

**USER SATISFACTION WITH LIBRARY AND INFORMATION SERVICES AT  
RICHFIELD GRADUATE INSTITUTE OF TECHNOLOGY, SOUTH AFRICA**

**BY**

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## DECLARATION

I hereby declare that the work included in this dissertation is original to me and was completed after I registered at the University of Limpopo for Master of Information Studies degree. It has not been included in any previous theses or dissertations that I have submitted to this or any other institution to obtain a degree, diploma, or any other qualification. I acknowledge having read the most recent version of the University's Research Ethics Policy and the Faculty of Humanities Postgraduate Manual (2023). I am therefore taking accountability for carrying out the processes in compliance with the recommendations set out by the University's Committee on the Use of Human and Animal subjects in research. I have made an effort to identify every risk that could be associated with this research, have received the necessary ethical and/or safety permission (where applicable), and have accepted both my responsibilities and the respondents' rights.



**Mr. Siyabonga Jerry Nsingwane**

01/08/2024

**Date**

## DEDICATION

This dissertation is dedicated to:

My Mother, Miss Promise Lindiwe Mongue

My late Grandmother, Maggie Hlathwayo

My daughter, Tranquillity Bonginhlanhla Nsingwane

My Aunt, Nomsa Precious Nsingwane.

The dissertation is also dedicated to my friends, family members and colleagues, for all of their unwavering love, understanding, support, and encouragement while I worked to finish this research.

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## ABSTRACT AND KEYWORDS

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### ABSTRACT

Library and information services in higher education institutions exist to serve and satisfy the information requirements or needs of students by providing some services and resources required to support their academic journey. These information services and resources must be evaluated from time to time to establish if library users are satisfied with their encounters. This study, therefore, was conducted to evaluate how students at Richfield Graduate Institute of Technology (RGIT) in Kempton Park branch Campus, South Africa, were happy and satisfied with its library services and resources. The study adopted the positivist research paradigm through quantitative research approach for data collection. An electronic questionnaire (Google form) with closed-ended questions, was utilised to collect data, from 468 students who were chosen through the application of both stratified and systematic random sampling methods. The findings showed that most of the respondents visited the library either weekly or monthly to check-out books, for study space, to conduct research and use computers and the printers. They also showed that they are happy and satisfied with services and resources provided for them to access information by the RGIT library, as well as the conduct and behaviour of library staff. However, there were few respondents who were not happy and not aware of the services and facilities provided by the library for accessing information. This calls for the intensive marketing of the RGIT library resources and services, including provision instructional services to the users in the form of user education programmes, that is, Bibliographic Instruction and Information Literacy education.

**KEYWORDS : *User Satisfaction, ; Information Services ; Information Resources, Private Higher Education Institute Library; Richfield Graduate Institute Of Technology.***

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## **LIST OF ACRONYMS**

AACR2: Anglo American Cataloguing Rules 2<sup>nd</sup> ed.

ABSA: Amalgamated Banks of South Africa

ARL: Association of Research Libraries

BSC: Balanced Scorecard.

CAS: Current Awareness Service

CD: Compact Disc

COMSATS: Commission on Science and Technology for Sustainable Development in the South

Dewey Decimal Classification (DDC)

Directory of Open Access Journals (DOAJ)

DUL: Dhaka University Library

eCAS: Electronic Current Awareness Service

EFQM: European Foundation for Quality Management model.

Federal University of Petroleum Resources Effurun (FUPRE)

FET: Further Education and Training

ICT: Information and Communication Technology

IFLA: International Federation of Library Associations and Institutions

IIT: Indian Institute of Technology

ILLS: Inter-Library Loan Services

IT: Information Technology

KSL: Kenya School of Law

LCC Library of Congress Classification

LibQUAL: Library Quality

LIS: Library and Information services

PHEIs: Private Higher Education Institutions

RGIT: Richfield Graduate Institutes of Technology

SERVQUAL: Service Quality

SPSS: Statistical Package for Social Sciences

TQM: Total Quality Management

UEW: University of Education, Winneba

UL: University of Limpopo

YMSU: Yusuf Maitama Sule Universi

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND INFORMATION**

#### **1.1 INTRODUCTION**

To provide quality and reputable academic programmes and qualifications, Private Higher Education Institutions (PHEIs) are obliged to have library and information services (LIS) departments or units. This is where resources are accessible to staff and students through online facilities or physical holdings to support teaching and learning (Bechoo & Govender, 2020:69). As the heart of an academic enterprise, LIS departments in PHEIs play a crucial role in providing information products, materials, resources, and services to academic staff and students (Simpson, 2016; Proctor, 2021). Lecturers and students use library information resources and services for the support and sustenance of teaching, learning, studying, and research. Staff and students also make use of the resources and services in libraries to gain quality information and knowledge resources acquired, organised and disseminated by qualified information specialists or professional librarians, who ensure the proper management of all these resources and services in LIS centres.

Abraham and Sabu (2022:3) acknowledge the fact that library 's usefulness is always observed by satisfaction of its users when coming into contact with its information services and resources. Therefore, library services and resources' effectiveness should be evaluated by assessing the level to which their services and products meet or satisfy the information needs of library users in as far as access to information and their usage is concerned. The decisive judgement of the services provided by PHEI libraries and information services must come from the position of library users, based on their experiences when they visit PHEI libraries to utilise their services and resources. Library users or students' happiness is equal to their satisfaction with the academic library and information services centre as a whole.

Therefore, it has become more important than ever before, to measure the degree to which library users, students in particular are satisfied with the services and resources provided in all types of academic libraries, including PHEIs. “User satisfaction has been recognised as an important measure of library performance” (Verma, 2018: 79). Tetteh and Nyantakyi-Baah (2019) acknowledge that academic or college librarians are more attentive on how well the services and resources in their libraries benefit the students, the faculty, and the general goals of the academic institution at large. Larson and Owusu-Acheaw (2012:5) wrote that, “to remain relevant, libraries should, as a matter of necessity, periodically evaluate their resources and services from the perspective of their users”.

This helps to ensure that they are realising the goals and objectives set out by the library and its parent institution. The degree to which PHEI libraries play a role in satisfying the information needs of students who are pursuing tertiary education programmes is essentially more important than ever before (Larson & Owusu-Acheaw, 2012). There are therefore, various factors that contribute to users’ satisfaction in PHEI libraries and information centres. The main contributory factors could be the nature of library services and resources provided, the speed at which those library services and resources are delivered, the friendliness and behaviour of library staff, that is, their efficiency and willingness in assisting students and their ability in exhausting all necessary avenues to find answers to the queries brought by the library users. These factors motivate library users to always pay visits to and utilise the library, consequently contributing to their satisfaction and gratitude. These views confirm the reality that satisfaction depends also on physical contact between library staff and the library users. Furthermore, user satisfaction towards the competitive information industry requires good and high-performing libraries that have the latest technological tools for handling information and open-minded librarians who also possess skills to manipulate these technological tools (Bamigboye, 2020). Gyau, Liu and Kwakye (2021) submits that satisfying the library users’ needs is necessary to library management, in that they are always aware of the current needs of its users, which may vary from one library to another as well as from time to time.

## 1.2 BACKGROUND INFORMATION

The proliferation of Private Higher Education Institutions (PHEIs) in the Republic of South Africa (RSA) has been on the rise, due to the unavailability of space in public higher education institutions or universities in the country. Stander and Herman (2017:207) provide a detailed account of the increase in registered PHEIs in RSA from 2002 to 2017, in which they report that in 2002, there were only 101 conditionally registered PHEIs in RSA. By 2013, the number of PHEIs in the RSA grew to 123 and further to 125 in 2016. There is a possibility that, currently the number could have surpassed these 2016 statistics due to a number of factors. The main possible contributory factor to the increase in the number of PHEIs in the RSA could be that most academic institutions shifted from the face-to-face to an online mode of learning during and after COVID-19 pandemic.

In recent moments, users' expectations and needs have evolved due to advances in ICT. The accessibility of information in print and electronic formats makes the user needs surveys more important. Singh and Asif (2020) note that in the digital age, technological improvements have completely transformed library services. Web-based and digital libraries have become common, and librarians need to possess greater skill and assurance when it comes to the provision of information in digital format. Today, digital information is sought after in information societies. Therefore experienced academic library personnel are needed to provide library and information services. This prompts a need to regularly assess their knowledge and skills in satisfying the information requirements of library users.

Among some of the studies conducted on users satisfaction is one conducted by Fresnido, Soriente and Padilla (2018), in which it was indicated that academic libraries in Philippine are undergoing restructuring and are bit by bit being re-designed to accommodate learning commons after customer service surveys were conducted. The study on user satisfaction survey found that the development of academic libraries in general was quite limited and slow in terms of physical commons, virtual commons, and cultural commons, thereby prompting the universities in which they operate to come up with some improvements. The respondents suggested improving library

services to draw in students and encourage them to become lifelong readers by enabling them to check out books on a regular basis. To make any service more appealing to its intended audience, it is necessary to revamp, modernize, and revitalize (Fresnido et al., 2018). Thus, library services should always appeal to target users to yield more book lovers. Since preference for e-resources over the traditional print collection is also increasing, it is ideal that librarians are also well aware of the trend, as demonstrated by how they invest in building their e-collections.

Consequently, technology has changed and had an impact on the difficulties presented by new information formats, new consumers, and new methods of delivering resources and services (Chen, 2017). More PHEI libraries and information centres have an obligation to concentrate on the requirements and satisfaction of their users. Regular user satisfaction surveys are essential for PHEI libraries to find out or ascertain how well the library is meeting users' information needs and to assess the overall quality of education offered by the institution. In his essay on the IFLA website, Nasir (2020) stated that Malaysian librarians are currently working from home and offering their services online. Using its mobile application, Serdang's University Putra Malaysia Library offers the "Ask a Librarian" service to their users. "Ask a librarian" services work as an online references service where a user can leave a question or interact with librarian live online. Furthermore the "Ask a Librarian" service in most cases is offered in academic libraries where the services are only limited to the staff and students at the institute. Other academic libraries in public and private higher education institutions that enable online interactions with their users offer comparable services like "Ask a Librarian". The "fAsk a Librarian" service is in the library website where a pop-up message appears on the screen, so that library users should reach and access services that are provided the library. A welcome message always appears to show that it is ready to help a user if they leave their name and e-mail and their query. Moreover, since the service is limited to students and staff of the Institute, the "Ask a Librarian" service provides a form when the library user clicks on the link which then provides them with a form to complete. The online form requires the user to write their name, surname, student or employee number, study course, department, year of study, email and question or information gap. Many various e-books, e-journals, and databases are accessible through online library services, helping

students, faculty members, and other library users with their research, instruction, and other pursuits. E-books, electronic journals, articles, and databases are the main categories of online resources available on the PHEIs websites (Ullah, Shoaib, Ali & Ullah, 2022). By using these resources, users, especially students in these institutions, read widely on a given topic, locate information of the highest quality for given assignments, and discover various points of view.

Investigating library users' satisfaction with these kinds of library and information services will make the academic programmes offered by the PHEIs more attractive to the current crop of youth and young adults. Richfield Graduate Institutes of Technology (RGIT), which is composed of four (4) branches in Gauteng, Kwazulu-Natal, Limpopo and Mpumalanga, happens to be one of the PHEIs in the RSA. The study was mainly concerned with the branch that is situated in Gauteng at 7 Wolff Street, ABSA Building at Oppenheimer Square, Kempton Park. RGIT "enhances the teaching for learning environment by providing information and communication technology (ICT) infrastructure, access to technology-enabled tools and resources, and digital library facilities as an ongoing process" (Ramnundlall, 2018:5). Therefore, carrying out the surveys on the information needs library users at regular intervals on various aspects of the usage of the library and satisfaction of the users with digital services at the institute is valuable model for recommending future directions of this library and development and sustenance of not only its digital facilities, but for of all library services and resources at large.

### 1.3 RESEARCH PROBLEM

Continuous assessment of whether library users are satisfied with library services and resources they encounter with, has become more important than ever before. Library and information services managers in PHEIs libraries cannot know how good the services they provide are, until they seek feedback from the people who those services have been designed for. Such feedback is essential for the improvement and sustenance of the services provided. Therefore, to sustain and develop those information sources and services, feedback from library users or clients is essential and necessary (Hemavathi & Chandrashekara, 2018). However, both the resarchers

and professionals in LIS organisations, especially in PHEIs, have disregarded user satisfaction surveys (Mairaj & Naseer, 2013). There is limited research that reveals the relationship between library users' relationship management and user satisfaction in PHEIs libraries, most particularly in developing countries like RSA (Adikaram, Khatibi & Yajid, 2016). Studies on the degree to which PHEI libraries and information centres in RSA play a role in satisfying users' information needs have a potential to enhance the credibility and quality of their educational offerings. Assessment of LIS offered in PHEIs libraries protects the credibility of the academic programmes offered in those institutions (Nabushawo, Siminyu & Muyinda, 2016). Additionally, Gyau, Liu and Kwakye (2021:1) wrote that library user satisfaction surveys "assist academic libraries to formulate effective strategies to ensure better delivery of quality library services to the users to enhance their satisfaction, thereby attracting more users."

It has been observed by the researcher that students at RGIT in the Kempton Park Campus visit the academic information centre (library) in large numbers. Additionally, there are a number of check-ins and check-outs of library materials on a daily and weekly basis. However, those visitations and the number of checkouts and check-ins of library items does not translate to the fact that the materials are useful and satisfying library users' information needs (Sheela, 2015). There is always a possibility of being deceived or misled by the quantity of items borrowed or the number of visitations. Additionally, students at RGIT also visit and use the library computer laboratories on a daily basis. However, it is still unknown whether the library computer services and materials provided to the students are useful and satisfactory to them. There is always a question of whether the heavy usage of the library computer services and other library resources at this institution is yielding desired results in terms of user satisfaction and ultimate academic achievement. Therefore, feedback from library users is required for the library to improve and intervene where there are challenges in meeting and satisfying their information needs.

#### 1.4. PURPOSE OF THE STUDY

In research, purpose of the study usually deals with the goal or intention of the study, as well as the actions that will be taken to achieve that goal. The goal and the intention

of the study are referred to as the aim, while the actions taken to achieve the aim are referred to as objectives. Therefore, aim and objectives of the current study are outlined below.

#### 1.4.1. Aim of the study

The aim of the study was to measure user satisfaction with library information services and resources provided to students at RGIT Library, Kempton Park Campus, RSA.

#### 1.4.2. Objectives of the study

The overall objectives of this study were:

- To establish the information services and resources provided to students at the RGIT library, Kempton Campus.
- To determine the students' usage of information services and resources provided at the RGIT Library, Kempton Campus.
- To identify the purposes for which students use the library services and resources at RTIG library, Kempton Campus.
- To assess the efficiency of library staff in providing satisfactory information services to students at at RGIT library, Kempton Park Campus.

### 1.5 SIGNIFICANCE OF THE STUDY

The academic library at RGIT contains valuable collections that assist students and lecturers in fulfilling their academic pursuits. The quality of the sources of information in the library has a significant impact on the students' qualifications and their competence in becoming knowledgeable candidates in the work environment. This research presents RGIT students' knowledge on both the services and information products. The study intends to determine the needs of students and provide strategies on how to best satisfy those needs. The study also helps library staff at RGIT to understand their users' information needs as well as devising the remedial interventions in meeting and satisfying the users' information needs. The current study, therefore, also serves as the basis for library and information services

improvement and sustenance at the RGIT library and information centres, not only at Kempton Campus, but in other institutional branches in the RSA.

## 1.6 RESEARCH METHODOLOGY

In the current chapter, the methodology applied in the study is briefly discussed, together with the methods and procedures followed to collect and analyse data for the study. The details will be provided in Chapter three (3) of the dissertation.

### 1.6.1 Research approach

This study adopted the quantitative research approach, which derives from the positivist research paradigm, using the number of incidences to measure library users' satisfaction library resources and services.

### 1.6.2 Research design

This study used a descriptive survey research design, which entails using a questionnaire with closed-ended questions to gather data from a sample of components selected from a well-defined community.

### 1.6.3 Population and sampling

The population for this study consisted of students who used the academic library at the RGIT Library in Kempton Park. To select a manageable number of respondents, the study applied both stratified sampling and systematic random sampling methods, which resulted in a sample size of 468 students or targeted respondents.

### 1.6.4 Data collection method

The data collection method used in this study was a questionnaire with closed-ended questions. A selection of options was supplied for the respondents to select from. The questionnaire was converted to a Google Form type of questionnaire, in which the link to the questionnaire was sent to all the students at the institution via their e-mail addresses to complete.

### 1.6.5 Data analysis

The researcher presented the data using tables and pie charts. An Excel spreadsheet was used for the presentation and analysis of data.

### 1.6.6 Quality criteria

A pilot study was carried out before to the real survey in order to evaluate the questionnaire's validity and reliability. The researcher also ensured objectivity by making use of the SERVQUAL model, which serves as a guideline for collecting data about user satisfaction.

## 1.7 ETHICAL CONSIDERATIONS

The study observed the research ethical principles by observing the following: Request for permission to conduct research; Respect for privacy and confidentiality of the respondents; Informed consent; and Plagiarism. The details will be provided in chapter three of the dissertation.

## 1.8 OUTLINE OF CHAPTERS

- Chapter one: Introduction and background information

This chapter provided an overview of the study aim and objectives, including the introduction, research problem, and the background information on the RTIG LIS.

- Chapter two: Theoretical framework and literature review

Along with the theoretical model used for this study, the most significant and pertinent models that were frequently utilised in service quality assessment were also discussed. Studies connected to the current one were extensively discussed, based on the objectives of the study.

- Chapter three: Research methodology

The research processes and methods utilised in the study were described in this chapter by the researcher. The study design, population that was selected, sampling,

data gathering tool, data analysis, and its approaches were all explained in Chapter three.

- Chapter four: Data presentation, analysis and interpretation

The respondents' responses are presented, analysed and discussed in Chapter four. Tables and pie charts were used for presenting and analysing the results, with the interpretation of the results provided beneath each table and figure. Each table in this chapter was clearly described and included counts and percentages.

- Chapter five: Major findings, conclusions and recommendations.

This chapter covered the summary of the research findings. Based on those findings, conclusions were drawn and recommendations were made with regards to the improvement of library services for satisfying users at RTIG.

## **CHAPTER TWO**

### **THEORETICAL FRAMEWORK AND LITERATURE REVIEW**

#### **2.1. INTRODUCTION**

The research problem around which this study revolves was introduced in the previous chapter. The background information to contextualise the study, as well as the aim and objectives of the study were introduced in the previous chapter. The current chapter reviews pertinent literature on the issues of user satisfaction surveys in PHEIs. A literature review is an overview of the sources relevant to the topic. In essence, it makes use of information that has already been published from reliable and relevant sources, such as scholarly journals, research papers, and the most recent studies in the area, established schools of thought, and topical pieces from illustrious scientific journals. The literature review was arranged according to the study objectives, which included the description of services and resources provided in PHEIs libraries; the frequency of use of those resources and services by students; the behaviour of library staff towards assisting library users who seek assistance. The idea of the PHEIs library as an institution for providing information services is discussed, including the findings of previous studies that were conducted on the user satisfaction surveys of academic libraries. The literature on user satisfaction surveys in academic libraries was then applied to the PHEIs environment. The chapter also offered some insights into the chosen model that underpinned the study, after different user satisfaction models were discussed.

#### **2.2. THEORETICAL FRAMEWORK/MODEL**

The theoretical framework must demonstrate an understanding of theories and concepts that are relevant to the topic of a research paper and that relate to the broader areas of knowledge being considered. The intention of the theoretical framework of the study is to guide the direction the study should take in terms of user satisfaction with the library at RGIT. There are several models that have been developed for the purpose of documenting the users' satisfaction with the services and

resources that are provided with from different organisations, which are discussed below:

### 2.2.1. Library Quality (LibQUAL+) model

A popular assessment tool used by most of the libraries is LibQUAL+. According to Kekana (2016), the foundation of LibQUAL+ is the Gap hypothesis, which describes the discrepancies between the services that a library users expect and the services that the library users receive. LibQUAL+ was developed to assess the level of service in a library. The LibQUAL approach, according to Molson (2022) seeks to analyse library users on three dimensions, namely: The standard of services provided by library employees; information security; and the library itself (Sheikh, 2014). Library staff services quality refers to the situation where the patron or library user comes into contact with the librarians. When assisting library users, the personnel or library staff must apply their knowledge and experience and their confidence to assist the library user in such a way that library users are able to help themselves when they visit the library again. The capability of library users to independently find information and conduct literature searches on their own from the library website reveals the library's ease of accessibility of resources. The library as a place deals with how the library has organised its resources and services for them to be easily accessed by library users. The objectives of LibQUAL+, according to the Association of Research Libraries (ARL) (2013:7), are to:

- “Assist libraries in gaining more insight into users’ opinions of the value of library services;
- Promote an excellent culture of library service delivery;
- Gradually compile and analyse library user input;
- Supply similar assessment data from comparable institutions;
- Specify the appropriate procedures for providing library services;
- Develop the analytical capabilities of library employees so they can better understand, interpret, and use data. Conduct research? In this dimension, questions of this nature are asked”.

ARL created LibQUAL+ in collaboration with a number of Texas Agricultural and Mechanical University professors. In order to guarantee that the entire model was consistent for all libraries, they set out to develop a survey that would allow regional libraries to pinpoint their particular advantages and disadvantages experienced in libraries (Saunders, 2020:22). Killick, Weerden, and Fransje (2014) conducted international study on library consumer satisfaction as measured by the LibQUAL+ survey methodology. The study examined the differences between extremely satisfied and highly unsatisfied users using LibQUAL+ data that was acquired from SCONUL Libraries at Utrecht and Leiden. This Model could not be adopted for this study because one of its drawbacks is that the surveyed users cannot express their expected or perceived service levels.(Xi, Zhao, Hu, Tong & Bao, 2018).

### 2.2.2 Ranganathan's five laws of library science

This theory is used by LIS organisations when engaged particularly with developing collections and resources that should be available in their realms. The five laws of librarianship are described as follows:

- Books are for use. This includes books, eBooks, electronic sources, newspapers, periodicals, web-pages, databases, and more. In other words, information sources should not just to be there in libraries to add numbers, but they should be useful and beneficial in terms of the development of library users or improving the quality of their lives.
- Every person his or her book. Since each user has different information wants and needs, it is a librarian's mandate to see to it that information sources in the libraries are made available to all different types of users irrespective of race, gender, religion, creed, or ethnic group. All people must have free and equal access to all forms of information held in the library, as well as access to the reading space, conference rooms, Internet, computers, and other resources, regardless of his or her background.
- Every book has its reader. Since every book, whether print or electronic, has intrinsic value. This entails that all library materials, either printed or electronic, must meet library users' information needs or of the community in which it

operates. No book should go unread or be censored. Librarians must think critically about both the placement of materials and the efficiency of databases; our job is to make all information available to the people it serves.

- Save time for the reader. Linked with the statement above, librarians must make information in the library easily accessible and user-friendly. The primary reason being that the user's time is valuable. Databases that run more efficiently, faster Internet connections, use less time and make information more accessible for users.
- A library is a growing organism. Libraries need room to grow so that they can anticipate future user needs and adapt to the dictates of the environment in which they operate. In today's digital age, this means offering more computers, better quality Internet connections, and access to outlets for laptop users.

Ranganathan certainly carved out a standard set of ideals that current and librarians of the future could gather around (Rubin, 2010:7). Today, Ranganathan's five laws have become so universal that they have infiltrated libraries all over the world. Librarians should always consider Ranganathan's laws as it caters for all users' information needs; it ensures that the collection grows all the time. The assumption based on the literature is that Ranganathan's laws will play an important role for years to come. Rubin (2010:7) acknowledges Ranganathan's five laws of librarianship, while he could not foresee the technological advancements that would take place in the decades to come. Ranganathan 's five laws can only be applied when surveying librarians in assessing library performance. It may be difficult to apply it to the library users. This model could also not be adopted because it deals with specifically with service levels related to provision of information in printed format, rather than in electronic formats. Ranganathan's Five Laws have been the cornerstone of the library service philosophy for many years. While they provide a strong foundation, but they don't offer a clear framework for measuring user satisfaction. These laws are better suited for guiding collection development and library organization, rather than evaluating service effectiveness based on feedback from users (Patel & Jadhav, 2022).

### 2.2.3. European Foundation for Quality Management model (EFQM)

The EFQM is a practical evaluation technique that managers use to identify whether or not they are developing areas of excellence, according to Naidu (2009:52). The technique is also used to identify areas that need improvement. The EFQM was founded in 1988, according to Kim, Kumar and Murphy (2008), and its members include businesses and other research institutions. According to Naidu (2009), the EFQM is a useful instrument that shows where businesses and other organisations stand on excellence, assists them in identifying their weaknesses, and promotes appropriate remedies. Several applications of this model as a useful tool are listed by Naidu (2009). As follows:

- Employed as a tool for self-evaluation.
- Employed as a tool for benchmarking against other businesses.
- Used as a roadmap to find areas that need improvement.

According to Stavridis and Tsimpoglou (2012:65), academic libraries are complex in nature since they are a part of the parent institution to which they are attached. They are highly involved with their users, have a wide range of stakeholders, collaborate with other information centres and partners, and are increasingly relying on electronic information services and resources. Along these lines, academic libraries must be able to exercise effective lobbying when negotiating for resources with higher administrators. Kerillidou (2018) indicates that academic libraries are confronted with competition for funding from other service units within the university. They must also satisfy the growing needs of their users by engaging in effective communication with all stakeholders, being dependable partners, and be able to operate in a setting that requires continuous improvement and development (Stavridis & Tsimpoglou, 2012:65). Naidu (2009:55) claims that the results of this model can be used to analyse the current situation and determine a library's advantages and disadvantages. This model also makes it easier to create a follow-up action plan and manage existing improvement potential in a goal-oriented manner. The EFQM model is designed for broader institutional assessments, and not specifically for evaluating service-oriented experiences. This model's focus on institutional performance makes it less applicable to academic libraries where the primary concern is direct user experience, which is why it was not adopted in this study (Lee and Chang, 2022).

#### 2.2.4. Balanced Scorecard (BSC) model

A Balanced Scorecard model is said to be one of the most effective tools that is widely utilised in all kinds of organisations globally. The Balanced Scorecard was created initially for the private, for-profit sector, in order to achieve financial success, and it was quickly adopted by or adapted to the public sector organisations as a system to achieve and communicate their effectiveness in serving the public (Self & Tolson, 2008). If businesses wish to enhance the management of their intangible assets, they must measure such assets as part of their management systems. This model's inability to be applied in an academic setting, particularly when determining how well users of libraries perceive and anticipate the quality of the services provided in meeting their needs, is a hurdle. The model was not adopted because it is helpful for tracking performance, however, it does not have the user-centered needed to evaluate library service satisfaction. Its primary aim is institutional performance, rather than understanding the nuances of students' library experiences (Davis and Baker, 2022).

#### 2.2.5. Total Quality Management (TQM) model

Dash (2008:414) defines the TQM model as a continuous improvement methodology that is centered on user requests and employs participative management. Libraries can benefit from TQM in three ways, according to Dash (2008:416). These include establishing a continuous improvement state and re-framing the beneficiaries of library services as internal customers (staff) and external customers (users). TQM has garnered significant interest in the library community since the early 1990s (Wang, 2006:606). There is a broad consensus that libraries are altering their roles in today's society due to the rapid growth of economics and technology, as demonstrated by theoretical investigations and experimental implementations. Libraries are also making attempts to adapt to this shift. A library should constantly put its users' needs first and be willing to make improvements to the services it offers (Dash, 2008). Using this technique, organisations can continuously and systematically enhance their performance. This can be accomplished by including all employees across the entire firm in meeting every customer's (user's) requirements. The focus of TQM, according to Chauhan (2014), is on the users. The external users should take precedence over the internal users. Customer (user) pleasure is regarded as the organisation's top goal, and the company thinks that success depends on how happy its users are (Chauhan,

2014:3). To be successful in this, the business must respond to its users promptly. Since libraries are some of the oldest social and cultural institutions still in operation, it seems sense that they would consider implementing TQM, as several libraries have already done (Dash, 2008). The presence of a body of information that can be retrieved by the user when needed is the one similarity between old and contemporary libraries. But in order for this to occur, the library needs to have a strong organisational capacity and structure that enables users to easily find, obtain, and access requested information. TQM is effective in the business world for improving quality, which is why it has not been adopted because it does not translate well into measuring user satisfaction in academic libraries. Its application also requires long-term commitment to continuous improvement, which can be difficult to maintain within the scope of this study (Farhan and Ahmad, 2022).

#### 2.2.6. Choice of a model

The Gaps Model of Service Quality was used in this study, which concentrated on user expectations, perceptions, and service quality performance. Because it offers a trustworthy survey for gauging the discrepancy between user expectations and perceptions, this model was employed in the study (Marnane, 2004). Quinn (1997:361) states that the SERVQUAL instrument has been thoroughly evaluated in a wide range of service environments, making it a comprehensive measure as it assesses both user expectations and perceptions. The SERVQUAL survey instrument, according to Nitecki and Hernon (2000:259), is based on the "Gaps Model of Service Quality" and employs a set of five gaps to illustrate the differences between:

- users' expectations and management's perceptions of these expectations;
- Management's perceptions of users' expectations and service quality specifications;
- Service quality specifications and actual service delivery;
- Actual service delivery and what is communicated about it; and
- users' expected services and perceived service delivered.

The focus of this study was on Gap 5, namely, the gap between what customers (or users) expect in terms of services provided and their perceptions of actual services delivered, as well as what users expect from the library personnel (Asogwa, Asadu, Ezema & Ugwuanyi, 2014). At the University of KwaZulu-Natal, Kekana (2016) conducted a survey on postgraduate students' perceptions of the library as an environment for reading, studying, and researching. The researcher used two models to guide his research, LibQUAL+ (Library Quality) and SERVQUAL (Service Quality), and these best represented the goals of the study. According to Kekana (2016), these models have two things in common: they measure service quality and seek to examine the perceptions and expectations of library users in as far as quality of service is concerned. For this study, this model was primarily focused on, while the SERVQUAL model provided "gap analysis" in the quality of service, with Gap 5 being the most significant for the study.

Hossain and Islam (2012) emphasised the relationship between Dhaka University Library (DUL) service quality and user happiness. The demands and expectations of users were first determined to determine the quality of the service provided at DUL. Calculations were made using user responses for minimum, expected, and perceived services. To calculate the quality of service, a gap analysis was conducted. The results show two different kinds of service gaps: positive gaps, which indicate high-quality services, and negative gaps, which show service deficiencies. The degree of user satisfaction was also determined. The study findings indicated that while other service items fall short of users' needs, "library hours" is the only one that received the highest level of satisfaction from users.

In user satisfaction studies, demographic profile or characteristics also serve moderators that increase the predictive validity of a model used under investigation. Demographic variables such as gender, age, degree registered, level of study may also serve as factors that influence user satisfaction with library services at the institution. In this study these demographic characteristic are used just to define the profile of respondents for the study. Min and Khoo (2014:90) wrote that

"although the influence of demographic factors has been examined in various contexts and purposes, there appears to be a significant gap in the literature

on how demographic factors affect the way students evaluate service quality. Demographic variables such as age, gender, level of study and so forth can play a role in the process of evaluation of service quality. In brief, the role that demographic factors play in impacting on the expectation and perception of service quality is a critical area of investigation”.

However, most studies that on user satisfaction that included demographic characteristics of the population being studied, have found that there is no significance gap between gap score and the demographic variables of the respondents (Trivedi & Bhatt, 2020). In this study the demographic characteristics are also included included for predicting the responses of respondents against those variables.

Libraries play a crucial role in supporting students' academic journeys, but not all students experience library services in the same way. The SERVQUAL model, developed by Parasuraman, Zeithaml, and Berry (1988), helps assess service quality through five key dimensions: Tangibles, Reliability, Responsiveness, Assurance, and Empathy. This study explores how demographic factors influence students' satisfaction with library services at Richfield Graduate Institute of Technology (RGIT), Kempton Park Campus.

- **Tangibles: The Look and Feel of the Library**

Students from different academic backgrounds have varying expectations regarding the library's physical space, books, computers, and printers (Sahu, 2020). Many students regularly use the library for studying, research, and printing, highlighting the importance of these tangible resources. However, some students are unaware of available services, pointing to a need for better communication and marketing to ensure that everyone knows what the library has to offer (Kumar, 2012).

- **Reliability: The Trustworthiness of Library Services**

Students' age and academic level influence how they view the library's reliability. Senior students tend to expect consistent access to books, stable Wi-Fi, and strong research support, whereas first-year students might have fewer expectations (Heron & Altman, 2010). While most students are satisfied with the reliability of library

services, some report dissatisfaction, suggesting that expectations vary among different groups (Nawe, 2021).

- **Responsiveness: How Quickly and Willingly Staff Assist**

The way students perceive staff responsiveness often depends on their familiarity with the library. First-year students or those new to the library may expect more proactive engagement, while postgraduate students are likely more independent in their information-seeking behavior (Kassim & Asiah, 2015). Although students generally rate library staff responsiveness positively, some still struggle to access available services, highlighting the need for better outreach and user education programs (Sharma & Saini, 2022).

- **Assurance: The Knowledge and Support of Library Staff**

Some student groups, such as international students and those from disadvantaged backgrounds, often depend on library staff for guidance due to language barriers or unfamiliarity with academic library systems (Adeniran, 2011). While students appreciate the professionalism of library staff, the study suggests that implementing Bibliographic Instruction and Information Literacy programs would help students gain confidence in using library resources (Ngulube, 2020).

- **Empathy: Providing Personalized Support**

Students from diverse backgrounds—undergraduates, postgraduates, and working students—have unique needs when it comes to library services (Garcia & Silva, 2019). Some students lack awareness of the resources available, indicating that more personalized guidance and targeted user education initiatives are necessary to make the library more inclusive and accessible (Johnson & Acadia, 2021).

### 2.3. INFORMATION SERVICES IN PHEI LIBRARIES

The fashion in which the LIS are provided in PHEIs, or academic libraries is used in this study as a yardstick to measure user satisfaction with those services and resources. Therefore, it is important to look into the services and resources provided in a PHEIs and then specifically at RGIT and use them to measure the users' level of satisfaction against those services and resources that are provided at the RGIT library.

PHEI libraries exist to enhance the fulfillment of curriculum requirements. Boakye, Boakye and Adjei (2022:1) proposed that “a resourceful and well-organized library is an asset to any academic institution, and its existence is justified by the extent at which users, that is, students and academic staff” are happy with what it provides. Mostly, they house academic books referred to as monographs, reference materials, newspapers, scholarly journals, scientific and technical reports, electronic information resources in the form of online databases, e-journals, electronic theses and dissertations, as well as special collections of state for meeting the information needs of users (Boakye et al, 2022:1). These types of materials are the ones that attract library users to visit the library or academic information service centre and they are the yardsticks against which library user user satisfaction is measured.

Adam (2016) assessed the quality of library service and subsequent user ‘satisfaction among undergraduate student at Yusuf Maitama Sule University (YMSU) Library. The results showed that most of the undergraduate students at this university visited the library to to complete assignments, while other visited it to consult textbooks and reference materials, as well as to browse on ,the internet, consult newspapers, and examine e-journals and printed journals. Some went to the library to read for tests and some to make copies. Verma (2018) also conducted a study on users’ satisfaction with library resources and services at Lunglei Government College Library. The study results indicated that users’ satisfaction with the collection of library resources. Analysis showed that the majority of respondents, 84% (67), are satisfied, 14% (11) are highly satisfied, and 1% are dissatisfied with book collections. 15% (12) are highly satisfied, 74% (59) are satisfied, and nine (9%) and two (2%) were not sure and highly unsatisfied with the collection of reference sources, respectively. With the collection of journals, eleven (11%) respondents are highly satisfied, and seventy-five (75%) respondents were satisfied. Only eleven (11%) did not know and two (2%) were highly unsatisfied. Fifteen (15%) respondents are highly satisfied, and seventy-three (73%) respondents are satisfied with newspaper collections. Eleven (11%) did not know and only one (1%) was highly unsatisfied. No respondents use e-books or e-journals, but even so, five (5%) of respondents are very satisfied, fifty-eight (58%) of respondents were satisfied with the library’s e-book collection, ten (10%) of respondents are very satisfied, and sixty-one (61%) of respondents were satisfied with the library’s e-journal

collection. Only 1% of respondents were very dissatisfied with the library's e-journal collection. Out of the six library resources, it was discovered that most library users were satisfied with the collection. However, other areas such as electronic resources required attention. According to these results above, it is evident that undergraduate students visit the academic library to access these information sources so that they can achieve academic success. This was confirmed by the study conducted by Rodrigues and Mandrekar (2020), which revealed a significant relationship between library usage by students and their academic performance and success. Students achieve academic performance and success through using library services and resources, which can be regarded as a signal of user satisfaction with the services provided by the library.

There are a number of library information services and resources provided in any PHEI library. Library services provided at RGIT include reference services, Current Awareness Service (CAS), Online Search Services, and photocopying services. Other services offered in libraries attached to PHEIs are common to academic libraries, which include Reprographic services, book banks, Circulation, Cataloguing Services, Indexing and abstracting services, Inter-Library Loan service, and bibliographic services. These are discussed below:

### 2.3.1. Reprographic services

The reprographic services are those services involved in duplicating, photocopying, printing, reproducing documents, or reproducing valuable documents. Reprographic services aid in the widespread dissemination of information and knowledge within libraries and between the library and its users. Furthermore, supported by this service are the large-scale replication of a distinctive datasets derived from manuscripts, volumes of periodicals, and out-of-print books; preservation of records in the library; reproduction and cataloguing of records; security; storage of information resources; and guaranteeing the preservation of information resources in rare and significant text. Photocopy service is regarded as one of the fee-based services in every library operating in an academic environment. This means that library users usually pay for the photocopies that they make in the library. Therefore, library users should be

provided with value for money reprographic or photocopy services. Technology used for photocopying library materials and the quality of the materials produced in the process also play an important role in user satisfaction (Piperi, Bodi, Sinoimeri, Spahiu & Kaçani, 2021). User satisfaction with photocopy or reprographic services in academic libraries has never been investigated in isolation but has been examined with other library services and resources. The outcomes of the study that was conducted by Nunekpeku (2020) found that photocopying services were among the services that were not encouragingly patronised at the University of Cape Coast library (UCC) in Ghana. Similarly, the study conducted by Thusithakumari, Jayawardena and Ransara (2021) identified that library users at Wayamaba University main library, Sri Lanka, were faced with a lack of photocopying services, apart from non-availability of needed information materials. Latif, Satti and Awan (2015) also found that printing and photocopying services were among the services that users are mostly concerned with at the Allied Health Sciences Library, Shifa Tameer-e-Millat University, Islamabad.

Moreover, in the era of digital services, photocopy services go along with printing services or facilities. Most of the materials that library users want are in electronic format. Therefore, instead of photocopying them using a photocopy machine, they print such materials online from the networked printers. It is for this reason that the quality of printed paper is also important in measuring user satisfaction. Sriram and Rajev (2014) confirmed that printing and photocopying facilities were discovered to have a high significant impact on the academic library users at Sur University College, Sultanate of Oman. Ishak and Ahmad (2023) emphasised online printing services that prioritise user satisfaction. Locally, the study conducted by Muzvondiwa and Marutha (2022) found that printing services were the least marketed service in one of the unnamed PHEI in RSA.

### 2.3.2. Reference services

Reference services is that type of library service in which library users are assisted by library staff to obtain what they are looking for in the library. The service is about the responsibility of the library towards its users. Therefore, reference services are crucial library services provided to users and visitors of the library and information centres, which are designed to make it as simple as possible for consumers to access

information resources that will precisely satisfy their information needs. In addition to helping users and librarians understand where the recorded material is located and how to search for what they need, it really benefits users who are in need of information. The purpose of this service is to make things easy for library users to locate sources of information in the library (Bandyopadhyay & Boyd-Byrnes, 2016). The reference librarian is in charge of the library's reference section and overseeing important information resources that cannot be borrowed by users (Atanda & Uchendu, 2017). Reader education and responding to requests for specialised information and support are among the services provided to users in academic libraries. Reference service is considered a place where the performance of a library can be measured, including in PHEI libraries.

According to Lou and Buer (2015:552), reference services are a crucial component of how libraries run. Reference services must be successful; therefore, it is critical to carry out assessments to find any issues or shortcomings and come up with the needed improvements. Evaluation efforts are essential because they provide information about the degree to which the service is meeting user needs, how well the service is meeting intended goals, objectives, and outcomes of the library, and whether resources allocated to the service are yielding the desired results for the library administration and the reference service itself (Lou & Buer, 2015:552). However, most studies on user satisfaction in academia have focused on different services rather than solely on reference services. Some concentrated on academic staff, while others focused the services provided at the reference service desk. The study conducted by Anmol, Khan and Muahmmad (2021) explored academic staff 'satisfaction level with different types of library services in South District of Khyber Pakhtunkhwa library in Pakistan. The study found that most library users, more especially the academic staff, were more satisfied with other general library facilities and its infrastructure but were not satisfied with almost all library services except for circulation services. With regards to the students, the findings of the study carried out at the Jiangsu University Library by Gyau, Liu, and Kwakye (2021) showed that they were pleased with the service they received as well as the library's ability to promote learning and research. Students rated the overall library service quality as good. The library's support for learning and research, including the treatment of users, has

something to do with reference services in libraries. In a study by Lou and Buer (2015:552), at the libraries of the University of Education, Winneba (UEW), Ghana, it was found that reference service use had a high non-usage rate of forty-two percent (42%) compared to the rest of the library services. However, “library users felt that reference librarians were more successful at exhibiting user service qualities than on other tasks” (Lou Buer, 2015:552).

In the midst of digital information resources, today, reference service is conducted virtually or online. Hodges (2002) confirmed that numerous web-based reference services have been established by libraries. Virtual reference services, in which information services can be provided through instant messaging, have also gained momentum (Côté, Kochkina & Mawhinney, 2016). Provision of electronic user service has become a concern for academic libraries. This poses a need to measure user satisfaction with virtual or digital reference services. Using the theory of expectancy disconfirmation, Ng’ang’a (2020) conducted a study to examine the link between the information services and students’ satisfaction at Kenya School of Law (KSL) library. The study revealed that digital information services were among the services that positively and significantly relate to students’ satisfaction at KSL library. In particular, “information literacy training was found to be the most significant predictor of students’ satisfaction, followed by digital information services, then circulation services and lastly reader services” (Ng’ang’a, 2020: vi).

### 2.3.3. Current Awareness Service (CAS)

CAS is a service involved with updating the library users about the new developments in their fields or disciplines. CASs, which educate people or organisations about the newest events, patterns, and advancements in their areas of interest, heavily rely on information technology. Academic libraries currently offer selected information distribution and CASs different from the past, due to the application of ICTs in libraries. Van Alstyne (2020) confirmed that it has revolutionised the way that CASs are functioning today, improving their effectiveness, customisation, and usability. Both librarians and library users can anticipate more developments in this area as technology progresses, opening the doors to the emergence of even more complex

and potent present awareness services. According to Chinyere and Udolor (2022), it is the academic librarians' mandate to provide these services to all their users or to teach them on how to set up alert services on their own, for them to receive unmediated access to library resources. CAS "helps to keep users better informed, provides access to the most current needed documents, supports academic staff members, professionals, and managerial skills, and provides information in a preferred format" (Janat 2017:13).

There are different ways in which CAS is provided in libraries and information centres. While some methods are traditional, some are electronic. To meet the information demands of library users, it is critical that librarians are knowledgeable about the appropriate information services to offer. Among the customary CAS services provided by libraries are:

- Posted the freshly acquired books' table of contents in prominent locations on the notice board.
- Clippings from newspapers kept in a file or album within an office cabinet. Raising awareness in this way facilitates access to up-to-date material and advancements in the fields of interest for both scholars and library users.
- Displayed of newly purchased library materials on the display cabinets in the library for people to view it, as they go in and out of the library.
- Notifying department heads when new materials in specialized areas were bought for specific departments. The heads of departments at the libraries notify the faculty members about newly acquired resources that may be relevant to their courses of study.

Shafique (2016) claimed that CAS is among the services provided by libraries that facilitates faster and easier user access to library resources, while Uzohue and Yaya (2016) claimed that CAS was the most active, demanding, and practical usage service out there, providing users with excellent, current information that will be of assistance for them to learn new skills for future growth and development. CAS is among the

library services that helped users to access library resources more quickly and easily (Uzohue & Yaya, 2016). Furthermore, CAS appears to be the most active, demanding, and useful service available for academics and researchers, offering top-notch, up-to-date information that could aid users in learning new things for future advancement and development.

Electronic CAS were mostly provided to academics and researchers in most university libraries. Therefore, information technology has made it possible to automate several processes associated with contemporary awareness services, including data analysis, content curation, and web scraping (Barwary, Jacksi & Al-Zebari, 2023). As a result, information is gathered and filtered much more quickly and accurately, allows CASs to give users more timely and relevant news. However, displays and newspaper cuttings, including the fashion in which the library promotes its services and resources to the users, can also be used for measuring user satisfaction. Therefore, user satisfaction in libraries is always associated with marketing library services (Busari, Ayankola & Ladipo, 2015). Muzvondiwa and Marutha (2022) researched on improving the usage of library and information services in an unnamed PHEI in RSA and found that marketing of such services is crucial. There is a magnitude of electronic material or information on online databases that kept on escalating daily, which required users to be aware of them. Since most of users are always online, libraries must also find ways to inform users on different platforms to alert them on new developments in their fields of interests online. Through a variety of digital channels, including websites, e-mail alerts, social media, and mobile applications, information technology makes it possible to efficiently gather, process, and distribute information. This makes it possible for CAS to offer consumers content that is tailored to them specifically based on their search history, preferences, and behaviour.

There are alert also services that are also provided to library users through social media such as Publisher Alerts services, New Book alerts services, Web page alerts, Google alerts and Talkwalker alert services, Conferences Alerts, and Citation alerts (Ibrahim, Chaibi, Ghézala & Compact, 2020). Citation alerts help to inform a researcher or a library user when new publications cited the authors they are following

(Lotfipanah & Azadeh, 2017). Blogs are among the most powerful tools for raising awareness nowadays since they enable direct participation and regularly updated comments. They have also become popular Web tools with a variety of applications.

Dika (2019) also showed that social media services can be employed as a new communication tool to send messages to users and also feedback mechanism at the Federal University, Lafia, Nasarawa. Similarly, Mogale and Bopape (2023) found that the information librarians at the University of Limpopo library utilised Blogs and Facebook to market and promote library and information services, as well as to liaise with their users in schools and faculties. Therefore, librarians in PHEI libraries can also use social media to promote and provide library services to their users. What the library needs to do is to subscribe to these social network sites to update their users accordingly. However, Monnin and Blanchard (2015) state that “little is known about methods for evaluating social media tools”. User satisfaction surveys come in handy for LIS organisations to evaluate the effectiveness and efficiency of social media in updating library users about library services and resources.

#### 2.3.4. Circulation Service

In accordance with the library’s policies and regulations, circulation services include lending library materials to users, renewing loans, holding items on hold for borrowers, receiving materials that had been returned, and inspecting returned materials for damage (Irvin & Bullard, 2017). Circulation control is a service expected to deliver all necessary information at the touch of a key in any library automation system. To the library users, it is disturbing to navigate through multiple menus to get to where the issuer needs to be, if a line of borrowers started to form at the issuing desk. Libraries had focused on making everything necessary accessible from a single screen and rationally organised with this in mind. Staff members at the library could easily see all the items that a borrower had checked out, along with any that are overdue. By selecting the relevant option, additional details about the borrower’s reservation, borrowing history, and areas of interest are all made available. Suresha (2016) looked at the level of satisfaction that St. Claret Degree College in Bangalore’s staff and students had with the resources and services provided by the library. It was found that

the most popular library service was circulation, and books were the resource that people utilised most frequently. Users also given latitude to provide suggestions to improve the library.

There is also a substantial correlation between library use and academic achievement and performance (Rodrigues & Mandrekar, 2020). Therefore, students are encouraged to embrace using the library in their academic endeavours, and told about its advantages in enhancing their academic performance. Libraries have to take appropriate steps to make sure that these students fully utilise the library's resources and services, such as attending library orientation and information literacy workshops, to make them aware of their availability. The study by Rodrigues and Mandrekar (2020) revealed that monthly trip to the library was made by 28.2% of persons to review test questions, do all their research at once, and utilised the photocopying facilities. Twenty-three percent (23%) of students visited the library every day because it enhanced their learning skills, gives them access to the high-quality resources they have there, and assists them in their studies in a variety of other ways. Veena and Kotari (2016) reported that 59% of respondents visited the library every day, 86.7% expressed extreme satisfaction with the general book collection, 70.0% with the text book collection, and 53.3% with the circulation services. According to the paper, college libraries were recommended to regularly carry out user studies to ascertain the information needs of their users.

RTIG College's central library also kept a book bank for degree-level textbooks to assist deserving students from Big Picture learning / Project Base Learning (B.P.L.) and lesser socio-economic groups. Only eligible students could borrow books from the book bank for a semester or as permitted by library regulations, up to a specified number. In the circulation services, there is also an Inter-library loan service, whose function is to obtain materials that are not available locally, from other libraries. According to Solanke and Olatoye (2023), these services arose from the need for libraries to obtain more recent information resources due to financial restrictions and the rising cost of information resources. Since no library or information centre could

claim to provide access to all information resources, those libraries that lack other information resources had to borrow such resources through the inter-library loan and document delivery services from libraries all over the world. Inter-library lending and document delivery services is primarily requested and delivered online. This service enhances library collections and offers library users a better, higher-quality services, as well as services that are specifically designed for faculties and schools, services for users with disabilities, postgraduate student services, as well as user education or information literacy series.

### 2.3.5. Cataloguing and classification

Cataloguing and classification are involved in organising library materials so that they should be easily accessible, using universal standards such as Anglo American Cataloguing Rules 2<sup>nd</sup> ed. (AACR2), Dewey Decimal Classification (DDC) schedules (DDC), Library of Congress Classification (LCC) schedules, MARC 21 and cataloguing software such as Resource Description Access (RDA). In contrast to a bibliography, a library catalogue is a list of books that are organised systematically; it is a list of books in a particular library or collection. The majority of libraries have completely automated their cataloguing and are affiliated to the autonomous institutions of the central government. The majority of libraries use a partially automated cataloguing system, and the process of retroactive conversion is ongoing (Janis & Joudrey, 2020).

Closely related to cataloguing and classification are services for indexing and abstracting. An indexing service is a methodical technique for organising entries in a library that enables users of information to find specific information inside a document. It is a technique used to organise a list of periodicals in a logical manner while providing full bibliographical references for all previously published individual primary documents that are released on a regular basis. They are organized in a systematic manner, they can be used to locate and identify the essential informational resources that appear in a particular publication (Lovely Professional University, 2013). Contrarily, abstracting services involves summarizing or interpreting a document's content while emphasizing its most important points to enable users to quickly

determine whether or not to read the full text in order to satisfy their information demands. In essence, the process of abstracting resources offered value beyond merely giving a synopsis and citation data (Olubiyo, 2023).

#### 2.3.6. Computers and internet services

Computers and the internet are crucial management tools that can be utilised to manage various tasks more effectively. The study by Khan, Rafi, Zhang, and Khan (2023) demonstrated how technology advancements boosted user performance, fortified managerial abilities, sped up the usage of library resources, and eventually improved academic performance and services. For sustainable development, computers are utilised for a variety of tasks such as information generation, processing, storage, analysis, and dissemination. The library's use of computers and the Internet has been praised for its many benefits, including efficient resource usage, low cost, and quick information transfer. CDs, flash drives, and other peripherals for computers are available. The computers are utilised for a variety of normal library tasks, such as ordering/acquisition and circulation. The internet is a tool that facilitates quick information flow. It consists of a network of computers that frequently communicated across phone lines. It offeres a global platform for information exchange among people, organisations, and institutions. Internet use has made it possible to provide timely and practical information to boost productivity and good governance.

#### 2.3.7. Bibliographic services

In a distinct publication, a bibliography is a list of citations or references to books or articles from periodicals on a certain subject that could be found at the conclusion of a book, journal article, or encyclopaedia entry. The library's bibliographic services coordinated the cataloguing of books and provide a detailed description of each book as a physical entity. The library's bibliographic services serves a variety of purposes, including directing users to relevant literature, identifying what has been written in a given field, verifying bibliographic information, locating materials according to their point of publication, and locating materials in the library according to their point of

purchase. It aids in book selection or determination of a book to reference for a particular purpose. The more bibliographic details facilitated the location of the required information, the more library users are pleased with the bibliographic services of the library.

#### 2.4. USAGE OF LIBRARY RESOURCES AND SERVICES IN PHEIs.

Before library users can vent their satisfaction levels, they had first make use of the resources and services provided by the library. It was therefore also important to reflect into previous literature concerning the usage of services and resources in the PHEI library. Escalating costs of library resources and budget constraints experienced in academic libraries, compelled them to evaluate the usage of new resources and packages (Mothlake & Bopape, 2021). Therefore, most researchers have concentrated on the fashion and the level to which library resources and services are being used by the people they were intended for, as well as the reasons behind their usage, and ultimately measuring their resourcefulness by evaluating the satisfaction levels of users gained after their usage. Mothlake and Bopape (2021) advanced the view that continuous examination of the usage of new library and information services products, could also serve as the basis for justification of continuous acquisition and purchasing of those products. Simpson (2016) conducted a study at Select Management Institutes on the usage of library resources and services at Utes Al-Barkaat Institute of Management Studies (ABIMS) in India. In this study, it was found that almost 80% of students visited the library daily, whereas the minority of students visited the library once, twice, and thrice a week; the main purposes for their visits to the library were to study course materials, read popular materials, borrow books, and prepare for examinations. The services that students used the most were lending and references, although they also used press clippings, photocopying, displays of new arrivals, and the catalogue. The students used three strategies of searching information sources, the first strategy, used by the majority of students, entailed searching or checking the shelves themselves. Twenty-five percent relied on consulting the library catalogue as a second strategy, whereas fifteen percent (15%) used the third strategy, seeking assistance from library staff. Half of the students were informed about library services through the library bulletin. Twelve percent (12%) acquired information from library staff, twenty-eight percent (28%) acquired

information from teachers, and ten percent (10%) acquired it from their classmates. When the researcher asked about the strengths of the collection, 80percent (80%) of the respondents indicated that it was strong whereas 20 percent (20%) said that it was weak. In addition to examining the usage of resources, this study also examined the frequency at which library users visited the library at this institution. As the heart of the academic enterprise, libraries and information services in PHEIs play a critical role of providing information products, materials, resources and library services to academic staff and students (Simpson, 2016; Proctor, 2021).

Kekana (2016) also conducted a study on the accessibility and usage of library materials and services at the libraries of the National Open University of Nigeria. In this survey it was found that, out of the twenty (20) various services that available in the library, eleven (11) were utilised, seven (07) were available but not utilised, and then there were two (02) services that were not in use because they were not available to the users. Noteworthy, the findings indicate that the majority, that is, eighty-one percent (81%) of the resources and services available were outdated and unused. Library orientation was not practised; so, the students were also not aware of the services offered by the library. A small percentage of students, that is, twenty-three percent (23%) said they were happy with the library's materials and services, and that they used them for study, research, and leisure. Lack of appropriate library orientation, outdated library resources, and a lack of a comfortable reading space were the issues preventing the accessibility and usage of library resources.

To determine the reasons behind the usage of certain resources over others, researchers use the information needs of library users that are generated from their demographic profiles such as age, gender, occupation, and level of education. According to a study conducted by Kekana (2016) on postgraduate students' perceptions of the library as an environment for reading, studying, and researching at the University of KwaZulu-Natal on Pietermaritzburg Campus, 63 female responses (60%) and 42 male respondents (40%), 70 (66.7%) of the respondents were in the 21–30 age range, and 24 (22.9%) were in the 31–40 age range. These respondents made up the majority of the sample. Just two (1.9%) of the respondents were older than fifty.

At BS Abdur Rahman University, Vijayakumar (2017: 21) found that most respondents thought there were more “newspapers, project reports, CD-ROM databases, reference books, and subject books available than dissertations, general literature, and online resources”. Therefore, books, theses, journal articles, magazines, encyclopedias, dictionaries, e-journals, and e-books were examples of informational resources in any PHI library. This suggests that respondents’ opinions of how best to respond to various information needs at the library are generally similar. The University of Ibadan in Nigeria’s research conducted by Folorunso and Njoku (2016) showed that undergraduate students utilised the library more frequently for studying and exam reading than for any other purpose. For this reason, approximately 60% of people visit the library at least twice a week. According to a study conducted by Afianmagbon (2020), lecturers and other academic personnel at Lead City University in Nigeria had high access to information resources when conducting research, which is a sign of satisfaction. Abubakar (2020), conducted an examination at the University of Ibadan, Nigeria and found e-journals, online libraries, e-books, computers, encyclopaedia, indexes, handbooks, newspapers, and magazines were among the other information resources that respondents strongly recommended. Therefore, books were among the information resources available in university libraries that students can use for academic purposes. While over half of the respondents were aware of certain information resources, such as abstracts, monograph-specific indexes, audio-visual conference proceedings, and standard CD-ROM databases, some were found to be of inferior quality (Abubakar, 2020). In contrast, Kutu and Olabode’s (2020:1) study on the accessibility of information sources in libraries noted that the print sources with the highest accessibility were “newspapers, textbooks, and journal collections, while the least accessible were indexes, technical reports, and manuscripts.”

Regarding accessibility, academics held varying opinions. Jabbar, Saqib, and Muhammad (2020) found that at COMSATS Institute of Information Technology, Lahore, “users were accessing information resources off-campus while other respondents were accessing information resources on-campus, with some respondents using IP and very few others using any other mode of access.” This

research is comparable to that of Jan and Rehman (2020), who discovered that the majority of students at Khushal Khan Khattak University of Karak-Pakistan, were using the Internet at their residence halls and the university library. It was interesting to see that others used computers in classrooms to access the Internet. However, Olubiyo and Yemi (2020) presented a different interpretation in a study that was conducted at the Ondo Library of Adeyemi College of Education Undergraduate Students. They asserted that students could obtain serial materials by requesting staff members for directions or browsing through racks and shelves. Therefore, usage of library services is dependent upon awareness of users with different library services and their information seeking behaviours. If they are aware of the services, and the information seeking behaviour that they use yield success in finding what they are looking for, their satisfaction level are likely to be high.

## 2.5. SATISFACTION WITH LIBRARY RESOURCES AND SERVICES.

After using information services and resources, library users could tell if they were satisfied or not satisfied with the services that they had used. Therefore, users' satisfaction with library services can be measured according to the usage of in-demand information resources, facilities, and services provided by a library (Vinod, 2012). Through user satisfaction surveys, librarians are able to identify the services and resources that required improvement. Motiang (2014) assessed user satisfaction with the library and information services offered at the Medical University of Southern Africa. While some library users expressed satisfaction with the library's hours, registration procedures, and staff behaviour, other users indicated that resources and services such as the library's collection of books and journals, photocopy machines, and internet access needed to be improved. This meant that the management of the library should concentrate on enhancing its photocopying, internet, and book and journal collections after a user satisfaction survey is completed.

User satisfaction surveys can also assist librarians in identifying how library users perceived the services provided by the library and what they expected from it. This enables the library to identify its user's information needs. Dahan, Taib, Zainudin and

Imael (2016) surveyed users' perceptions of academic library service quality at the University Malaysia's library and found that the perceived service quality level exceeded the users' expectations and desired service. Library users were satisfied with the level of the services provided. Ijiekhuamhen, Aghojare and Ferdinand (2015) surveyed satisfaction of users with academic library performance of the Federal University of Petroleum Resources. The findings of the survey "revealed that users were satisfied with the photocopying and scanning services, current books on shelves, access to electronic information resources such as books and journals, complete relevant journals, a friendly user card catalogue to locate resources, longer hours to locate resources via the internet, and the opening hours were suitable" (Ijiekhuamhen, Aghojare & Ferdinand, 2015: 67) . In Ghana's public colleges of education, Yeboah, Adams, and Boakye (2018) discovered that a majority of respondents were pleased with the design and furnishings of the library. This showed that library user satisfaction was not only about the resources and services, but also about the physical structure of the library, including space requirements and other infrastructural facilities.

Many years ago, and even currently, libraries use user satisfaction surveys to measure library performance . Academic libraries existed to provide information sources that met the information needs of the users or the students (Ogo & Uchendu, 2024). Bamigboye (2020:12) states that:-

"Libraries were at a crucial stage because there was pressure and competition created by new technology, and users were faced with a variety of systems for information delivery"

Users' satisfaction survey is, therefore, an important step to retaining users in the current day contending information and knowledge industry (Adegoke, Akor, and Mohammed, 2023). Without the new information delivery systems implemented by the library, users are likely to depend on information delivery tools other than those provided in the library. When Larson and Owusu-Acheaw (2012) found that most users were not satisfied with the currency of library materials at the University of Nebraska in the Faculty of Education library, they concluded that the conventional collections of monographs had a bearing on the number of library visitors, which meant that the

users depend on other information delivery tools, instead of visiting the academic library. Conversely, it was revealed that students were satisfied with the availability of internet facilities and library materials, including the efficiency and helpfulness of library staff (Larson and Owusu-Acheaw, 2012).

The types of materials provided by the library also have a crucial role to play in determining user satisfaction. Users' satisfaction with library materials was investigated by Gudi and Paradkar (2018) through a survey of engineering college libraries in PUNE, India. In this survey it was found that reference materials, textbooks, print journals, and back issues of print journals were the print resources with which respondents were most satisfied. E-Journals, e-books, e-databases, and e-conference proceedings were determined to be the electronic information resources, which respondents are most satisfied with. When assessing user satisfaction with academic library performance of university libraries in Malaysia, Kassim (2009) found that users were generally happy with the library's holdings. The survey revealed that sixty (60%) of the respondents agreed that the textbooks were adequate, and seventy-two percent (72%) of the respondents agreed that the supply of newspapers in the library was regular. Yeboah, Adams and Boakye (2018) conducted a study on how satisfied users were with the library resources at Ghana's public colleges of education. The results showed that 149 (41.8) people were generally satisfied with the location of the library, while 122 (34.3%) were very satisfied. Eighty-three percent (23.3%) of respondents said they were unsatisfied with the location of the library building, while 2 (0.6%) said they were extremely dissatisfied. Amenities like the potential for evening hours, online access to the resource catalogue, interlibrary loans, natural lighting, desk reservations in reading rooms, a section specifically for business newspapers and magazines, the ability for students to borrow texts, and copying facilities are all desirable and, if offered, will always result in user satisfaction (Dominici, Palumbo & Basile, 2015).

User satisfaction studies are also conducted to determine happiness and pleasure in using library resources and services. Motiang, (2014) conducted evaluation research on library services and resources at the University of Limpopo's Medunsa Campus,

using a questionnaire as data collection tool or instrument from university students, academic staff, and administrative staff. This research showed that users made a good use of the library's resources and services. In particular, more users expressed happiness with the information provided by library staff. The majority also expressed pleasure with the assistance they received from library personnel. Even if they were satisfied, users offered suggestions for enhancing several services to keep up with the information age. Some of these amenities included journal collections, photocopiers, improved internet service, extended library hours, and enhanced library personnel services (Motiang, 2014). Therefore, it is important to perform surveys and orientations on a regular basis to ensure that users are happy with the offerings of academic libraries.

Adeniran and Godwin (2019) conducted a survey on user satisfaction with academic library services at Redeemer's University, based on the viewpoints of academic staff and students. For the study, the researcher used the survey research approach and created a questionnaire to collect information from academic staff and students. The study found that although Redeemer's University library users were happy with the services offered by the library, there was room for improvement. It was suggested that during library orientation, students need to be made aware of the significance and types of materials available in the library, as well as how they might use such items for homework and study. Additionally, the administration of the library at Redeemer's University should make an effort to ask users for feedback on how the services could be made even better and to meet with academic staff members to discuss the library's needs. The study instead took into account the thoughts, ideas, and perspectives of international students who utilised academic libraries according to their satisfaction levels and how well-rounded the provision of a service they perceived the entire library service could deliver was.

Singh and Kuri (2017) examined the degree of user satisfaction with the seven Indian Institute of Technology libraries (IIT). The researchers used the survey research methodology to discover and deduce that the most of the IIT users are happy with a variety of library services, including book lending, internet access, reference

assistance, journal and periodical circulation, E-journals, online database services, and reservation assistance. However, they recommended that consistent feedback from teachers and students would also help to improve the library services and efficiently meet their satisfaction. Through user views and expectations, Mahmood, Ahmad, Rehman and Ashiq (2021) also evaluated the service quality of college libraries employing a quantitative and the survey research approach. The results showed that none of the services met users' expectations that were based on the user's gender, type, and academic discipline. Differences in service quality were discovered. Lack of ICTs and professional personnel was also noted.

Khan and Bhatti (2020) conducted a survey of university libraries in Pakistan to determine how satisfied users were with the management and development of the libraries' collections. Through semi-structured surveys, data from the targeted libraries' faculty members were gathered. The study's findings showed that the faculty members were practically evenly split between satisfaction and dissatisfaction. The majority of respondents expressed an unfavourable impression of the collection development policies and procedures. Researchers advised administration and faculty members to be involved in the creation of library collections.

Mahmood, Rehman, and Ashiq (2020) further examined user feedback on the effectiveness of college libraries in Pakistan academic libraries and found that users had negative opinions of the college libraries' infrastructure and current state. Users expressed unhappiness with the library staff's attitude and issues with space, ventilation, energy, available resources, and ICT equipment. Taufiq, Rehman and Ashiq (2020) studied how satisfied Lahore's public libraries were and the conclusions showed users' library visits and their satisfaction with the circulation services provided by their respective libraries. However, there was a noticeable lack of satisfaction with internet-based services and the user-library relationship.

Abukari (2019) examined user satisfaction levels At Narh-Bita College in Tema, Ghana, and found that the majority of users, were happy with the library's resources

and services. Ali and Kumar (2019) investigated users' satisfaction with the college's resources, facilities at Vidyavardhaka First Grade College in Khan and the findings indicated that the majority of respondents were happy with the library's overall physical and online services. Additionally, satisfaction with the library's amenities was noted. Users recommended expanding the library's collection to enhance the space. Aslam and Seher (2018) used a random sampling technique to interview Liaquat Memorial Library patrons to gauge user satisfaction. According to the study, libraries play a significant role in society to some extent, and many areas need to be revised to meet user expectations. A study of user satisfaction with library services at the Sokoine National Agricultural Library in Morogoro, Tanzania, was published (Bea, Musabila & Deogratus, 2018). Results showed that respondents were happy with the library's services. However, users expressed dissatisfaction with several obstacles they encountered when using library resources, such as staff members' poor customer service skills, the library's inadequate security, which led to the theft of some users' belongings from temporary bags left there, and the poorly organised bookshelves, which forced users to spend a lot of time searching for materials.

Another survey on users' satisfaction with library resources in Ghana's public colleges of education was conducted by Yeboah, Adams and Boakye (2018). The findings revealed that consumers were happy with the design, setting, reading areas, furnishings, and reference materials. However, users were not satisfied with the library's computers and internet access. The Federal University of Petroleum Resources' library's user satisfaction level was quantified by Ijiekhuamhen, Aghojare, and Ferdinand (2015), whereby, majority of respondents, according to the study, attended libraries because of internet access. Users' satisfaction with the library's collection, services, and infrastructure were judged to be quite satisfactory.

## 2.6. LIBRARY STAFF AND CUSTOMER CARE

Besides the services and resources provided by the library, library user satisfaction could also be evaluated based on the behaviour or conduct of library staff when providing services to library users. User satisfaction also depended on the interaction between library staff and library users. User satisfaction in academic and research

libraries did not only require knowledgeable staff, but also friendly, helpful, and caring librarians. Traits such as approachability, politeness, friendliness, availability, timely responsiveness, knowledge, and skills were crucial when evaluating user satisfaction using behaviour of the staff as a yardstick.

The attitude of librarians in influencing information service and user satisfaction is further highlighted by the relational facilitators that needed to be applied by librarians, namely: greeting ritual, rapport building, deference, representation of non-verbal cues, and closing ritual (Radford et al., 2011). The application of information technology (IT) in library services had also greatly influenced the work culture of librarians and their supporting staff, because for the librarian to provide the best possible services in the library, they should be well-acquainted with IT knowledge. It is therefore important to look into the technological skills and competencies of library staff during user satisfaction surveys. The library must ensure that it has the latest technological resources and knowledgeable staff to provide quality services. User satisfaction is closely tied to the professionalism and attitude of the library personnel towards the demands of the users. Users will return to the library anytime they need information if they are happy with the staff's assistance. Iwhiwhu and Okorodudu (2012) proposed that disgruntled users were the result of low information resource status, insufficient services provided by library employees, and staff members' negative attitude towards their jobs. Hossain (2014) researched the factors that may contribute to user dissatisfaction in academic libraries in a developing country known as Bangladesh. According to the research, the main reasons why users are unsatisfied with services include a lack of user-employee interactions, a disregard for users' needs, a communication gap between the library and users on the outside, a failure to improve staff members' performance, etc.

Odu (2017) investigated user apathy towards library services and resources using the University of Calabar Library in Calabar, Nigeria. The research found that the staff's attitude towards users, was among other factors contributing to the state of user apathy towards the library. Similarly, Cozin and Turrini (2008) assessed user satisfaction with nursing library items and services at the Nursing School of the

University of São Paulo. According to the research, users were not happy with either the librarian's desire to help users with their information needs or the training they received for conducting bibliographic research. Michael and Olayemi (2023) looked into the influence of librarians' attitudes on users' patronage in private university libraries in Lagos State, Nigeria. Librarian's job attitude, interpersonal relationship, professionalism, and perception, and image were highly rated by the respondents. In accordance with the findings of this study, it was suggested that the library staff should have developed their self-confidence by being proactive and striving to be at the forefront of university activities to gain more visibility and improve the image of their profession (Michael & Olayemi, 2023).

## 2.7. CHAPTER SUMMARY

The literature on user satisfaction in LIS was thoroughly covered in this chapter, in accordance with the objectives of the study. The literature review revealed that there is plenty of research that has looked into this topic in academic libraries. Most of the previous literature on user satisfaction in libraries focused specifically on user satisfaction in traditional academic library services rather than on user service in the electronic environment. The literature review also revealed that there is dearth of literature on user satisfaction surveys in PHEI libraries. This prompts the need to conduct a study of user satisfaction in the library which operates in a PHEI that functions in an electronic environment. The chapter also covers the theoretical model on which the study is based, namely, LibQUAL+. Along with the model used for this study, the most significant and pertinent models that were frequently utilised in service satisfaction assessment were also described.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1. INTRODUCTION**

The previous chapter, which also provided the basis for this study, discussed the theoretical framework and literature evaluation on user satisfaction surveys in LIS businesses. In this chapter, the researcher reviewed and selected the most effective research methodology, research plan, data collection and sampling techniques for the study. The entire study procedure, including data analysis and the ethical considerations made during the inquiry, are also presented in this chapter. Research methodology is a means to describe how a researcher conducted the investigation. It explains how a researcher conducted the study to produce accurate and legitimate data that meet the goals and objectives of a particular study. In essence, the research methodology is the process that the researcher used to make a decision about how data were collected and analysed (Painter, Durrheim, & Blanche, 2018). This chapter addresses the methods, techniques, and procedures that were employed in the process of implementing the research design or research plan, as well as the underlying principles and assumptions in their use (Babbie & Mouton, 2008).

#### **3.2. RESEARCH PARADIGMS**

A world-view or framework that directs any study is known as a research paradigm (Willis, 2007). The researcher's views and assumptions about the nature of reality, information, and methodologies are reflected in the research paradigms, which come in many forms. The most popular research paradigms are interpretivism, positivism, critical theory and pragmatist research paradigms (Rehman & Alharthi, 2016).

##### **3.2.1 Interpretivism paradigm**

The interpretivist research paradigm postulates that reality is a construction made from the experiences and meanings attached by individuals to a specific phenomenon (Kivunja & Kuyini, 2017). It focuses on comprehending the circumstances, viewpoints, and interpretations of individuals through the use of qualitative techniques like observations, interviews, and document analysis (Wahyuni, 2012). The interpretivism

paradigm holds that there are several realities as opposed to a single one. Most of qualitative social science investigation utilise this research paradigm. Interpretivism maintains that due to the complicated nature of human behavior, statistical models such as those employed by positivist paradigms are insufficient for researching it. Only through analyzing the interpretations that individuals make of events and behaviours, knowledge can be produced. Studies which employ this paradigm are therefore inherently subjective and heavily influenced by the investigator's point of view. Interpretivist paradigm research is carried out in the real world of the people being studied, not in a lab or other artificial setting. The nature of interpretivist research means that its findings are typically not generalisable and are only valid within the specific parameters of the study (Painter et al, 2015).

### 3.2.2 Critical theory paradigm

Painter et al (2015) believe that as social, political, and historical contexts affect reality. Consequently, research should encourage societal change and question the current status quo. Critical theories like feminism, Marxism, or post-colonialism are applied, as well as qualitative and quantitative methods of research, to assess and modify current institutions and frameworks. According to Painter et al (2015) critical theory paradigm, social science is never completely objective or value-free. The practical use of scientific discoveries to social transformation is the central idea of this paradigm. Critical theorists question accepted knowledge and methods by identifying the ways in how authority is used or abused in the occurrences or systems they investigate. Scholars who share this perspective generally aim to establish a more just and equitable society where people may freely exercise their rights, individual and collective. With this paradigm, one may employ both qualitative and quantitative methodologies.

### 3.2.3 Positivism paradigm

According to Painter et al (2015), in positivism paradigm, there is an objective world that can be measured and observed through the use of science. Positivism acquires knowledge through empirical testing (Richardson, 2012). Objectivity and deductive reasoning are central to positivism. The premise of the positive framework is that

society ought to be investigated objectively and scientifically. To develop hypotheses and provide answers to research issues, positivist researchers employ quantitative data. Du Plooy-Cilliers, Davis and Bezuidenhout (2014) state that positivists hold the view that verifiable, objective evidence may be used to create legitimate knowledge. Creating generalisations about the causal relationships between variables is the goal of scientific inquiry. As a result, facts are quantified and analysed by statistical methods. According to Maree (2016:23), positivism holds that the foundation of science can only consist of objective and observable facts.

#### 3.2.4. Pragmatism research paradigm

The pragmatism research paradigm is a research paradigm focus more on practical solutions and application of several methodologies to facilitate complex social issues, operating in pursuit of social justice through action-oriented and context-specific inquiry (Morgan, 2014). While the positivism, use a unique approach since it focuses on objective reality, or interpretivism, which emphasizes subjective meaning, pragmatism come with more advances by allowing researchers to adopt methods that best suit their research questions. This paradigm is particularly valuable in mixed-methods research, as it enables the combination of qualitative and quantitative approaches to provide a comprehensive understanding of research problems (Creswell & Plano Clark, 2018). Pragmatism stands out as an innovative philosophy that guides actions to address real-world problems. Instead of being constrained by a single research approach, pragmatists select methods based on what works best for answering the research question (Morgan, 2014). This flexibility makes pragmatism particularly suitable for applied research, policy studies, and fields that require practical interventions. The pragmatic paradigm focuses on "what works" rather than what might be considered absolute truth. This means that researchers can use a mixture of qualitative interviews, quantitative surveys, and experimental studies to obtain holistic insights. For example, in library and information science, a pragmatist researcher might use statistical analysis to measure user satisfaction while also conducting qualitative interviews to understand personal experiences with library services. This approach ensures a richer, more applicable understanding of user needs and service improvements.

### 3.2.5. Choice of research paradigm

The researcher adopted the positivism paradigm, which emphasises the use of statistical analysis and quantitative data collection methods and techniques. The main reason for choosing this research paradigm is because the study deals with a large number of library users, who cannot all be covered if the research was to apply an interpretivist research methodologies. According to a positivist worldview, there is just one reality which can be measured and understood. Because of this, the researcher employed quantitative methods in this study. An empirical hypothesis is frequently proposed in the research method used in positivist paradigm studies, and it is then verified or refuted by the collection and examination of statistical data. Positivism adopts an objective research methodology and quantitatively investigates the presence of quantitative correlations amongst variables rather than looking for qualitative justifications for these connections. Scholars that follow this paradigm also think that the results of a single research may be applied to similar situations. Most physical scientists use positivist perspectives. As stated by Krauss (2005:294), the positivist paradigm looks at social reality, which is based on observation and logic, as the best approach to understand how people behave. But actual knowledge is based on sensory experience, which comes from experimentation and observation. Proponents of positivism claim that reality is pre-set, objective, and measurable using attributes unconnected to investigators or their instruments. Put another way, knowledge is objective and measurable. This examination is mostly used for the positivist paradigm and is a quantitative study. According to positivists, to create knowledge, a researcher must consider cause and effect, focus their research on a few key variables, hypotheses, and questions, use measurement and observation techniques, test their theories through experiments and surveys, and finally produce statistical data from the data they collected using predetermined tools (Creswell, 2003).

### 3.3. RESEARCH APPROACH

Generally, research approaches or orientations are divided into three (3), namely; qualitative, quantitative and mixed-methods research approaches. The distinction between these research approaches is that the qualitative research orientation seeks

to obtain a comprehensive understanding of human behaviour and the causes behind that behaviour, whereas the quantitative introduction employs statistical information from a chosen population to generalize the findings to the whole population (Maree, 2016). A mixed-methods research methodology combines data gathering techniques from both quantitative and qualitative approaches. Maree (2016: 53) asserts that the key distinction between qualitative and quantitative research is that the former rely more on verbal than on statistical data and its use of meaning-based data rather than statistically based data, while mixed-methods approach relies on both.

### 3.3.1 Quantitative research approach

Quantitative research approach and methods are, according to Bryman (2012:35), “a research strategy that emphasises quantification in the collection and analysis of data.” The “how many,” “how much,” and “to what extent” inquiries are the starting points for any quantitative research orientation, techniques, and methods (Rasinger, 2013). In other words, the method places a lot of emphasis on numbers, rather than narratives. Payne and Payne (2004:180) state that quantitative methods (usually utilizing deductive logic) seek consistency in the lives of individuals by dissecting the social world into empirical elements identified as variables that can use numerical methods represented as frequencies or rates, and whose connections with each other may be investigated by methods of statistical analysis, and accessed through stimuli introduced by the researcher and systematic measurement (Guetterman, Fetters & Creswell, 2015). Rather to merely finding them and interpreting the associations that people assign to their own behaviour, quantitative research emphasizes social behaviour traits that can be measured and patterned. The research paradigm of positivism serves as the foundation for this type of research technique or strategy.

Quantitative research methodology has its own advantages and disadvantages. One of the limitations is that respondents cannot express themselves when completing the questionnaire, as they are instructed to choose from the responses provided by the researcher. However, to avoid this drawback, the researchers provided the respondents to specify if there is any other response that does not appear in the ones from which they are expected to choose. Another limitation of quantitative research is

its failure to take into account how people perceive their own behaviour and that of others is another limitation of quantitative research (Blaikie, 2007). Another drawback of the quantitative research approach has a tendency to record phenomena in a single instant of time, whether or not the subject was at their best or was obviously out of sorts (Schofield, 2007). The most likable advantage of quantitative studies is that the data collection instrument can reach a large number of respondents at a time.

### 3.3.2. Qualitative research approach

According to Strauss and Yilmaz (2013), qualitative research encompasses any form of investigation that produces findings that cannot be achieved using statistical procedures or other quantitative methods. Research on social contexts, or people's lives, experiences, behaviours, attitudes, and emotions, as well as studies on social movements, cultural trends, cross-national interactions, and how organisations function, can all be related to it (Berg, 2007). This entails that qualitative research involves various realities and is not statistical. Therefore, "qualitative research is more interested in analysing subjective meaning or the social production of issues, events, or practices by gathering non-standardized data and analysing texts and images rather than number and statistics" (Flick, 2014:542). This characteristic of qualitative research emphasizes how individuals understand the world. The purpose of the qualitative research technique, according to Chalhoub-Deville & Deville (2008), is to better understand issues related to the formulation, implementation, and interpretation. According to Denzin and Lincoln (2011), there are researchers who argue that the method of qualitative research is a comprehensive means of understanding the human experience within specific contexts. As an interdisciplinary discipline, it encompasses a wider range of epistemological stances, methods of study, and interpretive tools. Qualitative research also allows for the exploration of individuals' inner experiences and reveals the ways in which meanings are shaped by and within culture (Corbin & Strauss, 2008). The most typical ways for gathering data in qualitative research include respondent-observation, unstructured interviews, direct observation, and describing recordings (Cohen, Manion & Morrison, 2011). As with interview-based data collection, direct interaction between the researchers and the respondents occurs during data collection.

Beyond the benefits of qualitative research mentioned above, there are also several clear limits. Firstly, the time required in the collection of data for qualitative research may be too long (Maree, 2016). According to Berg and Lune (2012), “qualitative research is a long hard road, with elusive data on the one side and stringent requirements for analysis on the other. Furthermore, “the analysis of qualitative data is often labour-intensive, with limited opportunities to generalize the results to a broader population (Flick, 2011).” In order to get around this problem, researchers choose a smaller sample size or number of respondents. A smaller sample size, however, can make it more difficult to generalize the findings to the whole population being studied (Harry & Lipsky, 2014; Thompson, 2011). Generalising the findings of a smaller sample to the whole population sometimes can be questionable. The interpretation and analysis of the data in qualitative research can also be more challenging (Willig, 2017).

### 3.3.3. Mixed-methods research approach

Mixed-methods research approach is defined as a research methodology that focuses on collecting and analysing data by combining quantitative and qualitative data collection methodologies in a single study (Creswell & Plano-Clark, 2018:5; Punch, 2006). The idea behind the combination of quantitative and qualitative research approaches is that it provides a better understanding of research problem than when researched using a single research approach. The mixed-methods research methodology employs both research approaches simultaneously to create a research outcome stronger than either method individually. While Maree (2016:268) claims that in mixed-methodologies research, there is more focus on finding answers to research objectives than on the methods employed, Creswell (2003:22) agrees that an a combination of methods research methodology is helpful in capturing the best of both qualitative and quantitative methods. Its shortcomings are still being worked out, i.e., standards and processes for evaluating the calibre of mixed methods social research are still difficult to apply, especially when studies incorporate perspectives from various methodological traditions, various approaches of roughly equal weight, and integration attempts (Smooch & Lewin, 2011:262).

### 3.3.4. Choice of research approach

This study adopted the quantitative research approach due to its advantages of summarising large amounts of data and information, eliminating bias and its greater accuracy in analysing data (Yilmaz, 2013). Quantitative research is the process of evaluating objective hypotheses by examining the connection between variables. These qualities are quantifiable, which makes it possible to statistically analyse the collected numerical data (Creswell & Creswell, 2018). When conducting research with a quantitative focus, data is numerically displayed and statistically analysed. As a result, it can be applied to numerical explanations and measurements of the relationship between variables. Things such as weight, performance, duration, and therapy are examples of variables. The researcher explains the relationship between the variables using effect statistics, which includes correlations, comparative frequency ranges, or differences between means. Research concerns and challenges are interpreted through the use of numerical data generated and provided by quantitative research methodologies. Explicitly defined and identifiable, quantitative research methodologies are more focused and organised, having undergone validity and reliability testing. These research methods use organised data collection processes along with sizeable representative samples. Therefore, by distributing online surveys and questionnaires, data can be gathered from the current and potential respondents. Advantages of using a quantitative approach are that it summarizes large information, eliminates bias, greater accuracy and finalises results.

### 3.4. RESEARCH DESIGN

A research plan must be included in order for a research subject to be conducted successfully. A research design, according to De Vaus (2001), is the overall strategy used by the researcher to bring together the many study components in a coherent and logical way, in order to offer a response or resolution to the research question or issue at hand. The researcher employs a methodical approach to conduct a scientific inquiry (Pickard, 2013). Research design also acts as the roadmap for the process of gathering data, measuring it, and analysing it (Knight, 2010). In this study, a research design is used to achieve the specific objectives that have been outlined in the

previous chapters. The type of a research design adopted by the researcher is determined by the nature of research objectives. Every research orientation or methodology has its own research designs. Case studies, ethnography, phenomenological study, grounded theory, and content analysis are the research designs associated with the qualitative research approach, while descriptive, correlational, survey, and experimental research designs are associated with the quantitative research approach.

### 3.4.1. Qualitative research designs

It has been mentioned that the most common research designs in qualitative research or orientation are case studies, ethnography, phenomenology, grounded theory, and content analysis. A case study is a descriptive, exploratory, or explanatory analysis of a person, group, programme or event (Asenahabi, 2019). Its purpose is to understand a single research object or subject in great depth. It focuses on one case or a few cases within its or their natural setting. Case studies are analyses of persons, events, decisions, periods, projects, programmes, policies, institutions, or other systems that are studied holistically by one or more methods (Thomas, 2013). They are applied when a particular individual, programme or event is studied in depth for a defined period of time. It is a method suitable for gaining insight into a little-known or poorly understood phenomenon (Leedy & Ormrod, 2013).

#### 3.4.1.1. *Ethnography*

According to Jones (2020), ethnography can be defined as “the systematic process of observing, detailing, describing, documenting, and analysing the ways of life or particular patterns of a culture (or subculture) in order to grasp the ways of life or patterns of the people in their familiar environment”. It involves the collection and analysis of data about cultural groups. Cresswell and Cresswell (2018) described ethnography as “encountering alien worlds and making sense of them”, and further state that ethnographers try to show how actions in one world make sense from the point of view of another world, and further wrote that ethnography means “learning from people”.

#### *3.4.1.2. Phenomenology*

A phenomenological study examines human experiences through the descriptions provided by the people involved (Alase, 2017). These experiences are called lived experiences. The goal of phenomenological studies is to describe the meaning that experiences hold for each subject. This type of research is used to study areas in which there is little knowledge (Donalek, 2004). In phenomenological research, respondents are asked to describe their experiences as they perceive them. They may write about their experiences, but information is generally obtained through interviews.

#### *3.4.1.3. Grounded theory*

A grounded theory attempts to derive a theory from data collected in a natural setting or looks at a theory that has been established and then investigates how a particular behaviour is based on that particular theory (Nelson, 2020; Leedy & Ormrod, 2013). With grounded theory, it is meant that the behaviour that is established in a particular study is derived or grounded from a particular theory. This research design also focusses on the process related to a particular purpose, with the ultimate aim of developing a theory about that process.

#### *3.4.1.4. Content analysis*

Content analysis is a systematic examination of the contents of a particular body of material (Krippendorff, 2018). Its purpose is to identify the specific characteristics of a body of material. Content analysis is usually done to establish patterns, themes, or contents of particular types of material and is usually performed on forms of human communication such as books, newspapers, films, television, websites, and transcripts of conversations (Merriam & Tisdell, 2015).

### 3.4.2. Quantitative research approach

As previously stated that a quantitative research methodology is a methodical procedure that employs numerical data from a sample or the full population in order to extrapolate the results to the complete population. In quantitative research, a certain behavioral feature is the main emphasis and is measured using numerical data (Hancock, Ockleford & Windridge, 2001). In other words, statistics are used in quantitative research to explain, forecast, or characterize occurrences. In quantitative research, the overall behaviour is determined by counting each occurrence of the behaviour in statistical terms. Additionally, the rating scale is employed to assess behaviour in relation to particular aspects (Maree, 2016). The most common research designs in quantitative studies are correlational research design, descriptive design, survey research design and experimental research design.

One kind of study design that ascertains the link between variables as it is observed is **correlational research design** (Leedy & Ormrod, 2013). Wilson and Joye (2016) define correlational design as a type of research in which the investigator looks at the degree of positive or negative association between a number of variables (Privitera, 2018). Using a correlational design, the investigator collects data derived from two or more variables and evaluates the degree of relationship between them. A **survey research design** is a technique that uses surveys as tools for data collection (Tessler et al., 2019). Survey research involves acquiring information about the characteristics, opinions, attitudes, and experiences of a group or groups of people by asking them questions and then tabulating their responses (Nardi, 2018). It is an assessment of the status, opinions, beliefs, perceptions, and attitudes by questionnaires from a known population. In survey research design, the researcher poses questions to the respondents, summarises their responses with percentages and frequency counts. It involves drawing inferences or conclusions from the responses of the sample.

Quantitative research, also known as **descriptive research design**, examines a study topic or item that is represented in numerical terms. The method of descriptive survey research finds a scenario and/or looks at trends and patterns in the sample population that apply to the target group for the study. Measurements, numbers, and succinct

narratives are usually combined in descriptive surveys, and descriptive statistics are used to ANALYSE the data (Pickard, 2013:112). Examples of descriptive statistics include measures of primary tendency and standard deviations.

For an **experimental study design** to effectively demonstrate cause and effect, the researcher must possess a broad range of information regarding various factors, studies, and group assignments (Montgomery, 2017). The study of experimental design is an intricate area. Several ideas that often have conflicting definitions should be known to a researcher.

### 3.4.3. Choice of research design

Out of four quantitative research designs explained above, this study used a descriptive survey research design, which “involves the data collection from a sample of elements drawn from a well-defined population through the use of a questionnaire with closed-ended type of questions” (Visser, Krosnick & Lavrakas, 2000:224). Descriptive survey research is, as its name suggests, an organized study that provides a population's description (Coe et al., 2017). The intention is to shed light on the sample's properties. But because it might be challenging to comprehend a descriptive design on its own, the researcher additionally examined a descriptive design in relation to an explanatory and exploratory study design. One way to determine precisely what a researcher wishes to explore is through the use of an exploratory design (Roni et al., 2019). Stated differently, research to determine research issues constitutes an explanatory design. Researchers can frequently decide whether to concentrate on an explanatory or descriptive study with the use of this "exploration." The exploratory research may assist in defining the precise characteristics of the sample or population that the researchers wish to characterize if the study's focus shifts to being descriptive. The exploratory research will assist the researchers in developing the hypotheses they wish to test if the investigation turns out to be explanatory.

### 3.5. DATA COLLECTION METHODS

The methodical process of gathering and analysing specific data in order to provide answers to relevant questions and evaluate the results is known as data collecting. It centres on gaining all the knowledge one needs to understand a subject. In order to test a hypothesis that seeks to explain a phenomena, data are acquired (Aarons, 2020). Similar to research design, each research paradigm and approach has its own data collection methods.

#### 3.5.1. Qualitative data collection methods

Data collection methods in qualitative research include observation, interviews, focus groups, and sometimes questionnaires with open-ended questions. **Observation** is a type of data collection method in which the researcher observes and documents how individuals, things, or events behave in their natural environment. Depending on the study question, observation can either be done overtly or covertly (Ravid, 2019). When conducting observation, the research must have a check-list, from which the research must confirm from the outcomes of data collection process.

A one-on-one dialogue between the interviewer and the respondent takes place during an **interview**. Interviews can be conducted in person or over the phone, and they can be structured, unstructured and semi-structured. An interview is a more interactive manner to collect data than a survey (Adler & Clark, 2014). In an interview, the questions are directly asked by the researcher. A face-to-face interview can be conducted in person, over the phone, or electronically with or without video. Online or in-person interviews frequently offer a more customized information exchange as compared to surveys. When beginning new research endeavours, interviews have been recommended in the literature as one of the ideal data collection procedures (Adams et al., 2007). **Focus groups** are discussing that the researcher facilitates in small groups. Focus groups are used to collect qualitative data from a group of individuals who have similar qualities or characteristics for a particular issue. Most focus groups include six to ten people, and they last one to two hours each for discussion (Aarons, 2020).

### 3.5.2. Quantitative data collection methods

A questionnaire with several items is the most often used data gathering tool in quantitative research. You might think of questionnaires as a type of written interview. They can be completed in person, over phone conversation, online, or by mail, according to McLeod (2018). Questionnaires are commonly utilised as data gathering tools in survey research. The researcher can arrange the questions and collect replies using a self-administered questionnaire without having to speak with the respondents. The goal of questionnaire research is to get responses from every respondent that are comparable. The researcher should use questionnaires to ask respondents questions that either directly or indirectly elicit their reasoning for a particular behaviour or attitude or demonstrate their level of knowledge regarding the topic being studied (Flick, 2011). Questionnaire are divided into two types of questions, namely, close-ended and open-ended questions.

According to Babbie (2016), **closed-ended questions** ask respondents to select responses from a list that the researcher has provided. When it comes to survey research, closed-ended questions yield more consistent results and are simpler to handle than open-ended questions. Asking closed-ended questions is a great way to get factual information. Because they provide ready-made questions, they help the researcher in ensuring that the necessary data is gathered and that the responses are frequently simpler to analyse. When a question is closed-ended, the respondent is expected to select an answer from a list that the researcher has provided (Babbie & Mouton, 2001). Research uses closed-ended questions a lot because they are simple to handle and yield more consistent answers. These inquiries can also be converted straight into an electronic format. The researcher may develop a Google form questionnaire developed from survey monkey application on the web. According to Naidu (2009), closed-ended questions clarify that scaled inquiries are helpful in gauging attitudes as well as opinions and impressions. Closed-ended questions are typically thought to be simpler to respond to than open-ended ones. Nearly 98% of the questions on the study's questionnaire are closed-ended. However, Babbie & Mouton (2001:233) point out that the main drawback of closed-ended questions is how researchers organise the possible answers.

Questions that are **open-ended** allow the respondents or respondents to respond to the questions freely, without being obliged to choose from the list of responses. According to Leedy and Ormrod (2013), open-ended inquiries necessitate detailed responses from the respondents. Open-ended questions are ideal for gathering viewpoints, attitudes, and views about a particular topic. Respondents are able to answer open-ended questions in their own words and provide clarification as necessary. Respondents can write in their own words, provide clarification and qualification for their answers, and avoid being constrained by pre-established response categories when using open-ended questions. However, open-ended questions can also result in duplicate and useless information. Respondents may refuse to finish an open-ended inquiry because it takes a lot longer for them to enter their answers. According to Naidu (2009), open-ended questions allow respondents to react in their own words and because they can elicit insightful and unexpected ideas. Conversely, Simba (2006) points out that open-ended inquiries are detrimental since they demand more time and thought from the response. There are just two open-ended items in the survey that respondents in this study are required to respond to.

### 3.5.3. Choice of data collection

Appendix A contains the questionnaire that was used in this study to collect data. Because data were gathered from a large number of respondents in a short amount of time and in a relatively cost-effective manner, the questionnaire was pertinent to this study. Because the questionnaires were anonymous, the respondents felt free to answer them honestly, which is why the researcher employed them to gather data. The questionnaire asked closed-ended questions, meaning that the respondents had to select an answer from a list of options. The questionnaire was converted into a Google form, and the link sent to all the students at the institution through their email addresses. The responses from the respondents were gathered until such time that the required number of responses was reached from each stratum.

### 3.6. POPULATION AND SAMPLING

Selecting the study's primary respondents is the focus of this section. It is not practical to investigate the complete population in research (Thygesen & Ersbøll, 2014). The two biggest obstacles to investigating the whole population were financial and time constraints. The researcher has to utilise a sampling techniques in order to generate a sample or subset as a result. Sampling is a way to analyse a small number of carefully chosen objects rather than the complete large number of units (Guest, 2014). With sampling, the researcher selects a few individuals within a population and then makes generalisations about the entire population. Even if a sample is small, it must represent the entire population, and this can only be achieved through the application of well-thought-out sampling methods.

#### 3.6.1. Population

As to Drew and Hardman's (2008) definition, the term "population" encompasses all individuals within a precisely defined group that are the focus of the study. They go on to say that sampling is a process used to choose research respondents. A population, according to Best & Kahn (2006), is a group of people who have at least one characteristic in common that makes them unique from one another. It is the complete collection of cases from which a sample is taken. Students who utilise the academic library at the Richfield Graduate Institutes of Technology (RGIT) Academic Library made up the demographic for this study.

#### 3.6.2. Sampling

The purpose of sampling is to create a sample population. A sample is a subset of the population chosen for scrutiny and examination (Best & Kahn, 2006). A sample is also described as "the actual group who are included in the study, and from whom the data are collected", by Punch (2005:101). Naidu (2009:17) asserts that a number of fundamental concerns must be measured in order to establish a sample size. Students accessing the academic library at the Kempton Park branch of the RGIT Library made up the study population. The population of this school is too big for the study scope due to its high student enrolment, thus the researcher had to use sampling to choose

a reasonable number of respondents. Selecting a small subset of the population for observation and study is known as sampling. Probability sampling and non-probability sampling, or non-probability sampling and probability sampling techniques, are the two categories of sampling techniques.

When selecting the respondents using **probability sampling techniques**, all people who form part of the population have an equal opportunity of being selected as respondents for the study (Maree, 2016). This kind of sampling is frequently used in quantitative research. The best choice for obtaining results that are representative of the total population is to use probability sampling techniques. Stratified sampling, cluster sampling, systematic sampling, and basic random sampling are examples of probability sampling techniques. There is an equal probability of selection for each member of the population in a basic random sample. The sample frame ought to contain every member of the population. This type of sampling can be performed by the researcher using tools like generators that generate random numbers or other techniques that depend on chance. *Systematic sampling* involves numbering every member of the population; however, rather than selecting respondents at random, individuals are chosen at prearranged intervals, or the "kth element" (Maree, 2016). Selecting the first example at random before moving on to the rest is the definition of systematic sampling, according to De Vos, Strydom & Delpont (2011:228). This facilitates determining the percentage of the sample needed for the investigation. When using the systematic sampling technique, the researcher particularly take his or her sample from the whole population. The list is then divided into similar size groups' intervals/ strata. Researchers begin their work within the first interval at a random location. After then, individuals are chosen based on a pre-set interval size at regular intervals, from the group or interval of individual to be investigated.

Using *stratified sampling*, the population is divided into smaller groups that may differ significantly from one another. By guaranteeing that every subgroup is equitably represented in the sample, the research may arrive at more precise conclusions. by creating strata in the population based on the relevant characteristic (e.g., age range,

income bracket, degree of education, employment position, or gender identity). Based on the general proportions of the population, the researcher calculates how many people to sample from each category. Next, the researcher uses systematic or random selection to choose a sample from each category.

Using *cluster sampling*, the population is divided into groups, but all of the groups' characteristics should be the same. The researcher does not choose individuals from each category; instead, entire groupings are chosen at random. If theoretically possible, including every individual from every sampled cluster is one alternative. If the clusters are large enough, the researcher can use one of the following approaches to sample individuals from each cluster. Although there is a higher probability of errors in the sample due to the potential for considerable variances within clusters, this approach works well for managing large and distributed populations. It is difficult to guarantee that the sampled clusters accurately reflect the whole population.

The likelihood of sample bias is higher in **non-probability sampling techniques** (McCombes, 2023). Consequently, the researcher may be limited in their conclusions and have less ability to draw generalizations about the community than in the case of random samples. Use of non-probability sampling techniques is common in exploratory and qualitative research. According to McCombes (2023), the objective of these research is not to test a hypothesis about a big population, but rather to obtain a basic knowledge of a tiny or understudied society. The researcher should nevertheless make an effort to represent the population as closely as possible, even in the event that they select a non-probability sample. Techniques for non-probability sampling are widely used in exploratory and qualitative research. Non-probability sampling employs a number of sample strategies, such as quota, purposive, voluntary response, snowball, and convenience sampling.

*Convenience sampling* involves the researcher choosing individuals based on factors such as location and time. The majority of the time, the researcher may decide to speak with subjects who are available for an interview. This type of sample can be

obtained more easily and at a lower cost, but sampling bias is more likely. Consequently, compared to random samples, the results may be more limited and the generalizations about the population may be less strong. Therefore, the researcher should still make an effort to correctly represent the population even if they decide to use this type of sampling. Similar to a convenience sample, a voluntary response sample is mostly defined by accessibility. People do not being picked and contacted by the researcher; instead, they volunteer to participate (e.g., by responding to a public online survey). Voluntary response samples are usually at least somewhat skewed due to self-selection bias, which occurs when certain persons are inherently more inclined to volunteer than others (McCombes, 2023).

*Purposive sampling*, often referred to as judgement sampling, involves the researcher using their expertise to select a sample that will best support their objectives. It is widely used in qualitative study when the population is small and close to the study topic, or when the researcher would rather discover in-depth details about a specific incident rather than making broad inferences from statistics. Purposive samples that are successful must have exact inclusion criteria and explanations. It is important to provide a thorough description of your criteria for inclusion and exclusion and to be aware of observer bias, which might distort your reasoning (McCombes, 2023).

If the population is hard to reach, one way to obtain volunteers is by *snowball sampling*, which involves finding people through other respondents. The respondents subsequently identify other possible volunteers when the researcher engages with others they know, and these individuals then seek out further respondents. Its disadvantage is related to its representativeness, as the investigator has no way of determining how representative their sample is since it depends on respondents recruiting new volunteers. This might lead to sampling that is skewed (McCombes, 2023).

*Quota sampling* is based on the selection that is not random of a predetermined quantity or percentage of units. This is known as a quota. After the population is first split up into "strata," or mutually exclusive groups, sample units are enlisted until your quota is fulfilled. When the researcher creates their own stratum, they opt to determine certain qualities that these units share. Quota sampling aims to control what or who is included in a sample.

### 3.6.3. Choice of sampling technique

The study employed both systematic random sampling and stratified sampling, which fall under the category of probability sampling methods. These sampling methods are commonly utilised in quantitative research. Using a technique known as stratified random sampling, a population is divided into smaller groups known as strata (Singh & Masuku, 2014). Stratified random sampling, also known as stratification, creates groups of people according to common traits or features among the members, such as the students' fields or study level. By classifying the respondents based on the disciplines they are enrolled in, stratified sampling was implemented in this study.

Systematic random sampling is a sampling technique in which the respondents are picked based on an interval known as the "kth element" (Maree, 2016). This means that within each stratum, the number of students to participate in the study was calculated using the third (3<sup>rd</sup>) interval. Every third student in each stratum was randomly selected to participate in the study. The number of students registered at RGIT in 2022, who formed a part of the respondents, is tabulated as follows.

Discipline	Number of students	Sample
Higher certificate in IT	47	16
Diploma in IT	60	20
BSc In IT	30	10
BECOM	55	18
Higher Certificate in Business Admin	34	11

Discipline	Number of students	Sample
Diploma I Business Admin	72	24
Bachelor In Business Admin	40	13
Edu care N4-N6 143	143	48
HRM N4- N6	148	49
BUSINESS N4-N6	165	55
Marketing N4-N6	120	40
Tourism N4-N6	90	30
Public Management N4-N4	216	72
End user computing	68	23
FET (technical support)	55	18
FET (Business admin)	62	21
<b>TOTAL</b>	<b>1405 Population</b>	<b>468 Sample</b>

According to *Table 3.1*, the target number of respondents for this study was 468 students. However, this does not mean that the questionnaire was distributed only to 468 respondents, but it was distributed through a link to the questionnaire to the entire student population and set-up the system in such a way that when the targeted number of respondents was reached from each stratum, the system blocked other respondents from submitting their responses, until the number reached 468.

### 3.7. DATA ANALYSIS

Cresswell and Cresswell (2018) define data analysis as the act of organizing, structuring, and providing context for the information obtained. Thus, it follows that research involving data analysis needs to employ logic of some kind. Best and Khan (2006:354) assert that "the application of inductive and deductive logic to the study's findings is represented by the interpretation and analysis of data." Pie charts and tables were used by the researcher to analyse the data. A spreadsheet in Excel was utilised for the data's descriptive analysis.

### 3.8. QUALITY CRITERIA

This area involves all the procedures that were done by the researcher before distributing the data collection instrument to the respondents. The researcher had to conduct a pilot study to evaluate the validity, reliability, and objectivity of the data collecting instrument before distributing it to the respondents. Validity is a measure of the quality of the research. More precisely, validity pertains to one's study strategy as well as methodology. When collecting data, validity refers to how well one's conclusions capture the phenomena being measured. The researcher in this study made sure that the information or data was genuine by going through several audits and editing the information that was gathered (Seliger & Shohamy, 1989:95).

Reliability is the “degree to which an assessment tool produces stable and consistent results” (Phelan & Wren, 2005:18). One estimate of reliability is collecting data twice from the same group. This can be attained by conducting a pilot study before the actual survey. According to Stefanidou and Korduolis (2014), objectivity is seen as the ideal for scientific research, a valid justification for the value placed on scientific knowledge, and the cornerstone of science's authority in society. Seeking "objectivity" in theoretical analysis can only be achieved by putting the values in the open, allowing them to be aware, clear, and letting them guide the theoretical investigation. It is necessary to consider a more balanced understanding of objectivity as a concept and as a methodology (Putnam, 2002:145). The researcher ensured objectivity by making everything transparent and subject to critique. Using the SERVQUAL model as guideline for collecting data also made the data collection instrument more objective.

### 3.9. ETHICAL CONSIDERATIONS

Research ethics are useful when attempting to distinguish between behaviours that are considered appropriate and inappropriate for research purposes. Research on the fabrication or falsification of data is prohibited by ethical norms, which also promote the main objective of research the validity and dependability of information and the truth. The ethical standards ought to address the following:

### 3.9.1. Request for ethical clearance certificate

Before the researcher goes out to collect data from the respondents, an ethical clearance certificate should be issued by a relevant authority. Therefore, an ethical clearance certificate was requested from the Turfloop Research Ethics Committee (TREC) (see Appendix B). The certificate was a license used to apply for the gatekeeper's letter from the RGIT, which is attached to the questionnaire as evidence that the research has been officially approved by the institution.

### 3.9.2. Respect for privacy and confidentiality of the respondents

Research ethics usually include protecting respondents' anonymity and privacy (Maree, 2016). This was made sure of by asking the respondents in the covering letter that was attached to the questionnaire not to write their names on the questionnaire (see Appendix C). As a result, the survey was anonymous.

### 3.9.3. Informed consent

To attest that they were not persuaded or compelled to participate in the study, each respondent was asked to fill out a permission form (see Appendix D). This permission form was part of the Google form survey, where respondents clicked on a field to indicate if they agreed to the terms and conditions.

### 3.9.4. Plagiarism

All sources used in the study were duly acknowledged. Every document produced out of this study was subjected to the plagiarism detection tool (Turnitin software). The researcher ensured that the percentage of similarities with the previous studies was less than 15%, as indicated in the University of Limpopo Plagiarism Policy of 2015.

### 3.9.5. Disclosure and disclaimer

I hereby confirming that, I was not funded by the institution. I avoided bias by ensuring that precise and explicit rules are practised. The study's proposal was reviewed and approved by relevant authorities before it commenced.

### 3.10. CHAPTER SUMMARY

This chapter outlined the techniques employed and provided a methodology for the study. It covered the paradigm and research methods, including the positivist theoretical framework and the quantitative approach, in addition to outlining how the sample was chosen. The researcher also talked about the questionnaires that were utilised to collect data from the RGIT students. The procedures followed in the data gathering tool, the statistical techniques applied in the data analysis, and the analysis of quantitative data were also explained. The study's data presentation and analysis were given in the next chapter.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS, AND INTERPRETATION**

#### **4.1. INTRODUCTION**

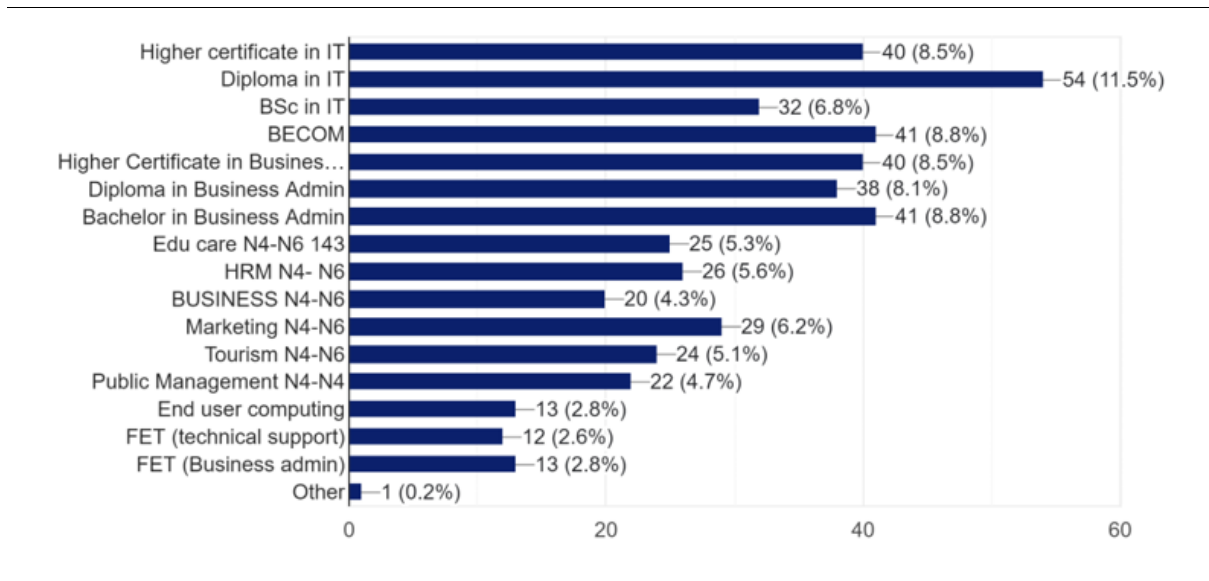
The previous chapter looked into the research paradigm, methodologies and techniques that were used for the purpose of collecting data from the respondents who were comprised students at the RGIT. The study adopted the positivist research paradigm and used quantitative research methodologies for collecting data. The current chapter presents the results in accordance with the objectives of the study. The respondents were asked questions about their background information, their library usage patterns, the services used, their happiness and satisfaction with library services that they have used, and competence of library staff in meeting their information needs. A self-administered questionnaires were utilised to collect data. The questionnaire was divided into four (4) different kind of sections. This chapter presented, analysed and interpreted data that was collected in Chapter 3 from all 468 (100%) respondents.

#### **4.2. SECTION A: BACKGROUND INFORMATION**

The respondents first were questioned about their background information in this section of the questionnaire. The correlation of response sets between library user categories and their demographic data was made possible by this part. Additionally, the data in this part was required to ascertain the answer consistency among various groups. The responses to question one (1) to question four (4) in this section, included information about the respondents' age, gender, academic discipline, and degree of qualification.

##### **4.2.1. Course registered for**

In Section A, Question 1, the students were asked about the disciplines or courses for which they were registered. The results are presented in Figure 4.1 below.



*Figure 4.1: Course registered for (N=468)*

It is indicated in Figure 4.1 that a majority of the students' respondents are registered for Diploma in Information Technology with 54 (11.5%) respondents, followed by 41 (8.8%) respondents from both Bachelor of Commerce and Bachelor of Business Administration each. The least number of respondents had only 1 (0.2%) respondent who indicated 'others', but without specifying the degree which they have registered for. It can be deduced that this respondent registered for a short course. The fact that most respondents came from those who are registered for Information Technology is an indication that we are living in the Fourth Industrial world where technology has become a necessity and a mode of living. Kori, Altin, Pedaste, Palts and Tõnisson (2015) show that living in the technological era can also influence study choice. The increase of the demand of skilled IT professional or practitioners has an impact on the choice of careers for the younger generations today. According to Kori et al. (2015), interest was cited as the main motivator for studying ICT (55.4%), which is consistent with candidates' high levels of intrinsic motivation. With comments from 27.1% of candidates, "other reasons" was the second most popular category. The comments ranged widely, including from "role model," "school reputation," "curriculum," and "future prospects."

#### 4.2.2. Level of Study

Students were also requested to show their level of study and the results are here on depicted in *Table 4.1*.

*Table 4.1: Study level (N= 468)*

Level of study	Response	Percentage
Level one	99	21.2%
Level two	133	28.4%
Level three	122	26.1%
Level four	41	8.8%
Other	73	15.5%
Total	468	100%

Majority of the respondents, that is 133 (28.4%) in Figure 4.2, indicated that they were in level 2 with their studies, followed by 122 (26.1%) respondents who were in the third level, while 99 (8.8%) respondents were in the first year level. Verma (2018) confirmed that undergraduate students visit the academic library to access these information sources so that they can achieve academic success. The data in this study indicated that most of the respondents are undergraduate students.

#### 4.2.3. Age of respondents

The respondents were requested to indicate the age group to which they belonged in the third question relating to the demographic backgrounds on the respondents. The age profile is depicted in *Table 4.2*.

Table 4.2. Age group (N=468)

Age	Response	Percentage
Below 18	23	4.9%
19-24	255	54.5%
25-30	155	33.1%
Above 30	35	7.5%
Total	468	100%

The results revealed that 255 (54.5 %) respondents fell into the average age group, which was between 19-24, followed by 155(33%) of the respondents who belonged to the age group of between 25-30 years. Twenty-three (4.9%) was the least number of respondents whose age group was below 18 years. It is noted that most of the high school learners in RSA normally complete their high school education at the minimum age of 18 years. The National Centre for Education Statistics (NCES) reports that around 75% of undergraduate students are between the ages of 18 and 24, which Krug (2018) claims is the largest age group with respect to the student population.

#### 4.2.4. Gender

Using a close-ended question, the respondents were further requested to indicate their gender, with the intention to find how many males and females participated in the survey. The results are presented in Figure 4.2.

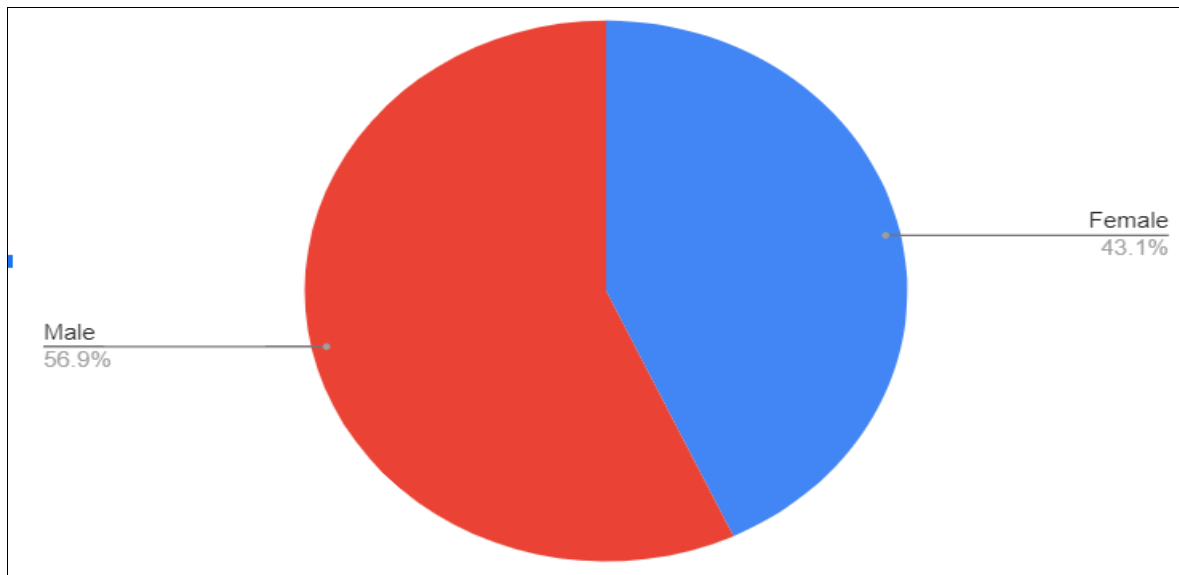


Figure 4.2: Gender of students (N=468)

Figure 4.2 illustrates that there are more male respondents than the females, that is, 266 (56.9%) males and the 202 (43.1%) female respondents, respectively. Barlow-Jones and Van Der Westhuizen (2018) asserts that although there are more students enrolled in IT courses at colleges and universities, but the proportion of female students is still quite low. Males are more likely to study science, technology, engineering, and mathematics (STEM) degrees, while females are more likely to study humanities programmes, according to statistics published 2018 from RSA's Department of Higher Education and Training. Therefore, that is why the college is dominated by male students.

#### 4.2.5. Highest level of education completed.

The respondents were requested to indicate qualifications that they have already completed. The results are presented at this point in *Table 4.3*.

Table 4.3.: Education completed. (N=468)

Qualification	Response	Percentage
Grade 12	216	45.9%
Higher certificate	73	15.4%
Diploma	111	23.7%
Degree	44	9.2%
Honours	11	2.1%
Masters	8	1.5%
Doctorate (PhD)	5	0.9%
Total	468	100%

Table 4.4, revealed that majority of 216 (45.9%), have obtained matric certificate, followed by the 111 (23.7%) of respondents that are only having Diploma, and the least number of 5 (0.9%) are respondents having a PhD. The reason most respondents who are registered are only having matric is because most of them they are fresh from high school. They are therefore, studying at higher education to secure qualifications. Moreover, students who already have degrees and post graduate degrees such as masters and PhDs could have registered at the institute due to the issue of unemployment. People turn to register for other different courses to widen up their chances of employment. This can be premised on the fact that a person with many degrees receives more intriguing job offers and is more competitive in the labour market. Therefore, to advance their professional development, individuals who hold many degrees can claim to have a broad perspective across various business domains. On the other hand, some students register to college to advance their skills in terms of where they are working.

### 4.3. SECTION B: LIBRARY USAGE PATTERNS

This section revolved around the usage of library information services. To find if the library has been utilised, it must be visited so the investigation of the holistic information resources and services must be measured.

#### 4.3.1. Average visits to library

Respondents were requested to respond to a question about their average visits to the library. Finding out how respondents visit library helps in finding how they often utilise the library. The data are presented here in *Table 4.4*.

*Table 4.4: Library visits (N=468)*

Visits	Response	Percentage
Daily	67	14.3%
Weekly	168	36.0%
Monthly	58	12.4%
Less than a month	146	31.2%
Never	29	6.1%
Total	468	100%

The results show that most of the respondents, that is, 168 (36.0%) visit the library weekly, which was followed by 146 (31.2%) respondents who indicated that they visited the library once in less than a month, while 67 (14.3%) respondents visited the library daily and the minority of 29 (6.1%) respondents has never visited the library. It is very reasonable for students to visit a library at least on a weekly basis, to supplement what they have learned in class. Those who do not visit the library physically can access library resources and services digitally. With the development in digital revolution, libraries today provide both digital and physical resources (Brown

& Clark, 2022). This draws learners with a variety of learning preferences, leading to an increase in library visits (Hernandez, 2023). Education also affects library use. Curriculum stress independent study and inquiry, and libraries offer information and expertise (Taylor, 2021). As a result, a lot of students use libraries for learning. Although Johnson and Patel (2023) claim that there may be a connection between regular use and enjoyment, and that this association could benefit their academic performance. Libraries are regarded as a vital component of institutional policies aimed at improving student achievement since they are universally acknowledged as a critical ingredient in fostering student success.

#### 4.3.2. Purpose of visiting the library

Using open-ended question, respondents were further asked to state what drove them to visit the library, and the results are discussed below. According to the results, two hundred and eleven, that is 211 (45%) of respondents visited the library to study. This could be due in part to the libraries' peaceful atmosphere, but it could also be because the study was done around examination season, when most students are obliged to study in order to pass. Next, one hundred and eight, that is, 108 (23%) of students said they only go to the library to borrow books or other information sources; Seventy (70) respondents (15%) said they go there to conduct research; forty-two, that is 42 (9%) respondents said they went there to use the computers and printers; 5% said they go there for meetings; and, finally, 23 (5%) of the respondents said they went there to unwind and find peace of mind.

#### 4.4. SECTION C: RATING LIBRARY SERVICES

The previous section focused more on the usage of the library. In this section, the respondents were asked to rate the following services: user service; Collection (books, DVDs, music, newspapers, etc.); Programmes (information & digital literacy); Online services (website, catalogue, research databases, etc.); ILL (Inter-library loan); Library policies; Computers and printers; Internet access; Photocopying facilities; Hours of operation. However, they were first asked to rate their success or failure in finding the desired information and their happiness with library services provided at RTIG library.

#### 4.4.1. Finding the desired service.

Respondents were requested to show if they were finding what they came for from the library. A Likert scale of Never; Seldom; Sometimes; Often; and Always (Maree, 2016: 188), was used to determine the respondents' satisfaction levels with finding what they were looking for in the library. The results are presented on Figure 4.3.

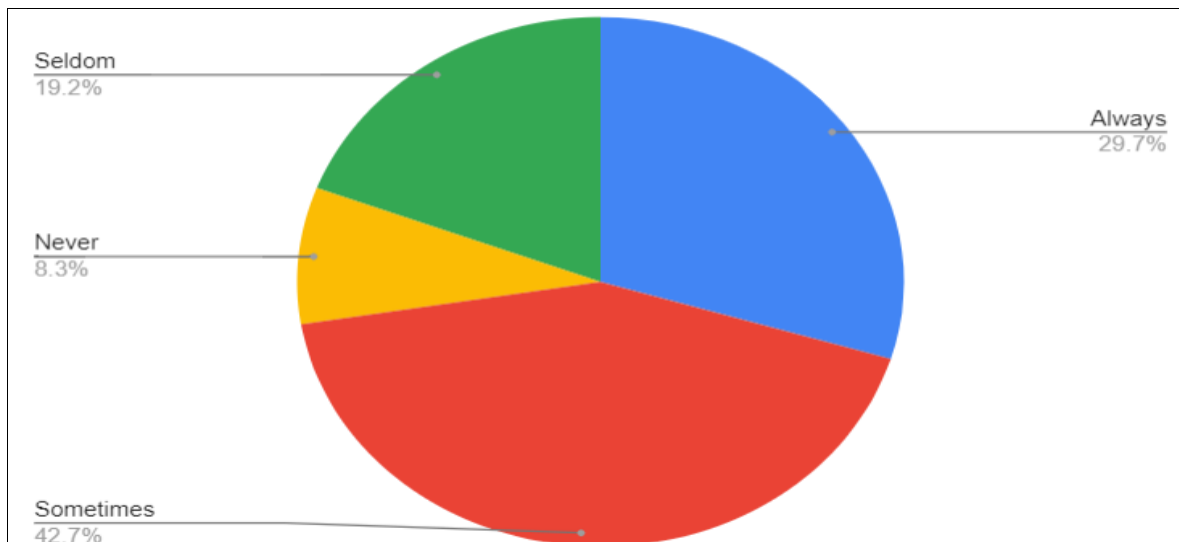


Figure 4.3: Finding desired information. (N=468)

The results in Figure 4.3, show that the 200 (42.7%) respondents indicated that they “sometimes” get their desired information, followed by 139 (29.7 %) respondents who indicated that they “always” get what they came for, and the least of 38 (8.3%) respondents indicated that they “never” get what they came for. College libraries purchase library materials according to the courses or programmes that the college offers and teaches. Major ramifications for education and library services result from student satisfaction with resources (Johnson et al., 2023). Positive attitudes imply that libraries are meeting students’ academic needs and offering pertinent, easily available, and practical resources. Relevance of library resources has an impact on satisfaction (Yeboah, Adams & Boakye, 2018). Today’s students require a broad variety of resources to study a multitude of dynamic disciplines (Williams, 2021). These kinds of libraries meet the needs of its users, fostering lifelong learning and advancing students’ academic interests (Smith, 2020).

#### 4.4.2. Happiness with the services provided

The respondents were again requested to indicate their extent of happiness with the services and resources provided by the library. A four-point Likert scale of 4 = To a very larger extent; 3 = To a larger extent; 2 = To some extent; and 1 = To no extent at all, was used to measure the degree to which the respondents are happy with the library services that they have used. The results are presented here on *Table 4.5*.

*Table 4.5: Extent of happiness with the services and resources (N=468)*

The extent of happiness with the services provided	Response	Percentage
To a very large extent	88	18.9%
To a large extent	224	48.0%
To some extent	121	25.9%
To no extent at all	34	7.2%
Total	468	100%

Table 4.6 above shows that 224 (48.0%) respondents indicated that they are happy with the services and resources offered “to a large extent”, followed by 121 (25.9%) of those that indicated “to some extent”, while 34 (7.2%) respondents indicated to “no extent at all” happy with the library services at RGIT College. If all amenities such as library opening hours, online access to the library catalogue, inter-library loans service, natural library lighting, reservations for desks in reading rooms, space in business newspapers and magazines sections, the capability of the library to loan books to the students, and copying facilities are all desirable and, if offered, will result in user satisfaction (Dominici, Palumbo & Basile, 2015). Similarly, the study conducted by Ijiekhuamhen, Aghojare and Ferdinand (2015: 66 - 77) on library performance at the

“Federal University of Petroleum Resources”, revealed that library users were satisfied with the following services “photocopying and scanning services, current books on shelves, access to electronic information resources such as books and journals, complete relevant journals, a friendly user card catalogue to locate resources, longer hours to locate resources via the internet, and the opening hours were suitable”. Rodrigues and Mandrekar’s (2020) stated something similar by revealing that there was also a significant correlation between academic achievement and performance and with the provision of different kinds of library services and resources and their use. Therefore, students should be encouraged to use library resources and services at their disposal to enhance their academic performance. This implies that respondents who tend to be content with library services and resources are also excelling with their academic work.

#### 4.4.3. Customer service

Students were asked to rate customer service in the library. A five point Likert scale from poor to excellent was used to rate the customer service provided at RTIG College thus: 1 = Poor; 2 = Fair; 3 = Don’t know; 4 = Good; and 5 = Excellent. The results are presented at this juncture in this Figure 4.4.

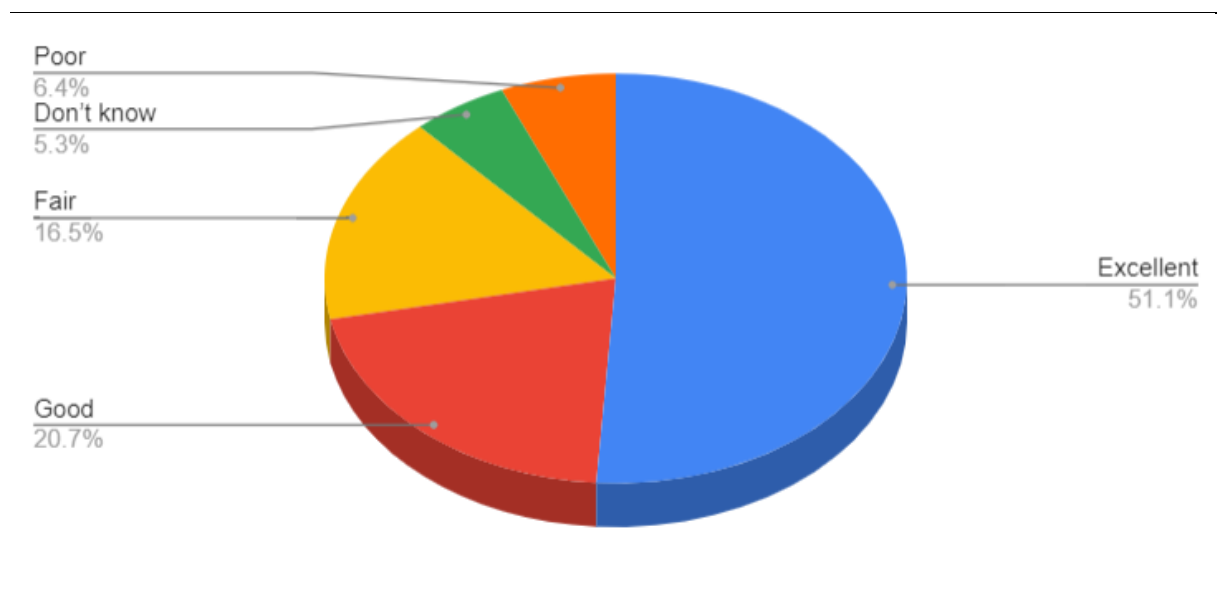


Figure 4.4: Customer service (N=468)

Figure 4.4 shows that the majority of 239 (51.1%) of the respondents rated the customer service as “excellent” and followed by 97 (20.7%) indicated that the customer service at the college is “good”. The least 25 (5.3%) respondents indicated that they do not know. Similar findings were recently discovered by the study conducted by Lateef, Ozonuwe and Abayomi (2024) at the Crowford University in Nigeria. The findings revealed that students who are at undergraduate level students at this university were satisfied with the provision of facilities, resources, and services at Crowford University in Nigeria. Moreover, besides these library services and resources provided, library user satisfaction can also be evaluated based on the behaviour or conduct of library staff when providing services to library users. The friendliness of the staff, their effectiveness, efficiency and their willingness to provide assistance to library users, as well as their disposition to attempt and employ all avenues at their disposal to find an answers to specific queries, will attract more users to the library and, above all, contribute to their satisfaction (Ekpenyong & Esin, 2021).

#### 4.4.4. Collection (books, DVDs, music, newspapers, etc.)

The respondents were further asked to rate the collection. Data about the collection such books, DVDs, music, newspapers, etc., is presented in Figure 4.5 below.

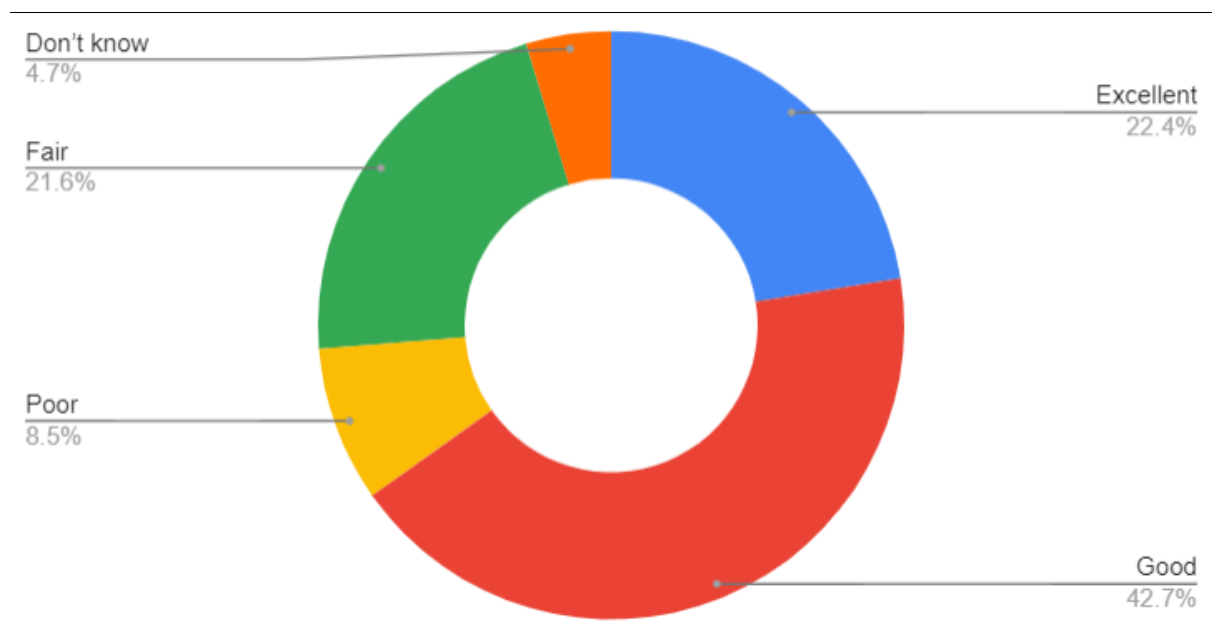


Figure 4.5: Collection (books, DVDs, music, newspapers, etc.) (N=468)

In Figure 4.5, it is shown that most of the respondents indicated that the collection is “good” by 200 (42.7%), followed by 104 (22.4%) respondents who showed that the collection at RGIT College library is “excellent”, while the lowest, represented by 22 (4.7%) respondents indicated that they did not know. Perhaps these are those who never used library collections. Lateef et al. (2024) concluded that the Crawford University Library in Nigeria should improve its newspaper collections.

#### 4.4.5. Online services

The respondents were further asked to rate online services (website, catalogue, research databases, etc.) using the same Likert scale of “poor” to “excellent”. The results are presented in Figure 4.6, which shows that most of the respondents rate the online services as “excellent”.

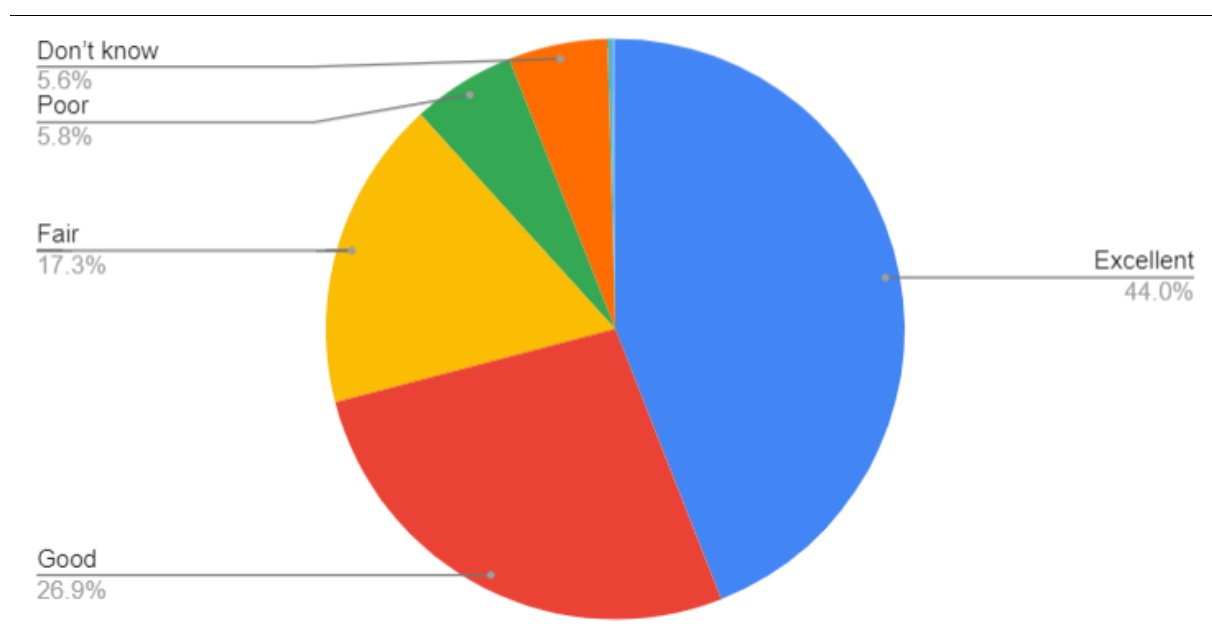


Figure 4.6: Online services (website, online catalogue, research databases, etc.) (N=468)

There are 206 (44%) respondents who indicated that online services at RTIG library are “excellent”. These were followed by 126 (26.9%) of respondents who rated the

online services as “good” while the least number of respondents, that is, 26 (5.6%), indicated they “don’t know”. This is unsurprising, as students in the information era are fully informed about online services that are available and most students opt for online services than physical services. Williams (2021) lists digital resource accessibility as one of the possible services that might be provided. This resource is thought to have contributed to the high satisfaction rating that has been noted (Hernandez, 2023). Dube and Jacobs (2023) elucidated the impact of online databases on users, enabling them to obtain information without physically visiting libraries. Unlike conventional books and magazines, electronic magazines are a practical approach to reach a huge number of users at once with content. In this era of information technology, more people can benefit from a greater emphasis on electronic publications.

#### 4.4.6. Inter-Library Loan Service (ILL)

The respondents were asked to rate the ILL services, which is the service designed for loaning books that are not available in the local library on behalf of the users. The results are presented in Figure 4.7.

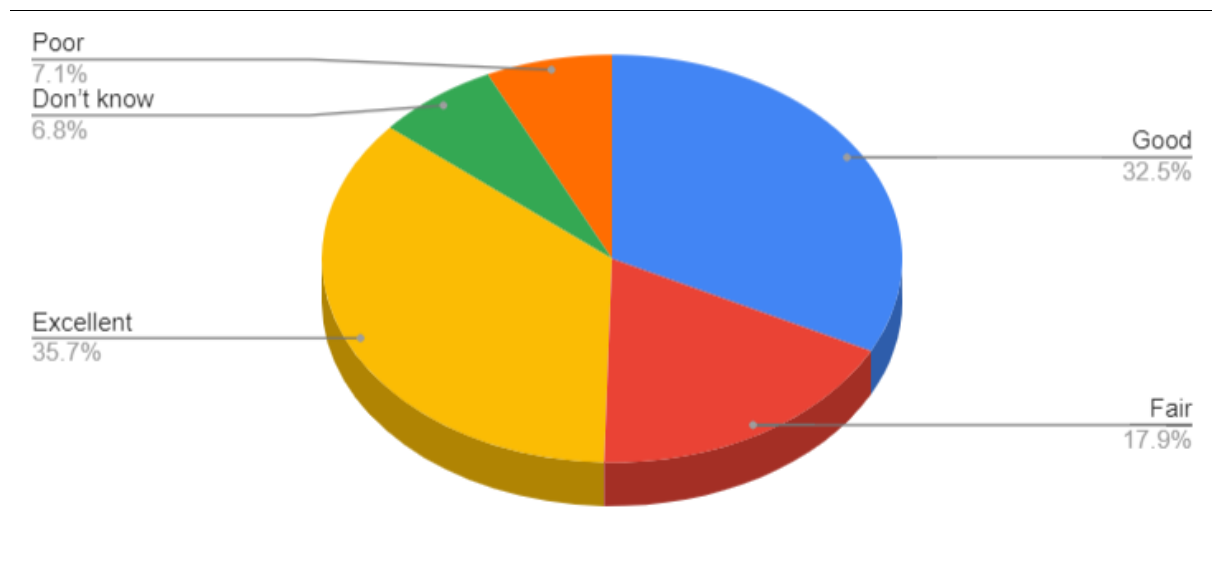


Figure 4.7: Inter-library loan service (N=468)

According to Figure 4.7 above, the results show that 167 (35.7%) respondents revealed that the ILL services is “excellent”, followed by 152 (32.5%) of respondents that indicated that the service is “good”, then 32 (6.8%) comprised the least respondents who stated that they “don’t know”. Accessibility and usability of library materials are clearly important factors in determining students’ overall satisfaction. In the digital age, the incorporation of online platforms and databases into libraries has grown in popularity, giving students easy access to crucial information regardless of their location or time restrictions (Brown & Clark, 2022). According to Hernandez (2023), one of the main reasons why students are satisfied with blended and remote learning modalities is the ease they offer.

#### 4.4.7. Library policies and rules

College libraries are also governed by a set of policies and rules, which may be either easy or difficult for the library users to observe. Therefore, the respondents were further asked to rate the library policies and rules to determine their satisfaction levels. Likert scaling was also used to determine their levels of satisfaction with RTIG library rules and policies. The results are presented in Figure 4.8.

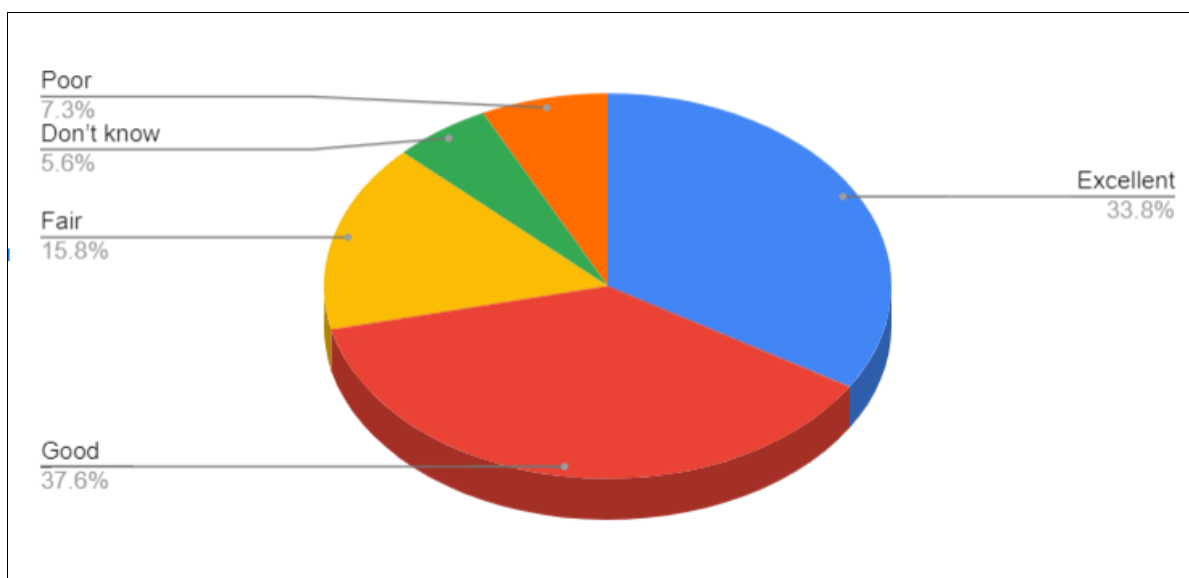


Figure 4.8: Library policies/rules (N=468)

The results show that 175 (37.6%) respondents indicated that the policy or rules are “good” followed by 158 (33.8 %) of respondents who indicated that the library rules and policies are “excellent”, while the least 26 (5.6%) respondents said they “don’t know” about the library rules and policies. Rules help to govern the library. General rules include:

- Unrest: It is prohibited to create noise, disrupt the peace, answer or make cell phone calls, conduct public gatherings or protests, or act in any way that could negatively affect or interfere with library users’ ability to study and conduct research.
- Consumables: It is not permitted to eat in the libraries. Only certain spill-proof containers designated by the library are allowed to hold drinks. It is not allowed to smoke, including with electronic cigarettes.
- Mobile phones: Every cell phone needs to be on the silent mode. It is not permitted to make or receive mobile phone calls in the libraries. Violating the law; anyone who violates the behaviour guidelines could be asked to leave the library, have their credentials suspended or revoked, and/or be subject to disciplinary action, moreover and circulation rule or loan rules.

#### 4.4.8. Computers and printers

Students were further asked to rate the computers’ and printers’, Most of the respondents indicated that the computers and printers’ resources are “excellent”. As indicated in Table 4.6, respondents indicated that computer services are “excellent” by the highest frequency and percentage of 182 (38, 82%), followed by those who indicated that the services are “good” by 134 (28.08%). Ninety-Seven (20.9%) respondents indicated that the services at the computers and printers are fair, while those who stated that the computers and printer services are “poor” constitute only 33 (7.3%) respondents. The less frequency and percentage of respondents, that is, 22 (4.9%), indicated that they “don’t know”. Regardless of the photocopy rules, the library had a reference section where a book cannot be taken out of the library; so, students may need at least 10% of information from the reference collection.

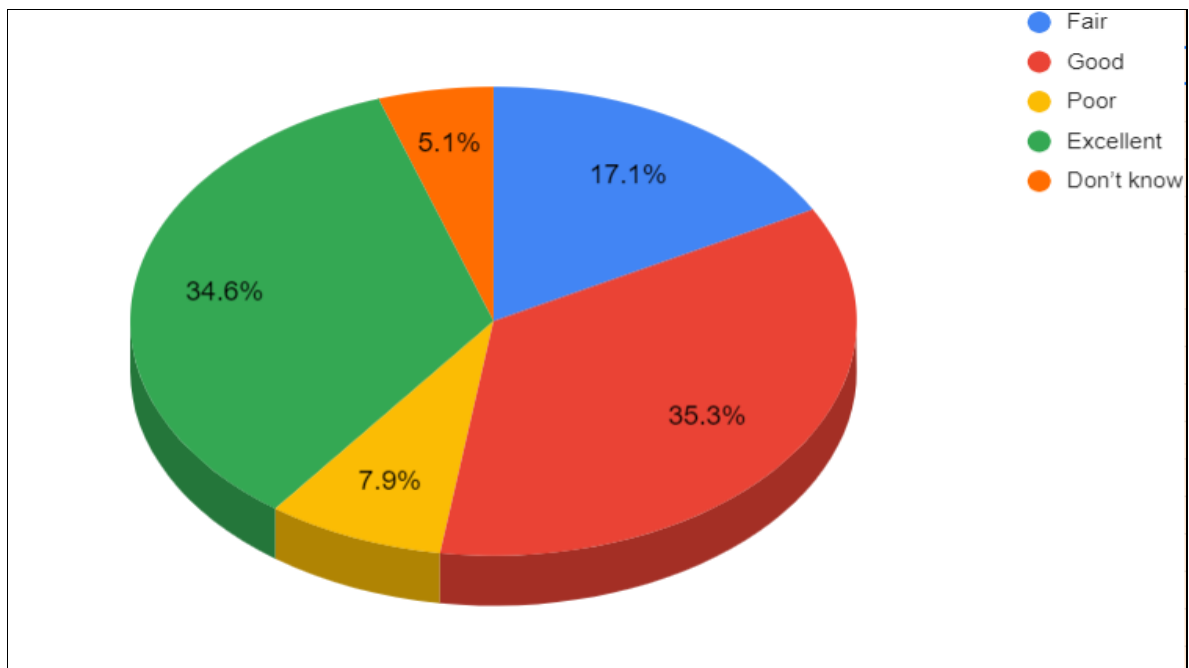
Table 4.6: Computers and printers (N=468)

Rating	Response	Percentages
Excellent	182	38.82%
Good	134	28.08%
Fair	97	20.9%
Poor	33	7.3%
I don't know	22	4.9%
Total	468	100%

Moreover, since some students were doing IT, they sometimes utilised computer facilities more than other students. The fact that sometimes students visited the library just to use computer and printers cannot be avoided. Alabi (2022) says that students have expectations and become dissatisfied if those expectations are not fulfilled. Consequently, users of the library anticipate further technical breakthroughs, particularly as they use computers, tablets, and cell phones. According to Motiang (2014), users are no longer as attached to libraries as they once were. This implies that even when they are far from the library's physical location, they still need to be able to use its services. Khan et al. (2023) stress that technological advances greatly accelerate the use of library resources, strengthen management skills, improve user performance, and ultimately enhance academic performance and services.

#### 4.4.9. Photocopying facilities

Students were asked to rate the photocopying facilities and the results are presented in Figure 4.9. A majority of the students indicated that the photocopying facilities were good.

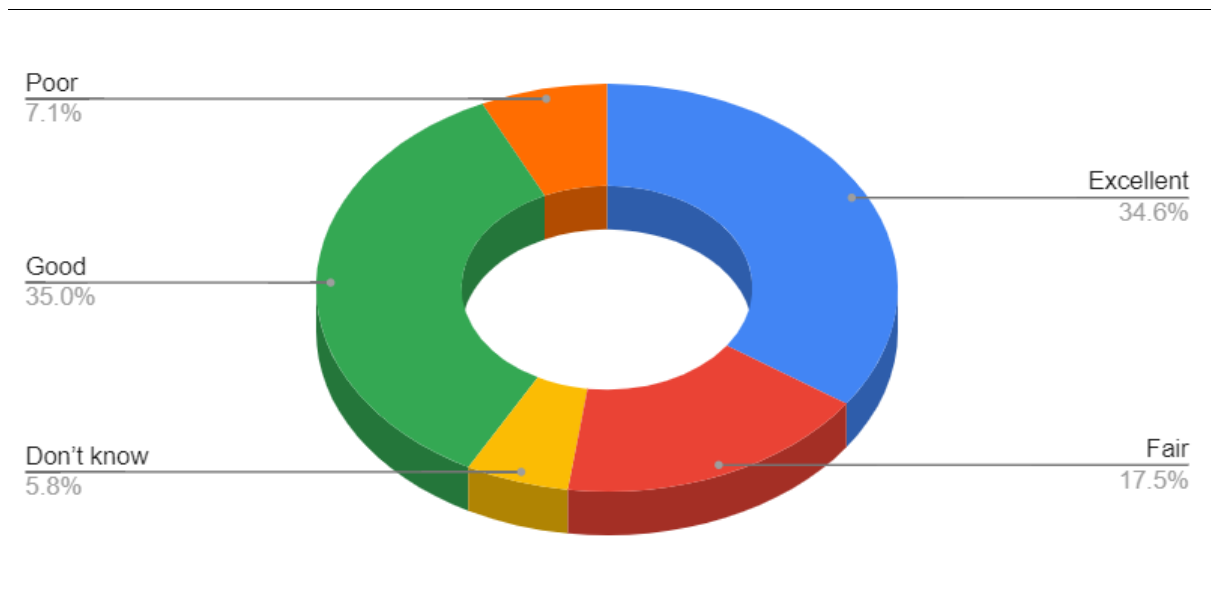


*Figure 4.9: Photocopying facilities (N=468)*

Figure 4.9 indicates that a majority of the respondents, that is, 165 (35.3 %), stated that the photocopying facilities were “good”, followed by 162 (34.6%) respondents who stipulated that they were “excellent”, and 24 (5.1%), the least number of respondents, indicated that they “don’t know”. A quality photocopying machine is crucial in a library because students use it a lot due the fact that lecturers often prefer students to submit paper-based assignments.

#### 4.4.10. Library Hours of operation

The respondents were again asked to rate the hours of operation at the RTIG library. The results are presented in Figure 4.10 below. Most of the respondents showed that the library hours of operation were “good”, represented by 164 (35.0%) respondents.



*Figure 4.10: Library Hours of operation (N=468)*

This was followed by 162 (34.6%) respondents who stated that library's hours of operation were "excellent" while at the tail, it was 33 (7.1%) respondents who indicated that the library's operating hours were "poor". While some stressed that an academic library should be open twenty-four hours to cater to different students with unique needs, some stressed that this was not possible and unhealthy for library staff.

#### 4.4.11. Overall library services performance

In order to measure determine levels of satisfaction of library users concerning library services and resources at RTIG library, the respondents were requested to rate the overall performance of the library. This enabled the study to cover any other services and resources that might not have been covered in this area. The same five point Likert scale of 1 = Poor, 2 = Fair; 3 = Don't know; 4 = Good; and 5 = Excellent was used. The results are presented in Table 4.7 below.

*Table 4.7: Overall library services performance (N=468)*

Rating	Response	Percentages
Excellent	194	41.5%
Good	153	32.9%
Fair	60	13.0%
Poor	33	7%
I don't know	26	5.6%
Total	486	100%

Out of 486 respondents, 194 (41.5%) respondents rated all the library services and resources as “excellent”, followed by 153 (32.9%) respondents who indicated that the library’s overall performance was “good”. Sixty (13.0%) respondents indicated that the services were “fair” to them, while 33 (7%) showed that the overall library services were “poor”, a smaller number, that is, 26 (5.6%) pointed out that they “don’t know”. It is crucial to remember that library services and resources are not the only factor that affects satisfaction. The results imply that the services and assistance provided by libraries are essential to their function. Taylor (2021) claims that libraries usually provide a variety of services to meet students’ information demands. Programmes for information literacy, research consultations, and interlibrary loans are some of these offerings. The efficient provision of these services has the potential to significantly increase student satisfaction (Khan & Hemsley-Brown, 2024). It is critical that libraries regularly assess and improve their resources and services to guarantee continued student satisfaction.

#### 4.5. USERS SATISFACTION WITH THE LIBRARY SERVICES.

In this section, the respondents were asked about their levels of satisfaction with differences services and resources that they receive from the RGIT library. The five point scale of from 'not satisfied to very satisfied' was used thus: 1 = Not satisfied; 2 = Somewhat satisfied, 3 = Don't know; 4 = Satisfied; 5 = Very satisfied, was used.

##### 4.5.1. Borrowing materials

The respondents were requested to rate level of satisfaction when borrowing materials at the library.

*Table 4.8: Borrowing materials (books, DVDs, music, etc.) (N=468)*

Level of satisfaction when Borrowing material(Books, DVDs, music, etc.	Response	Percentages
Very satisfied	182	54.5%
Satisfied	134	21.4%
Somewhat satisfied	97	12.0%
Not satisfied	33	7.9%
I don't know	22	4.3%
Total	468	100%

One of hundred and eighty-two respondents, 54.5% indicated that they were “very satisfied”, followed by 134 (21.4%) who stated that they were “satisfied” and a least of 33 (7.9%) respondents were “not satisfied” with the service. Suresha (2016) looked into how happy St. Claret Degree College in Bangalore’s staff and found that students were more satisfied with borrowing of library materials in that library. This study found that the most popular library service was circulation, and books were the resource that

people utilised frequently. Furthermore, Buczynski (2007) proffers that physical books need to be substituted by electronic books so that their access is not limited to students because a physical or hard copy can only be utilised by a single individual at a time whereas an electronic book can be accessed by multiple users at the same time. Moreover, students are from different backgrounds; therefore, electronic access to information should be free at the library hard copies are. Table 4.8 demonstrates user satisfaction with the reference service.

#### 4.5.2 Reference (research assistance from librarians)

The respondents were further requested to rate their satisfaction level with the reference skills of the librarian, and the data are presented on Table 4.9.

*Table 4.9: Satisfied with Reference (research assistance from librarians) (N=468)*

Level of satisfaction with Reference (research assistance from librarians)	Responses	Percentages
Very satisfied	116	24.8%
Satisfied	218	46.6%
Somewhat satisfied	83	17.7%
Not satisfied	35	7.5%
I don't know	18	3.8%
Total	468	100%

A majority of 218 (46.6%) respondents indicated that they were “satisfied”, followed by 116 (24.8) who indicated that they were “very satisfied”, 83 (17, 7%) respondents indicated that they were “somewhat satisfied” whereas those who are “not satisfied” formed 35 (7.5%) and the least number of respondents, 18 (3.8%), indicated that they “don't know”. Reference services are the kind of library services where employees

help users find what they are looking for within the library. The purpose of reference services is to make it easier for users to find material in the library (Bandyopadhyay & Boyd-Byrnes, 2016). The reference librarian oversees the library’s reference section and overseeing important information resources that cannot be borrowed by users (Atanda & Uchendu, 2017).

#### 4.5.3 Programmes (information digital literacy)

The respondents were further requested to rate their satisfaction level concerning the programmes (information & digital literacy). Data are presented on Figure 4.11 below.

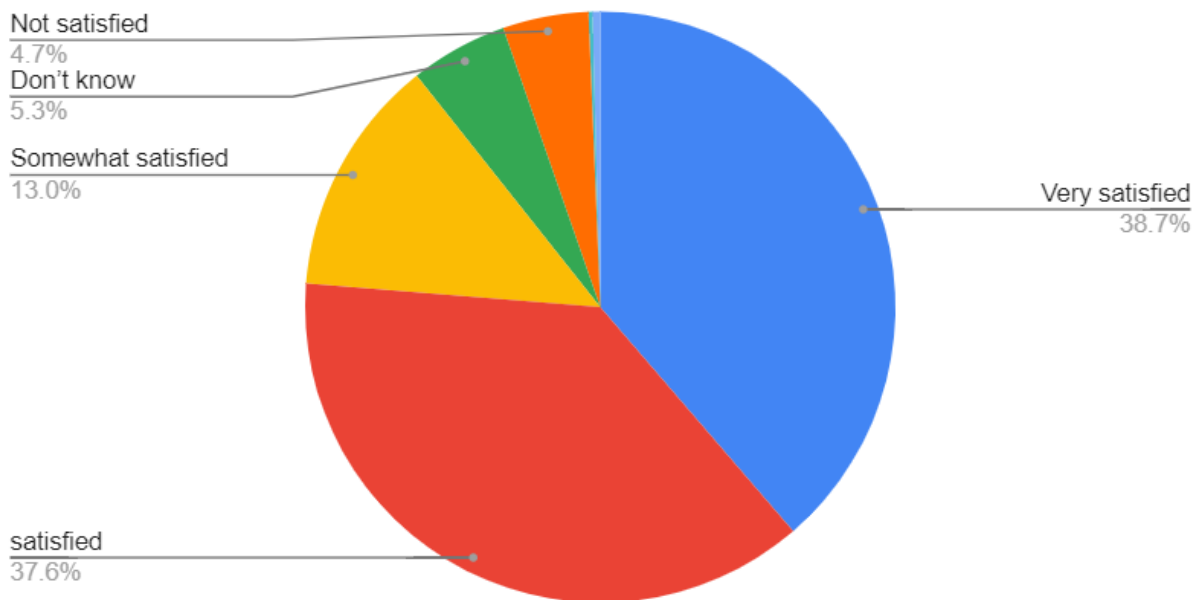


Figure 4.11 Programmes (information literacy & digital) (N=468)

On Figure 4.11, 181 (38.7%) respondents indicated that they were “very satisfied”, 176 (37.6%) indicated that they were “satisfied”, 61 (13%) respondents stated that they were “somewhat satisfied”, 24 (5.3%) respondents indicated that they “don’t know”, whereas 22 (4.7%) respondents were “not satisfied”. Academic libraries destroy the youth’s potential by neglecting the teaching of digital literacy. Beyond the walls of libraries, it significantly hastens the education of digital literacy. A digitally embedded education system improved digital citizenship and broadened students’

cognitive abilities outside of the classroom (Rafi et al., 2019). Table 4.11 below shows how the respondents were satisfied with the assistance they received when using computers and printers.

#### 4.5.4 Assistance in using computers, printers, etc.

The respondents for this study were further asked to state their satisfaction level with the assistance they received when they used computers, printers, etc. The results are presented below.

*Table 4.10: Assistance in using computers, printers, etc. (N=468)*

Level of satisfaction with assistance in using computers, printers, etc.	Response	Percentages
Very satisfied	192.3	40.8%
Satisfied	150	32.1%
Somewhat satisfied	70	15.0%
Not satisfied	38	8.3%
I don't know	17.7	3.8%
Total	468	100%

Table 4.10 demonstrates that 192 (40.8%) respondents were “very satisfied”, 150 (32.1%) respondents were just “satisfied” whereas 38 (8.3 %) respondents were “not satisfied”. Wagbara (2022) says a person who is digitally literate should be able to use computers, analyse data to make judgements that are accurate, participate in online meetings and social media while adhering to engagement protocols, and be able to search and distribute information.

#### 4.5.5 Computers and printers

respondents were asked if they were satisfied with computers and printers. Consider that, according to the study, students who were registered under IT dominated the Campus. Therefore, computers are extremely focal to the studies. Table 4.11 illustrates the results. Most of the respondents indicated that they were “very satisfied” by 181 (38.7%), 150 (32.1 %) respondents indicated that they were “satisfied”, whereas 28 (6.0 %) respondents stated that the service was poor and were, therefore, “not satisfied”.

*Table 4.11: Computers and printers. (N=468)*

Level of satisfaction when Borrowing material(Books, DVDs, music, etc.	Response	Percentages
Very satisfied	181	38.7%
Satisfied	150	32.1%
Somewhat satisfied	84	17.9%
Not satisfied	28	6.0%
I don't know	24	5.1%
Total	468	100%

The range of facilities includes the library's technology infrastructure in addition to its physical space. Modern facilities are now included in educational establishments as a result of the adoption of digital learning. It has been discovered that a number of amenities, such as computer workstations, fast Wi-Fi, printers, scanners, and digital signs, significantly affect students' happiness levels (Macalingay et al., 2023). The current satisfaction level suggests that the respondents' needs were satisfactorily met by the technology infrastructure in place. Figure 4.23 indicates students' satisfaction

with the library study room or reading areas.

#### 4.5.6 Study rooms/reading areas.

The Table below (Table 4.12) shows the statistics of respondents based to level of satisfaction when utilising the study rooms or reading areas.

*Table 4.12: Study rooms/reading areas. (N=468)*

Level of satisfaction Study rooms/reading areas	Response	Percentages
Very satisfied	182	36.5%
Satisfied	134	34.4%
Somewhat satisfied	97	16.9%
Not satisfied	33	7.7%
I don't know	22	4.5%
Total	468	100%

One hundred and thirty six point five (36.5%) respondents indicated that the study area was excellent, which meant they were “very satisfied”, 134 (34.4%) respondents indicated that they were satisfied because they said the service was good, 97 (16.9%) respondents indicated that they were “somewhat satisfied” and 33 (7.7 %) respondents stated that it was poor, as they were “not satisfied”. Williams (2021) claims that the high average weighted mean shows that students think the existing design, furniture placement, study spaces, lighting, and other physical features are good for promoting learning. Furthermore, it has been noted that students respond well to a variety of facilities in the library environment. Coffee shops that are conveniently placed, well designed and comfy chairs, and easily accessible restrooms are some examples of these conveniences. These characteristics help to make the classroom more welcoming and flexible for the students (Smith, 2020).

#### 4.5.7 Meeting rooms.

The respondents were requested to rate their level of satisfaction with the meeting rooms provided by the library. The results are presented and demonstrated in Table 4.13.

*Table 4.13: Satisfaction with Meeting rooms. (N=468)*

Level of satisfaction with the meeting room	Response	Percentages
Very satisfied	167	35.7%
Satisfied	165	35.3%
Somewhat satisfied	91	19.4%
Not satisfied	27	5.8%
I don't know	18	3.8%
Total	468	100%

The data on Table 4.13 indicates that most respondents were “very satisfied” with the meeting room. Among the respondents, 167 (35.7%) were “very satisfied”, 165 (35.3%) were just “satisfied” with the meeting room whereas the respondents who were “somewhat satisfied” were 91 (19.4%). Those who were “not satisfied” were 27 (5.8%) whereas 18 (3.8%) respondents said they “don't know”. The physical amenities of a library play a critical role in determining how satisfied users are. Most of research on user satisfaction in tertiary libraries reveal that students are extremely satisfied with the library's amenities (Wong & Chapman, 2023). On a 5-point Likert scale, the average weighted mean score of 3.94 reflects a favourable opinion of the library's physical location and related amenities. The study's conclusions highlight how important well-thought-out and efficiently run library spaces are to enhancing the entire educational experience.

#### 4.5.8 Internet access

respondents were asked to state their level of satisfaction with the access to the internet, that is, what do they experience when they connect to the library internet. The results presented in the Table 4.14, below.

*Table 4.14: Satisfaction with access to the internet (N=468)*

Level of satisfaction with Internet access	Response	Percentages
Very satisfied	201	42.9%
Satisfied	151	32.3%
Somewhat satisfied	57	12.2%
Not satisfied	39	8.1%
I don't know	21	4.5%
Total	468	100%

Out of 468 respondents, 201(42.9%) respondents indicated that they were “very satisfied”, 151 (32.3%) respondents were “satisfied”, 57 (12.2%) respondents were “somewhat satisfied”, 39 (8.1%) respondents stated that they were “not satisfied”, while 21 (4.5%) respondents indicated that they “don’t know”. Internet access has turned to be the vital source of data and knowledge transfer (Uyar, Nimer & Kuzey, 2023). These enhanced library services are produced by combining traditional and technologically oriented library services. Internet access is essential for using web-based services like OPAC and technology-based applications such as the integrated library management system. Remote access has completely changed the way libraries provide their services. This suggests that all library users should be able to stay current, adjust to changing circumstances, and become knowledgeable about digital technology by developing their digital literacy.

#### 4.5.9 Inter-Library Loan system (ILL)

respondents were requested to rate their satisfaction level with the Inter-library loan service. The results are discussed and presented in table 4.15 below.

*Table 4.15: Satisfaction level with ILL (N=468)*

Level of satisfaction with ILL (Inter-library loan)	Response	Percentages
Very satisfied	165	35.3%
Satisfied	184	39.3%
Somewhat satisfied	63	13.5%
Not satisfied	26	5.6%
I don't know	30	6.4%
Total	468	100%

On Table 4.15 above, respondents showed that they were “satisfied” with the ILL, represented by 184 (39.3%) respondents, while 164 (35.3%) respondents were “very satisfied”, and 63 (13.5%) respondents stipulated that they were “somewhat satisfied”, while 30 (6.4%) respondents said they “don’t know” and 26 (5.6%) respondents were “not satisfied”. Interlibrary loan empowers libraries to share information sources with other libraries to meet and fulfil users’ information gap or needs.

#### 4.5.10 Online services

The respondents were further requested to respond based to their level of satisfaction concerning the online services, that is, website, online catalogue, research databases, etc.). The outcomes are presented on Table 4.16 below.

*Table 4.16: Online services (website, catalogue, research databases, online journals, etc.) (N=468)*

Level of satisfaction with Online services (website, catalogue, research databases, etc.)	Response	Percentages
Very satisfied	210	44.9%
Satisfied	154	32.9%
Somewhat satisfied	60	12.6%
Not satisfied	25	5.3%
I don't know	20	4.3%
Total	468	100%

Table 4.16 shows that 210 (44.9%) respondents indicated that they were “very satisfied” with online services, 154 (32.9%) respondents stated that they were “satisfied”, 60 (12.6%) respondents were “somewhat satisfied”, while the 25 (5.3%) respondents said they “don’t know”. Vasylenko et al. (2022) examined how university libraries’ online journals are used. According to the study, students’ access to up-to-date and pertinent research was facilitated by the availability of online journals, which allowed them to stay up to date with new discoveries and trends in the field.

#### 4.5.11 Photocopier

The respondents were further requested to rate their level of satisfaction when utilising the Photocopier machine. Table 4.17 below illustrates the results.

*Table 4.17: Photocopier (N=468)*

Level of satisfaction with Photocopier	Response	Percentages
Very satisfied	188	40.2%
Satisfied	156	33.3%
Somewhat satisfied	70	15.0%
Not satisfied	32	6.8 %
I don't know	22	4.7%
Total	468	100%

One-hundred and eighty-eight (40.2%) respondents indicated that they were “very satisfied”, 156 (33.3%) stated that they were “satisfied”, 70 (15.0%) respondents are “somewhat satisfied”, 32 (6.8%) respondents were “not satisfied”, saying the service was poor and 22 (4.7%) respondents answered “don’t know”. Technology used for photocopying library materials and the quality of the materials produced in the process also play an important role in user satisfaction (Piperi, et al, 2021). Moreover, the photocopying facilities are utilised by various users for multiples academic purposes so it must be quality.

#### 4.5.13 Study guides

Respondents were requested to reveal their level of satisfaction with study guides provided by the Campus library. Their perceptions are presented on Table 4.18.

*Table 4.18: Study guides(N=468)*

Level of satisfaction with study guides.	Response	Percentages
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Very satisfied	198	42.3%
Satisfied	150	32.1%
Somewhat satisfied	63	13.5%
Not satisfied	35	7.5%
I don't know	22	4.7%
Total	468	100%

A majority of 198 (42.3%) respondents indicated that they were “very satisfied” with the study guides, 32.1 respondents were “satisfied”, 150 (13.5%) were “somewhat satisfied”, 35 (7.5%) were “not satisfied”, and 22 (4.7%) answered “don’t know”. The purpose of study guides is to organise lecture notes and textbook material to increase one’s comprehension and memory of large amounts of information. Preparing study guides that are visual is even more effective, as the visual organisation helps one to see related concepts and make meaningful connections with the material, thus acquiring the higher levels of learning expected by many of your professors (Sinfield & Burns, 2022).

#### 4.5.14 Overall library services

The respondents were requested to rate the overall level of satisfaction with the overall library services, Raging from: Very satisfied, Satisfied, somewhat satisfied, Not satisfied and I don’t know. This helps to cover questions that were not covered in the questionnaire. In Table 4.20, a majority of students were happy with the overall library services because out of 468 respondents, 198 stated that they were “very satisfied” and 150 indicated that they were “satisfied”.

*Table 4.19: overall library services (N=468)*

Level of satisfaction with the overall library services	Response	Percentages
Very satisfied	186	39.7%
Satisfied	170	36.3%
Somewhat satisfied	67	14.3%
Not satisfied	22	4.7%
I don't know	23	4.9%
Total	468	100%

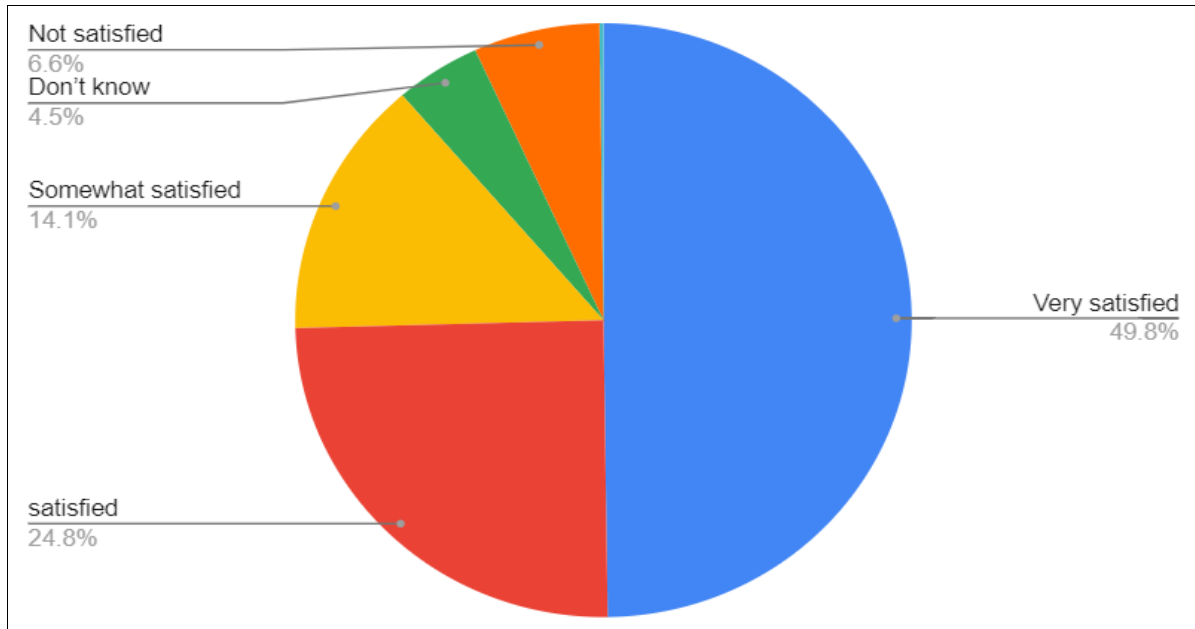
Most respondents stated that they were “very satisfied”, 186 (39.7%), 170 (36.3%) students were “satisfied”, 67 (14.3 %) respondents were “somewhat satisfied”, 23 (4.9%) answered “don’t know”, 22 (4.7%) respondents stated that they were “not satisfied”. Lastly, the satisfaction scores are a powerful reminder of the value of libraries as essential components of academic institutions. Johnson and Patel (2023) assert that libraries are essential to improving the whole educational experience. As a result, it is advised that organisations give libraries top priority when it comes to marketing and hiring tactics.

#### 4.6. SECTION D: EFFECTIVENESS AND EFFICIENCY OF LIBRARY STAFF

This section focuses more on the staff’s effectiveness and efficiency when providing services. Librarians are the living compass in library. Moreover, librarians help in the day-to-day functioning of the library; so, having a professional staff with a certain abilities helps in service delivery. The section below firstly looked at the overall attitude of the librarians using the five-point scale ranging from “Not satisfied to very satisfied” thus: 1 = Not satisfied; 2 = Somewhat satisfied, 3 = Don’t know; 4 = Satisfied; 5 = Very satisfied, was used.

#### 4.6.1. Attitude

respondents were asked to rate the overall attitude of library staff when providing services. The results are presented on Figure 4.12.



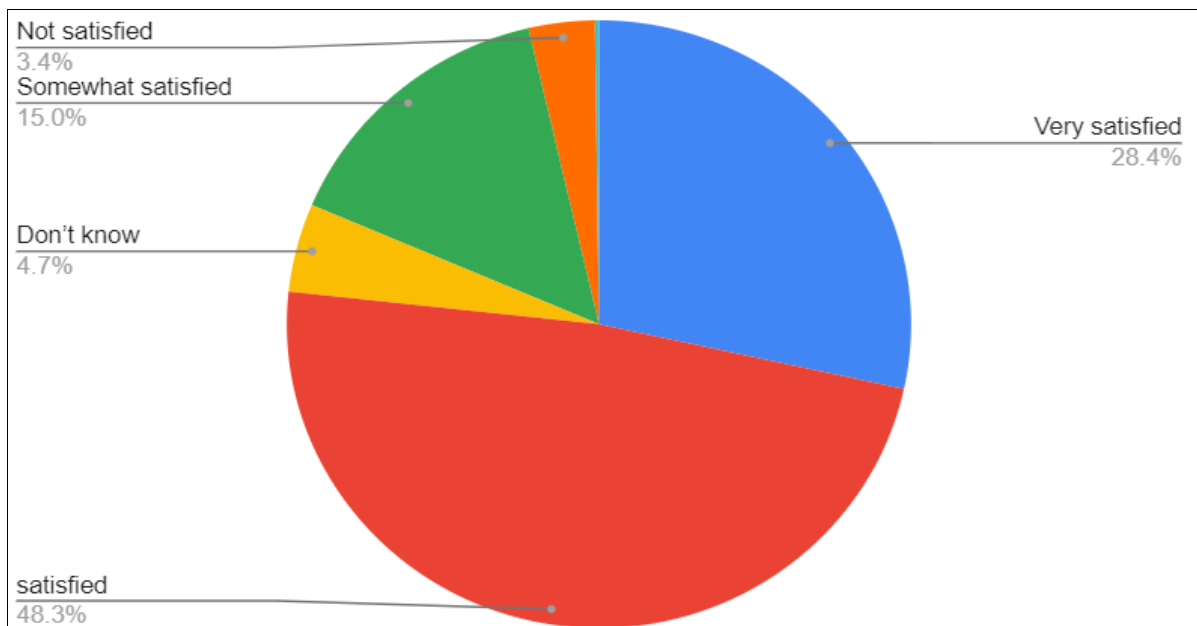
*Figure 4.12: Rating their overall attitude. (N=468)*

According to the data on Figure 4.12, when the respondents rated the staff's overall attitude, 233 (49.8%) respondents were "very satisfied", 116 (24.8%) were "satisfied", 66 (14.1%) were "somewhat satisfied", 31 (6.6%) were "not satisfied" at all, whereas 21 (4.5%) respondents answered, "don't know". Users of libraries frequently evaluate their experiences based on the attitude, curiosity, and excitement of the staff in addition to whether they found what they were looking for. Bringle, Hatcher and Jones, (2023) discovered, in fact, that students' trust in their capacity to retrieve information on their own was predicted by the reference staff's friendliness. Similarly, Michael and Olayemi (2023) state that the influence of librarians' attitudes on users' patronage. Librarians' job attitude, interpersonal relationship, professionalism, and perception, and image were highly rated by the users. Smith (2020) posits that the provision of library services involves several touch points, such as encounters with library staff, internet usage, and self-service facility access. The high degree of satisfaction is a clear sign of how well these service features are working, and it helps to create a seamless and enjoyable experience for students. Moreover, Ike and Chinedu (2023)

state that satisfaction has also been shown to be a significant factor influencing library use or poor patronage. Librarians are consequently urged to focus their efforts on ensuring that library customers receive the most potential advantages from the services they provide to maximise their impact in providing excellent services.

#### 4.6.2. Reference and research assistance from librarians

The respondents were required to rate the effectiveness and efficiency of library staff in reference and research assistance from librarians. The survey adopted close-ended questions. According to Moustapha (2021), the primary characteristic of a university library is its ability to provide services that rely on one-on-one interactions between patrons and staff. Thus, having adequate employees is crucial for the library to be able to serve the needs of its users. The respondents' data are presented and discussed below on Figure 4.13.



*Figure 4.13: Effectiveness and efficiency of library staff in reference (N=468)*

A majority of 226 (48.3%) respondents indicated that they were “satisfied” with the library staff reference services, 133 (28.4%) respondents were “very satisfied”, 70 (15%) respondents were “somewhat satisfied”, 22 (4.7%) answered “don’t know”

whereas 16 (3.4%) respondents were “not satisfied”. The contributions of library personnel to an efficient library service are enormous. Library staff members have an obligation “to recognise and meet the various requirements and library users’ expectations” (Simmonds & Anduleed, 2011:627). User satisfaction in academic and research libraries does not only require knowledgeable staff, but also friendly, helpful, and caring librarians. Traits such as approachability, politeness, friendliness, availability, timely responsiveness, knowledge, and skills are crucial when evaluating user satisfaction using the behaviour of the staff as a yardstick (Ekpenyong & Esin, 2021). Furthermore, a vital component of academic libraries for more than a century, the reference service, provides librarians with the answers to inquiries and support library users during their study. Reference assistance is available at an academic library through in-person interactions, phone calls, emails, instant messages, and a link that allows users to “ask a librarian.” Wurnman (1989) states that “several studies have found that somewhere between 60 and 80 percent of people searching for information on the web failed to find what they were looking for”. This makes it abundantly evident how important the library’s role and information professionals’ is in the digital age.

#### 4.6.3. Teaching skills

The respondents were required to rate their level of satisfaction with the teaching skills of librarians. Figure 14 below illustrates the effectiveness and efficiency of library staff’s teaching skills.

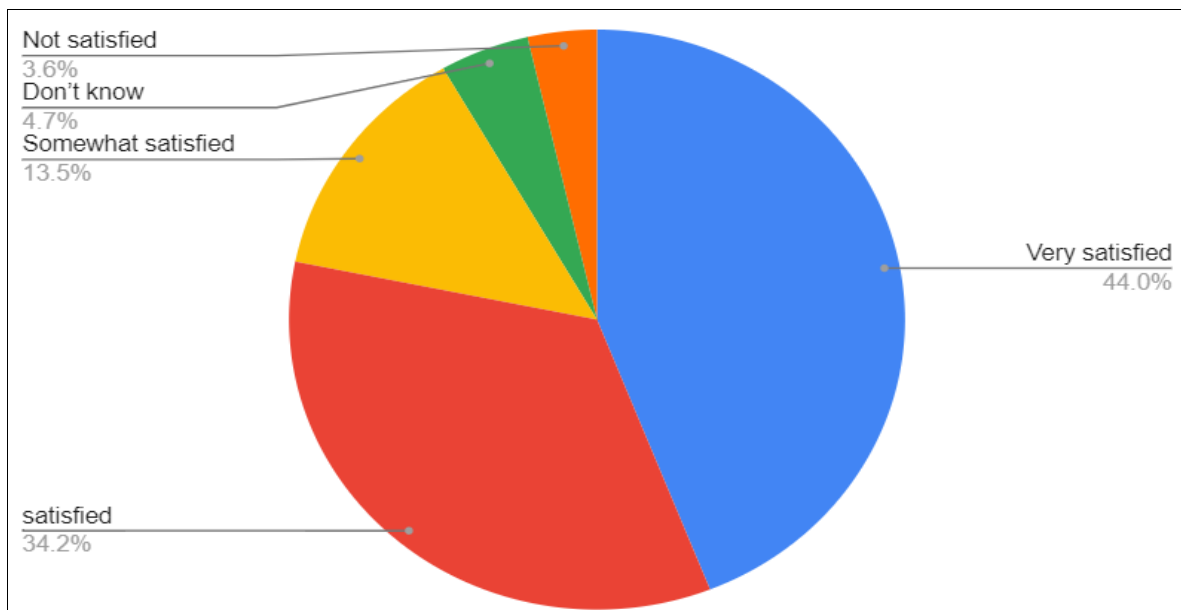


Figure 4.14: Effectiveness and efficiency of library staff in their teaching skills (N=468)

Two hundred and six (44.0%) respondents indicated that they were “very satisfied” with the staff teaching skills, followed by 160 (34.2%) who were satisfied, then 63 (13.5%) who were “somewhat satisfied”, 22 (4.7%) answered “don’t know” whereas 17 (3.6%) were “not satisfied”. Librarians are teachers in nature and that it is why in most cases their duties involve dissemination of information a lot. “Reference assistance is not just correct answers or effective communication but is a teaching and learning activity” (Gremmels & Lehmann, 2007). With the advent of internet tools, many students now want additional guidance on where to look and how to begin, as opposed to merely figuring out the answer. In addition to receiving the correct response, Durrance emphasised that a “good measure for user satisfaction is the person’s willingness to return to the staff member at a later time.” Figure 4.15 below represents staff’s response time to queries.

#### 4.6.4 Response time to queries

Respondents were asked to rate the effectiveness and efficiency of library staff in their response time to their queries, and the data are presented and discussed below in Figure 4.15.

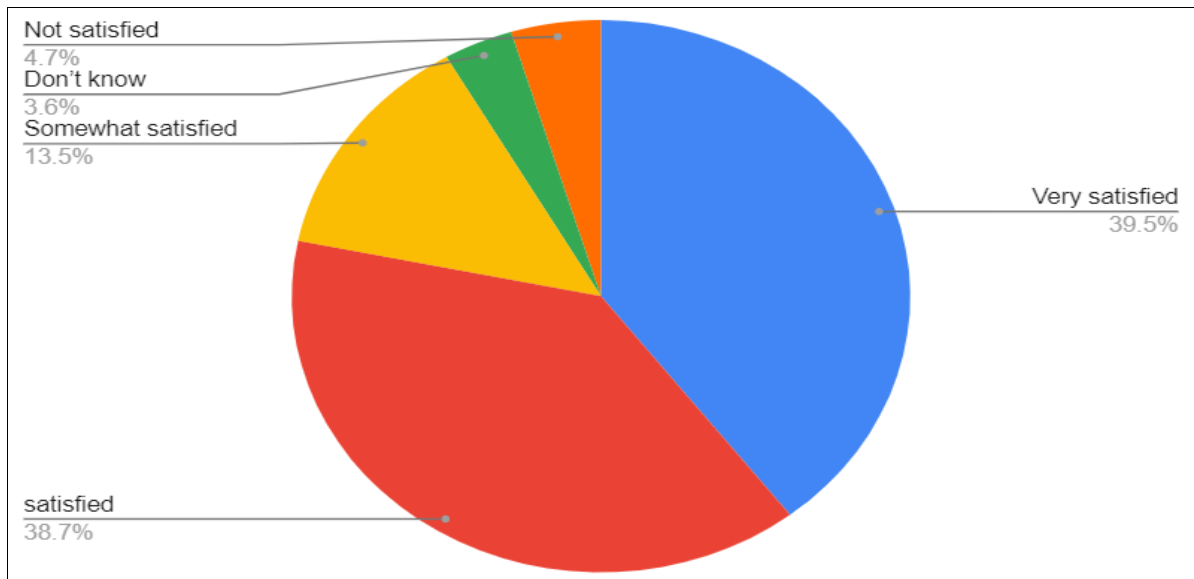
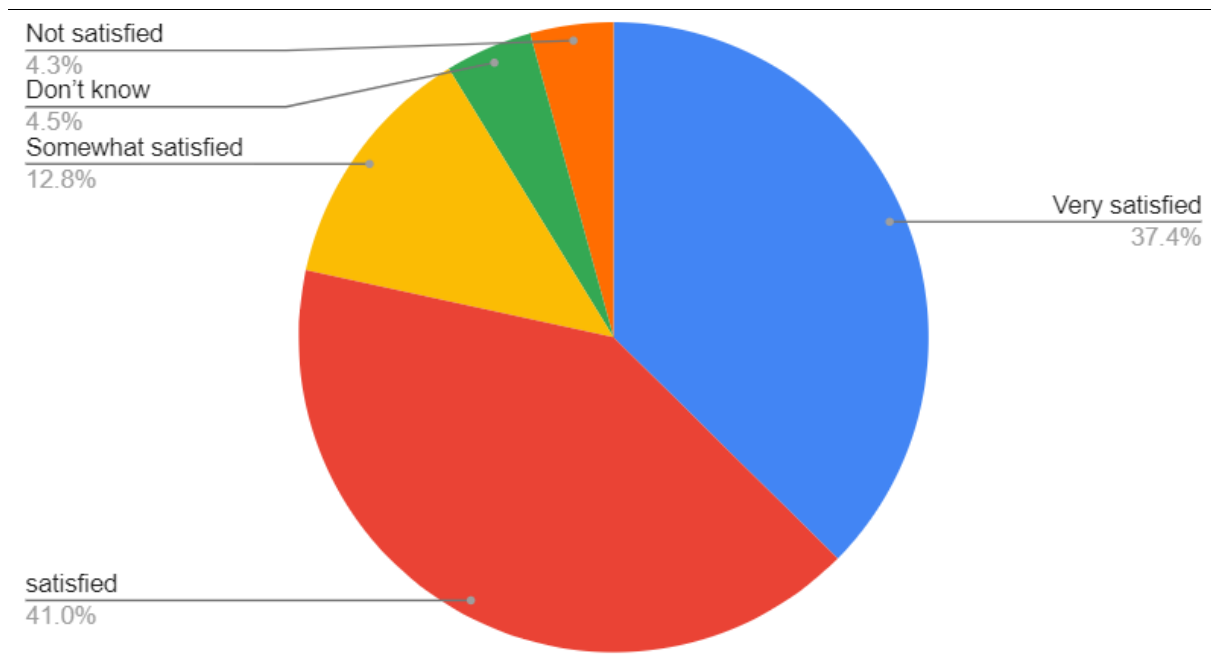


Figure 4.15: Response time to your queries (N=468)

Most of the respondents, that is, 185 (39.5%) indicated that they were “very satisfied”, then 181 (38.7%) were “satisfied”, 63 (13.5%) were “somewhat satisfied”, 22 (4.7%) answered “don’t know” whereas 17 (3.6%) respondents were “not satisfied”. More users were happy with the knowledge that the library staff had to offer. The staff in the library should always be informed, ready to assist students or direct them to the appropriate person. Simmonds and Andaleen (1998) found that several elements, such as resources, tangibles, expertise and assurance, and responsiveness, affected user satisfaction.

#### 4.6.5 Dress code

Respondents were asked to rate their level of satisfaction with the staff’s attire code. First impression counts, the way staff wear might represent them well and users must be convinced that they are approaching someone who will assist them. Moreover, to dress nice and presentable attracts more users and also makes them to feel comfortable to engage with a librarian. Data are presented and discussed below.

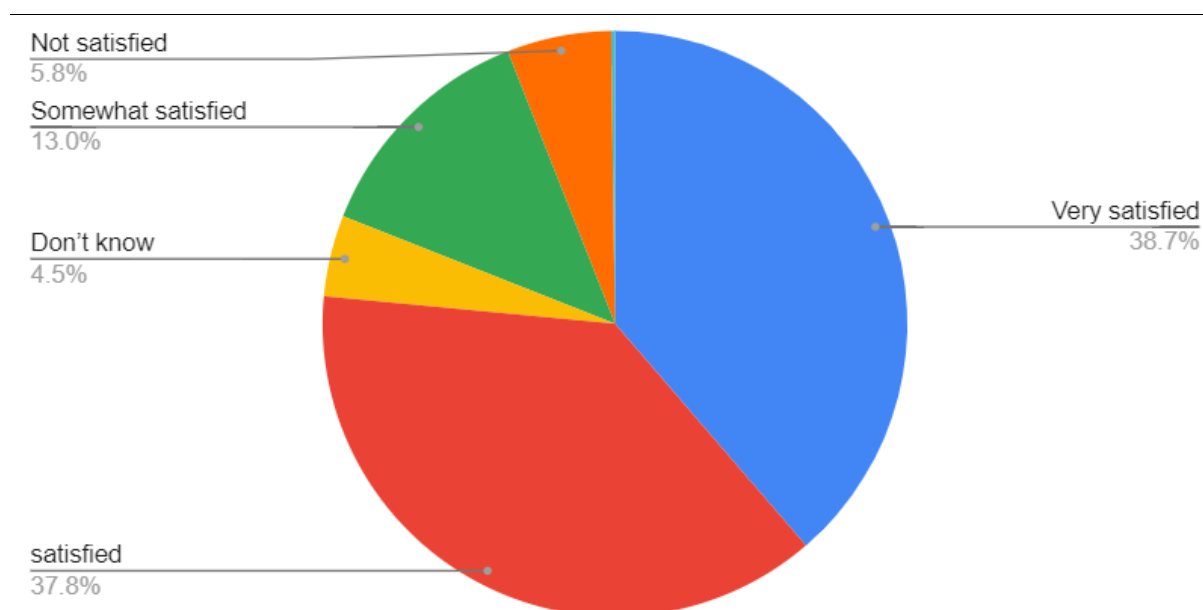


*Figure 4.16: Effectiveness and efficiency of library staff in dress code (N=468)*

A majority of respondents, 192 (41%), indicated that they were “satisfied”, followed by 173 (37%) respondents who indicated “very satisfied”, 60 (12.8%) respondents indicated that they were “somewhat satisfied”, 20 (4.3%) respondents were “not satisfied” and 21 (4.5%) respondents answered “don’t know” about the dress code of the staff. Eroglu, Machleit and Davis (2001) add to the Mehrabian and Russell’s emotional states proposed for O to include cognition in the S-O-R paradigm. Given that dress stimuli are a component of people’s social environment, using the S-O-R model to describe how dress stimuli influence behaviour makes sense. Indeed, Lennon and Davis (1989a) proposed that behavioural responses (R) to target individuals are influenced by impressions (O) based on clothes (S). When someone sees the other person who is dressed creatively and attractively, they could feel positively affectively, which could then change how they approach that person (e.g., standing close, hanging around). On the other hand, seeing someone dressed in an unappealing or uncreative style might cause unpleasant affective reactions, which can then lead to avoidance behaviour (e.g., keep away from the person). Overall, these viewpoints only imply that behaviour may be influenced by clothing.

#### 4.6.6 Interpersonal and public speaking skills

Respondents were requested to rate the staff's effectiveness and efficiency with interpersonal and public speaking skills. As a librarian or information specialist engage with users on daily basics, so adequate communication skills are required. The results are discussed and presented at this juncture.



*Figure 4.17: Interpersonal and public speaking skills (N=468)*

A majority of the respondents, 181 (38.7%), indicated that they were “very satisfied” with communication whereas 178 (37.8%) respondents indicated that they were “satisfied”. Communication is key. Therefore, it is a must for librarians to have good communication skills to communicate with respondents. Since communication is also another part of dissemination information to users, listening is also a part of good communication since librarians need to understand queries to provide accurate information. 61 (13.0%) indicated that they were “somewhat satisfied”, those who were “not satisfied” were 27 (5.8%) and 21 (4.5%) respondents answered, “don’t know”. User satisfaction is closely tied to the professionalism and the attitude of library

personnel towards the demands of the users. Users will come back to the library any time they require information if they are happy with the staff's assistance. Disgruntled users are the result of low information resource status, insufficient services provided by library employees, and staff members' negative attitude towards their jobs (Iwhiwhu & Okorodudu, 2012).

#### 4.6.7 Cultural competence

Respondents were requested to rate the staff's effectiveness and efficiency in cultural competence. The results are discussed and presented on Figure 4.18.

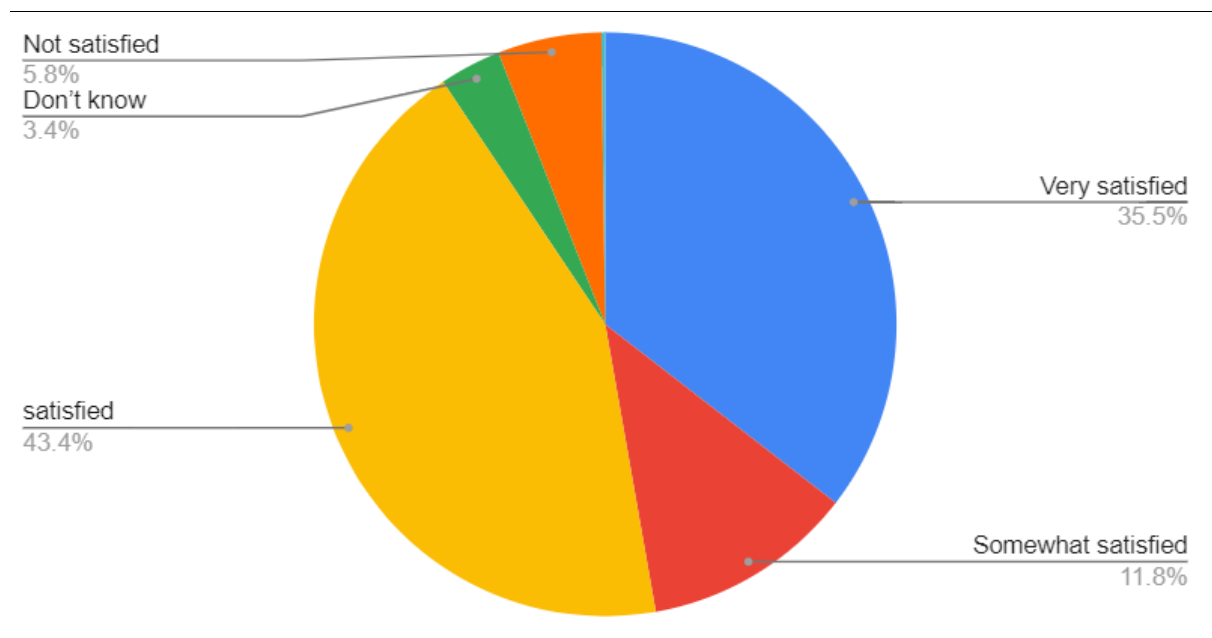


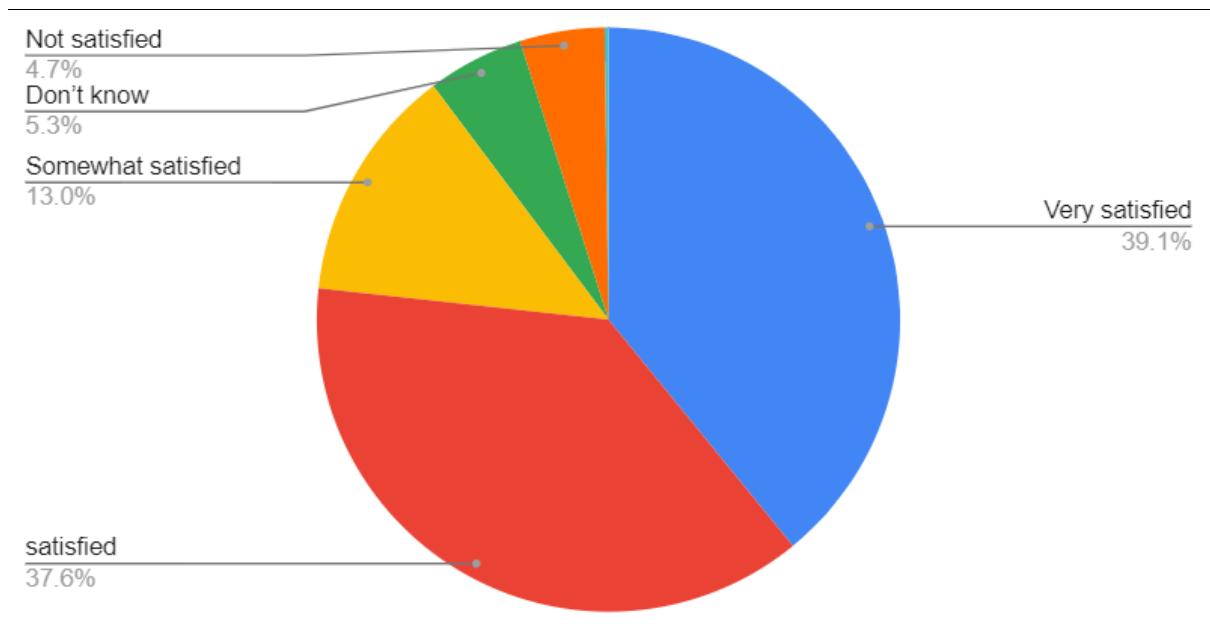
Figure 4.18: Cultural competence (N=468)

Out of the total number of 468 (100%) respondents, 203 (43.4%) respondents indicated that they were "satisfied" with the staff cultural competence, followed by 166 (35.5%) respondents who indicated that they were "very satisfied", 55 (11.7%) respondents were "somewhat satisfied", 27 (5.8%) respondents answered "don't know" whereas 14 (3.4%) respondents were "not satisfied" at all. The attitude of librarians in influencing information service and user satisfaction is further highlighted by the relational facilitators that need to be applied by librarians, namely: greeting

ritual, rapport building, deference, representation of non-verbal cues, and closing ritual (Radford et al., 2011). The main aim of a librarian or information specialist is to provide information and services, regardless of unique cultures and religion. Since most of the students indicated they were satisfied with the cultural competence of the staff, it showed that the staff treated everyone equal regardless of culture difference. However, there was still room for improvement because a minority 14 (3.4%) of the students indicated that they were not happy. Working in an academic environment enables one to work with various people with different cultures and values. Therefore, librarians in the academic space must be able to work with people from different cultures. Hence, the respondents were asked to rate the effectiveness and efficiency of library staff when dealing with students that are from various cultural spaces. According to the National Association of Social Workers (2001), cultural competence is the ability of an individual or group to work effectively across cultural boundaries through a congruent set of behaviours, attitudes, and policies. It is the process by which people and systems respond to people of different cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors in a way that values and protects each person's worth as well as their families' and communities' dignity.

#### 4.6.8 Students/ reader's advisory

respondents were asked to rate the level of effectiveness and efficiency of library staff in students/reader's advisory. Data is presented on below on Figure 18 below.



*Figure 4.19: Students/ reader’s advisory (N=468)*

Most respondents, 186 (39.1%), were “very satisfied” with the students/readers advisory, followed by 176 (37.6%) of those who were “satisfied”, 61 (13.0%) were “somewhat satisfied”, 25 (5.3%) answered “don’t know” whereas 22 (4.7%) respondents were totally “not satisfied” with the staff reader’s advisory. The attitude of librarians in influencing information service and user satisfaction is further highlighted by the relational facilitators that need to be applied by librarians, namely: greeting ritual, rapport building, deference, representation of non-verbal cues, and closing ritual (Radford et al., 2011). A librarian must be willing to be a tour guide to the library services and resources. Some respondents were not fully aware of some information resources and were given a task to complete, it is a librarian’s duty to show them how to locate information and to advise them on how to write assignments.

#### 4.7. CHAPTER SUMMARY

This chapter contained the answers to the self-administered e-questionnaires used to survey a sample group of RGIT Campus library users, as well as the validation of each portion of the questionnaire. The responses from the respondents were tallied, and additional explanations were provided beneath every table. This chapter’s tables and figures were all clearly labelled with counts, percentages, and descriptions. The

research findings about the information services and resources offered to students at the Kempton Campus library of RGIT, the ways in which students used these services and resources, and the goals behind their use of the RTIG library's services and resources, the satisfaction of students with the library services and resources provided was assessed. Opinions on the efficiency of the library staff user were also presented and interpreted. The patterns of library use, user satisfaction with services, and the calibre of resources were covered in this chapter. It also covered the findings of the degree of user satisfaction with reference to staff services, information skills, library support, information access, library facilities, and general service quality.

## **CHAPTER FIVE**

### **MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

The previous chapter covered the presentation, analysis, and interpretation of data. A spreadsheet in Excel was utilised to analyse the data. Pie charts, bar graphs, and tables were used to display the results of the study. Each presentation and analysis was followed by a succinct interpretation of the results, based on the previous studies. There were references to earlier research that were examined in the literature. The main findings and conclusions of the study are outlined in this chapter with reference to the objectives of the study, as outlined in Chapter 1. This chapter offers recommendations and conclusions based on the study's findings. Nevertheless, it is imperative to restate the study objectives before proceeding.

#### **5.2 RESTATING THE AIM AND OBJECTIVES OF THE STUDY**

The aim of the study was to evaluate user satisfaction with library information services and resources provided to students at RGIT Library, Kempton Park Campus. To achieve this aim, the followed objectives of the study were outlined:

- To describe the information services and resources provided to students at the RGIT library, Kempton Campus.
- To determine the students' usage of information services and resources provided at the RGIT Library, Kempton Campus.
- To assess the satisfaction of students with the library services and resources provided at the RGIT Library, Kempton Campus.
- To gather students' opinions on the efficiency of the library staff at the RGIT library, Kempton Campus.

The major findings in relation to these objectives are provided below.

### 5.3. RESPONDENTS' PROFILES

Four hundred and sixty-eight (468) students were the subject of the study. The results indicated that undergraduate students made up most of the study responses. The results indicated that, in terms of gender distribution, there were more male respondents than female respondents. Moreover, the majority of respondents who answered the questionnaire belonged to the age range of between 19 and 24, followed by those whose age group ranged from 25 to 30 years old.

#### 5.3.1 Course registered for

The findings indicate that the 125 (26.8%) of respondents were attached to the field of Information Technology, followed by Bachelor of Commerce and Bachelor of Business Administration.

#### 5.3.2. Level of study

The findings show that 133 (28.4%) of the students indicated that they were in the second level of their studies, followed by those who were in the third level, while the least number of students was in their fourth level of study.

#### 5.3.3. Highest level of education you have completed.

The findings indicated that 216 (45,9%) students had Matric certificates as their highest level of education completed followed by those with a diploma.

### 5.4. USAGE OF INFORMATION SERVICES AND RESOURCES

In this area, the respondents were asked about the frequency of their library visits, the purpose for visiting the library, as well as the services and resources they used in the library. Furthermore, they were also asked if they are able to find what they were looking for in the library.

#### 5.4.1. Frequency of library visits

The findings show that a 36.0% (168) of students visited the library on weekly basis, followed by students who indicated that they visit once in less than a month, then there is

a slight difference between students indicated that they visit daily with students who visit the library monthly, the minority of students indicated that they never visited the library.

#### 5.4.2. Purposes for visiting the library

According to the findings, the 211 (45%) of students used libraries to study. Some students stated that their only purpose for visiting the library was to check out books or other information sources; others claimed to go there to do research; others went there to use computers and printers; others went there to attend meetings; and others went there to relax and find peace of mind.

#### 5.4.3. Finding the desired information

The findings indicate that 42.7% (200) of the students indicated that they sometimes found the information they were looking for, followed by students that indicated that they always got what they came for whereas a few students indicated that they never got what they were looking for.

### 5.5. RATING OF LIBRARY SERVICES AND RESOURCES

#### 5.5.1. Extent of happiness with the services and resources of the library

The findings show that 48.0% (224) of students indicated that they were happy with the services and resources offered 'to a large extent', followed by students that indicated 'to some extent' with 25.9% (121) respondents, whereas a few students indicated 'to no extent at all' with 7.2%(34) respondents.

#### 5.5.2. Customer service

The findings reveal that 239 (51.1 %) students stated that the customer service was excellent and followed by 97(20.7%) students that indicated that the customer service was good and the least answered 'don't know'. The finding shows that the library is outstanding because 336 (71.8%) students were happy with the customer services of the library.

### 5.5.3. Collection (books, DVDs, music, newspapers, etc.)

The findings show that 200 (42.7%) of the students indicated that the collection is good, followed by those who stated that the collection was excellent, a few of the students answered “don’t know”.

### 5.5.4 Online services (website, catalogue, research databases, etc.)

In the findings, it shown that 206 (44%) students said the online services were excellent, followed by 126 (26.9%) those who said the service was good, whereas least number of students indicated “don’t know”, with 26 (5.6%), respondents.

### 5.5.5 ILL (Inter-library loan)

According to findings 167 (35.7%) respondents revealed that the ILL services was excellent, followed by 152 (32.5%) respondents that indicated that the service was good, and a few students stated “don’t know” with 32 (6.8%) respondents.

### 5.5.6 Library policies

The findings show that 175 (37.6%) respondents indicated that the library policies or rules were good, the second place was occupied by the respondents who indicated that the policies or rules were excellent whereas the least number of students answered, “don’t know”.

### 5.5.7 Computers and printers

The finding revealed that 182 (38, 82%) of students specified that these services are excellent, followed by those who indicated that the services were good, with almost a similar size of students who indicated that the computers and printers are fair. Those who stated that the service was poor were very few like those who indicated “don’t know”.

### 5.5.8 Library hours of operation

164 (35.0%) students indicated that the library operation hours were good, followed by 162 (34.6%) the students who stated that library operation hours were excellent whereas the least number of it was 33 (7.1%) students indicated that the hours of operation were poor.

#### 5.5.9 Overall library services performance

The finding indicated that 194 (41.5%) students stated that the library's performance was excellent, followed by 153 (32.9%) students who indicated that the library's overall performance was good. A fair number of 33 (7%) students indicated that the services were fair to them, then the second last number of students said that the overall library services were poor whereas the minority of students answered, "don't know".

### 5.6. LEVEL OF SATISFACTION WITH THE FOLLOWING LIBRARY SERVICES

#### 5.6.1 Borrowing materials (books, DVDs, music, etc.)

The findings of the study indicated that 182 (54.5%) students were very satisfied, followed by those 134 (21.4%) respondents who stated that service was satisfying and a few of the students were dissatisfied with the service.

#### 5.6.2. Reference (research assistance from librarians)

The findings indicated that the services were good to 218 (46.6%) respondents, followed by 116 (24.8) students who indicated that the service was excellent, followed by a fair number of 83 (17, 7%) students who indicated that they were "somewhat satisfied", and then a few of 18 (3.8%), students who were "not satisfied" and then those who answered, "don't know".

#### 5.6.3. programmes (information literacy and digital)

The findings show that 181 (38.7%) students indicated that they were very satisfied, the second 176 (37.6%) students indicated that they were satisfied, while a fair number of 61 (13%) respondents were somewhat satisfied, a few students answered, "don't know" and while the other few were "not satisfied".

#### 5.6.4 Computers and printers

The findings show that 181 (38.7%) of the students indicated that they were very satisfied, then 150 (32.1%) students who indicated that the service was good took second place, there were 28 (6.0 %) respondents who were satisfied whereas the least number stated that the service was poor and were not satisfied.

#### 5.6.5. Help using computers, printers, etc.

The findings reveal that 192 (40.8%) students were very satisfied with the help they received when they were using computers and printers, whereas a fair number of 150 (32.1%) students indicated that they were just satisfied. 38 (8.3 %) of students indicated that they were not satisfied, as they regarded the service as poor.

#### 5.6.6. Study rooms/reading areas

The findings show that most students indicated that the study area was excellent, which means they were very satisfied, followed by the students who indicated that they were satisfied because they said the service was good with a slight difference number, before the last, a few students said that it was fair whereas the least number of students stated that it was poor and were thus not satisfied.

#### 5.6.7 Meeting room

The findings indicate that most students were very satisfied with the meeting room, followed by the students who were just satisfied with the meeting room, a fair number of students were somewhat satisfied, a few students were not satisfied and those who indicated “don’t know” were also very few.

#### 5.6.8 Internet access

The finding reveals that the College has a strong and consistent internet connection since most students indicated that they were very satisfied, the second place was occupied by those who were very satisfied and those who stated that they were satisfied, whereas a fair number of students indicated that they were somewhat satisfied, only a few students indicated that they were not satisfied and a few students stated “don’t know”.

#### 5.6.9 Inter-library loan

The findings disclose that students were satisfied with the ILL services and with a slight difference of students who were very satisfied, followed by a fair number of students who stipulated that they were somewhat satisfied, a few students stated “don’t know” whereas a minority of students were not satisfied.

#### 5.6.10 Online services (website, catalogue, research databases, etc.)

The findings show that most students were very satisfied with the online services, followed by the students who stated that they were satisfied, then a fair number of students who stipulated that they were somewhat satisfied, a few students answered, “don’t know” while a minority of students indicated “don’t know”.

#### 5.6.11 Photocopier

The findings demonstrated that most students were very satisfied with the photocopier, then an almost similar number of students stated that they were satisfied, then a fair number of the students were somewhat satisfied, while a few revealed that they were not satisfied, as they said the service was poor and a minority of students stated, “don’t know”.

#### 5.6.12 Study guides

A majority of students were very satisfied with the study guides, followed by students who were satisfied, then a few of the students indicated that they were somewhat satisfied, a few students were not satisfied, and a minority of students answered, “don’t know”.

#### 5.6.13 Overall importance of the library to students

The findings demonstrated that most students were very satisfied with the overall importance of the library and, with a few students who were satisfied, followed by a few students who were somewhat satisfied, a few students who indicated “don’t know”, and then a minority of students who stated that they were not satisfied.

### 5.7. LEVEL OF SATISFACTION WITH LIBRARY STAFF

#### 5.7.1 Attitude

The findings illustrated on Figure 31, where students rated the library staff’s overall attitude, evince that a majority of students were very satisfied, followed by students who were also satisfied, then a few students who were somewhat satisfied, very few students who were not satisfied at all, and a fewer than few students who stated, “don’t know”.

#### 5.7.2 Reference and research assistance from librarians

The findings indicate that most students were satisfied with the library staff’s reference services, a fair number of students indicated that they were very happy, a few students

were somewhat satisfied, students who indicated “don’t know” were few and the students who were not satisfied were also very less.

### 5.7.3 Teaching skills

The findings shows that most students are very satisfied with the staff teaching skill, moreover with a slim different are students who are satisfied, then a fair number of students are somewhat satisfied, few students don’t know about the teaching skills, lastly a very few number of students are not satisfied.

### 5.7.4 Response time to queries

The findings show that most students indicated that they were very satisfied with the response time to their queries, meaning the librarians responded very fast to their information-seeking needs. Furthermore, the number of students who indicated that they were satisfied with the response time were many, followed by those who indicated that they were very happy, whose number was very less, a few students indicated that they were somewhat satisfied, followed by a few students who stated, “don’t know”, and a minority of students who were not satisfied.

### 5.7.5 Dress code

The findings show that most students indicated that they were satisfied by the dress code of the staff, with few students who indicated that they were very satisfied, a few students who indicated that they were not satisfied, a smaller number of students who were not satisfied, and a minority of students who stated, “don’t know”.

### 5.7.6 Interpersonal and public speaking skills

The findings reveal that most of the students were very satisfied with the communication skills of the librarian, with a slight number of students who indicated that they were satisfied, a fair number of students who were somewhat satisfied, and the number of those who were not satisfied was similar to that of the students who indicated “don’t know”.

### 5.7.7 Cultural competence

The findings show that the staff understood cultural differences and possessed cultural competence. The data show that the students were satisfied with the staff’s cultural competence, as the students indicated that they were very satisfied, a fair number of

students showed that they were somewhat satisfied, there were those who stated, “don’t know”, and those who were not satisfied.

#### 5.7.8 Students/ reader’s advisory

The findings show that 186 (39.1%), students were very satisfied with the students’/reader’s advisory, followed by 176 (37.6%) who were satisfied with a very little difference to 61 (13.0%) who indicated that they were very satisfied, a fair number of student showed that they were somewhat satisfied, a few students stated “don’t know” whereas a minority of students were totally not satisfied with the staff reader’s advisory.

### 5.8. CONCLUSION

The aim of the study was to evaluate user satisfaction with library information services and resources provided to students at RGIT Library, Kempton Park Campus. The objectives of the study were to identify the information services and resources provided to students at the RGIT library, to determine the usage of information services and resources provided to students at the RGIT Library, to assess the satisfaction of students with the library services and resources provided at the RGIT Library, Kempton Campus. to gather students’ opinions on the efficiency of the library staff at the RGIT library. This section provides the conclusions of the study based on the findings per research objective.

#### 5.8.1. Library and information services provided in a PHEI libraries

The literature review of this study showed different types of information services and resources provided in every PHEI library. Library services offered in libraries attached to PHEIs are common to academic libraries, which include Reprographic services, book banks, Circulation, Cataloguing Services, Indexing and abstracting services, Inter-Library Loan Services, and Bibliographic services are also provided in RGIT library. These are discussed below: It was necessary to describe the information services and resources provided in a PHEI libraries, because this was used as a yardstick against which the satisfaction of users is measured.

### 5.8.2. Usage of library services and resources

The study confirms that most students visited the library once a week, with those who claimed to visit less frequently once a month or less coming in second. There were also people who visited the library once a month and those who went every day differed slightly. A small percentage of students stated they had never gone to the library. To boost the number of students who used the library every day, the library staff should market the library, ensure that new students must complete library orientation, and promote the library. The survey revealed that a majority of students said they occasionally obtained what they came for at the library, followed by those who said they always did. A small percentage of students said they never got what they came for. Most students said that they occasionally found what they were looking for, which indicated that the librarian and the library's services and resources needed to be improved. Unless the institution's policies prohibit it, students should always find what they were looking for.

### 5.8.3. Satisfaction with library services and resources

According to the study, a majority of students said they were mostly pleased with the services and resources provided, with a smaller percentage saying they were somewhat satisfied. The library at Richfield College was doing well, despite the fact that only a small percentage of students reported being unhappy. The findings indicated that the services were good, followed by the students who indicated that the service was excellent, then there was a fair quantity of students who indicated that they were somewhat satisfied, those who were not satisfied were few, but not very few like the students who indicated "don't know". Overall, it was evident that the librarian was excellent in the provision of reference services.

### 5.8.4. Staff behaviour

A majority of students were very satisfied with the staff's attitude followed by students who were also satisfied, then there was a few number of students who were somewhat satisfied, very few students who were not satisfied at all, then at the end, there was a fewer than a few students who stated "don't know". Those who answered "don't know" never visited the library or interacted with the staff. Librarians should touch all students in a specific way, such as greeting, smiling and should always be willing to help the students.

The findings show that most students were very satisfied with the staff's behaviour, with a slim difference comprising students who were satisfied, and then a fair number of students who were somewhat satisfied.

The results further indicate that a majority of students expressed great satisfaction with the speed at which the librarian responded to their inquiries, indicating that the students' needs for information were met. In addition, the proportion of students who expressed satisfaction with the response time was high compared to the proportion of students expressing extreme happiness. A smaller percentage of students expressed partial satisfaction, while a smaller percentage expressed ignorance, and a minority of students expressed dissatisfaction. Nothing is more crucial than obtaining the necessary information when needed. Since most students have set deadlines to finish their academic tasks and turn in assignments, they depend on the information they obtain in a timely manner.

## 5.9. RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are made:

- According to the study, most respondents were enrolled in the Information Technology school. The marketing department of the institution ought to advertise other courses that are offered at the institute.
- In as much as there were respondents who were happy with the services and resources provided, there were few who were not happy. Therefore, the management and staff of the library must investigate the reasons behind the unhappiness of those students and make improvements to ensure that all students are content.
- According to the findings of the study, the library is satisfactory since the majority of students were satisfied with its customer service; nevertheless, there is still an opportunity for development as some students may not be aware of it. It is

recommended that library staff should seek to seek input from users to make improvements based on their input.

- A majority of respondents said that the collection was good, with those who said that it was great coming in second. A small percentage of students said that they were unsure. Since some students said they were unsure if the collection was good or not, the library needs to close this gap and make improvements as not all students were satisfied. No detail should be overlooked.
- According to the findings, respondents thought the websites were great, and those who thought the service was good came in second and third, respectively, while the least number of respondents said they were unsure. The respondents who answered “did not know” might have been those who do not know about the online resources or how to use them. Therefore, library staff members need to give instruction on how to use databases to get information.
- The majority of respondents said that the library’s operating hours were good, followed by those who said they were great. The remaining students said that the library’s operating hours were sub-par. More library employees must be hired by the library or institution administration to expand or modify the library’s operating hours.
- According to the study, a majority of respondents said that the study area was excellent, indicating that they were very satisfied. This was followed by students who said that they were satisfied because the service was good, but their numbers were slightly different. Before the last group, a small percentage of students said that the study area was fair, and the least amount of students said that the study area was poor, indicating that they were not satisfied. The organisation must plan its reading spaces so that both individuals and groups can use them.
- A majority of respondents said they were satisfied with the staff’s dress code. There was only a slight variation in the number of respondents who said they were extremely satisfied, the minority said they were unaware of the staff’s dress code, and a few respondents said they were not satisfied. Before one speaks, their

appearance speaks volumes. It is crucial for the library staff to present themselves well (in a formal or semi-formal dress manner) so that students may trust them and know that they can get assistance from them simply by observing your dress code.

- The findings reveal that most of the respondents were very satisfied with communication skills of the librarian, with a slight or little different number of respondents who indicated that they were satisfied, a fair number of respondents was somewhat satisfied, those who were not satisfied were very few like those who indicated “don’t know”. It is very important for library staff to train themselves or improve their communication skills as it is a key component as information worker or librarian.
- Future studies could examine the effectiveness of library services and programmes using different models that have been explained in chapter two. Library services and programmes are not static, they move with time. Future studies could therefore delve into use satisfaction with new software and applications that come into libraries. Evaluation of whether user education programmes satisfy the students can also be researched in future. Furthermore, research could investigate the impact of targeted marketing strategies on enhancing student engagement and satisfaction with library resources at private higher education institutions.

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## 6. APPENDICES

### 6.1. APPENDIX A: QUESTIONNAIRE

Dear respondent/ student,

I am Siyabonga Nsingwane, a Masters' student at University of Limpopo. I would like to kindly invite you to take part in this survey to obtain an insight into library users' satisfaction with academic Library and Information Services at Richfield Graduate Institute of Technology.

Your view will be much appreciated and will help in improving the academic library's service standards. Also, the information specialist/librarian will be helped in improving their library services and resources. Your participation will also help me to complete my studies. The aim of the study is to evaluate user satisfaction with information services and resources provided to students at the RGIT Library. The survey should take 5 to 10 minutes to complete. All answers will be treated with confidentiality and no one should write his or her name. There are no right and wrong answers. I would like to assure you that all the information obtained in this survey will be kept in strict confidence.

1. Section A: Please tell us about yourself so that we may better serve you. Please check one answer for each of the following.

1.1 What course are you registered for?

Discipline/ courses

Higher certificate in IT

Diploma in IT

BSc in IT

BECOM

Higher Certificate in Business Admin

- Diploma in Business Admin
- Bachelor in Business Admin
- Edu care N4-N6 143
- HRM N4- N6
- BUSINESS N4-N6
- Marketing N4-N6
- Tourism N4-N6
- Public Management N4-N4
- End user computing
- FET (technical support)
- FET (Business admin)
- Other (Please specify) below

.....

1.2. What is your level of study?

- Level one
- Level two
- Level three
- Level four

1.3. How old are you?

- Below 18
- 19-24
- 25-30
- Above 30

1.4. What is your gender?

- Male
- Female

1.5. What is the highest level of education you have completed?

- Grade 12
- High certificate
- Diploma
- Degree
- Honours
- Masters
- Doctorate
- Other

If other, please specify.....

2. Section B: Library usage

2.1. On average, how often do you visit the library?

	Daily	Weekly	Monthly	Less than once a month	Never
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.2. For what purpose do you visit the library?

.....

SECTION C: SATISFACTION WITH LIBRARY SERVICES

2.3. Are you finding what you came for at the library?

Never	Seldom	Sometimes	Always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.4. To what extent are you happy with the services and resources of the library?

To no extent at all	To some extent	To a large extent	To a very large extent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.5. How would you rate each of the following library services?

	Excellent	Good	Fair	Poor	Don't know/Not applicable
Customer service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Collection (books, DVDs, music, newspapers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programmes (information & digital literacy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online services (website, catalog, research databases, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ILL (Inter-library loan)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computers and printers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Photocopying facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hours of operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, how would you rate the library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2.6. How satisfied are you the following library services to you?

	Very satisfied	satisfied	Somewh at satisfied	Not satisfied	Don't know/Not Applicabl e
Borrowing materials (books, DVDs, music, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reference (research assistance from librarians)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programmes (information literacy & digital)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computers and printers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help using computers, printers, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Study rooms/reading areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ILL (Inter-library loan)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online services (website, catalogue, research databases, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Photocopier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newspapers and magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bookmobile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homebound services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, how important is the library to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3. SECTION D: EFFECTIVENESS OF LIBRARY STAFF

3.1. From 1 up to 4 how would you rate the effectiveness and efficiency of library staff?  
Please your best answer.

1	2	3	4
Poor	Fair	Good	Excellent

3.2. How well are you satisfied with library staff?


Very satisfied      Satisfied      Somewhat satisfied      Not satisfied      Don't know/Not applicable

Their overall attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reference (research assistance from librarians)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Their teaching skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Their response time to your queries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dress code	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal and public speaking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students/ reader's advisory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Thank you for your time! If you have questions about this survey or about the library,*

*For enquires please contact me at: [siyabongansingwane@gmail.com](mailto:siyabongansingwane@gmail.com)*

## 6.2. APPENDIX B : ETHICAL CLEARANCE CERTIFICATE



**University of Limpopo**  
Department of Research Administration and Development  
Private Bag X1106, Sovenga, 0727, South Africa  
Tel: (015) 268 3935, Fax: (015) 268 2306, Email: tukiso.moloantoa@ul.ac.za


**TURFLOOP RESEARCH ETHICS COMMITTEE**  
**ETHICS CLEARANCE CERTIFICATE**

**MEETING:** 25 July 2023

**PROJECT NUMBER:** TREC/371/2023: PG

**PROJECT:**

<b>Title:</b>	User satisfaction with library and information services at Richfield Graduate Institutes of Technology, South Africa.
<b>Researcher:</b>	SJ Nsingwane
<b>Supervisor:</b>	Prof ST BODAPU
<b>Co-Supervisor/s:</b>	N/A
<b>School:</b>	Languages and Communication Studies
<b>Degree:</b>	Postgraduate Studies in Information Studies

  
**PROF D MAPOSA**  
**CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE**

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: REC-0310111-031

**Note:**

- i) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
- ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.
- iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

*Finding solutions for Africa*

## 6.3 APPENDIX C : GATEKEEPERS LETTER

### GATEKEEPER'S LETTER

#### ACCESS LETTER REQUESTING PERMISSION TO COLLECT DATA FROM STUDENTS

Michelle Van Gelder

Campus Manger

Ritchfield Campus

Date: 11/08/2023

Re: Request for permission to conduct research

I am a registered student for Masters in the Programme of Information Studies: Department of Communication, Media and Information Studies at the University of Limpopo. The topic of my research is USER SATISFACTION WITH LIBRARY AND INFORMATION SERVICES AT RICHFIELD GRADUATE INSTITUTES OF TECHNOLOGY, SOUTH AFRICA. The objectives of the study are:

- To identify the information services and resources provided to students at the RGIT library, Kempton Campus.
- To determine the usage of information services and resources provided to students at the RGIT Library, Kempton Campus.
- To assess the satisfaction of students with the library services and resources provided at the RGIT Library, Kempton Campus.
- To seek students' opinion about the efficiency of library staff at the RGIT library, Kempton Campus.
- To suggest ways for the improvement of quality library and information services at the RGIT library, Kempton Campus.

My supervisor is Prof S.T. Bopape

I hereby seek your consent to send the questionnaires to the students at your institution, to evaluate the user satisfaction with library and information services at Richfield Graduate Institutes of Technology in South Africa. Please find attached, the copy of the ethical clearance certificate issued by the University of Limpopo Ethics Committee and the instruments that I intend to use during data collection.

Should you require any further information, please don't hesitate to contact me and my supervisor as follows:

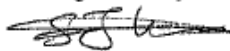
Contact details	Mr NSINGWANE S	PROF S.T. BOPAPE
-----------------	----------------	------------------

Email address	Siyabongansingwane@gmail.com	solomon.bopape@ul.ac.za
Telephone		015 268 4015
Cell number	0724883348	079 522 3805

Upon completion of the study, I am available to come and make a presentation at your convenience. I will also provide you with a copy of the dissertation or the research article that will be published hereafter.

Thanking you in anticipation

Nsingwane Siyabonga.



Signature

11/08/2023

Date

#### 6.4 APPENDIX D: COVERING LETTER TO THE QUESTIONNAIRE.

7216 Thongati Street

Ivory Park

Midrand

1685

Dear respondent/ student,

I am Siyabonga Nsingwane, a Masters' student at the University of Limpopo. I would like to kindly invite you to take part in this survey to gain an insight into the library users' satisfaction with academic Library and Information Services at the Richfield Graduate Institutes of Technology.

Your views will be much appreciated and will help in improving the academic library's service standards and the information specialists/ librarians in improving their information services and resources. Your participation will also help me to complete the research. The aim of the study is to evaluate user satisfaction with information services and resources provided to students at the RGIT Library, Kempton Park Campus. The survey should take 5 to 10 minutes to complete. All answers will be treated with confidentiality, and no one should write his or her name. There are no right and wrong answers. I would like to assure you that all the information obtained in this survey will be kept in strict confidence.

Yours faithfully

Siyabonga Nsingwane

## 6.5 APPENDIX E: CONSENT FORM

UNIVERSITY OF LIMPOPO

ETHICS COMMITTEE

PROJECT TITLE: Usage and user satisfaction with academic Library and Information Services at Richfield Graduate Institutes of Technology.

PROJECT LEADER: Mr K.S and Dr S.T. Bopape (Supervisor)

### *CONSENT FORM*

I, Siyabonga Jerry Nsingwane hereby voluntarily consent to participate in the following project: *(it is compulsory for the researcher to complete this field before submission to the ethics committee)*

I realise that:

1. The study deals with Usage and user satisfaction with academic Library and Information Services at Richfield Graduate Institutes of Technology (e.g. effect of certain medication on the human body) *(it is compulsory for the researcher to complete this field before submission to the ethics committee)*
2. The procedure or treatment envisaged may hold some risk for me that cannot be foreseen at this stage;
3. The Ethics Committee has approved that individuals may be approached to participate in the study.
4. The experimental protocol, i.e. the extent, aims and methods of the research, has been explained to me;
5. The protocol sets out the risks that can be reasonably expected as well as possible discomfort for persons participating in the research, an explanation of the anticipated advantages for myself or others that are reasonably expected from the research and alternative procedures that may be to my advantage;

6. I will be informed of any new information that may become available during the research that may influence my willingness to continue my participation;
7. Access to the records that pertain to my participation in the study will be restricted to persons directly involved in the research;
8. Any questions that I may have regarding the research, or related matters, will be answered by the researchers;
9. If I have any questions about, or problems regarding the study, or experience any undesirable effects, I may contact a member of the research team;
10. Participation in this research is voluntary and I can withdraw my participation at any stage;
11. If any medical problem is identified at any stage during the research, or when I am vetted for participation, such condition will be discussed with me in confidence by a qualified person and/or I will be referred to my doctor;
12. I indemnify the University of Limpopo and all persons involved with the above project from any liability that may arise from my participation in the above project or that may be related to it, for whatever reasons, including negligence on the part of the mentioned persons.

SIGNATURE OF RESEARCHED PERSON

SIGNATURE OF WITNESS

SIGNATURE OF PERSON THAT INFORMED  
PARENT/GUARDIAN

SIGNATURE OF

THE RESEARCHED PERSON

Signed at \_\_\_\_\_ this \_\_\_\_ day of \_\_\_\_\_ 2022

## 6.6 APPENDIX F: EDITORIAL LETTER



**WriteRight Language Editing Services**  
640 Munnik Avenue, Bendor, Polokwane, 0699  
Registration No. 2023/162786/07  
[moffatsebola@gmail.com](mailto:moffatsebola@gmail.com), 0697110718  
DATE: 29 July 2024

### Re: Certificate of Editing

I hereby advise that I edited a dissertation titled: "**USER SATISFACTION WITH LIBRARY AND INFORMATION SERVICES AT RICHFIELD GRADUATE INSTITUTE OF TECHNOLOGY, SOUTH AFRICA**" by **NSINGWANE SIYABONGA**. My editorial interventions entailed the following:

- English academic language editing, including grammar, spelling, tenses and subject/verb agreement. Efforts were made to ensure that UK English instead of US English was used consistently in the text. Therefore, verbs such as "organize", "emphasize", "realize" and "behavior" were spelled thus, "organise", "emphasise", "realise" and "behaviour", respectively.
- Style and full reference editing according to the Institution's style guide. Here, I also checked consistency in the formatting of in-text references and the list of references, including checking that all the sources cited in text were duly acknowledged and that all the sources on the list of references appeared in the text. Addressing inconsistencies in the use of font types and sizes throughout the document.

Please note that I have not had sight of the manuscript since editing, with Siyabonga either accepting or rejecting suggested changes or corrections, as is usual. Unless tampered with prior to your reception, I trust you will find the editing quality in order.

Regards  
**Dr Moffat Sebola,**

A handwritten signature in black ink, appearing to read "Moffat Sebola", is written over a light-colored rectangular background.

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17 October 2022

## TO WHOM IT MAY CONCERN

This letter serves to certify that I have edited a Master's dissertation titled: **USER SATISFACTION WITH LIBRARY AND INFORMATION SERVICES AT RICHFIELD GRADUATE INSTITUTES OF TECHNOLOGY, SOUTH AFRICA** by SJ Nsingwane. I am an Associate Member of the Professional Editors' Guild in South Africa.

I trust you will find the editing quality in order.

Best regards

*Sebola, M*

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**DR. MOFFAT SEBOLA**