
Strongly disagree	6	5.2 %
No response	5	4.3 %
TOTAL	115	100.0 %

The largest group of library users (57 or 49.6 %) expected there to be easily available access to electronic databases at WSUL. Another 23 (20%) respondents strongly agreed with this expectation.

Table 11: Online searching with the help of a librarian (Question 3.5)

N=115

Online searching with the help of a librarian	Frequency	Percent
Strongly Agree	15	13.0 %
Agree	73	63.5 %
Neutral	11	9.6 %
Disagree	7	6.1 %
Strongly Disagree	4	3.5 %
No response	5	4.3 %
TOTAL	115	100.0 %

Table 11 shows that a majority of the respondents, 73 (63.5 %), agreed with the expectation that they should be able to do online searching with the help of a librarian and a further 15 (13%) strongly agreed with this.

Table 12: Online searching without the help of a librarian (Question 3.6)

N=115

Online searching without the help of a librarian	Frequency	Percent
Strongly Agree	11	9.7 %
Agree	71	61.7 %
Neutral	17	14.8 %
Disagree	8	6.9 %
Strongly Disagree	2	1.7 5 %
No response	6	5.2 %
TOTAL	115	100.0 %

In Table 12, seventy one respondents (61.7 %) agreed that they expected to be able to do online searching without the help of a librarian and 11 respondents strongly agreed that this was also their expectation. There were 17 respondents (14.8 %) who were neutral regarding this expectation In Table 12, 70 respondents.

Table 13: Prompt inter-library loan from other libraries (Question 3.7)

N=115

Prompt inter-library loan from other libraries	Frequency	Percent
Strongly Agree	19	16.5 %
Agree	42	36.5 %
Neutral	31	27.0 %
Disagree	15	13.0 %
Strongly Disagree	4	3.5 %
No response	4	3.5 %
TOTAL	115	100.0 %

The largest number of respondents, 42 (36.5%), expect that there should be prompt inter-library loan for WSUL users. Another 19 respondents strongly agreed with this expectation. Unusually, there were a greater number of students who remained neutral on this question.

Table 14: An efficient short loan service (Special Reserve Collection) (Question 3.8)

N=115

An efficient short loan service (Special Reserve Collection)	Frequency	Percent
Strongly Agree	12	10.4 %
Agree	90	78.3 %
Neutral	3	2.6 %
Disagree	4	3.5 %
Strongly Disagree	2	1.7 %
No response	4	3.5 %
TOTAL	115	100 %

Table 14 shows that a majority of the WSUL users agree (90 or 78.3%) and strongly agree (12 or 10.4%) with the expectation that the WSUL should have an efficient short loan service at the Butterworth Campus.

Table 15: Prompt shelving of books and journals (Question 3.9)

This table reflects the responses to the statement in Question 3 about the prompt shelving of books and journals at WSUL.

N=115

Prompt shelving of books and journals	Frequency	Percent
Strongly Agree	14	12.2 %
Agree	78	67.8 %
Neutral	10	8.7 %
Disagree	7	6.1 %
Strongly Disagree	2	1.7 %
No response	4	3.5 %
TOTAL	115	100.0 %

Table 15 shows that the majority of library users, 78 (67.8 %), agreed with the expectation that there should be prompt shelving of books and journals. A further 14 (12.2%) respondents strongly agreed with this expectation.

Table 16: Online Public Access Catalogue (OPAC) (Question 3.10)

N=115

Online Public Access Catalogue (OPAC)	Frequency	Percent
Strongly Agree	17	14,8 %
Agree	82	71,3 %
Neutral	4	3,5 %
Disagree	4	3,5 %
Strongly Disagree	3	2,6 %
No Response	5	4,3 %
Total	115	100.0 %

Table 16 shows that the majority of respondents 82 (71.3%) agreed with the expectation that the OPAC should have clear and useful information. Seventeen respondents (12.7%) strongly agreed with the expectation that the library catalogue has clear and useful information.

Table 17: Library hours meeting users' needs (Question 3.11)

N=115

Library hours meeting users' needs	Frequency	Percent
Strongly agree	21	18.3 %
Agree	74	64.3 %
Neutral	7	6.1 %
Disagree	7	6.1 %
Strongly disagree	2	1.7 %
No response	4	3.5 %
TOTAL	115	100.0 %

Table 17 shows that the largest group of respondents (74 or 64.3%) agreed with the expectation that the library opening hours should meet users' needs, with a further 21 (18.3 %) respondents stating that they strongly agreed with this expectation. Only seven (6.1 %) respondents disagreed with the expectation that WSUL opening hours should meet users' needs.

Table 18: Prompt action regarding missing books (Question 3.12)

N=115

Prompt action regarding missing books	Frequency	Percent
Strongly agree	13	11.3 %
Agree	68	59.1 %
Neutral	14	12.2 %
Disagree	13	11.3 %
Strongly Disagree	3	2.6 %
No response	4	3.5 %
TOTAL	115	100.0 %

The results shown in Table 18 are that 68 (59.1%) of the respondents expected that prompt action be taken with missing books. Another 13 (11.3%) respondents strongly agreed with this expectation. Fourteen respondents remained neutral, while 13 (11.3%) did not expect prompt action to be taken regarding missing books.

Table 19: A library webpage that is clear and has useful information (Question 3.13)

N=115

A library webpage that is clear and has useful information	Frequency	Percent
Strongly agree	12	10.4 %
Agree	87	75.7 %
Neutral	6	5.2 %
Disagree	4	3.5 %
Strongly Disagree	2	1.7 %
No response	4	3.5 %
TOTAL	115	100.0 %

There were 87 (75.7 %) respondents who agreed with the expectation that the library webpage should be clear and have useful information. Twelve (10.4%) strongly agreed with this expectation. Only four (3.6 %) respondents disagreed with this expectation and only a

couple (2 or 1.7%) strongly disagreed that the webpage should have clear and useful information.

4.2.2.3 Expectations of library equipment and facilities

From the six statements in Question 3 the researcher aimed to show what the respondents expectations were regarding library equipment and facilities. The results are shown in the following six tables (Tables 20 to 25).

Table 20: An adequate number of computer workstations (Question 3.14)

N=115

An adequate number of computer workstations	Frequency	Percent
Strongly Agree	12	10.4 %
Agree	61	53.0 %
Neutral	14	12.2 %
Disagree	18	15.7 %
Strongly Disagree	6	5.2 %
No response	4	3.5 %
TOTAL	115	100.0 %

Regarding the expectation that there should be an adequate number of computer workstations in the library, the largest number of respondents (61 or 53.0%) agreed with this expectation and another 12 (10.4%) strongly agreed with this expectation. Eighteen (15.7 %) respondents stated that they disagreed with this expectation and a further six (5.2%) strongly disagreed with this statement. This disagreement with the statement indicated that perhaps these respondents did not consider the number of computer workstations to be very important.

Table 21: Computers that are user friendly (Question 3.15)

N=115

Computers that are user friendly	Frequency	Percent
Strongly Agree	15	13 %
Agree	70	60.9 %
Neutral	14	12.2 %
Disagree	7	6.1 %
Strongly Disagree	5	4.3 %
No responses	4	3.5 %
TOTAL	115	100.0 %

Table 21 gives the results of the responses which showed whether or not users expect computers to be user-friendly. It is significant that 70 (60.9%) agreed with this expectation and a further 15 (13%) strongly agreed with this expectation.

Table 22: Adequate photocopying facilities (Question 3. 16)

N=115

Adequate photocopying facilities	Frequency	Percent
Strongly Agree	19	16.5 %
Agree	66	57.4 %
Neutral	10	8.7 %
Disagree	11	9.6 %
Strongly Disagree	4	3.5 %
No response	5	4.3 %
TOTAL	115	100.0 %

The results in Table 22 show that 66 (57.4%) respondents agreed with the expectation that the library has adequate photocopying facilities. A further 19 (16.5%) strongly agreed with this statement.

Table 23: Adequate printing facilities (Question 3.17)

N=115

Adequate printing facilities	Frequency	Percent
Strongly Agree	5	4.3 %
Agree	61	53.0 %
Neutral	17	14.8 %
Disagree	19	16.5 %
Strongly Disagree	9	7.8 %
No response	4	3.5 %
TOTAL	115	100.0 %

In Table 23, 61 (43.6 %) respondents agreed that they expected adequate printing facilities in the library and another five respondents strongly agreed with this. Nineteen respondents (16.5 %) disagreed that they had an expectation for adequate printing facilities in the library, with a further nine strongly disagreeing.

Table 24: Adequacy of Information Literacy Services (Question 3.18)

N=115

Adequacy of information literacy services	Frequency	Percent
Strongly Agree	14	12.2 %
Agree	67	58.3 %
Neutral	18	15.6 %
Disagree	7	6.1 %
Strongly Disagree	3	2.6 %
No response	6	5.2 %
TOTAL	115	100.0 %

In Table 24, more than half of the respondents (67 or 58.3%) expected the library to provide information literacy services. Eighteen (15.6%) respondents remained neutral on this issue.

Table 25: Informative display and exhibition services (Question 3.19)

N=115

Informative display and exhibition services	Frequency	Percent
Strongly agree	11	9.6 %
Agree	51	44.3 %
Neutral	34	29.6 %
Disagree	8	7 %
Strongly disagree	5	4.3 %
No response	6	5.2 %
TOTAL	115	100.0 %

In Table 25 only 51 (44.3%) respondents expected displays and exhibition services from WSUL. A relatively large number of respondents (34 or 29.6%) remained neutral on this.

4.2.2.4 Expectations of staff services

The following tables (Tables 26-31) relate to the expectations which users have of the staff and the quality of the staff service at WSUL.

Table 26: Staff who deal with users in a caring fashion (Question 3.20)

N=115

Staff who deal with users in a caring fashion	Frequency	Percent
Strongly Agree	11	9.6 %
Agree	79	68.7 %
Neutral	6	5.2 %
Disagree	9	7.8 %
Strongly Disagree	4	3.5 %
No response	6	5.2 %
TOTAL	115	100.0%

A large proportion of the respondents (79 or 68.7%) expected staff in the library to deal with users in a caring fashion. Added to this number were the 11 (9.6%) respondents who stated that they strongly agreed with this expectation.

Table 27: Staff who give individual attention (Question 3.21)

N=115

Staff who give individual attention	Frequency	Percent
Strongly Agree	14	12.2 %
Agree	85	73.9 %
Neutral	4	3.5 %
Disagree	5	4.3 %
Strongly Disagree	3	2.6 %
No response	4	3.5 %
TOTAL	115	100.0 %

By looking at the numbers in the above table, the majority of respondents (85 or 73.9%) expected staff to give them individual attention. Another five respondents strongly agreed with this. This meant that the other categories had minimal numbers.

Table 28: Staff who are readily available to respond to my queries (Question 3.22)

N=115

Staff who are readily available to respond to my queries	Frequency	Percent
Strongly Agree	5	4.3 %
Agree	90	78.3 %
Neutral	6	5.2 %
Disagree	6	5.2 %
Strongly Disagree	4	3.5 %
No response	4	3.5 %
TOTAL	115	100.0 %

This table shows that the majority of respondents (90 or 78.3%) expected library staff to be readily available to respond to library users' queries, with another five (4.3%) who strongly agreed with this statement.

Table 29: Staff who have the knowledge to answer my questions (Question 3.23)

N=115

Staff who have the knowledge to answer my questions	Frequency	Percent
Strongly Agree	8	7 %
Agree	92	80 %
Neutral	3	2.6 %
Disagree	5	4.3 %
Strongly Disagree	3	2.6 %
No response	4	3.5 %
TOTAL	115	100.0 %

Table 29 indicates that an overwhelming majority of respondents (92 or 80%) expected WSUL staff members to have the knowledge required to answer users' needs. Another eight (7%) respondents strongly agreed with this expectation.

Table 30: Staff who provide users with the information skills needed for my work and study (Question 3.24)

N=115

Staff who provide users with the information skills needed for my work and study	Frequency	Percent
Strongly Agree	13	11.3 %
Agree	81	70.4 %
Neutral	7	6.1 %
Disagree	6	5.2 %
Strongly Disagree	4	3.5 %
No response	4	3.5 %
TOTAL	115	100.0 %

According to Table 30, the majority of respondents (81 or 70.4 %) have the expectation that library staff provide them with information skills needed for their work and study. A further 13 (11.3%) respondents strongly agree with this expectation.

Table 31: Staff who are willing to help with online searching (Question 3.25)

N=115

Staff who are willing to help with online searching	Frequency	Percent
Strongly Agree	16	13.9 %
Agree	83	72.2 %
Neutral	3	2.6 %
Disagree	4	3.5 %
Strongly Disagree	5	4.3 %
No response	4	3.5 %
TOTAL	115	100.0 %

In Table 31 a large proportion of respondents (83 or 72.2%) expected WSUL staff to show willingness to help them with online searching. To add to this, a relatively large number of respondents (16 or 13.9%) strongly agreed with this expectation.

4.1.2.5 Expectations of library as a place

The following five tables (Tables 32 to 36) reflect the results from Questions 3.26 to 3.30 from the questionnaire regarding the expectations of the respondents relating to the library as a space.

Table 32: A quiet library environment (Question 3.26)

N=115

A quiet library environment	Frequency	Percent
Strongly Agree	24	20.9 %
Agree	63	54.8 %
Neutral	14	12.2 %
Disagree	8	6.9 %
Strongly disagree	2	1.7 %
No response	4	3.5 %
Total	115	100.0 %

From Table 32 it is evident that 63 (54.8 %) respondents expected a quiet environment at WSUL and a further 24 (20.9 %) strongly agreed with this statement.

Table 33: Quiet and comfortable space for individual activities (Question 3.27)

N=115

Quiet and comfortable space for individual activities	Frequency	Percent
Strongly Agree	14	12.2 %
Agree	63	54.8 %
Neutral	17	14.8 %
Disagree	12	10.4 %
Strongly Disagree	4	3.5 %
No response	5	4.3 %
TOTAL	115	100.0 %

The results reflected in Table 33 show that 63 (54.8%) respondents expected the library to be a quiet and comfortable space for individual activities. A further 14 (12.2%) respondents strongly agreed with this expectation. Seventeen (14.8%) remained neutral about this expectation.

Table 34: Sufficient space for group learning and group study (Question 3.28)

N=115

Sufficient space for group learning and group study	Frequency	Percent
Strongly Agree	13	11.3 %
Agree	63	54.8 %
Neutral	13	11.3 %
Disagree	16	13.9 %
Strongly Disagree	4	3.5 %
No response	6	5.2 %
TOTAL	115	100.0 %

Table 34 indicates that a large number of respondents (63 or 54.8%) have the expectation of sufficient space for group learning and group study. There were also 13 (11.3%) who strongly agreed with this expectation. A relatively large group of respondents (16 or 13.9%) remained neutral regarding this statement.

Table 35: A library environment that has sufficient lighting (Question 3.29)

N=115

A library environment that has sufficient lighting	Frequency	Percent
Strongly Agree	22	19.1 %
Agree	65	56.5 %
Neutral	10	8.7 %
Disagree	10	8.7 %
Strongly Disagree	4	3.5 %
No response	4	3.5 %
TOTAL	115	100.0 %

From the results shown in Table 35 the highest number of respondents (65 or 56.5%) expected the library environment to have sufficient lighting and another 22 (19.1%) respondents strongly agreed with this.

Table 36: A safe and secure place for study (Question 3.30)

N=115

A safe and secure place for study	Frequency	Percent
Strongly Agree	14	12.2 %
Agree	80	69.5 %
Neutral	10	8.7 %
Disagree	4	3.5 %
Strongly Disagree	3	2.6 %
No response	4	3.5 %
TOTAL	115	100.0 %

According to Table 36, a majority of respondents, 80 (67.3 %), have the expectation that the library should be a safe and secure place for study. Another category of respondents, 14 (12.2%), stated that they strongly agree with this statement.

4.2.3 Perceptions of the library and its services (Question 5)

Tables 37 to 66 will reflect the results relating to how the respondents perceive the WSUL from Questions 5.1 to 5.30 in the questionnaire. This will indicate if their perceptions were or what their actual experiences have been as users of this library.

4.2.3.1 Perceptions of the comprehensiveness of the library collection

The first three statements from Question 5 relate to the perceptions of the comprehensiveness of the library's collection.

Table 37: Adequate print collection (books) for my needs (Question 5.1)

N=115

Adequate print collection (books) for my needs	Frequency	Percent
Strongly agree	12	10.4 %
Agree	58	50.4 %
Neutral	9	7.8 %
Disagree	21	18.3 %
Strongly disagree	10	8.7 %
No response	5	4.3 %
TOTAL	115	100.0 %

Significantly, only about half the respondents (58 or 50.4%) perceived that the library had an adequate print collection for their needs. However, another 12 (10.4%) respondents strongly agreed that this statement matched their perceptions of the library's print collection.

A group of 21 (18.3%) respondents disagreed with this statement, with a further 10 (8.7%) respondents who strongly disagreed with this statement.

Table 38: Adequate print journals for my work (Question 5.2)

N=115

Adequate print journals for my work	Frequency	Percent
Strongly Agree	9	7.8 %
Agree	38	33.1%
Neutral	19	16.5 %
Disagree	29	25.2 %
Strongly Disagree	16	13.9 %
No response	4	3.5 %
TOTAL	115	100.0 %

Only 38 (33.1%) of the respondents perceived that there were adequate print journals for their work, with a further nine (7.8%) who strongly agreed with this. Twenty-nine (25.2%) respondents disagreed with this perception that the library has adequate print journals and 16 (13.9%) who strongly disagreed with this statement. A relatively large number of respondents (19 or 16.5%) chose to remain neutral for this question.

Table 39: Adequate electronic journals for my work (Question 5.3)

N=115

Adequate electronic journals for my work	Frequency	Percent
Strongly Agree	10	8.7 %
Agree	42	36.5 %
Neutral	37	32.2 %
Disagree	18	15.7 %
Strongly Disagree	4	3.5 %
No response	4	3.5 %
TOTAL	115	100.0 %

The largest group of respondents, 42 (36.5), were satisfied that there were adequate electronic journals for their work. This proves that there are indeed library users who use electronic journals for their academic work.

A group of 37 (32.2 %) respondents preferred to remain neutral about whether the library has adequate or inadequate electronic journals for their work.

4.2.3.2 Perceptions of access to information

In this category the researcher aimed to find out what users' perceptions were relating to access to information in the library. Did users believe that access to library resources was easily available?

Table 40: Easily available access to electronic databases (Question 5.4)

N=115

Easily available access to electronic databases	Frequency	Percent
Strongly agree	6	5.5 %
Agree	29	26.4 %
Neutral	16	14.5 %
Disagree	54	49.1 %
Strongly disagree	5	4.5 %
No response	5	4.3 %
TOTAL	115	100.0 %

According to Table 40, WSUL users had different perceptions concerning whether there was easily available access to electronic databases. Just less than half of the respondents (54 or 49.1 %) disagreed that there is easily available access to electronic databases at WSUL. Another five (4.3%) respondents strongly disagreed that there is easily available access to

electronic databases. A relatively large group of 16 (14.5%) respondents remained neutral on this issue.

Table 41: Online searching with the help of a librarian (Question 5.5)

N=115

Online searching with the help of a librarian	Frequency	Percent
Strongly Agree	16	14.7 %
Agree	66	60.6 %
Neutral	13	11.9 %
Disagree	11	10.1%
Strongly Disagree	3	2.8 %
No response	6	5.2 %
TOTAL	115	100.0 %

In response to the statement regarding their perceptions about online searching with the help of a librarian, Table 41 shows that 66 (60.6 %) respondents agree with this. Significantly, a further 16 (14.7%) strongly agree with this statement. However, 11 (10.1%) disagreed, as this service had not been part of their experience in the library.

Table 42: Online searching without the help of a librarian (Question 5.6)

N=115

Online searching without the help of a librarian	Frequency	Percent
Strongly Agree	12	11.1
Agree	67	62.0
Neutral	14	13.0
Disagree	12	11.1
Strongly Disagree	3	2.8
No response	7	6.1
TOTAL	115	100.0

As shown in Table 42, 67 (62.0%) respondents agreed with this: their perception being that they were able to do online searching without the help of a librarian and 12 respondents strongly agreed that this was the case. There were 14 (13.0 %) respondents who were neutral that they are able to do online searching without the help of a librarian and 12 disagreed.

Table 43: Prompt inter-library loan from other libraries (Question 5.7)

N=115

Prompt inter-library loan from other libraries	Frequency	Percent
Strongly Agree	6	5.4
Agree	14	12.6
Neutral	55	49.5
Disagree	28	25.2
Strongly Disagree	8	7.2
No response	4	3.5
TOTAL	115	100.0

As a large group of respondents (55 or 49.5%) were neutral about interlibrary loan services, this might indicate that many users do not use this service at WSUL. Other respondents (28 or 25.2%) disagree that the inter-library loan service is prompt. Only 14 (12.6%) perceive this service to be prompt, with a further small group of 6 (5.4%) respondents strongly agreeing with this statement.

Table 44: An efficient short loan service (Special Reserve Collection) (Question 5.8)

N=115

An efficient short loan service (Special Reserve Collection)	Frequency	Percent
Strongly Agree	6	5.4
Agree	85	76.6
Neutral	8	7.2
Disagree	9	8.1
Strongly Disagree	3	2.7
No response	4	3.5
TOTAL	115	100.0

Significantly, Table 44 shows that most of the respondents, (85 or 76.6%), in their experience at WSUL, agreed. Six respondents (5.4%) strongly agreed with the efficiency of the short loan services being rendered at the Butterworth Campus.

Table 45: Prompt shelving of books and journals (Question 5.9)

N=115

Prompt shelving of books and journals	Frequency	Percent
Strongly Agree	6	5.4
Agree	65	58.6
Neutral	13	11.7
Disagree	22	19.8
Strongly Disagree	5	4.3
No response	4	3.5
TOTAL	115	100.0

The results for this Table 45 shows that the majority of library users, 65 (58.6 %), agreed that their perception is that there is prompt shelving of books and journals at WSUL. However 22 (19.8%) disagreed with this statement and a further five (4.5 %) strongly disagreed with this. There were 13 (11.7 %) respondents who decided to be neutral regarding this kind of service.

Table 46: Online Public Access Catalogue (OPAC) (Question 5.10)

N=115

Online Public Access Catalogue (OPAC)	Frequency	Percent
Strongly Agree	14	12,7
Agree	77	70
Neutral	5	4,5
Disagree	7	6,4
Strongly Disagree	7	6,4
No Response	5	4,3
Total	115	100.0

Table 46 shows the perceptions of the respondents regarding the OPAC. Seventy seven (70.0%) agree that the OPAC has clear and useful information and they are happy and satisfied with the library catalogue. Fourteen respondents (12.7%) strongly agree that the library catalogue is clear and has useful information.

Table 47: Library opening hours to meet users' needs (Question 5.11)

N=115

Library opening hours that meet users' needs	Frequency	Percent
Strongly agree	9	7.8
Agree	49	42.6
Neutral	9	7.8
Disagree	38	33
Strongly disagree	6	5.2
No response	4	3.5
TOTAL	115	100.0

Table 47 shows that the largest group of respondents (49 or 44.1%) agreed that the library opening hours met their needs, with a further 9 (8.1 %) respondents stating that they strongly agreed with this statement. Thirty eight (34.2 %) respondents disagreed. It was their perception that WSUL opening hours did not meet their needs.

Table 48: Prompt action regarding missing books (Question 5.12)

N=115

Prompt action regarding missing books	Frequency	Percent
Strongly agree	8	7.2
Agree	27	24.3
Neutral	36	32.4
Disagree	35	31.5
Strongly Disagree	5	4.5
No response	4	3.5
TOTAL	115	100.0

The results for this Table 48 show that there were many respondents who were neutral (36 or 32.4 %) about the prompt action in dealing with missing books.

Thirty-five (31.5%) respondents claimed that from their experience they disagreed that prompt action was taken regarding missing books. There were 27 (24.3%) respondents who agreed that prompt action was taken, with another 8 (7.2%) who strongly agreed with this.

Table 49: A library webpage that is clear and has useful information (Question 5.13)

N=115

A library webpage that is clear and has useful information	Frequency	Percent
Strongly agree	10	9.0
Agree	75	76.6
Neutral	10	85.6
Disagree	12	10.8
Strongly Disagree	4	3.5
No response	4	3.5
TOTAL	115	100.0

There were 75 (76.6 %) respondents, who, from their perceptions, agreed that the library webpage has clear and has useful information. Twelve (10.8%) disagreed that the library webpage is clear and has useful information. Another group of respondents (4 or 3.5%) strongly disagreed and expressed their dissatisfaction about the library webpage.

4.2.3.3 Perceptions of library equipment and facilities

The following six tables show the results from Question 5 for the six statements relating to perceptions of library equipment and facilities.

Table 50: An adequate number of computer workstations (Question 5. 14)

N=115

An adequate number of computer workstations	Frequency	Percent
Strongly Agree	8	7.2
Agree	27	24.3
Neutral	3	2.7
Disagree	63	56.8
Strongly Disagree	10	9.0
No response	4	3.5
TOTAL	115	100.0

It is significant that Table 50 shows that a majority of respondents, 63 (56.8%) who, according to their perceptions, disagree that there is an adequate number of work stations in the library. Another 10 (9.0 %) respondents indicated that they strongly disagreed.

Table 51: Computers that are user friendly (Question 5.15)

N=115

Computers that are user friendly	Frequency	Percent
Strongly Agree	9	8.1 %
Agree	63	56.8 %
Neutral	12	10.8 %
Disagree	19	17.1 %
Strongly Disagree	8	7.2 %
No responses	4	3.5 %
TOTAL	115	100.0 %

The perceptions of the respondents to the statement that computers are user friendly are shown in Table 51. It is significant that 63 (56.8 %) agree that the computers are user friendly. A further nine respondents strongly agree that computers are user friendly. However, the 19 (17.1%) who disagreed cannot be overlooked, as there were also a further eight (7.2%) respondents who strongly disagreed.

Table 52: Adequate photocopying facilities (Question 5.16)

N=115

Adequate photocopying facilities	Frequency	Percent
Strongly Agree	11	10.0 %
Agree	28	25.5 %
Neutral	10	9.1 %
Disagree	52	47.3 %
Strongly Disagree	9	8.2 %
No response	5	4.3 %
TOTAL	115	100.0 %

In Table 52 it is important to notice that 52 (47.3%) respondents disagreed that in their experience, the library has adequate photocopying facilities. Another nine (8.2%) strongly disagreed that the library had adequate photocopying facilities. However, 28 (25.5%) agreed with this statement and a further 11 (10.0%) strongly agreed that WSUL has adequate photocopying facilities.

Table 53: Adequate printing facilities (Question 5.17)

N=115

Adequate printing facilities	Frequency	Percent
Strongly Agree	10	9.1 %
Agree	22	19.1 %
Neutral	12	10.9 %
Disagree	48	43.6 %
Strongly Disagree	18	16.4 %
No response	5	4.3 %
TOTAL	115	100.0 %

In Table 53 it can be seen that 48 (43.6 %) respondents disagreed that, from their experience, printing facilities are adequate in the library. Eighteen respondents (16.4 %) strongly disagreed that there are adequate printing facilities in the library.

Table 54: Information literacy services (Question 5.18)

N=115

Information literacy services	Frequency	Percent
Strongly Agree	9	8.3 %
Agree	58	53.7 %
Neutral	29	26.9 %
Disagree	11	10.2 %
Strongly Disagree	1	9 %
No response	7	7 %
TOTAL	115	100.0 %

In Table 54, it is shown that more than half of the respondents (58 or 53.7%) agreed that they perceived the information literacy services at WSUL as adequate. Twenty-nine (26.9 %) respondents remained neutral regarding information literacy services.

Table 55: Display and exhibition services (Question 5.19)

N=115

Display and exhibition services	Frequency	Percent
Strongly agree	5	4.6 %
Agree	42	38.9 %
Neutral	44	40.7 %
Disagree	9	8.3 %
Strongly disagree	8	7.4 %
No response	7	6.1 %
TOTAL	115	100.0 %

Table 55 shows that a large number of respondents (44 or 40.7%) were neutral on the question regarding the displays and exhibitions at WSUL. A slightly smaller number of respondents, 42 (38.9 %), said that they perceived these services to be satisfactory, with a further 5 (4.6 %) strongly agreeing with this perception.

4.2.3.4 Perceptions of staff service

The following Tables 56 to 61 relate to Questions 5.20 to 5.26 about how staff and the quality of their service are perceived by users at WSUL.

Table 56: Staff who deal with users in a caring fashion (Question 5.20)

N=115

Staff who deal with users in a caring fashion	Frequency	Percent
Strongly Agree	10	9.2 %
Agree	63	57.8 %
Neutral	7	6.4 %
Disagree	25	22.9 %
Strongly Disagree	4	3.7 %
No response	6	5.2 %
TOTAL	115	100.0 %

A large proportion of respondents (63 or 57.8%) agreed with the perception that the staff deal with users in a caring fashion and a further 10 (9.2%) respondents stated that they strongly agreed with this statement. However, there were 25 (22.9 %) respondents who disagreed with this statement and 4 (3.7%) others who strongly agreed with this.

Table 57: Staff who give individual attention (Question 5.21)

N=115

Staff who give individual attention	Frequency	Percent
Strongly Agree	9	8.1 %
Agree	79	71.2 %
Neutral	7	6.3 %
Disagree	11	9.9 %
Strongly Disagree	5	4.5 %
No response	4	3.5 %
TOTAL	115	100.0 %

By looking at the numbers 79 (71.2%) provided in Table 57, the perception of the majority of respondents is that the staff do give individual attention to users. This was further reinforced by 9 (8.1%) who strongly agreed that staff do provide users with individual attention.

Table 58: Staff who are readily available to respond to my queries (Question 5.22)

N=115

Staff who are readily available to respond to my queries	Frequency	Percent
Strongly Agree	7	6.3 %
Agree	73	65.8 %
Neutral	6	5.4 %
Disagree	18	16.2 %
Strongly Disagree	7	6.3 %
No response	4	3.5 %
TOTAL	115	100.0 %

The results in Table 58 show that the majority of respondents (73 or 65.8 %) perceive that library staff are readily available to respond to library users' queries, with seven (6.5%) more who strongly agreed with this statement.

Table 59: Staff who have the knowledge to answer my questions (Question 5.23)

N=115

Staff who have the knowledge to answer my questions	Frequency	Percent
Strongly Agree	8	7.2 %
Agree	86	77.5 %
Neutral	4	3.6 %
Disagree	9	8.1 %
Strongly Disagree	4	3.6 %
No response	4	3.5 %
TOTAL	115	100.0 %

Table 59 indicates that an overwhelming majority of respondents (86 or 77.5%) have the perception that WSUL staff members have the knowledge required to answer users' needs.

Table 60: Staff who provide users with the information skills needed for my work and study (Question 5.24)

N=115

Staff who provide users with the information skills needed for my work and study	Frequency	Percent
Strongly Agree	7	6.3 %
Agree	79	71.2 %
Neutral	8	7.1 %
Disagree	11	9.9 %
Strongly Disagree	6	5.4 %
No response	4	4 %
TOTAL	115	100.0 %

According to Table 60, the majority of library users (79 or 71.2 %) agree that, in their experience, library staff provide them with information skills needed for their work and study. Some respondents (7 or 6.3%) strongly agree that staff provide them with information skills needed for their work and study.

Table 61: Staff who are willing to help with online searching (Question 5.25)

N=115

Staff who are willing to help with online searching	Frequency	Percent
Strongly Agree	13	11.7 %
Agree	78	70.3 %
Neutral	6	5.4 %
Disagree	8	7.2 %
Strongly Disagree	6	5.4 %
No response	4	4 %
TOTAL	115	100.0 %

Table 61 shows that a large percentage of respondents, (78 or 70.3 %), clearly agreed that WSUL staff show willingness to help them with online searching. To add to this, another group (13 or 11.7%) strongly agreed with this statement.

4.2.3.5 Perceptions of library as a place

The following Tables 62 – 66 present the results from questions 5.26 to 5.30 to reflect users' perceptions regarding the library as a place, or as a space.

Table 62: A quiet library environment (Question 5.26)

N=115

A quiet library environment	Frequency	Percent
Strongly Agree	19	16.5 %
Agree	52	45.2 %
Neutral	9	7.8 %
Disagree	27	23.5 %
Strongly disagree	4	3.5 %
No response	4	3.5 %
Total	115	100.0 %

From Table 62 it is evident that 52 (45.2 %) respondents have the perception that WSUL has a quiet environment and a further 19 (16.5%) strongly agree with this statement. On the other hand, 27 (23.5%) respondents disagree and do not perceive that there is a quiet library environment. Four (3.5%) more respondents strongly disagree with this statement.

Table 63: Quiet and comfortable space for individual activities (Question 5.27)

N=115

Quiet and comfortable space for individual activities	Frequency	Percent
Strongly Agree	15	13.5 %
Agree	51	44.3%
Neutral	3	2.6 %
Disagree	29	25.2 %
Strongly Disagree	6	5.2 %
No response	4	3.6 %
TOTAL	115	100.0%

The results in Table 63 show that 15 (13.5 %) respondents strongly agreed that the library has a quiet and comfortable space for individual activities. A large proportion of the respondents (51 or 44.3 %) agreed with this perception. A relatively large number of respondents (29 or 25.2 %) disagreed and another six (5.2 %) respondents strongly disagreed that the library has a quiet and comfortable space to meet individual needs.

Table 64: Sufficient space for group learning and group study (Question 5.28)

N=115

Sufficient space for group learning and group study	Frequency	Percent
Strongly Agree	11	10.1 %
Agree	23	21.1 %
Neutral	11	10.1%
Disagree	59	54.1%
Strongly Disagree	5	4.6 %
No response	6	5.2 %
TOTAL	115	100.0 %

Table 64 shows that a majority of respondents (59 or 54.1%) had a negative perception as they disagreed with the statement that there is sufficient space for group learning and group study. A smaller number (23 or 21.1%) agreed that the space is sufficient for group learning and group study.

Table 65: A library environment that has sufficient lighting (Question 5.29)

N=115

A library environment that has sufficient lighting	Frequency	Percent
Strongly Agree	21	19.1 %
Agree	51	46.4 %
Neutral	3	2.7 %
Disagree	29	26.4 %
Strongly Disagree	6	5.5 %
No response	5	4.3 %
TOTAL	115	100.0 %

Table 65 shows that the highest number of respondents (51 or 46.4%) agreed that the library environment has sufficient lighting and a further 21 (19.1%) strongly agreed with this. There were 29 (26.4%) respondents who disagreed with this perception, with a further six (5.5%) who strongly disagreed.

Table 66: A safe and secure place for study (Question 5.30)

N=115

A safe and secure place for study	Frequency	Percent
Strongly Agree	16	14.5%
Agree	74	67.3 %
Neutral	7	6.4 %
Disagree	9	8.2 %
Strongly Disagree	4	3.6 %
No response	5	4.3 %
TOTAL	115	100.0 %

According to Table 66, the majority of respondents, 74 (67.3 %), agreed with the perception that the library is a safe and secure place for study. Another group of respondents, 16 (14.5%), responded more positively and stated that they strongly agree with this statement.

4.2.4 Comments

In responding to Questions 4 and 6 the respondents did not differentiate between expectations and perceptions. Therefore, these two questions have been amalgamated and the responses indicated general comments about the current WSUL services.

Table 67: Respondents' comments (Question 4 and Question 6)

Categories	Comments
1. Comments on comprehensiveness of the library collection	<ul style="list-style-type: none"> All resources required for study should be made available to users. The library should increase up-to-date and relevant books and journals in all subject areas.
2. Comments about access to information	<ul style="list-style-type: none"> Library should be opened exactly at 09:00. Internet access is always down and sometimes very slow. Users need to be trained on how to use library online databases, Online Public Access Catalogue and how to use internet laboratories. Users also want to be trained on how to do referencing and on research skills. Library users also need more online access to previous examinations question papers
3. Comments on library facilities and equipment	<ul style="list-style-type: none"> Computers are inadequate. Lack of printing facilities. Long queues in photocopying section
4. Comments on staff services	<ul style="list-style-type: none"> Staff members make noise at circulation desk. Staff members need customer care training.
5. Comments on library as a space	<ul style="list-style-type: none"> Library users are concerned about lack of reading and discussion space. There are no toilet facilities for users inside the library. There is not sufficient light in the library. There are no air conditions in the library. Lack of entrance for physically challenged people and toilet facilities for physically challenged people. Lack of postgraduate and research sections in the library.

4.2.5 General satisfaction with library services

The following five tables (Tables 68 -72) will reflect the results of the survey questionnaire relating to a general satisfaction with the quality of library services at WSUL.

Table 68: Library's provision of information skills needed for study purposes (Question 7.1)

N = 115

Library's provision of information skills needed for study purposes	Frequency	Percent
Strongly Agree	10	8.7 %
Agree	60	52.2 %
Neutral	18	15.7 %
Disagree	22	19.1 %
Strongly Disagree	2	1.7 %
No response	3	2.6 %
TOTAL	115	100.0 %

Sixty respondents (52.2 %) agreed that the “library provides me with information skills I need for my study” with a further 10 respondents (8.7 %) who strongly agreed that the “library provides me with the information skills I need for my study”. Eighteen respondents (15.7 %) are neutral that the library provided information skills for study. Twenty two (19.1 %) respondents disagreed that the library provided skills needed for their studies. Two (1.7 %) respondents strongly disagreed that the library provided these necessary skills.

Table 69: General satisfaction with library support for learning and research needs (Question 7.2)

N=115

General satisfaction with library support for learning and research needs	Frequency	Percent
Strongly Agree	10	8.7 %
Agree	70	60.9 %
Neutral	8	6.9 %
Disagree	20	17.4 %
Strongly Disagree	4	3.5 %
No response	3	2.6 %
TOTAL	115	100.0 %

The majority of respondents, 70 or (60.9 %), agreed that, generally, they are satisfied with the library support for learning and research needs. A further 10 (8.7 %) respondents strongly agreed and eight (6.9%) respondents remained neutral. Only 20 (17.4%) respondents disagreed that they were satisfied with the library support for learning and research needs. Four (3.5%) respondents strongly disagreed with this statement.

Table 70: General satisfaction with staff services in the library (Question 7. 3)

N=115

General satisfaction with staff services	Frequency	Percent
Strongly agree	4	3.5 %
Agree	32	27.8 %
Neutral	12	10.4 %
Disagree	55	47.8 %
Strongly disagree	7	6.1 %
No response	5	4.3 %
TOTAL	115	100.0 %

Table 70 shows that a large group of users (55 or 47.8 %) is generally dissatisfied with the services offered by WSUL library staff. A small group of users, seven (6.1%), is very dissatisfied with library staff services. Only 32 (27.8 %) respondents agree that they are satisfied with services of library staff and a small number (4 or 3.5%) strongly agree with this statement. There are a number of users (12 or 10.4 %) who remained neutral.

Table 71: General satisfaction with library facilities (Question 7.4)

N=115

General satisfaction with library facilities	Frequency	Percent
Strongly agree	2	1.7 %
Agree	21	18.3 %
Neutral	11	9.6 %
Disagree	72	62.6 %
Strongly disagree	4	3.5 %
No response	5	4.3 %
TOTAL	115	100.0 %

A majority of respondents, 72 (62.6 %), showed a general dissatisfaction with the library facilities and another four strongly disagreed with this statement. A smaller number of respondents, 21 (18.3%), were generally satisfied with the library facilities and a further two respondents strongly agreed that they were satisfied with them. Some respondents were neutral, 11 (9.6%).

Table 72: Overall rating of quality of services provided by the library (Question 7.5)

N=115

Overall rating of quality of services	Frequency	Percent
Extremely good	10	8.7 %
Good	70	60.9 %
Neutral	8	7.0 %
Poor	20	17.4 %
Very poor	4	3.5 %
No response	3	2.6 %
TOTAL	115	100.0 %

According to the results shown in Table 72, the majority of respondents, (70 or 60.9%), regarded the overall quality of the services as good and a further 10 (8.7 %) thought that they were extremely good. There were 20 (17.4 %) respondents who believed the quality to be

poor, and a further four (3.5 %) who regarded the quality of service provided by the library as very poor.

4.3 The gap between users' expectations and perceptions

One of the aims of the study was to establish the gap between users' expectations and perceptions of service quality at the WSUL on the Butterworth campus and then to identify the strengths and weaknesses of the existing services. According to Ladhari and Morales (2008:366) for each item, a so-called "gap score" is calculated as the difference between the raw "expectations score" and the "raw "perceptions score". In this way users' expectations and perceptions of service quality are numerically reported as shown in Tables 73 A to Table 73E.

This study follows the same methodology that was used in Simba's (2006) study. The positive responses, namely "strongly agree" and "agree" and the negative responses, namely "strongly disagree" and "disagree", were combined to form one positive (agree) and one negative (disagree) response. The percentages were combined to create three sets of percentages for the three response categories, namely agree, neutral and disagree for both expectations and perceptions.

To determine the difference in percentage between the expectations and perceptions categories, the "agree" percentage of perceptions was subtracted from the "agree" percentage of expectations. This method of displaying the results makes it clearer as it enables easier tabulation and comparison.

In the five separate tables for each category from Table 73A to 73E the users' expectations and perceptions and the gap between them are shown. In the "agree" column within the "difference" column, the larger the number the bigger the gap. In the "neutral" and "disagree" columns, within the "difference" column, the smaller the number the smaller the gap. Only a gap difference of more than 10% will be regarded as significant. If the gap difference is 10% or less it will show that there is a close match of expectations and perceptions. This will mean that what the library users expect is what they perceive, what they are actually experiencing at the time of the survey.

Table 73 A: Gap between users’ expectations and perceptions of the comprehensiveness of the library’s collection

Comprehensiveness of library’s collection	Expectations Table 7 – 9			Perceptions Table 37-39			Difference		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree
Adequate print collection (books) for my needs Tables 7 & 37	86	11	18	70	14	31	16 (10.3%)	-3	-13
Adequate print journals for my work Tables 8 & 38	62	25	28	47	23	45	34 (31.2%)	2	-17
Adequate electronic journals for my work Tables 9 & 39	79	22	14	52	41	22	27 (20.6%)	-19	-8

In Table 7 and 37 “Adequate print collection (books) for my needs” 86 respondents in the expectations column agreed that the library’s collection is comprehensive whereas only 70 respondents agreed that their perceptions were the same. Therefore the gap difference of users’ expectations and perceptions is only 16 (10.3%). A larger gap difference of 27 (20.6%) is shown for “Adequate electronic journals for my work” as indicated in Tables 9 and 39. However, in this section the largest gap difference of 34 (31.2%) is given for “Adequate print journals for my work” in Tables 8 and 38.

Table 74 B: Gap between users' expectations and perceptions of access to information

Access to information	Expectations Table 10 – 19			Perceptions Table 40 -49			Difference		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree
Easily available access to electronic databases (Tables 10 & 40)	80	15	20	35	21	59	45 (39%)	-6	-39
Online searching with the help of a librarian (Tables 11 & 41)	88	16	11	82	19	14	6 (3.5%)	-3	-3
Online searching without the help of a librarian (Tables 12 & 42)	82	23	10	79	21	15	3 (1.9%)	2	-5
Prompt inter-library loan from other libraries (Tables 13 & 43)	61	35	19	20	59	36	41 (50.6%)	-24	-17
An efficient short loan service (Special Reserve Collection) (Tables 14 & 44)	102	7	6	91	12	12	11 (5.7%)	-5	-6
Prompt shelving of books and journals (Tables 15 & 45)	92	14	9	71	17	27	21 (12.9%)	-3	-18
Online Public Access Catalogue (OPAC) (Tables 16 & 46)	99	9	7	91	10	14	8 (4.2%)	-1	-7
Library opening hours to meet users' needs (Tables 17 & 47)	95	13	7	58	15	38	37 (24%)	-2	-31
Prompt action regarding missing books (Tables 18 & 48)	81	18	16	35	40	40	46 (39.6%)	-22	-24
A library webpage that is clear and has useful information (Tables 19 & 49)	99	10	6	85	14	16	14 (7.6%)	-4	-10

There were ten statements in this category of access to information with five of them showing significant results. The largest gap difference was related to “Prompt interlibrary loan” with a gap difference of 41 (50.6%). However, it has to be noted that there was a very large group of respondents who remained neutral on this one, 35 for the expectations and 59 for the perceptions. This needs to be taken into account. It is not easy to ascertain why this occurred but it may have been because many respondents do not use inter library loan services and so cannot truly respond to this statement.

A large gap difference normally indicates that the perceptions regarding a particular service fell far short of the expectations which indicates an area of greater dissatisfaction in the quality of library service

The next largest gap difference was the “Prompt action regarding missing books” with 46 (39.6%). Following closely on this was the “Easily available access to electronic databases” with a gap difference of 45 (39%), then “Library opening hours” with 37 (24%) and finally a much smaller gap difference of 21 (12%) for prompt shelving of books and journals. As mentioned earlier, the bigger the gap the more “problematic” it is, as expectations far exceed perceptions and do not equate with them at all.

Table 75 C: Gap between users’ expectations and perceptions of library equipment and facilities

Library equipment and facilities	Expectations Table 20 -25			Perceptions Table 50-55			Difference		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree
Statements									
An adequate number of computer workstations (Tables 20 & 50)	73	18	24	35	7	73	38 (35.2%)	11	-49
Computers that are user-friendly (Tables 21 & 51)	85	18	12	72	16	27	13 (8.3%)	2	-15
Adequate photocopying facilities (Tables 22 & 52)	85	15	15	39	15	61	46 (37.1%)	0	-46
Adequate printing facilities (Tables 23 & 53)	66	21	28	32	17	66	34 (34.7%)	4	-38
Adequate information literacy services (Tables 24 & 54)	81	24	10	67	36	12	14 (9.5%)	-12	-2
Informative displays and exhibition services (Tables 25 & 55)	62	40	13	47	51	17	15 (13.8%)	-11	-4

Three of the statements had a significantly large gap and one other had a gap which was only slightly more than 10%. The largest gap (46 or 37.1%) concerned “Adequate photocopying facilities), the next largest gap (38 or 35.2%) was for “Adequate number of computer workstations” and the third significant gap (34 or 34.7%) related to “Adequate printing facilities”. Interestingly, for “Informative displays and exhibition services”, an unusually large number of 40 respondents remained neutral regarding expectations and 51 remained neutral regarding perceptions. This has to be taken into account when looking at the gap

difference of 15 (13.8%) which was relatively small as the number of respondents of who remained neutral will have affected this figure.

Table 76 D: Gap between users’ expectations and perceptions of staff services

Staff Services	Expectations Table 26-31			Perceptions Table 56-61			Difference		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree
Staff who care for users in a caring fashion (Tables 26 & 56)	90	12	13	73	13	29	17 (10.4%)	-1	-16
Staff who give individual attention (Tables 27 & 57)	99	8	8	88	11	16	11 (5.9%)	-3	-8
Staff who are readily available to respond to my queries (Tables 28 & 58)	95	10	10	80	10	25	15 (8.6%)	0	-15
Staff who have the knowledge to answer my questions (Tables 29 & 59)	100	7	8	94	8	13	6 (3.1%)	-1	-5
Staff who provide users with the information skills needed for my work and study (Tables 30 & 60)	112	11	10	86	12	13	26 (13.1%)	-1	-3
Staff who are willing to help with online searching (Tables 31 and 61)	99	7	9	91	10	14	8 (4.2%)	-3	-5

Six statements relating to staff services in the library were included in this category. The largest gap difference was only 26 (13.1%) which related to the statement “Staff who provide users with information skills needed for work and study”. The statement “Staff who care for users in a caring fashion” had a gap difference of 17 (10.4%) which was hardly significant. Significantly all the other four statements in this category had much smaller gap differences of below 10%.

Table 77 E: Gap between users' expectations and perceptions of library as a space

Library as a space Statements	Expectations Table 32- 36			Perceptions Table 62 – 66			Difference		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree
A quiet library environment (Tables 32 & 62)	87	18	10	71	13	31	16 (10%)	5	-21
A quiet and comfortable space for individual activities (Tables 33 & 63)	77	22	16	66	7	35	11 (7.7%)	15	-19
Sufficient space for group learning and group study (Tables 34 & 64)	76	19	20	34	17	64	42 (38.2%)	2	-44
A library environment that has sufficient lighting (Tables 35 & 65)	87	14	14	72	8	35	12 (7.5%)	6	-21
A safe and secure place for study (Tables 36 & 66)	94	14	7	90	12	13	4 (2.2%)	2	-6

In Table 73 E there were five statements related to the library as a space. In all of them the figure for expectations were higher than the figures for perceptions, but not markedly so. It was only the statement “sufficient space for group learning and group study” which that indicated a significantly large gap (42 or 38.2%). This shows that the expectations relating to space for group learning and group study far outweigh the perceptions. One of the smallest gap differences was for “a safe and secure place for study” being only 4 (2.2%) which shows that the expectations and perceptions were almost identical.

If the results from Tables 73A to Table 73E are assessed together, the services which have a relatively large gap difference between expectations and perceptions can be determined.

These are:

- Prompt inter-library loan from other libraries 41 (50.6%)
- Prompt action regarding missing books 46 (39.6%)
- Easily available access to electronic databases 45 (39%)
- Sufficient space for group learning and group study 42 (38.2%)
- Adequate photocopying facilities 46 (37.1%)
- Adequate number of computer work stations 38 (35.2%)

(It must be noted that the percentage indicated the significant number in terms of size of gap difference. The first number varied according to the number of respondents who remained neutral).

It was invariably the services above with the largest gap which the respondents will feel least satisfied with and which the WSUL should pay most attention to.

Services that have a smaller gap difference include:

- Online searching without the help of a librarian 3 (1.9%)
- A safe and secure place to study 4 (2.2%)
- Staff who have the knowledge to answer my questions 6 (3.1%)
- Online searching with the help of a librarian 6 (3.5%)
- OPAC 8 (4.2%)

It was the services reflected above with the smallest gaps which the respondents felt most satisfied with, as their expectations matched their perceptions.

4.4 Library manager's responses to interview questions

Mrs Ndzingani is the Library manager for Butterworth Campus. She holds a Master's degree in Information Studies from Walter Sisulu University.

The interview questions were sent to Mrs Ndzingani's office in Butterworth on 17 November 2012. On this day, due to manager's tight schedule, the interviewer was asked by the Library manager to leave interview questions in her office, and she responded via email at a later stage, when she was free.

4.4.1 Interview questions and answers

1. What policies does the library have in place to meet customer satisfaction needs?

Answer

Information Policy, Circulation Policy, Interlending Policy, Internet Access Policy, Collection Development Policy, Serials Policy, Cataloguing Policy and Binding Policy.

2. How much of the budget does the library get each year to improve the quality of services and how is this used?

Answer

The 2012 library budget is R21 513 639. The budget allocated to the library is not fixed and neither is there a formula to allocate budget to the library by the University. Budget allocation

depends upon the University's financial situation. Thus budget allocation fluctuates (varies from year to year). The budget is spent on Library Resources (Databases, Licenses, Print and Online Journals, Library Books), Equipment, Staff Development (Conferences, Workshops, and Seminars etc.) and Operational Costs.

3. What is the size of the collection at WSU Library e.g. print and online information?

Answer

Stocktaking was never done at WSU since the University merged. The information one can obtain about the size of the collection will thus not be a true reflection of the size of the collection, as one will create a list as a report of the library holdings from the library system.

Online Information Sources are as follows:

Databases: Emerald Management Plus, ACCESS Engineering, ACCESS Medicine, ACCESS Science, LIBSTATS, EBSCOHOST, Proquest, SABINET, Juta Law, Sciefinder, Web of Science, IEEE, BC College of Journalism.

E-Journals: SABINET – Journals, EBSCO, Emerald Engineering.

More than 90% of Health Science journals are online journals.

4. How does the library record circulation statistics?

Answer

Circulation Statistics recorded automatically by the SIERRA Library System (New Version of Millennium Library System, INNOPAC).

5. Are there any marketing strategies in place to market the library to the users?

Answer

Yes, there are marketing strategies in place at WSU library.

- Information roadshows to market online information sources across all WSU libraries (by conducting workshops and hands on trainings in laboratories).
- Library Displays, whenever there are University events, e.g. Cultural Days, HIV/AIDS Day and LIASA and Library National and World Events displays are mounted in the libraries.
- Orientation Programmes.
- Library Staff visibility in University occasions (i.e. during the University orientation week occasions at the beginning of each year, the library partakes in the new student recruitment programmes organized by the Marketing Department).
- Induction Programmes for New Staff Members, library staff members are involved in staff induction programmes.

6. What measures do you have in place to assess service quality?

Answer

Use of LIBQUAL+™ Survey.

7. What staff development policies are in place to improve the skills of staff such as to improve customer satisfaction and what measures in place to evaluate staff performance?

Answer

Skills Development Policy (This is HR Policy applicable across all WSU Departments). Performance Management System is not applied at WSU. It is still in the process of being developed by the Administrator and his Team. The University has now a new Vice-Chancellor.

8. What are your expectations of library users?

Answer

My expectation about the library users is for them to be self-sufficient, to be knowledgeable about all library information sources, to be able to search information, both print and online, in order to produce good assignments and research papers. We should produce students who can compete with the global market.

9. What are your perceptions of library users?

Answer

Mrs Ndzingani responded that her perception of library users is that “they are not maximizing the usage of the library but whenever they embark on strike they are always complaining about the library (i.e. shortage of prescribed books, library opening hours, etc.).”

10. What are the most common problems experienced with users?

Answer

“Most of the students studying at this University are coming from disadvantage (sic) backgrounds where they have not been exposed to libraries and computers and it is very difficult even to use the mouse.

This is a challenge to library staff as they are required to start from scratch during orientation and doing a continuous intense training.” Other most common problems are the following: students do not want to stick to library rules and policies, they mutilate and steal books, and are noisy in the library etc.

4.5 Summary of Chapter Four

In Chapter Four the results from the survey questionnaire were presented in the form of 73 tables. The aim of the questionnaire was to assess a sample of the population of student users' expectations and perceptions of the quality of library services of the WSUL on the Butterworth campus. This included tables to show "the gap" difference between expectations and perceptions on the part of the users. The largest "gap" differences were highlighted to show that the real experiences of the students in the present library environment did not match their expectations, which were invariably higher. The results of the interview with the Library manager were also presented, largely verbatim, in written format. Chapter 5 which is a discussion and interpretation of results from Chapter Four, will follow on from this over the page.

CHAPTER FIVE

DISCUSSION OF THE RESULTS

5.1 Introduction

In this chapter, the findings of the study are discussed in the light of the research problem, the objectives and the literature reviewed. The discussion of this chapter follows the sequence in which the sections were arranged in the questionnaire and the manner in which the results were represented in the previous chapter. The discussion of the results will be linked with various studies in the literature that were reviewed about service quality in academic libraries. As noted in Chapter One, the purpose of the study was to determine the perceptions and expectations of Education students regarding the quality of library service at WSUL (Butterworth campus). The study aimed to find out how far WSUL has succeeded in delivering such service, thereby identifying the strengths and weaknesses of the existing library service and to determine the reasons for any dissatisfaction experienced by students. The objectives of the study were:

- To determine the expectations of users regarding the quality of service at WSUL.
- To determine perceptions of users regarding the quality of service at WSUL.
- To determine the gap between expectations and perceptions of users regarding the quality of service at WSUL.
- To determine the level of satisfaction of users at WSUL.
- To make recommendations to improve the quality of service at WSUL.

This chapter discusses the information collected from the self-administered questionnaires and information from an email interview with the library manager, which were presented in the previous Chapter Four. The different library services are arranged into five categories, namely: comprehensiveness of the library's collection, access to information, library equipment and facilities, staff services and the library as a space. In each category, these services are discussed according to the first three objectives of this study. The gap between users' expectations and users' perceptions of service quality was discussed.

Service delivery and satisfaction according to customer needs is significant in this study and will be discussed. The findings of the literature reviewed revealed that similar studies were conducted in various academic libraries in Africa.

A similar study was conducted by Simba (2006) at Iringa University Library, in Tanzania to determine the users' perceptions of the quality of service. Simba's (2006) study showed a gap between the expectations and perceptions of service quality at Iringa University Library. The services that exhibited a relatively large gap involved electronic journals, photocopying, interlibrary loan, electronic databases, library webpage and a quiet library environment. Moon (2006), highlighted that the Rhodes University Library focused on LibQUAL+™ as a survey instrument. It was one of the first South African universities to implement LibQUAL+™. According to Moon (2006:86), "the use of the LibQUAL+™ survey at Rhodes University has been most valuable" as it fulfilled an important function in evaluating the impact of implemented strategies and innovations. Moon (2006) concluded that the survey was an ideal opportunity for librarians to listen to what their customers had to say and respond to the comments.

In 2009, Naidu conducted a study similar to that performed by the abovementioned authors. Naidus' study aimed at establishing the perceptions of users regarding the quality of library services rendered at the library of the Mangosuthu University of Technology (MUT) in Durban. In the same year a similar study was undertaken by Kachoka (2009) at Chancellor College Library (CCL), at the University of Malawi. Bhim (2010) also conducted a similar study and the quality of service provided by the Bessie Head Library was examined. The purpose of the study was to identify gaps in the library services and to measure the users' perceptions of the quality of the collections, staff services and library facilities.

Asogwa *et al.* (2014:21) reported that to confirm "factors that impinge on the quality of services offered by academic libraries in developing countries, users at the Nnamdi Azikwe Library at the University of Nigeria, were surveyed with open-ended questions and asked to comment on the factors which, in their own opinion, affect service quality in their libraries. "Most of the factors raised concerned the impact of ICTs on library operations and their attendant impacts on the perceptions and expectations of users" (Asogwa *et al* 2014: 21).

5.2 Demographic data of respondents

This section of the questionnaire asked for the background information of the respondents. Questions 1.1 to 1.4 referred to the respondents' gender, user category, undergraduate year of study, age and faculty. Demographic information, if necessary, can be used to determine the

relationship of the response sets between the different categories of library users. In the present study, it was not deemed necessary to determine this.

5.2.1 Description of respondents by gender

Forty-eight (41.7%) of the respondents were male and sixty-seven (58.3%) were female. The higher number of female respondents was not important to the study.

5.2.2 Description of respondents by age group

The information collected from the survey revealed that 56.5 % of the respondents are within the 21 to 30 years age group, followed by respondents between 31 and 40 years (31.6%). These results are to be expected, considering that the respondents were part of a university student population.

5.2.3 Level of study

One hundred and two (88.7%) respondents were undergraduates and they made up the largest group. Only 12 (10.4%) of the respondents were postgraduate students. The researcher has already mentioned that the undergraduate student population was easier to access, as they were available in lectures on campus, whereas it was more difficult to connect with postgraduate students, who were fewer in number, often part-time and therefore not regularly on campus.

5.2.4 Description of respondents by departments in the Faculty of Education

According to the results shown in Table 4, there was a relatively even distribution of Education students drawn from four departments in the Faculty of Education. It emerged that the highest number came from the Economic and Management Sciences (EMS) Department, with 33 (30%). This is followed by the Consumer Sciences Department, with 27 (24.5%) and the last two departments had similar percentages to the Consumer Sciences Department.

5.2.5 Library usage patterns

The main objective of question two was to determine the extent to which the library was used by the respondents. According to the results from Table 5, 60 (52.2 %) respondents made use of the library on a weekly basis and only 34 (29.6%) respondents used it on a weekly basis. Two (1.7%) respondents stated that they never use the library. Two (1.7%) respondents gave no response to the question.

Ndudane (1999: 83), in her study at the University of Transkei (UNITRA), now known as Walter Sisulu University, Nelson Mandela Drive (NMD) campus, had a positive response with regard to library usage. In a similar way, with Mgqalelo's (2005) study, only two (0.9%) students indicated that they did not use the Eastern Cape Technikon, (ECT) library and they gave the following reasons:

- I do not use the library because we do not have a place to study as a group.
- Librarians discourage group studying because students are noisy.
- There are not enough books and prescribed textbooks in the library.
- The library opens late and closes early, thus we do not have enough time to use it.

During the time of the current study, a new library was built in 2013 which solved many of the abovementioned problems. To mention a few, there are chat rooms in the new library structure in which students can talk and discuss freely without disturbing others, the library only closes at midnight and there is an increase in the book collection through the purchase of prescribed textbooks containing current information.

5.2.6 Use of online library databases e.g. EbscoHost, SABINET, Proquest and Emerald

The research results shown in Table 6 indicated that the online library databases were used by 48.2% of the respondents on a weekly basis, followed by 27.7% on a daily basis and 24.1% on a monthly basis. These are positive results for the trend towards the use of online information. Only 4.2% of the respondents stated that they did not use the databases at all and only a small percentage of respondents, (2.6%), did not answer the question.

5.3 Expectations and perceptions of WSUL services

Questions 3 and 5 from the questionnaire were the most important questions of the study and directly related to three of the research objectives. The reason for asking these questions was to determine users' expectations and perceptions of the quality of library service, thereby identifying the gap between expectations and perceptions. Thirty identical statements relating to library services were used in both questions. In Question 3, respondents related them to their expectations of service quality. In Question 5, respondents related them to their perceptions of service quality.

The respondents were asked to rate the statements on a scale of 1 = strongly agree; 2= agree; 3= neutral; 4 = disagree; and 5= strongly disagree, by indicating the number that described their best degree of expectations of service quality that the library should provide.

These statements were divided into five categories: comprehensiveness of the library collection, access to information, library facilities and equipment, staff service, and library as a space.

5.3.1 Comprehensiveness of the library collection

For the purposes of the present study, the comprehensiveness of the library collection refers to the availability of adequate books and journals (print and electronic journals) that address the needs of users and meet the objectives of the parent institution namely, those of research, teaching and learning.

Majid, Anwar and Eisenschitz (2001) and Opaleke (2002) stressed that a comprehensive collection contributes significantly to an academic library. The collection needs to be balanced in terms of subject areas and formats, in order to meet the needs of all users. Naidu (2009:139) pointed out that the library collection plays a vital role in support of the institution's mission and vision. Therefore "every library must manage collections dynamically in line with policies which support the primary aim of providing access to appropriate information, resources to support the teaching, learning, research and administrative needs of the parent institution" (James Hardiman Library Website). A balanced library collection thus plays a significant role in terms of service quality.

5.3.1.1 Discussion of results from closed questions on the comprehensiveness of the library collection

The three statements included in this category were: adequate print collection (books) for my needs, adequate print journals for my work and adequate electronic journals for my work. The majority of respondents, 86 (75%) agreed that they expect an adequate print collection for their needs, with only 18 (15.7%) who disagreed with this statement. Seventy-nine respondents (68.7%) expected adequate electronic journals for their work and 62 (54%) expected there to be adequate print journals for their work. Interestingly, this indicated that the respondents saw the online version as more important to them than the print version of a journal.

5.3.1.2 Gap difference on comprehensiveness

The most significant gap difference in this category, as seen in Table 73A, related to adequate print journals for library users, where the difference was 34 (31.2%) between the respondents' expectations and perceptions. The respondents obviously regarded this as important, and, as a result of the record of their perceptions, they were not entirely satisfied with the adequacy of the print journals which were available to them at WSUL.

5.3.1.3 Discussion of comments on comprehensiveness

One respondent commented: "All the resources required for study should be made available to all users". Another respondent commented that the library "should increase up-to-date and relevant books and journals in all subject areas". These two comments sum up the necessity of the availability of a current, adequate and relevant collection for an academic library.

5.3.2 Access to information

Access to information is probably one of the most important aspects for the users of any library. In this study, it included the following statements: easily available access to electronic databases, online searching with the help of a librarian, online searching without the help of a librarian, prompt inter-library loans from other libraries, an efficient short loan service, prompt shelving of books and journals and an OPAC that has clear and useful information, library opening hours to suit users' needs, prompt action regarding missing books and a library webpage that has clear and useful information.

If the information and resources of an academic library are not easily accessible, it cannot fulfil its purpose to support teaching, learning and research. Therefore, the information and resources should be stored, arranged and presented in a wide variety of formats so that the users have easily available access to them. Assistance in locating material includes orientation of new students at the beginning of each year. Students are familiarized with different sections and resources that are available in the Walter Sisulu Library. There are also information literacy classes to help users with information literacy skills and assignment writing skills.

5.3.2.1 Discussion of results from closed questions on access to information

The category of access to information was the largest category and consisted of 10 statements, as noted above. The expectations of respondents relating to the access to

information statements were shown in Tables 10 to 19 and the perceptions relating to these were shown in Tables 40 to 49. In every aspect of this category, the expectations were greater than the perceptions. In other words, users expected these services to be available to them and also assistance and guidance in accessing the relevant information.

The five highest expectations are listed here. The highest expectation related to an efficient short loan service (102 or 88.7%), followed by an OPAC that has clear and useful information (99 or 86%) and, equal to that, a library webpage that has clear and useful information (99 or 86%), library opening hours that meet the users' needs (95 or 83%) and prompt shelving of books and journals (92 or 80%).

The perceptions of the respondents relating to these 10 aspects of the WSUL library service varied considerably. With perceptions of 91 (79%) for both an efficient short loan service and an OPAC that has clear and useful information, it can be deduced that respondents were most satisfied with the provision of these services. Perceptions reflecting this satisfaction were also evident with the library webpage, which has clear and has useful information (85 or 74%) and with online searching with the help of a librarian (82 or 71%). The fact that there was satisfaction with some of the important services is encouraging for library management, as they are achieving some of their goals. Importantly, they were also satisfied with the assistance they are receiving with online searching from librarians.

However, there were certain services that the respondents were very dissatisfied with. Their perceptions of prompt inter-library loans from other libraries were the lowest of the 10 aspects, here being only 20 (17.4%). The next two aspects, prompt action regarding missing books (35 or 30.4%) and easily available access to electronic databases (35 or 30.4%) were perceived as equally low.

5.3.2.2 Gap difference on access to information

Five of the 10 statements in this category had a greater gap difference than 10%. As shown in Table 73 B, the most significant gap difference of 46 (36.9%) was that related to the statement "prompt action regarding missing books". This shows that the problem of missing books affects the users of WSUL considerably. The question of "missing" books is difficult, as they may not be actually missing but simply not "on the shelf" and therefore not available to the user. This causes great frustration. If this is the case, the book may be miss-shelved, on

loan, or literally missing. Regular shelf-reading on the part of the library can solve the miss-shelving issue. Every student needs to check the OPAC to see if the book required is not out on loan.

The gap difference for easily available access to electronic databases was also a large one, of 45 (39 %). This shows that users expected easily available access to electronic databases and this was not their experience. It is difficult to ascertain exactly what caused such poor perception of these databases. It may have been that there were insufficient databases and perhaps the demand was too great. Or did the respondent not have the required skills to use them? Whatever the cause is, the library should take notice of this and investigate further.

The gap difference of 41 (35.7%) related to the prompt inter-library loan from other libraries. This result is relatively strange, as not all students use or will need to use the inter-library loan service for their undergraduate degrees or even post-graduate degrees. The relatively high number of neutral responses for the expectations and an even higher number of neutral responses for the perceptions would normally indicate a lack of experience with the inter-library loan service. However, for those remaining who agreed with the statement, it showed that the expectations were much higher than perceptions with respect to inter-library loans.

Library opening hours to meet users' needs are often a point of contention between users and library management. In this study it elicited a few comments and the gap difference was 37 (24%). Mgqalelo (2005) stated that library opening hours are an issue in most academic libraries. For example, McDonald (1991) found that "access at convenient times was one of the most important features of library services for students". At Heriot Watt University, the library's opening hours were a major source of dissatisfaction. Similarly, "at Kingston Polytechnic in 1987 there were problems concerning opening hours in relation to the time available, particularly during the evenings and weekends" (Coulter and James 1988). However, Kekana (2016) found that in his study at the main library on the Pietermaritzburg campus of the University of KwaZulu-Natal, this was not an issue.

The final gap difference to be noted is that for the prompt shelving of books and journals, which was 37 (24%). The prompt shelving of books makes a big difference to the outward appearance of the library and it can also alleviate the problems around "missing" books, as these are very often simply shelving issues.

5.3.2.3 Discussion of comments on access to information

Certain comments relating to access to information at WSUL were made by some individuals in response to Questions 4 and 6 in the questionnaire. These were largely negative comments which the library should take note of. One user commented that WSUL should open at 09:00 promptly. This should be seen as important as it indicates that the library should be aware of punctuality and an organised approach. Another user complained about the internet being slow or unavailable. Possible reasons could have been that the network was very slow or was unavailable due to the upgrading that was done in the ICT department. At the time of the survey, another problem that WSUL was experiencing was, that the new library still had computer laboratories with network points that needed to be installed. The situation has subsequently improved. A couple of users wanted training for referencing/research skills and another for OPAC, online databases and internet laboratories. Regarding training, these users were probably unaware that WSUL does provide training for users in all these aspects. However, it is important that the library should re-evaluate the marketing of the services it offers, if there are some users who were not aware of these services.

5.3.3 Library facilities and equipment

Naidu (2009:146) states that the presence of sufficient and reliable equipment should facilitate easy access to information. She adds that the facilities are expected to be available in sufficient numbers and are also expected to be in good working order, to accommodate the large number of users at university.

5.3.3.1 Discussion of results on closed questions on library facilities and equipment

In the present study, library facilities and equipment referred to six necessary aspects for the provision of quality library services. These were: adequate number of computer workstations, computers that are user friendly, adequate photocopying facilities, adequate printing facilities, adequate information literacy services and the provision of informative displays and exhibitions. In all these aspects the expectations were higher than the perceptions. The results for the expectations are shown in Tables 20 to 25 and the perceptions are shown in Tables 50 to 55.

For this category the respondents indicated their highest expectations for computers that are user friendly and for adequate photocopying facilities. Respondents recognised that computers are essential for access to information in this digital age (85 or 74%). For the

respondents, the use of photocopying facilities is also equally highly desirable (85 or 74%). There was also a high expectation for adequate information literacy services (81 or 70%), which would inevitably be the responsibility of the librarians. This was followed by an adequate number of computer workstations, as shown by 73 (63.5%) respondents. Library users were expecting user friendly computers and, of course, a sufficient number of computers.

The highest number recorded for perceptions (72 or 63%) shows that the respondents were generally satisfied with the provision of user friendly computers. Sixty-seven (58%) respondents indicated from their perceptions that they had experienced adequate information literacy services. The third highest in the range of perceptions was 47 (41%), which revealed that there was moderate satisfaction for the provision of informative displays and exhibition services. It was strange that, for this aspect, in both the expectations (40 or 35%) and perceptions (51 or 44 %), there were large numbers who remained neutral. In effect, it seemed that the provision of displays or exhibitions was not that important to them, or that they were unaware of them or that they felt that this aspect did not add to the quality of a library's service.

5.3.3.2 Gap difference on facilities and equipment

In the facilities and equipment category, the largest gap difference (46 or 37.1%) related to adequate photocopying facilities. This meant that there was a problem with this aspect, as the experience of the respondents was worse than what they had expected from the WSUL. The library authorities need to study this situation to work out possible solutions. The second highest gap difference (38 or 35.2%) related to an adequate number of computer workstations. As already stated, ICTs are an essential part of any library, particularly an academic library. With a similar number (34 or 34.7%), the gap difference for adequate printing facilities showed that, like the photocopying and the adequate number of computer workstations, this was not what the respondents were experiencing and so they were dissatisfied with these particular services.

Interestingly, in the studies conducted by Simba (2006) and Naidu (2009), the library performed poorly in the provision of both photocopying and printing facilities.

5.3.3.3 Discussion of comments on library facilities and equipment

These three comments were negative responses, which indicate a degree of users' dissatisfaction with WSUL. The library should take note of this, and possibly take further action. One user complained about the computers being inadequate. Again, it is difficult to pinpoint the actual problem. Are they inadequate because there are not enough computers or are they not working? Another respondent also highlighted a lack of printing facilities. Users of the WSUL expect these facilities to be adequate. The question is "how much" can be considered adequate. The final comment related to the long queues in the photocopying section. Once again, this may be related to the need for more photocopying machines or it may be a staffing issue.

5.3.4 Staff services

Bhim (2010:84) emphasized that a public library needs staff who are passionate about customer care, who are committed to their professions and dedicated to providing a service that will meet the needs of the users who frequent the library. A high standard of customer care should be an integral part of all policies and procedures of a library. The researcher shares the same sentiments with Bhim (2010) and thinks that this should be as important in academic libraries.

Library staff can play a vital role in providing numerous services to their users by addressing their diverse needs, characteristics and interests. It is therefore critical that staff are committed to providing excellent frontline customer care to their users. Simba (2006:102) stated that a "qualified and highly motivated professional staff, adequately supported by technical and clerical staff, is critical if the library is to deliver a quality library service".

5.3.4.1 Discussion of results from closed questions on staff services

There were six statements relating to staff services which were given in the closed question category. The emphasis was on whether or not staff were available, willing and knowledgeable to answer users' queries on an individual basis and in a caring manner. This included the provision of information skills, as well as their willingness to help with online searching.

The results from the survey indicated the respondents had high expectations concerning staff services. The highest expectation, (112 or 97%), related to the statement about staff who

provide users with the information skills needed for their work and study. These respondents, regarded this as vitally important. Another high expectation was from 100 (87%) respondents who expected staff to have the knowledge to answer their questions. It is evident from the results that the respondents expect librarians to be competently trained and skilled to be able to give them individual attention, as well as being willing to do so and in a caring manner. It is commendable that the high numbers recorded for the perceptions of the respondents show that they are relatively satisfied with the quality of services provided by library staff. The highest number (94 or 81.7%) recorded for the perceptions of respondents related to the statement concerning staff who have the knowledge to answer their questions. The second highest number (91 or 79%) for perceptions is for staff who are willing to help with online searching. These figures show that not only do respondents regard the knowledge of library staff as important, but it is their willingness to help users that is almost equally important.

5.3.4.2 Gap difference on staff services

The study found that there is only a slight gap between the expectations and perceptions regarding staff services. The largest gap in this group related to the statement about staff who provide users with the information skills needed for their work and study. Even though it was the largest gap difference, in this case, it was only 26 (13.1%).

The only other statement to have a gap of over 10% was “Staff who care for users in a caring fashion”, which had a gap of 17 (10.4%). In the light of these results, it would appear that users are receiving a quality service and that library staff were delivering services satisfactorily.

5.3.4.3 Discussion of comments on staff services

The comments of the respondents in this study are similar with those of TAMU University, Mangosuthu University of Technology (MUT) and Rhodes University. Typical comments from MUT include: “Staff need to be friendly, welcoming, approachable when students seek help; staff need to be more patient and friendly” (Naidu, 2009). In the present study, there were only two comments related to staff services from the users. One was that “Staff members need customer care training”. Without knowing what prompted such a comment it is not easy to assess the reasons for this. In every situation it is important for the library managers to take note of comments and take the necessary steps to remedy the situation. The second comment was more specific: “Staff members make noise in circulation desk”. Library

management will have to investigate, ascertain the extent of the noise, and, if it exists, deal with the situation accordingly.

5.3.5 Library as a place

Library users not only expect to get relevant resources for their work, but also a suitable space or place to contemplate academic affairs and a place to write their academic work. To meet these expectations the library needs to be well equipped to help all kinds of users to accomplish their work.

In her study, Naidu (2009:143), said that the library as a place category “refers to the library environment which inspires study and learning, a quiet and comfortable space for individual activities, sufficient space for group learning and group study and finally, adequate hours of service”. Simba (2006:103 -104), in his library as a place category, discussed very similar “critical areas and their contribution to library service quality.” The researcher chose to rename this category “Library as a place” and to include five statements concerning the same or similar aspects. These were: a quiet library environment, a quiet and comfortable space for individual activities, sufficient space for group learning and group study, a library environment that has sufficient lighting and a safe and secure place for study.

The results from these statements for the expectations were shown in Tables 32 to 36 and the results for the perceptions were shown in Tables 62 to 66. In all instances the expectation surpassed the perceptions.

In a study done by Cook *et al.* (2003), the libraries were doing well in the category of library as a place, with a service adequacy gap of 0.64 and affect of service with a service adequacy gap of 0.60. These results show a similarity to those of the present study.

5.3.5.1 Discussion of results from closed questions on library as a place

The results showed that the highest of the expectations (94 or 82%) was for a safe and secure place to study. This was reflected in the respondents’ experience as the highest of the perceptions (90 or 78.3%) was also for a safe and secure place to study. This indicated that in this category a safe and secure place to study was the most important for the respondents and the library can be commended for fulfilling that role. The next most important expectation (87 or 76%) was equally shared between two aspects: a library that has sufficient lighting and

a quiet library environment. The second highest of the perceptions (72 or 63%) was for a library with sufficient lighting and, interestingly, it was also high in the expectations of the respondents. Third highest of the perceptions from the respondents was for a quiet library environment. The results show that the students most desired a quiet, safe and secure place to study, with sufficient lighting. This was largely fulfilled at WSUL, which can be seen as an advantage to the users. Simba (2006) revealed very similar results involving expectations with regard to the library as a place. These were generally high, in that 218 (81.6 %) users expect a quiet library environment; 214 (80.2 %) expect a library environment that has sufficient lighting; and 224 (83.9 %) expect a safe and secure place for study.

5.3.5.2 Gap difference on library as a place

The gap differences for this category, library as a place, are shown in Table 73 E. Sufficient space for group learning and group study emerged as the problem area with the largest gap difference (42 or 38.2%) between expectations and perceptions. It was this issue of space for group learning and group study that many respondents felt was not the case in the present reality. The only other statement to get any mentionable gap difference (16 or 10%) was that for a quiet library environment. The rest of the statements in this category had negligible gap differences which indicated a relative contentment with the provision of these services. This satisfaction with “library as a space” could most probably relate to the provision of the new library buildings between 2013 and 2015 which alleviated many of the previous space problems.

5.3.5.3 Discussion of comments on library as a place

One of the comments communicated a concern about a lack of reading and discussion space in the library. This echoed the results of the closed questions for this category which clearly conveyed this. The biggest gap difference was for sufficient space for group learning and group study. During the time of the present study, the new library structure was completed in 2015, which was more spacious and accommodated many students. It addressed this problem, in the sense that there are chatrooms for group study, catering for four to six students, and a study area which is meant for individual study.

Another comment referred to the total lack of toilet facilities for users in the library and another specifically commented on the lack of an entrance for physically challenged people or toilets for them. The researcher acknowledged that these were major problems. The fact

that physically challenged people were not considered, means that the needs of a certain group of users were not taken care of.

Two comments related to the physical aspects of the building. One complained that there were no air conditioners in the library and the other said there was insufficient light in the library. These concerns were addressed with the new library building, which has sufficient light and has air conditioners. The final comment referred to the lack of a postgraduate and research section in the library. The new library has also taken care of this concern, as it has a dedicated space for this.

Although the new library building has resolved many of these problems, library management needs to constantly re-evaluate whether or not it is meeting the needs of its users and providing a quality library service.

5.3.6 Comments in response to Questions 4 and 6

Discussion of the comments made in response to Questions 4 and 6 were incorporated above into the discussion of the five individual categories at the appropriate place in Section 5.2.

5.3.7 General satisfaction with library services

This section of the questionnaire investigated the users' level of satisfaction with staff services, provision of information skills needed for study, support for learning and research needs, facilities and overall quality of library services. For the purposes of the discussion relating to the general satisfaction for Tables 68 to Table 71, various rows were combined. The "agree" and "strongly agree" rows will be amalgamated, the "disagree" and "strongly disagree" rows were amalgamated and the "neutral" row and "no response" row were also amalgamated. For Table 72 the same method of amalgamation was applied to the relevant rows, even though slightly different terms were used with this table.

5.3.7.1 Provision of information skills needed for study

In Table 68, 70 respondents (60.9%) agreed that the "library provides me with information skills needed for my study." Twenty-one respondents (18.3%) were neutral about the provision of information skills. Twenty-four (19.1%) respondents disagreed that the library provided the information skills needed for their studies. This indicated that the majority of respondents were satisfied with the provision of this much needed service at WSUL.

5.3.7.2 General satisfaction with library support for learning and research

From the results shown in Table 69 the majority of respondents, 80 or (69.6 %), agreed that generally they are satisfied with the library support for learning and research needs. A smaller group of respondents (24 or 20.9 %) disagreed that they were satisfied with the library support for learning and research needs. There were only 11 (9.5%) who were neutral about this. The responses here reflected even more positively for the general satisfaction with the quality of library support for learning and research.

5.3.7.3 General satisfaction with staff services in the library

The results of Table 70 show that a large group of respondents, 62 (53.9%) indicated a general dissatisfaction with the services offered by WSUL library staff. A smaller group of respondents, 32 (27.8%) respondents agreed that they were satisfied with the services offered by library staff with 17 (14.7%) respondents remaining neutral about this. The results from this Question 7.3 are surprising as they are not aligned with the combined results relating to the expectations and perceptions of staff services as shown in Table 73D. The latter are very positive reflecting satisfaction with various staff services and the gap differences are very small. These opposing results appear to be somewhat of an anomaly and not easily explained.

5.3.7.4 General satisfaction with library facilities

According to the results in Table 71, the majority of respondents, 76 (66.1 %), showed a general dissatisfaction with the library facilities. Only a much smaller group of respondents, 23 (20 %), were generally satisfied with the library facilities with a further 16 (13.9%) respondents remaining neutral on the matter. As in Table 70 the general response from Question 7.6 seems to elicit a more negative response as opposed to individual questions relating to specific library facilities earlier in the questionnaire.

5.3.7.5 General satisfaction with the overall quality of the library service

As shown in Table 72, the majority of respondents, (80 or 71.4 %), regarded the overall quality of library service as good. There were 24 (20.9 %) respondents who believed the overall quality of library service to be poor. Eleven (9.6%) respondents remained neutral concerning this question. When questioned on the general satisfaction with overall quality of the library service the respondents were overwhelmingly positive. This is a positive outcome for the staff and management of WSUL.

In the literature reviewed in Chapter Two, Sowole (1995) notes that “users are described as the reason for the existence of the library meeting the information needs of users”. Sowole (1995) “implored librarians to make maximum efforts to ensure that their library users derived the best possible benefits from services they render. Materials are to be provided by libraries to support the learning, teaching and research processes and to provide assistance to users”. Simmonds and Andaleed (2001:628) stressed that “providing quality services in academic libraries is now a major issue among academic librarians; they see the library more in terms of the provision of and access to service quality than as just a physical place” Shah (2013:2) argued that “libraries serve as stimulants of academic and research events, as they ensure access to the provision of globally acknowledged information resources. The assessment of libraries quality performance is very important, because these libraries are meant to satisfy the professional requirements of the users”. Simultaneously, “library users are becoming keenly demanding about the quality of services being provided to them” (Shah 2013:2). The findings of her study indicated that “the level of user satisfaction is enhanced when library services quality is improved” (Shah 2013:6).

Even though the majority of respondents in the current study regarded the overall quality of library services as good, the authors referred to above endorse the importance of the provision of quality library services for users.

5.4 Responses from Library Manager

As stated earlier the intended face to face interview with the Library Manager, Mrs Ndzingani did not take place. Instead she responded to the questions in the interview schedule by email. The information from her responses provided very useful background information about the library from the management perspective. She outlined the policies, the library budget, the systems used, the range of electronic databases subscribed to as well as the marketing strategies employed by the library. She endorsed the use of the LibQUAL+™ survey as an instrument to assess service quality and described her expectations and perceptions of students. She highlighted the problem of disadvantaged students who have little or no experience of libraries and computers. These students need more attention and intense training from librarians which makes their task of student orientation more difficult.

5.5 Assessment of the LibQUAL+™ instrument

The literature has shown that there are various ways of assessing service quality in libraries and, although the LibQUAL+™ has been used more significantly in an academic context, there is no doubt that this assessment model can be used as a valid tool to encourage librarians to realise that communication with their users about library services is critical in order to better inform them and manage their expectations. Sahu (2006:187) points out that libraries have recently been turning their assessment focus outward to their users, to ensure that a multi-dimensional assessment of quality is achieved, since the traditional methods no longer fulfil the goals to successfully meet users' demands for information.

Naidu (2009) states that action must be taken within libraries to promote such change. Instruments such as SERVQUAL and LibQUAL+™ can prove to be effective assessment tools if the library community makes a committed effort to actively enhance service quality. The LibQUAL+™ survey instrument has provided a wonderful opportunity for library management and staff to listen to what their customers have to say, and respond to their comments, while at the same time informing them about library services. LibQUAL+™ and SERVQUAL have shown that user focus and user involvement have created an interactive dynamic environment that has facilitated an overall improvement in quality in both academic and public libraries.

5.6 Summary of Chapter Five

In this chapter the respondents' demographic information, library usage patterns, users' expectations and perceptions of library service quality and the gaps between the two and users' comments in relation to the various service categories, were discussed. The chapter discussed the respondents' general levels of satisfaction with staff services, access to information and library facilities and the overall quality of service. Finally, an assessment of the LibQUAL+™ survey was given. The results of the interview with the Library manager were also presented, largely verbatim, in written format.

The final chapter of the study will be Chapter Six, which will focus on conclusions and recommendations.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The main emphasis of this study was to establish users' expectations and perceptions of service quality at the Walter Sisulu University Library (WSUL) on the Butterworth campus. This study is essentially to identify the strengths and weaknesses of the current library services and, as a result, make recommendations to library management and other stakeholders, based on the findings of the study. In this chapter, the summary of the thesis, the conclusions and recommendations are outlined. Some useful suggestions on areas of further research in this particular field are presented.

6.2 Summary of the thesis

The purpose of this study was to determine the expectations and perceptions of Education students, with special reference to the quality of service at WSUL (Butterworth campus) in the Eastern Cape, South Africa. In order to achieve this goal, the researcher had the following objectives:

- To determine the expectations of users regarding the quality of service at WSUL.
- To determine perceptions of users regarding the quality of service at WSUL.
- To determine the gap between expectations and perceptions of users regarding the quality of service at WSUL.
- To determine the level of satisfaction of users at WSUL.
- To make recommendations to improve the quality of service at WSUL.

Chapter One, the introductory chapter of the thesis, outlined the research problem, the purpose and objectives of the study, the rationale, the scope and the limitations. The chapter provided the definitions of key terms used and briefly outlined the structure of the study. In Chapter One, the researcher elaborated on the background of the study, which comprised important elements of the environment in which the study is located. It gave a brief historic overview of the WSU and the library. It highlighted the mission and vision statement, staff services, the library collection, academic structure and student enrolment.

Chapter Two, the literature review, reviewed the literature relevant to the study. It discussed the concepts of service quality and user satisfaction. It explored the relevant models that were

used in service quality assessment, the related studies on service quality in academic libraries and the methodologies and findings of these studies. Chapter Two concluded with a brief discussion of the impact and challenges of library assessment models.

In Chapter Three, the research methodology and rationale for using a particular methodology were discussed. The method and data collection technique used were a survey and a self-administered questionnaire. A brief description of the size and characteristics of the population was provided. The advantages and disadvantages of using the questionnaire were described. The design of the study, the population, sampling procedures, instrumentation, data collection, and the methods of collection and analysis were presented.

Chapter Four revealed the results of the survey, using a sample population of Education students from the WSU (Butterworth campus), which was conducted by means of a self-administered questionnaire. The results of the survey were presented in table form. An interview schedule with the Library manager was drawn up to which she responded via email and her responses were recoded.

In Chapter Five, the discussion of results, the most significant findings regarding the usage patterns, users' expectations and users' perceptions of library service quality were interpreted and discussed.

Chapter Six consisted of a summary of the significant findings of the study, the conclusions and recommendations.

6.3 Overview of the significant findings

The findings of the study were discussed in detail in Chapter Five. An overview of the most significant findings will be presented here. It was found that the majority of respondents who used the library were female and were between the ages of 21 to 30 years. Library usage patterns showed that the highest number of library users at WSUL visit the library on a weekly basis. The fact that they used the library shows that they are aware of many of the services that are offered at WSUL that meet their needs.

The first objective of the current study was to determine users' expectations of library service quality. It is important that in all the categories of services, the respondents had higher

expectations than perceptions. WSUL should be aware that most of their services are not meeting the expectations of this group of library users.

Concerning the comprehensiveness of the collection, the majority of students agreed that they expect an adequate print collection (books), adequate electronic journals, and adequate electronic journals for their work. This means that WSUL users expect to be provided with a current and balanced collection that meets academic, learning and research needs.

In terms of access to information it was found that 80 respondents expected there to be easily available access to electronic databases whereas only 35 agreed with this in terms of their perceptions. This was one of three statements in this category which showed there were the most problems. The other two were Prompt interlibrary loan and Prompt action regarding missing books.

Regarding library facilities and equipment, the respondents had issues with the adequacy of the printing and photocopying facilities and with the number of available computers. The situation at WSUL regarding printing and photocopying facilities is similar to the findings of the studies that were undertaken by Simba (2006) and Naidu (2009).

Library users of WSUL expect a qualified and well-trained library personnel to execute a variety of library duties. Their actual experiences show that the library is, to a large extent, providing quality staff services which in many cases meet users' service quality expectations. The Education students agreed that staff have the knowledge to answer their questions, were willing to help with online searching and were prepared to give individual attention. Of all the categories of library services in the survey the respondents appeared to be most satisfied with staff services.

Many of the respondents in this study believed that the library provided them with a safe and secure place for study. This was one of five statements regarding library as a space. Many, however, claimed that there was insufficient space for group learning and group study.

From the results, the "gap difference" between expectations and perceptions could be calculated. This was important as it gave an indication as to which services users were least or most satisfied with.

There were a number of questions relating to the general satisfaction with library services. In spite of a few anomalies, the majority of users rated the overall quality of library services as good.

The results of the questions from the interview schedule for the Library Manager of WSUL on the Butterworth campus, Library manager provided an interesting background from a management perspective. In most cases, the aims and intentions of management were closely allied to the aims and aspirations of the student users. The library manager stated that her expectations about library users were “for them to be self-sufficient, to be knowledgeable about all library information sources, to be able to search for information, both print and online, in order to produce good assignments and research papers”. She stated that “the library should produce students who can compete in the global market”.

WSUL users expect comprehensive and balanced collections that suit their respective faculty needs. They expect adequate library equipment and technologies to be functioning and sustainable and thereby contributing to efficient access and use of information. Library users expect competent, confident, courteous library staff to perform library operations. An important finding was the usefulness of the LibQUAL+™ survey as an assessment tool to determine user perspectives. It is able to provide an academic library, in this case, the WSUL, with essential insights from the user or client. The findings of the study revealed the strengths and weaknesses of the library in terms of service delivery to users and suggested areas that need improvement and, in some cases, possibly the introduction of new services.

6.4 Conclusions

The following conclusions were drawn and are presented in terms of the objectives of the study.

6.4.1 Users' expectations

The first objective of the study was to determine users' expectations of service quality at WSUL. The study revealed that the Education students who participated in the survey had high expectations of library service quality. The results showed that in every category, the expectations of the respondents were higher, to a greater or lesser extent, than their perceptions. In other words, what the respondents hoped for in terms of library services always exceeded their experiences as users of WSUL.

The students who were surveyed expected excellent facilities and equipment in the library to meet their learning, studying and research needs. First, they had high expectations of an adequate print collection for their needs with easily available access to this in the form of an OPAC and a webpage with clear and useful information and an efficient Short Loan service. They also expected an adequate number of computer workstations, adequate photocopying and printing facilities and space for group learning, and discussion and a safe and secure place for studying. From the results it can be seen that the users had high expectations of a quality staff service. They expected staff to provide them with information skills for their work and study, staff who would have the knowledge to answer their questions and staff who would be willing to give them individual attention. Their expectations were not unrealistic and in keeping with the quality of library services students could expect from their tertiary institution.

6.4.2 Users' perceptions

The second objective of the study was to determine users' perceptions of the services offered at WSUL. Services with fairly high users' perceptions included staff who have the knowledge to respond to users' queries and give individual attention, an efficient Short Loan service, an OPAC which is clear and has useful information and a space which provides them with a safe and secure place to study. Out of the five categories of services it was the staff services which had the highest perceptions indicated. This is a very important for any library to have such satisfaction from users regarding staff services. The WSUL have an asset as they have a dedicated staff who take their responsibilities seriously and fulfil their roles well. Services with low perceptions included prompt interlibrary loan services, adequate printing, photocopying and computer facilities and sufficient space for group learning and group study.

6.4.3 Gap between users' expectations and perceptions

The third objective of the study was to establish whether or not there is a gap between the users' expectations and their perceptions of the service offered at WSUL and the extent of this gap.

The results showed that in almost every case there was a gap between users' expectations and perceptions of library services but the extent of the gap varied. As reported in Chapter 4, the results of the study, some services have a relatively large "gap difference" between expectations and perceptions. This means that it will invariably be these services with the

largest gaps which the respondents will feel least satisfied with, and, therefore, which the WSUL should pay most attention to. Those services with which they are least satisfied with were: prompt inter-library loan from other libraries, prompt action regarding missing books, easily available access to electronic databases, sufficient space for group learning and group study, adequate photocopying facilities and an adequate number of computer work stations. Services which have the smallest gap differences will be those which the respondents will feel most satisfied with as their expectations will virtually match their perceptions. These include: online searching without the help of a librarian, a safe and secure place to study, staff who have the knowledge to answer my questions, online searching with the help of a librarian, and the OPAC which is clear and has useful information.

6.4.4 Level of satisfaction

The fourth objective of the study was to determine the level of satisfaction of users at the WSUL. The findings revealed that the majority of the users rated the overall quality of library services as good or very good. A majority of the respondents also rated the provision of information skills and the general satisfaction with library support for learning and research needs as good or very good. However, it was the general satisfaction with staff services which changed from their earlier indications of high perceptions of staff services as reported in Section 6.3.2. Here, a majority indicated that they were generally dissatisfied with staff services. It is difficult to ascertain what may have caused this shift in their responses. There was also a general dissatisfaction reported by a majority of the users regarding the library facilities. This is more understandable as it is in line with the perceptions indicated elsewhere in the survey about the lack of certain resources at WSUL which users saw as essential for the success of their studies.

6.5 Recommendations

The final objective of the study was to make recommendations to WSUL based on the findings and conclusions of the study. The following recommendations are made to the library staff and library management.

- It is of the utmost importance for an academic library to be able to assess the needs of its users so that it can provide the most relevant and appropriate sources and services which will meet their needs. It is important for managers to have plans to assess the quality of service from the users' perspective and not from the librarian's or organisation's point of view. They should determine whether there is a customer

service plan in place to meet the user needs and improve the quality of service. For this reason, as well, management and staff should consider the possibility of undertaking another LibQUAL+™ type study to assess the users' needs.

- WSUL staff should evaluate the present collection to see whether it is supportive and meet the needs of its users, the students and academic staff and this will help in the collection of more relevant and up-to-date material.
- It is recommended that the WSUL should introduce library awareness programmes to market their services to all members of the university. The library manager stated that there are certain marketing strategies in place at WSUL. For example, there are orientation programmes and information roadshows that are held to market and reach out to the WSU community. During Library Week, World Book Day, Youth Month, Heritage Day and World AIDS Day there are displays that mark these events. Special attention should be given to the marketing of the electronic room as many students are not aware of this service at all. All computers need to be in good working condition at all times.
- It is recommended that WSUL management should provide ongoing training for all staff. This should result in the provision of an enhanced service. The training will assist the front-line staff to acquire excellent interpersonal and communication skills. There is training and seminars organised by LIASA Eastern Cape sub-branches, the Higher Education Interest Group and there is also training offered through Webinars at the Eastern Cape branch level.
- It is recommended that in terms of library equipment, more computers, photocopier machines and printers are purchased and kept in good condition at all times to alleviate the demand from the library users. There is a need to add more computers to allow the students to be trained on how to use the databases and information literacy skills (assignment writing and referencing skills and how to avoid plagiarism).
- It is recommended that the problem of shelving at WSUL be attended to as a matter of urgency. It is suggested that library staff should do shelf-reading to make sure that shelving is done appropriately.

6.6 Suggestions for further study

The following are suggestions for further research linked to the present study.

- Researchers can take this work forward by assessing why users perceive the library the way they do.
- Broadening the scope of this study researchers could assess the perceptions of staff and students regarding library services on the main campus of WSU.
- The present study provided a framework for strategic planning and decision-making and give feedback from areas that were identified as problematic and that need improvement. A follow-up research study can focus on problem areas that are significant in the present study, such as lack of library space; outdated reading material; and shortage of library facilities such as computers and photocopying machines.

6.7 Conclusion

The General Systems Theory views organisations as being made up of three parts: input, feedback and reality. These parts indicate a way to assess the relationship among the components of the organization and between the organization and its environment” (Hernon, Altman and Dugan, 2015).

The assessment models of LibQUAL+™ have a positive impact and will encourage library management to offer users appropriate products, services and staff resources. These LibQUAL+™ models have shown that if the focus involved users, an interactive, dynamic environment will be created.

From the results of the present study the findings reveal that WSUL users expect comprehensive and balanced collections that suit their respective needs. They expect adequate library equipment and technologies to be functioning and sustainable and thereby contributing to efficient access and use of information. Library users expect competent, confident, courteous library staff to perform library operations. Student library users, in almost all cases had higher expectations of library services than their stated perceptions of them. The largest gap differences reflected those services with which they were most dissatisfied. There were: an adequate number of print journals for their work, easily available access to electronic databases, prompt action regarding missing books, adequate photocopying facilities, and sufficient space for group learning and group study. The smallest gap differences reflected those services with which they were most satisfied. These were: the library as a safe and secure place to study, online searching with or with or without the help

of a librarian, the OPAC, staff who have the knowledge to answer my questions and who are willing to help with online searching.

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APPENDICES

APPENDIX 1: LETTER OF PERMISSION TO CONDUCT RESEARCH



Walter Sisulu University
Library and Information Services
Ibika Campus
Private Bag X 3182
BUTTERWORTH
4960

Tell: 047 401 6388
Cell: 082 202 1782
Email: qndzingani@wsu.ac.za

Friday, April 20, 2012

The Head of the Department - Department of Library and Information Science
School of Human and Social Studies
University of Kwazulu - Natal
Pietermaritzburg Campus

Dear Sir/Madam /Dr/Prof

Re: Permission for Ms N Matiwane to conduct research at Walter Sisulu Libraries

I Qukeza Nozibele Cynthia Ndzingani - Manager Library and Information Services Department - Butterworth Campus and Technical Services (Walter Sisulu Libraries) hereby give permission to Nozuko Matiwane to conduct research at Walter Sisulu University Libraries, Ms Matiwane has already been given permission to register for Master's Degree at the University of Kwazulu - Natal and this is in line with WSU research policy that all staff members should pursue post graduate degrees and conduct research in order to increase the throughput rate and research output.

Thank You for your kind cooperation.

A handwritten signature in black ink, appearing to read 'QNC Ndzingani', is written over a dotted line.

QNC NDZINGANI

Manager Library and Information Services Dept Butterworth Campus & Technical Services

APPENDIX 2: COVERING LETTER FOR THE QUESTIONNAIRE

14 October 2012

Dear Respondent

Questionnaire to assess user perceptions of service quality and user satisfaction at Walter Sisulu University Library.

I am a registered student for the Master of Information Studies Degree (MIS) at the University of KwaZulu – Natal , Pietermaritzburg. As part of the requirements for the MIS degree, and the study that I am doing is entitled “**User perceptions of education students with special reference to the quality of service in Walter Sisulu University Library, Butterworth , South Africa**”. I am currently conducting a survey called LibQual. The survey study helps libraries and librarians to assess and improve the services provided in this campus. The survey consists of 3 themes:

- Access to information
- Staff service
- Library facilities
- The aim of this study is to identify users’ expectations of service quality and their perceptions of the service delivery with special references to Walter Sisulu University Library. Performance measurement of libraries as well as information services is used to evaluate whether the library is operating effectively and efficiently .

The findings of the study will be used to identify whether the services meet the expectations of the users , namely third year students . It will also assist in determining which areas of the services offered need improvement according to the perspective of library users. Your participation is highly appreciated.

It is important to note that participation is voluntary and the questionnaire will be completed without revealing your identity.

The information gathered will be treated with confidentiality and the results of the survey will be made available upon personal request. After completing the questionnaire , please return it to me in the library before 19 October 2012.

Thank you very much for your time .

.....

N.Matiwane (Miss)

Information Librarian

Tel: 047 401 6386/7

Cell: 073 6180904

E-mail nmatiwane@wsu.ac.za OR nozukomatiwane@yahoo.com

APPENDIX 3: QUESTIONNAIRE FOR UNDERGRADUATE AND POSTGRADUATE STUDENTS

Questionnaire about user perceptions of Education students with special reference to the quality of service in Walter Sisulu University Library, Butterworth, South Africa.

PLEASE COMPLETE THE QUESTIONNAIRE BELOW. ALL RESPONSES WILL BE CONFIDENTIAL.

Date -----

Case -----

INSTRUCTIONS

a) Questions about yourself: Please indicate the most appropriate answer by a [] in the brackets or table provided .

b)

1. Biographical data

1.1 Please indicate your gender

[] Male

[] Female

1.2 Which age group do you fall under?

[] Under 20

[] 21- 30

[] 31- 40

[] 41- 50

[] Over 50

1.3 Level of study

[] Undergraduate student.

[] Postgraduate student. Please indicate:

[] Honours

[] Masters

[] PhD

1.4 Department

[] Technical Education

[] Economic & Management Sciences

[] Humanities Education

[] Consumer Science Education

2 Please indicate your library usage pattern

2.1 How often do you use the library and its resources?

[] Daily

[] Weekly

[] Monthly

[] Quarterly

[] Never

2.2 How often do you use Yahoo™, Google™, or other non-library sources for information?

[] Daily

[] Weekly

[] Monthly

[] Quarterly

[] Never

3 Please tick [] in the table below the number that best describes your expectations of the service in the library

1= Strongly Agree

2= Agree

3= Neutral

4= Disagree

5= Strongly disagree

	I expect the library to provide.....	1	2	3	4	5
3.1	Adequate print collection (books) for my needs					
3.2	Adequate print journals for my work					
3.3	Adequate electronic journals for my work					
3.4	Easily available access to electronic databases					
3.5	On line searching with the help of a librarian					
3.6	On line searching without the help of a librarian					
3.7	Prompt Interlibrary Loan (from other libraries					
3.8	An efficient Short Loan (Special Reserve Collection) service					
3.9	Prompt shelving of books and journals					
3.10	Catalogue that is clear and has useful information					
3.11	Library opening hours that meet my needs					
3.12	Prompt action regarding missing books					
3.13	A webpage that is clear and has useful information					
3.14	An adequate number of computer workstations					
3.15	Computers that are user friendly					
3.16	Adequate photocopying facilities					
3.17	Adequate printing facilities					
3.18	Adequate information literacy services					
3.19	Informative displays and exhibition services					
3.20	Staff who deal with users in a caring fashion					
3.21	Staff who give individual attention					
3.22	Staff who are readily available to respond to my queries					
3.23	Staff who have the knowledge to answer my questions					
3.24	Staff who provide users with the information skills needed for my work and study					
3.25	Staff who are willing to help with online searching					
3.26	A quiet library environment					
3.27	A library space that inspires my own study and learning					
3.28	A library space for group discussion and group study					
3.29	A library environment that has sufficient lighting					
3.30	A library that is safe and secure place for study					

4. If you would like to add any comment about any of the services above you expect from the library which are not listed above please do so.

5. Please tick [√] in the table below the number that best describes your perceptions of the service the library currently provides.

1= Strongly agree

2 = Agree

3= Neutral

4= Disagree

5= Strongly Disagree

	The library currently provides	1	2	3	4	5
5.1	Adequate print collection (books) for my needs					
5.2	Adequate print journals for my work					
5.3	Adequate electronic journals for my work					
5.4	Easily available access to electronic databases					
5.5	On line searching with the help of a librarian					
5.6	On line searching without the help of a librarian					
5.7	Prompt Interlibrary Loan (from other libraries)					
5.8	An efficient Short Loan (Special Reserve Collection) service					
5.9	Prompt shelving of books and journals					
5.10	Catalogue that is clear and has useful information					
5.11	Library opening hours that meet my needs					
5.12	Prompt action regarding missing books					
5.13	A webpage that is clear and has useful information					
5.14	An adequate number of computer workstations					
5.15	Computers that are user friendly					
5.16	Adequate photocopying facilities					
5.17	Adequate printing facilities					
5.18	Adequate information literacy services					
5.19	Informative displays and exhibition services					
5.20	Staff who deal with users in a caring fashion					
5.21	Staff who give individual attention					
5.22	Staff who are readily available to respond to my queries					
5.23	Staff who have the knowledge to answer my questions					
5.24	Staff who provide users with the information skills needed for my work and study					
5.25	Staff who are willing to help with online searching					
5.26	A quiet library environment					
5.27	A library space that inspires my own study and learning					
5.28	A library space for group discussion and group study					
5.29	A library environment that has sufficient lighting					
5.30	A safe and secure place for study					

6. If you would like to add any comment about any further services not listed above please do so

7. Please indicate the degree to which you agree with the following statements

7.1 The library provides me with the information skills I need for my study

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

7.2 In general I am satisfied with library support for my learning, research and teaching needs

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

7.3 In general I am satisfied with the staff services in the library.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

7.4 In general I am satisfied with the library facilities

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

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

- Extremely good
- Good
- Undecided
- Poor
- Extremely poor

8. Please give any further comments about Walter Sisulu University Library services in the space provided below

9. What suggestions can you make to improve the quality of the resources and services offered at Walter Sisulu University Library?

Should you need clarification, please contact me by using one of the following contact details:

E-mail: nmatiwane@wsu.ac.za; Cell: 073 618 0904; Tel: 047 401 6386 /7

Thank you very much for your time and cooperation.

APPENDIX 4: INTERVIEW SCHEDULE FOR LIBRARY MANAGER

1. What policies does the library have in place to meet customer satisfaction needs?
2. How much of the budget does the library get each year to improve the quality of services and how is this used ?
3. What is the size of the collection at WSU Library e.g. print and online information resources ?
4. How does the library record circulation statistics ?
5. Are there any marketing strategies in place to market the library to the users ?
6. How many staff members does the library have and what are their qualifications ?
7. What measures do you have in place to assess service quality ?
8. What staff development policies are in place to improve the skills of staff such as to improve customer satisfaction and what measures are in place to evaluate staff performance ?
9. What are your expectations of library users?
10. What are your perceptions of library users?
11. What are the most common problems experienced with users?

APPENDIX 5: Map showing Butterworth, the location of the Walter Sisulu University (Butterworth Campus)



Map showing Butterworth in the Eastern Cape province of South Africa.
SOURCE: Thomas, 2013.