

UNIVERSITY OF CAPE TOWN



**SERVICE PROVISION SATISFACTION OF UNDER- AND POSTGRADUATE
STUDENTS AT THE MEDICAL SCHOOL LIBRARY OF THE UNIVERSITY OF
CAPE TOWN**

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award of the Degree of Master in Library and Information Science (MBibl)

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DECLARATION

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STATEMENT OF ORIGINALITY

I certify that, except where otherwise indicated, the concept, organisation and writing of this dissertation is the result of my own independent investigation under the supervision of Prof. Peter G. Underwood, MBA, FCLP.

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CHAPTER ONE

1.1 Introduction

The effectiveness of libraries and information institutions is judged by the services they provide to their users. In order to function satisfactorily, these institutions should ensure that they satisfy the wants and needs of users, based on the demands of lecturers, classroom input and the need to augment what one already knows. For this to happen, libraries should try to have the necessary resources like books and journals, as well as being able to provide other services like the interlibrary loans, short loan collections, databases and competent staff, to name just a few.

The purpose of this study is to determine the level of user satisfaction with the services currently provided by the Health Sciences Library of the University of Cape Town (UCT); to determine the degree of importance to users of the services currently provided; to discover particular areas of dissatisfaction; to collect data that could be used in future in order to enable longitudinal analysis of user satisfaction in the Health Sciences Library; and where possible, to make recommendations on how services could be enhanced. Since the government of Botswana intends to build a medical school in the near future, the emphasis of the study is to act as a guideline as to how the library services of the University of Botswana (UB) Medical School Library should be handled so that they are not shortsighted. Both UCT and UB have similar aims and objectives, hence one institution can learn from the experiences of the other.

While the Government of Botswana intends to build a Medical School, the concern of the researcher was to find out where the medical library will be located; that is, to find out if it will be housed within the main University of Botswana Library (UBL), or whether it will have its own premises. The researcher discovered that Medical Library resources will be housed within the main UBL due to shortage of funds to have a library of its own. From this discovery, the researcher intended to find out what it is that the UB Medical Library can learn from the UCT Medical Library since the latter is not housed within the main UCT Library.

1.2 Background

The role of academic libraries as major providers of information can never be underestimated. Even with the emergence of arguably tough competitors presented in the form of electronic and global digital environment, academic libraries are competing to keep and attract users to utilise their services. The challenge is mainly on the providers of academic library services to step up the quality of their services and to ensure that such libraries remain competitive in terms of their responsiveness to the users' demands. The quality of the print services, in the form of textbooks and other sources of information, need to be reviewed and updated from time to time so that they remain competitive and up to date with other sources of information dissemination. Making sure that academic libraries make firm impact and remain appealing to the users should be viewed as an effective strategy to sell the invaluable to both the academic realms and the public in general.

The government of Botswana intends to develop a medical school in the near future and the researcher thought that the history and experience of UCT in running a Medical School Library used by undergraduates and postgraduates might be relevant as an indicator of how the University of Botswana could undertake a similar task.

In view of globalisation and competition from various authorised and unauthorised medical information providers, Botswana has to match the international standards in the provision of academic resources. This is done to ensure that the country has the majority of its population educated. There has to be needs assessment and analysis in order to develop a strategy that is viable. In the context of globalisation, the need to educate its people and improve the health facilities, the government of Botswana intends establishing its own medical school. As a result, there have to be fully-fledged services that serve the needs of the medical students, as far as studying and research are concerned. This can be best achieved when there is data that provides a basis for comparison, hence the need to study the effectiveness of the provision of services at the Medical School's Health Sciences Library of the University of Cape Town.

The purpose of the study is to investigate how UCT Medical Library is coping with its user needs to ensure that they enhance their education and learning; and what it is that UB can learn from the experiences of UCT Medical Library in order to avoid some problems encountered by UCT.

1.3 Problem statement

The research problem of this study is to develop and test a quantitative user satisfaction measurement mechanism, which could be applied as a practical management device to examine and evaluate user satisfaction levels with the quality of services provided to under- and postgraduate students of the Health Sciences Library of UCT. Having this kind of data, and with the experience gained from (UCT) Medical Library, it would be easy to make a shift to the introduction of the medical library within the UB. As indicated by Schlichter and Pemberton in McCarthy (1995), analysis of users' needs and measurement of the effectiveness of the programs and services provide the data upon which rationalized future plans of the library must be based.

The effectiveness of the Medical Library is based on how librarians communicate with patrons, its programmes, resources, personnel and collections as well as its provision of user education. User education means educating the patron, whether student, staff, or member of the public, on how to use the library and its services to their satisfaction (Wilson, 1997).

1.4 Definitions

Communication: a two-way process between the service provider and the customer. It assures library patrons with an efficient and effective provision of library services, while on the other hand, it provides librarians with feedback on how they can improve library services in order to satisfy user needs and wants. Through communication, patrons are informed or instructed about library services and their intended use, while on the other hand, it provides information directly to the users through reference services (American Library Association, 1997).

Programmes: programmes in the form of reference and referral services, orientation and bibliographic instruction facilitate students' academic success. To assure that students get to know where to find what, how and when, librarians should on regular basis introduce and teach students critical thinking skills. This can be done through person-to-person contact and through the preparation and use of instructional materials like formal and/or informal group instruction and unstructured contact with students at various intervals.

Orientation familiarizes students, especially undergraduates, with facilities and services of the library system. It involves the distribution of maps and informational materials, which describe the library system, its resources and services within it and staff-conducted tours for groups. It also provides librarians with the opportunity to meet new students, familiarize and relate with them in order to set a platform for a good working relationship. Orientation helps students to become aware of information resources available within academic libraries and other information networks.

Reference and referral service is concerned with answering general and specific questions presented by students, as well as identifying and retrieving library materials for them. To supplement this service, librarians provide database interfaces, bibliographies and other aids which are designed to introduce undergraduates to materials available in the library so as to guide them in finding the materials. Referrals enable undergraduates to become aware of branch or specialized libraries which can provide them with resources that the library they use does not possess (American Library Association, 1997).

Library instruction, which is embraced within information literacy, improves students' ability to make effective use of the library collections, services, and staff. It involves instruction in the use of online electronic sources of information as well as traditional print formats. Students are able to do well in their studies as a result of library instruction. In support of this statement, it has been stated that students perform better academically where the library media specialist is part of a planning and teaching team with the classroom; teaches information literacy and provides one-to-one tutoring for students in need (Lance, 2001). Information literacy may be provided through coursework in an

academic subject, in a separate course on library skills, in workshops and through point-of-use aids in the library.

Resources: An effective academic library requires adequate resources to achieve its goals and objectives. The institution of learning should commit itself to funding its development, ongoing services and growth, while on the other hand, maintaining library services for the entire academic community. It should maintain high standards while ensuring that its services are comparable with similar institutions of learning based locally, nationally or internationally, although access, personnel, level of collecting and programmes differ significantly.

Personnel: Librarians should be competent and have the ability to ensure effective management and use of the services and collections. Students require librarians to be knowledgeable, helpful, and have the ability to interact on a one-on-one and/or group situation with them in a friendly and instructive manner.

Collections: With the institution's curriculum in mind, undergraduate libraries acquire and provide ready access to information resources to primarily meet the needs of students. The collection's value is measured in terms of their quality, size and usability. The core of the collection in undergraduate libraries is based on online electronic sources, both bibliographic and full text.

Whenever collection policies in undergraduate libraries are taken into consideration, library management should be aware that undergraduate courses take large numbers of students who use the same library materials. The library should provide direct curriculum support through reserve collection and purchase multiple copies of items in high demand. Having multiple copies means that one of the copies should be on reserve for utilization by all students due to the limited time allocated for materials in the reserve collection. In most cases, libraries have budgetary constraints leading to the purchase of one copy.

Access to information resources in undergraduate libraries is provided through reference sources in a variety of formats. The reference collection should concentrate on the standardized and interdisciplinary indexes and sources of information like encyclopedias and periodicals which provide the sources to be used and their location. Periodical collections emphasise the titles covered by these indexes and the dates of publication.

Subject coverage of collections cover a wide range of disciplines that offer information for seminars, speeches, and projects required in a wide variety of courses that students take. If more advanced and specialized sources of information sought by students are not available in the library, librarians utilize services like interlibrary loans, whereby sources are borrowed from other libraries or refer students to other libraries which have these sources.

Facilities that promote effective and interactive access and use of information resources for all users should be provided. Reading and discussion areas should be safe and have comfortable well-positioned chairs and tables as well as clean space with appropriate seating to ensure effective use of library resources. A provision should be made for small group and instructional use when planning for physical facilities, not forgetting space for reserve collection.

From the arguments above, the researcher developed and tested a practical quantitative user satisfaction assessment instrument, which was used to evaluate user satisfaction levels with various services provided by UCT's Medical School to undergraduates and postgraduates who were currently pursuing medical studies with the Medical School. Library services are a major concern as they determine the quality of service it provides. That is to say the service levels are a critical component on how users perceive the quality of their library experience. The critical players in the provision of services are librarians. It is important to assess how capable and supportive they were in dealing with users' queries and the provision of library resources, which are essential in advancing the mission statement of the university. The significance of these services is to ensure that

students perform well in their studies in order to provide an effective service to the public once employed by the health sector.

User satisfaction: Different writers define the concept of user satisfaction in various ways. Applegate (1997: 200) defines user satisfaction as, ‘a personal, emotional reaction to a library service or product’. As Dalton (1992: 90) puts it, ‘user satisfaction is a subjective output measure which reflects the quality dimension of the library service being provided’. Conceptually, it measures the user’s expectations of an anticipated service, against the performance of the service output as perceived by the user.

Operationally, ‘the level of satisfaction is derived by taking the difference between the average scores of both the actual performance and expectations as indicated by the user responses in the survey instrument sent to the sample population’ (Dalton 1992: 90). It consists of service encounter satisfaction, which is based on ‘the consumer’s dis/satisfaction with a discrete service encounter, and overall service satisfaction, which is based on the consumer’s overall dis/satisfaction with the organisation based on all encounters and experiences with that particular organisation’ (Bitner and Hubbert in Nitecki and Franklin, 1999: 484). Many experts view user satisfaction as a ‘short-term measure’ and as ‘a passing phase’ (Simmonds, 2000). Overall service satisfaction can be more than a passing phase. What constitutes user satisfaction or dissatisfaction among academic library users can be a combination of many things, from one encounter in the library, to a series of many encounters producing positive or negative results.

Service quality: The concept “service quality” is related to satisfaction. It relates to the customer’s developed attitude towards a service and focuses on user expectations. It is derived from the Gap Theory of Service, which has been developed by the marketing research team of Parasuraman, Berry and Zeithaml. They denote service quality as a means of assessing customers’ expectations for excellent service and their perceptions of service delivered (Nitecki and Franklin, 1999). Details on The Gap Theory will appear in the next chapter.

Performance: As a concept, performance is defined as both the information products and services or outputs, which are provided to patrons by a library system. In the public service context the features of performance, which are accessible to measurement and evaluation are the knowledge skills of the librarians, bibliographic and reference services and the academic library collections.

This study aims to explore the concept of performance through a series of questions about various components of the public services provided to library users.

1.5 Limitations

1.5.1 Exclusive study

This study was restricted to under- and postgraduate students, who were registered with Medical School of the University of Cape Town. It excluded under- and postgraduate students who had special membership status with the Health Sciences Library. Also excluded from the study were the lecturers and employees of the hospital.

1.5.2 Time constraints

Time constraints also forced the researcher to conduct the survey in ways that were practical rather than necessarily being the best theoretical approach. Due to limited time that the researcher had to complete the study, it was difficult to extend the time frame within which to conduct the study, thereby, leaving out other users of the library services.

The other issue was resource limitation; both money and personnel were a problem, as they are never enough for any activity, especially when one has to travel, make contacts, write out questionnaires, and make photocopies of some literature needed for this research.

Thus this study focused on investigating and measuring the satisfaction levels of the quality of library services provided by the Medical Library, as evaluated by under- and postgraduate patrons, who use the Medical Library facilities. It was based on evaluating

library services and reference librarians as service providers, as opposed to evaluating the performance of individual reference librarians.

1.6 What was measured?

The survey instrument was accompanied by a cover letter explaining to the users, what the survey was about, and what use would be made of the information. They were assured of confidentiality. No incentives were promised. A letter was written to the Director of the Medical Library, requesting her to allow students to deposit the completed questionnaires in a box, which was to be located at the Circulation Desk. The questionnaire included perceptual measures rated on a five-point Likert ranking scale. There were no theories of user satisfaction measured, but the study was essentially a practical one. The researcher was interested in the overall satisfaction of the users. A detailed account of the research methods used is given in Chapter 4.

The researcher wanted to find out how the students saw the library and its services as a whole in relation to their needs; what they thought about the library environment; and the services provided by the staff. Among other things, the users were asked to evaluate the competency, knowledge and conduct of the library staff, as well as, to evaluate the services provided by the library.

The study was concentrated on under- and postgraduate students of the Medical School. Academics and non-academic users were purposefully excluded from the study because of time limitations. The intent of the study was to get the views and perceptions of the users on Medical Library services. The needs of the users were one of the primary reasons for conducting this study. People who do not use the library were not included in the study because they did not want to participate. The researcher acknowledges that the views of habitual non-users of the Library service may have yielded valuable insights, but lacked the resources systematical to track down this group. The main objective of the study was to find practical measures, which can be taken and applied to any academic library environment.

CHAPTER TWO

2.1 Literature review

Librarians deal with many different kinds and sizes of libraries with varying user needs. Some libraries in southern Africa, as a way of cutting costs in order to provide their end-users with information in new electronic formats, while continuing to preserve valuable collections of printed materials such as books and periodicals, have formed consortiums. These consortia enable them to cooperate with each other in new ways, both regionally and nationally, and to avoid costly and wasteful duplication of effort and of resources in a rapidly changing marketplace overflowing with competing products, special offers and discount opportunities (Veldsman, 2000).

The role of academic libraries is changing due to the demands that faculties place on librarians. Librarians will need to become and be seen by members of the faculty and administration as educational leaders and innovators, and not just as custodians of the institution's print media. Since the universities are in a state of transformation, it will in future be less place-dependent and more distributed than the present academy. The student body will be more diverse, while learning will be more student-centered. Approaches to teaching and learning are also changing, both in the traditional classroom and through distance education. New models are emerging in which students combine conventional classroom experience with a range of learning experiences independent of time and location (Consortium for Educational Technology in University Systems [CETUS], 1997).

CETUS further indicated that the role of an academic library is changing and is not only emphasizing selecting, accessing, and subsidizing information resources, but will also be teaching students and faculty to identify, locate, and evaluate information, wherever individuals or resources may reside. Librarians will assist faculty and students as they teach and learn, whether locally or at a distance. For this to happen, librarians need to be competent and have acquired the skills which will enable them to help students and lecturers with their reference queries. By so doing, they would be able to satisfy the needs

and expectations of their users by applying their knowledge and expertise in the delivery of library services.

2.2 Does the digital environment threaten the function of academic libraries?

Academic libraries have traditionally been regarded as the principal source of information to academics and students. This dominance is now threatened by and shifting towards the global digital environment, represented by computers, the World Wide Web, and the Internet, where services are made available through Information and Communication Technology (ICT). However, this does not mean that academic libraries are being or will ever be replaced by digitization. As an experiment to check whether it was possible to replace an academic library with Internet access, the State University in California at Monterey opened without a library building a few years ago. They struggled without the library to the extent that two years down the line they were forced to buy books in tens and thousands. They couldn't find what they needed on the Internet. Another case was California Polytechnic State University which explored the possibility of a virtual (fully electronic) library for a period of two years. Their solution was a \$42-million traditional library with a strong electronic component (Herring, 2005). The two projects failed since not everyone affords or is on the Internet. The other reason is that electronic sources of information are difficult to locate as they are not catalogued to make them easily accessible to the users.

In Africa, the introduction of the Internet has progressed very slowly. This was due to post-colonial difficulties, civil wars, extensive health, educational, demographic, and economic problems. By 1997 only 12 countries had Internet access. By 2000, every capital city in Africa, with the exception of the capitals of Somalia and the Republic of the Congo, had local Internet coverage (Jensen, 2000). In addition Angola, Botswana, Democratic Republic of Congo, Ghana, Kenya, Madagascar, Mozambique, Namibia, Nigeria, South Africa, Tanzania, Tunisia, Zambia, and Zimbabwe have points of presence (POPs) in some of the smaller towns. As measured by Network Wizards the growth of computers permanently connected to the Internet in Africa, and excluding South Africa, has increased by 20% between 1999 and 2000 (Network Wizards, 2000). However,

research shows that Internet use has rapidly increased over the world from 213 hosts in 1981 to 171,638,297 hosts (Internet Systems Consortium, 2004). Unlike first world countries whose residents use the Internet for scholarly work, Africans use the Internet to access information that might improve the quality of their lives (World Bank, 1999). Changes have taken place whereby academic schools and libraries have introduced computers through which students search the online catalogue and surf the Internet for information useful for their projects, assignments and personal information. Internet is also used for research, teaching and the creation of web sites (Yenza, nd).

To counter these forces and problems, academic libraries should evaluate and improve the quality of their services. They should also integrate the Internet, which has gained popularity, as part of their service in order to survive. The Internet does not differentiate between resources or evaluate them prior to use, hence it contains some interesting and some unanticipated information, as well as much information that is not relevant to a particular searcher. As the Internet becomes so large an information space it requires systematic and authoritative management and the librarian's skills to properly translate that information, so that users can more easily find relevant sources of information (Lombardi, 2000).

Even though librarianship in general will be changed by the effects of digitization; nevertheless, it will continue to survive. Due to digitization, Lombardi further states that libraries and librarians have two significant roles to play. He asserted that they maintain and manage unique collections of objects, many of which they will digitize and deliver into the world. He further stated that they will provide their constituents with help and assistance, as they always have, in finding, evaluating, and understanding the universe of information that the digital world has provided. Furthermore, they will spend less time and energy developing collections and much more on developing on-line guides to subjects, topics, and resources which will result in buying fewer materials. In the past, librarians used to evaluate the quality of academic libraries in terms of their collection, measured by their size of the library's holdings and various counts of their uses. Changes have been put in place to investigate how the provision of services relates to the library

users' service quality expectations, since the user is the main consumer of library services.

Many librarians are of the view that the responsibility and knowledge of assessing the quality of library services lies with them. They undermine users' judgment, maintaining that users do not know what they want or need, and cannot assess library services (Altman and Hernon, 1998). The object of collection management is to make sure that the collection reflects needs but that the only evidence that is available to the librarian is what is requested and what is used. Building a collection requires professional knowledge in order to establish and maintain a balance but it should also be informed by regular consideration of user behaviour.

It has been argued that, 'the participation of library users in the evaluation of the library services is not an unfamiliar perception in academic librarianship, as it has previously been applied to specific aspects of library and information service' (Dalton, 1992:89). She further states that, 'user evaluation was based primarily on determining the effectiveness of information retrieval systems from an objective view, applying measures like recall and relevance'. It was further indicated that the 'research library was traditionally measured in terms of size indicators like size of the collections, budget, expenditures and staff. Furthermore, it was stated that these input measures were used 'to describe the effort and potential of the library's position to meet users' needs' (Nitecki and Franklin, 1999). The limitation of these measures is that, they do not evaluate how well user needs, satisfaction and expectations are met. One can only deal with the practical manifestation of need and that satisfaction and expectation are, likewise, something that has to be inferred from responses and behaviour. However, there is evidence in the literature by various scholars like Altman and Hernon (1998), Nitecki and Franklin (1999), and Simmonds (2000), that user responses were suitable for evaluating library services and measuring their expectations and perceptions.

Although subjective measures have garnered support from various scholars, there has been discontent from various quarters about their reliability as a tool in the evaluation

process. Library researchers, managers and information specialists have questioned the involvement and ability of users or patrons to offer insight when evaluating library services, collections and staff. They are of the view that users are liable to report strong positively biased answers, regardless of the quality of information they received (Dalton, 1992:89). It was however argued that the quality of service users derive from the library 'should be "perceived quality" rather than "objective quality"' (Cullen, 2000:2). The quality of library services is dependent on the customer's perceptions of their expectations, and the belief in what they have received, rather than any objective standards, which are determined by a conventional performance measurement. One can conclude that users, rather than library staff are best suited to evaluate library services as they consume services on regular basis. Librarians may have a tendency to favour professional perceptions of library services over user expectations and perceptions.

2.3 History of the SERVQUAL model

Parasuraman, Zeithaml and Berry designed the SERVQUAL model in 1988 as an instrument for assessing customer perceptions of service quality in service and retailing organizations (Parasuraman, Zeithaml and Berry, 1988). The first part of the model consisted of 22 pairs of statements, which were used to measure the expectations of a service provider's customers. Respondents were asked to rate on a seven-point scale, how essential each item was for an excellent service provider to deliver.

The second set of 22 statements was to find out the respondent's perceptions to the level of service given by the organization being investigated. The difference between the ranked perception and the ranked expectation were calculated for each pair of statements, from which the average of the gap scores is the SERVQUAL overall quality score (Nitecki and Hernon, 2000). The difference between the ratings for each statement are averaged to calculate the SEVQUAL score, which is an indicator of the library service's quality as perceived by its users. Library researchers adopted this model and applied it to measure service quality and what customers valued as important. The emphasis was to shift the assessment of quality of a library from 'traditions of measuring collection size and counting incidence of its uses, to begin investigating how the provision of services

relates to the library users' service quality expectations' (Nitecki, 1996). SERVQUAL has been used in various service industries, including academic, public, and special libraries (Hernon, 2002).

The designers of SERVQUAL developed the *Gaps model*. SERVQUAL was introduced in marketing research to measure quality in the business sector. It was used to measure the expectations of a service provider's customers by asking each respondent to rate, on a seven-point scale, how essential each item is for an excellent service provider to deliver. Secondly, it was used to establish the respondent's perceptions to the level of service given by the institution or organization examined. For each pair of statements, the difference between the ranked perception and the ranked expectation is calculated; the average of the gap scores is the SERVQUAL overall quality score (Nitecki and Franklin, 1999). The designers also developed the *Gaps model* of service quality and the definitions of each of the gap are as follows:

Gap 1: The discrepancy between customers' expectations and management's perceptions of these expectations;

Gap 2: The discrepancy between management's perceptions of customers' expectations and service quality specifications;

Gap 3: The discrepancy between service quality specifications and actual service delivery;

Gap 4: The discrepancy between actual service delivery and what is communicated to customers about it; and

Gap 5: The discrepancy between customers' expected services and perceived service delivered.

The first four gaps were identified as key contributors to the service-quality gap, which customers may identify. The fifth and final gap was perceived as the foundation of a customer-oriented definition of service quality; the discrepancy between customers' expectations for excellence, and their perceptions of actual service delivered. It is this discrepancy that is seen as the conceptual basis for the SERVQUAL instrument (Nitecki, 1996). If the gap was narrower, it meant that the service quality provided was better. This

required managers to reduce Gap 5 to be as minute as possible in order to provide exceptional service to their customers. It is *Gap 5* that is the principal focus for the current study.

2.4 SERVQUAL model in a library setting

Researchers of various subject fields contribute to studies in their fields by adapting and applying SERVQUAL as an instrument to assess service quality (Nimsomboon and Nagata, 2003). Librarians have done likewise, by adapting and using this model to assess the quality of their services in order to improve them and trying to reduce the gaps identified. It has been continually used in all kinds of libraries, like the public, academic, special and research libraries

Hernon and Altman are credited with introducing the modified version of SERVQUAL model to academic library managers. They refined the model by using data collected through surveys and focus groups, which enabled them to come up with a robust survey instrument specifically for exploitation by library and information services (Cullen, 2000). The validity of the modified version of SERQUAL model was tested with two research projects. In Nitecki's (1996) doctoral research, the model concentrated on the three aspects of library service, being interlibrary loan, reference, and closed-reserve. This is discussed more fully later in this section. He concluded that the instrument was useful in determining how well services match user expectations. However, Hernon and Calvert's (1996) study tested the validity of the instrument for evaluating academic libraries among library students and librarians. The study resulted in the instrument based on SERVQUAL.

The designers of the SERVQUAL model concluded after testing data by factor analysis that the instrument has 5 dimensions. They are:

- Tangibles: physical facilities, equipment, and appearance of personnel.
- Reliability: ability to perform the promised service dependably and accurately.
- Responsiveness: willingness to help customers and provide prompt service.

- Assurance: knowledge and courtesy of employees and their ability to inspire trust and confidence.
- Empathy: caring, individualized attention the firm provides its customers.

These dimensions could be used by library researcher when examining any aspect of the library, be it library services or its environment.

In one of their studies after revising the SERVQUAL model, Parasuraman, Zeithaml, and Berry (1988) asked respondents to rate statements from the three contexts of minimum service expectations, desired service expectations, and the perception of service performance. From this study, the difference between the minimum and desired service expectations on either side resulted in the “Zone of Tolerance”, which represents the range of service performance that customers consider satisfactory (Hernon, 2002). According to Johnson, (1995), Berry and Parasuraman described the “Zone of Tolerance” in terms of the customer’s evaluation of in-process service performances. They defined the “Zone of Tolerance” as *a range of service performance that a customer considers satisfactory*. A performance that is beneath the “Zone of Tolerance” creates customer dissatisfaction that decrease their loyalty to the organisation. On the contrary, performance levels above the tolerance zone will earnestly surprise customers and strengthen their allegiance to the services provided by the organisation.

In order to better understand the “Zone of Tolerance” the Marketing consultants of MCB University Press in Nimsomboon and Nagata, (2003) provided clarity on its motive. They identified two levels of consumer expectations for service quality – the desired and adequate levels of expectation, which are separated by the “Zone of Tolerance”. Both levels of expectations should be measured to ensure that service providers modify the way in which they distribute resources using the “Zone of Tolerance” framework. Service providers should first concentrate on improving customers’ perceptions of service quality in order to meet consumer’s minimum expectation levels on the most essential traits. Once this is done, managers could allocate more resources to the less essential traits so that they are not left behind in terms of the required values.

Recent studies on service quality in library and information services, using the SERVQUAL model focused on Gap 5, the discrepancy between customers' expectations of service and their perceptions of service delivery. This has been shown to be a useful tool for diagnosing areas where libraries could improve their services and make them more responsive to customer expectations (Cullen, 2000).

In the study, *Service quality in academic libraries*, the SERVQUAL model was altered to focus on the need for library managers to incorporate perception-based satisfaction and service quality measures into the library evaluation (Hernon and Altman, (1996). They used data collected from surveys and focus groups to improve the SERVQUAL model, which was applied in marketing for profit making. By so doing, they developed a robust survey instrument, exclusive for application in library and information services. Through the refined model, they were able to gather information from users at both the macro and micro levels. This was based on asking users about their overall perceptions of the library; the quality of its services; perceptions on specific services; and characteristics of those specific services. The study enabled users to respond to any aspect of service, which the researchers were able to examine. This enabled users to contribute to a service quality analysis that identifies measures of user satisfaction at both macro and micro levels, and provide information that supports a multivariate model of both material and emotional satisfaction (Applegate, 1993: 533).

Nitecki (1996), in her doctoral research, tested the validity of the standard instrument used in the SERVQUAL model. The study focused on three aspects of the library: - Interlibrary Loan, Reference and Closed Reserve. Instead of focusing on the five dimensional model proposed by Zeithaml and others, the study was based on a three dimensional model. It was concluded that there was some overlap between reliability and responsiveness, and more obviously between responsiveness, assurance and empathy. From the study, there are significant gaps between user expectations and service delivery, but she does not elaborate further. She prefers SERVQUAL to other models of service performance in the complex context of information seeking and retrieval, where she defines quality as 'perceived quality' rather than 'objective quality'. This is dependent on

the customer's perception of what they can expect from a service and what they believe they have received, rather than any 'objective' standards determined by a professional group or in conventional performance measurement (Cullen, 2000). Nitecki concluded that the SERVQUAL model was useful in determining how well services match user expectations. In the present study, the SERVQUAL model will be used, because it aims at identifying the gaps between service provision and user satisfaction.

Since academic libraries are non-profit organisations, they are self-focused rather than focusing on their customers, as their services are not profitable. They see their services as 'inherently desirable, blame customer ignorance or lack of motivation when their services are not used, relegate research about customers to a minor role, and assume that they have no generic competition (Hernon and Altman, 1996: 9). From the above argument, it is clear that library staff should not evaluate themselves and library services because they will be more subjective than being objective. Subjective and objective measures should be applied together since they have the capability of achieving optimum results. Thus, a subjective measure should not be applied in isolation, but should be optimized with objective output measures to achieve a holistic overview of library service performance (Dalton, 1992:89).

An IFLA guide, *Measuring quality: international guidelines for performance measurement in academic libraries*, used valid, reliable, reproducible and practical measures, to inform library decision making about general library facilities, collection quality and use, the library catalogue, availability and document delivery, and reference service. The study focused on general user satisfaction, evaluating the services of the library as a whole, as well as evaluating individual services of those services. The purpose of the study was to provide detailed information on users' opinion of the service; clarify the librarians' notion of the service and his/her assumptions about the user need (Poll and te Boekhoerst, 1996).

In the study, *Using a journal availability study to improve access*, journal collection access and use factors of patrons at the University of North Carolina's Chapel Hill's Health Sciences Library were identified (Shaw-Kokot and de la Varre, 2001). Findings

from the study indicate that locating journals was problematic, and this supported by internal statistics. The statistics showed that patrons had the tendency of requesting interlibrary loans for journals owned by the library from other universities. The study was based on the success rates, time, and ease of finding journals. This study was based on survey forms and observations done once a week for 12 weeks, with the responses measured. Overall, user reports indicated a relatively high success rate and satisfaction in finding journal articles. However, they indicated that finding journals was problematic, with internal statistics showing users requesting interlibrary loans for items the library own. The findings indicate that users were not checking the catalogue or had misunderstood the records. The library intended to improve access to journal articles which were highly used and prioritise its efforts to improve their availability.

Cheng and Lam (1996) investigated information seeking behaviour of health professionals working in 37 public hospitals. The study examined their information needs and assessed user satisfaction with, and the impact of library services. It also examined why hospital libraries always failed to meet user needs. The findings from the study indicated that nurses and hospital executives were found to be underserved, as they needed information, not only for work related reasons, but also to support self-study and development. The findings provided valuable measures of performance for comparing the behaviour of different health professionals and assessing changes over time. It also emphasised areas in which improvements are needed, such as collection enhancement, promotion and user training, and assessment of the impact of library service on patient care.

The above study was restricted to users in the library, and was administered by trained students from a tertiary institution to provide supplementary data. Restricting the study to patrons in the library meant that other members of the population were not reached. This would result in the study not being representative of the whole user population. On the other hand, using trained students to provide supplementary data may result in the study being subjective, rather than being objective. However, the study of health professionals was focused on library services and user satisfaction, as does this present study.

2.5 The Botswana situation

The Government of Botswana through the Ministry of Health is concerned with the number of its citizen doctors. Out of 4000 doctors available in Botswana, eleven percent are citizen doctors. Most of these doctors are found in cities and towns with very few, or none found at district level. Due to shortage of citizen doctors the government joined consortia with various medical schools in South Africa and Australia to offer degree courses to its citizens. In 1998 a Presidential directive number CAB. – 29/98 was initiated to establish medical school in Botswana in phases as a long term project. The first phase was to set a pre-medical school with a two year establishment link with consortium of medical schools. The second phase was for consortia to take pre-medical students for degree program and send them for attachment to various hospitals and clinics around Botswana, the intention being to have more citizen doctors in the long term.

The government of Botswana intends to build a Medical School in the current National Development Plan. Since the school cannot function without the library, the intention of the study was to find out what it is that the Medical School Library in Botswana can learn from the experiences of their South African counterparts at UCT Medical School Library, which has been operating for some time. UCT's Medical School and its library are an independent institution operating on their own, even though its library relies on the main UCT Library for all its resources. It has been stated that the Medical Library in Botswana will share the same building with the main UB Library due to shortage of funds. The study attempts to find out the effects that the incorporation of the UB medical library collection into the main UB library may have on the student community. It should be noted that the effectiveness of a medical school is based on the effectiveness of its library in providing services that support its teaching.

2.6 Summary

It is imperative to note that, the user as the ultimate consumer of the outputs is the most qualified entity to evaluate the quality of the library services rather than the librarians. If librarians judge themselves and library services, they tend to be biased towards themselves, rather than addressing user needs. They over-ride the needs and expectations

of the users as they hold the belief that they know users' needs and wants. In support of the above statement, it is important for the management of libraries regularly to assess library performance by getting feedback from users because libraries have to succeed in service performance (Nimsomboon and Nagata, 2003). Because of the threat posed by the global digital environment and increasing competition, if library services meet the needs of users, they will be able to keep their customers happy, thus ensuring that the library buildings do not become dormant and/or white elephants.

CHAPTER THREE

3.1 Research framework

As Dalton said in her study, *Quantitative approach to user satisfaction in reference service evaluation*, it is difficult to determine quantitative measures for the construct of user satisfaction. Studies have also shown that it is difficult to determine what satisfies users since the encounter that satisfies one user may dissatisfy another user (Cullen, 2000). This shows that user satisfaction is primarily a theoretical concept rather than an operationalized construct, meaning that it's not possible to measure satisfaction. However questionnaires can be used to get the views of users in order to determine their dis/satisfaction with library services. Models like SERVQUAL have been used successfully before to measure service quality and have shown that it is possible to use the mixture of quantitative and qualitative approaches in measuring service quality in academic libraries. In other words, user satisfaction can only be measured indirectly and that it is a multi-valent concept, having both quantitative and qualitative components.

The decision to undertake the study grew out of the need to find answers to some questions and ascertain how the library was doing in providing quality service to its users. It is against this background that the researcher intended to develop and test a practical quantitative user satisfaction assessment instrument, which was used to evaluate user satisfaction levels with various services provided by UCT's Medical School Library to undergraduates and postgraduates who were currently pursuing medical studies with the Medical School. There was no study undertaken before this one to determine the level of satisfaction that users derive from the services of the Medical Library. This study lays a foundation for future studies, which will help the library to improve its services.

In trying to measure the overall user satisfaction of the Medical Library users, the researcher came up with a conceptual framework that dealt with the following issues:

- Relationship between resources and level of user satisfaction
- Relationship between responsiveness of library staff and the level of user satisfaction

- Relationship between perceived competence of the library staff and level of user satisfaction
- Relationship between positive conduct of the library staff and the level of user satisfaction
- Relationship between the perceived overall physical appearance of the library facility and the level of user satisfaction

3.2 Methodology

There were a variety of methods, which could have been applied in the study. Some of the methods that could have been used are focus group discussion, observation and interviews. Focus groups are a form of group interviewing that involves interviewing a number of people at the same time, the emphasis being on questions and responses between the researcher and participants. It relies on interaction within the group, which is based on topics that are supplied by the researcher (Morgan 1997: 12).

The researcher first consulted library literature to find out what has been written on the aspects of library service quality and user satisfaction. He found that marketing literature, especially by Parasuraman, Zeithaml and Berry (1988), had covered perceptions on user satisfaction. Other studies consulted on user satisfaction were by Cullen (2000), Dalton (1992), Simmonds (2000), Nitecki and Franklin (1999). All the studies indicated that it is wise to measure library service quality and user satisfaction by involving customers who consume or use the services regularly. Likewise, this study used customers to evaluate Medical Library services in order to help the library to improve its services.

The study used a combination of questionnaire and structured interviews. People were interviewed in depth about their perceptions of library service. Participants selected to take part in the study were presented with closed-ended questions which were to provide a baseline of comparable data. Since the interviews with these participants were thorough, the researchers were able to explore the diverse issues while narrowing the factors down to several important ones that seemed to best explain user satisfaction with library service. The study focused on finding out from users which services were

important to them, how services satisfied them, and whether they ultimately agreed with the statement that overall the library provided a good service.

The researcher applied and used accidental sampling because of its simplicity, convenience and timeliness. Respondents were chosen arbitrarily within the under- and postgraduate students. Since elements were chosen arbitrarily, there was no way of estimating the probability of any one element being included in the sample. This method does not give assurance that each item has a chance of being included, which makes it impossible either to estimate sampling variability or to identify possible bias. Due to the limitations of the sampling method chosen, it was difficult to ensure that a representative sample was selected.

In accidental sampling, reliability cannot be measured. The only way to address data quality is to compare results borne out of the questionnaires and find out how many students were satisfied or dissatisfied for both undergraduates and postgraduates and what changes they recommend for the library to implement in order to improve its services. Its limitation is that there is no assurance that the estimates will be kept within an acceptable limit of error. Despite these problems, non-probability sampling is quick, inexpensive and convenient.

The sample size of the population was 268, which was 10% of the entire student population. The researcher distributed questionnaires. Initially, 268 questionnaires were dispatched from Tuesday 21 August to Friday 24 August 2004. Participants were requested to return completed questionnaires to the library on or before Wednesday 8 September 2004. Since the returns were below the expected 50% of the sample population, they were augmented with 38 questionnaires, which were distributed on Monday 4 October 2004 in order to achieve the 50% threshold. A response rate of 50% or above is considered adequate (Rubin and Babbie, 1992:232), but the response rate for this study was 48%. Since the response rate was below 50%, it meant that the validity and reliability of the study were insufficiently established to allow the findings from the sample data to be generalised.

3.3 Data collection technique

The process of data collection involved the development and design of a self-administered questionnaire. The researcher also used structured interviews to collect data from some respondents. The emphasis of the study was to measure the satisfaction of the postgraduate and undergraduate students of the UCT Medical School, in relation to the services of its Medical Library.

3.4 Questionnaire design

The questionnaire for this study comprised 13 questions. Question 7 had 12 variables; question 8 had 18 variables, while question 9 had 17 variables for analysis. It comprised of closed-ended and open-ended questions. The closed-ended questions had restricted responses/options from which respondents had to choose one, while open-ended questions allowed respondents to give their perceptions about the services under study.

3.5 Structure and organization of questions

The questionnaire represented the operationalisation of the satisfaction construct using specific measures to generate empirical data about selected variables relating to the services of the library. Questions were specific to the various services provided by the library. Their emphasis was to find out users' level of satisfaction, the importance of services, as well as whether users agreed or not agreed with the statement that overall, the library provides a good service to them.

The first part of the study instrument comprised of general items whose intention was to extract both the demographic and personal data about the sample. The second part contained a variety of library services from which patrons were asked to tick only the services they always use in the library. The third and fourth parts comprised specific factual questions, whose intention was to measure the satisfaction and importance levels with the range of service dimensions. The intent of the next question was to seek whether patrons agreed or disagreed with the statement: *Overall, the library provides a good service to me*. The last part of the questionnaire was to solicit comments from patrons

with regard to the services provided by the library, concerning services, the environment, as well as the helpfulness and competence of library staff.

3.6 Scales and attitude measurement

A combination of nominal and ordinal scales was used in this study to measure the user satisfaction construct. A dichotomous scale using nominal measurement was presented and respondents were required to choose a single appropriate answer that was suitable to them. On the other hand, a multi-item scale using ordinal-rank measurement was presented in the form of a Likert rating scale, which enabled the study to measure the attitude of users towards library services.

3.7 Pilot study of the questionnaire

A pilot study was conducted before the final questionnaire was administered to the sample. This was done to test the validity of the questions. Ten people comprising 5 undergraduates and 5 postgraduates were chosen to complete the questionnaire. They were asked to comment on how it could be improved. The pilot study generated useful comments, which allowed the researcher to make improvements to the original questionnaire.

3.8 Administering the questionnaire

Once the questionnaire was altered, it was distributed at different intervals, from 9:00am to 4:00pm, when students were having refreshments or were undertaking experiments in various laboratories. Some of the participants were able to complete the questionnaire immediately and returned it to the researcher.

A letter explaining the motive of the study was written by the supervisor, Professor Underwood, and was handed to the Head Librarian at the Medical School library. It requested the library to allow the researcher to place a box in the library, where questionnaires could be returned. Another letter by the researcher was attached to the questionnaires, explaining the reasons why the researcher is undertaking the study. It also

stated the date when questionnaires were to be returned, and also indicated that the questionnaires can be returned to the library on completion.

Table 1: Distribution of questionnaires

Questionnaires handed out	Questionnaires completed	% Response
300	144	48%

From 300 questionnaires distributed only 144 were completed and returned, which represented 48% of the student population. This means that the researcher failed to achieve the 50% threshold.

3.9 Focus Group Discussion

The main purpose of focus group discussion is to draw upon respondents' attitudes, feelings, beliefs, experiences and reactions in a way in which would not be feasible using other methods, for example observation, one-to-one interviewing, or questionnaire surveys. These attitudes, feelings and beliefs may be partially independent of a group or its social setting, but are more likely to be revealed through a social gathering and the interaction which a focus group entails.

The advantages of focus group discussion are:

- It necessitates interaction between participants, which highlights their view of about an issue at hand and their values and beliefs about a situation.
- Interaction also enables participants to ask questions of each other, as well as to re-evaluate and reconsider their own understandings of their specific experiences.
- An experienced moderator controls and ensures that discussions are based only on the topic being discussed.

Its limitations are:

- It may be difficult to assemble a focus group, which may result in not getting a representative sample.

- Certain people may be discouraged from participating, for example those who are not very articulate or confident, and those who have communication problems or special needs.
- Focus group discussion may discourage some people from trusting others with sensitive or personal information.
- They are costly and time consuming.
- It may not be easy to find an experienced moderator to control the discussions (Gibbs, 1997).

3.10 Observation

Observation is another method that could have been applied. Observational methods tend to depend on waiting for things to happen. The group of people being observed should not know that they are being observed. If this happens, they would change their behaviour and attitude towards the observer.

The main disadvantages of the observation method are:

- It is difficult to get the depth we are looking for from the observed group.
- People try to "look good," to give good impressions.
- People often try to please you, to give you what they think you want.
- People sometimes try to mislead you or put you off.
- People try to figure things out and try to look for what you are after.
- People often try to play an "appropriate" part (role selection), rather than being fully themselves.
- People may suddenly come to see the researcher as a researcher, which will result in loss of trust.
- People sometimes like to be looked at, and will act to retain that attention without portraying their true self.
- Emotional involvement on the part of the researcher alters subjects' behaviours.
- Feelings, either of love or hate towards particular people can restrict the researcher towards or away from their perceptions.

- Some subjects can be alienated while mediating conflicts or giving advice (Boeree, 1998).

3.11 Interviews

Interviews are a far more personal form of research than questionnaires. Two forms of interview can be used – personal and telephone interviews. In the personal interview, the interviewer works directly with the respondent. Unlike with mail surveys, the interviewer has the opportunity to probe or ask follow-up questions. Interviews are generally easier for the respondent especially if what is sought are opinions or impressions. Interviews can be very time consuming and they are resource intensive. The interviewer is considered a part of the measurement instrument and interviewers have to be well trained on how to respond to any contingency and to try to maintain neutrality.

Telephone interviews enable a researcher to gather information rapidly. They allow for some personal contact between the interviewer and the respondent. They also allow the interviewer to ask follow-up questions.

Although interviews have the capacity to provide information, they have limitations.

- Many people don't have publicly-listed telephone numbers. Some don't have telephones.
- People often don't like the intrusion of a call to their homes.
- Telephone interviews have to be relatively short or people will feel imposed upon.
- Nowadays, people have cellular phones, which are expensive to be used as a source of communication.

3.12 Questionnaires

Two types of questionnaires could be administered for the study. These are a mailed survey and a group-administered questionnaire. Mailed questionnaires are sent through the mail. In other words, the delivery is impersonal, while group administered questionnaires are hand-distributed to respondents. A sample of respondents is brought together and asked to respond to a structured or unstructured sequence of questions based

on a phenomenon being studied. Questionnaires are relatively inexpensive to administer. The same instrument can be sent to a wide number of people. They allow the respondent to fill them out at their own convenience. They may also be filled and returned immediately.

But there are some disadvantages as well. Response rates from both mail surveys and group-administered questionnaires are often very low. On the other hand, mail questionnaires are not the best option for asking for detailed written responses due to costs and the possibility that respondents may feel that they take most of their valuable time.

However, group administered questionnaires are more advantageous than other methods mentioned above. In the group-administered questionnaire, each respondent is handed a questionnaire and asked to complete it at his own time or with the immediacy required. Each respondent completes an instrument. In the group interview or focus group, the interviewer facilitates the session. People work as a group, listening to each other's comments and answering the questions. Someone takes notes for the entire group and people don't complete an interview individually, which is time consuming.

Having analyzed most of the methods of data collection in terms of their strengths and limitations, the researcher decided to use a self-administered questionnaire. Student population consists of very young and mature students, some of whom, especially young students, have never used the library or worked before. A questionnaire offers them freedom to express themselves in answering the questions. Other methods would not be advantageous as they will not be free to participate fully. Even though other methods would provide comparisons, a questionnaire would enable the researcher to get more insight into what postgraduates and undergraduates like and dislike. Because of these reasons, a self-administered questionnaire was chosen as the best method for the study because of the expected quick responses, convenience and cheapness.

3.13 Sampling

UCT's medical student population was 2751, of which 1602 were undergraduates, while 1149 were postgraduates. Instead of sampling 10% of the population, which was 268, the researcher decided to go beyond by increasing the sample to 300 with 170 questionnaires distributed to undergraduates and 130 to postgraduates. This was done to overcome the shortcomings of questionnaires as the returns are unpredictable. These students were entitled to use the services provided by the Medical Library. For purposes of the study, lecturers were excluded because the researcher intended to limit the study as much as possible due to time. Most of the questionnaires were distributed within the Medical School laboratories and cafeteria, while some were distributed in the Medical Library, to students who were willing to voluntarily participate in the study.

Using accidental or convenience sampling, 300 questionnaires were distributed, and the researcher expected 50% of them to be returned. However, 144 questionnaires were completed and returned, representing 48% of the entire student population. The survey was personally distributed by the researcher to student users who were not physically in the library building at the time of the study. Faculty, hospital staff and librarians were excluded from this study. The survey was conducted over a period of three weeks.

Once questionnaires were returned, the researcher coded all data, using Microsoft Excel, in order to take advantage of various mathematical functions available in the software and simplify the analysis of data.

To supplement the questionnaire, the researcher interviewed 5 undergraduate and 5 postgraduate students to solicit their comments on problems they encounter when using the Health Sciences Library. The interview enabled the researcher to come up with qualitative data, which was used to supplement the quantitative data accrued through questionnaires.

3.14 Distribution of surveys

The questionnaire was distributed to under- and postgraduate students at Medical School. These were students, who were not currently using the library and its resources at the time of distribution. Faculty members, hospital staff and librarians were eliminated from the study. Students were asked to deposit the completed questionnaire in a box centrally located at the Circulation Desk. Others were able to complete the questionnaire and submit it to the researcher.

The researcher hand-delivered or distributed the questionnaires to students. Librarians were not asked to distribute questionnaires because of fear that they would not distribute them in accordance with the method adopted by the researcher. Students were asked to complete and deposit questionnaires at the circulation desk of the Medical Health Sciences Library before the set deadline.

The questionnaire included perceptual measures rated on a five-point Likert scale, 5 being the most positive and 1 being the most negative. Satisfaction or dissatisfaction was rated at: *very satisfied, satisfied, undecided, fairly dissatisfied* and *very dissatisfied*; importance or non-importance was rated at: *very important, important, undecided, fairly unimportant* and *very unimportant*; while Agreement or disagreement with service delivered was rated at: *strongly agree, fairly agree, undecided, slightly disagree* and *strongly disagree*.

Chapter Four

4.1 Data results and analysis

Before analysing data provided by respondents, it is important to mention that the accidental sampling procedure produced 144 valid responses, out of 300 distributed questionnaires. The responses were not enough to ensure statistically-valid estimates for representation to all undergraduate and postgraduate students at UCT Medical School.

4.2 Problems encountered

There was a problem of a high rate of non-returns from the initial 268 questionnaires, which were distributed. Since the researcher had no contacts for those who participated in the study, he requested the Information and Communication Technology Service personnel to place a note on the course management application WebCT, which is widely used in the UCT Medical School. The note requested those who had questionnaires to return them to the library. WebCT could have been used to deliver questionnaires but it was not a realistic option as the researcher was not able to get students' email addresses. Students use WebCT regularly to check mail, as well as to use it as a discussion forum, hence the researcher felt that by placing a note on this facility, the message would spread quickly to those students, who still had questionnaires with them. Some of the questionnaires were duly returned, but the researcher felt that he still did not have enough. That is when the additional 38 questionnaires were distributed and were returned on the same day that they were distributed.

Another problem encountered was that the researcher used accidental, or convenience sampling, which will have resulted in the sample being not distributed across the population group. The results therefore, may not indicate the levels of satisfaction or importance, which may be a misrepresentation of the whole population.

When coding data, the researcher realised that there was a high rate of non-responses for some questions. The researcher therefore decided to include details of the number of non-responses for totalities and overall percentages as they have a bearing on the overall

range of results. Non-responses may be due to students being undecided on whether the service at hand has a positive or negative impact to them.

Most of the postgraduates did not indicate the year of study. Likewise, the questionnaire did not request respondents to identify their academic departments.

4.3 Sequence of the questionnaire

The questionnaire is included as Appendix 2. Questions 1 to 4 were concerned with the respondents' demographics in the form of gender, age group, level of study and year of study. Space was provided in Question 4, for postgraduate students to indicate whether they were doing Honours, Masters or Doctor of Philosophy (PhD). Some of the postgraduate respondents indicated their year of study, while most did not respond to the provision.

Question 5 was in three parts. The first question required respondents to indicate whether they ever use the library or not. If the answer to the first part was *No*, respondents were required to proceed to the second part of the question, Part A, where they were required to choose one option from those provided as to why they have not used the services of the library. Part B wanted respondents to provide comments, if any, about their access to the Health Sciences Library. However, the question seemed not easy to understand, since the question at hand was mainly for respondents who do not use the library. At this stage, respondents who indicated that they do not use the library were requested not to go beyond this question, as the other questions were irrelevant to them.

The first part of question 6 asked respondents how frequently they use the library (daily, monthly, occasionally, weekly, other). Respondents were asked to tick one preference out of the six listed options.

Question 7 required respondents to tick services and facilities they usually use whenever they visit the library, which means that they had to leave out services they do not use. A total of 13 library services were provided.

In Question 8, respondents were asked to indicate the level of satisfaction or dissatisfaction they derive from the library services and facilities. Five options (very satisfied, fairly satisfied, undecided, fairly dissatisfied, very dissatisfied) were provided, from which they could make their choice.

Question 9 wanted to find out how important library services and facilities were to the respondents. Five options (very important, fairly important, undecided, fairly unimportant, very unimportant) were provided for respondents to choose from. Students' needs are different and vary due to the level of education. Most undergraduates are book-oriented, while postgraduates are more into research, meaning that the use of resources should be wider, as they have to find current information for their projects.

The next question (10) required respondents to indicate whether they agree or disagree with the statement: *Overall, the library provides a good service to me*. Respondents had to choose from a scale of five points (strongly agree, fairly agree, undecided, slightly disagree, strongly disagree). The library is the main provider of information and lecturers rely on it to assist students to get old and new information for practical work, as well as enhancing what has been taught in the classroom.

In the last three questions (11, 12 and 13), the researcher wanted to elicit information about whether respondents encounter problems whenever they use the library. If they encountered problems, they were asked to make suggestions as to how the library services and facilities could be solved and improved. Questions 12 and 13 were more into providing qualitative data.

Following below are the full results of the respondents. It entails users' demographics, their level of satisfaction with library facilities and services, the importance of these services to their learning and whether overall the library provides a good service to them. It is worth mentioning in advance that patrons had the choice of selecting more than one response for service satisfaction and the importance of services. The findings show that:

- The majority of respondents were in the 21-25 years age category for both the postgraduates and undergraduates.
- Most of the respondents were undergraduates who use the library daily.
- Most of the users who participated in the survey in both categories were females.

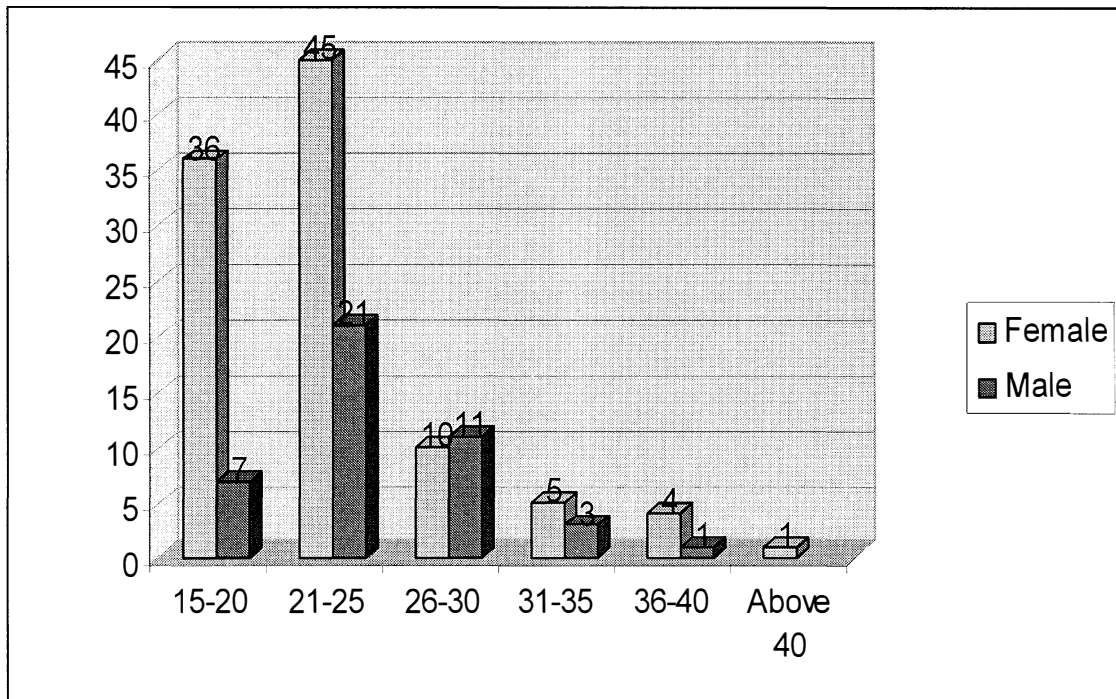
4.4 Demographics

Table 2: Gender

Count of Gender	Gender		Grand Total
	Female	Male	
Total	101	43	144

Most of the respondents were females, more than double their male counterparts. Female responses are dominant in all age groups except the 26-30 age group. This is shown in the form of a chart below:

Chart 1: Library users by age and gender



As expected by the researcher, there were more females than males. Out of 2751 students registered with UCT Medical School 963 were males, which represented 35% of the male population, while the female population amounted to 65% or a total of 1788. When breaking down these statistics according to level, undergraduate males were 433 or form 27% of undergraduate population. Females' population was 1169, which represented 73% of the undergraduate population. The total population of postgraduate students was 1149 and out of these, 529 were male students representing 46% of postgraduate population. The total number of females at postgraduate level was 620, which represented 54% of postgraduate population. Females generally outnumber males in the student group. However, males have shown interest in medicine because there is an assumption that the profession pays more than other professions.

Table 3: Gender by age group

Count of Age Group	Gender		Grand Total
	Female	Male	
15-20	36	7	43
21-25	45	21	66
26-30	10	11	21
31-35	5	3	8
36-40	4	1	5
Above 40	1	0	1
Grand Total	101	43	144

The demographic age category of respondents ranged from 15 to above 40 years, inclusive of postgraduates and undergraduates. The table above indicates that most of the students in both levels of study were in the age group 21-25 years. It also shows that over half of the respondents (109) were in the ages between 15 and 30 years. It could also be assumed that most of the students within these ages have never worked before, which means that they have come straight from college. It can also be assumed that since they lack medical knowledge, they will seek guidance from librarians, lecturers and doctors on how to locate and get useful sources of information.

Table 4: Current level of education

Gender	Postgraduates	Undergraduates	Total of Respondents
Female	35	66	101
Male	15	28	43
Grand Total	50	94	144

Out of a total of 144 questionnaires returned, 94 responses were from undergraduates, while 50 responses were from postgraduates. Of the 94 undergraduate responses, 66 of those responses were females, while 28 were males. On the other hand, out of the 50 responses from postgraduates, 35 responses were females, whilst the remaining 15 responses were males. Most of the respondents were undergraduates as they have a larger student population than the postgraduates. The student population was 1500 undergraduates, while there were 1181 postgraduates.

Table 5: Current level of education by age group

Count of Age Group	Present Level of Education		Grand Total
	Postgraduate	Undergraduate	
15-20	0	43	43
21-25	17	49	66
26-30	19	2	21
31-35	8	0	8
36-40	5	0	5
Above 40	1	0	1
Grand Total	50	94	144

There were major disparities in the comparison between the present level of education and age group. There were no postgraduates in the age group 15 to 20 years, which is not unusual. However, most postgraduates were in the age group 26-30 years, followed by those in the 21-25 years. The rest of the postgraduates (14) were between 31 to above 40 years age groups.

On the other hand, the highest response in the undergraduate category was respondents in the 21-25 years age group, followed by 15-20 years age group with 43 responses and 2 responses in the 26-30 years age group. However, there were no responses in the 31 to above 40 years age group.

Table 6: Library use

Count of Frequency of use	Current Level of Education		Grand Total
	Postgraduate	Undergraduate	
No	2	1	3
Yes	48	93	141
Grand Total	50	94	144

Patrons were asked whether they use the services of the Medical library. One hundred and forty one respondents agreed that they use the library, while three of the respondents indicated that they do not use the library. It can be assumed that although three of the respondents indicated that they do not use the services of the library, it may not be true. It is highly likely that they do not physically use the library building, but use its services through online service by using online databases that the library subscribes to, in the form of online journals.

Table 7: Frequency of library use by age group

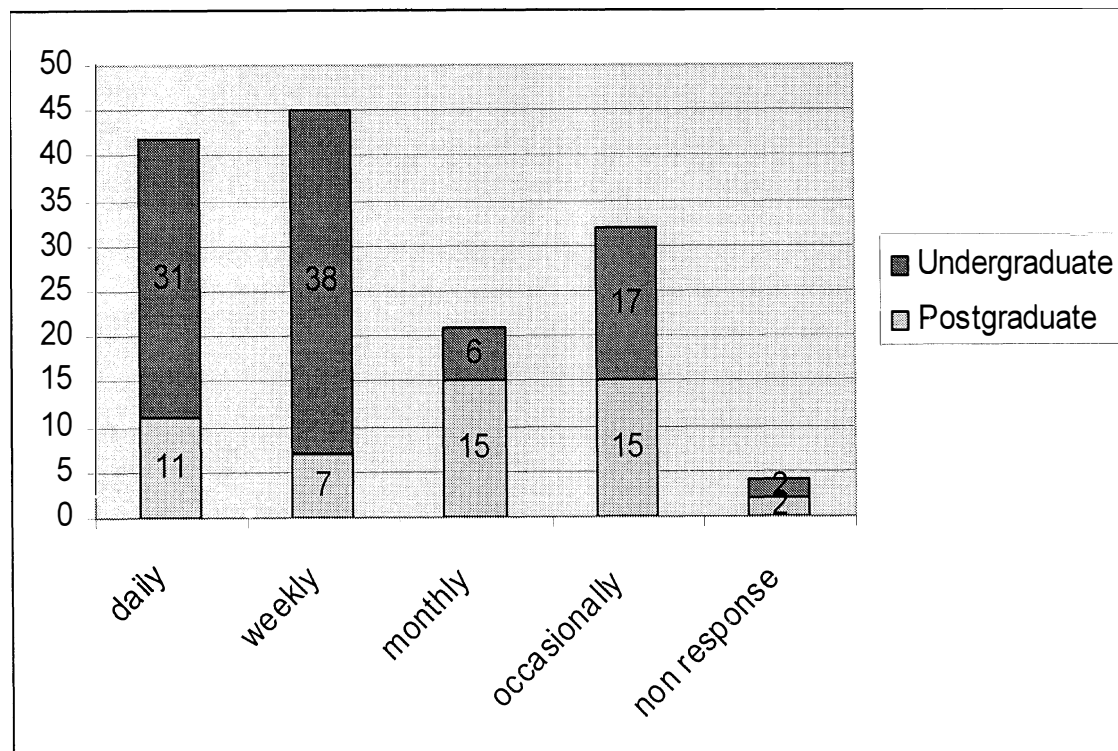
Frequency of library use	Age Group						Grand Total
	15-20	21-25	26-30	31-35	36-40	Above 40	
Daily	10	20	7	3	2	0	42
Weekly	19	21	4	1	0	0	45
Monthly	3	9	5	2	2	0	21
Occasionally	10	15	4	2	0	1	32
Non response	1	1	1	0	1	0	4
Grand Total	43	66	21	8	5	1	144

Patrons were asked how frequently they use the library. The response rate shows that the library is used mostly on weekly basis by all age groups, totaling 45 of responses; followed by daily users (42 responses); occasional users (32 responses) and monthly users with 21 responses. The frequent users are the 21-25 years age group, totaling 21 respondents, followed by the 15-20 years age group with 19 responses. The 21-25 years age group was also the highest users in the daily frequency with 20 responses recorded. Most of the students, both postgraduates and undergraduates, were in the age-range 21-25 years.

Table 8: Frequency of library use by current level of education

Count of Frequency of use	Current Level of Education		Grand Total
	Postgraduate	Undergraduate	
Daily	11	31	42
Weekly	7	38	45
Monthly	15	6	21
Occasionally	15	17	32
non response	2	2	4
Grand Total	50	94	144

There were startling differences in the pattern of use between the postgraduates and undergraduates. Undergraduate students tend to use the library on weekly basis, while postgraduates are occasional users. It is possible to speculate that undergraduates are more dependent on the library services as what they are taught is more on resource-based learning, postgraduates rely on online databases, hence their occasional visit to visit the library. With the exception of four respondents, this question was answered by all. Below is a chart that depicts the results.

Chart 2: Summary on frequency of library use

Patrons were asked how many times they use the library. The majority of respondents (45) use the library weekly. Daily users followed at 42, while 32 of respondents use the library occasionally. Most of the daily users were undergraduate students as they use the library to borrow and return short loan collection, discuss in groups and use the computer laboratory to access and send email. Most of the postgraduates were occasional users as they stated in the questionnaires that they tend to access journals online rather than visiting the library.

4.5 Services used in the library

Question 7 listed 13 services provided by the library. Patrons were asked to mark/tick the services they regularly use when they visit the library and leave out those that they do not use. Following below is the table that shows the services patrons indicate they always use in the library.

Table 9: Services used

Library Services	Current Level of Education		Grand Total
	Postgraduate	Undergraduate	
Open Shelf Material	30	60	90
Journals	45	46	91
Short Loans	22	66	88
Interlibrary Loans	25	08	33
Lending Service	19	49	68
Inquiry Service	25	34	59
Photocopying	34	83	117
Online Catalogue	27	47	74
Computer Laboratory	22	75	97
Databases	11	13	24
Reading Area	21	59	80
Discussion Area	1	21	22

The table above shows that postgraduates tend to make greater use of journals more than the other services (45 responses), followed by photocopying by 34 responses and open shelf material by 30 responses.

The least used services by postgraduates were discussion area, which accumulated one response, databases with 11 responses and circulation lending service with 19 responses.

With regard to undergraduates, the highly ranked service was photocopying with 83 responses, followed by computer laboratory (75 responses), short loans with 66 responses, followed closely by open shelf material with 60 responses.

On the other hand the least used services by undergraduates were interlibrary loans with 8 responses, databases with 13 responses and discussion area with 21 responses.

Overall, the highly used services by both groups combined were photocopying (117 responses), followed by computer laboratory (97 responses), journals (91 responses) and open shelf material with 90 responses. However, the least used services were interlibrary loans with 33 responses, followed by databases (24 responses) and discussion area with 22 responses. The excessive use of photocopying suggests that students may be in some way infringing copyright restrictions.

Looking at the services being used by the two groups, one can say that they use different services for their studies based on the level of education. Undergraduates are heavy users of short loans collections, which enable them to do assignments and tutorials, as well as to participate in group discussions. Short loans collection has borrowing restrictions – a maximum of three hours from 8:30 to 15:30 and overnight. Because of these restrictions, circumstances force them to rely on photocopying, which enable them to make copies on chapters relating to assignments, tutorials and group discussions. However, students are advised to take note of copyright regulations to ensure that they do not violate them.

Postgraduates on the other hand are heavy users of journals as they provide historical and current information on various studies. Research articles are accessible through bound periodicals and/or online databases. These are written and produced by reputable scholars on various fields of study. If for some reason, the articles they want are not available in the library, they use the interlibrary loans service, which enables the library to get these articles from other libraries locally, nationally and internationally. Because of the limited

time they are given for borrowing journals (three days), they are forced to make use of photocopying so as to make copies and have ample time of reading in the comfort of their rooms.

While comparing the two groups, one can make assumptions that the disparities in the services used are due to the kind of study offered to both groups and the requirements provided by syllabus. Undergraduates are dependant on lecturers to teach and supply them with lists of reading to supplement what was taught. The list is prepared from materials held in the library as well as Websites. Postgraduates on the other hand are research-oriented and are expected to undertake some independent study and research.

Table 10: Services used by age group

Library Services	Age Group						
Age Group	15-20	21-25	26-30	31-35	36-40	Above 40	Grand Total
Open shelf material	10	46	15	4	4	0	79
Journals	20	46	15	4	4	1	90
Short loans	15	47	18	6	4	1	91
Interlibrary loans	28	40	11	5	3	1	88
Circulation lending service	2	13	12	3	3	0	33
Reference/Inquiry service	23	30	8	4	3	0	68
Library orientation	14	28	11	2	4	0	59
Photocopying	37	54	15	5	5	1	117
Online catalogue	18	39	10	5	2	0	74
Computer laboratory	30	47	10	5	4	1	97
CD-ROMs & Databases	3	14	4	1	1	1	24
Reading area	23	39	10	4	3	1	80
Discussion area	9	12	1	0	0	0	22

The table above shows the services used in the library by age group. The 15-20 years age group consists only of undergraduates. Looking at the age group category the first ranked service was photocopying with 37 responses. The second ranked service was computer laboratory (30 responses), followed by short loans (28 responses) while lending service and reading area followed closely with 23 responses. The lowest ranked services were databases with three responses and interlibrary loans with two responses.

The next group of the 21-25 years age group consists of both the undergraduates and postgraduates. The services they mostly use in the library were photocopying (54 responses), followed by journals and computer laboratory (47 responses each) and open shelf material (46 responses). The least used services were databases (14 responses), interlibrary loans (13 responses), and discussion area (12 responses).

The highly used services within the 26-30 years age category were journals (18 responses), followed by open shelf materials, and photocopying (15 responses each), interlibrary loans (12 responses), while short loans and reference/inquiry service had 11 responses. The other services like online catalogue, computer laboratory and reading area had an average of ten responses each. The least used services were databases (four responses) and discussion area with one response.

The age group category 31-35 years tended to rank journal use most highly (six responses), followed by short loans, photocopying, online catalogue and computer laboratory with five responses each. The least used services were reference/inquiry service (two responses) and databases with one response. There was no response for the discussion area. This is not a fair reflection of what the researcher saw when observing the use of library services at the time of his attachment. The attachment was for a period of one month. The researcher observed that students used the discussion area as an open forum to discuss about tutorials and group work given to them by lecturers. However, the study shows that respondents ranked short loans, photocopying and computer laboratory above other services.

The highly used service in the 36-40 years age category was photocopying with five responses, followed by open shelf materials, journals, reference/inquiry service and computer laboratory with an average of four responses each. The following services received fewer responses – online catalogue (two responses) and databases (one response). There were no responses for the discussion area.

In the above 40 years age category, there was only one respondent who used open shelf materials, journals, short loans, photocopying, computer laboratory, databases and reading area.

From the responses above, it is evident that photocopying service is the mostly used service by most of the age groups. The reason for this is that both postgraduates and undergraduates are only allowed seven days to borrow open shelf materials, which students consider as not enough. Undergraduates are not allowed to borrow journals, while postgraduates are allowed to borrow them for three days. Some consideration should be given to changing the policy of the Library to increase postgraduates' borrowing period to at least five days for journals to counter heavy demands due to research requirements and laboratory practical.

4.6 Library services and the level of satisfaction

Postgraduates and Undergraduates use various library services to satisfy their wants and needs. Their preferences are driven by the need to respond to the range of academic activities determined by lecturers. Liaison between lecturers and library staff ensures that librarians know about the syllabi, course needs and preferences. This enables them to prepare by purchasing the required material, although they take time to reach the library. The kinds of questions students ask at the reference desk also give librarians a hint about the needs of most students in a course. Students prefer some services over others in relation to the demands and needs of courses and lecturers. Librarians need to consult with lecturers in order to know what the syllabi requires so that they can purchase appropriate books and subscribe to appropriate journals, as well as to prepare for literacy

skills. Following below are tables and percentages for the level of satisfaction that users derive from the Medical library services, focusing on current level of education.

Table 11: Level of service satisfaction

	Very satisfied	Fairly satisfied	Un decided	Fairly dissatisfied	Very dissatisfied	Non response	Grand Total
Books	38	63	12	10	1	20	144
Journals	42	47	19	8	0	28	144
Short loans	35	41	20	12	2	34	144
Interlibrary loans	19	19	32	2	0	72	144
Circulation lending service	10	14	40	2	0	78	144
Reference Inquiry	33	41	17	4	0	49	144
Library orientation	17	30	27	5	1	64	144
Photocopying	29	48	9	29	8	21	144
Online catalogue	32	52	17	3	0	40	144
Computer lab	38	49	14	12	4	27	144
CD-ROM & Databases	15	40	25	1	0	59	144
Reading area	51	44	17	4	1	27	144
Discussion area	18	26	32	3	7	58	144
Library env. (noise)	36	49	14	16	10	19	144
Library env. (atmosphere)	41	51	17	16	3	16	144
Helpfulness of library staff	53	64	10	2	1	14	144
Competence of library staff	56	52	21	1	0	14	144
Opening hours	0	42	19	23	16	13	144

4.7 Book stock

The table above indicates that a total of 101 respondents were either very satisfied or fairly satisfied with the library's book stock. However, undergraduates derive a higher level of satisfaction from book stock than postgraduates. This is shown by 69 responses of undergraduates in the table below who were either very satisfied or fairly satisfied with books held by the library, as opposed to 32 responses of postgraduates. Although there were six responses of undergraduates who were fairly dissatisfied with the service, none of the undergraduates indicated that they were very dissatisfied with books in the library. This supports the assumption stated earlier that undergraduates depend on book lists provided by lecturers for assignments, tutorials, group discussions and supplementary reading.

Table 12: Book stock by current level of education

Count of Books		Gender		
Level of Education	Books	Female	Male	Grand Total
Postgraduate	very dissatisfied	1	0	1
	fairly dissatisfied	3	1	4
	undecided	5	2	7
	fairly satisfied	15	7	22
	very satisfied	6	4	10
	non response	5	1	6
Postgraduate Total		35	15	50
Undergraduate	very dissatisfied	0	0	0
	fairly dissatisfied	5	1	6
	undecided	3	2	5
	fairly satisfied	27	14	41
	very satisfied	21	7	28
	non response	10	4	14
Undergraduate Total		66	28	94
Grand Total		101	43	144

4.8 Journal stock

An overall total of 89 respondents indicated that they were very or fairly satisfied with journals in the library. Only eight respondents indicated their dissatisfaction with the service.

Looking at the service in terms of patrons' current level of education presented below, postgraduates had a high satisfaction response rate than undergraduates. A total of 50 postgraduate respondents took part in answering the question, out of which 36 respondents indicated that they were either very satisfied or fairly satisfied with journals in the library. This represented 72% of satisfied respondents. On the other hand, out of a total of 94 respondents, 53 of them indicated that they were very or fairly satisfied with the service. This represented 56% of the satisfied undergraduate respondents.

There were very few respondents (eight of them) who indicated that they were fairly dissatisfied with journals held by the library. Out of this total, six respondents were postgraduates, while two respondents were undergraduates. From the comments presented by respondents they were unhappy with some of the online journals that they were not able to access.

Table 13: Journal stock

Count of Journals		Gender		
Level of Education	Journals	Female	Male	Grand Total
Postgraduate	very dissatisfied	0	0	0
	fairly dissatisfied	4	2	6
	undecided	3	1	4
	fairly satisfied	16	8	24
	very satisfied	10	2	12
	non response	2	2	4
Postgraduate Total		35	15	50
Undergraduate	very dissatisfied	0	0	0
	fairly dissatisfied	2	0	2
	undecided	8	7	15
	fairly satisfied	17	6	23
	very satisfied	21	9	30
	non response	18	6	24
Undergraduate Total		66	28	94
Grand Total		101	43	144

4.9 Short loan collection

There were 76 respondents who were either very satisfied or fairly satisfied with the short loan collection. Fourteen respondents were either fairly dissatisfied or very dissatisfied with the service, while 54 respondents were either undecided or did not respond.

In terms of the current level of education shown in the table below, undergraduates showed a high level of satisfaction with the short loans collection (57 responses) when compared with the postgraduates' 19 responses. On the other hand, a high response rate of undergraduates (10), as opposed to four responses for postgraduates, was dissatisfied with the provision of the short loan materials. Lecturers request and recommend to the library, materials to be placed on short loan so that students could be able to utilise them because of restrictions. This is due to the library's policy of buying one copy due to lack of space, as well as lack of funds, to purchase more copies.

Table 14: Short loans collection by current level of education

Count of Short loans		Gender		
Level of Education	Short loans	Female	Male	Grand Total
Postgraduate	very dissatisfied	1	1	2
	fairly dissatisfied	2		2
	undecided	7	5	12
	fairly satisfied	9	3	12
	very satisfied	5	2	7
	non response	11	4	15
Postgraduate Total		35	15	50
Undergraduate	very dissatisfied	0	0	0
	fairly dissatisfied	6	4	10
	undecided	4	4	8
	fairly satisfied	22	7	29
	very satisfied	20	8	28
	non response	14	5	19
Undergraduate Total		66	28	94
Grand Total		101	43	144

4.10 Interlibrary loans

There was a high rate of non-responses (72) for the service, as well as 32 responses for the respondents who were undecided. However, an overall number of 38 respondents indicated their satisfaction to the service, while two respondents indicated their dissatisfaction.

While comparing the satisfaction and dissatisfaction of the service between postgraduates and undergraduates, the results below show that postgraduates had a high satisfaction response rate (26), while undergraduates had 12 responses. There were two female

undergraduates who were fairly dissatisfied with the interlibrary loans service. None of the postgraduates was dissatisfied with the interlibrary loans service, while only two respondents in the undergraduate category showed their dissatisfaction with the service. However, the highest responses in the undecided and non-response measures were from undergraduates (80), while 24 responses were from postgraduates. Due to the high non-response and undecided responses, the perceived value of the service cannot be determined.

The interlibrary service was highly used by postgraduates and lecturers. This was based on observation during the researcher's period of attachment and on daily recorded statistics of ILL use. They utilised the service by requesting the library to borrow materials that are not available within the library from other libraries, which are its partners, or from other libraries, which possess the resource. However, two students commented that the service was inefficient, as it takes too long to get the requested materials. They also made mention of the fact that it takes too long for the library to inform them about whether the materials were available for collection or not located from other libraries.

Table 15: Interlibrary loans by current level of education

Count of Interlibrary loan		Gender		
Level of Education	Interlibrary loan	Female	Male	Grand Total
Postgraduate	very dissatisfied	0	0	0
	fairly dissatisfied	0	0	0
	undecided	5	2	7
	fairly satisfied	8	6	14
	very satisfied	9	3	12
	non response	13	4	17
Postgraduate Total		35	15	50
Undergraduate	very dissatisfied	0	0	0
	fairly dissatisfied	2	0	2
	undecided	12	13	25
	fairly satisfied	4	1	5
	very satisfied	6	1	7
	non response	42	13	55
Undergraduate Total		66	28	94
Grand Total		101	43	144

4.11 Reference/Inquiry service

Both postgraduates and undergraduate patrons are generally satisfied with the reference and inquiry service. This is represented by 74 responses, while on the other hand four respondents were dissatisfied with the service. Undergraduates were more satisfied with the service than postgraduates. This was represented by 45 responses for undergraduates, while postgraduates had 27 responses. However, a combination of non-respondents and undecided patrons for both levels of education shows a high proportion of respondents whose opinion is unclear, represented by 66 responses. What this means is that when tested in the future, the reliability and validity of the perceived value of the service may change positively or negatively. From the results garnered, it can be assumed that whenever students have problems finding or locating materials in the library they seek assistance from librarians. The table below clarifies the results for postgraduates and undergraduates.

Table 16: Reference/Inquiry service by current level of education

Count of Ref. Inquiry		Gender		
Level of Education	Ref. Inquiry	Female	Male	Grand Total
Postgraduate	very dissatisfied	0	0	0
	fairly dissatisfied	3	0	3
	undecided	4	2	6
	fairly satisfied	12	7	19
	very satisfied	6	2	8
	non response	10	4	14
	Postgraduate Total	35	15	50
Undergraduate	very dissatisfied	0	0	0
	fairly dissatisfied	0	1	1
	undecided	6	5	11
	fairly satisfied	15	7	22
	very satisfied	16	9	25
	non response	29	6	35
	Undergraduate Total	66	28	94
Grand Total		101	43	144

4.12 Library orientation

The level of satisfaction was very low for both undergraduates and postgraduates with 47 responses due to the fact that workshops are only organised when it becomes apparent that there is a need, rather than anticipating that students will benefit from training and

providing the courses in advance of problems developing. On the other hand, there are too many non-responses and undecided respondents (91 responses). The library is making little impact with its orientation and needs to have a more detailed exploration and test other approaches. One aspect is to host library week, similar to the one hosted by the main UCT library for new students. This would be useful to new students in both undergraduate and postgraduate programmes. They would be shown around the library and taught how to use library services. Returning students would also benefit, especially on how to search and use databases. Full results are depicted in the next page.

Table 17: Orientation by current level of education

Count of Orientation		Gender		
Level of Education	Orientation	Female	Male	Grand Total
Postgraduate	very dissatisfied	0	0	0
	fairly dissatisfied	2	1	3
	undecided	7	4	11
	fairly satisfied	8	4	12
	very satisfied	2	1	3
	non response	16	5	21
	Postgraduate Total	35	15	50
Undergraduate	very dissatisfied	0	1	1
	fairly dissatisfied	2	0	2
	undecided	8	8	16
	fairly satisfied	13	5	18
	very satisfied	10	4	14
	non response	33	10	43
	Undergraduate Total	66	28	94
Grand Total		101	43	144

4.13 Photocopying

The response rate shows that the level of satisfaction with photocopying service was above average, represented by 77 responses. This service was most popular with undergraduates (53 responses) when compared with postgraduates' 24 responses. On the other hand, the level of dissatisfaction was higher (37 responses) and was the second highest of all the services. Students commented that photocopying machines were out of service most of the time, or the photocopying assistant was not always available when needed. Patrons also complained that they were not able to purchase photocopying credits when the need arise. The findings show that the profile of responses for undergraduates

and postgraduates is similar, thus indicating that photocopying is of considerable significance to all student users.

Table 18: Photocopying by current level of education

Count of Photocopying		Gender		
Level of Education	Photocopying	Female	Male	Grand Total
Postgraduate	very dissatisfied	1	2	3
	fairly dissatisfied	9	4	13
	undecided	1	0	1
	fairly satisfied	13	4	17
	very satisfied	5	2	7
Postgraduate Total		35	15	50
Undergraduate	very dissatisfied	2	3	5
	fairly dissatisfied	11	5	16
	undecided	6	2	8
	fairly satisfied	22	9	31
	very satisfied	15	7	22
	non response	10	2	12
Undergraduate Total		66	28	94
Grand Total		101	43	144

4.14 Computer laboratory

The response rate shows that the level of satisfaction was generally high with 87 respondents indicating that they were either fairly satisfied or highly satisfied with the service. There were 16 responses of patrons who indicated that they were either fairly dissatisfied or very dissatisfied with the service. Like photocopying, computer laboratory is of significant importance to all students irrespective of their educational level.

Table 19: Computer laboratory by current level of education

Count of Computer lab		Gender		
Level of Education	Computer lab	Female	Male	Grand Total
Postgraduate	very dissatisfied	0	0	0
	fairly dissatisfied	2	2	4
	undecided	9	3	12
	fairly satisfied	11	5	16
	very satisfied	6	1	7
	non response	7	4	11
Postgraduate Total		35	15	50
Undergraduate	very dissatisfied	1	3	4
	fairly dissatisfied	5	3	8
	undecided	1	1	2
	fairly satisfied	25	8	33
	very satisfied	19	12	31
	non response	15	1	16
Undergraduate Total		66	28	94
Grand Total		101	43	144

The computer laboratory was more satisfying to undergraduates with 64 respondents indicating that they were either fairly satisfied or very satisfied with the service. On the other hand, there were 23 responses from postgraduates, who likewise, were satisfied with the service. From the observations by the researcher during internship, most of the undergraduates use the laboratory to search the Internet for scholarly and personal information. They also use computers in the laboratory to access and send email. Postgraduates occasionally use computer laboratory but spend most of their time in departmental laboratories undertaking experiments.

Dissatisfied respondents, especially postgraduates, indicated that the laboratory was noisy and not conducive for work. They suggested that the computer laboratory should be divided so that there is one half for undergraduates and one for postgraduates. It is not feasible or easy to monitor such an arrangement due to budgetary constraints, lack of space and shortage of staff.

4.15 CD ROMs and databases

The Medical Library subscribes to a variety of CD ROMs and Databases, which provide users with current information on completed research around the world. Postgraduates and some of the undergraduates utilise them to find out what has been done in order to

compare results or find out what they can study based on what is already on the ground. From the results gathered, 95 respondents indicated that they were satisfied with CD ROMs and Databases held in the library, while one respondent was fairly dissatisfied with the service. Based on the sample and the table provided below, postgraduates were more satisfied (28 respondents) with CD-ROMs and databases than undergraduates (31 responses), as they provide them with up-to-date information, which is useful for research projects.

The non-response rate was high among undergraduates with 46 responses as to 13 responses for postgraduates. This could be attributed to undergraduate's lack of familiarity with the use of databases or because they have other services like recommended textbooks, which provide them with the information they want.

Table 20: CD ROMs and Databases by current level of education

Count of Databases		Gender		
Level of Education	Databases	Female	Male	Grand Total
Postgraduate	very dissatisfied	0	0	0
	fairly dissatisfied	0	1	1
	undecided	5	3	8
	fairly satisfied	16	5	21
	very satisfied	5	2	7
	non response	9	4	13
Postgraduate Total		35	15	50
Undergraduate	very dissatisfied	0	0	0
	fairly dissatisfied	0	0	0
	undecided	10	7	17
	fairly satisfied	11	8	19
	very satisfied	8	4	12
	non response	37	9	46
Undergraduate Total		66	28	94
Grand Total		101	43	144

4.16 Staff competence

As much as patrons derived high satisfaction from librarians' assistance and appreciated help and assistance they got from them, they were also highly satisfied with the competence of library staff. Looking at the above table, there were 108 respondents who indicated that they were either very satisfied or fairly satisfied with the competence of

library staff with only one respondent indicating that he was fairly dissatisfied. This means that the library staff is perceived as capable and knowledgeable about the needs of students due to their expertise, experience and knowledge of various library services.

Looking at the table below, where a comparison was made between postgraduates and undergraduates, both were highly satisfied. However, undergraduates were highly satisfied with 71 respondents indicating that they were very satisfied or fairly satisfied with the competence of staff. This represented 76% of the total sample of postgraduates. Likewise, 37 responses from Postgraduates indicated the same level of satisfaction, representing 74% of postgraduates' sample. None of the respondents indicated their dissatisfaction with this service, which shows that librarians were highly skilled and knowledgeable with their work.

4.17 Competence of Library Staff

Respondents were asked how competent library staff was, when addressing their problems. Overall, 124 of the respondents stated that the competence of staff was important to them. However, 12 respondents did not respond, while eight respondents were undecided. None of the respondents felt that the competence of staff was not important to them.

Out of the 124 respondents who indicated that staff competence was important to them, 46 of the respondents were postgraduates, representing 92% of their total in the sample while 78 respondents were undergraduates representing 83% of undergraduates in the sample.

Table 21: Competence of librarians by current level of education

Count of Staff competence		Gender		
Level of Education	Staff competence	Female	Male	Grand Total
Postgraduate	very dissatisfied	0	0	0
	fairly dissatisfied	0	1	1
	undecided	7	3	10
	fairly satisfied	14	6	20
	very satisfied	13	4	17
	non response	1	1	2
	Postgraduate Total	35	15	50
Undergraduate	very dissatisfied	0	0	0
	fairly dissatisfied	0	0	0
	undecided	6	5	11
	fairly satisfied	24	8	32
	very satisfied	27	12	39
	non response	9	3	12
Undergraduate Total		66	28	94
Grand Total		101	43	144

4.18 Helpfulness of library staff

Helpfulness of library staff, their commitment and cooperation towards ensuring that users get prompt responses to their queries received the highest satisfaction response rate when compared with other library services (117 responses), of which 41 responses were from postgraduates, while 76 of the respondents were undergraduates. Librarians are aware of where materials could be located and are able to offer general, as well as specific information on various aspects of subject disciplines. The service offered by librarians relate to all the other services provided by the library. There were two respondents from postgraduates who indicated that they were fairly dissatisfied with the help provided by library staff. However, none of the undergraduates indicated their dissatisfaction with the service. This was the indication that librarians were overall providing a good service. Some of the respondents acknowledged the good service and the satisfaction they get from librarians' service by commenting that they were satisfied with the services of the library, especially the good work and responsiveness of librarians. The profile of undergraduates and postgraduates is also similar for this service, which indicates that students hold these services (photocopying, computer laboratory and helpfulness of library staff) in high esteem.

Table 22: Helpfulness of library staff by current level of education

Count of Helpfulness (lib. Staff)		Gender		
Level of Education	Helpfulness (lib. Staff)	Female	Male	Grand Total
Postgraduate	very dissatisfied	0	1	1
	fairly dissatisfied	2	0	2
	undecided	1	2	3
	fairly satisfied	20	5	25
	very satisfied	10	6	16
	non response	2	1	3
	Postgraduate Total	35	15	50
Undergraduate	very dissatisfied	0	0	0
	fairly dissatisfied	0	0	0
	undecided	3	4	7
	fairly satisfied	27	12	39
	very satisfied	27	10	37
	non response	9	2	11
Undergraduate Total		66	28	94
Grand Total		101	43	144

4.19 Importance of helpfulness of library staff

Respondents were asked whether the helpfulness of library staff was important or not important to them. An overall 115 responses, representing 80% of the whole sample, stated that library staff helpfulness was important to them. Nine of the respondents were undecided while ten respondents did not respond. However, to show their appreciation of work done by librarians, none of the respondents indicated that this service was not important to them.

Overall, both undergraduates and postgraduates categorise librarians' help as a very important service because librarians are always willing to help with whatever query users bring to their attention. This was highlighted by postgraduates' 48 responses and undergraduates' 77 responses regarding the importance librarians' helpfulness.

4.20 Opening hours

The level of satisfaction and dissatisfaction were almost similar for this service. Overall, 42 respondents were fairly satisfied with the service, which represent 29% of the sample. On the other hand, 39 respondents indicated that they were either very dissatisfied or

fairly dissatisfied, which represented 27% of the sample. This aspect of service is of concern to patrons but 31 indicated that they were very satisfied with this aspect. In order to show that this service was of concern to patrons, none of them indicated that they were very satisfied with the service. They also commented that the library should overall increase its working hours; opening earlier during week days, as well as during weekends.

Table 23: Opening hours by current level of education

Count of Opening hrs.		Gender		
Level of Education	Opening hrs.	Female	Male	Grand Total
Postgraduate	very dissatisfied	2	1	3
	fairly dissatisfied	5	3	8
	undecided	2	0	2
	fairly satisfied	13	6	19
	very satisfied	9	4	13
	non response	4	1	5
Postgraduate Total		35	15	50
Undergraduate	very dissatisfied	6	7	13
	fairly dissatisfied	9	6	15
	undecided	10	7	17
	fairly satisfied	18	5	23
	very satisfied	15	3	18
	non response	8	0	8
Undergraduate Total		66	28	94
Grand Total		101	43	144

4.21 Importance/Unimportance of library services to patrons

As earlier said, the role of academic libraries is to support the mission statement of their mother institutions. It should also be noted that there were 50 postgraduates and 94 undergraduates who participated in the study. Lecturers map out the syllabi for each year and make recommendations for textbooks that students have to buy, as well as books that the library should buy in order to augment textbooks that students have bought. On the other hand, subject librarians liaise with lecturers for them to know about the syllabi course requirements. This enables them (librarians) to select appropriate books from various book catalogues on weekly and monthly basis.

As much as academic libraries buy books and subscribe for journals, they also provide tangibles like reading space, photocopying facilities and reference service, which are also conducive for learning. Users were asked to indicate how important or unimportant each Medical Library service or facility was to them. Table 25 below shows the overall figures of how patrons judged the services.

Table 24: Service importance by current level of education

	Very important	Fairly important	Un decided	Fairly unimportant	Very unimportant	Non response	Grand Total
Books	89	37	7	2	0	9	144
Journals	85	28	10	5	1	15	144
Short loans	75	32	13	6	1	17	144
Interlibrary loans	32	22	29	12	4	45	144
Circulation lending service	24	16	35	14	4	51	144
Reference Inquiry	49	37	18	1	0	39	144
Library orientation	29	28	28	12	4	43	144
Photocopying	92	25	5	3	1	18	144
Online catalogue	72	25	11	4	0	32	144
Computer lab	85	20	6	8	5	20	144
CD-ROM & Databases	44	24	30	4	0	42	144
Reading area	66	36	11	4	3	24	144
Discussion area	39	20	24	13	7	41	144
Computer lab	85	20	6	8	5	20	144
CD-ROM & Databases	44	24	30	4	0	42	144
Reading area	66	36	11	4	3	24	144

	Very important	Fairly important	Un decided	Fairly unimportant	Very unimportant	Non response	Grand Total
Discussion area	39	20	24	13	7	41	144
Library env. (noise)	81	31	12	3	1	16	144
Helpfulness of library staff	106	19	9	0	0	10	144
Competence of library staff	110	14	8	0	0	12	144

Below is an analysis of the services according to the way they have been ranked by students starting with the highest ranked to the lowest ranked service.

4.22 Highest ranked services

Books were the first ranked service with an overall 126 respondents indicating that books were either very important or fairly important to them. This represented 88% of the sample. Out of this total, 83 respondents were undergraduates, while 43 respondents were postgraduates. Two of the postgraduate respondents indicated that books were fairly unimportant to them, whereas seven respondents were undecided while nine patrons did not respond. The statistics show that books were more important to undergraduates than postgraduates due to their dependence on what is provided to them by lecturers than by their intuition to search databases for relevant sources of information.

4.23 Photocopying

Patrons were asked to state whether photocopying was important to them or not. This service was ranked third by patrons as one of the most important services in the library. The response rate indicates that there was an overall response rate of 117 respondents, representing 81% of the sample, who stated that photocopying was important to them. From this figure, 84 of the respondents were undergraduates while 33 respondents were postgraduates. There were four respondents, most of whom were postgraduates, representing three percent of the sample, who indicated that photocopying was either very unimportant or fairly unimportant to them. However, there were five respondents who were undecided, while 18 respondents did not respond.

4.24 Library environment (heating)

Just like photocopying, heating in the library was ranked third. Overall 117 respondents indicated that heating was very important or fairly important to them. However, there were two respondents who indicated that heating was not important to them, while 12 respondents were undecided and 15 respondents did not respond. Cold temperatures are good for books while warm temperatures are favourable to patrons.

Undergraduates ranked this service highly (76 responses) more than postgraduates with 41 responses, the reason being that undergraduates are constant users of the library. Climate control is important for both paper and patrons. Books and journals should not be exposed to heat, but to cold temperatures, so that they maintain their durability. Likewise, patrons expect the library to be warm during winter and cool during summer so that they do not freeze or sleep. Some of the patrons commented that the library in general is too cold and not conducive for use.

4.25 Lowest ranked services

Although all the services were important to students and most of them received high responses, others received very low responses. Those that received the lowest responses, starting with the lowest ranked were circulation and lending service, interlibrary loans, orientation, discussion area and databases.

4.26 Circulation and lending service

This service received the lowest responses with an overall 40 respondents indicating that it was very important or fairly important to them. There were 18 respondents who felt that the service was not important to them. However, there were 51 non-respondents for this service, which was the highest amongst all the services. There were 35 respondents, which was the highest undecided response rate among all the services. Out of the respondents who were undecided or did not respond at all, most of them were undergraduates (26 undecided and 38 non responses as opposed to nine undecided and 13 non responses for postgraduates). This may be due to respondents not being able to distinguish between lending and borrowing as they always refer to circulation as a

borrowing service. Undergraduates as indicated earlier were too dependent on materials placed by lecturers on short loan and other materials on the shelves. It is because of this reason that they may have misunderstood what lending meant as they borrow short loan materials and books on open shelf most often.

A conclusion from the results in the table above is that there were too many non-responses and undecided responses for the services mentioned. It means that those who did not respond or were undecided found the services very important but were not in a position to indicate whether the service was satisfying to them or not. Looking at interlibrary loans, students have commented that the service causes a lot of concern. They indicated that they were either not informed in time about the availability of requested materials, or never informed at all about the non-availability of materials on request. Librarians need to improve this service, as students, especially postgraduates, need materials for their research.

As far as orientation was concerned, students queried the way it was done, as its practicability was not in line with what they experienced at the main UCT Library. They commented that the library should think about holding a library week, where new students are introduced to the library and taught how to go about searching sources of information, how to use the online catalogue and how to search databases.

With regard to databases, they were very important to postgraduates. None of the postgraduates indicated the non-importance of databases as they rely on them to access online journals and books. As far as undergraduates were concerned, they rarely use databases and although they are important to them, they do not use them as regularly as postgraduates. Their main source of information is books, especially those in the short loan section, which have been recommended by lecturers.

As far as interlibrary loan was concerned, postgraduates found the service more important than undergraduates. The reason was that the service was mainly used by postgraduates, although undergraduates may use the service to request the library to loan

materials from other libraries for them. Postgraduates use this service to request for journal articles that the Medical Library does not own or lacks a subscription due to budgetary constraints.

4.27 Importance and satisfaction

Users were asked to indicate how satisfied they were with library services listed below. They were also asked to indicate how important each service was to them. The level of dis/satisfaction represented by differential was derived by finding the difference between service importance and service satisfaction, which are indicated below.

Table 25: Overall service importance and service satisfaction

Services	Postgraduates		Undergraduates		Average %		Differenti als
	Service Importance	Service Satisfaction	Service Importance	Service Satisfaction	Service Importance	Service Satisfaction	Differenti als
Books	43	32	83	69	63	51	-25
Journals	47	36	66	53	80	45	-24
Short loans	28	19	77	57	53	38	-29
Interlibrary loans	33	26	21	12	27	19	-16
Circulation lending service	23	12	17	12	20	12	-16
Ref/Inquiry Service	36	27	50	47	43	37	-12
Orientation	19	15	38	32	29	24	-10
Photocopying	33	24	84	53	59	39	-40
Online Catalogue	40	34	57	50	49	42	-13
Computer Laboratory	26	23	79	64	53	44	-18
CD ROMs & Databases	33	28	35	31	34	30	-9
Reading area	31	26	61	69	46	48	3

	Postgraduates		Undergraduates		Average %		Differenti als
Services	Service Importance	Service Satisfaction	Service Importance	Service Satisfaction	Service Importance	Service Satisfaction	Differenti als
Discussion area	10	10	39	34	25	22	-5
Lib. Env. Noise	39	36	72	59	56	48	-16
Lib. Env. Heating	41	25	86	67	64	46	-35
Staff Helpfulness	48	41	77	76	63	59	-8
Staff Competence	46	37	78	71	62	54	-16
Opening Hours		32		41		37	-9
Average Total	34	27	60	50	49	39	-17

The importance and satisfaction of the Medical Library services was divided into two categories, with one category for postgraduates and the other one for undergraduates.

4.28 Postgraduates

- Librarians' helpfulness in handling reference queries, knowledge of searching databases and where to find sources of information ranked as the service of highest importance to the respondents with 48 responses. This represented 96% of postgraduates in the sample.
- The second service ranked as highly important to the postgraduate students was the journal collection with 47 responses. Students in this category prefer to use journals, as the main source of current information. As a requirement to fulfil their courses of study, students are expected to undertake research. Although books are an important source, most of them do not provide current information, but do supplement the information required by students for research. As such, books were ranked fourth with 43 responses.

- The third ranked service in terms of its importance to students getting information they want was the staff's competence (46 responses) in handling users' queries, whether through telephone, email or on one to one contact. Users get quick responses whenever they are not able to locate what they want, either in the shelves, Internet or databases.

4.29 Deriving the level of dissatisfaction for Postgraduates

The difference between the level of satisfaction and the level of importance yielded the level of dissatisfaction. This was derived by subtracting the level of satisfaction from the level of importance, i.e. $\text{<satisfaction - importance = level of dissatisfaction>}$. This measure can range from 0 (very dissatisfied and/or very unimportant) to 5 (very satisfied and/or very important). Following below are the services, which the respondents were highly dissatisfied with:

- Reading area was the most and only satisfying service with a rating of three. The library has a reading area for postgraduates and one for undergraduates. The creation of this atmosphere ensures postgraduates of working space whenever they need to use the library rather than the laboratories, knowing that they will not find undergraduates occupying their space.
- The first ranked service with the highest level of dissatisfaction was the library's heating system with -16. From the comments made by respondents, the library was too cold and not conducive for use. The cold environment ensures that books and printed journals have a longer lifespan. However, the library should ensure that users' health is not at risk due to cold conditions.
- A variety of services were ranked second with high dissatisfaction rate. These were books, journals and circulation lending services with -11. Postgraduates were not happy with books held by the library, indicating that they were very old and outdated. As far as journals and circulation were concerned they were dissatisfied with the three days borrowing period. They complained that time was very limited and were not able to use journals as they wished. They were also dissatisfied with being allotted the same borrowing period for books (7 days) as undergraduates. Patrons complained that the library does not subscribe to journals

that were suitable to their subject disciplines. They suggested that the library should increase its subscriptions of online journals.

- The third ranked services with high dissatisfaction rate were short loan, photocopying and competence of staff with -9. Postgraduates felt that the library was not doing enough to ensure that photocopiers were in good order and functioning most of the time. They were dissatisfied with the photocopying assistant as they indicated that he was in most cases not available to help them when they wanted to buy printing credits, as well as when the machines were jammed. The short loan collection dissatisfied them because it contained very old and outdated books. On the other hand, they felt that staff was not competent with their work when dealing with interlibrary loan requests. They commented that librarians failed to notify them of requests that could not be fulfilled, or did not notify them on time about requests that had not been found.

4.30 Undergraduates

- The helpfulness of staff was ranked as highly important by undergraduates with 76 responses. Students depend on librarians for reference queries, database search, as well as to locate materials they can't find, either on the shelves or Internet. From the comments made, there was not enough orientation done to expose new students to the library services, and how to search and locate materials in the library.
- The second ranked service with high importance was the competence of staff with a response rate of 71 respondents. Undergraduates were of the opinion that library staff was competent with the services of the library, as they were always willing to help them whenever the need arose.
- Books and reading area were ranked as the third most highly important service in the library. Undergraduate students depend on books recommended to them by lecturers to supplement course textbooks. They depend on library books to complete their assignments, as well as to augment their learning. They utilise the reading area to do assignments as well as for reading scholarly or personal books.

- Heating was ranked fourth with 67 responses, as an important service in the library. Undergraduates expect and require the library to be cool in summer and warm in winter to enable them to utilise library services fully.

4.31 Deriving the level of dissatisfaction for Undergraduates

- The service with the highest level of dissatisfaction was the photocopying service with -31. Students commented that photocopying machines were always down or the person in charge was not easy to find. They deemed the service as being ineffective and inefficient. Undergraduates utilise the service to make copies of recommended chapters by lecturers and other valuable sources of information from journals and books, which enable them to read and complete assignments.
- The second ranked service with high dissatisfaction rate was short loans with -23. Lecturers place most of the books in high demand and for utilisation by many students in the short loan collection. This enables students to have turns of borrowing the book for one to two hours' restricted borrowing. Because of students' high numbers and the library owning one copy, most students do not have or have limited chance to use the books as they are always out. Students commented that the library should reconsider the borrowing period and increase it.
- Other services with a high degree of dissatisfaction were heating, computer laboratory and journals with -19, -15, and -14 respectively.

4.32 Overall average of library services' importance and satisfaction rate

Overall, postgraduates ranked library services more highly important than undergraduates. Postgraduates had an average of 34 responses, which represented 68% of postgraduates in the sample for all services, as opposed to undergraduates' average of 60 responses, which represented 64% of undergraduates in the sample. However, in terms of the satisfaction they derived from library services, postgraduates had an average of 27 responses for all library services, which represented 54% of their sample, while undergraduates had an average of 50 responses, which represented 53% of undergraduates in the sample. The comparison indicates to us that both types of students

value the importance of library services highly, which is illustrated by the level of satisfaction they derive from using library services. An average rate of -15 respondents was dissatisfied with library service.

4.33 Overall dissatisfaction rate of library services

The highly ranked service with a big gap was photocopying service with -40, followed by heating with -35. Other services with a high degree of dissatisfaction were short loan (-29), books (-25) and journals with -24. Although the gaps are not big within most of the services, the library should continue on finding ways of improving its services so that they do not remain stagnant. They should not forget that what satisfies one patron may be dissatisfaction to another (Nitecki and Franklin, 1999).

4.34 Overall satisfaction with Library services

The final question asked users to indicate what extent they agreed or disagreed with the statement: *Overall, the library provides a good service to me.*

Table 26: Summary of satisfaction responses

Count of Overall service satisfaction	Level of Education		Grand Total
	Postgraduate	Undergraduate	
strongly disagree	0	0	0
slightly disagree	1	4	5
Undecided	4	5	9
fairly agree	25	48	73
strongly agree	19	37	56
non response	1	0	1
Grand Total	50	94	144

Overall, both postgraduates and undergraduates fairly and strongly agreed with the statement that overall, the library provide a good service to them. This was illustrated by 87 responses for undergraduates, which represented 90% of them in the sample, as well as 44 responses from postgraduates, which represented 88% of them in the sample. One respondent from postgraduates did not respond, while nine respondents were undecided. These figures indicate that the services of the library play a significant role as students use the library services to enhance what they have been taught as well as enhance it.

4.35 QUALITATIVE DATA

Respondents were requested to add any comments or suggestions in the survey. Comments have been brought together into related areas and are detailed in the table below. Below is a summary of comments from respondents. The table on comments can be found in the appendix section as appendix 4.

4.36 Photocopiers

- machine breakages
- lack of expertise to operate machines
- insufficient number of machines
- long queues at photocopiers
- shortage of staff

4.37 Opening hours

- extend opening hours
- open the library on Sundays
- open longer during weekends
- open earlier than current week hours

4.38 Book stock

- shortage of popular books
- books too old
- difficulty in finding books on the shelves

4.39 Signage

- place signs on all library floors

4.40 Photocopying machines

Photocopying service was the highest factor that caused dissatisfaction with users as it received more negative comments than any other service (60). Comments ranged from photocopying machines always faulty, frequent paper jams, printing credit machine

always down, no one to help when the person in charge has completed the day's work and the difficulty of locating the person in charge of photocopiers. The person in charge of photocopiers commences work at 8:30 am and goes off duty at 5:00 pm. Meanwhile, at that time, the library is still open and closes at 10:00 pm.

When the researcher was on Internship at the Medical Library, the information he got was that photocopying service has been outsourced and run by a private company. On interviewing patrons, it transpired that they have all along thought that the service is supplied by the library. They informed the researcher that they were always puzzled why librarians were unable to help and always use the intercom to track the person in charge of the photocopiers. They were also puzzled why librarians couldn't help when the person in charge of the service ceased working for the day.

4.41 Opening hours

Opening hours was the second ranked area where patrons expressed a high degree of dissatisfaction. There were 26 comments made relating to insufficiency of opening hours during week days and weekends, recommendation for the extension of opening hours during weekdays, weekends and holidays and recommendations that the library should open earlier than it currently does. The library currently opens from 8:30 am to 11:00 pm during weekdays, and opens on Saturdays from 10:00 am to 5:00 pm with no Sunday opening.

4.42 Book stock

Comments about book stock ranked third highest as the area where patrons expressed concern, regarding the degree of dissatisfaction with the service. In all, 18 comments were made relating to age of stock, limited number of books, range of stock, shortage of books in popular subject fields, etc. From the interview the researcher had with librarians during his Internship, the information he got was that the library spent more money on journal subscriptions than books. This does not explain why the library does not buy new books and weed old stock

4.43 Signage

Patrons were dissatisfied with the lack of signage in the library to show where materials could be found. There were six comments, which indicated that the library should have posters at the main door and in various library sections, to show where for example, journals and books on specific fields could be found.

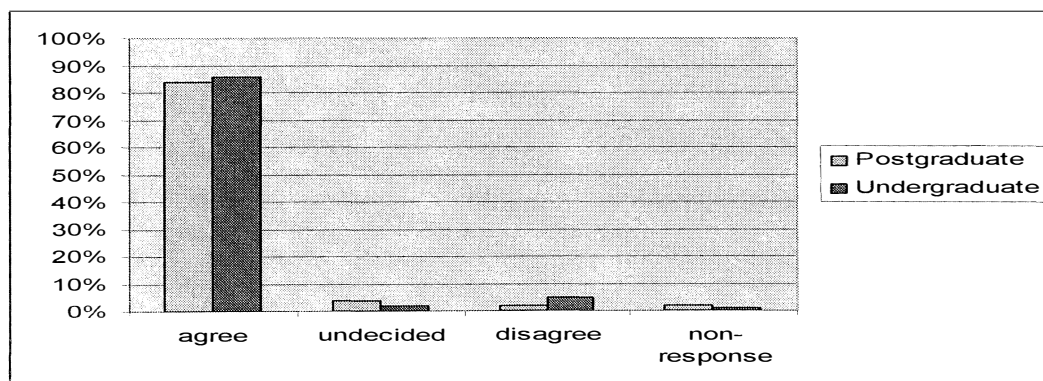
CHAPTER FIVE

5.1 Conclusion

The primary reason for undertaking the study was to get the views and perspectives of the users, in relation to the services of the Medical Library. Since UCT Medical School aspires to be an outstanding institution in terms of its training of health care workers, its research and its clinical service, user needs are of primary concern, because users have high expectations of the library and how it could help them enhance their knowledge. The purpose of the study is to test how far the library is satisfying its users in accomplishing their information needs as well as to achieve the aim of the Medical School. Students' ultimate objective is to pass and graduate from the institution in order to work and help society health wise. The main objective was to find practical measures, which can be taken and applied to any library environment, irrespective of whether it is academic or public, so that users' needs and expectations are satisfied. It is the intention of the researcher to use the findings to assist the University of Botswana in making decisions regarding the running of its proposed Medical School Library.

The most important finding that came out from the analysis was that, overall, the undergraduate and postgraduate students were satisfied with a variety of services provided by the Medical Library. This has been distinguished by the number of responses gained from the question: *Overall, the library provides a good service to me*, which yielded an 89% of respondents agreeing with the statement that the library provide them with a good service. The chart below represents the responses:

Chart 3: Overall satisfaction



Following the analysis of responses from the questionnaires that were administered to postgraduate and undergraduate students of the Medical School, the second major findings were that:

- Library services were important to the patrons. A 66% total of responses attest to this.
- Library staff provides a service that is perceived to be competent with the service they provide as confirmed by 74% total of responses. Library staff was perceived to be very helpful in handling users' specific and general queries. This is substantiated by an 81% total of responses.
- Library staff's responsiveness to users' needs was rated highly. This is attributed to their level of competency and helpfulness when delivering service to patrons.
- Library environment was conducive, as demonstrated by 70% of total responses.

Another major conclusion of the study was that it is possible to measure the services of the library, using patrons as evaluators. This is a recent trend, which if used optimally, could keep checks and balances on the role academic libraries play. From the results gathered, librarians will be able to identify the gaps that make users dissatisfied with some of the services and improve on them, in order to attract users to utilise library services, as well as keep them happy. The bottom line is to ensure that the library is not perceived as a white elephant as it is competing with the Internet and the World Wide Web.

Using patrons as evaluators enabled the researcher to construct a quantitative and qualitative user satisfaction study. A questionnaire was constructed and used as a measure of user satisfaction and how they perceive various library services. The study wanted to find out how students perceived the library, what they thought about its environment, the organisation of the materials, and the service provided by the staff. Among other things, users were asked to evaluate the competency, knowledge and demeanor of the library staff.

It was established from the study that students' expectations of the library services, resources and service provided by the library are high. Resources and demeanor of library staff came out as the two most important constructs. Among the most important concerns of students is to find resources, which would enable them to do research and complete assignments. Since the study was concerned with measuring users' expectations and the satisfaction they derive from library services, Gap 5, which is the discrepancy between customer's expected service and perceived service delivered, was the main focus of attention. Although user satisfaction was the main priority of the study, it is however not easy to determine how satisfied one is with the encounter, as the encounter that satisfies one may not satisfy the other (Cullen, 2000).

Even though the level of satisfaction was high for most of the services, there were some areas of concern that the library needs to address. These were:

- **Circulation lending service** – this service achieved an overall least average of 19% total responses. From the interviews and comments made by patrons, the borrowing period of library materials was thought to be too short, which made them uncomfortable and highly dissatisfied with the service.
- **Orientation** – it achieved an average of 31% total response. Students complained that the library does not undertake orientation.
- **Discussion and Reading area** – although the reading area achieved an average of 63% total responses there was concern from the students because most of them stated that they do not know that there was discussion and reading areas in the library. They believed that the areas concerned were serving the same purpose of reading, rather than that of a discussion area.
- **Opening hours** – even though the service was not measured in terms of its importance, patrons complained about the opening hours of the library during weekdays and weekends.
- **Photocopying** – the service has a gap differential of -25. Patrons complained that there were not enough photocopiers; they were always not working and the personnel responsible for delivering the photocopying service were in most cases not available.

5.2 Recommendations for UCT Medical School Library

In order to maintain the encouraging high degree of overall user satisfaction with library services, it is necessary that the library address the main areas of concern, notably: circulation lending service, orientation discussion and reading areas, opening hours and photocopying.

Circulation lending service – students, especially postgraduates were of the opinion that the borrowing period for them should be extended, especially for journal articles, which are not online. They have more workload as they have to satisfy research requirements as well as participate in laboratory experiments. Therefore the policy of the Library needs to be reviewed with the view to increasing postgraduates' borrowing period to at least five days. A collection is of little use if access to it is overly restricted. On the other hand, one of the consistent findings of library evaluators is that the principal cause of not being able to find an item is “circulation interference” – in other words, the item is on loan. So, the Library has to strike a balance: short loan periods increase the chance of finding an item – but can lead to discontent from people who want to retain the item for longer – whilst long loan periods hinder the potential readers who have not got the item on loan. It seems more likely that a system of planned multiple copies is needed, perhaps based on waiting time for particular titles.

- **Orientation** – also known as information literacy or information literacy skills, orientation forms the basis for lifelong learning. The library should introduce library week, where new students are shown around the library and introduced to the usage of databases and the online catalogue. That would help students to develop general and discipline-specific information skills. Teaching information literacy skills to students will equip them with knowledge about the subject-specific content and research practices of particular disciplines, as well as the broader process-based principles of research and information retrieval, which apply generally across disciplines (Grafstein, 2002). It is recommended that the library introduce library week as currently done at UCT main library. The library should also produce some “stand alone” materials so that a user can refresh their memory or learn from first principles as and when they need the skill.

- **Discussion and Reading area** – the library should introduce signage, as students are not aware that there is a discussion, as well as a reading area in the library. Since students always have group discussions, it will be to their advantage if they know where the discussion area is located. By so doing, noise levels in the library will be reduced.
- **Opening hours** – library management should consider opening the library earlier than it is doing at the present moment. Extending the opening hours to weekends should also be considered. Although there is shortage of staff, opening earlier will not be too inconveniencing to staff.
- **Photocopying** – the service has been a major concern to users, as they need to photocopy articles and chapters from books. Since the service has been outsourced, and due to lack of funding, the library management should consider another capable company like University Document Management Services, the company in charge of photocopying facilities on the main campuses of UCT. Students' complaints have a negative impact on the reputation of the library, more so that, students are not aware that the photocopiers do not belong to the library. Urgent action should be taken regarding this service. As a safeguard, a notice explaining that the service is outsourced and a contact person to whom complaints should be directed would help.

There has never been research undertaken to evaluate the services of the UCT Medical Library. As has been the norm in medical libraries worldwide, it is suggested that UCT medical librarians should regularly undertake such evaluations in order to continuously assess service levels and perceived quality. The aim of the study was to develop a practical measurement device, which could assist library management to evaluate the levels of user satisfaction derived from library services on regular basis. Although this study focused on the levels of user satisfaction among postgraduate and undergraduate students, it should serve as a measure for future studies that will incorporate all library user groups.

As a platform for other investigations, the reliability and validity of the study are questionable due to the sampling method used. Researchers are urged to undertake the study, using valid and reliable measures to test the efficiency and effectiveness of the library in satisfying user needs and wants.

5.3 Recommendations for UB Medical School Library

The findings of the survey do not completely answer the research questions defined on page 22. The recommendations are thus implied from a combination of observation during the researcher's attachment and the result of the survey, rather than established directly from the results.

As earlier indicated, the University of Botswana intends to start a Medical School whose library will be shared with the main UB Library. It has been indicated that UB does not have budget to enable it to have a Medical Library structure outside the main UB Library. Having looked at the patterns of use and structure at UCT's Medical School Library problems are bound to be there, and to deal with them, the researcher recommend the following:

- UB's Medical Library should have its own building where its collection is to be developed and housed. Having the two contrasting services in one building will create confusion, crisis and chaos as both sets of students would want to be given first preference over the other.
- Since Medical School lectures focus on group discussions rather than individual work, there will be conflict in bookings for seminar rooms.
- Medical libraries in general place their focus on journals rather than books. Currently, the main UB Library shelves are full, which means that there will not be enough space to house books on medical disciplines.

The university administration, as overall supervisors of the library, should try to convince the government to increase funding for the University to cater for newly introduced disciplines like the Medical School. An independent medical library will be conducive to

its customers as it will try to satisfy their needs. This is made possible by student intake in medical schools as it is quite smaller than that of a general academic library service.

CHAPTER SIX

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Appendix 1

Liesbeeck Garden 624
Durban Road
Mowbray, 7700.

To Whom It May Concern:

RE: QUESTIONNAIRE ON SERVICE PROVISION SATISFACTION AT THE HEALTH SCIENCES LIBRARY

I am conducting a research on user satisfaction in the Health Science Library. The purpose of the study is to attempt to identify the satisfaction and dissatisfaction that you derive from using the services of the library.

Please note that the information you will provide in this questionnaire will be treated with the confidentiality it deserves. The research is a partial fulfilment of an M.BIBL degree. This survey is conducted under the supervision of Professor Peter Underwood, the Senior Lecturer and Head of the Department of Library and Information Science, University of Cape Town.

Information obtained from the questionnaire might be useful in improving the limitations your library might be experiencing. You are requested to answer the questions to the best of your ability.

Thank you in advance for your cooperation.

Yours sincerely

Ronan Ntseane

PS: Please return the questionnaire to the library by: **8th September 2004**, and place it in a box next to the circulation desk.

Appendix 2

Questionnaire

Service provision satisfaction of under- and postgraduate students at the UCT Medical School

LIBRARY SATISFACTION SURVEY

Please help me to evaluate Library services by taking a few minutes to complete this short questionnaire

1. Gender (Tick one)

Male ☐

Female ☐

2. What is your age group? (Tick one)

15-20 ☐ 21-25 ☐

26-30 ☐ 31-35 ☐

36-40 ☐ Above 40 ☐

3. Which is your group? (Tick one)

Undergraduate ☐ Postgraduate ☐

4. Year of study in this school: (Tick one)

1st ☐ 2nd ☐ 3rd ☐

4th ☐ 5th ☐ 6th ☐

5. Do you ever use the library? (Tick one)

Yes ☐

No ☐

5(a) If the answer to Question 5 is no, why have you not used the library services?

Do not know how ()

No need ()

Can use other libraries ()

Do not know about the services ()

Other ()

Please specify:-----

5(b) Do you have any comments you would like to make about your access to the Health Sciences Library? (Response only by those who don't use the library services)

If the answer to Question 5 is yes, please complete the questionnaire.

6. How frequently do you use the library? (Tick one)

Daily ()

Weekly ()

Monthly ()

Occasionally ()

Other ()

Please specify: -----

For question 7, please tick more than one response if necessary.

7. Which of the following services do you use in the library?

Open shelf materials ()

Journals ()

Short loans materials ()

Interlibrary loans ()

Circulation lending service ()

Reference/Inquiry Desk ()

Library Orientation ()

Photocopying ()

Online catalogue ()

Computer lab ()

CD-ROM/Databases ()

Reading area ()

Discussion area ()

Opening hours ()

8. In the columns below, please indicate how satisfied you are with the following library facilities and services:

	Very satisfied	Fairly satisfied	Undecided	Fairly dissatisfied	Very dissatisfied
Books					
Journals					
Short loans					
Interlibrary loans					
Circulation lending service					
Reference/Inquiry					
Library orientation					
Photocopying					
Online catalogue					
Computer lab					
CD-ROM & Databases (e.g. Medline, Ebsco, etc)					
Reading area					
Discussion area					
Library environment (noise)					
Library environment (atmosphere, heating, etc.)					

	Very satisfied	Fairly satisfied	Undecided	Fairly dissatisfied	Very dissatisfied
Helpfulness of library staff					
Competence of library staff					
Opening hours					

9. In the columns below, please indicate how important the following library facilities and services are to you:

	Very important	Fairly important	Undecided	Fairly unimportant	Very unimportant
Books					
Journals					
Short loans					
Interlibrary loans					
Circulation lending service					
Reference/Inquiry					
Library orientation					
Photocopying					
Online catalogue					
Computer lab					
CD-ROM & Databases (e.g. Medline, Ebsco, etc)					
Reading area					
Discussion area					
Library environment (noise)					
Library environment (atmosphere, heating, etc.)					
Helpfulness of library staff					
Competence of library staff					

10. Please indicate how much you agree or disagree with the following statement: (Tick one)	Strongly agree	Fairly agree	Undecided	Slightly disagree	Strongly disagree
Overall, the library provides a good service to me					

11. Do you encounter any problems with the library services?

Yes ()

No ()

12. If the answer to Question 11 is yes, what are the problems? Suggest how these problems can be solved.

13. Any other comments or suggestions?

Please return the questionnaire to the library and place it in a box on top of the circulation counter. It should be returned by:

For further comments and clarifications, please contact me at:

ntsron001@mail.uct.ac.za

THANK YOU FOR YOUR VALUED SUPPORT

Appendix 3

Questionnaire responses

1. Gender

Gender	Grand Total
Female	101
Male	43
Grand Total	144

2. What is your age group? (Tick one)

Age Group	Grand Total
15-20	43
21-25	66
26-30	21
31-35	8
35-40	5
Above 40	1
Grand Total	144

3. Level of Education

Level of study	Female	Male	Grand Total
Postgraduate	35	15	50
Undergraduate	66	28	94
Grand Total	101	43	144

4. Year of study in this school: (Tick one)

Year of study	Female	Male	Grand Total
1	26	12	38
2	24	3	27
3	6	6	12
4	11	5	16
5	7	3	10
6	4	3	7
Non response	23	11	34
Grand Total	101	43	144

5. Do you ever use the library? (Tick one)

Library use	Female	Male	Grand Total
No	2	1	3
Yes	99	42	141
Grand Total	101	43	144

6. How frequently do you use the library? (Tick one)

Frequency	Total responses
Daily	42
Monthly	21
Non response	4
Occasionally	32
Weekly	45
Grand Total	144

	Age Group						
Frequency of use	15-20	21-25	26-30	31-35	36-40	Above 40	Grand Total
Daily	10	20	7	3	2	0	42
Monthly	3	9	5	2	2	0	21
Non response	1	1	1	0	1	0	4
Occasionally	10	15	4	2	0	1	32
Weekly	19	21	4	1	0	0	45
Grand Total	43	66	21	8	5	1	144

7. Which of the following services do you use in the library?

Count of Open shelf materials		Gender		
Level of Education	Open shelf materials	Female	Male	Grand Total
Postgraduate	0	15	5	20
	1	20	10	30
Postgraduate Total		35	15	50
Undergraduate	0	25	9	34
	1	41	19	60
Undergraduate Total		66	28	94
Grand Total		101	43	144

Sum of Journals		Gender		
Level of Education	Journals	Female	Male	Grand Total
Postgraduate	0	0	0	0
	1	33	12	45
Postgraduate Total		33	12	45
Undergraduate	0	0	0	0
	1	31	15	46
Undergraduate Total		31	15	46
Grand Total		64	27	91

Sum of Short loans		Gender		
Level of Education	Short loans	Female	Male	Grand Total
Postgraduate	0	0	0	0
	1	14	8	22
Postgraduate Total		14	8	22
Undergraduate	0	0	0	0
	1	48	18	66
Undergraduate Total		48	18	66
Grand Total		62	26	88

Sum of Interlibrary loans		Gender		
Level of Education	Interlibrary loans	Female	Male	Grand Total
Postgraduate	0	0	0	0
	1	16	9	25
Postgraduate Total		16	9	25
Undergraduate	0	0	0	0
	1	7	1	8
Undergraduate Total		7	1	8
Grand Total		23	10	33

Sum of Lending service		Gender		
Level of Education	Lending service	Female	Male	Grand Total
Postgraduate	0	0	0	0
	1	14	5	19
Postgraduate Total		14	5	19
Undergraduate	0	0	0	0
	1	33	16	49
Undergraduate Total		33	16	49
Grand Total		47	21	68

Sum of Inquiry Service		Gender		
Level of Education	Inquiry Service	Female	Male	Grand Total
Postgraduate	0	0	0	0
	1	16	9	25
Postgraduate Total		16	9	25
Undergraduate	0	0	0	0
	1	23	11	34
Undergraduate Total		23	11	34
Grand Total		39	20	59

Sum of Photocopying		Gender		
Level of Education	Photocopying	Female	Male	Grand Total
Postgraduate	0	0	0	0
	1	23	11	34
Postgraduate Total		23	11	34
Undergraduate	0	0	0	0
	1	58	25	83
Undergraduate Total		58	25	83
Grand Total		81	36	117

Sum of Catalogue		Gender		
Level of Education	Catalogue	Female	Male	Grand Total
Postgraduate	0	0	0	0
	1	20	7	27
Postgraduate Total		20	7	27
Undergraduate	0	0	0	0
	1	32	15	47
Undergraduate Total		32	15	47
Grand Total		52	22	74

Sum of Computer lab		Gender		
Level of Education	Computer lab	Female	Male	Grand Total
Postgraduate	0	0	0	0
	1	15	7	22
Postgraduate Total		15	7	22
Undergraduate	0	0	0	0
	1	51	24	75
Undergraduate Total		51	24	75
Grand Total		66	31	97

Sum of Databases		Gender		
Level of Education	Databases	Female	Male	Grand Total
Postgraduate	0	0	0	0
	1	7	4	11
Postgraduate Total		7	4	11
Undergraduate	0	0	0	0
	1	8	5	13
Undergraduate Total		8	5	13
Grand Total		15	9	24

Sum of Reading area		Gender		
Level of Education	Reading area	Female	Male	Grand Total
Postgraduate	0	0	0	0
	1	15	6	21
Postgraduate Total		15	6	21
Undergraduate	0	0	0	0
	1	40	19	59
Undergraduate Total		40	19	59
Grand Total		55	25	80

Sum of Discussion area		Gender		
Level of Education	Discussion area	Female	Male	Grand Total
Postgraduate	0 1	0 1	0 0	0 1
Postgraduate Total		1	0	1
Undergraduate	0 1	0 13	0 8	0 21
Undergraduate Total		13	8	21
Grand Total		14	8	22

8. In the columns below, please indicate how satisfied you are with the following library facilities and services:

	Very satisfied	Fairly satisfied	Un decided	Fairly dissatisfied	Very dissatisfied	Non response	Grand Total
Books	38	63	12	10	1	20	144
Journals	42	47	19	8	0	28	144
Short loans	35	41	20	12	2	34	144
Interlibrary loans	19	19	32	2	0	72	144
Circulation lending service	10	14	40	2	0	78	144
Reference Inquiry	33	41	17	4	0	49	144
Library orientation	17	30	27	5	1	64	144
Photocopying	29	48	9	29	8	21	144
Online catalogue	32	52	17	3	0	40	144
Computer lab	38	49	14	12	4	27	144
CD-ROM & Databases (e.g. Medline, Ebsco, etc)	15	40	25	1	0	59	144

	Very satisfied	Fairly satisfied	Un decided	Fairly dissatisfied	Very dissatisfied	Non response	Grand Total
Reading area	51	44	17	4	1	27	144
Discussion area	18	26	32	3	7	58	144
Library env. (noise)	36	49	14	16	10	19	144
Library env. (atmosphere, heating, etc.)	41	51	17	16	3	16	144
Helpfulness of library staff	53	64	10	2	1	14	144
Competence of library staff	56	52	21	1	0	14	144
Opening hours	0	42	19	23	16	13	144

9. In the columns below, please indicate how important the following library facilities and services are to you:

	Very important	Fairly important	Un decided	Fairly unimportant	Very unimportant	Non response	Grand Total
Books	89	37	7	2	0	9	144
Journals	85	28	10	5	1	15	144
Short loans	75	32	13	6	1	17	144
Interlibrary loans	32	22	29	12	4	45	144
Circulation lending service	24	16	35	14	4	51	144
Reference Inquiry	49	37	18	1	0	39	144
Library orientation	29	28	28	12	4	43	144
Photocopying	92	25	5	3	1	18	144
Online catalogue	72	25	11	4	0	32	144
Computer lab	85	20	6	8	5	20	144

	Very important	Fairly important	Un decided	Fairly unimportant	Very unimportant	Non response	Grand Total
CD-ROM & Databases (e.g. Medline, Ebsco, etc)	44	24	30	4	0	42	144
Reading area	66	36	11	4	3	24	144
Discussion area	39	20	24	13	7	41	144
Library environment (noise)	81	31	12	3	1	16	144
Library environment (atmosphere, heating, etc.)	80	37	10	1	1	15	144
Helpfulness of library staff	106	19	9	0	0	10	144
Competence of library staff	110	14	8	0	0	12	144

10. Please indicate how much you agree or disagree with the following statement:
Overall, the library provides a good service to me (Tick one)

Overall Service Satisfaction	Gender		Grand Total
	Female	Male	
Strongly agree	40	16	56
Fairly agree	53	20	73
Undecided	5	4	9
Slightly disagree	3	2	5
Strongly disagree	0	0	0
Non response	0	1	1
Grand Total	101	43	144

Appendix 4

Respondents' comments

Comment	Occurrences
Photocopying machines always broken down	21
Photocopying staff not always available to issue printing credits or remove paper jam	11
Weekend opening hours should be extended	9
Photocopying machines not enough	8
Difficult to get hold of photocopying staff	7
Computer lab has network problems, hence very slow	6
Library should open earlier	6
Not enough copies of popular books, e.g. Essential readings	6
Signposts needed	6
Books are too old	4
Computer lab often too cold	4
Opening hours not sufficient	4
Too few copies of popular books on open & short loan	4
Difficult to get printing credits when photocopying staff has knocked off	3
Library should open on Sunday	3
Library too noisy at times, e.g. noise by both students and staff	3
Long photocopying queues	3
We should be allowed to borrow more short loan books	3
1 st yrs should be shown how to find books & journals during orientation	2
Books from the online catalogue are difficult to find in open shelf	2
Charges too high for late returns at short loans	2

Comment	Occurrences
Computer lab should be upgraded	2
Discussion area would be great	2
Library charges us for returned books	2
Library staff appears not to have enough time to assist students with enquiries, etc. i.e. telephonically, email	2
Machines used to load printing credit not always working	2
More credit machines should be installed	2
More study areas needed	2
Photocopiers should be run efficiently and should have variations	2
Short cut version to ALEPH catalogue & dictionaries on the computer should be created	2
The address system at circulation is too noisy and one cant hear the message relayed	2
Very few books for many students	2
We are sometimes not contacted for our interlibrary requests even though the librarian has our contact details	2
Better heating system needed	1
Books always out should be put on short loan	1
Books dropped in the drop boxes always incur fines	1
Books placed on request from other libraries sometimes take too long to arrive	1
Books should be upgraded more regularly	1
Borrowing time for short loan collection should be extended	1
Computer lab closes during September vacation	1
Computer lab doesn't open early	1
Computer lab seats are uncomfortable to work for long hours	1
Computer lab should provide big screens if possible	1
Computer lab too noisy	1

Comment	Occurrences
Computers at short loan area are very slow	1
Computers in the library in an atrocious state	1
Create small rooms for group discussion	1
Don't know how to find books in the library	1
Eating should be allowed in one section of the library	1
Find it difficult to find the right shelves in the short loans and journal sections	1
Heaters don't work	1
Important texts should be put on short loans	1
Increase time for borrowing short loan books in the afternoon	1
Interlibrary loan should be more efficient	1
Journal selection is limited on specific fields, e.g. biochemistry	1
Librarians are inflexible with regard to short loans	1
Library is too cold	1
Library lack latest editions	1
Library need more comfortable chairs in Postgraduate reading rooms	1
Library need more international journals	1
Library should add books related to medical law	1
Library should buy more photocopiers	1
Library should get better computers	1
Library should improve the scope of electronic journals	1
Library should introduce grace period for overdue books	1
Library should place restrictions on noisemakers	1
Long class numbers in books should be decreased	1
Medical library should host an orientation day like the main UCT Library	1
MEDLINE very complicated at times	1

Comment	Occurrences
More assistance needed in the computer lab	1
More journals should be available online and updated	1
New computers should be installed, or upgrade the network	1
Number of books should be proportionate with the number of students	1
Often unexplained fines	1
One week of borrowing for Masters students is not enough	1
Online accessibility of online journals should be improved	1
Part of the computer lab should be for Postgraduates	1
Photocopying staff is inefficient	1
Photocopying staff should be relieved of his duties	1
Place more copies at short loans	1
Reading area should be strictly for reading not discussion	1
Researching in journals is problematic as it take a long time to establish whether the journal is in the library	1
Short loan books are always out	1
Some good journals are not available	1
Some of the librarians are not helpful	1
Staff assistance sometimes minimal	1
Students should buy printing credits with coins	1
Students who reserve short loan books sometimes don't collect them inconveniencing others	1
There seem to be too many rules not displayed anywhere	1
Unavailability of booked items at the time of collection	1
Very few books in the short loans section	1
Very few research computers on the main level & sometimes not working	1