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TOPIC: INVESTIGATING THE EFFECTIVENESS OF THE UNIVERSITY OF ZAMBIA LIBRARY RESOURCES AND SERVICES ON STUDENT'S ACADEMIC PERFORMANCE.

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DEDICATION

This Lis 4014 final fourth year report is dedicated to our families, friends, supervisor whose unwavering support helped see us through as we carried out the research.

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This research would not have been successful without the assistance of a number of individuals. Our gratitude goes to the University of Zambia students, who allowed to carry out the research, by granting their time to collect information for this research. We also thank our supervisor who had been so patient with us and guiding us through this journey.

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ABSTRACT

This study was conducted to investigate the effectiveness of library information resources and services on student's academic performance at the University of Zambia. The questionnaire was the main instrument used for collection of data. 100 copies of questionnaires were distributed, and overall response was 100%. The findings of this study revealed that the majority of students visited the library, however, it had been realized that most of the students use the library as a facility to study from and they do not exploit other options like research. It was also discovered that there has been a transition of demand for resources from the physical format to the electronic format as most the students highly preferred electronic format resources. The research further revealed that the students were satisfied with the services provided by the library, however the students were not satisfied with the resources found in the library as most of them were outdated and this led to a low contribution to the academic performance. This research was concluded with recommendations from students that they viewed would better the resources and services provided by the library such as acquisition of up to date materials and inclusion of more electronic resources to cater for the increasing demand of materials.

Key words: library, information resources, services, materials, library, performance, electronic format, physical format.

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1 CHAPTER ONE

1.1 INTRODUCTION

The University library is one of the best agencies for collecting and organizing knowledge for effective use, and for providing the services and physical facilities to encourage it. It is for this reason that a library is described as the nerve center of an educational institution and a place where information is provided to serve all patrons irrespective of their age, political and ethical background, religion, sex (Olaulokun & Salisu, 1985).

The major aim of any university library is to support teaching, learning and research activities of its parent institution. University library must therefore, make sure that their resources are well utilized as this is essential for educational development of the students (Onifade, 2013). Library resources are basically sources of information. Information is ideas, facts, and imaginative works of mind and data of value potentially useful in decision making, question answering, problem solving and all that reduces uncertainty (Kaniki, 1991). Traditionally, these resources were mostly books, journals, newspapers and other editorials, and encyclopedias. But with the advent of the internet, digital sources of information have become prevalent. For example databases which are indexes that enable you to search for articles within journals. Other digital resources include electronic books, electronic dictionaries and encyclopedias, electronic journals, official publications, online newspapers. All these information sources put together form a library collection (Alaribe, 2016).

The uses of electronic information resources in the University libraries is aimed at broadening the range of available information within the library and adding value to the content by making them accessible through digital means so that students, researchers, and the entire members of the University community can access them anytime and anywhere (Curran, Murray, & Norrby, 2006).

The value of the library collection depends not only on the quantity of information sources but on the effective ways and means of providing and interpreting them to users. To this effect university library offers a wide range of services for the execution of their duties so as to meet the objectives and goals of the parent institution. . Library services refer to the facilities which are provided by a library for the use of the books and the dissemination of information. These include the circulation services, extension services, reference services, short loan services, lending services, information

services, interlibrary loan services, referral services online public access catalogue (OPAC) services among others, (Ochogwu, 2007).

Students need information to satisfy their social and psychological needs to promote and enhance their academic pursuit during their course of study in the university. The purpose of the university libraries is to provide adequate and relevant information resources both in print and non-print formats. The print information resources and non-print are to support assignments, project works, term papers, and seminar presentations by providing relevant information and services for effective and efficient achievement of academic excellence (Olabode & Gboyega, 2017). However one of the objectives of the study is to find out the perception of students on the adequacy of the information resources in the library.

1.2 BACKGROUND INFORMATION

The growing importance of relevant and speedy information in all aspects of human life has been considered very vital to the development with the current information explosion and the clamor for library and information resources and services, the users can source and utilize information with less stress. Libraries, as social institutions, functions as informational, research, cultural, education, or conservational system. Hoppock (2010) states that they are veritable repositories of knowledge while Hawkins (2008) notes that knowledge and information have become the most important currency for productivity, competitiveness and increased wealth and prosperity. To this extent, academic libraries seek to identify their roles in contributing to institutions, objectives and outcomes in the areas of research, teaching and learning. From the foregoing, it can be argued that the academic set objectives of an institution can only be achieved if the library is adequately stocked and provides the required services to the academic staff.

Aina (2004) rightly puts it “libraries are declared to have achieved their mandates when their patrons are satisfied with their range of services”. Libraries are places where information services are rendered to users. Catering to the needs of users, in the context of libraries, ideally means provision of physical and bibliographic access to information sources.

Libraries generally are institutions established for the information and communication production. It is also responsible for the collection, processing and storage of the recorded knowledge for the purpose of reading, studying and consultancy. The ability of the library to meet the diverse information needs of its clientele depends on among other things, the availability of an array of

documentary and non-books materials and the sum total of these information sources therefore constituting the collection of the library and information services which cannot be given without collection.

The five laws of library science formulated by Ranganathan (1930) are designed to provide the rights materials to meet the information needs of the library users. It has been discovered that many information resources or collection of the library are being used or found outdated due to poor collection. Library services refer to the facilities which are provided by a library for the use of the books and the dissemination of information. Library services include the circulation services, extension services, reference services, short loan services, lending, information services, SDI; referral services among others.

Information resources are materials consulted for aid or for information on a topic, theme, an event, a date, number, place or even a word. Some library resources like books which lend themselves to quick and easy use are consulted more frequently than others for certain kinds of information, while other resources are used as reference sources and are not to be read completely. Library sources such as dictionaries, encyclopedias, indexes and abstracts are very important in carrying out research by academic libraries. These resources are reference materials which means they can only be referred to within the library. They are not like regular books which can be read from the first page to the last, but they are just referred to for quick information on a particular area.

The whole range of library collections resources can be divided into three broad areas which are the primary source, secondary and tertiary sources. These may further be divided into two groups which are printed and non-printed materials. Printed materials maybe in book form, non-book form and two dimensional materials. Non printed materials are divided into audio, visual, audio-visual and tactile materials. Book forms can also be categorized into two: these are fiction and non-fiction books .Library resources is the totality of acquired materials gathered together by a library for its users. Usually, the objectives of establishing a library and its users will to a large extent determine the types of materials to be acquired .Effectively; utilization of libraries has been a matter of concern to librarians, information scientists and educationists in general. Therefore, its underutilized will no doubt assume a worrisome dimension given that the libraries have a responsibility of ensuring that their resources and services are effectively utilized.

The justification for embarking on this study is partly informed by the researcher preliminary observation that poor quality of library resources and services could, to a large extent, depress the quality of teaching, learning and research. Beyond this academic libraries are meant to provide, promote and facilitate access to variety of library resources and range of services.

Functionally, library services on the other hand is an activity to find out what is already known on a particular subject or topic and make it available to the reader. These services includes the reader services, reference services, circulation services, reservation services, referral services, and others like special services which are the services rendered occasionally to assist the readers in the areas of research and they include photocopying, Interlibrary lending, Weeding, Selective dissemination of information, Current awareness services, Exhibition and Library instruction. The efficient functioning of the library is largely dependent upon the adequacy of the staff. Service of a library depends largely on the kind of staff at work.

The university of Zambia library was established in 1966 and officially opened in August 1969 by the first Republican President, Dr Kenneth D. Kaunda. The building which was designed to hold 300 000 volumes and seat 1650 readers is a fine example of modern architecture. At the centre of its activities, the library's vision is to have in place a conducive environment appropriate to providing an efficient, timely and user tailored service. The library offers services such as bindery services, book lending services, consultancy services, internet services, photocopying services, research and training (The University of Zambia, 2019). This study investigated the effectiveness of the University of Zambia Library resources and services on the academic performance of students.

1.3 OBJECTIVES OF THE STUDY

The main objective of this study was to investigate the effectiveness of the University of Zambia library resources and services on student's academic performance.

Specific objectives are;

- a) To assess the knowledge on library services and resources among students at the University of Zambia.
- b) To examine the satisfaction of students with regards to information resources and services available at the University of Zambia.

- c) To determine students awareness and use of electronic information resources provided by the library at the University of Zambia.
- d) To find out how well library services and resources have enhanced the academic performance at the University of Zambia.

1.4 STATEMENT OF THE PROBLEM

There has not been much research conducted on the effectiveness of library resources and services at the University of Zambia, and to this effect it has not been empirically established if the library is meeting the needs of the students as the aim of any good library is to meet and satisfy the needs of all its users and thereby justify its existence. Library resources and services have an important role to play in the academic performance of students, and inadequate resources lead to a poor performance and ill equipped graduates. Seeing that the library is used by majority, if not all students accepted at the institution, provision of adequate resources must be the number one priority to ensure that information needs of students and other users are met. The aim of the study therefore is to investigate the effectiveness of the UNZA library resources and services on the academic performance of students.

1.5 SIGNIFICANCE OF THE STUDY

The choice of the topic was purposed to see the effectiveness of the University of Zambia library services and resources on the academic performance. It was hoped that the study would provide important information that would help the library management and lecturers know whether the services and resources provided are helpful to the students so that there may be improvements in the services and resources that are being provided.

Furthermore, this research's other concern was to find out whether or not the resources provided at the library affect student performance. The study also provided additional knowledge to the already existing in the field of services and resources.

1.6 ETHICAL CONSIDERATIONS

Ethics are an important aspect of every social research. In this study, the following research ethics were considered;

- i. Informed consent was obtained from the participants and they were fully be aware of what the research was about and they were free to withdraw at any time.

- ii. Confidentiality was observed, meaning that the identities of the participants were withheld by the researchers.
- iii. The researchers ensured that they were subjective and did not impose their own opinions and views on the research but were objective to increase public confidence in the reliability of this research.

1.7 DEFINITION OF KEY TERMS

Information- Information is ideas, facts, and imaginative works of mind and data of value potentially useful in decision making, question answering, problem solving and all that reduces uncertainty (Kaniki, 1991).

Library Services- Library services refer to the facilities which are provided by a library for the use of the books and the dissemination of information. These include the circulation services, extension services, reference services, short loan services, lending services, information services, interlibrary loan services, referral services online public access catalogue (OPAC) services etc. (Ochogwu, 2007).

Library- a library is collection of resources in a variety of formats that is organized by information professionals or other experts who provide convenient physical, digital, bibliographic, or intellectual access and offer targeted services and programs with the mission of educating, informing, or entertaining a variety of audiences and the goal of stimulating individual learning and advancing society as a whole. (Eberhart, 2010).

Performance- the level of attainment achieved by an individual, team, organization or process (EFQM, 2003).

Effectiveness- the level of quality with which a task or process is carried out that ultimately leads to higher overall performance (Business Dictionary 2017).

Marketing- the science and art of exploring, creating and delivering value to satisfy the needs of a target market for an expected outcome (Kotler).

1.8 SUMMARY

This chapter highlighted the purpose of a library and how it supports the educational programs of an institution. It tells us how the purpose is achieved by providing users with means of finding whatever information they need and by encouraging them in the habit of using books and other materials for both information and recognition. It gave us an insight on how libraries achieve their mandates. It also gave us a referral on collection assessment and how it is the organized process of systematically analyzing and describing a library collection. The chapter also gave reference to the five laws of library science formulated by Ranganathan (1930). It also gave us examples of some library services which refer to the facilities which are provided by a library. It tells us of how the whole range of library collections resources is divided into three broad areas which are the primary source, secondary and tertiary sources. It also explained what library services are and how library services are there as an activity to find out what is already known on a particular subject. The chapter enlightened us on how good workmanship is also part of what makes a good library. However, this study was mainly to provide relevant library collection (resources) and services to the academic staff in Nigerian Federal Polytechnic Ede, library. It brought out views of different authors on how books and internet are the major sources of information for the academic development used in the library. The chapter also brought out the statement of the problem with research being done, the significance of the study and the ethical considerations surrounding the study.

2 CHAPTER TWO

2.1 LITERATURE REVIEW

2.1.1 INTRODUCTION

A literature review is a survey scholarly articles, books and others sources relevant to a particular issue, area of research, or theory and by so doing, providing a description, summary and critical evaluation of these words. Hence, this literature review was be guided by the following themes:

Knowledge on library services and resources among students, satisfaction of students with regards to information resources and services, awareness and use of electronic information resources, how well library services and resources enhance academic performance.

2.1.2 KNOWLEDGE ON LIBRARY SERVICES AND RESOURCES

Jamie Posey (2009) carried out a research on student perceptions and expectations of library services quality and user satisfaction at Walters State Community College. The purpose of this study was to explore students perceptions of library services offered at College. The major findings of this study were that the College faced challenges which resulted from reduced funding, emerging technologies and internet competition. These factors led to a review of the library's role in providing quality library services to users. Walters State Community College realized that users' perceptions played a key role in defining overall satisfaction with the library services offered. The major recommendation were that the college needed to increase library staff training which focused on customer service, this would increase user interaction and contact. Secondly, the library should create a library focus group that consists of users and non-users of the Walters State Community College. Lastly, there should be an increase of communication between library users and library staff so as to allow libraries to instantly message those users needing assistance when using library resources.

Olajide and Omotayo (2016) conducted a research on users' knowledge and use of library services, a case study of Bowen University library. The main objective of the study was to determine the level of knowledge of library users about various library services and their satisfaction about the overall library service provided. The study revealed that students had a good knowledge of the library services and use of the services. Knowledge of library services was greater than the use. The study was concluded that there was a significant relationship between the knowledge and use

of library services, and that when the users had a good knowledge of the services, they would be motivated to make use of them for their own benefit. Some of the recommendations made were that the library should intensify efforts in imparting knowledge on the various library services to the users and that library orientation, user training, e-library training should be intensified to pass knowledge to the users. In addition, libraries should endeavor to train their staff in the area of attitude and psyche of users so as to represent the library well. Furthermore, the less known services in the library should be brought forth to location where they can easily be seen or recognized both for the knowledge of them and eventually used by users.

2.1.3 SATISFACTION OF STUDENTS WITH REGARDS TO INFORMATION RESOURCES AND SERVICES

Tiemo and Ateboh (2016) carried out a research on user's satisfaction with library information resources and services, a case study at College of Health Services Library Niger Delta University, Amassoma, Nigeria. The general purpose of this study was to determine user satisfaction with information resources and services in College Health Services library, Niger Delta University. The major findings of this study were that users were dissatisfied with the following library information: reference materials in their subject areas were not up to date, national and international journals because they were not up to date, inadequate books on the shelves, inadequate project and thesis collection in the library, electronic resources such as CD ROMS were not comprehensive, library bulletin and newsletters, subscription of online databases were not regular and inadequate online database resources in their different subject areas.

The study also revealed that library users were satisfied with the following library services: lending services, renewal of library materials, and longer hours of internet services in the library, suitable opening hours, downloading and printing of online resource services. It was also seen that library users were dissatisfied with the enquiry/ reference services, full access to subscribe database resources, library catalogues to locate library materials, document delivery services, current awareness services, weekend library services, notification of new arrival of library materials, library orientation, bindery services, inter library loans, computer literacy skill services, newspapers in the serial section, computers in the library for users to source information. It

conducted that users were not totally dissatisfied with the library information resources rendered to them.

There were also a lot of deficiencies in library information resources and services in CHS Library Niger Delta University. This indicated that there was a lot of work to be done in order to improve on the library resources and services rendered to library users. The major recommendations made were that there was need to train library staff in order to improve on the library services rendered to library users. Furthermore, the library should improve on the bindery services, computer literacy skill for users, electronic information services and photocopying services. These are avenues which the library can use in generating internal funds to develop its resources and services to users.

Rasul and Singh (2010) investigated on the role of academic libraries in facilitating postgraduate student research. The general objective of this research was to examine the current role of academic libraries in facilitating research in Malaysia from the perspective of postgraduate students and to assess the satisfaction level of these students. The findings showed that the majority (90.1%) of respondents acknowledged the important role of libraries in facilitating research and 72.5% of the respondents were satisfied with the current role being played by the library. However, certain areas needed to be improved such as longer opening hours for physical visits, in spite of the facilities, for remote access assistance for supporting student's research.

2.1.4 STUDENTS AWARENESS AND USE OF ELECTRONIC INFORMATION RESOURCES

Dumebi (2017) investigated the knowledge and use of online information sources among University of Ibadan under graduate students. The findings were that students were aware of online information sources. In as much as students were aware of online services, they were not being effectively used. Only a few students were satisfied with their use of online information services available to them in the library.

Veena (2016) carried out research to investigate the utilization of open access electronic information resources and related issues among post graduate students at Mangalor University. The major finding of the study was that 91.2% of the respondents responded to accessing e-resources in the residential hostels. 47.36% of the respondents to use open access e-resources daily, followed by 25% twice a week, 14.17% weekly. Most 47.36% of respondents frequently used e-works, e-journals followed by 35.52% of responds online databases, 9.23% e-reference sources

while examining the purpose of using open access e-resources, it was found that 47.3% of respondents use open access e-resources for the study purpose, whereas 35.52% to support research work/projects and 7.89% of responds to using e-resources for purpose to update knowledge. It was found that from the responses of students about advantages for using open access electronic resources 61.2% articles can be accessed online free of charge, 20.39% of respondents about reasons for using e-resources for ease of access. While coming to address problems faced by respondents for accessing open access e-resources it was found out that 40.13% of respondents have faced the major problem of slow internet access, while 21.07% are difficult in finding relevant information, lack of computer skills. The study ended with the conclusion that enormous growth of information and communication technology has appeared as most significant medium for storage and retrieval of information. E-resources are currently rising as an essential source of information for all current and emerging considerations and thoughts eminent into survival in the area of teaching, learning and research. The result of the study shows that majority of the students are aware of the open access e-resources. Based on the findings of the study, the following recommendations were made: the University Library should facilitate internet connection speed for instant and bulky data at a time. It was further suggested that the University library should arrange various user awareness and training programs to educate the learners on how to use the Open access e-resources to achieve their educational goals.

The above studies conducted discussed and focused on the user satisfaction with library resources and services, and assessing the awareness of library users of the resources and services offered in the library. None of the researches discussed how the resources and services have enhanced academic performance; therefore, this research is aimed at investigating how the provision of library resources has enhanced the performance at the university of Zambia library

A comparative study of use of the library and the internet as sources of information by graduate students in the University of Ghana was carried out by Kumah (2015). The general objective was to determine the extent to which graduate students used the internet more than the library and how the internet helped graduate students in their academic work. The major findings of this study were that the students did not recognize the important role of libraries in education. Also, the study confirmed the popularity and use of internet among graduate students. The major problems encountered in accessing information in the library include inadequate opening and closing hours,

not familiar with search processes at the library, unfriendly or not helpful staffs and inability to borrow books. This study concluded that students do not bypass the library in satisfying their information needs. They use both the internet and the library although the internet is used more than the library.

2.1.5 HOW WELL LIBRARY RESOURCES AND SERVICES ENHANCE ACADEMIC PERFORMANCE

Verma (2015) conducted a research on use and users satisfaction on library resources and services of school of physical sciences at Mizoram University, Aizawl. The study was conducted to systematically examine the information seeking behavior of post graduate students of school of physical science, MZU. The major findings of this study were that subject wise distribution of respondents projected that mathematics occupied the majority (39%) followed by physics (38%) and chemistry (23%). Secondly, only 64% of respondents were regular users of the library and no single users used the library daily. 39% of respondents visited the library occasionally and 14% of respondents rarely while 27% of respondents visited the library 1-2 days in a week. Thirdly, the respondents preferred to use traditional source of information (print media) and majority of them (80%) felt that the library collection was moderate. Only 65% of respondents were satisfied with reading space in the library while 32% were unsatisfied with present reading in the library. Fourthly, among the respondents, more than 80% of respondents were satisfied with journals, print and online databases, thesis/dissertation collections in the library and 68% of respondents were satisfied with books and reference collections. Another finding was that respondents were highly satisfied with OPAC services followed by reference and bibliographic (75%), student advice (72%) and book display (70%) of library services. In comparison to those services, respondents are less satisfied with reprography (68%) and borrowing facility (63%) of the library and lastly, the majority of respondents felt there was no fee to start any specialized user services in the library and they were satisfied with present library services.

An evaluation on student's satisfaction with academic library resources and services at the Covenant University Library was conducted by Idiegbeyan-Ose and Esse (2013). The objective of this study was to determine if the users were satisfied with the library access that needed improvement by the library. The findings revealed that Covenant University Library should keep on maintaining the high level of library resources and services as it led to user satisfaction and there was need to improve on its resources to users. It was shown that management of library and

information centers should pay more attention to quality of library resources and services for benefits of library users and the image of the library.

Onanuga, et.al (2017) carried out a study on library service utilization and satisfaction by undergraduate students, a case study of Osun State University Main Library. The main objective of this study was to determine the use of library and whether the undergraduate students were satisfied with the service provided in Osun State University Main Library. The study revealed that majority of respondents use the library on a monthly basis and their main purpose of using the library as to update their knowledge and skills, prepare for tests and examinations, read library materials and lecture notes. The study also revealed that most of the respondents were satisfied with almost all the services provided in the library apart from a few services which the library needs to be more effective when delivering. The study recommended that the library should make provision for regular and free internet access, photocopying, printing and inter library loan service in order to improve on their services to the satisfaction of the users.

Jager (1997) conducted a research on library use and academic performance. The study revealed that objective measures of the impact of library services are difficult and in view of some writers even impossible to obtain. The investigation was launched to establish objectively whether any statistically significant association could be shown to exist between student academic performance and library use at the University of Cape Town. A sample of student numbers was selected on a basis of the highest and lowest scores in a particular course and then matched to those student numbers with their library borrowing records. The most appropriate subject areas for these preliminary investigations were considered to be subjects that were objectively known that library use was high and the increased use could reasonably be expected to improve performance. It was shown that students with the best academic performance use the most library materials and that those with low or failing grades used significantly fewer. Therefore, it was possible to demonstrate objectively the value of library services.

Osaze et.al (2015) carried out a research assessing user satisfaction on academic library performance at Federal University of Petroleum Resources. The main objective of this study was to appraise user satisfaction regarding the services, infrastructure, place, space and collection information provided to learn. The findings of this research showed that 76% were highly satisfied with the service rendered by the library while 23% were satisfied and 1% were averagely satisfied.

Also, 98% of the respondents appreciate resources that added to library collection regularly and available photocopy and scanning machine while 94% of the respondents agreed that books were available on scholars. The recommendations suggested that libraries should improve their service, infrastructure and collections so as to serve users learning and research needs. Furthermore, libraries should stay open longer to enhance efficiency and effective service delivery.

3 CHAPTER THREE

3.1 RESEARCH METHODOLOGY

3.1.1 INTRODUCTION

Research methodology can be defined as a way to find out the results of a given problem on a specific matter or research problem. A research uses different criteria for solving or searching the given research problem. This chapter indicated the type of study design to be used, the sampling method, method of data collection and data collection instrument, as well as the method of data analysis.

3.1.2 RESEARCH DESIGN

This was a non-intervention study; in particular, a descriptive study which targets students from the School of Humanities and Social Sciences at the University of Zambia. A non-intervention study is where researchers describe and analyze research subjects without intervention (Matthews, 2009). With regard to a non-interventional study, specifically a descriptive study will be used. This is because a descriptive study typically involves describing characteristics of a particular situation, event or case. It also involves asking questions such as: who, what, where, when and how questions. Descriptive studies can be undertaken in two ways that is small scale, descriptive case studies which are very common in social sciences and large scale cross-sectional surveys which refers to the population at a given time (ibid). The small scale descriptive case study will be used because the investigation will take place in an uncontrolled natural setting. Secondly, the research will be descriptive because it seeks to give a clear picture of attitudes of UNZA students with regards to library resource and services. Our study population will comprise of 2nd and 3rd year students from School of Humanities and Social Sciences.

3.1.3 Sample Size and Sampling Procedure

Main Target Group

Sampling is a method that allows researchers to infer information about a population based on results from a subset of a population, without having to investigate every individual. In our study we are going to use simple random sampling. Simple random sampling is a case where each individual is chosen entirely by chance and each member of the population has an equal chance of being selected (Ben-Shlomo, 2017). A total sample size of 100 respondents was selected. The

population from which the sample was drawn consisted of 2nd and 3rd year students in the school of Humanities and Social Sciences.

Key Informant

Additionally, an interview was conducted with a key informant - the Librarian. This was because of this person's knowledge about the UNZA library services. Information obtained from the key informant was used to inform and formulate part of the research questionnaire that was used to collect data from the main target group.

3.1.4 DATA COLLECTION

According to Bhattacharjee (2012) there are two types of data: primary and secondary data. Primary data refers to collection of required data by the researcher specifically for their own purpose and study. Secondary data refers to the data that has been collected by other researchers for some other purposes. The study depended essentially on primary data which was collected by use of a questionnaire and an interview guide. Primary data is important because it is more accurate and it enables one to gather information pertaining to the study at hand (Chilko, 2004). Secondary data was used to obtain the difference between the past and present experiences.

3.1.5 DATA COLLECTION INSTRUMENTS

A questionnaire was used to obtain data from the main target group. The questionnaire was appropriate because the respondents were all literate. The questionnaire was also appropriate because it allowed for quick and easy responses for the respondents who were usually busy. The questionnaire had a set of questions to tackle the demographics and each of the objectives. This was so that easy analysis can be carried out.

3.1.6 3.6 DATA ANALYSIS AND INTERPRETATION

Analysis of the quantitative data was be done with the help of computer software known as Statistical Package for Social Sciences (SPSS). This computer application was used because the research contained mainly quantitative data and the software helped generate graphs, tables and charts to explain the findings. Where possible, any omissions and non-response situations are indicated. The other stage was to ensure that there was an element of accuracy which simply means ascertaining the level of consistency in the manner the questionnaire was answered. The questionnaires were checked for completion, edited, coded, entered and then analyzed. The

qualitative data collected from the key informant was transcribed and general sense was gotten out of it.

4 CHAPTER FOUR (4)

4.1 PRESENTATION OF FINDINGS

4.1.1 INTRODUCTION

This chapter will present all the information obtained from all the respondents using questionnaires. This research involved 100 respondents which means 100 questionnaires were administered. All the 100 questionnaires were collected, meaning there was 100% response rate. Furthermore data analysis was conducted using SPSS and the data is presented in quantitative form.

4.1.2 SECTION A: BACKGROUND INFORMATION

This chapter represents the demographic characteristics of the sample which includes; gender, age, as well as year of study.

4.1.2.1 Gender distribution

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	44	44.0	44.0	44.0
Female	56	56.0	56.0	100.0
Total	100	100.0	100.0	

Figure 1

The figure above shows the gender distribution of participants. The majority were females comprising of 56%. The males comprised of 44%.

	Frequency	Percent
Valid 16-25	90	90.0
26-32	9	9.0
33 and above	1	1.0
Total	100	100.0

Figure 2

The figure above shows the age distribution of respondents. The majority were between 16 to 25 years with 90%. Followed by those that were between 26 and 32 with 9%. The least age group was between 33 and above with 1%.

4.1.2.2 Year of study

	Frequency	Percent
Valid 2nd year	61	61.0
3rd year	39	39.0
Total	100	100.0

Figure 3

The figure above shows the distribution of the year of study of respondents. An overwhelming response came from the second year students with about 61%. Followed by third year students with 39 %.

4.1.3 Section B: Students knowledge on the library services and resource.

4.1.3.1 The frequency of use of the library

	Frequency	Percent
Valid Everyday	25	25.0
Once a week	16	16.0
Not very often	59	59.0
Total	100	100.0

Figure 4

The table above shows how often the users use the library. An overwhelming response showed that 59% do not use the library very often. This was followed by 25% who use the library every day. The least with only 16% use the library once a week.

4.1.3.2 Purpose of use of the study

	Count	Table N %
Yes	83	83.0%

Purposes for which No students use the Library-studying	17	17.0%
Purposes for which Yes students use the No Library-Research	29	29.0%
	71	71.0%
Purposes for which Yes students use the No Library-Leisure	6	6.0%
	94	94.0%

Figure 5

The table above shows the purpose for which the users use the library. The majority representing 83% use it for studying while only 17 % do not use it for studying. This was followed by 29% who use it for research while 71% do not use it for research. The least were those who use it for leisure consisting of 6% while an overwhelming response of 94% do not use it for research.

4.1.3.3 Knowledge of the services provided by the library

	Frequency	Percent
Valid yes	84	84.0
no	16	16.0
Total	100	100.0

The table shows how aware the students are of the services provided by the library. An overwhelming response of 84% agreed to know about the services provided while only 16% did not know of the services provided by the library.

4.1.3.4 Sources of knowledge of the services provided by the library

	Count	Table N %
yes	63	63.0%

source of the knowledge of resources and services-orientation	no	37	37.0%
source of the knowledge of resources and no services-friends	yes	25	25.0%
source of the knowledge of resources and no services-lecturer	yes	75	75.0%
	no	26	26.0%
		74	74.0%

The above table reveals how the respondents knew about the resources and services provided by the library. It shows that the majority of 63% knew of these resources and services through orientation while only 37% did not know them through orientation. 26% of respondents were told by the lecturers while 74% were not told by the lecturers. The least of about 25% knew through friends while 75% responded that they did not know through friends.

4.1.3.5 Knowledge of the services provided by UNZA library

	Count	Table N %	
knowledge of services provided by the library- OPAC	yes	61	61.0%
	no	39	39.0%
knowledge of services provided by the library- reference services	yes	68	68.0%
	no	32	32.0%
knowledge of services provided by the library- internet services	yes	77	77.0%
	no	23	23.0%
knowledge of services provided by the library- photocopying services	yes	0	0.0%
	no	100	100.0%
knowledge of services provided by the library- lending services	yes	92	92.0%
	no	8	8.0%

The table above shows what services provided by the library the students are aware of. There were three outstanding variables in this case. An overwhelming response shows that 92% of the respondents were aware of the lending services while only 8% did not know about it. This was

followed by 77% of the respondents who were aware of the internet services provided by the library while only 23% were not. The third outstanding variable showed that 68% of the respondents were aware of the reference services provided by the library while only 32% did not know about the reference services.

4.1.4 Section C: Awareness and satisfaction of resources and services provided by UNZA library

4.1.4.1 Format of resources demanded by the students

	Count	Table N %
format of information yes resources demanded in no the library- Electronic format	63	63.0%
format of information yes resources demanded in no the library-physical format	37	37.0%
format of information yes resources demanded in no the library-both	65	65.0%
format of information yes resources demanded in no the library-both	34	34.0%
	66	66.0%

The above table shows format of resources students look for to use in the library. The majority of respondents of about 65% looked for physical format while 37% did not. This was followed by 63% of respondents who looked for electronic format while 37% did not. The least was 34% of respondents who looked for both electronic and physical format while 66% did not look for both.

4.1.4.2 Format of resources preferred by the students

The table below reveals the format of resources students prefer to use in the library. The majority of respondents of about 66% prefer to use electronic format while 34% did not. This was followed by 56% of respondents who preferred physical format while 44% did not. The least was 34% of respondents who preferred for both electronic and physical format while 66% did not prefer for both.

	Count	Table N %
--	-------	-----------

preference of the format of resources-electronic	yes	66	66.0%
	no	34	34.0%
preference of the format of resources-physical	yes	56	56.0%
	no	44	44.0%
format			
preference of the format of resources-both	yes	38	38.0%
	no	62	62.0%

4.1.4.3 Ability to use the services in locating the services provided in the library

It was found that 59% of the respondents were able to use the services provided by the library to locate information resources while 41% were not able to use these services provided by the library.

4.1.4.4 Level of satisfaction with the resources provided by the library

	Frequency	Percent
Valid satisfied	6	6.0
averagely satisfied	59	59.0
dissatisfied	35	35.0
Total	100	100.0

The above table shows the levels of satisfaction with the resources provided by the lib. Two variables were outstanding. It is revealed that 59% of respondents were averagely satisfied. While 35% were dissatisfied.

4.1.5 4.4.0 Section D: To determine the students awareness and use of electronic information and resources provided by the library.

4.1.5.1 Awareness of the electronic information resources provided by the library.

It was revealed that 65% of the respondents indicated that they were aware of the electronic information resources provided by the library while only 35% were not aware.

4.1.5.2 Frequency of use of the electronic information provided by the library

		Frequency	Percent
Valid	very often	7	7.0
	not very often	51	51.0
	not at all	41	41.0
	Total	99	99.0
Missing	System	1	1.0
Total		100	100.0

As shown above, there are two outstanding variables. One variable indicates that 51% of the respondents do not use the electronic information resources very often. The other one shows that 41% of the respondents do not use the electronic information resources at all.

4.1.5.3 Levels of satisfaction of the electronic information resources.

		Frequency	Percent
Valid	very satisfied	1	1.0
	satisfied	38	38.0
	not satisfied	61	61.0
	Total	100	100.0

Two of the outstanding variables from the table above shows that 61% of the respondents were not satisfied with the electronic information resources provided by the library while only 38% of the respondents were satisfied.

4.1.6 Section E: To find out how well the library information resources and services have enhanced performance of the students.

4.1.6.1 Ability to locate the information resources recommended by the lecturers

	Frequency	Percent
Valid yes	7	7.0
no	44	44.0
sometimes	49	49.0
Total	100	100.0

The above table shows the ability of students to locate the information resources recommended by the lectures. Two outstanding variables have indicated that 49% of the respondents are able to locate the materials recommended by their lecturers while 44% of the respondents indicates that they were not able to locate these materials at all.

4.1.6.2 The extent to which the resources and services have contributed to the performance of the students.

	Frequency	Percent
Valid to a very large extent	3	3.0
to a large extent	20	20.0
to a very low extent	22	22.0
to a low extent	46	46.0
not helped at all	9	9.0
Total	100	100.0

It is shown from the three outstanding variables from the table above that 46% of the respondents representing the majority indicated that the resources and services provided by the library have contributed to a low extent to the academic performance. This is followed by 22% of the respondents who indicated that there has been a very low extent to the contribution of the academic performance by the information resources provided by the library. The third variable also indicates that 20% of the respondents reported that the provision of the resources and services provided by the library has contributed to their academic performance to a large extent.

4.1.6.3 Recommendations to better the provision of resources and services.

The respondents concluded by indicating their various recommendations that would better the provision of resources and services by the UNZA library. The majority of 92% of respondents recommended that the library should install air conditions and proper ventilation to allow proper circulation of air and regulate the temperature to ensure a conducive environment.

The second recommendation by 90% of the respondents was that the library should provide should provide up to date materials as most of them are outdated and are unable to meet their needs

90% of the respondents further recommended that the library should provide stronger internet connectivity that can withstand the growing population of the students who use the library services for internet access.

88% of the respondents further recommended that the library should get rid of outdated materials in the library to create more space. About 84% of the respondents also recommended that the library should adequately provide resources and services to cutter for the increasingly number of students at the University of Zambia.

83% of the respondents also indicated that the library should provide user guides to ensure that students who use the library for the first time and are not familiar with the resources and services are guided by the user guides. 81% of the respondents also recommended that there should be proper marketing of resources and services so that everyone is aware of the benefits attached to using the library resources and services.

5 CHAPTER 5

5.1 DISCUSSIONS AND FINDINGS

5.0 OVERVIEW

This chapter presents the findings as presented in the research questions. The themes that underpin the presentation are; knowledge and Source of Knowledge of Library Resources and Services,

Student awareness and use of electronic information resources, Levels of Satisfaction and Extent to which Library Resources and Services have enhanced Academic Performance.

5.1.1 BACKGROUND INFORMATION

The majority of the respondents were female with 56% of sample frequency of 56, while 44% of the respondents were male. This shows that there was some biasness towards female respondents. An overwhelming response came from the respondents aged between 16 and 25 with 90% of the sample frequency of 90. Followed by respondents aged between 26 and 32 with 9% of the sample frequency of 9. Furthermore, 61% of the respondents were in their second year of study while 39% were in their third year of study. This indicates that the study was biased towards second year students.

It was discovered that the majority of respondents did not visit the library very often with 59% of the sample frequency of 59, 25% of the respondents visited the library every day. When asked what they used the library for, 83% of the respondents used it for studying, while 17% did not use it for studying. 29% of the respondents used the library for research while 71% did not use it for this purpose. It was further discovered that 6% of the respondents used to library for leisure, while 94% did not.

5.1.2 KNOWLEDGE AND SOURCES OF KNOWLEDGE OF RESOURCES AND SERVICES PROVIDED BY THE LIBRARY

An overwhelming response of 84% of the respondents agreed to know about the resources and services provided by the library. Only a minority of 16% of the respondents did not know about the resources and services provided by the library. It was also established from the findings that students are aware of the resources and services provided by the library through orientation as 63% of the respondent agreed to knowing through orientation. In addition, 26% of the respondents agreed to know about the resources and services through their lecturers. Furthermore, 25% of the respondents agreed to know about the library services and resources through friends. From the above statistics, we discovered that orientation plays a vital role in the marketing of the resources and services provided in the library. We further discovered that lecturers contribute to a smaller extent to the marketing of library resources and services. Therefore there is need for lecturers to encourage students to exploit the library resources and services more so as to enjoy their full benefits.

Olajide and Omotayo (2016) conducted a research on users' knowledge and use of library services, a case study of Bowen University library. The main objective of the study was to determine the level of knowledge of library users about various library services and their satisfaction about the overall library service provided. Their findings which are in line with our findings revealed that the majority had good knowledge on the services provided by the library. From this study we can see that there is high a significant relationship between knowledge and users which is also seen our study. The more the users are aware of the services provided, the more they will be enticed to use them.

Our study revealed that the most popular service provided by the library was Library Lending, as 92% of the respondents indicated so. This was followed by 77% of respondents who agreed to know about the Internet Services provided by the library. 68% of the respondents agreed to know about the Reference Services provided by the library. The least popular services provided by the library was OPAC, as 61% of respondents indicated so. It was further discovered that photocopying services are no longer provided in the library as 100% of the respondents indicated so. The less known services should be brought within sight in order for the users to familiarize with these services (ibid 2016)

5.1.3 STUDENT AWARENESS AND USE OF ELECTRONIC INFORMATION RESOURCES

The University of Zambia library provides various formats of resources. The major ones include Electronic Resources and Physical Resources. This study suggests that the majority of the students are aware of the electronic information resources as 65% of the respondents agreed to this. However only a small number of students use it very often as only 7% of the respondents indicated so. The foregoing supports the findings of Dumebi (2017) which shows that most of surveyed respondents use electronic information sources but very few are aware of the effective usage of online information sources

Furthermore, findings shows that 65% of the respondents highly demand physical format of resources while 63% look for e-resources in the library. Minority of the respondents agreed to look for both physical and electronic resources in the library with 34%. According to the findings, electronic resources as highly preferred as compared to other formats, as 66% of the respondents indicated so. 56% of the respondents preferred to use physical materials as compared to other

formats while 38% preferred using both. From this study we can see that electronic resources are highly preferred because they are able to meet the needs of the large population of the students who can use this format of resources simultaneously. The physical resources found in the library are mostly outdated and the very few that are up to date cannot satisfy the growing population of the students.

5.1.4 LEVELS OF SATISFACTION WITH THE RESOURCES AND SERVICE PROVIDED BY THE LIBRARY.

Though only a minority of the students use the library resources and services, we can see that the majority of these who use them are satisfied. This can be seen from the study that 6% of the respondents were satisfied and 59% of the respondents were averagely satisfied. Only 35% of the respondents were dissatisfied. This supports the findings of Rasul and singh (2010) whose study revealed that 72.5% of the respondents with the current role played by the library.

Tiemo and Ateboh (2016) carried out a study on the satisfaction of the students with the library resources and services at College of Health Services Library Niger Delta University, Nigeria. The study revealed that library users were satisfied with the following library services: lending services, renewal of library materials, and longer hours of internet services in the library, suitable opening hours, downloading and printing of online resource services. It was also seen that library users were dissatisfied with the enquiry/ reference services, full access to subscribe database resources, library catalogues to locate library materials, document delivery services, current awareness services, weekend library services, notification of new arrival of library materials, library orientation, bindery services, inter library loans, computer literacy skull services, newspapers in the serial section, computers in the library for users to source information. It conducted that users were not totally satisfied with the library information resources rendered to them.

5.1.5 THE EXTENT TO WHICH LIBRARY RESOURCES AND SERVICES HAVE ENHANCED ACADEMIC PERFORMANCE.

The majority of the respondents indicated that the library resources and services have contributed to their academic performance to a very low extent as 46% of the respondents indicated so. Furthermore, 22% of the respondents agreed that it had contributed to a very low extent. From this study we discovered that this is because the library does not provide adequate up to date information resources to meet the academic needs of the students

Further, the study revealed that the library does not have a section where students could do their discussions from as this highly contributes to the academic performance of students. The library is also poorly ventilated and this causes diseases like flu and cough. Because of this, the environment is not suitable for students who are asthmatic as they can easily have health complications if they spent quite a longer time in the library. The study also revealed that the library does not have sufficient air conditions especially on the upper decks to make the environment more suitable for use especially in the hot season where temperatures rise tremendously. This makes a lot of students avoid using the library.

However, this contradicts the findings of Jager (1997) who conducted a research on library use and academic performance. The study revealed that students with the best academic performance use the most library materials and that those with low or failing grades used significantly fewer.

5.1.6 CONCLUSION

This study was aimed at investigating the effectiveness of the university of Zambia library resources and services on academic performance and it was discovered that the students are highly aware of the resources and services provided by the library. However, they are poorly utilized. It was further discovered that the students mostly use the library for studying and do not exploit the other benefits of the library resources and services such as research as well as self-knowledge enrichment by reading various materials. The study also revealed that orientation plays a vital role in the marketing of the library resources and services. However, lecturers need to contribute highly to influence the students to use the library information resources and services. In this study we also discovered that the library does not fully meet the academic needs of the users and therefore most students do not use the library very often. Furthermore it was discovered that the provision of library resources and services contribute to the academic performance to a very low extent.

5.1.7 RECOMMENDATIONS.

From this study we can draw various recommendations that would eliminate some of the hindrances to the effective provision of library resources and services and improve their service delivery to the users. From the study it is recommended that the library should install air conditions and proper ventilation to allow proper circulation of air and regulate the temperature to ensure a conducive environment. This will increase the number of students who use the library and will

maximize the resources and services to their full potential and spontaneously improving their academic performance.

The library should create space specifically for the students to be able to do academic discussions. This will greatly increase the performance of students. The library should also provide up to date materials as most of them are outdated and are unable to meet their needs. As the population of the students in need of these resources is growing, we further recommend that the library should resist from acquiring small amounts of physical materials that can only be used by a small fraction of the users in need, but instead acquire electronic resources that would supplement the physical resources. This is because electronic resources can be accessed by multiple users simultaneously and therefore lessen the demand on the physical resources.

Furthermore, we recommend that the library should provide stronger internet connectivity that can withstand the growing population of the students who use the library services for internet access. In times when the students are under school pressure and flood the library, internet becomes very slow and this should be looked into. The library should also get rid of outdated materials in the library to create more space. During examination periods, the studying spaces in the library is not enough as more students prefer to prepare for their exams in the library. Therefore, some of the shelves that contain outdated materials should be removed and replaced with study desks where students can sit to study. The library should further provide user guides to ensure that students who use the library for the first time and are not familiar with the resources and services are guided by the user guides. This is important because orientation is only done once every academic year and there are some students who report late and miss the orientation period.

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APPENDIX A: QUESTIONNAIRE

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LIBRARY AND INFORMATION STUDIES

LIS 4014

QUESTIONNAIRE

RESEARCH TOPIC: INVESTIGATING THE EFFECTIVENESS OF THE UNIVERSITY OF ZAMBIA LIBRARY RESOURCES AND SERVICES ON STUDENTS ACADEMIC PERFORMANCE

We are fourth year students at the University of Zambia in the department library and information studies carrying out an academic research with reference to investigate the effectiveness of the university of Zambia library resources and services on student's academic performance. You have been randomly selected to help in this research and participation is voluntary. Please note that this research is purely for academic purposes and information obtained will be treated with proper or total confidentiality. You are requested to answer the questions honestly.

INSTRUCTIONS

1. Do not indicate your name on the questionnaire
2. Tick the answer that expresses your view as shown
3. Write your answer in the provided spaces for open questions

SECTION A

TICK

Background questions

1 Gender

a. Male

[]

b. Female

[]

- 2 Age
- a. 16-25 []
 - b. 26-32 []
 - c. 33-and above []

- 3 Year of study
- a. 2nd year []
 - b. 3rd year []

SECTION B

- a. To assess student's knowledge on library services and resources

- 4 How often do you use the library?
- a. Everyday []
 - b. Once a week []
 - c. Not very often []

- 5 What do you use the library for
- a. Studying []
 - b. Research []
 - c. Leisure []
 - d. Other (specify).....

- 6 Do you know of the services provided by the library?
- a. Yes []
- b. No []
- 7 How did you know about the resources and services?
- a. Orientation []
- b. Friends []
- c. Lecturer []
- d. Others (specify) []
8. What services are you aware of that the UNZA library provides? Tick as many as you can.
- a. Online public access catalogue (OPAC) []
- b. Reference services []
- c. Internet services []
- Others. Please specify
- _____.
- _____.

SECTION C

b. To examine the awareness and satisfaction with regard to information sources and services available in the UNZA library

- 9 What format of information resources do you look for in the library?
- a. E-resources []
- b. Physical materials []
- c. Both []

10 Do you find it suitable to use e-resources or physical resources?

- a. E-resources
- b. Physical materials
- c. Both

11 Are you able to use the services provided in the library to locate the information resources you need?

- a. Yes
- b. No

12 How satisfied are you with the resources provided by the library?

- a. satisfied
- b. averagely satisfied
- c. dissatisfied

SECTION D

To determine students awareness and use of electronic information resources provided by the library

13 Are you aware of the electronic information resources provided by the UNZA library?

- a. Yes I am aware

b. No I am not aware []

14 If you answered yes to question 13, how often do you use the electronic information resources provided by UNZA library?

a. Very often []

b. Not very often []

c. Not at all []

15 How satisfied are you with the electronic information resources provided by UNZA library

a. Very satisfied []

b. Satisfied []

c. Not satisfied []

SECTION E

16 To find out how well library services and resources have enhanced performance of students

17 Are you able to find the materials that are recommended by your lecturers in the library?

a. Yes []

b. No []

c. Sometimes []

18 To what extent have the library services and resources helped improve your academic performance?

a. To a very large extent []

b. To a large extent []

c. To a very low extent []

d. To a low extent []

e. Not helped at all []

19 As a user of the University of Zambia library, what recommendations would you give to better their provision of resource? Please tick as many as possible.

- a. Provide /make user guide []
- b. Proper marketing of resources and services []
- c. Provide adequate information resources and services []
- d. Provide up to date materials in the library []
- e. Provide stronger internet connectivity []
- f. Get rid of outdated materials in the library []
- g. Provide good ventilation and air conditions []
- h. Other, please specify_____.

THANK YOU FOR YOUR PARTICIPATION!!!