

Library Use and User Satisfaction with Library Services at Jaber Al-Ahmad Central Library of Kuwait University

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Abstract: This study investigated library use, information-seeking patterns, and user satisfaction with library resources and services at three colleges at Kuwait University. Data were gathered through questionnaires from 381 full-time students registered at the College of Arts, College of Social Sciences, and the College of Administration Sciences. Results indicate that the majority of respondents make limited use of the library; they use the library mainly as a place to study and for borrowing and returning books. Books and internet resources are the main sources of information. Respondents are generally satisfied with the services and facilities provided by the library. Based on the findings the authors made various recommendations for the improvement of the library programs and services.

Key words: User studies, User satisfaction, Academic libraries-Kuwait.

Introduction

Kuwait University is spread over five campuses, each housing closely-related discipline-based colleges that offer degrees at both undergraduate and graduate levels with a student population reaching 24,000 and a faculty of 1,200. As a consequence of maintaining a multi-

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campus system located 3 to 14 kilometers from each other, the university maintains a decentralized library network of eight libraries, all linked through the high-speed university intranet, managed by a Central Libraries Administration. This central unit, headed by a director, is responsible for overall policy-making, financial management, staffing, and acquisition and processing of information resources; whereas each library is a service unit and is managed by a senior librarian who reports to the Director.

Jaber Al-Ahmad Central Library (JACL) was established in 2001, housed in a new, fully-wired, and well-furnished 4-story building on Al-Shuwaikh Campus, by merging three previously separate libraries belonging to the College of Administrative Sciences, College of Arts, and College of Social Sciences. This library has a user-friendly space of 18,000 square meters with three passenger elevators. The ground floor houses the reference collection and service, multimedia collections, a large computer lab, circulation desk, and staff and management area. The first floor houses foreign language books, current and retrospective periodicals in all languages, and database searching and service facilities including full-text databases. The second floor houses the Arabic book collection, whereas the third floor holds the special collections, manuscripts, and United Nations documents. In addition, each floor contains user assistance desks, group study rooms, and photocopying services.

The library collection is approximately 135,000 volumes in Arabic and foreign languages, including thesis and government documents. They cover a wide range of subjects in the arts and humanities, social sciences, and economics and business administration. The library subscribes to 1,660 journals and 33 bibliographic and full-text databases. Arabic materials are classified by DDC modified for local needs, and non-Arabic materials by the LCC system. JACL is serviced by 12 professionals, and 15 para-professionals.

Purpose of The Study

The merger of three libraries to make up JACL in 2001 was the result of shifting the related colleges' libraries to the present campus in Shuwaikh. JACL and its users faced several challenges and had to go through a transition period to make adjustments. There was a need to investigate the pattern of the use of the library and its services by the

students and try to determine their level of satisfaction with the new library and the services it provides. The number of graduate students on the Al-Shuwaikh Campus was small. Therefore, the focus of the study was on undergraduate students.

- 1 - This study was designed to seek answers to the following research questions:
- 2 - What is the pattern of students' library use?
- 3 - What information sources do the students use to seek the information they need?
- 4 - What information sources do the students use for their coursework and research?
- 5 - What is the students' level of satisfaction with the library's services and facilities?
- 6 - What difficulties do the students face while using the library and its services?

Review of Related Literature

User surveys are an important instrument used by academic librarians out of concern that the collections and services being offered to their clients meet their expectations and, as a result, they are able to make improvements in the problem areas. There is a large amount of literature on this subject. Some libraries, because of restructuring or other reasons, go through a major change and, as a consequence, both the library and its users have to make adjustments. The user surveys literature focusing on post-major changes is limited. Since this study deals with such a situation, selected studies of both types will be reviewed below.

Berger and Hines (1994) reported on a survey conducted at Duke University that aimed at "determining library users' needs as we redesign their information retrieval environment" (p. 306). Undergraduate students were covered in the study. It was found that undergraduate students mainly used the library for studying and assigned readings and sought assistance from staff more frequently. These students were more favorable to computerization. Jiao and Onwuegbuzie (1997) in their study of library usage found that the main reasons for using the library included obtaining a book or an article for a term paper, studying for a test, and using computerized indexes and online facilities for research.

The University of California, San Diego Libraries, following organizational changes and the adoption of a new mission statement, initiated a comprehensive user survey (Talbot, Lowell & Martin, 1998). The undergraduate segment of the survey focused on study facilities, staff, and library instruction. Undergraduate students used “the Library most often as a place to study rather than to do research” (p. 362). The undergraduates were more dissatisfied than other groups in the study. They were not satisfied with the service hours and physical facilities, especially lighting. This study provided ample evidence which led to the improvement of library services. Clougherty, et al. (1998) conducted a study at Iowa University, and they found that most students used the library to study, use photocopy machines, and check out library materials. The majority of the students reported using the public service desk more than any other library service and resource.

Whitmire (2001) conducted a longitudinal study of library use by 1,046 undergraduate students coming from 18 academic institutions in the U.S. The respondents’ uses were found in descending order: using computers in the library, using the catalog, preparing a bibliography, using the library to read or study, using reserve/reference collection, using indexes to journals, asking librarians for help, browsing shelves, and borrowing materials. It was discovered that, “If students had successful library experiences during their early college years that they continued engaging in these activities over time” (p. 384).

The library of the Waterford Institute of Technology (WIT), Ireland, experienced a huge change beginning in 2000 similar to that of the JACL at Kuwait University. WIT Library moved to a new and larger building and increased its collection from 35,000 volumes in 2000 to 180,000 in 2003 when it decided to conduct a user survey using a sample of 110 faculty and 1,100 undergraduate students. Some of the major findings related to students included: (1) Reasons for visiting the library: to use library computers, individual study, and borrow books; (2) Book stock was the major resource used; (3) Fifty-two percent of the students had visited the library website; (4) Only one in four undergraduates used electronic databases; (5) One in three students had attended information skills programs; and (6) Staff improvement was mentioned in comments Hayden, O’Brien & Rathaille (2005)..

Several studies of student library use have been conducted in developing countries. Yrillidou (1993) conducted a study on library use by students and faculty members at Aristotle University in Greece. The findings showed that 66% of students used the library to borrow library materials, 44% used the reserve books service, and 28% used the library for studying their own material. Similar findings were also reported by Oyewusi and Oyeboade (2009). Amkpa (2000) investigated student library use at a Nigerian university using a questionnaire. He found that of the 95.34 percent of the 1,050 respondents, 66.75% used the library as 'a place to study', 14.29% used it 'to consult books', and 14.29% used it 'to borrow books'. Over two-fifths of the students (42.86%) were not satisfied with the library services and asked for more current materials, timely shelving, and better trained staff. Bamigboye (2007) surveyed library users at Olabisi Onabanjo University in Nigeria, and he found that students relied heavily on books for their information needs. The users were satisfied with reference services, library staff, and photocopy services. However, they were dissatisfied with journals and the book collection.

Bahatti (2008) conducted another similar study at Islamia University library in Pakistan, which showed that the vast majority of students (72.8%) relied on books for satisfying their academic and research needs, while nearly half (44%) of the students consulted the Internet for their required information, and less than half (40.5%) of the students used the library to borrow books. The study also revealed that almost half (48%) of the students faced difficulty in using the catalogue. Mahajan (2009), studied the information-seeking behavior of students and researchers in sciences, social sciences, and humanities at the Panjab University, Chandigarh, India and he found that nearly half of the undergraduate students and more than half of the postgraduate students spent about 5-10 hours per week in the library. Students relied more on books than other sources. Most respondents were satisfied with the library's collections and services.

Al-Ansari and Ramzi (2001) conducted a survey of users at the Faculty of Allied Health and Nursing Library at Kuwait University. They found out that students relied heavily on library books for their studies and research; however, they possessed limited information searching and use skills. There was a need to provide appropriate

training to students in this area. Abdel-Motey (2004) investigated the students' and library staff's perception towards library facilities and services. The findings showed that the majority of students depended on asking the librarians to locate information, used other libraries to satisfy their information needs, and in general were not satisfied with the library's facilities and services.

Libraries in Kuwait, with a few exceptions, have not been subjected to user surveys. Introduction of ICT lately has changed the library environment completely. There is a need to conduct studies focusing on users' needs and actual utilization of library resources and services. The present study is a beginning to fill that gap.

Research Methodology

The descriptive survey method, with a questionnaire as a data collection technique, was used for this study. User survey literature and several questionnaires used by earlier studies were consulted to develop a new questionnaire suitable for use at Kuwait University. A panel of five experts, three senior librarians and two faculty members from the Department of Library and Information Science, reviewed the initial questionnaire and made a number of suggestions to improve it. Then a pilot study using 27 students, similar to the respondents but not included in the main study, was conducted to assess the instrument's validity. As a result of the pilot study, several questions were revised to make them easier to understand. The revised version was again examined by the panel of experts.

The survey instrument was a questionnaire consisting of 14 questions. The questions focused on such areas of the library services and facilities as:

- Frequency of library visits and preference for opening hours
- Purposes for using the library
- Main sources of information used
- The ways the students used to locate needed information
- Adequacy of the library collections
- Satisfaction with library services and facilities such as circulation, reference, collections, furniture, electronic databases, photocopy, and reserve service.
- Problems that the respondents face while using the library

- Demographics: college, gender, year of study and age

The questionnaire primarily focused on close-ended questions. However, many of these questions presented opportunities for providing additional information. These took the form of open-ended answer choices requesting additional feedback about specific aspects of the library services and asking for free text comments.

Jaber Al-Ahmad Central Library serves three colleges: the College of Administrative Science, the College of Arts, and the College of Social Sciences with a total population of 7,000 students. The number of students engaged in graduate study in these three colleges is small. Also, the first year students had little experience in using the library. It was, therefore, decided to limit this study to second, third, and fourth year undergraduate students, totaling 5,110. Due to this large number, a convenience sample of 10 percent from each college was targeted for the survey. An effort was made to make the sample as representative as possible. Therefore, 200, 300, and 400 level classes from each college were chosen from the university course catalog.

Twenty-six classes (6 from Administrative Science, 12 from Arts, and 8 from Social Sciences) were selected with the agreement of the faculty. The respondents, not counting those who were common in some classes, consisted of 131 students from Administrative Science, 234 from Arts, and 146 from Social Sciences, with a total of 511. The data were collected in March-May 2008. Only 409 students completed the questionnaires, out of which 28 were rejected as unusable. The response rate, based on usable questionnaires, for the three colleges varied from 67.2 to 87.0 percent. The overall response rate was 74.6 percent. The data for the 381 questionnaires were processed using the SPSS.

Results and Discussion

Demographic Characteristics of Respondents

Gender representation was 24.9 percent males and 75.1 percent females, reflected the overall composition of the student population at Kuwait University. The number of second year students was 146 (38.3%), third year 114 (29.9%), and fourth year 121 (31.8%). With regard to age, 166 (43.6%) were from 18 to 20 years old, 192 (50.4%) were from 21 to 23 years old, and 23 (6.0%) were 24 years and older.

Eighty-eight (23.1%) students were from Administrative Sciences, 166 (43.6%) from the Arts, and 127 (33.3%) from Social Sciences.

Library Visits and Preference for Opening Hours

The respondents were asked to indicate the frequency of their visits to the library and the length of stay during each visit. Table 1 presents the frequency of library visits.

Table (1)
Frequency of Library Visits and Time Spent (N = 381)

Frequency of Visits	Daily	1 - 2 times a week	1 - 2 times a month	Rarely	Chi-Square Sig.
Male	3 3.2%	20 21.1%	20 21.1%	52 54.7%	.956
Female	14 4.9%	52 18.2%	56 19.6%	164 57.3%	
Total	17 4.5%	72 18.9%	76 19.9%	216 56.7%	
Arts	6 3.6%	25 15.1%	38 22.9%	97 58.4%	35.465*
Social Sciences	10 7.9%	41 32.3%	21 16.5%	55 43.3%	
Admin. Sciences	1 1.1%	6 6.8%	17 19.3%	64 72.7%	
Total	17 4.5%	72 18.9%	76 19.9%	216 56.7%	
Time Spent in Library	Less than 1 hour	1 - 2 hours	3 - 4 hours	5 hours or more	Chi-Square
Male	52 54.7%	30 31.6%	13 13.7%	0.0	9.332
Female	114 39.9%	128 44.8%	36 12.6%	8 2.8%	
Total	166 43.6%	158 41.5%	49 12.9%	8 2.1%	
Arts	74 44.6%	69 41.6%	22 13.3%	1 0.6%	7.075
Social Sciences	48 37.8%	58 45.7%	16 12.6%	5 3.9%	
Admin. Sciences	44 50.0%	31 35.2%	11 12.5%	2 2.3%	
Total	166 43.6%	158 41.5%	49 12.9%	8 2.1%	

* $p < .001$

The figures presented in this table are surprising. More than half of the respondents ($n = 216$, 56.7%) rarely visit the library. Less than one-fourth of these students ($n = 89$, 23.4%) visit the library once a week or

more often. This tendency should become apparent in the data presented later. Of these 381 respondents, 166 (43.6%) spent less than one hour in the library during their visits, 158 (41.5%) stayed for one to two hours, 49 (12.9%) spent 3 to 4 hours, and only eight (2.1%) students stayed in the library for five hours or more during each visit. When these figures are read with the statistics presented in Table 1, the picture of library use by these students becomes more disappointing. Data shows that there is a significant difference ($P .001$) among Arts, Social Sciences, and Administration Sciences in the frequency of student library visits.

Students of the College of Social Sciences showed the highest percentage of students' daily visits to the library. It is 7.9% in Social Sciences, 3.6% in Arts and 1.1% in the Administration Sciences. Furthermore, 72.7% of the students in the College of Administration Sciences rarely visit the library, while 58.4% of the students in the College of Arts rarely visit, and 43.3% in the College of Social Sciences rarely visit the library.

Do these respondents have certain preferences for the library's opening hours? The related data are presented in Table 2.

Table (2)
Preferred Library Opening Hours (n = 380)

Preferred Time		Number	Percentage
1	11:00 to 1:00 p.m.	153	40.3
2	8:00 to 11:00 a.m.	84	22.1
3	1:00 to 3:00 p.m.	62	16.3
4	3:00 to 6:00 p.m.	57	15.0
5	6:00 to 9:00 p.m.	24	6.3

The preference for opening hours is directly linked to the class schedule for each student. Undergraduate classes are mostly held in the morning and students visit the library in between classes. A little less than one-third of them ($n=119$, 31.3%) prefer to use the library in the afternoon. These preferences, however, do not cause any problems for them because the library is open from 8:00 a.m. to 9:00 p.m.

Purposes for Using the Library

One of the main objectives of the study was to determine the purposes for which these respondents use the library. They were asked to select any of the nine activities listed in the questionnaire. Table 3 presents data related to their responses.

Table (3)
Purposes for Using the Library (Multiple Responses)

Purpose		Number	Percentage
1	Studying for course work	230	60.4
2	Borrowing books	202	53.0
3	Using Internet	117	30.7
4	Using photocopying services	96	25.2
5	Consulting librarians to obtain needed information	77	20.2
6	For general and cultural reading	56	14.7
7	Browsing books and scholarly journals	43	11.3
8	Using databases	35	9.2
9	Reading daily newspapers	15	3.9

Most of these students use the library as a quiet place for studying for their coursework or borrowing needed materials. The findings are similar to those of Kyrillidou (1993), Jiao and Onwuegbuzie (1997), Clougherty et al. (1998), Amkpa (2000), and Oyewusi and Oyeboade (2009), which indicated that the majority of undergraduate students use the library as a place to study and to borrow library materials. A good number ($n = 117$) visit the library for Internet use. This use needs to be investigated in detail. A very small number (3.9%) of those who come to read newspapers is not unexpected because some of those who use the Internet may be reading the news on the internet, and almost all Kuwaiti students have access to newspapers at home. The low use of databases ($n = 35$, 9.2%), however is worrying. Does this indicate that the library does not market its resources and services well? Or, is this attitude related to teaching methodology where the students are not given any assign-

ments that require information searches? This phenomenon also needs to be explored.

Main Sources of Information Used

What main sources of information do these respondents use while searching for information in their study and research? The data are presented in Table 4.

Table (4)
Main Sources of Information Used (Multiple responses)

	Source of Information	Number	Percentage
1	Books	343	90.0
2	Information sources available on the Internet	216	56.7
3	Scholarly journals and magazines	118	31.0
4	E-resources available in the library	62	16.3
5	Daily newspapers	61	16.0

The majority (90%) of the students depend on books as their main source of information for study and research. The findings are similar to those of Al-Ansari and Ramzi (2001), Bamighoye (2007), and Mahajan (2009).

More than half of the students (56.7%) use the Internet to find the information they need. Approximately less than one-third of the respondents (31.0%) use journals for research. However, their use of e-resources is limited as was the use of databases (Table 3). Identifying books as the main source of information by a large majority indicates that these students depend on textbooks, books that provide background information and print reference sources for authoritative information. Another reason could be that most of the disciplines covered in this study use Arabic as the language of instruction resulting in the students mainly using Arabic materials for their study and research. Moreover, the e-resources available in Arabic are very limited as compared to those in English. A small number of the respondents (n=61, 16.0%) used daily newspapers as one of the sources of information. It seems that these students came mostly from the Mass Communications discipline.

Means Used to Search for Information

The participants were asked to indicate the ways they use to locate the information needed. The approaches used by them are presented in Table 5.

Table (5)
Approaches Used to Locate Needed Information
(N = 381, Multiple Responses)

Approaches Used		Number	Percentage
1	With the assistance of library staff	266	69.8
2	By searching the library catalogs	221	58.0
3	By searching the Internet	124	32.5
4	By browsing books on the shelves	118	31.0
5	By searching the catalogs available on the Internet	47	12.3
6	By searching printed Indexes and Abstracts	46	12.1
7	By searching electronic databases	34	8.9

Almost 70% (n=266) of the respondents seek staff assistance to identify needed information or to locate information resources. Similar findings were reported by Berger and Hines(1994) and Abdel-Motey (2004).

These students' main focus seems to be on book use, which is reflected in locating materials through library catalogs (n=221, 58.0%), catalogs available on the Internet (n=47, 12.3%), and browsing books on shelves (n=118, 31.0%). This tendency matches the preference for books indicated by 343 (90.0%) respondents as shown in Table 4. A little less than one-third (n=124, 32.5%) of the respondents used the Internet to find information. This result is consistent with that of Bahatti (2008). The use of electronic databases, printed indexes and abstracts, and keys to scholarly journal literature is extremely limited. These figures also show a clear preference for printed Arabic sources as compared to electronic non-Arabic sources.

Students' use of the library and its resources is dependent on their library use skills. Fresh entrants to the university come with very limited information literacy skills because Kuwaiti schools lag behind tremendously in nurturing such skills. Have these respondents received any training in using the library, searching databases, or been taught the value of the Internet for research? Only 94 (24.7%) respondents acknowledged that they had received some training in this area, whereas 286 (75.1%) did not. One student did not reply. Out of the 286 who had received no training, less than half ($n = 134$, 46.9%) showed an interest in attending training courses, whereas the remaining 152 (53.1%) did not show any desire to go through such a course. This finding is similar to Al-Ansari and Ramzi (2001). User education, and lack of interest for it among students, is a critical issue that should receive serious attention from both the university management and the library.

Adequacy of Library Collections

Are the present library collections adequate for the needs of these students? The responses of the participants are presented in Table 6.

Table (6)
Adequacy of Present Library Collections ($n = 380$)

Level of Collection Coverage		Number	Percentage
1	Is average	237	62.2
2	Does not meet my needs	112	29.4
3	Is poor	17	4.5
4	Meets my needs fully	14	3.7

Only a small number ($n = 14$, 3.7%) of students indicated that the library collections fully meet their needs. A large number ($n = 237$, 62.2%) of respondents judged the collections as average, whereas 129 (37.9%) students considered it either as poor or does not meet their needs. Are poor library collections the main factor for 216 (56.7%) respondents (Table 1) rarely visiting the library? This phenomenon needs to be studied by looking at non-users.

Data show that there is a significant difference ($P < .05$) between male and female in their opinions about the collection coverage. Males show a

higher percentage of satisfaction as compared with females in their opinion about the coverage of the collection as being excellent with 7.8% for males and 1.9% for females.

Poor library collections normally drive their serious clients to seek refuge in other libraries. How many of these respondents actually do that? More than two-thirds ($n=263$, 69.0%) of the participants of this study resort to other libraries to fulfill their information needs. More than three-fourths ($n=201$, 76.4%) of these 263 students use public libraries, 66 (25.0%) use special libraries, and 41 (15.6%) use libraries of government departments.

Level of Satisfaction with Library Services and Facilities

The library's situation as presented in the foregoing sections is less than positive. How does this reflect on the level of satisfaction expressed by these respondents with regard to the services and facilities provided to them by the library? Sixteen items were listed in the questionnaire using five-point Likert scale with '1' for 'highly dissatisfied' to '5' for 'highly satisfied'. The respondents' opinions are presented in Table 7.

Table (7)
Level of Satisfaction with Library Services and Facilities

Rank	Services / Facilities	Highly Satisfied	Satisfied	No Opinion	Dissatisfied	Highly Dissatisfied	Mean	Standard Deviation
1	Circulation Services	124 (32.5)	155 (40.7)	83 (21.8)	12 (3.1)	7 (1.8)	3.99	.915
2	Library Furniture	142 (37.3)	163 (42.8)	22 (5.8)	35 (9.2)	19 (5.0)	3.98	1.118
3	Library Lighting	137 (36.0)	164 (43.0)	23 (6.0)	42 (11.0)	15 (3.9)	3.96	1.103
4	Photocopying Services	129 (33.9)	153 (40.2)	55 (14.4)	30 (7.9)	14 (3.7)	3.93	1.061
4	Rooms for Study and Research	145 (38.1)	143 (37.5)	30 (7.9)	49 (12.9)	14 (3.7)	3.93	1.142
5	Internet Services	115 (30.2)	160 (42.0)	71 (18.6)	26 (6.8)	9 (2.4)	3.91	.984
6	Arabic Language Books	95 (24.9)	183 (48.0)	70 (18.4)	25 (6.6)	8 (2.1)	3.87	.933

Cont. Table (7)
Level of Satisfaction with Library Services and Facilities

Rank	Services / Facilities	Highly Satisfied	Satisfied	No Opinion	Dissatisfied	Highly Dissatisfied	Mean	Standard Deviation
7	Reference Collection	75 (19.7)	148 (38.9)	128 (33.7)	26 (6.8)	3 (0.8)	3.70	.889
8	Library Staff Assistance	91 (23.9)	166 (43.6)	47 (12.3)	57 (15.0)	20 (5.2)	3.66	1.149
9	Daily Newspapers	73 (19.2)	113 (29.7)	180 (47.2)	9 (2.4)	6 (1.6)	3.62	.873
10	Foreign Language Books	71 (18.6)	127 (33.3)	153 (40.3)	24 (6.3)	6 (1.6)	3.61	.913
11	Electronic Databases	58 (15.2)	128 (33.6)	173 (45.4)	14 (3.7)	8 (2.1)	3.56	.867
11	Scholarly Journals and Magazines	62 (16.3)	143 (37.5)	135 (35.4)	29 (7.6)	12 (3.1)	3.56	.957
12	Guides for Library Use	54 (14.2)	155 (40.7)	128 (33.6)	33 (8.7)	11 (2.9)	3.55	.938
13	Class Materials Placed on Reserve	62 (16.3)	122 (32.0)	162 (42.5)	25 (6.6)	10 (2.6)	3.53	.930
14	Car Parking	26 (6.8)	61 (16.0)	55 (14.4)	96 (25.2)	143 (37.5)	2.29	1.301

The statistics presented in Table 7 indicate that these students, in general, are satisfied with the services and facilities provided by the library. Except for 'Car Parking' (with a mean of 2.29), no other service received its highest percentage in 'Dissatisfied' and 'Highly Dissatisfied'. Even though the majority of respondents were satisfied with the library facilities, it was noted that there were high percentages of 'No Opinion' responses to some services such as, 'Daily Newspapers' (47.2%), 'Class Materials Placed on Reserve' (42.5%), and 'Foreign Language Books' (40.3%). Clearly, these groups of respondents have either not used the above-mentioned services before, or they may not be aware that such services exist in the library. Another explanation may be that these respondents may not have used the facilities frequently enough to generate an opinion. It may be noted that one respondent did not give his/her opinion for 'Reference Collections'.

The top five services and facilities with which the participants are more satisfied include 'Circulation Services' (with a mean of 3.99), 'Library Furniture' (with a mean of 3.98), 'Library Lighting' (with a mean of 3.96), 'Photocopying Services' (with a mean of 3.93), and 'Rooms for Study and Research' (with a mean of 3.93). Two of the top-ranking items are 'services' (Circulation Services and Photocopy Services) provided by the clerical staff and do not require any 'professional' assistance. The other top-ranking items are 'facilities', which are expected to be in excellent condition since the library is newly-constructed and follows international standards.

Problems Faced While Using the Library

A generally low level of satisfaction with the library services, among other reasons, must be due to some problems that the respondents face while using the library. Table 8 provides data related to problems identified by the respondents.

Table (8)
Problems Faced While Using the Library (N = 381)

Problems Faced	Number	Percentage
In general, information I needed is not available in the library	254	66.7
I do not possess adequate experience in using the library	111	29.1
I do not know what services are offered by the library	108	28.3
There is lack of adequate support from the library staff	106	27.8
Service hours of the library are inconvenient	68	17.3

The earlier sections clearly show that the respondents generally display a low positive attitude towards library services. They seem to have strong reasons for that. Almost two-thirds of them (n = 254, 66.7%) do not find the information they need in the library resources. A substantial number (n = 111, 29.1%) acknowledge their lack of information use skills. Over one-fourth of the respondents either do not know (n = 108, 28.3%) what services are offered by the library, or do not

receive the staff support (n = 106, 27.8%) they need. These four areas are critical for the success of any library.

Conclusions and Recommendations

- The data presented above clearly show that a large majority of the respondents make limited use of the library and are mainly focusing on the printed materials for class-related work. There can be two reasons for this attitude. Either the teaching methodology does not encourage students to use library resources, or the library environment causes the students to turn away from it. These areas need to be explored further.
- More than half of the respondents (56.7%) rarely visit the library and 43.6% of the respondents spend less than one hour in the library during their visits.
- The findings revealed that the majority of respondents (60.4%) use the library mainly as a place for studying their coursework and borrowing needed library materials (53%).
- The majority of respondents (90%) depend on books as their main source of information for study and research followed by information sources provided by the Internet (56.7%).
- The study also revealed that the majority of respondents are satisfied with the services and facilities provided by the library.
- It is also interesting to note that a majority of the respondents (69.8%) seek staff assistance in finding needed information and also point out that this is insufficient.
- Over one-fourth of respondents (29.1%) acknowledge that they lack information literacy skills. These respondents judge the library's collections as average or inadequate in meeting their needs and, as a result, turn to non-academic libraries for support. It appears that the library needs to increase its information literacy skills development programs and create adequate awareness of its resources and services among its clientele.

Based on what has been presented above, a number of recommendations can be made:

- 1 - The university management needs to look at the teaching methodology and adopt plans to encourage the faculty to design information-focused teaching and learning course packages that

encourage library use. The library management needs to liaison with the faculty to encourage them to design library-based assignments that motivate students to make good use of the library.

- 2 - The library management must conduct a thorough study of the undergraduate curriculum and develop its collection development policy based on its needs. This exercise should be done in consultation with the faculty and its research needs.
- 3 - The library management needs to focus on staff development, both in terms of numbers and essential competencies needed for direct user assistance. It should conduct a training needs analysis and focus on developing a small team of trainers who offer continuous training packages to the staff of the library system.
- 4 - The library management should design information literacy development programs for students. These programs should focus both on general information literacy and subject-based information literacy. The latter could be developed as course-integrated packages.
- 5 - The library management should initiate a rigorous program of marketing its resources and services. Spending vast amounts of money on acquiring information resources is of no use unless the users are made aware of their existence and usefulness.
- 6 - There is a need to conduct research in a number of areas such as: studying actual library users and non-users; identifying core collections in certain areas of the curriculum; evaluating certain services, e.g. reference services offered by the library; developing information literacy skills packages following information literacy standards for higher education; and designing marketing programs for library services and resources.

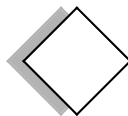
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استخدام المكتبة ورضا المستفيدين عن خدمات مكتبة جابر الأحمد المركزية بجامعة الكويت

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مي الكليب*

ملخص: تبحث هذه الدراسة استخدامات المكتبة، ونماذج البحث عن المعلومات، ومدى رضا المستفيدين من مصادر وخدمات المكتبة في ثلاث كليات ضمن جامعة الكويت. جمعت البيانات من خلال استبيان وزع على 381 طالب وطالبة مقيدتين ومسجلين في كل من كلية الآداب، وكلية العلوم الاجتماعية، وكلية العلوم الإدارية. وتشير النتائج إلى أن معظم المستجيبين للدراسة استخدموا المكتبة بحدود قليلة، كما استخدموها كمكان للدراسة واستعارة الكتب وإعادتها.

وتشير نتائج الدراسة إلى أن الكتب ومصادر الإنترنت كانت أساس المصادر للمعلومات، وأنهم راضون بشكل عام عن الخدمات والتسهيلات المقدمة في المكتبة. واعتماداً على نتائج هذه الدراسة، قدم الباحثان عدة توصيات لتطوير برامج وخدمات المكتبة.

كلمات مفتاحية: دراسات المستفيدين، رضا المستفيد، مكتبات جامعية – الكويت..

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