Volume 13 Issue 10
Originally issued as A5

Global Journal of Management and Business Research
Administration and Management
Volume 13 Issue 5 Version 1.0 Year 2013
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-4588 & Print ISSN: 0975-5853

Satisfactory Level of Undergraduate Students with Academic Library: A Case Study of Faculty of Management Studies and Commerce, University of Jaffna, Sri Lanka

By N. Sivathaasan
University of Jaffna, Sri Lanka

Abstract - An academic library plays a vital role in order to contribute to its users in an efficient and effective manner to satisfy their thirst of knowledge as well as in our information society. They help to connect people with the ever changing world of information. This article investigates satisfactory level of undergraduates of Faculty of Management Studies & Commerce with the facilities offered by the main library, University of Jaffna. A self-developed questionnaire was used to measure the satisfaction on the statements relating to four dimensions with a sample of 202 students. Mean analysis reflects that students were relatively most satisfied with competence of library staff, followed by information sources, library environment and library general services. According to the regression analysis, library facilities have an impact on undergraduate satisfaction at the rate of 20.1 % which is significant at 0.05 levels.

Keywords : *library facilities; students' satisfaction; academic library.*

GJMBR-A Classification : *JEL Code: J28*

SATISFACTORYLEVELOFUNDERGRADUATESTUDENTSWITHACADEMICLIBRARYACASESTUDYOFFACULTYOFMANAGEMENTSTUDIESANDCOMMERCEUNIVERSITYOFJAFFNASRILANKA

Strictly as per the compliance and regulations of:

Open Association of Research Society, USA
Research | Diversity | Ethics

© 2013. N. Sivathaasan. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction inany medium, provided the original work is properly cited.

Satisfactory Level of Undergraduate Students with Academic Library: A Case Study of Faculty of Management Studies and Commerce, University of Jaffna, Sri Lanka

N. Sivathaasan

Abstract - An academic library plays a vital role in order to contribute to its users in an efficient and effective manner to satisfy their thirst of knowledge as well as in our information society. They help to connect people with the ever changing world of information. This article investigates satisfactory level of undergraduates of Faculty of Management Studies & Commerce with the facilities offered by the main library, University of Jaffna. A self-developed questionnaire was used to measure the satisfaction on the statements relating to four dimensions with a sample of 202 students. Mean analysis reflects that students were relatively most satisfied with competence of library staff, followed by information sources, library environment and library general services. According to the regression analysis, library facilities have an impact on undergraduate satisfaction at the rate of 20.1 % which is significant at 0.05 levels.

Keywords : library facilities; students' satisfaction; academic library.

I. Introduction

Academic library functions as the heart of any university and supports their universities' goals of developing and maintaining successful research programs. In other words, an academic library is a library that is attached to an academic institution above the secondary level, serving the teaching and research needs of students and staff. According to Kotso (2010), libraries assist research process by collecting, presserving and making available an array of information resources relevant to their research community. An effective and efficient library system can significantly contribute to the lecturers, students and other users' development in a wider perspective. Nwalo (2003) describes the effectiveness of a library as how well the library meets the users' needs relative to the library goals and objectives.

The academic libraries are currently facing their greatest challenge due to global digital revolution (Chandrasekar and Murugathas, 2012). Users can access the libraries' resources without stepping into the library building. They can also easily access those resources online. Daisy (2006) found that most respondents were somewhat or very satisfied with overall library services and staff performance; moderately satisfied with the print collection; and least satisfied with space and ventilation; lack of study areas and the noisy environment. The helpfulness of the staff was rated the best.

Author : Assistant Librarian, Main Library, University of Jaffna, Sri Lanka. E-mail : sivathas27@gmail.com

II. Research Problem

Satisfying users' needs in the academic libraries has been the primary objectives of libraries and librarians (Norliya, 2009). Generally, academic libraries receive new students from various faculties with different needs and expectations every year. Students' satisfactory level is an important issue in terms of survival of an academic library. Because, the user community is the most important component of a library. Every information service exists for the sole aim of satisfying its users (Daisy, 2006).

In the library field, researchers usually approach user satisfaction in traditional way in which researchers emphasize the investigation of user material needs and fulfillment - what users requested and received from libraries (Fei Yu, 2006). Because, the physical objects (e.g., books and journals) are the main focus of these studies. Library literature usually interprets the fulfillment of user needs by assessing whether users have obtained the materials they were seeking. The impact of educational services provided by a university on the satisfaction level has largely been an area that remains unexplored (Muhammed Nauman Abbasi *et al.,* 2011).

The present study is initiated to find out that whether undergraduates are satisfied with the facilities offered by Main Library or not? Further, it measures how library facilities influence on students' satisfaction.

III. Objective of Study

The main object of the study is to find out the satisfactory level with the library facilities offered by the main library and sub objectives are:

- To identify the relationship between library facilities and undergraduate satisfaction.
- To identify the impact of library facilities on students' satisfaction.
- To provide suggestion to improve the satisfactory level by using Library.

© 2013 Global Journals Inc. (US)

IV. Review of Literature

Satisfaction is generally defined in Oxford Dictionaries as fulfillment of one's wishes, expectations, or needs. Kotler *et al.* (2009) define satisfaction as "a person's feeling of pleasure that result from comparing a product's perceived performance or outcome to their expectation". It means if the performance matches the expectation, the customer will be satisfied. Thus number of studies has been done by number of scholars. Velnampy and Sivesan(2008) have expressed that job satisfactions are positively associated with employee performance.

Thiruchelvam. S J and Velnampy T (2010) internal and external organizational elements have a relationship with employee Psychological Empowerment. Velnampy (2008), in his study on job attitude and employees performance concluded that job satisfaction contains positive influence on the performance of the employees as it enhances job involvement and the higher performance also makes people feel more satisfied and committed to the organization. The satisfaction and performance of the employee works in a cycle and are interdependent. Job satisfaction and involvement of the employee leads him to have high levels of performance. The concept of the psychological contract is at least as important in understanding and managing motivation as the technical elements of the economics and transactions aspects of incentives (Velnampy, 2006).

Students have many reasons for using the facility. Akobundu (2007) found out that text books usage account for most reasons for library visits. Popoola (2001) observes that information availability does not mean accessibility and use, and that academic libraries should stimulate primary demand for their products and services. An under resource library will therefore not serve its cardinal purpose and hence undermine effective academic in improving the academic facility to suit its general expectations.

Numerous studies have addressed the issue of service quality and student satisfaction. For instance, Fitri *et al.* (2008) have observed service quality dimension i.e. tangibility, responsiveness, reliability, assurance, and empathy as positive contributions towards student satisfaction. Effectiveness must be measured in terms of how well a service satisfies the demand placed upon it by the users (Lancaster, 1993).According to Chandrasekar and Murugathas (2012), study clearly enumerated that the efficiency of some of the services currently available such as inter-library loan, selective dissemination of information and current awareness services were not met the undergraduates' expectations. But, Muhammed Nauman Abbasi *et al.* (2011) studied that student satisfied with many core services or facilities like teaching, administrative support, library, labs, accommodation, medical and sports, while satisfaction has been reported only in three augmented areas like transportation, class room and prayer facilities. Further, he noticed that no significant differences of opinion have been recorded among male and female respondents. But, Omehia and Boma (2008) wrote that there are considerable and significant divergences between students and academic discipline (science, social sciences and humanities and arts) on their use of library services. They studied the differences among academic disciplines, year of study, and socio-economic background as independent variables in students' use of library services in the University of Uyo and found the variation in library use based on academic discipline. Williams (1995) surveyed Canadian undergraduate library use, and found that active learners who participate more in class, and who read, write and study more are regular and active library users. Fowowe (1989) found differences in the frequency of library use of by faculty and students, and that 94.8% of students use library facilities.

The present study of measuring satisfaction is a follow up of the previous study and seeks to determine the satisfactory level of undergraduates with the library facilities offered, as no significant study has probed the issue of student satisfaction of the Faculty of Management Studies and Commerce, University of Jaffna.

V. Data Collection

The researcher excluded the five respondents who were initially used for the validation of the instrument and questionnaire was pretested to check for its clarity and the redesigned to address the objectives of the assessment. The primary and secondary data were collected for the study. Primary data were collected through questionnaires and secondary data were collected from books, journals, and magazines, research reports etc.

VI. Population and Sample

The general population for this study is composed of Faculty of Management Studies and Commerce's students. This survey was conducted during August to October 2012 and data was collected on variables related to the services provided at the Main Library such as library usage, information sources available, library facilities, library environment and capacity of library staff. Total population was seven hundred (700) students of the Faculty of Management Studies and Commerce. A sample of 248 students who were using the library facilities at the time of the survey was randomly selected according to the table for determining sample size from a given population (Krejcie and Morgan, 1970) at 95% of confidence level. The researchers gathered 220 questionnaires, yielding a

© 2013 Global Journals Inc. (US)

response rate of 89.7 per cent. Finally, 202 (81.4 per cent) questionnaires were fully and correctly completed. All data collection procedures were designed to ensure the anonymity.

Table 1 : Number of respondents by Demographic Information

Characteristics		Frequency	Percent
Year of Study	First Year	52	25.7
	Second Year	64	31.7
	Third Year	37	18.3
	Final Year	49	24.3
Gender	Male	105	52.0
	Female	97	48.0
Specialization	Accounting	55	27.2
	Finance	79	39.1
	Marketing	34	16.8
	HRM	34	16.8

It should be noted that every questionnaire was personally handed over and instructions were given to each students before completing the questionnaire. In terms of demographic findings, 52 % of respondents were males, and the remaining 48 % were females. The majority of the respondents with 31.7 % were second year students.

VII. Methodology

As stated above, this study aims to measure student satisfaction in Faculty of Management Studies and Commerce, University of Jaffna. A survey instrument in the form of self-administered questionnaire was developed for the purpose of collecting the main data for the study. The instrument is composed of three parts such as Part A, Part B and Part C.

Part - A deals with personal information such as year of study, specialization subject, sex, age, ethnicity.

Part - B consists of library facilities which include four variables such as information sources, library environment, library staff and library general services. The numbers of statements under each variable vary from 4 for library staff, 5 for information sources, 13 for library environment and 8 for library general services.

Part - C consists of undergraduate satisfaction which includes 10 statements. The satisfactory level for each of the dimensions is measured using a group statements on a scale of 1 to 4 where: 4= very satisfied; 3= satisfied; 2 = somewhat satisfied, and 1= dissatisfied.

VIII. Mode of Analysis

In this study, various statistical methods have been employed to analyze data collected from 202 respondents from various specialization. A well known statistical package called "SPSS" (Statistical Package for Social Science) 16.0 version has been used to analyze data the researcher collected. These methods include;

- Descriptive analysis- to find out the percentage and express the trend of the variables.
- Bivariate Analysis- Correlation analysis (r) is used to evaluate correlation between the independent and dependent variables and the degree of relationship between them. Decision rule as follows.
  If X= (- 1), perfect Negative (-) correlation
  If -1 < X < -0.5, strong Negative (-) correlation
  If -0.5 =< X < 0, weak Negative (-) correlation
  If X=0, no correlation
  If 0 < X =< 0.5, weak positive (+) correlation
  If 0.5 =< X < 1, strong Positive (+) correlation
- Multiple Regressions (r^2) – is carried out to find out the impact of library facilities on students satisfaction.
- Analysis of Variance (ANOVA) is carried out to find out the significance of the model.

IX. Conceptualization

The following conceptual model was formulated to show the relationship between library facilities and satisfaction. Undergraduate satisfaction is considered as dependent variable whereas library facilities are the independent variables.

© 2013 Global Journals Inc. (US)

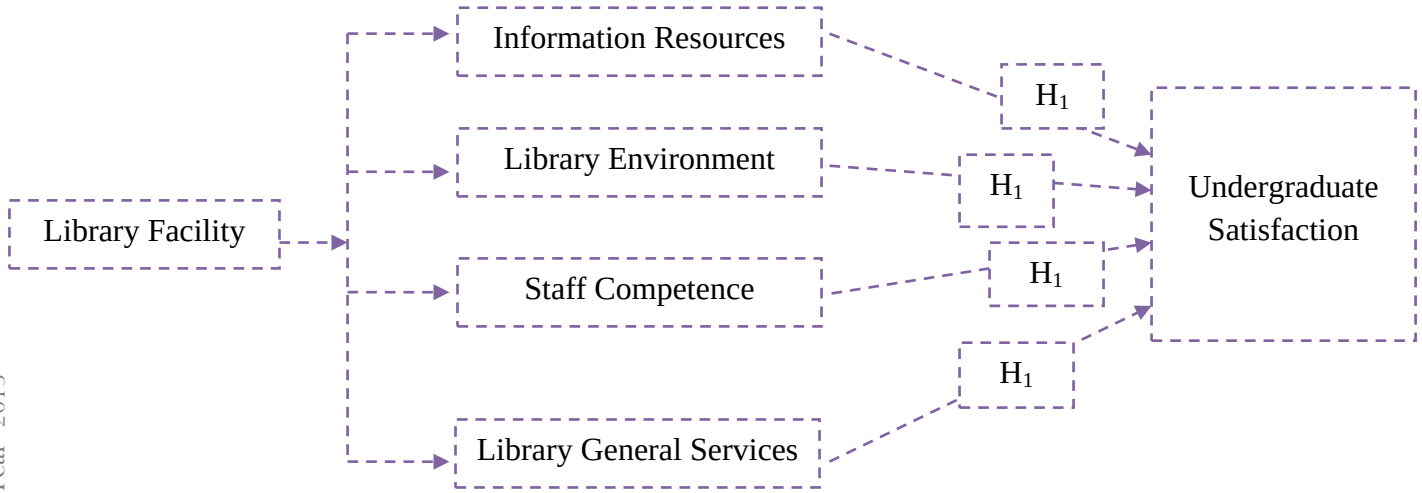

Figure 1 : Research Model

X. Hypotheses

Following hypothesis are taken for the present study.

H1 - There is a positive relationship between library facilities such as information sources, library environment, library staff and library general services and undergraduate satisfaction.

H2 - Library facilities such as information sources, library environment, library staff and library general services have an impact on undergraduate satisfaction.

XI. Results and Discussion

a) *Reliability Analysis*

The internal reliability of the data collected was verified by Cronbach's alpha. Malhotra (2000) and Cronbach (1951) suggested that satisfactory value of alpha is required to be more than 0.6 for the scale to be reliable.

Table 2 : Cronbach's Alpha

Variables	Alpha
Information Sources	.758
Library Environment	.709
Library Staff	.726
Library General Services	.753
Undergraduate Satisfaction	.806

As shown in table 2, Cronbach's alpha in this study were all much higher than 0.6, the constructs were therefore deemed to have adequate reliability.

b) *Multi-Collinearity*

Two major methods were utilized in order to determine the presence of multi collinearity among independent variables in this study. These methodologies involved calculation of both a Tolerance test and Variance Inflation Factor –VIF (Kleinbaum *et.al,* 1988). The results of this analysis are presented in Table 3.

Table 3 : Test of Collinearity

Variable	Collinearity Statistics		Durbin-Watson
	Tolerance	VIF	
Information Sources	.683	1.464	1.928
Library Environment	.536	1.864	
Library Staff	.562	1.779	
Library General Services	.642	1.588	

As per the data, none of the Tolerance level is less than 0.02 and VIF value is well below 10. Therefore, independent variables used in this study do not reach multi-co linearity. The acceptable Durbin-Watson range is between 1.5 and 2.5. In this analysis, Durbin-Watson of 1.928, which is between the acceptable ranges, shows that there was no auto correlation problems in the data used in this research.

c) *Descriptive Statistics*

Undergraduate satisfaction is measured through four dimensions such as information sources, library environment, competence of library staff and library general services. The table 4 shows the overall mean and median scores for satisfaction.

Table 4 : Mean scores for library facilities

Dimensions	Mean (M)	Median (md)	Std. Deviation
Library staff	2.84	3.00	.424
Information sources	2.75	2.80	.460
Library environment	2.74	2.77	.380
Library general services	2.72	2.75	.412

The above table presents the mean scores of four variables which collectively and individually

© 2013 Global Journals Inc. (US)

manifests the students' satisfaction on the library staff. The overall mean (2.84) and median (3.00) indicates that overall satisfaction towards the library staff is closed to satisfaction level. Information source is second in terms of providing satisfaction to the students. Based on the median scores of 2.80, the majority of students are satisfied with the library collections such as reference collections, lending collections, periodicals, archival materials and e-resources available in the library. The users are just over somewhat satisfied with library environment (M=2.74) and library general services (M=2.72).

d) The Relationship between Library Facilities and Satisfaction

Correlation analysis is used to evaluate correlation between the independent and dependent variables and the degree of relationship between them. Library facilities consist of four variables such as information sources, library environment, library staff and library general services. Using the Pearson's Correlation with two – tailed test of significance, the correlation analysis is carried out to investigate the relationship between independent and dependent variables as follows.

- Correlation between information sources and undergraduate satisfaction.
- Correlation between library environment and undergraduate satisfaction.
- Correlation between library staff and undergraduate satisfaction.
- Correlation between library general services and undergraduate satisfaction.

Table 5 : Relationship between Library Facilities and Undergraduate Satisfaction

		Satisfaction	LF	IS	LE	LS	LGS
Satisfaction	Pearson Correlation	1					
	Sig. (2-tailed)						
Library facilities (LF)	Pearson Correlation	.379**	1				
	Sig. (2-tailed)	.000					
Information Sources (IS)	Pearson Correlation	.273**	.778**	1			
	Sig. (2-tailed)	.006	.000				
Library Environment (LE)	Pearson Correlation	.427**	.819**	.479**	1		
	Sig. (2-tailed)	.000	.000	.000			
Library Staff(LS)	Pearson Correlation	.294**	.821**	.513**	.617**	1	
	Sig. (2-tailed)	.003	.000	.000	.000		
Library General Services(LGS)	Pearson Correlation	.229*	.773**	.435**	.561**	.490**	1
	Sig. (2-tailed)	.022	.000	.000	.000	.000	

According to the results of the Pearson's correlation shown in the Table 5, the correlation values between library facilities such as information sources, library environment, competence & helpfulness of Library staff and the students' satisfaction are 0.273, 0.427, and 0.294 which are significant at 0.01 levels. It means that library facilities such as information sources, library environment, competence & helpfulness of Library staff are positively associated with satisfaction of the students. Further, general services offered by the library are positively associated with satisfaction of the students at the significant level of 0.01.

e) Impact of Library Facilities on Students' Satisfaction

The multiple regression analysis is carried out in order to investigate the simultaneous impacts of all the independent variables on the dependent variable. The results of regression, four (04) indicators of library facilities (independent variables) against the dependent variable (undergraduate satisfaction) are shown in the Table 6.

Table 6 : Impact of Library Facilities on Undergraduate Satisfaction

Model Summary[a]						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F-Value	Sig.
1	.448[a]	.201	.167	.48715	5.967	.000

a. Predictors: (Constant), IS, LE, LS, LGS
b. Dependent Variable: Satisfaction

The specification of independent variables in table 6 reveals the ability to predict undergraduate satisfaction.R^2 value of 0.201 in the model denotes that 20.1 % of observed variability in satisfaction can be

© 2013 Global Journals Inc. (US)

explained by the differences in the independent variables. Remaining 79.9 % variance in the satisfaction is related to other variable which is not explained here. R square value indicated that there may be number of variables which can have impact on the above satisfaction that need to be studied. Hence, this area is indicated as a scope of future research.

The hypotheses formulated are tested with the assistance of the proposed models. Hypothesis (H1) states that there is positive relationship between library facilities such as information sources, library environment, library staff and library general services and undergraduate satisfaction. The table 5 shows correlation between library facilities and undergraduate satisfaction. According to table, results indicate that the library facilities are weakly but positively correlated with undergraduate satisfaction. P-value is less than significant level at 5 % (r= .379**, p <0.05), which illustrates that there is a significant positive relationship between library facilities and undergraduate satisfaction. As a result, H1 is accepted. The hypothesis (H2) states that Library facilities have an impact on undergraduate satisfaction. Table 6 depicts F-value and R square to understand overall significance of the regression model. Research model yielding significant p-values ($p < 0.05$) and R square around 20 percent of the variance in undergraduate satisfaction was explained. Therefore, H2 is supported by the collected data. Library facilities have an impact on undergraduate satisfaction at the rate of 20.1 % percentage.

Table 7 : Coefficients for predictors of satisfaction

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	1.508	.270		5.587	.000
Information Sources	.067	.085	.087	.781	.437
Library environment	.336	.113	.371	2.966	.004
Library staff	.050	.102	.061	.495	.621
Library general services	-.017	.098	-.020	-.171	.864

The results of the regression analysis in table 7 show that the coefficient for all four variables except library environment is not significant. Further, t-value for the variable of library environment is significant at 0.05 levels.

XII. Conclusion and Recommendations

The study has investigated on students' satisfactory level with the facilities such as information sources, library environment, library staff and library general services offered by the main library. The study found that on the average, students are closed to satisfactory level with the competence and helpfulness of library staff, information sources, library environment and library general services as a whole. Respondents are relatively most satisfied with competence and helpfulness of library staff (M= 2.84), followed by information sources (M= 2.75) and library environment (M= 2.74) and lastly library general services to users (M= 2.72) in order. Further, results revealed that students' satisfaction is influenced by the library facilities by 0.201. Therefore, library facilities have an impact on undergraduate satisfaction at the rate of 20.1 % which is significant at 5 % level.

As suggested by Chandrasekar and Murugathas (2012) in their previous study, the book collections need to be improved by incorporating new and latest edition of book. Further, inter-library loan service, photocopying service and selective dissemination of information service should also be concentrated for improvement. Contributions found in this study will be useful to the improvement of library facilities and betterment of the library profession and serves as a contribution to the body of knowledge in the area on students' satisfaction on the library facilities.

References Références Referencias

1. Akobundu, D. U. & Michael, O. 2007. Evaluating the use of university libraries in Nigeria: a case study of Michael Okpara University of Agriculture, Umudike. *Library Philoshopy and Practice,* 11: 1-5.
2. Chandrasekar, K. & Murugathas, K. 2012. An assessment of user satisfaction on library services: a case study of undergraduate biology students at the University of Jaffna. *Journal of the University Librarians' Association of Sri Lanka.* 16(1): 34-45.
3. Cronbach, L.J. 1951. Coefficient alpha and the internet structure of tests. *Psychometrika.* 6(2): 297-334.
4. Daisy, S. 2006. Measuring user satisfaction: a case syudy at the PGDM branch library at Peradeniya. *Journal of the University Librarians' Association,* 10: 40-53.
5. Fitri, H. A. H., Ilias, A., Abd rehman, R., & Abd razak, M. Z. 2008. Service quality and student satisfaction:

© 2013 Global Journals Inc. (US)

a case study at private higher education institutions. *International Business Research,* 01(03): 163-175.
6. Fei, Y. 2006. Users' emotional and material satisfaction at the micro/macro levels in an academic library. Pittsburgh: University of Pittsburgh. PhD thesis.
7. Fowowe, S.O. (1989). Students' use of an academic library: A survey at the University of Illorin Libraries. *Nigerian Libraries and Information Science Reviews,* 7(1) 47- 57.
8. Kleinbaum, D.G., Kupper, L. L., & Muller, K. E. 1988. *Applied regression analysis and other multivariate methods.* Boston: PWS.
9. Krejcie, R.V. & Morgan, D.W. 1970. Determining sample size for research activities. *Educational and Psycho-logical Measurement,* 30: 607-610.
10. Kofi, A., Ababioa, E. N. A., Thomas, Korankyec, Bashiru, I.I. Saeeda, Munyakazi, Louisa, & Nicholas, N.N.N. NSOWAH-nuamahc. 2012. Modelling students' satisfaction with library services in a tertiary institutions: evidence from kumasi polytechnic. *Information and knowledge management,* 2(6): 85-91.
11. Kotler, p., lane, k. K., koshy, a., & jha, m. 2009. Marketing management - a south asian perspective. New delhi: dorling kindersley (india) pvt ltd.
12. Kotso, j. A. 2010. Assessment of library use by the lecturers of College of Education Akwanga. *The Information Manager,* 10(1 & 2): 48-54.
13. Lancaster, L. E. A. 1993. *If you want to evaluate your library* ... Illinois: University of Illinois.
14. Malhotra, N.K. 2000. *Marketing research: an applied orientation,* Pearson education Delhi, India Asia, New, 3rd edition.
15. Muhammad Nauman Abbasi, A. M., Imran Sharif Chaudhry & Muhammad Imdadullah. 2011. A study on student satisfaction in Pakistani universities: the case of Bahauddin Zakariya University, Pakistan. *Asian Social Science,* 7(7): 209-219.
16. Nwalo, K. I. N. 2003. *Fundamentals of library practice: a manual on library routines.* Ibadan: Stirling Horden Publishers.
17. Norliya, A.K. 2009. Evaluating users' satisfaction on academic library performance. *Malaysian Journal of Library & Information Science,* 14(2): 101.
18. Omehia, A.E. & Boma, B.O. 2008. Student characteristics and use of library services in the University of Uyo [Online]. *Library Philoshopy and Practice.*
19. Popoola, S. O. 2001. Faculty awareness about library information products and services in Nigerian universities. *Gateway Library Journal,* 4(1 & 2): 1-10.
20. Thiruchelvam S.J and Velnampy. T, (2009), Organizational environment and employee psychological empowerment in the international non-governmental sector, Competitive Management in a Dynamic World, pp 529- 540.
21. Velnampy T. (2008). Job Attitude and Employees Performance of Public Sector Organizations in Jaffna District, Sri Lanka. GITAM Journal of Management, Vol. 6, Issue-2, Pg (66-73).
22. Velnampy. T. Sivesan.S, (2009) impact of the performance evaluation on job satisfaction Jaffna district Sri Lanka.
23. Velnampy, T. (2006). "A Study on Incentives and work motivation of public sector organizations in Sri Lanka", Journal of Annamalai Business Review.
24. Velnampy, T. (2012). Association among personal demographic variables and incentive systems in sri lanka. In Proceedings of International Conference on Business Management,Vol. 3.
25. Williams, A. P. (1995). Conceptualizing academic library use: Results of a survey of continuing education students in a small Canadian undergraduate university. *Journal of Higher Education,* 15(3): 31-47.

© 2013 Global Journals Inc. (US)