The Role of Academic Library in Facilitating Undergraduate Studies: A Review

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Abstract

A library is an essential component of any university. The library has the potential to be the foundation to the university's and undergraduates' success. With the passage of time, the university will develop its library services, facilities, and resources in order to meet the needs of its students. The researchers have conducted several studies to assess the degree of satisfaction of undergraduates, particularly those who frequently visit the library. In this paper we review the role of resources, services and facilities offered by library for undergraduates studies. Also we present the concept of satisfaction levels and Expectancy-value theory.

Keywords: library, services, resources, facilities, undergraduates, satisfaction

I. INTRODUCTION

In higher education, the academic library is an element of the framework. It is a key location where students and academic staff may do research, acquire new knowledge, improve instructional materials, and conveniently extract information to accomplish their jobs or assignments (Gunasekera, 2010; Teoh & Tan, 2011). According to Gunasekera (2010), the academic library is the "heart" of academic activity in the educational sphere. Heinstrom and Todd (2006) asserted in previous study that the library provides a safe haven for students where they can focus on their work without being distracted (as cited in Lee & Finger, 2010). As a result, students tend to be more productive when they work at the library. As a result, a quality library with well-equipped resources, facilities, and high-quality services is critical, as it has a great influence on students' happiness with the library, and the education system is incomplete without an exceptional library. The library gives necessary information to faculty members, and some libraries offer training programmes to undergraduates in valuable skills (Martzoukou & Elliott, 2016). The library's services and facilities are available to undergraduates, postgraduates, academic staff, and administrative personnel. The library's primary collections include books, journals, theses, dissertations, and media collections. The library also provided e-resources such as e-journals, e-databases, e-books, e-newspapers, and citation indexes or reference services, which students and faculty may use from anywhere via the internet for teaching, learning, and research purposes. The Online Public Access Catalogue (OPAC) has altered user access to library assets in general, and scholastic libraries in particular. In general, it is focused on finding and retrieving bibliographic information records rather than the full-content of the substance of assets. It has simplified and accelerated the search for and recovery of bibliographic records of resources (Fabunmi & Asubiojo, 2013). Library OPAC made it easier for students to request, renew, and reserve books from the library. In addition, the library has computers with internet access, wireless internet access, a copier facility, and a discussion room. Users can connect to the internet to use the library's web-based OPAC from their homes, offices, or even their cellphones to verify the availability of resources or documents. For example, library patrons like to find the materials and information they require in the quickest and most convenient manner possible (Fabunmi & Asubiojo, 2013). The primary goal of this research is to discover which library services, resources, and facilities undergraduates use for their learning. It is also important to understand how satisfied students are with the library's materials and services.

II. ROLE OF ACADEMIC LIBRARY

The basic goal of an academic library is to satisfy the academic needs of the organisation for which it was founded. The academic library provides the services, resources and facilities to user.

i. Library Services

Library services include traditional as well as modern resources and information. The digital data computing, storage, and communications technology are combined in digital library services with specific software to reproduce, imitate, and extend the administration that traditional libraries offer in light of paper and other materials, which implies gathering, classifying, storing, searching, and disseminating information (Gladney, 2004 as cited in Ekere, Omekwu, & Nwoha, 2016). In libraries, service quality has four characteristics: excellence, value, attention to detail, and meeting and exceeding the aspirations of library customers (Hernon & Altman, 2006). The first step in providing good library services is to meet the requirements of library patrons. In Yemen, the user will frequently visit the library to take use of the library's services. As a result, libraries must meet the requirements and desires of its users by offering a variety of services such as borrowing and returning books, suggestion desk services, information services, library catalogue services, and literacy programme services. Furthermore, university libraries in

Yemen attempt to get quality management system certification (QMS). The quality management system (QMS) accreditation is a confirmation of the library's services and quality. The major goal of the QMS is to detect client needs and configure various forms that cater to those needs, as well as to continuously gather feedback from customers in order to gauge customer satisfaction, which may be used to enhance the library's services (Kiran, 2010).

ii. Library Facilities

As per the International Federation of Library Association (IFLA) (2001), the basic criteria for library facilities include a reading table, sitting seats, bookshelves, library space, computer, air-conditioning, lighting, and other amenities that provide users with a pleasant and comfortable environment in which to read (as cited in Iwhiwhu & Okorodudu, 2012). Furthermore, it offers facilities that focus on e-learning. It encompasses electronic media such as the internet, radio, and television. Not only that, but electronic media provides widespread exposure to events, objects, logical breakthroughs, new products, and new administrations (Chiemeke, Longe, Umar, & Shaib, 2007).

In Yemen, customers were primarily interested in the library's services. The library's amenities are the most important aspects of the institution. Apart from excellent services, excellent facilities are also important contributors to consumer happiness. Furthermore, the library's objective is to provide a variety of amenities that satisfy user needs and desires while also bringing convenience to the user (Amin & Shoid, 2017). The provision of relevant facilities such as reading tables, seats, bookshelves, and computers would improve public libraries' ability to provide critical services to library customers. According to Nurulhuda and Idris (2009), there are three types of facilities or services at a university library: frontline services, basic services, and supplementary services (as cited in Okore, Asogwa, & Eke, 2009).

The frontline services are the library's website, user instruction programmes, and Online Public Access Catalogues (OPAC). The fundamental services given by libraries, such as computer facilities, printing, library book borrowing, and librarian services, will have a direct impact on students' preparation and retrieval of material to complete their coursework and presentations. The auxiliary services are the instructions or labels inside the library, the library's operation hours, and the basic zones that provide light perusing resources.

iii. Library Resources

Library resources are a collection of content that includes papers, databases, e-books, periodicals, and multimedia assets (Okore et. al, 2009). "Digitalized materials" are information materials that have been converted from other formats to digital formats. Some digital resources are allowed to give full-text content. Furthermore, Islam (2001) noted that certain materials are readily available to everyone while others are restricted to access due to the library's strategy, cost-related difficulties, and verification (as cited in Ekere, Omekwu, & Nwoha, 2016).

Students in Yemen utilize library resources to impose their academic curricula. Students who work part-time or full-time may have restricted time to attend the library. According to Wolf (2005), working students prefer to use e-resources over going to the library (as cited in Okore et. al, 2009). E-resources are extremely beneficial to students since they provide a wealth of knowledge and convenience, allowing students to access them at any time and from any location (Okore et. al, 2009). Users can access digital information resources in the quickest and most convenient manner. Users may access the information from a variety of locations, including school, offices, residences, and other workplaces. Furthermore, it provides several benefits to the user, such as the ability to exchange information with multiple users at the same time, the ease of storage, and the ability to save space (Iwehabura, 2009). Students, faculty, and researchers can retrieve information from e-journals, e-books, newspapers, and databases thanks to the library's diverse collection of sources. Furthermore, it gives students the opportunity to expand their knowledge and aids them in their search for resources that are relevant to their requirements (Harley, 2007). The usage of digital information resources in higher education institutions is solely for instructional and research purposes. Internet resources are another name for electronic information resources. Internet resources, such as e-books, e-journals, and online databases, are commonly employed at tertiary educational institutions to assist teaching, research, and academic purposes (Iwehabura, 2009). Also the library provides the e-databases, e-journals, e-books, e-newspaper. People are increasingly avoiding going to the library to find the information they require. However, the digital library has become essential for those who wish to find knowledge online. The researchers must determine if the students are aware of the complete range of library resources and whether they have a need or want to use library resources, since this will impact the students' satisfaction level with library resources (Jankowska, Hertel, & Young, 2006).

iv. UNDERGRADUATES' SATISFACTION

Satisfaction may be defined as the fulfilment of a self-desire or self-need, as well as the enjoyment that results from such fulfilment (Stoltenberg, 2011). Satisfaction was defined as the sensation of disappointment or happiness following the fulfilment of a need, want, or appetite (Stoltenberg, 2011). "Satisfaction," according to Kotler, is the sensation of joy or disappointment that occurs after the fulfilment of the users' requirements, wishes, and expectations after they encounter the product or service (as cited in Larson & Owusu-Acheaw, 2012). According to the findings of a 2005 impact survey conducted by the Colorado Academic Library, 53 percent of undergraduates from Colorado's nine universities and colleges prefer to spend their time in their respective school libraries. Undergraduates use the library for a variety of reasons, including the availability of computers (computer access), specialised academic materials, electronic databases, conventional print resources, and library study space (Posey, 2009). The impact research found that all of these libraries' facilities, services, and resources can meet the academic needs of students. When all of the demands and requirements of students are met, and the undergraduates believe that it goes above and beyond their expectations, the undergraduates will be very satisfied with the library's resources, facilities, and services. Wiers-Jenssen, Stensaker, and Grogaard (2002) defined "student satisfaction" as students' appraisal of the university or college's services, facilities, and resources.

Elliot and Healy (2001) identified "student satisfaction" as a short-term position on how students judge and feel based on their experience utilising university or college services, facilities, and resources. As a result, undergraduate happiness has become one of the key metrics used by the library to assess its performance. Applegate (1997) defined user satisfaction as whether or not the users, who are undergraduates who visit the library, are happy or disappointed with the service, facilities, and resources given by the library (as cited in Larson & Owusu-Acheaw, 2012). Undergraduate satisfaction may be characterised as whether or not undergraduates receive the desired services, facilities, and resources from the library (Larson & Owusu-Acheaw, 2012). In other

words, students will be happy if the library's services, facilities, and resources meet their original expectations. Undergraduates want a location where they may satisfy their urge to search for academic knowledge. As a result, the library was established to give valuable academic information to undergraduates by providing a variety of helpful resources, facilities, and services in order to meet the undergraduates' need for academic knowledge (Adeniran, 2011). The library's ultimate purpose in providing various sorts of services, resources, and facilities to students is to meet their demand for academic knowledge while also making undergraduates satisfied with the library (Larson & Owusu-Acheaw, 2012). Undergraduates might develop a good attitude toward the library after having a favourable and positive experience with the library's resources, services, and facilities (Larson & Owusu-Acheaw, 2012). If their needs and expectations are met effectively after using the library's materials, facilities, and services, students will be thrilled and satisfied (Motiang, Wallis, & Karodia, 2014). Thus, it is critical for the library to first fulfil undergraduates' desire for academic knowledge before satisfying the undergraduates themselves (Larson & Owusu-Acheaw, 2012). According to the findings of a user survey conducted at the Main Library of the University of Peradeniya in 2012, the majority of undergraduates are happy with the library (Gunasekera, 2010).

According to the findings, more than 30% of survey respondents use the library on a regular basis for assignment reference, book borrowing, and revision (Gunasekera, 2010). 93 percent of respondents stated that they utilised copier services, and 96 percent stated that they used borrowing facilities (96 percent) for their academic objective, which was to look for academic information (Gunasekera, 2010). The survey results show that the reason undergraduates enjoy visiting libraries is because they may accomplish and satisfy their academic needs. Undergraduates were satisfied when the library met their expected needs and criteria. Aside from that, it may be explained that students' contentment will lead to their returning to the library. Undergraduates' contentment may also lead to them completely utilising the library's services, facilities, or resources (Motiang et. al, 2014). Furthermore, if they are happy with all of the library's facilities, resources, and services, students will suggest them to their friends (Motiang et. al, 2014). Undergraduates will visit the university library based on word-of-mouth to learn about the services, resources, and facilities. This will eventually result in an increase in the number of undergraduates visiting the library. Furthermore, feedback from university undergraduates after visiting the library is one of the finest ways for the university library to know and appreciate the library's strengths and flaws. As a result, the university library may enhance its services, resources, and facilities based on the degree of satisfaction of university undergraduates.

i. Undergraduates satisfaction on library resources, facilities, and services

Within the context of a library, user satisfaction may be described as whether or not what the library offered matched the requirements and desires of library users (Amin & Shoid, 2017). Tiemo and Ateboh (2016) also mentioned that dissatisfaction occurs when products or services fail to match the expectations of the user. Satisfaction is determined by the quality of the information products obtained (resources), the information system (facilities), and the library services given to access the information product (Iwhiwhu & Okorodudu, 2012). The journal also mentioned that users will use library resources if necessary facilities are available in the library, which will match users' expectations and, as a result, boost their happiness. Aderinan (2011) has demonstrated that when a library is well-equipped with correctly arranged and relevant information reading materials, supervised by qualified and competent personnel, users are more satisfied than when a library is provided with non-qualified and rude employees and a friendly atmosphere. Saufi, Rusuli, Tasmin, Norazlin, and Afifah (2012) discovered that the environment of a library may impact users' behaviour and mood. It may be stated that the library environment can have an effect on the degree of pleasure of users. Respondents in Gunasekera's (2010) study advised that the noise level in the library be reduced. Respondents in another survey chose a silent study place as well (Walton & Leahy, 2013). According to studies, library customers want a calm library atmosphere, which will help to raise their level of contentment. Dennis, Greenwood, and Watson (2013) discovered that libraries should focus on the silence and cleanliness of their facilities since patrons like to work there.

According to scholars, people can transmit a message clearly when there are no interruptions in the communication process, which may be aided by a peaceful setting. The study also found that communication is important for resource selection and retrieval as well as customer support services (Gunasekera, 2010). Nejati and Nejati (2008) shown that time, as a determinant of service quality, has an effect on customer satisfaction. As a result, library employees should be prompt and quick to respond to library patrons' requests. The results demonstrated that users are pleased with workers who provided services with courtesy, specific attention, and confidence (Dahan et. al, 2016). According to one research, there is a favourable association between the sufficiency of the collection, services, and user impression (Mairaj & Naseer, 2013). They also claimed that improved reference services, engagement in user education programmes, user input in material selection, convenient library location, and librarian topic background all had an impact on user happiness.

According to Saikia and Gohain (2013), the majority of respondents visit the library to borrow books (82.39 percent), access e-journals (79.87 percent), and read the newspaper (75.47 percent). They were most pleased with the library's assortment of e-journals (39.63 percent) and textbooks (37.74 percent). According to research, library collections such as reference collections, lending collections, periodicals, archival materials, and electronic resources might influence user satisfaction (Iwhiwhu & Okorodudu, 2012; Sivathaasan, 2013). It is possible to conclude that students will be satisfied with library resources if the collections in the library match their demands. Undergraduates are disappointed with the availability of research journals and contemporary library facilities, according to Abbasi, Malik, Chaudhry, and Imdadullah (2011). Joy and Idowu (2014) discovered that inaccessible or outdated information materials, as well as insufficient facilities, would not achieve maximum satisfaction in users, or may be interpreted as falling short of students' expectations. In conjunction with the progress of information technology today, the demands of users vary from time to time (Mairaj & Naseer, 2013). As a result, libraries must enhance their facilities, resources, and services in order to achieve customer satisfaction and hence exist for a longer period of time. Song (2009) observed changes in user requirements as well as the necessity to deliver new services to consumers. Bhatti (2010) discovered that respondents utilised libraries to update their expertise in addition to conducting research. However, the absence of journals in the library dissatisfies them because they did not anticipate such a situation to exist in the library. Another study conducted by him in 2013 revealed that people are still unsatisfied with the information collections that are either insufficient or obsolete. Respondents were also dissatisfied with the audiovisual items and internet services supplied. This also demonstrated that the library's requirements have shifted slightly and that the users' expectations have not been satisfied. As a result, Parvathamma and Reddy (2009) advocated for libraries to be proactive in enticing users to use library facilities, resources, and services. If the

library fails to provide high-quality facilities, resources, and services, patrons would believe that the library is ineffective and unsatisfactory (Joy & Idowu, 2014). When consumers' expectations are realised, the utilisation level rises, which eventually leads to a higher degree of satisfaction. In other words, only if the library can meet users' requirements or expectations will they return to use the facilities, resources, and services offered and attain a higher degree of satisfaction (Amin & Shoid, 2017). As a result, it is critical that university survey on the library on a consistent basis to meet undergraduate expectations so that undergraduates are willing to fully utilise the facilities, resources, and services provided in the library, which can lead to re-consumption action and a higher level of satisfaction with the library.

v. EXPECTANCY-VALUE THEORY (EVT)

The theory of expectancy-value theory (EVT) is used to rationalise consumer behaviour. According to the expectation-value theory (EVT), customers constantly make some judgement about the advantages and probable consequences of utilising the product or service. The two key components in this approach are the customer's beliefs and the qualities of the product or service. The two major criteria will then influence the customer's expectations of a product or service (Mill, 2011). To put it another way, the result is constantly determined by the anticipation of a product or service as well as the value of the product or service.
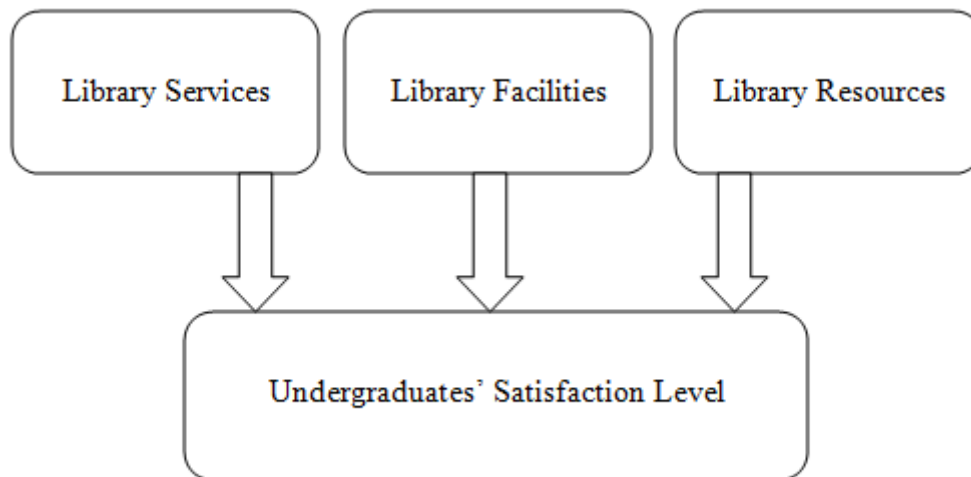

Figure1. The relationship between Library Services, Library Facilities, Library Resources and Undergraduates' satisfaction level

The Expectancy-value theory (EVT) will be used in this study to assess university undergraduates' satisfaction with library facilities, resources, and services. Before visiting the library, the undergraduate will have some opinions about the university library's facilities, resources, and services. Following that, depending on the beliefs, the undergraduate will assign the characteristic to the university library facilities, resources, and services. By integrating ideas and values about university library facilities, resources, and services, the student will form certain expectations. Finally, after visiting the library, the undergraduate will compare their perceived performance to their expectations. If the evaluation results in a good conclusion, the student will maintain the behaviour of visiting the library and using the library's facilities, resources, and services. In contrast, if a negative effect is created, the student will discontinue the behaviour, which indicates that the undergraduate will cease visiting the library and will refuse to use library services, facilities, and resources.

vi. CONCLUSION

In this paper we discussed the role of academic library in facilitating undergraduate studies. Also we presented the satisfaction level of undergraduate about resources, services and facilitate offered by library. It is seen from the review that the library play a key role in improving the performance of undergraduates.

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