RESEARCH ARTICLE

THE PRACTICES AND CHALLENGES OF STUDENTS' USE OF THE LIBRARY: THE CASE OF THREE SELECTED PUBLIC UNIVERSITIES IN THE SOUTH NATION, NATIONALITIES AND PEOPLES' REGIONAL STATE OF ETHIOPIA

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ARTICLE INFO	ABSTRACT
	This research was meant to find out whether or not university students regularly spend more time in the library and to identify challenges students face not to regularly spend more time in the library with reference to three selected public universities (Hawassa, Wolaita Soddo and Wachemo) in the South Nation, Nationalities and Peoples' Regional State of Ethiopia. A descriptive design with a mixed approach was employed. A seven-point and five-point scale questionnaire was used to gather data from 1500 students (500 students from each university). A semi-structured interview was also held with 24 students (8 students from each university) randomly selected from among those students who had filled in the questionnaire. Data gathered by the questionnaire were analyzed quantitatively, whereas data collected by the interview were analyzed qualitatively. The study found that the vast majority of university students spend less time in the library; among those students who spend more time, only few of them do that regularly and effectively use their time as well as reference materials/resources available in the library. Moreover, instructors hardly inspire students to regularly spend more time in the library and hardly guide them how to effectively use their time as well as the resources. Furthermore, the university library faces a shortage of ICT infrastructure, furniture, and clean toilet rooms and water access. Lastly, generally speaking, the university librarians are ineffective to identify and provide reference materials/resources they are asked and they have poor communication skills. Accordingly, recommendations have been made.

INTRODUCTION

1.1. Statement of the Problem

There are about 45 public universities in Ethiopia. The universities are categorized into four generations based on their establishment; however, the fourth generation universities are at a nascent stage and thus hardly functioning. The universities are engaged in the provision of all-round education, research, training, and community services. Students who pass the Higher Education Entrance Examination are eligible to join the universities. Accordingly, every year, the universities admit a huge number of students allocated by the Ministry of Education from all over the country and assign them into various fields of studies. As one of the key educational inputs, each university has libraries. Libraries "can be viewed as information systems that both reflect and influence, and even

help to create, paradigms and authority, for they set limits in various ways on the ideas and information available to users"(Dain, 1990, p. 2). Libraries have a close relationship with learning and research and have influenced these things. They play a very crucial role in the extension and modification of knowledge. Libraries are especially important now when the whole idea of education is stressing more and more independent learning (Weiner, 2005; Latimer & Niegaard, 2007; Kumar, 2010). The libraries of the 21st century are no longer simply familiar repositories for books. They have changed and expanded, been rethought and redesigned. Libraries now provide an increasing range of different services, using a multitude of media, and reach a more diverse audience than ever before; nevertheless, a library is much more than a building. The facilities and services which libraries provide are changing at an ever-increasing pace of technological transformation, particularly in response to the development of new media: CDs, videos and DVDs, talking books, computer software, internet access (Matthew, 2003; Prakumthong, 2014). "Today academic Libraries are in the midst of a fundamental transformation of the basic strategies

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they use to provide documents and the information they contain. In doing so, they are altering centuries old practice" (Lewis, 2013, p. 1). The emergence of information technology is one of the wonderful gifts of modern science and technology which has brought tremendous changes in library and information sciences. That is, globalization of information and communication technology has changed the classic library (Latimer & Niegaard, 2007; Prakumthong, 2014). Libraries today are no longer book dominated because other mediums such as microfilm, CD, DVD and other electronic platforms have become more important and the main focus of a library has shifted from collections to users. "Application of IT to library and information work has revolutionized the traditional concept of libraries from a store house of books to an intellectual information centre connoting the concept of electronic library. It has opened up a new chapter in library communication and facilitated global access to information crossing the geographical limitations" (Islam & Islam, 2006, p. 809). Thus, the concept of a library is shifting in focus from collections to connections/communication and from storage to access in order to better respond to challenges posed by an increasingly digitized and networked information-based society. Digitization, making some or all of the holdings and the services of a library available in electronic form–frequently over the Internet so that users can access them remotely, today is becoming a center stage for the collection, storage and accessibility of information in libraries (Rosenberg, 2005; McQuail, 2000; Europa press release, 2006; Gertz, 2000).

Library is a place where students access reference materials and other important resources electronically or in hard copies in order to accomplish course assignments, broaden their understanding on what they are taught in the classroom and obtain knowledge on various aspects of life in general and on their areas of studies in particular, and discuss with people through the Internet on important issues including teaching and learning. As a result, this can increase students' creativity and problem solving skills in their professions in particular and in their overall life in the society. In a nutshell, library is the source of knowledge to students who are expected to achieve creativity and problem solving skills as well as achieve behavioral changes so that they would be capable citizens who are competent to give an indispensable professional and related contribution to the development of a nation. Thus, the library plays multifaceted roles to the academic success of students in particular and to quality education in general. Furthermore, when students regularly spend more time in the library, they will not have extra time to waste out of universities and thus this would protect them from mental and physical health risks, criminal acts, and a waste of money since they would not be exposed to addiction and the like. The cumulative effect of which has implications to students' academic success in particular and quality education in general. To this end, students need to regularly spend more time in the library and access reference materials and other important resources electronically or in hard copies and communicate with people through the Internet on important issues such as teaching and learning. However, there are different outlooks as to the practices and challenges of Ethiopian public universities students' use of the library. That is to say, many people from other universities across the nation whom the researchers have met at educational conferences and workshops held and colleagues of the researchers at informal discussions usually complain that students of Ethiopian public universities are not spending more time in the library regularly. The researchers' close observation of the case as instructors and library head at Hawassa University also confirm the aforementioned outlooks. It has become quite common to see relatively good number of students in the library only during examination; students have more time to spend out of university campuses where, in most cases, there is a risk of being exposed to addiction and the like. As a result, this can affect their mental and physical health and inspiration to learn, make them take part in criminal activities, face economic crisis and the like. And thus, this can be a contributing factor to attrition rate and affect students' creativity and problem solving skills. On the other hand, there is a waste of capital and human recourses since students are not efficiently making use of the library. Thus, the cumulative effect of this on students' academic success in particular and on their future life in general as well as on the country's overall development is underscored. The people go on to discuss that there are factors which are making students not to spend more time regularly in the library and policy makers and concerned stakeholders need to work on the factors so that students would be inspired to spend more time in the library regularly and thus benefit a lot. The aforementioned problems are literature-based and logical and can be associated with the practices and challenges of students' use of the library. However, in order to come to this conclusion, the practices and challenges of students' use of the library need to be assessed through scientific study. Otherwise, it continues to be personal opinion that students are not spending more time in the library regularly due to factors making them not to do so, and thus they have extra time to waste out of university campuses and are being exposed to addiction and the like; as a result, they face various problems with implications to quality education. As far as the researchers' thoughtful survey of the research topic is concerned, nobody has so far conducted a research to study the practices and challenges of Ethiopian public universities students' use of the library.

1.2 Significance of the Research

It is believed that the findings of this research have multifaceted significances. In the first place, policy makers and concerned stakeholders may get lessons as to the practices and challenges of Ethiopian public universities students' use of the library. When concerned stakeholders work on challenges that make students not to regularly spend more time in the library and thus students regularly spend more time and efficiently exploit the resources, they can succeed academically and become competent citizens who can make professional and related contribution to the overall development of the nation. Moreover, the findings may disclose that interventions are needed by concerned stakeholders in order to inspire students to regularly spend more time in the library and efficiently exploit the resources. Besides pedagogical advantages to students, this can minimize students' time spent out of universities where, in most cases, there is a risk of being exposed to addiction which has harmful effects on students in particular and on the nation in general. Hence, this would protect students from mental and physical health risks, criminal acts, and a waste of money and thus this can play a meaningful role to quality education and development of the nation that our government has been striving for the last two decades. Lastly, the findings of this research may serve as a springboard for future researchers interested to conduct studies on related topics.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this research was to investigate the practices and challenges of university students' use of the library with reference to three selected public universities in the South Nation, Nationalities and Peoples' Regional State of Ethiopia.

1.3.2 Specific Objectives

The specific objectives of this research were to find out:

- Whether or not university students regularly spend more time in the library
- Challenges university students face not to regularly spend more time in the library

1.4 Research Questions

In order to achieve the objectives of this study, the following research questions were set:

1. Do university students regularly spend more time in the library?
2. What are the challenges that university students face not to regularly spend more time in the library?

2. RESEARCH METHODOLOGY

2.1 Description of the Study Areas

There are 10 public universities in the South Nation, Nationalities and Peoples' Regional State of Ethiopia. The universities are categorized into four generations based on their establishment; however, the fourth generation universities, 3 in number, are at a nascent stage and thus hardly functioning. The number of the first, second and third generation universities is 3, 2 and 2 respectively. For this study, Hawassa, Wolaita Soddo and Wachemo universities were selected. Hawassa University was purposefully selected for being the researcher's work place, whereas the two universities were randomly selected by drawing lots. Hawassa University, which is the first generation university, was inaugurated in 1999. It is found in Sidama Zone and situated in Hawassa City, which is located at 274.7 Km to the south of Addis Ababa. Wolaita Soddo University is the second generation university; it was launched in 2007. It is situated in Wolaita Zone and found at Wolaita Soddo Town, which is located at 328 km to the south of Addis Ababa. The inauguration of Wachemo University goes to 2009. This university is found in Hadiya Zone; it is situated in Hosanna Town, which is located at 232 km to the southwest of Addis Ababa.

2.2 Study Participants and Sampling Techniques

A total of 1500 students of the selected universities took part in this study. To this end, firstly, three batches (first, third and fourth) were randomly selected by drawing lots. Then, from each batch, three departments/programs were selected in like manner and availability sampling technique was employed to include students; that is, all the students who attended classes when the questionnaire was administered were the study participants. The researchers employed a simple random sampling because it allows a department/program and student to have equal chance of being selected so that it would be possible to generalize the findings of this study to the students of other universities across the country. According to the current placement trend of the Ministry of Education, student population does not vary from one university to another in terms of urban-rural, gender, age, learning styles, learning strategies, aptitude, and family, educational and social background.

2.3 Study Design

In order to achieve the objectives of this study, a descriptive design was employed.

The major purpose of descriptive research is description of the state of affairs as it exists at present. In social science and business research, we quite often use the term Ex post facto research for descriptive research studies. The main characteristic of this method is that the researcher has no control over the variables; he can only report what has happened or what is happening. Most ex post facto research projects are used for descriptive studies in which the researcher seeks to measure such items as, for example, frequency of shopping, preferences of people, or similar data. Ex post facto studies also include attempts by researchers to discover causes even when they cannot control the variables. (Kothari, 2004, p. 2-3)

2.4. Instruments of Data Collection

This research employed two instruments of data collection, namely a close-ended questionnaire and a semi-structured interview.

2.4.1 Questionnaire

A questionnaire was prepared by the researchers, and it had three parts. The first part was intended to elicit the students' relevant background. The second part was meant to find out whether or not the students regularly spend more time in the library. This part had seven-point scale and was adapted from Jung's (2006) study questionnaire intended to know weekly hours students spend on using ICTs for learning and non-learning purposes. The third part was intended to investigate challenges students face not to regularly spend more time in the library. This part was prepared by taking ideas from the related literature and based on the objective of this research, and it had five-point scale. It had a cover page which discusses the purpose of the questionnaire and asks the participants to read the items carefully and respond honestly. The reliability of the items of the questionnaire was confirmed by Cronbach's alpha computed on the SPSS version 20. Moreover, in order to achieve its validity, the researchers' most senior colleagues were requested to comment on the questionnaire.

2.4.2 Semi-structured Interview

A semi-structured interview was prepared. The interview was meant to gather data which cannot be obtained through the questionnaire since the items were close-ended which cannot reveal details on participants' responses. A semi-structured form was chosen because, firstly, it has the characteristics of both structured and unstructured interview, each with its strengths. Second, data obtained through this form of interview are not difficult to categorize and interpret.

Care was taken concerning language issues and sequencing of questions while preparing the interview. In order to achieve its validity, the researchers' most senior colleagues were requested to comment on the interview items.

2.5 Data Collection Procedures

The researchers obtained ethical clearance and letter of cooperation from their university and presented these to the concerned officials of each university to get permission and cooperation. Then, 3 instructors were selected at each university on the officials' recommendations to coordinate the data collection. The researchers held discussions with the selected instructors on how to coordinate the data collection. Then, the instructors were requested to distribute the questionnaire. Careful attempts were made to get the environment conducive to fill in the questionnaire and to make the non-returnable rate of the questionnaire zero. After collecting the questionnaire, at each university, interview was held with 8 students randomly selected from among those who had filled in the questionnaire. Careful attempts were made to get conducive environment for the interview. Moreover, the researchers took care of their pronunciation and pace while conducting the interview. Furthermore, the interview sessions were interactive and tape-recorded.

2.6 Data Management and Analysis

Data collected were analyzed quantitatively and qualitatively. That is, data gathered by the questionnaire were manually fed to the SPSS version 20 for analysis. Different types of appropriate descriptive statistics were employed to describe the practices and challenges of the students' use of the library. Data collected by the interview were analyzed qualitatively. To be specific, similar responses of each item were categorized together in themes and the results were discussed by quoting some utmost concepts directly. Lastly, implications were drawn based on the views of the majority of the respondents. The results of the questionnaire and that of the interview were triangulated. "Many researchers take a pragmatic approach to research and use quantitative methods when they are looking for breadth, want to test a hypothesis or want to study something quantitative. If they are looking for depth and meaning, they will prefer to use qualitative methods" (Muijs, 2004, p. 11).

3. RESULTS AND DISCUSSION

The Table 1 shows students' responses regarding total hours they spend every week in the university library for learning and non-learning purposes. That is, 68 (4.53%) of the respondents said that they do not spend even an hour in the university library for learning purposes. It is also indicated that 153 (10.2%) of them spend below an hour; a good number of them (182, 12.13%) spend 1-2 hours; the majority of the respondents, 713 (47.53%), spend 3-5 hours; 163 (10.87%) of them spend 6-10 hours; the remaining 142 (9.47%) & 79 (5.27%) of them spend 11-15 hours & 16-20 hours respectively. Regarding non-leaning purposes, the table shows that only 39 (2.6%) and 66 (4.4%) of the respondents do not spend even an hour & spend below 1 hour respectively; 143 (9.53%) of them spend 1-2 hours. The majority of the participants, 540 (36%), spend 3-5 hours; 492 (32.8%) of them spend 6-10 hours; the remaining 177 (11.8%) & 43 (2.87%) of the respondents spend 11-15 hours & 16-20 hours respectively.

Thus, it can be said that the vast majority of the students hardly visit the university library for academic and non-academic purposes. Table 2 below shows students' responses to the items related to challenges they face not to regularly spend more time in the university library. To begin with, 631 (42.06%) & 720 (48%) of the respondents, which is the majority of the participants, expressed their strong agreement and agreement respectively that their university instructors do not encourage them to regularly spend more time in the library; only 6 (0.4%) of the respondents did not decide, whereas 105 (7%) & 38 (2.54%) of the respondents disagree and strongly disagree respectively. It is also depicted that 711 (47.4%) & 580 (38.67%) of the students, which is the majority, strongly agree and agree respectively to the second item which is intended to investigate whether or not their instructors inform them the benefits of regularly spending more time in the library; only 13 (0.86%) of them could not decide & 145 (9.67%) of them disagree and the remaining 51 (3.4%) of the respondents strongly disagree. The table also shows that 503 (33.53%) of the students strongly agree that their university instructors do not guide them how to effectively exploit resources in the library; the majority of them, 845 (56.34%), agree whereas the remaining 152 (10.13%) of them disagree with this idea. As depicted in Table 2, 163 (10.87%) of the students expressed their strong agreement and 284 (18.93%) of them expressed their agreement to the fourth item which says "Our university   instructors do not give us list of reference materials available in the library", whereas a good number of respondents, 653 (43.53%), disagree and the remaining 400 (26.67%) of them strongly disagree with this idea. It is also indicated in the table that a good number of respondents, 446 (29.73%), strongly agree and the majority of them, 593 (39.53%), agree with the idea of the fifth item which states that their university instructors do not give them assignments/projects which push them to read more resources in the library; the remaining 283 (18.87%) & 178 (11.87%) of them disagree and strongly disagree with this idea respectively. The sixth item was intended to investigate whether or not their university instructors conduct exams which do not push them to read more resources in the library; that is, the exams focus on handouts they are given by the instructors.

To this item, 451 (30.06%) of them said 'strongly agree'; 641 (42.74%) of them said 'agree'; 11 (0.73%) of them did not decide; 281 (18.74%) of them responded 'disagree'; the remaining 116 (7.73%) of them expressed their strong disagreement. Hence, the above results imply that instructors of the universities hardly encourage students to regularly spend more time in the library, inform them the benefits of spending more time in the library regularly, guide them how to effectively exploit resources in the library, give them assignments/projects which push them to read more resources in the library and conduct exams which push them to read more resources in the library (the exams focus on handouts the students are given by the instructors). This finding partially coincides with Lindgren's (2007) findings. As indicated in the table, 140 (9.33%) & 303 (20.2%) of the respondents expressed their strong agreement and agreement respectively to the seventh item which says "Our university libraries are not conducive (in terms of silence, temperature, seats, cleanness, etc.) to spend more time for academic and non-academic purposes", whereas an insignificant number of respondents (22, 1.47%) could not decide. It is depicted that the majority of the respondents (643, 42.87%) disagree and the remaining good number of students (392, 26.13%) strongly disagree with

**Table 1. Students' responses regarding total hours they spend every week in the university library
for learning and non-learning purposes**

No.	Item	Response						
		Do not spend	Below 1 hour	1-2 hours	3-5 hours	6-10 hours	11-15 hours	16-20 hours
1	How many hours do you spend every week in the university library for learning purposes?	68 (4.53%)	153 (10.2%)	182 (12.13%)	713 (47.53%)	163 (10.87%)	142 (9.47%)	79 (5.27%)
2	How many hours do you spend every week in the university library for non-learning purposes?	39 (2.6%)	66 (4.4%)	143 (9.53%)	540 (36%)	492 (32.8%)	177 (11.8%)	43 (2.87%)

Table 2. Students' responses to the items related to challenges they face not to spend more time in the university library

No.	Item	Response				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Our university instructors do not encourage us to regularly spend more time in the library.	631(42.06%)	720 (48%)	6 (0.4%)	105 (7%)	38 (2.54%)
2	Our university instructors do not inform us the benefits of regularly spending more time in the library.	711(47.4%)	580 (38.67%)	13 (0.86%)	145 (9.67%)	51 (3.4%)
3	Our university instructors do not guide us how to effectively exploit resources in the library.	503(33.53%)	845 (56.34%)	-	152 (10.13%)	-
4	Our university instructors do not give us list of reference materials available in the library.	163(10.87%)	284 (18.93%)	-	653 (43.53%)	400 (26.67%)
5	Our university instructors do not give us assignments/projects which push us to read more resources in the library.	446(29.73%)	593 (39.53%)	-	283 (18.87%)	178 (11.87%)
6	Our university instructors conduct exams which do not push us to read more resources in the library; the exams focus on handouts we are given by the instructors.	451(30.06%)	641 (42.74%)	11 (0.73%)	281 (18.74%)	116 (7.73%)
7	Our university libraries are not conducive (in terms of silence, temperature, seats, cleanness, etc.) to spend more time for academic and non-academic purposes.	140(9.33%)	303 (20.2%)	22(1.47%)	643 (42.87%)	392 (26.13%)
8	Our university libraries have a shortage of reading materials relevant to my area of study or for accomplishing our course works/assignments or projects.	212(14.13%)	307 (20.47%)	109 (7.27%)	780 (52%)	92 (6.13%)
9	Our university libraries have a shortage of non-academic reading materials.	181(12.06%)	262 (17.47%)	68 (4.53%)	701 (46.73%)	288(19.2%)
10	Our university libraries do not have adequate ICT infrastructure to access academic and related resources.	498(33.2%)	670 (44.67%)	21 (1.4%)	203(13.53%)	108 (7.2%)
11	Our university libraries have a shortage of furniture such as chairs, tables, etc.	501 (33.4%)	683 (45.54%)	-	188 (12.53%)	128 (8.53%)
12	Our university libraries have no adequate and clean toilet rooms to use.	806 (53.73%)	601 (40.07%)	-	60 (4%)	33 (2.2%)
13	Our university libraries have no adequate and clean water access.	779 (51.93%)	608 (40.53%)	-	73 (4.87%)	40 (2.67%)
14	Our university libraries are not opened on time.	59 (3.93%)	78 (5.2%)	55 (3.67%)	623 (41.53%)	685 (45.67%)
15	Our university libraries do not respect closing hours.	73 (4.87%)	85 (5.67%)	92 (6.13%)	601 (40.06%)	649 (43.27%)
16	Materials/resources found in our university libraries are not arranged properly in order to easily identify them.	420 (28%)	605 (40.33%)	43 (2.87%)	331 (22.07%)	101 (6.73%)
17	Our university libraries are not safe especially in the evening (in terms of light, guard, etc.).	463 (30.87%)	680 (45.33%)	-	205 (13.67%)	152 (10.13%)
18	Our university librarians mistreat us.	190 (12.67%)	273 (18.2%)	17 (1.13%)	513 (34.2%)	507 (33.8%)
19	Our university librarians are not cooperative to help us how to find materials we need.	181 (12.07%)	261 (17.4%)	13 (0.87%)	560 (37.33%)	485 (32.33%)
20	Our university librarians are ineffective to identify and provide us materials we ask them.	330 (22%)	401 (26.74%)	137 (9.13%)	411 (27.4%)	221 (14.73%)
21	Our university librarians have poor communication skills.	480 (32%)	546 (36.4%)	79 (5.27%)	301 (20.06%)	94 (6.27%)
22	My knowledge regarding the benefits of spending more time in the library is limited.	68 (4.53%)	43 (2.87%)	-	680 (45.33%)	709 (47.27%)
23	I have no interest to spend more time in the library because I want to relax in the university campus as well as out of campus.	343 (22.87%)	450 (30%)	22 (1.46%)	321 (21.4%)	364 (24.27%)
24	I have adequate and relevant materials/resources on my computer/laptop and that is why I do not spend more time in the library.	80 (5.33%)	111 (7.4%)	-	620 (41.33%)	689 (45.94%)

this idea. It is also indicated that 212 (14.13%) of the respondents showed their strong agreement that their university libraries have a shortage of reading materials relevant to their area of study or for accomplishing their course works/assignments or projects; 307 (20.47%) of them agree, whereas 109 (7.27%) of them could not decide; the vast majority of them (780, 52%) expressed their disagreement and the remaining small number of them (92, 6.13%) strongly disagree. The ninth item was meant to see whether or not the university libraries have a shortage of non-academic reading materials, and to this item 181 (12.06%) & 262 (17.47%) of the students said that they strongly agree and agree respectively, whereas a small number of respondents (68, 4.53%) did not decide; the majority of them, 701 (46.73%), expressed their disagreement and the remaining 288 (19.2%) of the respondents strongly disagree with this idea. It is also

depicted that a good number of respondents, 498 (33.2%), strongly agree with the idea that their university libraries do not have adequate ICT infrastructure to access academic and related resources; the majority of the respondents, 670 (44.67%), agree with this idea; 21 (1.4%), 203 (13.53%) & 108 (7.2%) of the respondents replied 'undecided', 'disagree' & 'strongly disagree' respectively. The table also shows that a good number of respondents (501, 33.4%) strongly agree that their university libraries have a shortage of furniture such as chairs, tables, etc.; the majority of them expressed their agreement; 188 (12.53%) of them disagree and the remaining 128 (8.53%) of them strongly disagree. It is also indicated that the majority of the respondents (806, 53.73%) strongly agree with the twelfth item which states that the university libraries have no adequate and clean toilet rooms to use, while 601 (40.07%) of the respondents agree with this idea. The

remaining 60 (4%) & 33 (2.2%) of the respondents, which is a small number, disagree and strongly disagree with this idea respectively. To Item 13 which was meant to know whether or not the university libraries have no adequate and clean water access, the majority of them (779, 51.93%) said that they strongly agree and 608 (40.53%) of them agree; 73 (4.87%) of them disagree and the remaining 40 (2.67%) of the respondents strongly disagree. To Item 14 which states that the university libraries are not opened on time, it is responded 'strongly agree', 'agree' & 'undecided' by 59 (3.93%), 78 (5.2%) & 55 (3.67%) of the students respectively whereas 623 (41.53%) & 685 (45.67%) of the participants, which is the majority, said 'disagree' and 'strongly disagree' respectively. In like manner, to the fifteenth item which states that the university libraries do not respect closing hours, it is depicted that 73 (4.87%), 85 (5.67%) & 92 (6.13%) of the respondents strongly agree, agree and could not decide respectively; 601(40.06%) and 649 (43.27%) of them, the majority, disagree and strongly disagree respectively. It is also indicated that 420 (28%) of the respondents strongly agree that materials/resources found in their university libraries are not arranged properly in order to easily identify them; the majority of them, 605 (40.33%), agree with this idea whereas only 43 (2.87%) of them could not decide; a good number of respondents, 331 (22.07%), disagree and the remaining 101 (6.73%) of them strongly disagree.

The seventeenth item was meant to know whether or not the university libraries are not safe especially in the evening (in terms of light, guard, etc.). To this item, a good number of respondents (463, 30.87%) expressed their strong agreement and the majority of them (680, 45.33%) conveyed their agreement; 205 (13.67%) & 152 (10.13%) of the respondents disagree and strongly disagree with this idea respectively. The above results reveal that the university libraries have a shortage of ICT infrastructure to access academic and related resources, furniture such as chairs, tables, etc., clean toilet rooms to use and clean water access. Moreover, students felt that materials/resources found in the libraries are not arranged properly in order to easily identify them and the libraries are not safe especially in the evening (in terms of light, guard, etc.). In relation to this, Rosenberg (2005, p. 7) says, "An adequate ICT infrastructure with a sufficient number of networked and Internet-connected workstations is essential if a library is to offer access to e-resources and develop e-services." Items 18-21 are related to the university librarians. To begin with, Item 18 was intended to investigate whether or not the university librarians mistreat students. To this item, 190 (12.67%) & 273 (18.2%) of the respondents said that they strongly agree and agree respectively that their university librarians mistreat them; an insignificant number of them, 17 (1.13%), could not decide; the majority of them, 513 (34.2%), said that they disagree and the remaining 507 (33.8%) said that they strongly disagree. To Item 19 which states that the university librarians are not cooperative to help students how to find materials they need, 181(12.07%) & 261 (17.4%) responded 'strongly agree' and 'agree' respectively, whereas an insignificant number of respondents (13, 0.87%) replied 'undecided' and 560 (37.33%) & 485 (32.33%), which is the majority, said 'disagree' and 'strongly disagree' respectively. It is also indicated in the table that 330 (22%) of the respondents replied that they strongly agree that their university librarians are ineffective to identify and provide materials they are asked; 401 (26.74%) of them agree; 137 (9.13%) of them did not decide; 411 (27.4%) of them disagree and the remaining 221 (14.73%) of them strongly disagree

with this idea. To Item 21, which says "Our university librarians have poor communication skills", 480 (32%) & 546 (36.4%) of the respondents, majority, said that they strongly agree and agree respectively while 79 (5.27%), 301(20.06%) & 94 (6.27%) replied 'undecided', 'disagree' and 'strongly disagree' respectively. Thus, the vast majority of the students witness that, generally speaking, their university librarians are ineffective to identify and provide materials they are asked as well as they are not effective communicators. The present finding correlates with the findings of a study conducted by Lindgren (2007). In relation to this idea, Kumar (2010, p. 26) says, "Librarians need to be polite, friendly and always able to behave in a courteous, patient and tactful manner. They need to give the user their complete attention – with proper but not excessive eye contact – during the interaction. To deal with that interaction, even if it consists only of issuing a book, while simultaneously having a conversation with a colleague is extremely poor in terms of customer care." Item 22 was meant to know whether or not the students' knowledge regarding the benefits of spending more time in the university library regularly is limited, and to this item only 68 (4.53%) and 43 (2.87%) of the respondents said 'strongly agree' and 'agree' respectively, whereas 680 (45.33%) and 709 (47.27%) of the participants, which is the majority, responded 'disagree' and 'strongly disagree' respectively. Item 23 was intended to see if the students have no interest to regularly spend more time in the university library because they want to relax in the university campus as well as out of campus. To this item, 343 (22.87%) of them expressed their strong agreement; the majority of the participants, 450 (30%), conveyed their agreement while only 22 (1.46%) of the respondents did not decide. It is depicted that 321 (21.4%) and 364 (24.27%) of the participant-students responded 'disagree' and 'strongly disagree' to this idea respectively.

Lastly, Table 2 shows that to the last item which was meant to investigate if the students have adequate and relevant materials/resources on their computer/laptop and that is why they do not regularly spend more time in the university library, 80 (5.33%) and 111 (7.4%) of the respondents said that they strongly agree and agree respectively while 620 (41.33%) and 689 (45.94%) of the participant-students, which is the majority, reported that they disagree and strongly disagree respectively. The interviewee results coincide with the results of the questionnaire. The interviewees added that among those students who spend more time in the university library, only few of them regularly visit whereas most of them visit during mid-term/final examinations and if they are given course assignments. They also felt that among those students who spend more time in the library, most of them do not effectively use their time - they waste time by chatting with friends and do not read reference materials/resources available in the library - they study on their own exercise books/note books. The interviewees stressed that to make students regularly spend more time in the library and efficiently exploit academic and related resources, instructors need to inform them the benefits of spending more time, guide them how to effectively exploit resources, give them assignments/projects which push them to read more resources, and conduct exams which push them to read more resources in the library (instead of conducting exams which focus on handouts students are given). Moreover, the interviewees went on to discuss that the university library should have adequate ICT infrastructure to access academic and related resources, furniture such as chairs, tables, etc. and clean toilet rooms and water access. Furthermore, they said

that materials/resources in the university library need to be properly arranged in such a way students can easily find them. Lastly, the interviewees stressed that the university librarians should be effective to identify and provide materials they are asked and should have good communication skills.

4. Conclusions and Recommendations

4.1 Conclusions

The following conclusions are drawn based on the findings of this study:

- The vast majority of university students spend less time in the university library for academic and non-academic purposes; among those students who spend more time, only few of them regularly visit whereas most of them do that during mid-term/final examinations and when they are given course assignments, do not effectively use their time (they waste time by chatting with friends) and do not read reference materials/resources available in the library (they study on their own exercise books/note books).
- Students witness that university instructors hardly encourage students to regularly spend more time in the library as well as hardly inform them the benefits of regularly spending more time, guide them how to effectively exploit resources, give them assignments/projects which push them to read more resources and conduct exams which push them to read more resources in the library.
- The university libraries do not have adequate ICT infrastructure to access academic and related resources, furniture such as chairs, tables, etc. and clean toilet rooms and water access.
- It is disclosed that, generally speaking, the university librarians are ineffective to identify and provide materials they are asked and they have poor communication skills.

4.2 Recommendations

The following recommendations have been made based on the findings of this study.

- Students should spend more time regularly in the university library and effectively use their time as well as reference materials/resources available in the library.
- In order to make students regularly spend more time in the university library and efficiently exploit academic and related resources, instructors should inform them the benefits of spending more time, guide them how to effectively exploit resources, give them assignments/projects which push them to read more resources, and conduct exams which push them to read more resources in the library.
- Concerned stakeholders should strive for the betterment of the university library ICT infrastructure, furniture such as chairs, tables, etc. and clean toilet rooms and water access.

- Attention should be given to properly arrange materials/resources in the university library in such a way students can easily find them.
- Capacity building trainings should be offered to the university librarians in order to make them be able to easily identify materials they are asked and so as to improve their communication skills.

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