Turnitin Originality Report

Assessment of use of library services and facilities by undergraduate and postgraduate students by Debbie Becker

From Originality Check (2014 M Tech: Quality )

* Processed on 31-Aug-2016 14:11 SAST
* ID: 699771961
* Word Count: 5495

Similarity Index

4%

Similarity by Source

Internet Sources:

3%

Publications:

2%

Student Papers:

1%

sources:

1

< 1% match (Internet from 25-May-2016)

<http://uir.unisa.ac.za/bitstream/handle/10500/18217/dissertation_kanguru_a.g.pdf?isAllowed=y&sequence=1>

2

< 1% match (Internet from 10-Dec-2013)

<http://unalog.com/user/wdenton/tag/research/>

3

< 1% match (publications)

[The Electronic Library, Volume 31, Issue 6 (2013-10-19)](http://turnitin.com/viewEmerald.asp?r=54.6496127282278&svr=07&lang=en_us&oid=102910&key=6c4288e5d7258dac5d523778d136202b)

4

< 1% match (publications)

[Aslib Proceedings, Volume 65, Issue 2 (2013-05-27)](http://turnitin.com/viewEmerald.asp?r=54.6496127282278&svr=07&lang=en_us&oid=99020&key=672018df341fc249c8fce5b0003cc755)

5

< 1% match (Internet from 28-Dec-2015)

<http://crl.acrl.org/content/76/7/899.full.pdf>

6

< 1% match (Internet from 05-Apr-2011)

<http://ir.inflibnet.ac.in/dxml/bitstream/handle/1944/1637/45.pdf?sequesnce=1>

7

< 1% match (Internet from 17-Apr-2016)

<http://eprints.utar.edu.my/1630/1/MIS-2015-13UEM06777-1.pdf>

8

< 1% match (Internet from 02-Feb-2015)

<http://ejournals.library.ualberta.ca/index.php/EBLIP/article/view/21810/17133>

9

< 1% match (Internet from 23-Apr-2010)

<http://www.estyn.co.uk/inspection_reports/Cefndy_Healthcare_July_2009.pdf>

10

< 1% match (Internet from 08-Apr-2016)

<http://academicjournals.org/journal/AJBM/article-full-text-pdf/510CF9623612>

11

< 1% match (Internet from 10-Apr-2015)

<http://myrepositori.pnm.gov.my/bitstream/123456789/2913/1/ICOLIS-2014-Proceedings.pdf>

12

< 1% match (Internet from 27-Sep-2013)

<http://libjournal.uncg.edu/index.php/jls/article/viewArticle/392/283>

13

< 1% match (Internet from 07-Apr-2016)

<http://www.mdpi.com/2227-7102/4/4/247/htm>

14

< 1% match (Internet from 01-Dec-2015)

<http://libraryassessment.org/bm~doc/proceedings-lac-2012.pdf>

15

< 1% match (Internet from 30-Oct-2015)

<http://repository.cmu.edu/cgi/viewcontent.cgi?article=1061&context=lib_science>

16

< 1% match (Internet from 25-May-2016)

<http://ejournals.library.ualberta.ca/index.php/EBLIP/article/view/10207/13674>

17

< 1% match (publications)

[Library Review, Volume 60, Issue 4 (2011-05-14)](http://turnitin.com/viewEmerald.asp?r=54.6496127282278&svr=07&lang=en_us&oid=78759&key=a33c64c6b036a44513010d6f3e55012b)

18

< 1% match (publications)

[Gutermuth, Georg, Ben Schroeter, Rainer Drath, Nuo Li, and Christian Messinger. "A novel approach to measure engineering efficiency of automation projects", Proceedings of the 2014 IEEE Emerging Technology and Factory Automation (ETFA), 2014.](http://dx.doi.org/10.1109/ETFA.2014.7005087)

paper text:

Assessment of use of library services and facilities by undergraduate and postgraduate students Deborah Becker and Hillary Hartle Abstract The 1purpose of this study was to investigate the use of library services and facilities by undergraduate 6students at the Cape Peninsula University of Technology. While the focus of the study was on various library services and facilities offered by the libraries, this paper covers feedback with regard to service satisfaction and the accessibility and use of facilities. The study was based on a triangulation approach including survey results, informal interviews and an observation study. Although few students (394) responded to the survey, their opinions supported information gathered from other surveys and available statistics. Statistics indicate that although some services such as circulation are decreasing, the number of visits to library facilities is increasing. Responses to the study provide some contradictory behaviour. For example, although students are using more online resources, they still rate face-to-face interaction with library staff as their first choice, followed by e- mail; while students show little interest in following the library in social media, they indicate a growing need for online tutorials; and although only 30% of students indicated that they used the library Libguides, statistics show a doubling of usage between 2014 and 2015. While the services provided by staff are seen as important and a high level of satisfaction with staff was reported, students tend to use the library mainly for individual study and research, followed by group study. Results of the study show that the changes made to library spaces and services are meeting the demands of the library users, although there is still room for improvement. Keywords: academic libraries, surveys, service satisfaction, library facilities 1. Introduction The academic library has a pivotal role in supporting teaching, learning and research. In support of this role it needs to provide resources, facilities and services which will enable students to fulfil their academic potential. The library is further being expected to assist the university with its plans for better student retention and reduction of drop-out rates. In order to perform these activities, libraries need to constantly reassess their services 1to ensure they meet the needs of all stakeholders. Over the past 10 years the Cape Peninsula University of Technology (CPUT) Libraries have introduced or expanded on a number of library services provided to their staff and students. While many of the new services introduced were due to changes in technology and developments within the library world, such as online recording of statistics and electronic resource fairs; the library also enhanced existing services in areas such as information literacy, collaboration with faculties and research spaces for postgraduate students. All these developments were underlined by perceived needs, whether they were to streamline activities of library staff or to improve the user experience. Engagement with staff and students as to their appreciation of library resources and their ability 3to use the resources provided by the library often formed the basis for service development and at the same time cemented a closer working relationship with faculty, research units and various administrative sections within the university. While the majority of students at the university study towards diplomas and Bachelor of Technology degrees, the university provides postgraduate degrees in an increasing number of selected courses. In most courses these are at Masters or Doctorate level, but in the field of education Honours degrees are also conferred. Even with the emphasis on advanced degrees, the university supports students who need to bridge the gap between high school and university by offering Extended Curriculum Programmes (ECP) in some subject areas, mainly in engineering and applied sciences. The programme allows students to complete their first year of study over two years. The challenge for CPUT Libraries is providing the correct level of support, services, spaces and materials for the vast range of students supported by the University as well as the staff who are being encouraged to actively engage in research activities. 10In order to assess the level of satisfaction with library services as well as identify areas for improvement and areas for future development, it was determined that a survey be developed to cover all aspects of library activities. 2. Problem statement 15Once the decision had been taken to conduct a survey, available tools were assessed. CPUT Libraries had previously undertaken a LibQual survey and rerunning the survey would enable the library to determine progress on issues previously marked as requiring improvement; however it was decided that the questions were too general and would not assist with extracting the level of feedback currently required. The key purpose of the study was twofold: on one hand to determine if and how undergraduate students engage the library as part of their studies and secondly to determine how well the library supports their academic activities. Feedback on these issues would enable the library to evaluate the value of its services and motivate for resources to make the necessary adjustments 11to better support the needs of the students. A number of areas were identified to be included in the research. These could broadly be divided into four categories; mainly, Resources (physical and online); Facilities (including space utilisation); Services and training provided by staff; and Marketing and information about the library. However, only facilities and services are discussed in this study. It was further determined that a survey was one dimensional and that a triangulated approach was needed in order to retrieve the required level of information. It was therefore decided that the survey would be supported by interviews with selected students and an observation survey. 3. Literature review Academic libraries are constantly evaluating the level of user satisfaction with library services, including both the services provided by specialist staff and general access to library facilities and materials (within the library and online). In support of this constant demand for feedback, 18a variety of tools have been developed to assist libraries to determine service quality. One of these tools is LibQUAL, a web-based survey which contains 22 predetermined questions. It focuses on service provision, information control and the library as a place and allows libraries to benchmark with other similar libraries. Such comparative data enables libraries to identify areas for improvement, best practice and resource allocation (ARL 2015). Another tool, SERVQual 1attempts to determine the quality of the services provided by determining the level of user expectation as well as their level of satisfaction based on 10 dimensions and 22 questions. The gap between these two factors indicates the quality of the service. Based on SERVQual, a conceptual framework was developed by Hernon and Altman (Hernon and Calvert, 1996) for use in 2academic libraries. The Ethnographic Research in Illinois Academic Libraries (ERIAL) Project resulted in the development of a toolkit to guide libraries in the use ethnographic studies of student behaviour. 2The goal of the project was to understand how students conduct research and how the process is determined by the relationship between students their lecturers and librarians (Asher and Miller, 2011). Although time-intensive, this study advocates personal interviews with subjects and allows for a better understanding of their perceptions. A study done at the University of Rochester (Foster: 2007) covered various aspects of student behaviour including their research, what they do and where they go, what they expect from libraries (space, hours, website, etc.), how their needs have changed as well as how to set up a student centred library. The results were written up in 11 papers, each covering a different area of research. In other studies Doug Suarez (Suarez: 2007) looks at 5what students do when they study in the library and how library space should be designed to accommodate their current methods of library use; while Bennett in his article Righting the Balance (Bennett: 2005) indicates that we need to ask the right questions concentrating on how students learn rather than on library operations when planning libraries and library space. He states that libraries must develop spaces for both active learning and the social aspects of learning. Bedwell (2013) used an observation study to determine the flow of students through the library, the use of library spaces and to point out areas where problems are experience, e.g. bad lighting, noisy areas, etc. The common denominator in the above studies is the engagement with students in the development of library spaces – whether physical or virtual - so that these can be best suited to their needs. Knight (2015) also indicates that the most appropriate format of resources should be identified in collaboration with faculty based on the needs of the curriculum and that 3marketing of resources and training in their use should be on-going. According to Foster (2007) society has evolved into a self-service community, influencing the expectations of the students and the services of the library. Academic libraries offer a range of facilities to students – ranging from seating spaces, study carrels, seminar rooms for collaborative learning spaces to computer labs; and often house academic support services such writing centres, student counselling, etc. Increasingly libraries are redesigning their spaces to cater for the Next Generation users (Lippincott, 2005) who, although technologically savvy and active participants in social media (mainly via cell phones) are comfortable in the traditional spaces provided by libraries, thereby bridging the two cultures. However, according to Higher Education Leaders Symposium (2003) the difference to previous generations is the increase in “non-traditional” students who are often older students studying part-time and balancing careers, families and studies. The new, redesigned spaces catering for these diverse needs are attracting more numbers to libraries. In her research, Applegate (2009 ) indicates that while study rooms (especially those for use by groups) are a favourite work area in the library, students still frequently use the study carrels which provide an acceptable option to students during busy periods when preferred study areas such as group study rooms or study cubicles are not available. 5 To assist academic libraries with developing surveys various organisations have provided templates which can be used as guidelines or as they stand. SCONUL developed its first template in 1996 and has updated it twice since conception, the most recent update (with two variations) being in 2005. The survey concentrates on library services and includes questions covering demographics, library activities, rating of satisfaction and importance of services and facilities as well as overall satisfaction with the 17service provided by the library. The Library Research Service provides three templates. The short survey focuses on customer satisfaction while the medium survey includes library usage and the long survey is further extended to include demographics. Various academic libraries such as MIT provide links to library surveys which can be viewed online. 4. Methodology A triangulation approach which combines both qualitative and quantitative data was used for this study. Although the key focus of the study revolved around a survey methodology (based on the distribution of questionnaires) it was supported by informal interviews with students and an observation study. In 2008, the library conducted a LibQUAL survey, the first survey which was rolled out to all students and staff at the university. In 2012 the library used an internally created survey to determine user satisfaction and in 2015 the internal survey option was again selected. Due to the range of questions listed, there was some debate as whether one long questionnaire or a number of shorter questionnaires, each covering a different topic was the better option. Arguments against multiple questionnaires included lack of interest after the first questionnaire was completed, the amount of time needed to collect all data and the fear that extended marketing may diminish impact. Although the length of the questionnaire was a concern, a decision was taken to develop a single questionnaire. The questionnaire was divided into six sections, each of which covered a specific topic and was placed on a separate page. The first section required users to provide general information such as year of study, faculty and campus. Sections 2 and 3 covered online access and the library website, section 4 looked at the library collection and the final sections covered library services and facilities. A variety of question types were included in the survey. The most frequently used question types were multiple choice questions which enabled respondents to select one (or at times more than one) answer and questions with rating scales which asked respondents to either rate the importance and/or significance of certain statements. The questionnaire was distributed electronically to all students and staff members at CPUT for the period of one week from 23 to 30 March 2015. Campus-wide marketing was done for a few weeks before the start date of the survey via relevant websites, plasma screens in student centres, Facebook and Twitter. Word-of-mouth promotion to students in Information Literacy sessions and generally by librarians supported the marketing campaign. The survey was posted on various platforms, including Blackboard and the CPUT and Library websites. Links to the survey were posted on Facebook and Twitter. The Inqwise 13survey tool was used to run the online survey and provide summaries of the answers to each question. The answers were further analysed using data available on platforms such as the library’s statistical database, Google Analytics, results of previous surveys and library documentation. In a parallel process, librarians approached students at random, both inside and outside the library and interviewed them using a short list of questions about their experiences when using the library website and electronic resources. Permission for recording the interviews was requested from each student. If they declined, notes were taken during the interview. Librarians also did an observation survey at two of the campus libraries, taking note of the areas within the libraries students enjoyed using and how the areas were being used. The observation study included areas such as computer rooms, general work areas, study areas, seminar rooms and study cubicles. The observation study was conducted at a random selection of times between eight o’clock and four o’clock – generally the busiest times in the library. Data was collected by recording the number of students within each section on a diagram portraying the library layout. Data was analysed using various tools, including Atlas Ti (for qualitative data) and EXCEL for quantitative data. The data collected during the survey period was supplemented by information already available to library staff, including the Library 7 Information System, Aleph and its reporting counterpart, the Aleph Reporting Center (ARC); the Library statistical database; CPUT Management Information Services data; reports and previous surveys. All these resources were used to evaluate the current status of student behaviour at CPUT Libraries. 5. Findings In total 394 responses were received. Respondents came from all faculties and represented all years of study for undergraduate students as well as postgraduate students, academic and non-academic staff. Eight of the eleven campuses were represented in the survey. Although 394 is a very small percentage of the total number of students and staff at the University, even less answered some of the questions. In some cases less than 10% of the respondents answered a question making it very difficult to determine opinion based on campus or faculty. However, when responses were compared to other collected data, they invariably supported the findings. As the university library is often seen as the “heart of the university” (Olsen, 2006) providing support for teaching, learning and research to all students and staff and with an increased emphasis on student retention, feedback on the levels of service provided is essential for future planning of library services, allocation of staff and identifying areas for improvement. 5.1 Service satisfaction Along with statistical data available, qualitative input by library users enables the library to develop an overview of its service provision. Library statistics collected internally for the period 2010-2014 show that the focus of library users has changed and in response the library has adapted its services to suite the new demands. Usage of the print collection has been decreasing for the past four years with a decrease of 17% in 2013 and a further 7% in 2014. After initial high increases, the number of full-text downloads from databases has stabilised, however the use of e- books is still increasing with a 93% increase in e-book page downloads since 2011. In response to these trends, the printed collection has been steam-lined and more space made available for group and individual study. More computers have been made available and provision has been made for laptop usage. Recently, 4researchers in the field of library and information science have focused on the meeting of expectations of library users and considering users’ perspectives in order to determine the quality of services provided (Kiran, 2010). Kiran (2010) also indicates that if users continuously experience satisfaction with the service provided, they perceive the service to be of high quality. In the survey, questions relating to service satisfaction address two main areas: Customer service (C) and Research support (R). Respondents 7were asked to indicate their level of satisfaction with the service as well as rate the importance of each statement below. C1 I am treated with respect C2 I feel comfortable asking staff questions C3 Staff are approachable C4 Staff are friendly C5 Staff are knowledgeable C6 Staff are professional C7 Staff do what they say they will do C8 Staff provide appropriate answers C9 Staff provide quality service C10 Staff respond within an acceptable time C11 Staff take interest in me and my needs 9R1 R2 R3 R4 R5 R6 R7 Assistance from staff at the information desk Assistance from faculty librarians Assistance from library staff using e-mail or SMS Faculty LibGuides Information literacy training Mendeley workshops Post-graduate support The scatter graph (Figure 1) below presents an overview of the answers received. The letters indicate the type of service, and the number represents the statement offered. All the customer service statements were registered as having a high level of importance and received a very high satisfaction rating. After the results of the LIBQUAL survey undertaken in 2008 revealed that the service issues, although perceived as greater than minimum, did not meet the desired standards, the library implemented an action plan to address the issues. Actions taken included: Customer services training for all relevant staff, reorganising of the information services staff to provide more support for faculty librarians and changing spaces to provide librarians with office space while assisted by staff seated in open spaces on the floor. The current perception implies a positive response to the actions taken. Level of Importance Most important Least important Level of Satisfaction Most satisfied Least satisfied 4.2 4.1 4 3.9 3.8 3.7 3.6 3.5 3.4 3.3 3.2 3 2.9 2.8 2.7 2.6 2.5 2.4 2.3 2.2 2.1 2 1.9 1.8 4.9 C9 C1 4.8 4.7 4.6 C2 C3 C4 C5 C7 C6; C10 R 2 C11; R1 4.5 4.4 4.3 R 3 4.2 4.1 R 4 4 R 5 3.9 R 7 3.8 3.7 3.6 R 6 Figure 1: Level of satisfaction and importance of customer service and research support Although the numbers of loan and reference transactions have been declining over the past three years, 14respondents indicated that they were satisfied with all the important service issues. The area of least satisfaction was with research support. This area was also rated least important. However, it was also noted that this is the area of lesser importance to undergraduate students who formed the bulk of the respondents (91%) to the survey. Of concern, and an area to be further investigated, is the low level of importance (and satisfaction) given for Information Literacy Training. One possible explanation for this response may be that while most Information Literacy Training is provided for 1st year students, only 6% of respondents represented this group. The three statements respondents rated as most important (and with the highest level of satisfaction) related to the quality of service provided by staff, the respect shown to library users by staff and the freedom respondents felt in asking staff questions. The statement rated least important was the Mendeley workshops and the statement with the lowest satisfaction level related to post-graduate support. Further analysis indicated that although 80% of the post-graduate students who answered the question felt that the post-graduate research support services were important, only 30% indicated a rating of Satisfied or Very Satisfied. It was noted that according to the data recorded on the statistics database for 2014, 4.1% of the total student population were post-graduate students. Although they accounted for only 1.3% of all library visits, 10.8% of all queries were directed to staff in the post-graduate student area. With the ever increasing focus on research at the University the figures are of concern. In general the comments received related to service questions were very positive. The main areas of concern identified were library security and the checking of bags upon entry to the library which was seen to be disrespectful. In answer to the question: Please indicate your preference for dealing with library staff, (Figure 2) the highest response for 1st choice was “personal contact” followed by “e-mail”. E-Mail was the most selected option for 2nd and 3rd choice. These responses support behavioural changes in communication due to the influence of and familiarity with expanding technology. Drago (2015) reports in her findings that 46% of students interviewed at Elon University indicate they use technology to communicate more frequently than direct face-to-face interaction while 26% disagreed. Most students currently have smart phones which allow them the option of easily communicating by e-mail or SMS should they not be able to have a face-to- face conversation with a staff member while in the library. It is also noted that the telephone is not a serious option for most respondents. e-mail from Blackboard from faculty libguide from Library webpage Library Facebook page personal contact telephone texting (SMS) Other 1st choice 29% 14% 4% 0% 0% 46% 4% 0% 4% 2nd choice 32% 18% 4% 7% 4% 4% 11% 18% 4% 3rd choice 25% 7% 7% 18% 4% 14% 11% 7% 7% Figure 2: Responses on method of correspondence with staff The questionnaire asked respondents to rate how often they used various services. The services listed were (Figure 3): Never Seldom Monthly Weekly Daily Assistance from library staff 7% 46% 14% 25% 7% Computers, scanners, printers in the 14% 29% 11% 32% 14% Digital Knowledge for theses 54% 25% 7% 11% 4% Drop box for returning books with 82% 11% 4% 0% 4% E-journal list to identifiey online 32% 43% 14% 4% 7% Online renewal of items 64% 21% 4% 7% 4% Google, Yahoo or other non-library 18% 11% 4% 11% 57% InterBranch loans 82% 14% 0% 0% 4% InterLibrary loans 82% 14% 0% 0% 4% Library Facebook page 68% 29% 0% 0% 4% Library spaces for individual studying 18% 36% 18% 14% 14% Library spaces for group work 32% 32% 11% 21% 4% Library website for accessing 11% 46% 14% 21% 7% Library website for finding 29% 32% 18% 11% 11% LibGuides 48% 22% 19% 4% 7% Links on library pages 32% 43% 18% 0% 7% Off-campus access 36% 32% 7% 14% 11% Online resources (books or journals) 25% 29% 11% 14% 21% Online Information Literacy Course 38% 38% 12% 8% 4% Printed books or journals 18% 29% 32% 14% 7% The library catalogue to find library 11% 39% 29% 11% 11% Figure 3: Frequency of use of services 57% of respondents indicated they used Google, Yahoo or other non-library information daily, followed by 21% who indicated they used Online resources (databases or e-books) provided by the library on a daily basis. Although 25% of respondents indicated they never used online resources provided by the library, statistics show a 26% increase in e-book usage between 2013 and 2014. This supports Chandrasekar & Murugathas (2012) who state that digital access has influenced how students access materials and thereby services provided by the library. The high usage of Google and Yahoo support the observation by Rieger (2009) that up to 89% of students and faculty use search engines as a starting point for information searches, with 68% selecting Google, and may be indicative of the interface preferences of respondents and focuses the attention on how electronic content is packaged and accessed. Over 80% of respondents indicated that they never used services such as Inter- Branch and Inter-Library loans or the drop box for returning items. This is supported by statistics that show that Inter-library loan requests for items requested by CPUT have dropped by 198% over the past five years with the number of e-copies exceeding the number of printed articles received. While 46% of respondents indicated they seldom required assistance from staff, 7% said they never required assistance and 7% indicated they required assistance from staff daily. Statistics show a drop of 28% in the number of reference queries handled by librarians since 2010. However, 23% of respondents indicated that they would appreciate online assistance from librarians and 23% of respondents also indicated they would like access to online tutorials explaining library materials and services. These requests seem to support the need for a more remote support structure and are related to the ease with which students have access to online data, either via cell phones or other sources and their willingness to use technology in their learning behaviour (Ajiboye and Tella: 2007). The items with the highest levels of weekly access were Use of computers, scanners and printers in the library (32%) followed by Assistance from library staff (25%); while the highest levels of monthly access was the use of printed books or journals (32%), followed by the use of the library catalogue to find library materials (29%). Responses seem to indicate that while library resources and search engines are used, students are not interested in following the library in social media (97% never or seldom access the library Facebook page) or using the sources created by librarians with libguides (70%) and the online Information Literacy course (76%) seldom or never being used. However, a recent report on libguide usage indicated that the usage of libguides in 2015 (50657 views) had doubled compared to 2014 usage (25891 views). The increase in the use of libguides can be attributed to their use in accessing relevant resources during training; thereby alerting students to the libguide as the main source for subject-related information and resources. 5.2 Accessibility and use of facilities Applegate (2009) states: “It is a mistake to think of the library only as a place where services such as reference, instruction, and computer use are provided. The library is a campus space, one uniquely suited to meet important student needs for space as well as services and resources.” Although it is widely recognised that the Internet and digital collections (Chandrasekar & Murugathas, 2012) are changing the way students access library materials, students at CPUT still require library space for study and research. The responses to the question: “Where do you feel most comfortable accessing library materials?” indicates that 47% find CPUT Libraries the most comfortable space, followed by home with 23% and the CPUT E-Learning Centre with 10%. Only 3% of respondents were comfortable accessing library materials from their dormitories. This differs from the findings of Thaler and Pittman (2015 ) who found that students in dormitories prefer studying alone in their dormitories than in the library. When asked what activities were undertaken most often in the library (Figure 4), the highest number of responses related to the use of library spaces and the least related to the use of collections and requesting assistance from a librarian. In a survey of first year students in 2012, 68% of respondents had regarded the availability of library spaces as very important. 16% Individual study 16% Research 14% Group study 14% Use computers, printers, scanners 10% Use photocopiers 8% Take out library items 7% Use the print collection 6% Request assistance from a librarian 6% Use the online collection Figure 4: Use of facilities As recorded in by a survey by students at Milner Library at Illinois State University (Hunter & Ward, 2011) many students come to the library to study as they need 14 either a quiet space or a space with less distraction. At CPUT, 16% of 8respondents indicated that they used the library most frequently for Individual study or Research followed by 14% who indicated they used the library for Use of computers, printers or scanners or Group study. Only 6% of respondents stated that they used the library to request assistance from a librarian or access the online collection and 7% came 12to the library to use the print collection. Four of the larger CPUT libraries are undergoing some changes to the allocation of space, creating more group study areas and open space for interactivity and discussion. Extra work space for students has been created by streamlining the print collection, moving duplicate and lesser used items into a storage facility. More seats and laptop access areas are being made available. Library users have expressed their support of these efforts by the relatively high ratings provided. Library statistics over the past few years show that although transactions and interactions with staff are decreasing, the 16number of visitors to the library continues to increase. According to respondents over 80% were satisfied or very satisfied with the following statements about the Library: ? The library is comfortable and inviting ? Convenient service hours ? The library inspires study and learning 72% were satisfied or very satisfied with the facilities provided for group work while 62% were satisfied or very satisfied with the computer facilities provided - despite the long queues often experienced by students waiting to use the computer facilities. 6. Conclusion The results of the survey reinforce the trends seen in the library statistics collected monthly and annually and support the actions taken by the library to develop user spaces, improve computer facilities and promote electronic resources. Overall, library users (students and staff) have indicated that they appreciate the value the library adds to their academic activities. Although library users are inclined toward using electronic materials as indicated by many answers provided, they have added comments about problems with computer and wi-fi access and provide insight into 15 their frustrations when using these resources. These comments reiterate those made in earlier surveys, but in many cases the solution does not lie within the scope of the library. The library has had an active marketing campaign to promote awareness and usage of electronic resources and provides on-going information literacy training which includes database training. The survey has indicated very high awareness of these resources, which indicates a level of success in its marketing; however, the survey also showed that many respondents did not know how to efficiently access the resources, with many using Google when searching for databases and very few, if any, using the library catalogue when searching for e-books. Although the library website is used mainly for accessing the list of databases, there was a general request for more online tutorials and chat features. The low awareness of printed journals (11) is largely due to the process of moving as many journal titles as possible to e-format. Very few print-only journals are held by the library. Face-to-face interaction with staff is still highly rated, even though e-mail is becoming more popular. However, such interaction is declining with many respondents (46%) indicating that they seldom request assistance from staff. The main reason for students using the library is to use the space provided. It is indicated that library users enjoy the library space and find it the most comfortable way to access resources. The on-going demand for seminar rooms and study cubicles also emphasises the need for the library to provide a variety of different environments to suit the individual needs of its users. Irrespective of the online or physical services and resources provided by the library, the space it offers appears to be highly valued. References Ajiboye, J.O. and Tella, A. 2007. University undergraduate students’ information seeking behaviour: implications for quality in higher education in Africa. The Turkish Online Journal of Educational Technology – TOJET, 6 (1): article 4. Applegate, R. 2009. The Library is for studying: student preferences for study space. The Journal of Academic Librarianship, 35 (4): 341–346. Asher, A., Miller, S. 2011. So You Want to Do Anthropology in Your Library? Or A Practical Guide to Ethnographic Research in Academic Libraries. [Online]. http://www.erialproject.org/wp-content/uploads/2011/03/Toolkit-3.22.11.pdf (14 January 2016). Asher, A., Duke, L. and Green, D. 2010. The ERIAL Project: Ethnographic research in Illinois Academic Libraries. The Academic Commons for the liberal education community. [Online]. http://www.academiccommons.org/2014/09/09/the-erial-project- ethnographic-research-in-illinois-academic-libraries/ (3 February 2016). Association of Research Libraries (ARL). 2015. Statistics and Assessment Programme: LibQUAL. [Online]. https://www.libqual.org/about/about\_lq/general\_info (11 January 2016). Bedwell, L. and Banks, C. 2013. Seeing Through the Eyes of Students: Participant Observation in an Academic Library. [Online]. https://journal.lib.uoguelph.ca/index.php/perj/article/view/2502/2905#.U1n896Jg\_KE (11 January 2016). Bennett, S. 2005. Righting the balance. [Online]. http://www.clir.org/pubs/reports/pub129/bennett.html (11 January 2016). Chandrasekar, K. and Murugathas, K. 2013. An assessment of user satisfaction on library services: a case study of undergraduate Biology students at the University of Jaffna. Journal of the University Librarians Association of Sri Lanka, 16(1). [Online]. https://scholar.google.com/citations?view\_op=view\_citation&hl=en&user=vB9OSlUA AAAJ&citation\_for\_view=vB9OSlUAAAAJ:u5HHmVD\_uO8C (22 March 2016). Drago, E. 2015. The effect of technology on face-to-face communication. The Elon Journal of Undergraduate Research in Communications, 6(1): 13-19. [Online]. https://www.elon.edu/docs/e- web/academics/communications/research/vol6no1/02DragoEJSpring15.pdf (22 March 2016). Foster, N.F. 2007. Studying students: the undergraduate research project at the University of Rochester / edited by Nancy Fried Foster and Susan Gibbons. Chicago: ACRL. Hernon, P. and Calvert, P.J. 1996. Methods for measuring service quality in University Libraries in New Zealand. The Journal of Academic Librarianship, 22 (5): 387-391. Microsoft Corporation. 2003. Higher Education Leaders Symposium: The next- generation student. June 17-18, 2003. Redmond, Washington. [Online]. https://net.educause.edu/ir/library/pdf/NLI0425a.pdf (13 January 2016). Hunter, G. and Ward, D. 2011. Students research the library: Using student-led ethnographic research to examine the changing role of campus libraries. C&RL News, 72 (5): 264-268. [Online]. http://crln.acrl.org/content/72/5/264.full (3 February 2016). Kiran, K. 2010. "Service quality and customer satisfaction in academic libraries: Perspectives from a Malaysian university", Library Review, 59(4): 261 – 273. [Online]. http://dx.doi.org/10.1108/00242531011038578 (23 March 2016). Library Research Service: Research and statistics about libraries. [Online]. https://www.lrs.org/library-user-surveys-on-the-web/ (20 June 2016) Lippincott, J.K. 2005. Net Generation students and libraries. EDUCAUSE review online. [Online]. https://net.educause.edu/ir/library/pdf/erm0523.pdf (3 February 2016). Knight, N. 2013. Enhancing access to library resources at Northern Caribbean University through an e-library initiative. [Online]. The Electronic Library, 31(6): 753- 769. [Online]. http://www.emeraldinsight.com/doi/pdfplus/10.1108/EL-01-2012-0001 (11 January 2016). Olsen, R.J. 2006. The heart of the University. BYU Magazine. [Online]. https://magazine.byu.edu/article/the-heart-of-the-university/ (23 March 2016). Web Center for Social Research Methods. Research methods knowledge base. [Online]. http://www.socialresearchmethods.net/kb/questype.php (23 March 2016). Rieger, O.Y. 2009. Search engine use behaviour of students and faculty: User perceptions and implications for future research. First Monday. 14(12). [Online]. http://firstmonday.org/article/view/2716/2385 (3 February 2016). 18 Society of College, National and University Libraries. SCONUL Satisfaction Survey – Guidance Notes. [Online]. http://www.sconul.ac.uk/page/sconul-statisfaction-survey- guidance-notes (30 August 2016). Suarez, Doug. 2007. What Students Do When They Study in the Library: Using Ethnographic Methods to Observe Student Behavior. Electronic Journal of Academic and Special Librarianship, 8 (3): (Winter 2007). [Online]. http://southernlibrarianship.icaap.org/content/v08n03/suarez\_d01.html (3 February 2016) Thaler, M. and Pittman, T. 2015. A student view of academic libraries. Dialogue, 27: 9-10. [Online]. http://www.gensler.com/design-thinking/publications/dialogue/27/a- student-view-of-academic-libraries?o=31 (23 June 2016) 1 2 3 4 6 8 9 10 11 12 13 16 17 19