
DESCRIPTIVE ANALYTICAL STUDY ON THE CAUSES AND IMPACT OF STUDENTS' INDISPOSED USE OF UNIVERSITY LIBRARY ON THE EDUCATIONAL PROCESS

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ABSTRACT: *The university library is an essential knowledge provider that supports educational process. Nevertheless, it is noted that the university library use rate is low. This research examines the most corresponding causes of this indisposed use, explores the necessary ways to enhance the contribution of academic libraries in the educational process and proposes recommendations that enable the library to achieve its educational aims. Focused on a sample of 800 students of King Abdulaziz University, this paper adopts a descriptive survey-based approach using questionnaires & focus group discussions. The results revealed a clear decrease in the number of library users, and an image of the library as an unimportant accessory.*

KEYWORDS: libraries, academic, English, resources, learning, research

INTRODUCTION

At present, the academic library continues to fulfil its role as the heart of the university and plays a vital role in contributing directly to the institution's mission. Studies have shown the direct and indirect impact on an institution's productivity and success where students have efficient access to learning content. The academic library is not just a repository of knowledge, as for many students, the library as a place, and the library as a service are central to their experience of university. It also supplies the institution to which it belongs with the most recent information pertaining to its program and specialization fields, thus forming an inextricable component of the educational institution's mission as it proceeds to achieve its goals and implement its various functions, (Al Uqala, 1432).

Recent years have witnessed the fusion and integration of communication and information technologies. That amazing evolution raised several challenges, the most important of which is the rapidity of accessing information. Libraries are part of the sectors availing this enormous technological development. E-content appeared as a result of the continuous scientific progress, and the unremitting endeavours by academic libraries and information specialists to create, use and apply new means and media that facilitate and simultaneously assist in offering users with valuable and advanced library and information services, (Areeshi, 2005).

Problem Statement and Significance

Even though national growth is influenced by the scientific research undertaken by scholars and knowledge seekers, it is evident that students are indisposed towards using libraries and researching. This negative attitude is an outcome of either the deficiency

of educational approaches, or the administrative systems driving basic or university educational structures, which renders it mandatory to determine and remedy the causes of this deficiency. It also demands adopting scientific approaches to reinforce and consolidate the relationship between the academic library and students thus leading to a constructive and efficient impact on the learning outcomes. (AlGhorbani, 2015). With that in mind, the research is determined to explore the most corresponding factors that lead to students' indisposition towards using academic libraries, and then presenting efficient recommendations to elevate and polish the academic library image and functions and assist these libraries in achieving their educational aims.

Aims

This research aims at examining the most corresponding causes of students' indisposed use of academic libraries. With a sample of 800 students from one of the biggest Saudi universities, it also explores the necessary ways to enhance the contribution of academic libraries in the educational process and proposes recommendations that enable the library to achieve its educational aims and reinforce students' utilization of academic libraries. The main objective gives rise to the following secondary objectives:

- Tracking, analysing and evaluating the relationship between the academic library and students through defining frequency of using information repositories provided by the library, type and motives of using the library, students' attitudes towards the library's role in the development of education and scientific research.
- Testing the correlation between the sample's demographic characteristics (gender – age – areas of study – socio-economic status) and using the university library.
- Presenting the most useful ways to remedy the weak relationship between academic libraries and students' lack of interest in utilizing their services.
- Identifying students' skills that need to be improved and activate their disposition to utilize the academic library such as scientific research skills, academic writing skills, and English language skill.

With the above aims, the following questions are raised by the research;

- To what extent do students at King Abdulaziz University (KAU) use the information resources (books, periodicals, newspapers, etc.) that are available in the academic library per semester?
- How many courses require students to use the library? And what language is required in writing their research and assignments?
- What are the information resources most used by students in the study sample?
- Based on the students' preference, what is the ranking of dependence on the academic library?
- What justifications lead students to use/not use the academic library as a source of information?
- How do students evaluate the role of the university library in their learning process?
- What is the relationship between using the library and the demographic variables of the study sample (gender – specialization – study level)?
- What is the relationship between college specializations (practical/theoretical) and (the language used –rank of reliance on the university library relative to

preferences – evaluation of the university library's contribution to the learning process)?

Theoretical Background

Banting et al (2008) indicated that many development processes in a country rely on universities efforts as a key role in education. As part of these developments, academic libraries play a significant role towards the achievement of tertiary institutions' outcomes. Without the effective services of libraries, higher education institutions would hardly be able to cater for the different needs of their populations, be they academic, research or intellectual. It is the library that offers the most necessary blend of resources to accomplish research and effective teaching and learning experiences.

As illustrated by Agyen-Gyasi, Lamptey and Frempong (2010), it is the academic library that mostly contributes to generating and regenerating knowledge and acts as a wide information pool for students and researchers. In addition, Ka (2005) explains the roles of academic libraries as a resort of multiple functions. In addition to providing books and periodicals of different academic specialties, academic libraries make e-information accessible and available for learners thus facilitating more learning, research, and career support.

The following research background provides a brief outline of studies that have been conducted in areas relevant to the significant role of academic libraries pertaining to impact on academic achievement, research, language proficiency, e-libraries and the evolution of IT. In a study conducted by Powell (2009), the researcher was investigating the impact that university library inputs have on user students and teachers. It confirmed the contributing role of the academic library to the success of education as a whole recommending a necessity to improve the library's services and re-examining the quality of these services.

While another study by Al Azmi (2008) was to determine why students at the Faculty of Education in Kuwait were indisposed to use the library, the study surveyed the opinions of faculty staff and students regarding using the library and activating its role. Results of the study revealed the clarity of library using instructions, easy access to books required, upgraded photocopying services and library staff performance. The study recommended establishing a future strategy to activate communication between publishers and librarians.

In reference to awareness of the library importance, AlFadhali (2005) surveyed students' indisposition to use the library with a sample of (652) students of different majors and (56) faculty staff members. Results showed that students' awareness towards the library and interest to read were clearly poor. It also pointed out the absence of interactive services. The study recommended the improvement of technical processes, such as indexing and classification, and adding to the library content of books and references, as well as activating the programs of installations and modern technological services. Other factors are clear in a study by Munajid (2002) who investigated the role of university libraries in scientific research. The main objective of the study was to track the challenges facing university libraries and the services they offered to users. The

study sample comprised the faculty libraries at South Valley University, totaling (11). The study indicated the poor quality of the services provided by those libraries. It also highlighted their unsatisfactory performance as they failed to meet international standards of providing services to students and faculty staff. Going deeper into more factors affecting student disposition or indisposition towards utilizing academic libraries, Liu & Bernice's (2011) presented their study that was applied to minority students at San Jose State University, investigated the role and impact of language skills on how students utilize their university academic library. The study confirmed that students who used English were the ones who used the academic library most, because many of the resources available in the library are written in English. Therefore, proficient English level was a key factor in encouraging students to use the library resources.

Management of academic libraries has also been an important factor. A study conducted by Al Haddad (2001) aimed at identifying TQM styles used in the organization and management of university libraries and how they related to the library service level of satisfaction. According to the study, faculty staff were dissatisfied with the quality level of library services. The study recommended commitment and seriousness to provide users with the skills of using modern technologies and applications and setting up a plan to achieve library service quality in the Saudi universities. As an improvement effort for library management, Mansour (2010) looked at the effect of marketing – as science and profession – in the libraries and information environment. The study explored the importance of marketing the information services of the libraries of colleges and institutes run by the General Organization for Applied Education and Training in the State of Kuwait. He emphasized the role of advertising and promotion in presenting library services to their user audiences. Moving to the role of social media, Mujahid's (2010) study considered the use of social networks to provide advanced library services. It attempted to determine the libraries providing services through these networks to measure their quality and the extent of communication between the libraries and the networks. The study recommended the necessity of improving the information services offered in the field of libraries and information centres.

With the great endeavours and emphasis on the fast evolution of technology in all aspects of life, academic libraries have been affected as well. A study by Abdulhakim & Mushib (2013) looked at electronic publication and its role in the development of scientific research, as the study attempted to evaluate the use of electronic publication by the Science College students. The study applied the stratified random sample to 223 students (male and female) and confirmed that the students varied in their use of electronic information sources. 32.27% of the students thought that science books were the most important electronic information source, followed by 31.39% favouring reports. The study recommended the necessity of providing university libraries with electronic publication technologies, such as computers, compact discs, and multimedia. Another study by Biaibi & Sharifa (2012) investigated the role of the university library with reference to ongoing technological developments covered a purposive sample of MSc. degree students and teachers and final year university students. The results showed that 36.34% thought that the library role was acceptable. However, 31.82% saw that the university played a weak role in serving scientific research due to a shortage of

suitable reading rooms. Most of the sample's participants stressed that the library was not up to date with publications, especially periodicals, and was thus unable to meet researchers' needs. From another angle, Al-Irian's (2011) study, which intended to identify the reality of electronic education at King Khalid Military College, presented a reading of the future of electronic education, and recommended the urgency of improving library services.

More studies targeted the explosion of technology as examined by Ford (2012) who focused on identifying the behaviour of student users in the university libraries. The study recommended the necessity of updating the university libraries in this age of information explosion. Another study explored the role of academic libraries in distance learning. Hafiz (2008) addressed the teaching staff at King Abdulaziz University and Imam Mohammad bin Saud University to ascertain their view of the contribution university libraries added to distance learning programs. Recommendations included installing the systems, tools and materials required to support libraries, and generate information services, especially for their off-campus users. More studies by Parker (2010) investigated the concept of the Electronic University, the principles, objectives and priorities of activating the concept of the electronic university, and the role of the electronic university libraries. The study recommended the linkage of research libraries globally and improving the concept of electronic books. Free open-accessibility content has been so growing and examined in a study conducted by Labban and AlDabian (2010). The study explored the actuality of free access movement in the information institutions affiliated to state universities. The study looked at the free access platform sites in the information institutions of every university to verify the unconditional provision of those platforms. It concluded that the most important role of the information institutions is to provide periodicals and create digital storage sites.

METHODOLOGY

The research is intended to examine its dependent and independent variables with a selected population of 800 male and female students of King Abdulaziz University and its main academic library users as shown below:

Variables	Categories	TOTAL	
		#.	%
Gender	Male	400	50
	Female	400	50

It is designed based on a descriptive approach with certain data collection tools that include questionnaires and focus groups as follows:

- Field survey questionnaire: a survey form designed and distributed to a multi-level sample of 800 students from King Abdulaziz University.
- Focus groups: brainstorming sessions are held for KAU students, discussion and brainstorming techniques are used in each session aiming at tracking the actuality of trends towards activating the role of the academic library and its future vision.

Data are electronically downloaded and analysed using SPSS program and using statistical treatment, such as independent samples T- test, One Way ANOVA, arithmetic mean, standard deviation, KA2 test of Chi Square Test.

RESULTS AND DISCUSSION

Data in table (1) below displays a distribution of the study sample according to the gender variable. The number of males and females were equal with a (400) headcount or 50% for each.

Gender	Sample total	
	#	%
Female	400	50%
Male	400	50%
Total	800	100%

N = 800

Table 1. Sample distribution according to gender

Table (2) presents the characteristics of the study sample according to their study level. Specialization students topped the ranking with a 31.3%, followed by preparatory year students at 12.5%. Graduate students came last with a 6.2%. The same ranking applied equally to both male and female students.

It was the study intent to have more sample participants in the preparatory year student category for two reasons. First, the preparatory year is the most populated in university campus and, for that status, it displays the real image more than any other university level. Second, the objective of this year is to equip students with scientific research skills and prepare them to perfectly continue their specialized studies.

Study level	Students (M)		Var.	Students (F)		Var.	Total		Var.-M
	#	%		#	%		#	%	
Preparatory year	100	12.5	2	100	12.5	2	200	25	2
Specialization	250	31.3	1	250	31.3	1	500	62.5	1
Graduate	50	6.2	3	50	6.2	3	100	12.5	3

N = 800

Table 2. Sample distribution according to study level

Table (3) below shows a distribution of the study sample characteristics according to type of study. Theoretical study category came first with a 31.3%, followed by the practical study scoring 18.7%. This is reflective of the variety of theoretical and practical faculties of the university, and of the researcher's care for the study sample to be an authentic representation of the actual intended university community, where the theoretical faculties take the lead, and the practical colleges come second.

Type of study	Students (M)		Var.	Students (F)		Var.	Total		Var. - M
	#	%		#	%		#	%	
Theoretical	250	31.3	1	250	31.3	1	500	62.5	1
Practical	150	18.7	2	150	18.7	2	300	37.5	2

N = 800

Table 3. Sample distribution according to type of study**The extent of university courses' demand for more study resources**

College textbooks are a vital tool of learning, curricula planning, and the veritable container for these curricula. Sometimes additional resources are needed throughout the course description. Hence, the academic library is earnest to provide an inventory of information containers of various forms such as books, references, periodicals, thesis and dissertations, manuscripts, rare documents, photographs, official printed materials and documents, audio and visual material, microfilms, photo discs and other knowledge resources.

Data in table (4) illustrates a distribution of the study sample according to courses' needs for additional textbooks. Category (Yes) came first for both male and female students at rates of 26.4% and 32.1%, respectively. Category (No) came second with percentages of 23.6% for male students, and 17.8% for female students. It is noticed that percentages are close in range be it for the variable of gender or that of need for extra textbooks, which may support the idea of encouraging instructors to direct their students to use additional resources either for curricular or extracurricular activities.

Field of Study	Students Male		Var.	Students Female		Var.	Total		Var. - M
	#	%		#	%		#	%	
Yes	211	26.4	1	257	32.1	1	468	58.8	1
No	189	23.6	2	143	17.9	2	332	41.5	2

N = 800

Table 4. Sample distributed according to study subjects' need for extra books**Courses that require using the academic library**

Table (4) displays to what extent the nature of study required using extra textbooks. To complete the data of this table, table (5) presents a distribution of the study sample according to the number of actual courses in a student's learning journey that require the use of the university library. The category designated as "No course requires library use" appeared in top position with a percentage of 31.87% of total study sample. Category (Two courses) ranked second at 21%, followed by (One course) at 16.39%. Categories (Five courses, more than five courses) fell into last positions at 7.87% and 2.87% respectively.

Accountability for this situation goes, not doubt, back to the instructor, and is evident in the inadequacy of teaching methods adopted by faculty staff that do not encourage students to do research and use the library.

Major	Students (M)		Var.	Students (F)		Var.	Total		Var. - M
	#	%		#	%		#	%	
No course requiring library	133	16.65	1	122	15.25	1	255	31.87	1
One course	75	9.4	3	56	7	3	131	16.39	3
Two courses	81	10.1	2	87	10.9	2	168	21	2
Three courses	38	4.75	4	52	6.5	4	90	11.25	4
Four courses	23	2.87	6	40	5	5	63	7.87	6
Five courses	37	4.63	5	33	4.1	6	70	8.75	5
More than five courses	13	1.6	7	10	1.25	7	23	2.87	7

Table 5. Sample distribution according to number of courses requiring library use

Frequency of using the academic library per semester

Within the context of understanding the relationship between the study sample and the university library, Table (6) data reveals the distribution of the study sample according to the frequency of using the library during a semester. 24.4% of the total study sample affirmed that they use the library dependent on circumstances, followed by the category (I never use it) at 24.14%, then (several days/week) at 20.6%, and (One day/week) in the last position at 5.13%.

Frequency of use	Students (M)		Var.	Students (F)		Var.	Total		Var. - M
	#	%		#	%		#	%	
I never use it	95	11.85	1	98	12.25	2	193	24.14	2
One day/month	24	3	6	17	2.12	6	41	5.13	6
One day/week	25	3.15	5	24	3	5	49	6.13	5
One day/semester	81	10.15	3	76	9.5	4	157	19.6	4
Several days/week	80	10	4	85	10.63	3	165	20.6	3
It depends	95	11.85	1	100	12.5	1	195	24.4	1

Table 6. Sample distributed according to frequency of library use per semester

These findings indicate the sample's low rates of using the library during the semester. This result agrees with the results of other research works, such as Al Ubaid's (2010) study which also confirmed a low rate of library use among students of King Saud University. It also shows the huge gap between teaching methods used and what they should be like at the higher education level. It could also amount to the existence of faults in the educational philosophy which does not regard the library as the first source of information for the learner.

Extent of study assignments that require doing research

To continue measuring the relationship between students and their university library, Table (7) shows the distribution of the study sample according to the existence of study assignments that require students to do research. Category (Yes) ranked first at 59.8% and a 479 headcount. Category (No) came second at 40.2% and a 321 headcount. The closeness of these two percentages confirms the results collected from the previous table - that of low use of the library by the study sample.

Response	Students (M)		Var.	Students (F)		Var.	Total		Var. - M
	#	%		#	%		#	%	
Yes	237	29.6	1	242	30.25	1	479	59.8	1
No	163	20.4	2	158	19.75	2	321	40.2	2

Table 7. Sample distributed according to the extent of study assignments that require doing research

Language used in research writing

Some university courses aim in their description at equipping students with research and academic writing skills in more than one language. The table below presents the distribution of the study sample according to the language used in research and academic writing. Arabic occupied first place at 55.9%, with English coming second at 41.5%, which is seen as a high percentage confirming the high importance of English for students. Even with research papers/assignments that are required to be written in Arabic, they are expected to review foreign journals and other references for more knowledge. French came last, at 2.6%.

Language used	Students (M)		Var.	Students (F)		Var.	Total		Var. - M
	#	%		#	%		#	%	
Arabic	221	27.6	1	226	28.25	1	447	55.9	1
English	167	20.9	2	165	20.6	2	332	41.5	2
French	12	1.5	3	9	1.13	3	21	2.6	3

Table 8. Sample distributed according to the language used in research writing

Most of the preparatory year students, as reported by the university English language institute, pass the preparatory year program at English proficiency levels between 4 and 4.5 in the IELTS. These scores do not qualify students to produce research and other academic articles in English with this conclusion, quite a big number of students whose studies require writing research in English, are not adequately qualified to do so.

Number of courses that require doing research

To complete the data in Table (8), Table (9) shows the distribution of the study sample according to the number of courses that require doing research. 31.87% asserted that they have no courses requiring research, and those are in the preparatory year where students are mostly enrolled in general courses and assessed through several tests and quizzes. Category (three courses) ranked second at 21.65%, followed by (one course) confirmed by 13.87%. (More than five course) came last at 2.87%.

These results show the limited number of courses that require doing research, which places a question mark on the current preparatory year program and its assumed objective in qualifying students for college study.

Number of Subjects	Students (M)		Var.	Students (F)		Var.	Total		Var. - M
	#	%		#	%		#	%	
None	133	16.65	1	122	15.25	1	255	31.87	1
One subject	59	7.4	3	52	6.5	3	111	13.87	3
Two subjects	53	6.6	4	56	7	4	109	13.62	4
Three subjects	88	11	2	85	10.63	2	173	21.65	2
Four subjects	20	2.5	6	34	4.25	6	54	6.75	6
Five subjects	34	4.25	5	41	5.12	5	75	9.37	5
More than five subjects	13	1.6	7	10	1.25	7	23	2.87	7

Table 9. Sample distribution according to number of subjects that require doing research

How far students rely on the library to do their assignments

Table (10) shows the distribution of the study sample according to the degree of reliance on the university library. Category (Yes) for both male students and female students came first, with a percentage of 29.75% and 30.25 respectively. Category (No) came second with 20.25% for male students, and 19.75 for female students.

Reliance on library	Students (M)		Var.	Students (F)		Var.	Total		Var. - M
	#	%		#	%		#	%	
Yes	238	29.75	1	242	30.25	1	480	60	1
No	162	20.25	2	158	19.75	2	320	40	2

Table 10. Sample distribution according to degree of reliance on university library for study assignments

Reasons for using the university library

Table (11) displays the variety of motives and reasons the students have for using the university library. Three categories, i.e., "Attending training courses, doing research, and borrowing books" came first, at rates of 85.1%, 61.22% and 23.9%, respectively. Following those, in fourth position was "Using references recommended by instructors" at 9.22%. "Increasing my general knowledge" was in the last position, at 4%.

Reasons of use	Sample Total			
	Yes		No	
	#	%	#	%
Attending training courses	406	85.15	71	14.9
Borrowing books	114	23.9	363	76.1
Free reading	26	5.5	451	94.5
Doing researches	292	61.22	185	38.78
Using references recommended by instructors	44	9.22	433	90.78
Availing photocopy services	23	4.8	454	95.2
Increasing my general knowledge	19	4	458	96
Using electronic databases	29	6.1	448	93.9

N = 477 (N female students = 242, N male students = 235)

Table 11. Sample distributed according to reasons for using the university library

Table (12) shows the distribution of the study sample according to reasons for not using the university library. Leading categories were "Borrowing certain books is not allowed" at 58.5%, "The internet became an alternative to library services" at 51.7%, "No courses require using the library" at 50%, and "Course instructor did not request it" at 46.75%. Two categories, i.e., "I don't know how to use information resources – non-cooperating library staff", came last at 32.5% and 24.1% respectively. Therefore, students' indisposition is not a transient issue related to the services the library offers, or cooperation by library officials. It is a deeper deficiency related rather to the philosophy and instructional methods in higher education.

Reasons for non-use	Sample total			
	Yes		No	
	#	%	#	%
No courses require using the library	162	50	161	50
Borrowing some books is not allowed	189	58.5	134	41.5
Internet has become an alternative to library services	167	51.7	156	48.3
Library staff do not cooperate with students	78	24.1	245	75.9
Books are not available for all specializations	125	38.7	198	61.3
I'm not proficient at reading in English	130	40.25	193	59.75
Courses instructor did not ask for it	151	46.75	172	53.25
I don't know how to use information resources	105	32.5	218	67.5
I don't find time during the day	110	34	213	66

N = 323 (N female students = 158, N male students = 165)

Table 12. Sample distribution according to reasons for not using the university library

Evaluation of the library's contribution to the educational process

According to current scientific concepts, the academic library is one of the cultural institutions that serves an important scientific purpose in the field of higher education. This role of the library is not less important than that of any other scientific institution functioning within the university premises. The library is a cultural, cultivating, educational and scientific institution serving a specific community of students, faculty staff, and researchers belonging to the university. It provides information that they need for their studies and research, such as books, periodicals, references, and other information containers. Table (13) represents the study sample distributed according to the evaluation of the role that the university library has in the educational process. Several statements scored high percentages of agreement (Yes). 91.13% stated that (the library is an essential element of the educational process), 75.25% agreed that (the library provides researchers with information resources), and 74% confirmed that (the library enables researchers and students to access information resources). The data in Table (13) also refers to how students themselves are ready and prepared to use the library. Participants agreed to the correctness of the statements (I am trained to use electronic information databases) 39.21% and (I use the references and books provided in the electronic information databases) 49%. As of the library preparedness, some statements gained low agreement rates, such as (the library has qualified personnel), 11.9%, whereas 96% stressed agreement on (sometimes I look for books and I don't find them in the library.)

Evaluation of library role	Total				Total	
	Yes		No			
	#	%	#	%`	#	%
An important element of the educational process	729	91.13	71	8.87	800	100
Sometimes I look for books and I don't find them in the library	768	96	32	4	800	100
Library provides researchers with information resources	602	75.25	198	24.75	800	100
Library enables researchers and students to access information resources	592	74	208	26	800	100
Library provides exhibitions and seminars	369	46.1	431	53.9	800	100
Library has qualified personnel	95	11.9	705	88.1	800	100
I am trained to use electronic information databases	314	39.21	486	60.75	800	100
I use the references and books available in electronic information databases	393	49	407	51	800	100

Table 13. Sample distributed according to their evaluation of the university library's contribution to the educational process

The results presented in Table (13) agree with the results of other researches, e.g., Nadia Biaibie, Ghadafa Sharifa's (2012) study which confirmed the study sample's evaluation of the relationship between university library services users and the library officials. 28.38% of the participants in that study sample saw the relationship as poor. This means

the existence of relational issues between visitors and library staff. The challenge is especially evident in the extent to which library staff could understand the needs of users and in the possibility of providing equal opportunities for all users to avail sources.

Library officials' response to users' book requests

Providing excellent library and information centre services require highly efficient library officials, since libraries regard performance effectiveness as a primary objective. Performance effectiveness refers to the ability of libraries to fulfil their duties both qualitatively and quantitatively and on time, in a manner leading to the satisfaction of both library officials and users, (Thanaa Ibrahim, 2000).

Table (14) shows distribution of the study sample according to the officials' response to users' book requests. (No) came first at 77.63%, and (Yes) came second and at 22.37%. This is certainly a percentage that calls for attention and consideration and supports the idea of conducting future studies about university library officials.

Response	Students (M)		Var.	Students (F)		Var.	Total		Var. - M
	#	%		#	%		#	%	
Yes	81	10.12	2	98	12.25	2	179	22.37	2
No	319	39.88	1	302	37.75	1	621	77.63	1

Table 14. Sample distribution according to library officials' response to users' book requests

Difficulty of using in-library resources

In a study presented by Simmonds et al (2001), he explained that the way library visitors perceive and know the “know-how” of that library have an important role in encouraging the way they utilize it. The more users get familiar with the library services and the way it functions, the more they use it. Accordingly, library staff need to plan and deliver awareness and training sessions on how to get the most of library services in an efficient way whether in or off university campuses.

Table (15) indicates that 73.63% of the study sample's population stated there was no difficulty using in-library information resources. Coming second, 26.37% asserted that it was difficult to use in-library information resources. The latter is a significant percentage, and this study will consider recommendations to deal with this issue.

Response	Students (M)		Var.	Students (F)		Var.	Total		Var. - M
	#	%		#	%		#	%	
Yes	111	13.87	2	100	12.5	2	211	26.37	2
No	289	36.13	1	300	37.5	1	589	73.63	1

Table 15. Sample distribution according to difficulty of using in-library resources

Rate of satisfaction with library services

Several researches indicated that the satisfaction variable is one of the main factors impacting the connection between the recipient and provider of information resources. Table (16) reveals the study sample's satisfaction with the library services.

(Dissatisfied) ranked first with a 40.5%, followed immediately by (Satisfied to some extent) at 37.87%. (Very satisfied) receded to last place at 21.63%.

Satisfaction Rate	Students (M)		Var.	Students (F)		Var.	Total		Var. - M
	#	%		#	%		#	%	
Very satisfied	85	10.62	3	88	11	3	173	21.63	3
Satisfied to some extent	158	19.76	1	145	18.13	2	303	37.87	2
Dissatisfied	157	19.62	2	167	20.87	1	324	40.5	1

Table 16. Sample distribution according to rate of satisfaction with library services

Ranking of the academic library among other information resources based on the sample's preferences

Sources of information vary in these days. Similarly, academic libraries need to cope with these varieties which are generated by the continuous updates on educational theories and visions. As has been deliberated by the Consortium of British Libraries in the British Isles (2006), online resources and materials are becoming more accessible and in so many cases, are way cheaper to students and researchers such as Google, assuming that the library is not the sole place for books and other knowledge materials (Law, 2009). In a study carried out by Chiemeke (2007), most postgraduate students and researchers prefer to utilize internet sources and databases to accomplish their learning and research requirements.

As these challenges continue, academic libraries need improvement plans and visionary updates in order to cope with these challenges and maintain their lively image and functions amid all revolutionary movements in information technology as this will lead libraries to boost and consolidate their confidence among researchers and other users. (Moyo, 2004). Conversely, academic libraries will remain unable to compete and be part of their universities' research (Haglund, 2008). As confirmed by Sigh (2007), academic libraries should improve through re-examining their roles and goals. (Table (17) presents the ranking of importance of the first four channels that the study sample's participants prefer as sources of usable information. In first position was the Internet at 91.5%, followed by electronic databases, scoring 51.13%. Private libraries followed at 26.75%, while the university library came last at 6.37%.

Source rankings	First		Second		Third		Fourth		Total	
	#	%	#	%	#	%	#	%	#	%
University library	51	6.37	137	17.13	391	48.78	221	27.63	800	100
The Internet	732	91.5	32	4	21	2.63	15	1.87	800	100
Private libraries	214	26.75	176	22	203	25.37	207	25.87	800	100
Electronic databases	409	51.13	119	14.87	73	9.13	200	25	800	100

Table 17. Ranking reliance on the university library relative to sample's preferences

Generally, it is noticed that the university library ranked last, where it collected 17.12% in the second position ranking. It is a serious result that emphasizes how difficult it is for the university library to compete with other resources of knowledge. It also shows how the Internet, with all its capabilities of electronic websites, newspapers, electronic periodicals, and news sites, is still a challenge to in-campus academic library.

How often instructors' direct students to use the library

Courses instructors need to understand and then influence how and why students choose which resources and services to use. They also need to influence how and why some courses demand papers and projects as tools to boost their students' competencies and academic skills. Each instructor describes the competencies and learning outcomes expected of his/her students. Therefore, many instructors come to realize that their main objective in instruction sessions is neither to teach how to use library tools nor the skills of information literacy. It is to constantly encourage their students to navigate the academic library and explore the services it offers. Students expect to receive help from their department instructors.

Table (18) shows the distribution of the study sample according to how often instructors directed students to the university library. (Sometimes) ranked first with 69%, followed by (Never) at 19.5%, while (Always) was rated last at 11.5%. The basic objectives of universities all over the world are education, scientific research and excellent community service. This is accomplished when they introduce graduates who are trained theoretically and practically to effectively participate in serving development plans. Many universities across the world have been able to achieve high degrees of excellence and leadership of the scientific research domain. Such status is usually attained through the efforts of excellent faculty researchers and staff members to achieve the mutual benefits of university education and scientific research. An alternative method is to guide students to become the genesis of future researchers.

Teachers' referrals	Students (M)		Var.	Students (F)		Var.	Total		Ranking
	#	%		#	%		#	%	
Always	20	2.5	3	72	9	3	92	11.5	3
Sometimes	304	38	1	248	31	1	552	19.5	1
Never	76	9.5	2	80	10	2	156	19.5	2

Table 18. Sample's distribution based on how often instructors' direct students to use the university library

Students' disposition to use new technology in library services

Table (19) displays a distribution of the study sample according to their tendency to use new technology in library services based on a Likert Scale. Most positive statements were acceptable to the study sample as (Agree Strongly – Agree) and included (Information revolution impacted study themes – traditional methods are not fit to confront modern communication – Information revolution impacted the research process – Internet can increase the efficiency of library services).

On the other hand, the rating of (I do not agree) took first position in response to only one statement, i.e., (traditional library services style is easier than communication

technology, 36.5%). This signifies that students must have a good level of awareness pertaining to using the library and the importance of improving its services in terms of adopting technology and communication tools. Table (20), accordingly, displays a higher tendency to use modern technology in utilizing the library services.

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%	#	%
Information revolution impacted study themes	495	61.87	130	16.25	80	10	40	5	55	6.87
Traditional methods are no longer fit to confront new communications	389	48.63	198	24.75	109	13.62	77	9.63	27	3.37
Information revolution impacted research process	488	61	160	20	113	14.13	25	3.12	14	1.75
Internet can enhance the efficiency of library services	675	84.37	67	8.37	58	7.25	-	-	-	-
Traditional library services style is easier than communication technology	26	3.25	33	4.13	108	13.5	341	42.62	292	36.5

N = 800

Table 19. Study sample distributed according to tendency to use new technology in library services

Statements	Higher tendency rate		Rank
	#	%	
The information revolution has impacted study contents	625	23.29	3
Traditional methods are not fit to confront modern communication	587	22	4
The information revolution has impacted the research process	648	24.35	2
The Internet can improve the efficiency of library services	742	27.88	1
Traditional library services style is easier than technology-based services	59	2.2	5

N = 800 arithmetic mean = 665.25

Table 20. Rate of higher disposition to use modern technology in library services

The relationship between specialization (practical/theoretical) and the level of satisfaction with library services

Table (21) shows the existence of a 0.240 significant correlation between theoretical study and the level of satisfaction with library services. This means that students in theoretical specializations are more satisfied with the library services with respect to the high level of the satisfaction variable. There was a statistically significant relationship at 0.055 significance level between satisfaction level and practical study, where Pearson's value of knowledge level was 0.168 at significance level of 0.055, which means that the level of dissatisfaction was more connected with the students in practical university specializations.

Variables		Satisfaction Level					
		High		Medium		Low	
		Pears on value	Significa nce level	Pears on value	Significa nce level	Pears on value	Significa nce level
Specializat ion	Practica l	0.151	0.033	0.240	0.001	0.168	0.055
	theoreti cal	0.240	0.001	0.148	0.009	0.072	0.309

Table 21. The relationship between specialization type (practical/theoretical) and the level of satisfaction with library services

The relationship between using the library and the demographic variables of the sample (gender – specialization – study level)

By testing independent groups, table (22) shows the existence of statistically significant differences between variables of gender (male-female) and the rate of library use in favour of females where T value was 0.431. There was also statistical significance between the variables of use rate and specialization in favour of practical college students. Finally, there was statistical significance between rate of use and study level in favor of undergraduate and graduate students. This could be understood within the framework of understanding the nature of assignments allocated to students at the major and graduate levels. Preparatory year students are evaluated via standard tests, where library use does not form a significant part of their learning process.

Variables		Arithmetic mean	Standard deviation	T value	Degree of freedom	Significance level
Gender	Male	27.21	4.471	00.431	196	0.001
	Female	28.92	5.221			
Specialization	Practical colleges	28.52	4.761	1.928	198	0.55
	Theoretical colleges	27.79	4.740			
Level	Preparatory year	29.27	4.482	0.444	191	0.005
	Bachelor	28.96	5.211			
	Postgraduate	28.37	4.488			

Table 22. The relationship between the sample's library use and their demographic variables (Gender – Specialization – Level)

Relationship between specialization types (Practical/Theoretical) and (Language Used – Rank of reliance on the university library relative to preferences – Evaluation of the library role in the educational process)

Table (23) illustrates a significant correlation between specialization type and the language used, at 0.001 significance level in favour of practical college students, as these students are the ones who use foreign references and periodicals most, which agrees with the nature of study especially at the medicine and pharmacology faculties. No correlation has been established between ranking of reliance on university library relative to preference and specialization type, where Pearson's value was 0.045 at 0.525 significance level, as Internet applications led the study sample's preferences, as opposed to university library's regression as a resource of information.

Variables	Specialization type	
	Pearson's Value	Significance Level
Language used	0.204	0.001
Ranking of reliance on the library relative to preferences	0.045	0.525
Evaluation of the library role	0.028	0.689

Table 23. Relationship between specialization type (practical/theoretical) and the variables of (Language Used – Ranking of Reliance on University Library relative to preferences – Evaluation of the Role of the Library in the Educational Process)

Regarding the nature of the inclination formed within the study sample to evaluate the role of the university library, no statistically significant relation has been established with the type of specialization. This result is compatible with the results presented in table (13), indicating the existence of generally highly positive tendencies towards the

importance of the university library role in the educational process, i.e., it did not correlate with the type of specialization.

Implication to Research and Practice

The current study explored the role of the academic library in supporting the educational process, the reasons why students are indisposed to use the library, and ways to enhance the role of the library in the educational process. It adhered to the theory of information search framework in order to identify the factors leading to students' indisposition towards utilizing their university library and provide recommendations to boost the effectiveness of the library into a level whereby it could achieve its stated and intended goals. The study population included an 800-individual sample, attained several results, most important of which are:

- Sample's low average use of the university library during the semester, as 24.4% of total study sample affirmed that they use the university library depending on circumstances. That was followed by the (I never use it) category with 24.14%. Based on the number of courses requiring library use, the category (No subject requires library) came at first position with a 31.87% portion of the total study sample. The category (two courses), followed at 21%.
- According to the extent of reliance on the university library for the purposes of doing assignments, the category (Yes) ranked first for both male and female students, at 29.75%, and 30.25% respectively. In second place was category (No) at 20.25% for male students, and 19.75% for female students.
- The study sample contained a variety of reasons for using the university library. The categories of "Attending training courses, Preparation of term papers, and Borrowing books" were at the head of the list of reasons reaching 85.1%, 61.22%, and 23.9% respectively. Those were followed by the category "Availing references recommended by instructors", in fourth position at 9.22%. The category "Increasing my general knowledge" took the last position at 4%.
- There were several reasons for not using the university library, in leading positions of which were "Borrowing some books is not allowed", 58.5%, "The Internet has replaced the library services, 51.7%, "No course requires using the library", 50% and "The course instructor did not ask for it", 46.75%. In the last two positions were the categories "I don't know how to use the information resources – Library staff do not cooperate with the students" at 32.5% and 24.1% respectively.
- It was evident that the low number of users and the shrinkage of the library role can be ascribed to the event that scientific research does not constitute a part of the university educational philosophy, especially at the level of the preparatory year, where this is reflected by the scarcity of assignments requiring students to use the library.
- Poor English language proficiency to the extent that students could not use the library, as emphasized by 40.25%.
- Students' poor skills and low awareness of how to use the library, confirmed by 32.55%.
- The Internet has come to replace the library services, as pointed out by 51.7%.
- 91.13% confirmed that (The library is an important element of their learning process), and (The library provides researchers with information resources), 75.25%, and (The library helps researchers and students access information resources), 74%.

- Within the distribution of the study sample according to library officials' response to book requests, category (No) came first at 77.63%, whereas (Yes) came second at 22.37%.

- Sample's satisfaction with library services was low. Category (Dissatisfied) took first place at 40.5%, followed by (Satisfied to some extent) in second position at 37.87%. (Very satisfied) took the last position at 21.63%. This is to be explained considering 24.1% highlighting (Non-cooperation of library staff with students), and of 58.5% stating that (It is not allowed to borrow certain books).

- There are several knowledge resources and tools available for students to utilize throughout their quest for knowledge. In first position was the Internet at 91.5%, followed by electronic information databases at 51.13%, and private libraries at 26.75%. The university library was in last position at 6.37%. This finding is interpretable in the light of the absence of assistive services and extended support which could have been very helpful for students in terms of improving their research and writing skills. From another side, low language proficiency levels led students to seek help from private libraries and local students' services centres to get their research accomplished for them.

- A significant correlation was established between the type of study and level of satisfaction with library services. Students with theoretical majors were more satisfied with library services with respect to the higher level of satisfaction variable. There was also established a statistically significant relationship at significance level of 0.055 for satisfaction level and practical majors, where Pearson's knowledge level value was 0.168, at 0.55 significance value, which means that the dissatisfaction rate was more related to students with practical major.

- It was proven through this research that there were statistically significant differences between gender (male – female) and the rate of library use variables in favour of the females, where T-value was 0.431. It was also established that there was statistical significance between the rate of use and study major in favour of the practical colleges' students. A statistical significance was also established between the rate of use and the level of study variables in favour of the undergraduate and graduate students.

- A significant correlation was established between the major type and the language used at 0.001 significance level in favour of the practical colleges' students, as these students have the highest level of foreign references and periodical use. No correlation was established between the rank of reliance on university library relative to the study sample's preferences and major types.

Considering many of the conclusions above, academic libraries have always confirmed their image and position as the “heart of the university.” Although most of these libraries have recently developed and changed in alignment with the multiple revolutions and expectations of the twenty first century, government officials, top academic faculty experts, students and parents see higher education as a national resource, producer of student learning and from these visions, not only do academic libraries carry the mission solely, higher education policies are counted on to fulfill all expectations and hopes of students, update and maintain all educational strategic plans and initiatives and demonstrate evidence that teaching practices have their value in promoting students learning outcomes and leading student to think, search, research, explore and build knowledge through utilizing the multiple resources and huge content

of knowledge rather than building the unwanted image of students as merely receptive vessels in a traditional classroom.

Libraries cannot demonstrate institutional value or maximize students learning until universities redefine their goals that need to be of relevance to effective students learning experience and find ways to deploy the right measurements to which they attain. Higher education policy makers are advised to establish and assess well-constructed links among multiple components of the whole university ecosystem pertaining to students' learning, engagement, achievement, sources of knowledge, curricula, research richness, instruction, and holistic institutional quality, then facilitate these links and connections to accomplish outcomes throughout the institution.

Conclusion and Future Research

This research recommends more and careful deliberation and reflection to the following prospective issues:

- Realizing the truth and extent of contemporary changes and their impact in all fields – including the university library – and that the world is being transformed both educationally and technologically. Accordingly, we too have to change, understand and recognize all change factors in order to utilize them and achieve intended university advancement.
- Being aware that the university roles are not limited to the traditional educational processes alone, but that it is basically a combination of scientific research centers, and with that in mind, supporting the university library to achieve this goal.
- Raising the students' awareness of the library's importance, taking into account the necessity of connecting syllabus design to the information resources and content of the library.
- Assuring the provision of foreign references and periodicals for the students of practical colleges and graduate studies in all specialties and in various languages.
- Teaching students how to use search engines and electronic research sites to obtain different types of data and knowledge.
- Librarians contribute to students' success in their learning journey through several actions. Librarians provide training sessions and tutorials. They collaborate with students on exploring the right resources for their assignments and research design. As these vital roles are increasing, it has become urgent to equip library staff with training courses on how to deal with library visitors and promote the passion for reading and searching. Moreover, attention should be paid to evaluating the performance of library staff, monitoring and increasing their job satisfaction level.
- Attending to the improvement of academic libraries through adapting total quality management system in administration, along with establishing information systems that deploy modern techniques.
- It has become a necessity and an urgent vision to show full attention and care to the visitors of the academic library, of which most are students. That includes helping them to identify their needs and expectations from the library resources.

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