

Library Use and User Satisfaction of Students on the Service Quality of the University of KwaZulu-Natal Pietermaritzburg Campus Main Library

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Abstract

The study aimed to investigate the library use and user satisfaction of postgraduate students in the School of Social Sciences regarding the service quality at the University of KwaZulu-Natal Pietermaritzburg Campus's Cecil Renaud Main (CRM) Library. The study investigated postgraduate students' usage of and satisfaction with the library as an environment for reading, studying and conducting research. The study's objectives are to determine the level of satisfaction of postgraduate students with the library. The study also sought to examine postgraduate students' library use. The study employed a quantitative research method, with a survey research design. Its population comprised the postgraduate students in the School of Social Sciences in the College of Humanities at the University of KwaZulu-Natal's Pietermaritzburg Campus. The overall response of the postgraduate students indicated that they were satisfied with most of the services. The study found that the majority of the students were satisfied with the information skills needed for studies. However, the study found a few honours, master's and PhD degree students who were dissatisfied. In terms of the library support for reading, research and studying, the study found high levels of satisfaction. Concerning access to information, the study found that the majority of students were satisfied with the access to information, but there were a few dissatisfied students from honours, master's and PhD levels. The study found that concerning the library facilities, the majority of the students were satisfied with what was provided for them. A few students were dissatisfied, especially honours and master's degree students. Regarding the overall quality of the services provided by CRM library, the study found that most of the students were satisfied with the overall quality

while the few dissatisfied students were from the honours and master's programmes.

Keywords: library usage; user satisfaction; postgraduate students; service quality; University of KwaZulu-Natal

Introduction

Libraries offer a wide range of information services to their users. Therefore, the importance of assessing users' satisfaction with services rendered cannot be overemphasised. The main mission of university libraries and centres of information is to respond to the needs of the patrons or users (Mehrjerdi 2017). When university libraries and information centres clearly understand user needs and are aware of the materials and resources needed, the administrators can make precise and well-timed decisions without spending needless resources (Mehrjerdi 2017).

This article investigates the user satisfaction of postgraduate students regarding the library services at the University of KwaZulu-Natal (UKZN). According to the code of conduct of UKZN, libraries exist to support the university's mission and vision and it seeks to provide an environment conducive to teaching, learning and research (UKZN 2014). Nunekpeku (2020) indicates that rapid changes in technology globally have impacted the effective delivery of services rendered in academic libraries. Furthermore, new technological methods are being utilised to communicate scholarly items and research in the developing virtual spaces of libraries through knowledge commons. These changes have developed traditional academic libraries.

Oyovwe Tinuoye, Omeluzor and Akpojotor (2016) state that librarians experience a feeling of success if anticipated expectations are met. Gone are the days when library service levels were determined based on their collection, size, counts of usage, quality of staff and budget. Instead, what matters the most for society is the level of quality and accountability, as these have become the desirable standards of information services of institutions of higher education (Shah 2013).

Research Problem

The University of KwaZulu-Natal libraries aim to provide high-quality information services to their users, and there should be statistics proving how the users perceive the library services (UKZN 2014). It is equally important to ascertain the users' expectations of the services that should be rendered. This could be accomplished through assessment because, according to McNicol (2002, 251), providing support for learners is increasingly becoming the major focus of libraries. It is important that approaches are developed to assist the staff in assessing the learning needs of their users and in considering ways in which those concerns could be met.

In the South African context, arguably six academic libraries have been evaluated through studies on their users' perceptions and expectations (Kekana 2016). These academic libraries belong to the University of Cape Town (UCT), Mangosuthu University of Technology (MUT), Stellenbosch University (SU), the University of Pretoria (UP), Rhodes University (RU) and the Durban University of Technology (DUT). It could be hypothesised that there is an unwillingness to involve users in evaluating library services. The academic library of the University of KwaZulu-Natal (Pietermaritzburg Campus or as a whole) is a hub in terms of the information sources and services with the assistance of latest technologies that it provides to the postgraduate students. Therefore, the researchers have highlighted the need to know how the library is utilised and the level of satisfaction among its users.

Normally, many students see the library as an environment where they might go for references or seek assistance in conducting research. They do not view it as a place where they see themselves returning to in the future. In this regard, the problem that this study seeks to understand is the end user's perception regarding the service quality and the level of satisfaction with the services provided by the library.

Research Question

- How often do postgraduate students use the library and its resources?
- Are the postgraduate students satisfied with the service provided at the CRM library?

Literature Review

A large and growing body of literature has investigated the use of academic libraries and their resources, and also the level of user satisfaction with academic libraries. The following section provides a literature review related to the research questions, and also discusses the adopted theory that guided this study.

The Use of Academic Libraries and Their Resources

A considerable amount of literature has been published on the use of academic libraries and their resources. The libraries at institutions of higher learning need quality resources to be provided to their users so that their information needs can be satisfied (Ncwane 2016). Simba (2006), Naidu (2009), Pretorius (2011), Ncwane (2016) and Matiwane (2017) investigated the library use in their respective academic libraries. Simba's (2006) study investigated the library use at the Iringa University College Library of Tumaini University in Tanzania. The study found that users are aware of the importance of the library as most of them use library services to access information on a daily basis. The study furthermore explored the frequency of use of the library and its resources and found that in most cases, the library and its resources are used daily.

Naidu (2009) studied library use at the Mangosuthu University of Technology (MUT) library. The study found that most users know about the facilities and resources, although there are disparities in how often library resources are used. Furthermore, the study found that most of the respondents use the library resources on a weekly basis. Other findings show that users used the internet on a weekly basis. Regarding staff services, Naidu (2009) asserts that academic libraries need staff that are avid about customer care, loyal, and dedicated to their users. The study found that respondents had high expectations concerning staff; most of the responses showed that they expected staff to be willing to help users and that staff be knowledgeable in order to answer users' questions to their satisfaction.

Ncwane (2016) studied user perceptions and satisfaction at the Mangosuthu University of Technology (MUT) Natural Sciences Library in Durban. Ncwane's (2016) study found that the frequency of use of library resources by postgraduate students is low. The scholar suggested that this could be because the postgraduate students at MUT are working and studying part-time; therefore, one can conclude that during the week they are engaged at work, and they get the opportunity to go during the weekend. Ncwane's (2016) study also found a significantly high frequency of library catalogue use to search for books. On the other hand, Matiwane's (2017) study investigated user perceptions of education students at the Walter Sisulu University (WSU) Library in Butterworth. Matiwane's (2017) study found that most of the respondents indicated that they use the library on a weekly basis. Furthermore, the study (Matiwane 2017) found that education students used online library databases weekly in contrast to the inadequate response from respondents, which indicated they used the library databases monthly.

Level of User Satisfaction in Academic Libraries

Motiang, Wallis and Karodia (2014, 41) define user satisfaction as "an evaluation of a product or service in terms of whether that product or service has met their needs and expectations." The library plays a vital role in providing information services and resources to assist users in their studies and conducting research. The information possessed by libraries differs in formats, and can be presented in electronic media, audio-visual material, books or periodicals. The library cannot exist without its users, so libraries need to evaluate the satisfaction of its users. This evaluation benefits both the user and the library staff because the users are able to indicate in these evaluations the level of services provided by the libraries and which services need more attention or to be improved.

User satisfaction may lead to the users making use of the library continuously over periods of time. A study conducted by Motiang, Wallis and Karodia (2014) evaluated users' satisfaction with library services rendered at the Medunsa Campus of the University of Limpopo. The users judged and measured the quality of services and resources on offer at the Medunsa Campus Library. The population of this study was the library users of the campus, who included undergraduate and postgraduate students, the academic staff and the administrative staff of the campus. The study's findings

indicate that the main use of the library for its users was to find books. The most frequent use of the library by its users was weekly.

In rating periodicals, interlibrary loans, information and photocopying services, the findings were neutral regarding the availability of and access to electronic journals. When it comes to accessing the databases, the library users were satisfied. Lastly, on the photocopying facilities, the findings show that the users were satisfied with the quality of their copies, and they were also satisfied with the machines that are made available to them.

A study conducted by Ijiekhuamhen, Aghojare and Ferdinand (2015) assessed the user satisfaction in terms of academic library performance in the Federal University of Petroleum Resources (FUPRE) library in Nigeria. The study examined the clients' satisfaction with library services, the library's infrastructure, place, space and the collection of information provided at FUPRE. The stratified random sampling technique was used to select students in two colleges, technology and science, and they were used as the sampled population. The study further revealed that many of the respondents visited the library for several reasons, unlike the much larger population that visited the library because they wanted internet connectivity.

When the respondents were asked to suggest anything the library is not doing, they suggested that the library should extend its operating hours, increase the bandwidth of the internet, publish a guide on information searching skills, and update the library collection. Other suggestions were that the library should publish indexes and bibliographies, provide guidance when students want to consult on their research projects, organise workshops that may aid in searching for information, and lastly, their library staff should be friendly and have the knowledge to assist them in any queries they might have.

A study conducted by Kassim (2009) evaluated the performance of the library at Universiti Teknologi MARA, Puncak Perdana Campus, a public university in Malaysia, by evaluating three dimensions: the users' satisfaction with its library services, the library's infrastructure, place, and space, and the collection of information which it provides. A survey research method was adopted to address the research questions, and a questionnaire was distributed to final-year undergraduate students at the public university in Malaysia. Although the respondents in this study were satisfied with the three dimensions, the aspects the respondents were most satisfied with were the library's infrastructure, place, and space, followed by the library collection and then the library services provided to the users. The results also showed a significant difference in user satisfaction among the respondents from the three faculties in terms of services related to the three dimensions: library as a place, the library collection, and the library services.

In their study, Sriram and Rajev (2014, 140) state that "the developing countries need to provide various services in the academic libraries to sustain development." In their

study, Sriram and Rajev (2014) looked at the impact of academic library services on user satisfaction. The research was conducted to identify the various services and facilities required by the academic library users of the Sur University College in the Sultanate of Oman and their degrees of impact on their users' satisfaction. The population used in this study was students and staff (academic and administrative) of the Sur University College. The instrument used to collect the data was a questionnaire. The findings show that the library catalogue and the study desk facilities were low impact factors for the respondents compared to printing, photocopying facilities and the provision of personal computers (PCs), which had a high impact on the respondents. Therefore, it can be deduced that the library users were satisfied with the printing facilities, photocopying facilities, and PC provision sections of the academic library. They were dissatisfied with the library catalogue and study desk facilities.

Sivathaasan and Chandrasekar's (2013) study provided a factor analysis of user satisfaction at the University of Jaffna in Sri Lanka. The study investigated the factors determining the satisfaction of users who use the academic library. The population for this study was the library users, and the instrument used to collect data was a questionnaire. An exploratory factor analysis was adopted in this study to examine factors determining user satisfaction relating to the library facilities and services. According to Sivathaasan and Chandrasekar (2013, 44), "Exploratory Factor Analysis (EFA) is a complex procedure with a few absolute guidelines and options, and it is a widely used and broadly applied statistical technique in the Social Sciences."

The results in Sivathaasana and Chandrasekar's (2013) study reveal that nine factors are considered important in determining user satisfaction. A few of the nine factors listed in this study are printing facilities, periodicals, reading tables and chairs, opening hours and library orientation programmes. These are considered important in determining user satisfaction. On the five extracted factors, the results were below average, and it might be suggested that the library users were not satisfied with the library facilities. As for the four remaining factors, their results were above average. It could be inferred that more than half of the respondents were satisfied with the library services instead of the library facilities.

Larson and Owusu-Acheaw (2012) investigated undergraduate students' satisfaction with library services in a faculty library at the University of Education in Winneba, Ghana. The study examined user satisfaction with services and resources at the Institute for Educational Development and Extension (IEDE) library in the stated institution. For this study, a descriptive survey design was employed, and the instrument used for collecting data was a questionnaire. The study's results show that most of the respondents were satisfied with the availability of internet facilities and electronic databases. The results also show that respondents who were above average were satisfied with the availability of materials. On the efficiency of library staff, most of the respondents were satisfied with the services provided by the library staff. Concerning the overall extent of users' satisfaction with the library services, the results show that a

significant number of respondents were satisfied with the services provided by the library. A number of the respondents suggested that the library should get more computers, make available photocopying and printing facilities and lastly that it should provide current books and reference materials.

Theoretical Framework

The model used to underpin this study was the Library Quality (LibQual+) model. The LibQUAL+ model was created to assess the performance of a library based on the perception of its users.

The LibQUAL+ Model

LibQUAL+ is a more customised model than SERVQUAL. It was tailored to evaluate the quality of service in any library. According to Johnson (2007, 140), the LibQUAL model aims to investigate library patrons on three dimensions, which are:

- **The quality of services by the staff**

This is when the patron or library user communicates with the library staff. The library staff must show confidence to the users and display knowledge and expertise when assisting library users.

- **Information control**

This is the availability of needed resources by the users and the ease with which they can be accessed. This includes users' ability to search for and locate information on their own using the library website without the help of anyone.

- **Library as a place**

This refers to the physical environment of the library. Does the library look like a comfortable and inviting environment? Is it also a quiet area for one to study and do research? These are the kinds of questions asked in this dimension.

According to the Association of Research Libraries (ARL 2013, 7), the objectives of LibQUAL+ are the following:

- To foster a culture of excellence in providing library services;
- To help libraries better understand user perceptions of library service quality;
- To collect and interpret library user feedback systematically over time;
- To provide comparable assessment information from peer institutions;
- To identify best practices in library service; and

- To enhance library staff members' analytical skills for interpreting and acting on data.

ARL developed LibQUAL+ in conjunction with several faculty members at Texas A&M University. They wished to develop a survey that would allow local libraries to discover their particular strengths and weaknesses, although, at the same time, the whole model was standard across all libraries (Nixon and Saunders 2007, 22). LibQUAL+ is known as an important assessment tool that many libraries use. Bhim (2010, 8) states that LibQUAL+ is premised on the gap theory, which is based on the gaps or differences between the services a customer expects and what the customer receives. The gaps that are being referred to are discussed above.

LibQUAL+ allows libraries to understand how users perceive and evaluate their services. The framework it uses is based on users' perceptions and expectations to improve libraries, and it is a protocol that is ascendable and useful for decision-making and local planning. This model is able to measure the users' perceptions of the quality of library service. It is an inclusive measure because it measures the expectations and perceptions of the user.

To understand and assess the perception of the library as an environment for academic work at the University of KwaZulu-Natal, this study adopts the LibQUAL+ model based on the gap theory, with gap 5 being the focus of the study. This instrument will be adapted for use in an academic library similar to other studies conducted using the LibQUAL+ model in academic and research libraries.

However, the LibQUAL+ model was created to assess the user perceptions of the library and the performance of libraries (ARL 2013). Even though both LibQUAL+ and SERVQUAL were designed to find out the same thing, the objectives set would not have been fully investigated without using them both in this study.

Methodology

This study is a form of quantitative research, an investigation used primarily for the positivist paradigm. The survey research design was chosen for this study. The population of this study included all registered postgraduate students in the School of Social Sciences of the College of Humanities at the University of KwaZulu-Natal Pietermaritzburg Campus. The total population of this study was 313 students. To get a good sample for this study, stratified random sampling was implemented. The sample chosen for this study was 169 students. In this study, a specific questionnaire was adopted as a data collection instrument. A survey was used in this pursuit, and that survey is known as the LibQUAL+ survey instrument. A system known as the Statistical Package for the Social Sciences (SPSS) analysed the responses.

Results and Discussion

This section outlines the results and discussions of library use and the level of user satisfaction. The presented results and discussions are based on the two research questions: How often do postgraduates students use the library and its resources? Are the postgraduate students satisfied with the service provided at the CRM library? Motiang, Wallis and Karodia (2014, 41) define “user satisfaction as an assessment of a product or service about whether that product or service was able to satisfy the needs and expectations of the customer.” Determining the level of satisfaction requires combining the encounters that an individual has experienced and what they expect from a specific organisation to form an assessment of service quality.

Several studies, including those conducted by Cullen (2001), Ijiekhuamhen, Aghojare and Ferdinand (2015) and Kassim (2009), to mention a few, indicate that students would not be interested in physically visiting the library if there was no internet connection, because they are comfortable accessing the information electronically from their places of comfort. Furthermore, Sivathaasan and Chandrasekar (2013) state that some international libraries have reconfigured their physical space and redesigned their service to meet the new challenges by adopting the idea of having information commons or taking initiatives to provide library services like integrating computers, increasing library resources in different formats and having staff to assist the students in these services.

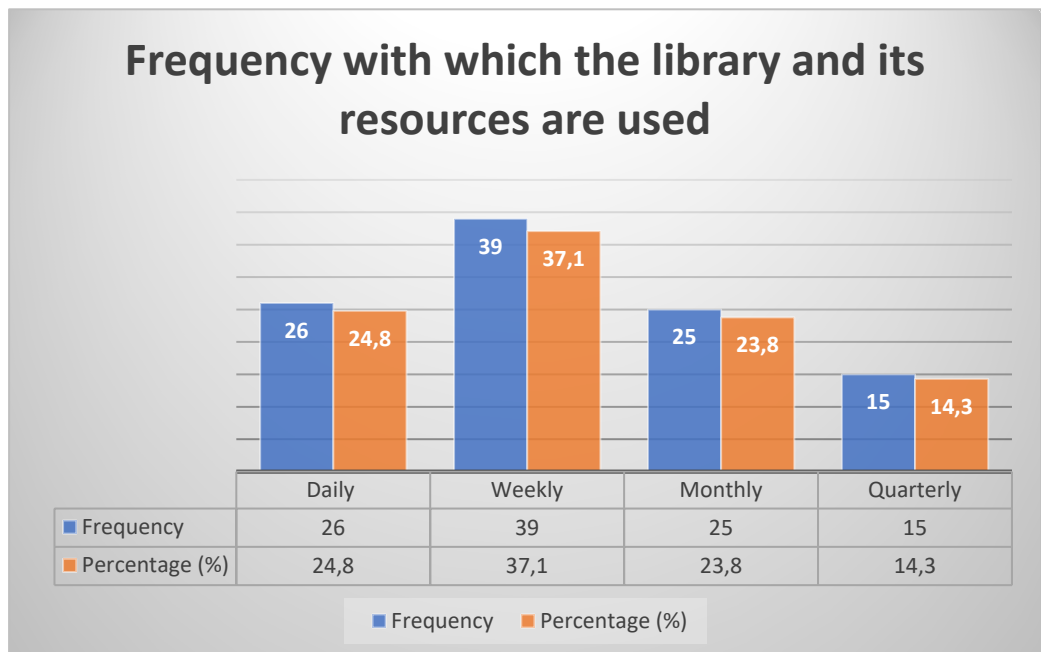


Figure 1: Frequency with which the library and its resources are used ($N=105$)

Figure 1 indicates the frequency with which the library and its resources are used. It shows that most respondents, 39 (37.17%), use the library weekly and it also indicates that a smaller number of the respondents, 15 (14.3%), use the library and its resources on a quarterly basis. Similar views are shared by Naidu (2009) who highlighted that half of the respondents in MUT used the library and its resources on a weekly basis. Both Simba (2006) and Naidu (2009) indicated in their respective studies that a small number of their respondents never used the library and its resources.

Table 1: Overall frequency of use of the library and its resources by user category (N=105)

User category	Daily		Weekly		Monthly		Quarterly		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
Post-graduate diploma	2	1.9 %	5	4.8%	0	0%	0	0%	7	6.7 %
Honours	8	7.6 %	17	16.2 %	15	14.3 %	8	7.6 %	48	45.7%
Master's	8	7.6 %	9	8.6%	4	3.8%	6	5.7 %	27	25.7%
PhD	8	7.6 %	8	7.6%	6	5.7%	1	1.0 %	23	21.9%
Total	26	24.8 %	39	37.1 %	25	23.8 %	15	14.3%	105	100 %

Table 1 expands on Figure 1 by indicating the user category in relation to frequency of use of the library and its resources. It indicates that most of the honours students, 17 (16.2%), used the library on a weekly basis, and a very small portion of the respondents, one PhD student (1%), used the library on a quarterly basis. Simba's study (2006) highlights similar findings and found that in terms of weekly usage of the library and its resources postgraduate students ranked the highest. However, Naidu's (2009) study contradicts these results and found that the largest number of users who used the library and its resources were undergraduate students.

Frequency of use of Yahoo, Google or other non-library gateways for information

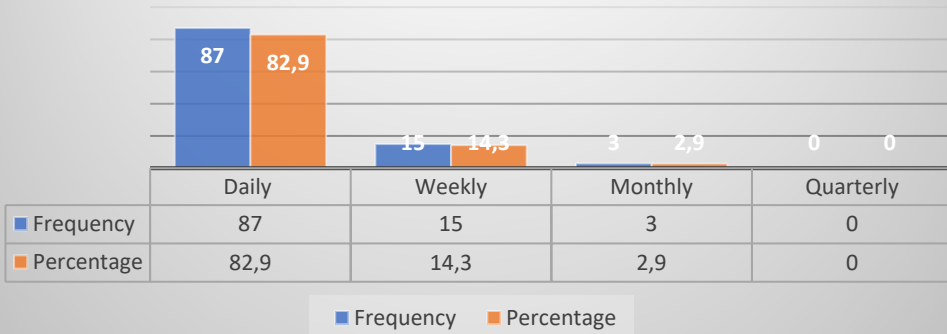


Figure 2: Frequency with which Yahoo, Google or other non-library gateways are used for information ($N=105$)

Figure 2 shows the frequency with which Yahoo, Google or other non-library gateways are used for information. The data indicates that most of the respondents, 87 (82.9%), use these library gateways to find information on a daily basis; a small number of the respondents, three (2.9%), use it on a monthly basis. Newane's (2016) study similarly found that most of the respondents use non-library gateways on a daily basis to search for information. Simba's (2006) study contradicts these results as it found that the non-library gateways were mostly used on a weekly basis.

Table 2: Overall frequency of use of Yahoo, Google or other non-library gateways to search for information by user category ($N=105$)

User category	Daily		Weekly		Monthly		Quarterly		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
Post-graduate diploma	6	5.7%	1	1.0%	0	0%	0	0%	7	6.7%
Honours	38	36.2%	9	8.6%	1	1.0%	0	0%	48	45.7%
Master's	22	21.0%	4	3.8%	1	1.0%	0	0%	27	25.7%
PhD	21	20.0%	1	1.0%	1	1.0%	0	0%	23	21.9%
Total	87	82.9%	15	14.3%	3	2.9%	0	0%	105	100%

Table 2 expands on Figure 2 by providing a user category indication of the frequency of use of non-library gateways. It shows that most of the respondents, 38 (36.2%), indicated that honours students use them daily and the smallest portion of the respondents, one (1%), indicated that the honours, master's and PhD level students use them on a quarterly basis. Similarly, in Simba's (2006) study respondents noted that they use the non-library gateways to search for information on a daily and weekly basis.

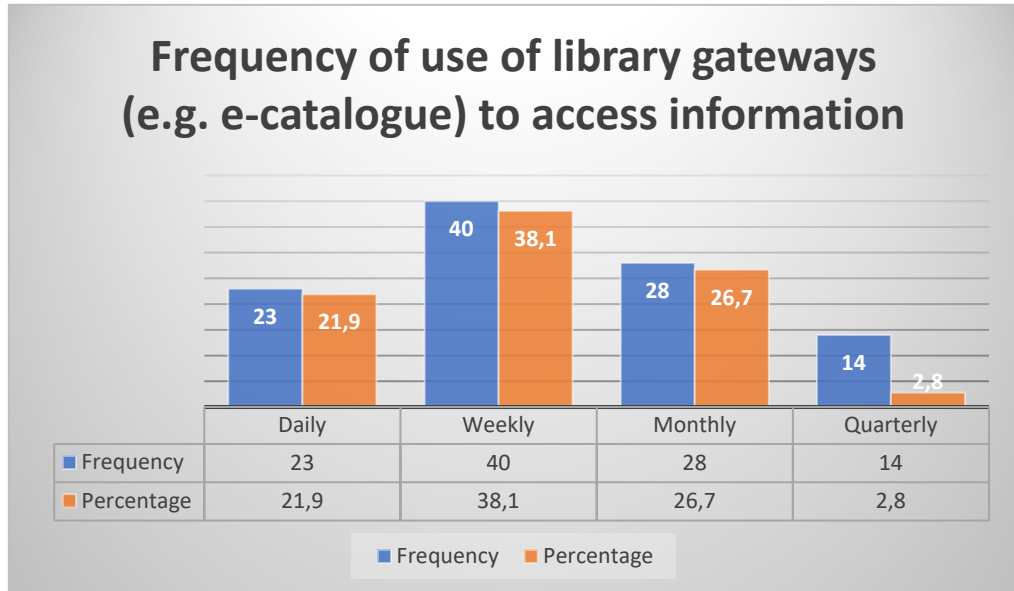


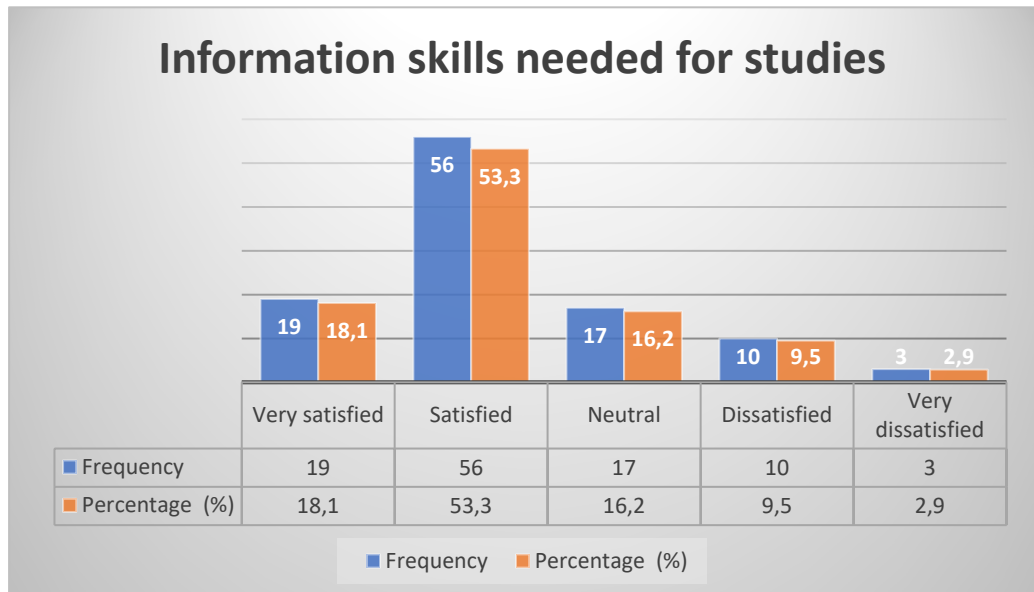
Figure 3: Frequency with which library gateways (e.g., e-catalogue) are used to access information ($N=105$)

Figure 3 indicates the frequency with which library gateways (e.g., e-catalogue) are used to access information. It shows that most of the respondents, 40 (38.1%), use the library gateways weekly; a small portion of the respondents, 14 (2.8%), indicated that they use the library gateways quarterly. Ncwane's (2016) study contradicts this finding as most of its responses indicated daily usage of library gateways.

Table 3: Overall frequency of use of library gateways (e.g., e-catalogue) to access information by user category ($N=105$)

User category	Daily		Weekly		Monthly		Quarterly		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
Post-graduate diploma	3	2.9%	3	2.9%	1	1.0%	0	0%	7	6.7%
Honours	3	2.9%	23	21.9%	15	14.3%	7	6.7%	48	45.7%
Master's	7	6.7%	7	6.7%	10	9.5%	3	2.9%	27	25.7%
PhD	10	9.5%	7	6.7%	2	1.9%	4	3.8%	23	21.9%
Total	23	21.9%	40	38.1%	28	26.7%	14	13.3%	105	100%

Table 3 illustrates the frequency with which library gateways are used according to user categories. It shows that on a weekly basis, the majority of respondents, 23 (21.9%), who use the library gateways are honours students. There are a few master's students, three (2.9%), who use library gateways on a quarterly basis, but these students made up the smallest portion in this category. Naidu's (2009) study reveals that undergraduate respondents use the library gateways on a weekly basis.

**Figure 4:** User satisfaction with information skills needed for studies ($N=105$)

As can be seen from the data presented in Figure 4, most of the respondents, 56 (53.3%), were satisfied and only a very small portion of the respondents, three (2.9%), were very dissatisfied with the information skills needed for their studies that were acquired through the library. Simba's (2006) study revealed that most the respondents agreed that the library provides information skills needed for their studies.

Table 4: Satisfaction with information skills needed for studies that were acquired through the library by user category ($N=105$)

Description	Postgraduate diploma		Honours		Master's		PhD		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
Very satisfied	2	1.9%	9	8.6%	3	2.9%	5	4.8%	19	18.1%
Satisfied	3	2.9%	25	23.8%	13	12.4%	15	14.3%	56	53.3%
Neutral	2	1.9%	7	6.7%	6	5.7%	2	1.9%	17	16.2%
Dissatisfied	0	0%	4	3.8%	5	4.8%	1	1%	10	9.5%
Very dissatisfied	0	0%	3	2.9%	0	0%	0	0%	3	2.9%
Total	7	6.7%	48	45.7%	27	25.7%	23	21.9%	105	100%

As can be seen from Table 4, most of the respondents, 25 (23.8%), who indicated that they were satisfied were honours students; however, the small portion of the respondents, two (1.9%), who indicated that they were very dissatisfied with the information skills needed for their studies were honours students. It is interesting to note that in Simba's (2006) study academic staff responded neutrally, and most of the respondents, being undergraduates, revealed that the library provided information skills needed for their studies.

Library support for reading, research and studying

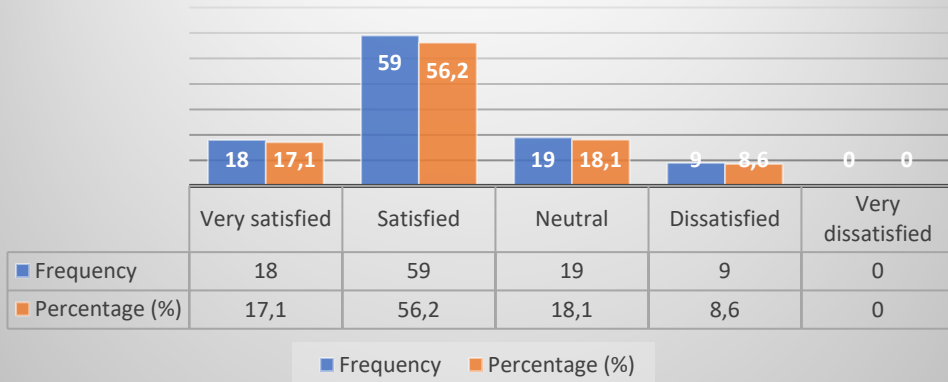


Figure 5: User satisfaction with library support for reading, research and studying (N=105)

As is seen in Figure 5, 77 (73.3%) of the respondents were satisfied with library support for reading, research and studying, and only nine (8.6%) were dissatisfied with the library support in this regard. In addition, many respondents openly expressed their need to be supplied with more postgraduate rooms for group discussions with extended hours. There were a number of other comments on this category, which concerned students being noisy most of the time in the library. In Matiwané's (2017) study, most of the respondents agreed that the library offers support for learning and research needs.

Table 5: Satisfaction with the library support for reading, research and studying by user category (N=105)

Description	Postgraduate diploma		Honours		Master's		PhD		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
Very satisfied	2	1.9%	4	3.8%	4	3.8%	8	7.6%	18	17.1%
Satisfied	4	3.8%	29	27.6%	13	12.4%	13	12.4%	59	56.2%
Neutral	1	1%	11	10.5%	5	4.8%	2	1.9%	19	18.1%
Dissatisfied	0	0%	4	3.8%	5	4.8%	0	0%	9	8.6%
Very dissatisfied	0	0%	0	0%	0	0%	0	0%	0	0%
Total	7	6.7%	48	45.7%	27	25.7%	23	21.9%	105	100%

Table 5 indicates the dissatisfaction with the library support for reading, research and studying based on user category. It shows there were four (3.8%) honours students and five (4.8%) master's students who were dissatisfied with the library support. Furthermore, the majority of the satisfied respondents were from honours level, 29 (27.6%), followed by master's and PhD students with a response of 13 (12.4%). Only a few students from honours and master's programmes were unhappy with the services offered at the CRM library.

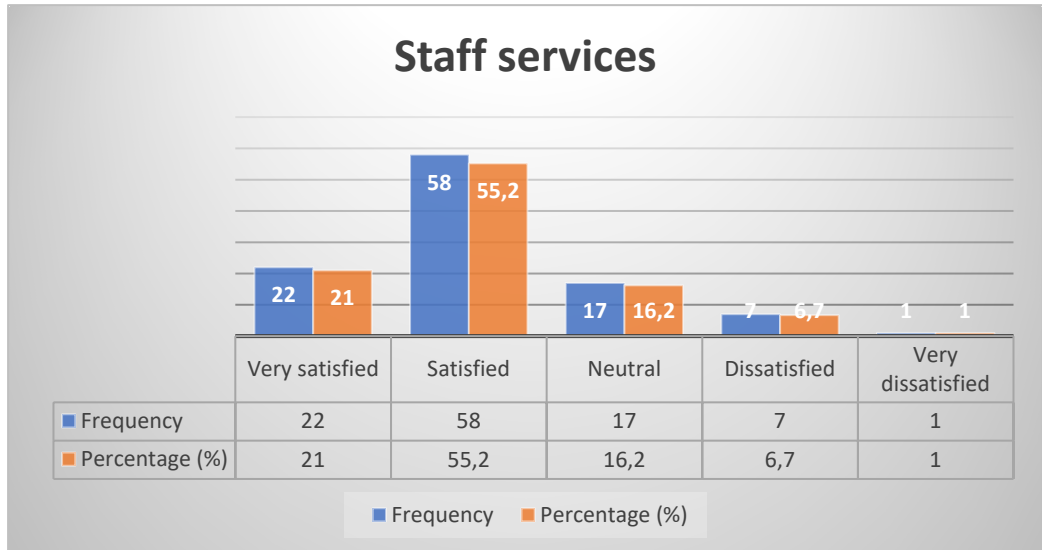


Figure 6: User satisfaction with staff services ($N=105$)

The study revealed that 80 (76.2%) respondents were satisfied with staff services, while 17 (16.2%) respondents were neutral and eight (7.6%) were dissatisfied with the staff services. Simba (2006), Naidu (2009) and Ncwane (2016) shared similar views in their respective studies by indicating that most respondents were satisfied with the staff services. Contrary to this, in Matiwane's (2017) study most of the respondents indicated they were dissatisfied with staff services.

Table 6: Satisfaction with the staff services by user category ($N=105$)

Description	Postgraduate diploma		Honours		Master's		PhD		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
Very satisfied	3	2.9%	8	7.6%	4	3.8%	7	6.7%	22	21%
Satisfied	4	3.8%	22	21%	16	15.2%	16	15.2%	58	55.2%
Neutral	0	0%	13	12.4%	4	3.8%	0	0%	17	16.2%
Dissatisfied	0	0%	5	4.8%	2	1.9%	0	0%	7	6.7%
Very dissatisfied	0	0%	0	0%	1	1%	0	0%	1	1%
Total	7	6.7%	48	45.7%	27	25.7%	23	21.9%	105	100%

The number and percentage of respondents who were satisfied with the staff services according to user categories are as follows: four (3.8%) postgraduate diploma students, 22 (21%) honours students, and 16 (15.2%) master's and PhD students. The low level of dissatisfaction that was reported was among honours and master's students. The students who were undecided were honours and master's students. In relation to staff services, the study found that the majority of students were satisfied with the library staff at CRM library; however, minor dissatisfaction was expressed by a few honours and master's students. Naidu's (2009) study shared a contradicting finding, indicating that postgraduate students were the most dissatisfied with staff services.

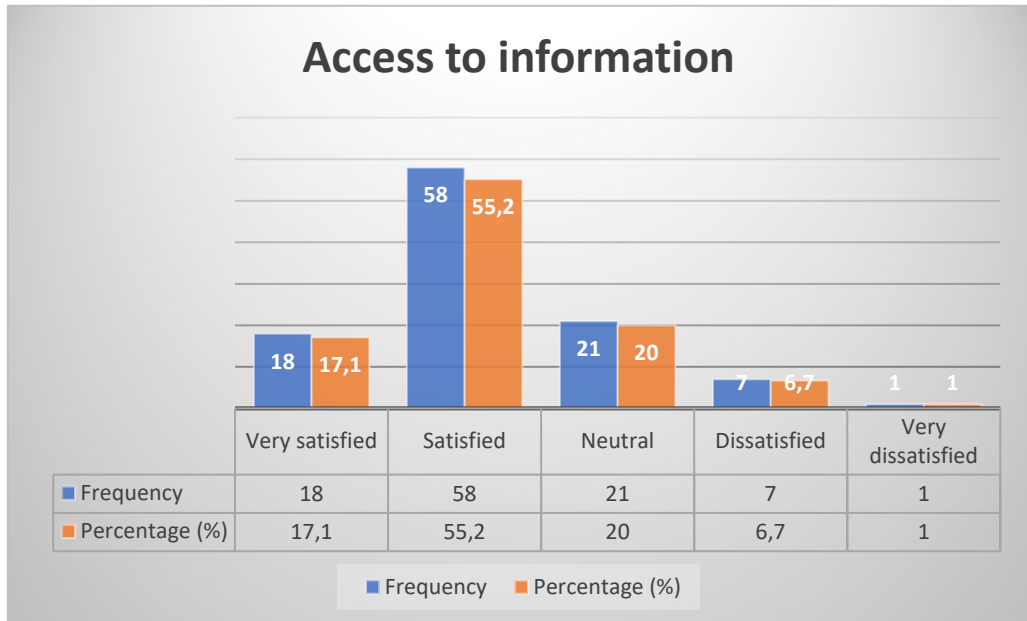


Figure 7: User satisfaction with access to information ($N=105$)

In general, the majority of postgraduate students were satisfied with the access to information provided by the library. Seventy-six (72.3%) students were satisfied; followed by 21 (20%) students who were neutral; eight (7.6%) students were dissatisfied with the access to information provided by the library. Similarly, in Naidu's (2009) study, most respondents indicated they were satisfied with the access to information they received in the library.

Table 7: Satisfaction with access to information provided by the library according to user category ($N=105$)

Description	Postgraduate diploma		Honours		Master's		PhD		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
Very satisfied	2	1.9%	4	3.8%	5	4.8%	7	6.7%	18	17.1%
Satisfied	4	3.8%	29	27.6%	10	9.5%	15	14.3%	58	55.2%
Neutral	1	1%	12	11.4%	8	7.6%	0	0%	21	20%
Dissatisfied	0	0%	2	1.9%	4	3.8%	1	1%	7	6.7%
Very dissatisfied	0	0%	1	1%	0	0%	0	0%	1	1%
Total	7	6.7%	48	45.7%	27	25.7%	23	21.9%	105	100%

Table 7 shows that the students who were dissatisfied with the access to information provided by the library were two (1.9%) honours students, followed by four (3.8%) master's students and one (1%) PhD student. The results show variations within user groups regarding satisfaction with access to information. In the user categories that expressed a high level of satisfaction with access to information provided by the library were 29 (27.6%) honours students, 10 (9.5%) master's students, and 15 (14.3%) PhD students. Ncwane's (2016) study shares the same finding as this study, as the majority of the respondents in that study were satisfied with the access to information provided by the library.

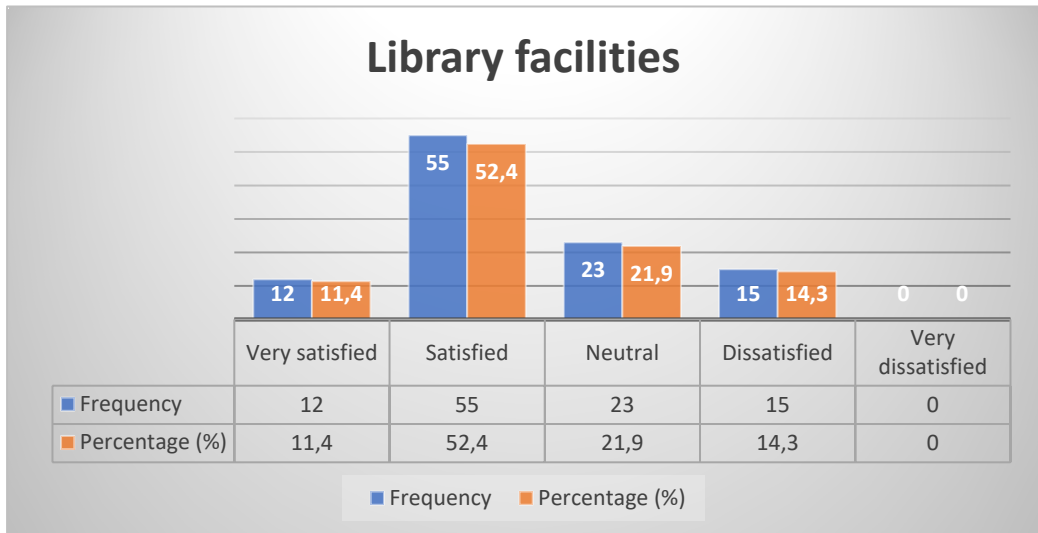


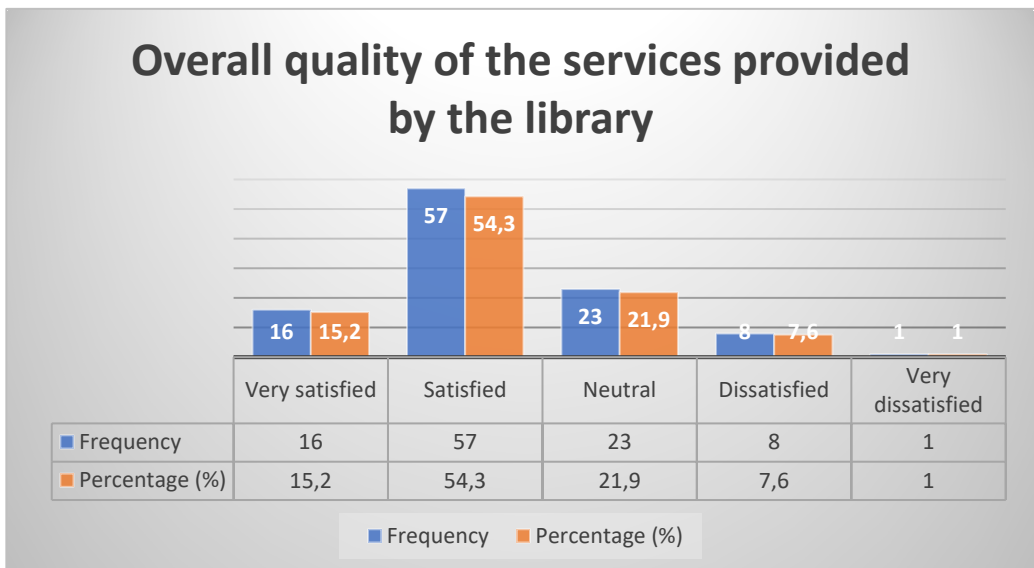
Figure 8: User satisfaction with library facilities ($N=105$)

A number of respondents, 67 (63.8%), indicated that they were satisfied with the library's facilities, while 23 (21.9%) respondents were undecided, and 15 (14.3%) respondents were dissatisfied with the library's facilities. Matiwane's (2017) study has a contradicting finding, as the majority of respondents in that study indicated they were dissatisfied with the library's facilities.

Table 8: Satisfaction with the library facilities by user category ($N=105$)

Description	Postgraduate diploma		Honours		Master's		PhD		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
Very satisfied	1	1%	2	1.9%	4	3.8%	5	4.8%	12	11.4%
Satisfied	4	3.8%	24	22.9%	11	10.5%	16	15.2%	55	52.4%
Neutral	2	1.9%	13	12.4%	6	5.7%	2	1.9%	23	21.9%
Dissatisfied	0	0%	9	8.6%	6	5.7%	0	0%	15	14.3%
Very dissatisfied	0	0%	0	0%	0	0%	0	0%	0	0%
Total	7	6.7%	48	45.7%	27	25.7%	23	21.9%	105	100%

The results showed variations within user groups regarding satisfaction with library facilities. With regard to dissatisfaction, nine (8.6%) honours and six (5.7%) master's students expressed their dissatisfaction. Regarding satisfaction, four (3.8%) postgraduate diploma students, 24 (22.9%) honours students, 11 (10.5%) master's students, and 16 (15.2%) PhD students expressed that they were satisfied with the library's facilities. Ncwane's (2016) study shares the same finding as this study as the majority of its respondents were satisfied with their library's facilities.

**Figure 9:** User satisfaction in terms of the overall quality of the library's services ($N=105$)

The results of the study indicate that in terms of the overall quality of the services provided by the library, the majority of respondents, 73 (69.5%), were satisfied. Twenty-three (21.9%) respondents gave a neutral response and nine (8.6%) were dissatisfied with the overall quality of services provided by the library. Matiwane's (2017) study shares the same finding as this study as the majority of the respondents in that study were satisfied with the overall quality of services provided by their academic library.

Table 9: Satisfaction with the overall quality of the services provided by the library according to user category ($N=105$)

Description	Postgraduate diploma		Honours		Master's		PhD		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
Very satisfied	1	1%	6	5.7%	5	4.8%	4	3.8%	16	15.2%
Satisfied	4	3.8%	24	22.9%	12	11.4%	17	16.2%	57	54.3%
Neutral	2	1.9%	12	11.4%	7	6.7%	2	1.9%	23	21.9%
Dissatisfied	0	0%	5	4.8%	3	2.9%	0	0%	8	7.6%
Very dissatisfied	0	0%	1	1%	0	0%	0	0%	1	1%
Total	7	6.7%	48	45.7%	27	25.7%	23	21.9%	105	100%

In terms of satisfaction with the overall quality of services provided by the library, the user categories show that the users who expressed low levels of dissatisfaction were six (5.8%) honours students, and three (2.9%) master's students. In contrast to this, five (4.8%) postgraduate diploma students, 30 (28.6%) honours students, 17 (16.2%) master's students, and 21 (20%) PhD students expressed that they were satisfied with the overall quality of services provided by the library. The students who were dissatisfied with the overall quality of services provided at the CRM library were the honours and master's students, and it can possibly be deduced why they were dissatisfied.

Conclusion

This section aims at making recommendations to the CRM library based on the findings of the study. In view of the research findings, the following recommendations are proposed to the library management. The study has revealed that it is vital for libraries to assess, track and understand users' service needs and expectations and to react upon the users' feedback to improve the quality of service in the library and to create new policies that will benefit the library. The study recommends that the library management

should introduce a regular assessment of the library in order to listen to the library users and the university community. This process will assist the library in being enlightened about the expectations and needs of the users and the university community at large. The librarians must have instruments in place to implement the strategic and operational plans to improve the quality of library services and practicable instruments to observe and sustain improvements over time.

The students have also commented on their dissatisfaction with the old or outdated books in the library. A recommendation is that the collection development policy should be reviewed by relevant stakeholders to address the important needs of the users. For the collection development policy to succeed, it needs to be reviewed and renewed occasionally to keep up with users' changing needs and new programmes established from time to time. It is acknowledged that libraries are facing financial constraints. However, through careful planning and budgeting, it is possible to maintain current and up-to-date collections.

The students have also expressed that the off-campus access to databases and catalogues and other services was not as efficient as it should be. This study recommends that the library explore options as to how they can improve off-campus access to the library webpage. The photocopying and printing facilities should also be maintained because they tend to malfunction while in use. The study recommends that there should be a scanning machine for students to use since there seems to be a high demand for this facility. The study revealed that some of the library staff members were not friendly. It recommends that the library staff attend communication-skills workshops, customer-care workshops and people-skills workshops. The study also revealed that students believed that the staff at times were not readily available to assist them with their queries and did not provide students with information skills needed for their studies. By doing this, the library could deal with the issue of information skills required by the students.

The study further revealed that the students were not satisfied with the safety and security in the library and that the library space did not inspire students to learn and study. The students also expressed the need for materials and facilities for disabled students. Lastly, the study recommends that the library should purchase materials that would assist disabled students in their studies.

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