MAKERERE UNIVERSITY

FACTORS AFFECTING THE USE OF UGANDA MANAGEMENT INSTITUTE LIBRARY SERVICES

BY

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DECLARATION

I, Mariam Naiga, do hereby declare that this is my original work and has never been published and submitted by any person for the award of any qualification in any institution of learning. All the information presented here is the result of my personal work unless otherwise stated and/or quoted.

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Mariam Naiga
Candidate

This dissertation has been submitted for examination with the approval of the following supervisors:

Signed ........................................... Date 09.01.2019
Prof. Constant Okello-Obura
Supervisor
DEDICATION

I dedicate this piece of work to my dear father, Hajji Hassan Kasozi.
ACKNOWLEDGEMENT

I wish to appreciate the invaluable support offered to me by several individuals in the journey of this study. I appreciate my Supervisor Prof. Constant Okello-Obura not only the often teasing and challenging insights, but also sense of direction that he provided to me through the course of completing this dissertation. His invaluable experience and knowledge was instrumental in shaping this study.

I recognize with deep gratitude and thanks, the team at the Uganda Management Institute Library, to all the respondents who sacrificed their valuable time to participate in this survey exercise and for without their cooperation and participation, this work would not have been possible.

Special thanks go to my husband and my children, Latifah, Leila, and Malik for allowing me to be away while doing this.

To my dear father Mr. Hassan Kasozi, thank you for the support, encouragement and above all for believing in me that I could achieve this honor for our family. Thank you daddy for encouraging me to complete my research so that I could graduate with a Masters! In the same measure, I also appreciate my mummy Mrs. Janat Kasozi, we have done it!

I am also equally grateful and appreciate my Sister; Madinah Nalubega, and encourage her to follow my example for the sky is the limit.

Lastly, with lots of appreciation, I recognize all my friends for critiquing this work, sharing their insights and experiences on the subject matter which enriched my study experience!

Above all, I thank the Almighty God for His Mercies and Grace that are always new every morning towards me.

I thank you.
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<table>
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<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>CD-ROM</td>
<td>Compact Disk-Read Only Memory</td>
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<tr>
<td>CUUL</td>
<td>Consortium of Uganda University Libraries</td>
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<td>EASLIS</td>
<td>East African School of Library and Information Science</td>
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<tr>
<td>ICT</td>
<td>Information and Communications Technology</td>
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<tr>
<td>MUK</td>
<td>Makerere University Kampala</td>
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<tr>
<td>OPAC</td>
<td>Online Public Access Catalogs</td>
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<tr>
<td>SPSS</td>
<td>Statistical Package for the Social Scientists</td>
</tr>
<tr>
<td>UMI</td>
<td>Uganda Management Institute</td>
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<tr>
<td>PhD</td>
<td>Doctor of Philosophy</td>
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<tr>
<td>PGD</td>
<td>Postgraduate Diploma</td>
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<tr>
<td>UGX</td>
<td>Ugandan Shillings</td>
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<tr>
<td>CCTV</td>
<td>Closed-Circuit Television</td>
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ABSTRACT

The study was conducted to find out factors that affect students to use of the Uganda Management Institute Library Services. The specific objectives of the study were to: determine whether students reading culture affects the use of UMI library services, to establish whether the library environment affects the use of library services and to examine the role of library rules and regulations on the use of UMI library services.

A sample of 329 respondents was selected for the study using purposive and stratified random sampling techniques. The study sample targeted 10 Library Staff and 319 Students. The study adopted both quantitative and qualitative approaches. Data was collected using questionnaires, interviews and documentary analysis. The data was analyzed quantitatively using regression analysis and qualitatively using thematic and content analysis.

The findings of the study revealed that students’ reading culture determines the use of UMI library services. In addition, the library rules and regulations had a major role it played towards use of the library services. Factors like opening and closing hours, availability of up-to-date of reading materials, and knowledge of the library staff help the students to use library services. However, results indicated that the library environment at UMI affected the use of UMI library services. It was also evident that the PhD students when compared with other student categories generally had a poor attitude on the library services. On the basis of the findings, it was recommended that the Institute innovates strategies that will encourage more than 50% of students to use the library, prioritize interests of PhD students as well as assess student information needs to cover the different information formats.
CHAPTER ONE
INTRODUCTION TO THE STUDY

1.1 Background to the Study
Libraries in higher institutions are designed to support academic programmes of the institution they serve, by providing relevant information so as to respond to the ever-increasing information demands of the users who among others comprise of students. All over the world, institutions have recognized the importance of libraries as a databank of knowledge and information which contribute positively towards the attainment of formulated goals of an Institution. Ekere (2006) shared this view by making an assertion that the main purpose of a library is to support the objectives of the university which is to promote teaching, learning and research. This is in line with the opinion of Oyewusi and Oyeboade (2009) who noted that in addition to supporting teaching, learning, and research, all these tasks should be consistent with, and supportive of, the institution’s mission and goals.

The role of libraries has changed from storerooms of information materials to access centers of local and remotely held databases in both developed and developing countries. However, in many developing countries the information materials still exist in hard copies organized on shelves in specific buildings. Rubin (2017) stated that a major shift in the role of libraries commenced from 1980s with the invention of digital media such as developments of CD-ROM, automating internal processes such as Online Public Access Catalogs (OPACs), circulation systems and acquisition systems in order to satisfy the different needs that users have.

Students have various information needs and thus require diverse information sources to meet those requirements. An academic library is one vital resource because it serves as a central hub for students to among others access online materials, traditional printed resources and study space to guide their academic work. Most of the existing research in library and information studies explores students’ interactions with e-journals and other internet resources (Gullikson, 2009).

Academic libraries should ensure that their collections and services meet the objectives and information requirements of the parent institution (Rubin, 2004). To fulfill this objective, the
academic library provides services usually referred to as reader services. These are meant to bring the library, its services and its personnel into direct contact with the library users. Atkin (cited in Arua and Chikezie, 2006), defined library use as the act of perusing the library stock, asking for assistance from library staff, actually finding information of value, borrowing a book in the library, studying one’s own material in the library, coming into the library or merely meeting with friends in the library and in some cases holding of library borrower’s card and using or not using it (Garba, 2004). The failure of a patron to use the library in a result-oriented way wastes the resources of the library.

Oyesiku (2000) pointed out that effective use of library by students is expected to be the principal objective of establishing libraries in academic institutions. To achieve this objective, the librarians have to instruct the students on how to use the library. They have to familiarize the students with the techniques of library use and information retrieval. This is known as user education. User education encompasses all types of activities designed to teach users about library services, facilities, organization, resources, and search strategies in order to equip them with the basic skills to enable them to make optimal, efficient and independent use of information resources and services available in a given library (ALA; 1989, Akimbola; 2007, Ogunmodede and Emeahara; 2010).

Although students are increasingly exposed to reading materials especially in libraries, their choice of information sources is still a debate. Literature suggests that students tend to ignore the main information source like the library which seemingly has more accurate and reliable information and seek information elsewhere. This has raised an argument on whether libraries are effective information sources and what causes students to access or not to access library resources (Kim & Sin 2011). Bem-Bura (2015) argued that student attitudes may determine the choices that students make in accessing information resources. He defines attitude as the ability to understand the true nature of something.

Some studies (Yusuf, 2010; Khan, Bhatti, Khan, Ismail, 2014; Ugah, 2008; Simisaya, 2012) suggest that students are driven away from the accessible resources to lesser quality sources due to poor clarity on good information sources, while others do not have the necessary skills and knowledge for effective resource selection. Available literature postulates that it is quite challenging to establish the attitude biases towards library resources with some
scholars suggesting that attitude change is critical in addressing the misconceptions about using the library (Kim & Sin 2011). Other scholars (Mohammadi et al., 2008; Bem- Bura, 2015) question why some students use the libraries more than others. They note that individuals have different attitudes with some suggesting that the familiarity of the library in terms of knowing how to optimally use it can affect an individual’s discernment to use the library (Mohammadi et al., 2008). On the other hand, Bem-Bura (2015) recommended that students’ negative attitude can be corrected by providing adequate time to the library orientation programme and regular sensitization about the library. In this study user attitude will include user decision to borrow and consider the library as the first place to get information from, including hard copy and electronic copies, as well as read books.

In Africa, academic libraries generally facilitate and support the teaching and research needs of institutions by providing access to different reading materials for users. However, Uhegbu (2007) emphasized that the success of African academic libraries is the human resource. The scholar adds that libraries require staff with adequate skills to access information, decode, interpret, and maximally use it to solve or address the unique library challenges and problems which would otherwise improve attitudes towards the use of the library. Thus, library staff play a pivotal role and it’s their responsibility to ensure that the use of the library information sources and services are maximized to benefit its users.

Wood (2007) argued that the survival of academic libraries is increasingly coming under threat while Simisaye (2012), partly attributed this to the progressive reduction in the library users despite the availability of resources. Although academic libraries have and still are being referred to as the core of the university, it does appear that, in reality, they are being or have been dislodged from that position. Wood (2007), further noted that the phrase “our library is the heart of University” has become hollow as students’ attitudes on the use of libraries remain more of fulfilling the rules and regulations other than an academic reading comfort zone.

In developing countries like Uganda, academic libraries have and are still referred to as the most important unit of an institution which is not unique at Uganda Management Institute (UMI). The UMI Library focuses on providing access to information related to training, research and consultancy needs of the Institution. To achieve this, the library assembles a wide range of information resources in all formats - books and non-books. Non-book resources include
computers and its associated peripherals aimed at increased access to timely, accurate relevant and current information. According to the UMI annual report (2015) the Library is reported to be well equipped with textbooks and academic journals in addition to access to over 200 databases under the Consortium of Uganda University Libraries (CUUL). It also offers access to multiple copies of core reading materials in both hard and soft copy. This is in conformity with Olofinsawe and Oyeniyi (2010) who affirmed that academic libraries have to build strong collections of information resources in physical and digital format to cater for knowledge requirements of their users. According to the UMI annual report (2015), it is reported that the challenge the UMI library faces is that the library users are not commensurate to the student population. It is further reported that only a few of the total students at UMI use and borrow books from the library. Nevertheless, with such a wide range of services, every user would be significantly content in using the available resources, but use is still very low compared to the resources available.

1.2 Statement of the problem
The UMI Library has been designed to offer well-furnished and up-to-date information sources. It has modern information systems in place to facilitate the accessibility of information and use. The library also operates a reserve, open, reference and journal sections. According to the strategic plan (2008-2015) the library is assigned to collect, organize, store and disseminate information resources that facilitate the deliverance of UMI’s mandate which is to provide management training, consultancy and research services. The Institute has progressively increased the library budget to 12% of the total Institute budget over the years, which indicates that there is management commitment to the growth of the library. This is reflected in the increase in number of volumes for hard copy books and electronic copy journals. The library has services such as technical services, resource center where students access e-resources, information literacy and orientation classes, reference and research services, reading, loan, Selective Dissemination of information, Current Awareness Services, KOHA among others.

Despite all the efforts that the Institute has made to provide library services, the level of student use remains significantly minimal (Library Annual report 2012). According to UMI annual report
(2013), it is reported that utilization of the library services has not yet met its expectation with the rate being at 48% as is illustrated by the few borrowing tickets and records of very few users who access online resources. Additionally, the records in the sign-in-book and statistics captured from 3M book security machine both reveal low numbers of entries and exit to and from the library. The continued low use of the library services results into resource wastage to the Institute as a number of library staff have continued to be employed and trained, and reading materials and equipment periodically procured. While there may be many factors affecting the use of the UMI library services, the available records have not adequately provided that information. It is based on this that the study sought to find out what elements affect the use of library services at UMI. The study will come up with recommendations to increase student use of UMI library services.

1.3 Purpose
The study sought to find out the factors affecting the use of UMI library services.

1.4 Objectives
The specific objectives were to:
1. Determine whether students reading culture affects the use of UMI library services
2. Establish whether the library environment affects the use of UMI library services
3. Examine the role of library rules and regulations on the use of UMI library services

1.5 Research questions
The study was guided by the following research questions:
1. How does reading culture affect the use of UMI library services?
2. How does library environment affect the use of UMI library services?
3. How do library rules and regulations affect the use of UMI library services?

1.6 Hypothesis
1. Ho: Reading culture does not affect use of the library services at UMI.
2. Ho: The library environment does not affect the use of the library services at UMI.
3. Ho: Library rules and regulations do not affect use of an academic library.
1.7 **Scope of the study**
The study was carried out at Uganda Management Institute library situated on Jinja Road, Kampala Uganda. The coverage targeted students with a focus on investigating the factors affecting use of UMI library services.

1.8 **Significance of the study**
The study investigated factors affecting the use of the library services. The results of the study will benefit both the UMI library and students. The research had the potential to find out the factors affecting library use.

Overall, the study sought to establish the hindrances to effective use of library services at UMI and therefore, the findings will be useful to UMI library administration in promoting visibility and use of their library.

On the academic side, this research is a requirement for the award of Master’s degree in Information science and therefore, has benefited the student herself by gaining knowledge and skills in research process.

Lastly, it is expected that the findings of the study will contribute to the existing literature in the field of attitudes of students of the role of the library in their studies.

1.9 **Conceptual Frame Work**
Jabareen (2009) defines a conceptual framework as interlinked concepts that together provide a comprehensive understanding of phenomenon or phenomena. The concepts that constitute a conceptual framework support one another, articulate their respective phenomena and establish a framework-specific philosophy.

The conceptual model in (Fig.1) shows that the use of the library (dependent variable) was determined by the students’ attitude as the independent variable comprising the reading culture of students, library environment and library rules and regulations as portrayed below. The assumption is that a good reading culture, the library environment and library rules and regulations will increase library use and vice versa.
Figure 1: A conceptual framework on factors affecting the use of UMI library services

**INDEPENDENT VARIABLE (IV)**
Factors

**Reading culture factors**
- Attitude towards reading
- Availability reading materials

**Library environment factors**
- Library atmosphere
- Library cleanliness
- Availability of space and equipment

**Library rules and regulation factors**
- Library opening and closing time
- Loaning of information materials
- Behavior in the library

**DEPENDENT VARIABLE (DV)**
Use of library services

- Increased student use of UMI library services.
1.10 Definition of Operational Terms

**Library environment**: Library environment is conceptualized by Chinonye et al., (2016) as a setting that inspires individuals’ to access information, offer easy adaptation, with ambience that allows individual, and group study space. While Yusuf and Iwu (2002) presented a different dimension on Library environment as a neat reading facility with easily locatable and browse through shelves using the online catalogue. But in this research study, Library environment will settle with Thomas and Kroch’s (2002) definition as physical conditions which include but not limited to ventilation, noise library furniture and lighting which entice students to use the library.

**Library rules and regulation**: Usherwood (2000) described library rules and regulations as guiding principles which direct student behavior while in the library. In the same way, Owolabi et al., (2015) states that library rules and regulations exemplify the etiquette required while using a library facility. In this study Library rules and regulation will adopt both Usherwood (2000) and Owolabi et al., (2015).

**Reading culture**: Gbadamosi (2007) conceptualized reading culture as a habitual and regular reading of books and other information materials that are not necessarily required to advance in a profession or career. Similarly, Magara and Batambuze, (2005) define a reading culture as a means that reading is part of a specific culture and a habit that is shared and valued highly by that particular society. For purposes of this study, Gbadamosi’s (2007) definition is considered most appropriate.

**Library services**: Lewis (2013) defined library services as all the necessary services and information found in libraries including good networking, enough books and other resources for searching information, a professional librarian as well as teachers to guide students for their self-study. While Ali (2015) abstracted library services to include, borrowing and circulation, reference, reading, current awareness services and e-resources. In this study both definitions will be adopted.

**Library use**: Simisaye (2012) defined library use as the availability of relevant library resources and their utilization by library patrons. But according to Chinonye et al., (2016), library use entails providing and use of information and resources for learning and research in an academic environment. In this study library use was conceptualized as the use of the library services by students in pursuit of their studies.
1.11 Chapter Summary

This chapter introduced the research topic on the role of libraries as a databank of knowledge and information having the power to contribute positively towards the attainment of formulated goals of an Institution. It further explained the justification for exploring the subject. The study was primarily aimed at investigating the factors affecting the use of the UMI library services. The significance of the study in terms of its contribution to knowledge, its relevance to UMI and improvements in the provision of quality services to the students was discussed. The following chapter will discuss the literature reviewed on the research topic of factors affecting the use of the UMI library.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter is an analysis of existing literature on factors affecting the use of the UMI library. The literature cited is organized to understand the attitudes of students on the use of academic libraries with a major focus on students reading culture, the library environment, library rules and regulations on the use of library services.

2.2 Students’ reading culture and use of library services
There have been several studies on student attitudes of academic library use, notably Bem-Bura (2015), Ogunlana et al., (2013) and Bickley (2011) among others and all agree that examining student attitudes is one way of assessing how well the library service is being utilized, as well as a means of evaluating its quality and relevance. Vijeyaluxmy (2015) mentioned that libraries are well-established with printed materials including books, periodicals, newspapers, thesis collection, reports, and special collection of government documents and wide range of electronic resources among others that significantly contribute to student ‘development in a wider perspective. Students have different purposes for visiting library, some visit to study, read newspapers, get some information to prepare for examination and access internet. Therefore, the library is the best place for quiet study and to achieve this, students must read (Vellaichamy and Jeyshankar 2014).

Ashaver and Bem-Bura (2013) conducted a study and found that students have a negative attitude of the library services rendered by university libraries. The negative attitude arises from lack of awareness by the students on how to search for information materials and ignorance on information search and retrieval strategies. According to Prytherch (1995) libraries are supposed to carry out user education in order to make users more proficient in the use of libraries. The Library Annual report of 2014-2015 indicated that at least 48.5% of students do not attend user education programmes at the beginning of the academic year. This could explain why students are not interested in the use of a service about which they lack information.

In addition, the issues of outdated materials in these libraries and the attitudes of most librarians and library officers toward students in search of information, or students’ awareness about library use and services, contribute to the negative attitude. The study by Ashaver and Bem-Bera (2015) however, did not cover the attitudes of students reading culture, library environment, and rules and
regulation, hence the need for this study.

In addition, Nzivo and Chuanfu (2013) conducted a study with the aim of discovering the met and unmet needs as well as barriers encountered in library use by international students. The findings of the study showed that the students perceived the book collection as very well stocked and they perceived the need for library information resources as very important. Also, the results showed that students had great faith and trust in the academic library collection’s information resources.

The cited literature suggests that students’ attitude is important as it can provide data and information as to what the user regards the library to be and to expect from the information service. Wrong or biased attitudes may have a negative effect on the library's total image and its performance.

2.3 Reading culture and use of library services
Reading is an active and skill-based process of constructing meaning or gaining knowledge from oral; visual and written text (UNESCO, 2011). According to Wikipedia (2011), reading is a complex cognitive process of decoding symbols for the intention of constructing or deriving defines reading as the ability to recognize letters and groups of letters as symbols that stand for particular sounds (Ilogho, 2015). The study adopts both definitions to conceptualize reading as an art of making meaning or sense from printed or written words.

Reading is a tool for acquiring knowledge, language, communicating, and sharing of information, including ideas. Ilogho (2015) emphasizes that besides reading for academic purpose and job performance, reading can be done for pleasure and enjoyment. Some scholars promote the need for a good reading culture and have it linked to the ability of citizenry to read and write to development (Tinuoye & Oniyama 2013; Rosenberg, 2003; Magara & Batambuze, 2005; Parry, 2005; Kachala, 2007; Kelechi, 2010).

In spite of the importance of reading, Africa is generally rated to have poor reading habits (Vellaichamy & Jeyshankar, 2014). Smith (2006) attributes the poor reading habits to the bulk of books published in Africa being mainly textbooks rather than books for pleasure and enjoyment. Tinuoye (2007) argues that the poor reading habits are associated with among others, inadequate reading interests and habits, distractions from television and film viewing and lack of interest and relevant reading materials. Scholars contend that it is imperative to instill a reading culture among
individuals at an early stage of life in order to further facilitate intellectual growth, personality development and mental capacities (Tinuoye 2007; Ilogho, 2015; Vellaichamy & Jayshankar, 2014; Igwe, 2011; Ilogho, 2015).

Twoli (2007) defined attitude as a mental concept that depicts favorable or unfavorable feeling towards an object, people or academic subjects. According to Radjagopal and Chinnasamy (2013), attitude is a mental state of readiness exerting directive or dynamic influence upon individual’s response to all objects and situations with which it is related. Attitude is rooted in personality traits which are shaped by culture and conceptualized as patterns of thoughts, feelings and behaviors that make a person unique (Omodebi & Okhakhu, 2017). It is reasoned that an individual’s attitude is triggered by the interaction they have with the environment and that attitude has an adverse effect on the use of the library. As a result, attitude can make students prefer some environment to others (Omodebi & Okhakhu, 2017).

He further adds that different categories of individuals like lecturers, professors and students can have different attitudes towards use of information library resources and also demonstrate different attitudes towards using diverse information resources. And the attitude may also affect the frequency of accessing reading resources. For instance, 20% of Malaysians are reported to read regularly which is partly attributed to their attitude towards reading (Pandian, 2000). The majority of the population is considered as reluctant readers which are linked to a poor reading culture. Omodebi & Okhakhu, (2017) added that attitude may not only influence reading but also behavior in this case using library resources. Furthermore, Ribeiro (2001) emphasized that attitudes towards information use are very vital to improving the reading culture of a society. Gbadamosi (2007) emphasized that a reading culture involves the acquisition of positive attitude to reading among individuals. Consequently, a reading habit is identified as the single most important determinant of a student’s success in education (Nssien, 2008).

Studies reveal that libraries are considered a critical component in facilitating research and knowledge in an academic institution (Gunasekera, 2010). He further referred to them as the center of academic life while Bhati (2013), refers to the library as a gateway of knowledge education. A library is a repository of information accessed by students to advance their academic excellence (Omodebi & Okhakhu, 2017). The library is designed to provide relevant and adequate information
resources in diverse formats (Omosebi & Okhakhu 2017; Bhatti 2013). Some studies divulge that there is link between individual or student attitude and the use of the library. While some studies believe that the reading culture influences the use of library resources, other scholars contend that the libraries also contribute positively to reading culture. The proponents of this argument claim that for a library to develop a good reading culture there should be among others adequate support from library staff, the library materials should be available to meet the reading needs of diverse readers (Enamen 2015). Banou et.al (2008) reveals that “compulsory reading” in academia will not promote a good reading culture but only impose students to use the library services only for academic responsibilities for example passing exams.

Libraries are at the heart of an academic institution and enable students to access their required information and different resources Sevukan et al., (2014). A library provides relevant information as well as acting as a reference point for information Tinuoye, (2007). It is therefore recommended that a library offers valuable intellectual resources but also ensure that they are optimally utilized by the users (Sevukan et al., 2014; Sriram and Rajev 2014). Sevukan et al., (2014) further emphasizes the need to establish why users do not access or are not using the library resources.

Therefore, it may be said that higher institutions establish libraries so that they can serve as tools of educational progression by supporting learning and teaching through the provision of materials. In addition, Ugwu (2008) noted that academic libraries are information centres established in support of the mission of their parent institutions to generate knowledge as well as to equip people with knowledge which will enable them to serve society and advance the well-being of mankind. Jain (2012) also noted that the main function of academic libraries is to support the mission and vision of their parent institutions.

While Tinuoye (2007), intimated that libraries contribute towards the reading culture if there is availability of relevant, adequate reading materials for the users. Some scholars have established that some academic libraries do not have current and relevant information which affects the traffic of library users (Awana, 2007). On the other hand, the reading culture of students is also presumed to determine the level of students’ library attendance especially for academic purposes. Contrary to the above, Mann (2004), in his research in Britain it revealed that undergraduates are able to complete their courses of study with relatively little use of library books.
Although Rosenberg (2003), noted that the availability and accessibility of relevant and appropriate information resources are a prerequisite for developing a readership base or culture. The researcher adds that it is impossible to inspire interest, involvement and confidence in reading without the availability of the right kind of materials that satisfy the library users. In addition, Ugah (2008), in his study on availability and accessibility of information discovered that it is one thing for the information sources to be available and it another to be easily accessible to the users. He noted that poor indexing and cataloguing, inefficient loan and circulation system, poor shelving, and lack of adequate guides to library arrangements, as well as administrative and physical barriers can be a detriment to usability of library resources. On the other hand, Ilogho (2015) stressed that some library and information professionals are not adequately trained to support library users with illustrative resources that promotes reading culture and increases library use among students.

Giri et al (2015), emphasizes the importance of multiple copies but on condition that there is high demand for those titles. The researcher further raises concern that some librarians procure materials in multiple copies which are not used and yet occupy the scarce space in the library. On the other hand, Simisaye (2012), raised concerns on use of the different resources and multiple copies. It is argued that some of reasons for non-use or under use, is the user’s not finding time to visit libraries and inadequate awareness of the available library resources (Nataraj, 2010). This concern of availability of library resources and their poor utilization has become a major debate among library and information centers worldwide. Libraries have been advised to develop strategies of encouraging users to take advantage of the library resources with some proposing the introduction of electronic information accessible from anywhere, anytime (Nataraj, 2010).

Cited literature on availability of reading resources and library use informed the current study on how students view the library resources and identify with it. The literature provided the researcher with an insight into how students feel about availability of resources.

2.4 Library environment and use of libraries services

Library environment is conceptualized as a setting that inspires individuals’ access to information, offers easy acclimatization, with ambience that allows individual, and group study space (Chinonye et al., 2016). A library environment provides information and resources for learning and research in an academic environment (Chinonye et al., 2016). The quality of a library study
environment may be determined by obtaining the attitudes on adequacy of reading room in the libraries, comfort in terms of seats and study tables, painting of walls and lighting to provide a pleasant study environment. This is affirmed by Ugwuanyi et al. (2011), who denoted that an unpleasant interior and external library environment depicts poor morale, inefficiency of the Library management and staff. He added that the physical interior environment is one of features to consider when designing a library. This includes the interior space planning, and interior ambience such as selection of lightings, furniture, materials and finishes (Sufara, 2010).

In order to have a hospitable atmosphere Udoto (2011), stated that the level of comfort are important indicators of a quality facility as reflected in his study on quality of learning facilities and learning environment. However, Brown (2004), mentioned uncomfortable humidity, overcrowded rooms with poor furniture and insufficient lighting as factors that will negatively affect library use. But he also revealed that welcoming staff, comfortable seats, well-lighted displays, control of sound, lighting as factors that improve the library experience. A library should provide free, convenient and rapid services to the users. Therefore, the design of a library building should consider the efficiency of space that creates an ambience for users (Ugwuanyi et al., 2011).

Brown (2004) explained that library use is influenced by the cleanliness, visual appeal, and the atmosphere of the library but he also stated that use of academic libraries is influenced mostly by a student’s familiarity with the library collection development and staff. For instance, poorly organized library catalogues to guide students was one of the many reasons students named why they failed to use the library effectively (Amkpa 2000). While Mason, (2010) citing Yusuf and Iwu (2007) opined that in order to use the library effectively, the library staff must compliment the library atmosphere by being sympathetic and supportive to all students but also Shukla, (2015) assessed the University libraries in Uttar Pradesh and highlighted that there are many challenges associated with the library atmosphere, but with the correct skills and attitudes, librarians are able to offer support to users which supplements a conducive environment. However, further literature also suggests that even though the Library staff should have skills, and exhibits a degree of humor and self-awareness in their work and employ a range of methods to cope with stress (Huprich, 2007; Salaam et al, 2013), the library setting should be more clean, comfortable and quiet in order to improve service delivery (Bhatti, 2013). Farley and Broady-Preston (2012) suggest that interaction with students can be stressful or enjoyable, depending on context. The authors further
cite the need to control noise levels, modify student behavior and balance the needs of different user groups as stressors.

The security in the library has also been highlighted as a critical component in supporting the delivery of library services and perhaps impacting not only the use of library materials but also the atmosphere. A library characterized by insecurities creates a tense atmosphere and yet balancing access and security in libraries is a difficult but a necessary task. Studies reveal crime and security cracks in libraries which affect the provision of library services to users. Some of the incidences reported by Lorenzen (1996) and Holt (2007) in Maidabino and Zainab (2011) include theft of physical materials; theft of money as major security crime in libraries, theft of library equipment, personal theft (from staff and users). This implies that a library which is fluid of security breaches will most likely affect library use and the atmosphere generally. Maidabino and Zainab, (2011) suggest that a conducive atmosphere where security awareness is created among the users and staff and university community is desirable.

Nhivo, (2012) in a study on user attitude on library services and information resources in Kenyan Public Libraries explained that the Libraries in Kenya are always occupied by large numbers of readers with diverse attitudes on library services, facilities, and staff, information access capabilities and abilities. He attributes this to the fact that the facility offers safe, clean, and literate environment. A physical environment’s cleanliness or a dull environment is presumed to generate a negative attitude towards the user (Meertens, 2013). The library should also be attractive to the users in terms of the beauty through art work decoration and other beautifying features. A library housed in a structure that is unpleasant and obnoxious creates a sense of disorganization and poor morale for users (Ugwuanyi et al., 2012).

Kuching, (2010) links cleanliness to lighting and suggests that good lighting is required for any study environment; this is because lighting affects the library appearance while a dark room makes the setting appear filthy. Additionally, Thangaraj and Balaji, (2014) also present that a library should have both artificial lighting and nature lighting. Nwofor, (2015) emphasizes that adjustable lamps should be often used in circumstances where extra lighting is required. Oyedum, (2011) points out that the lighting systems in libraries should be bright enough not only to enable the library staff to check and prevent book theft and mutilation of library books by the users but
also provide enough illumination that would attract library users. Thangaraj & Balaji, (2014) in their study on the influence of lighting on use of library resources concluded that Lighting does influence the resource use by students in any institution library.

Vijeyaluxmy, (2015) in his study illustrated how shortage of desk space, dirty floor affected student’s satisfaction with library services thereby implying that cleanliness is a critical factor in promoting library use. Yusuf and Iwu, (2002) presents a different dimension where he examined the use of academic library and found out that the majority of the students visited the library because the library environment was neat enough to easily locate and browse through the shelves using the online catalogue. On the contrary, other scholars have cited environmental factors like ventilation, noise and physical facilities of a library as likely to influence the use of the library (Oyedum and Nwalo 2011).

Ugwuanyi, (2011) reported that there are three fundamental basics that define a good library space, these include; space for the library development collection, comfortable space usable for both users and staff, and library space that is attractive with appealing visual art work decoration and other beautifying features. Kuching (2010) added that the seating space is a crucial element in library design. But Osumah (2004) noted that the most painful aspect is the fact that most libraries lack the physical facilities and space for the collection and sitting arrangements for the users. Kuching (2010) augments that most public and academic libraries experience a challenge where space to seat the growing user population is increasingly encroached upon by shelving to house the growing collection. Ruterana, (2012) in her study on enhancing the culture of reading in Rwanda reveals that students expressed that the library reading space was too small and always occupied to capacity. Kuching (2010) recommends that Library users should have a variety of seating space to choose from, for instance reading benches, reading tables, and flexible seating to match their learning approach and mood at a particular given time (Ugwuanyi et al., 2012).

Physical facilities of the library such as furniture and illumination can influence students’ use of library. Oyedum, (2011) suggests that libraries should provide additional reading chairs and tables for users in order to encourage library patronage. Ojennus and watts, (2015) in their study found out that users regularly requested for more study space, zoning between strict quiet areas and work areas, and furniture. Asher, (2017) reports a new technology learning center at Indiana
University Bloomington (IUB) library which aimed at improving students experience and create a new paradigm shift in library use. The study revealed that the new set created flexible study and work spaces intended to represent a deliberate break from the previous service model. This illuminates a conception that a design which creates space is likely to influence student use of the library. The study also revealed that understanding the nature of space that offers students control over their own learning is critical in library use. The study report reveals that the library acknowledged the need for space to allow diverse teaching and learning relationships so that students can meet and work with fellow students, faculty, librarians, and other university staff and support units (Asher, 2017). The spaces allowed both solitary and collaborative learning to take place. User satisfaction with the Learning Commons was generally very high, with 87% of users indicating that they were either “satisfied” or “very satisfied” overall. Studies also show that there is an increasing demand for a café-space within the library where users can relax, chat, socialize and take a rest (Pomerantz & Marchionini, 2007; Kuching 2010).

However, Ojennus and watts (2015) expressed that such an expansion of a café-space should be approached cautiously so as to meet concerns about noise from such a space disturbing the rest of the building; this importantly substantiates earlier intuitive warning. Finally, Good physical facilities of the library such as library space and equipment are variables that are likely to influence students’ use of library. Sriram & Rajev, (2014) reported that in addition to the conventional library services students visit the library to access printing, photocopy services.

Conclusively the library’s physical building and infrastructure also play an important role in how students perceive it and its overall function and role. If students find that the library building and infrastructure does not meet their needs and expectations, they may form a negative attitude of it without even making use of the actual library services. Obasuyi and Idiodi, (2015) stated that the significance of an academic library can be assessed by the adequacy of the library’s physical facilities and infrastructures, such as the library building, seating capacity, air conditioning system, and lighting situation.

2.5 Library rules and regulations and use of libraries services
The term library rules and regulations in this context refer to set of policies and procedures exercised by users in the library. In order for libraries to provide, maintain and secure its
collection to ensure easy accessibility and effective provision of services to users, there must be rules and procedures of the library that users comply with (Maidabino et al., 2011). The regulatory measures that exist in gaining access to academic libraries largely determine the students’ use of the facilities (Usherwood, 2000). Bundy's, (2002) illustrates that supervision, guiding users what to do and overseeing that they do it, may be more excessive in libraries when compared to other professional organizations. That is why Anunobi, (2011) expounds that the procedures that govern a library are paramount and are likely to encourage or discourage students from using the library.

Anyanwu (2015) emphasizes that the duration that libraries operates determines the use of the library materials and thus indirectly controls the degree of observance of library regulations. In a study conducted by Tongshakka (2015), he recommends that the operating time for library should match the institution operational hours to enable all users access the library. Hayman, (2015) on the other hand adds that libraries in academic institutions should find supplementary ways to meet the demands of their users by either operating a flexi time table. The researcher pointed out that libraries may even adopt operating late night hours if they are to address students need for study space at times most convenient for them. Owolabi et al., (2015) asserted the library rules and regulations illustrate the etiquette required while using the facility. However, emphasis is on conducting user education programmes which help students to be fully aware of the available rules and regulations so that they can always comply with them.

Circulation of information resources is a basic service library and policies specifying who is eligible to borrow books, how many and for what duration are critical in library management (Udoumoh and Okoro 2007). According to Ogbonyomi, (2011) circulation policies should be tolerable, for instance, placing just one staff to man all the charging and discharging of books is not appropriate in an academic library. Owolabi et al., (2015), highlighted that libraries should develop disciplinary measures like paying fines, book replacements or even expulsion in order to penalize students who default.

Cranford, (2001) noted that library rules that address disorderliness or troublesome behavior in the library are worth considering. These may include leaving the library, banning weapons misuse of library facilities and many more. In the same line, Owolabi et al., (2015) added that appropriate
sanctions and penalties are usually given to the defaulters of rules and regulations in the university libraries. These include payment of overdue fines, cautioning of library users and many more. He emphasizes restriction of entry into the library with briefcases, bags, regular patrol by library staff, checking of patrons going out at the exit are some of the security measures that should be enforced to maintain order. Cranford (2011) advised that library rules and procedures should be evaluated so that they do not deter users from accessing the library collection but rather facilitate them to use the library resources. The researcher emphasizes that these rules control the library’s physical environment, access to facilities and the collection, safeguard individuals (users and staff). Moropa, (2010) observed that negative behavior or attitudes among library staff should prioritized and overcome because such cases will threaten the library users.

Owolabi et al., (2015) conducted a study on the awareness and compliance to library rules and regulations by undergraduate students and found out that the students were conscious of the rules and regulations and they often comply. Consequently, the compliance to these rules and regulations brings sanity in the library and guarantees effective utilization of library resources. In a study conducted by Hayman, (2015) on late night user behavior, attitudes and performance at an academic library, notes that the late night library users do not anticipate the same level of service as during the day because they want to be permitted to use the library with additional options for food and drink, and or desire for comfortable spaces. Owolabi et al., (2015), therefore concludes by advising that it is fundamental to have a guide or sets of rules to control users in the library.

2.6 Use of library services.

Ogulan et al., (2013) debated that information is part of our daily lives and it is mainly generated for use to solve problems, make decisions, research and recurrent needs in our societies. In academic institutions, libraries are the custodians of this information. The information is stored in different formats, print and non-print, it is carefully and well acquired, organized, preserved, retrieved and disseminated for the users. Oyeniyi, (2010) affirms that libraries in higher institutions of learning should have a strong collection which is in a physical and digital arrangement to accommodate the information requirements of their uses.

Onifade, (2013) notes that the availability of information in libraries does not necessarily translate into resource accessibility and utilization. In his study on library resources and service utilization, the
researcher recommends that libraries should package their services in such a way that users are in the know and can access them for use. In buttressing this, Kiilu and Otike, (2016) identify a number of reasons for non-use of library facilities which include but not limited to perceived lack of relevance of library materials, lack of time to visit the library, distance to the library, staff skills, having personal books, access to internet from home and denied access to the library. They however recommended improved facility ambience, good infrastructure layout, mobile reference services, access and navigation tools, relaxation of library rules and regulations, library orientation, training of library staff and creating email alerts as useful remedies to guarantee that all library services are attractive and used.

Agboola and Bamigboye, (2011) conducted a study with the aim of establishing whether undergraduates’ library use changes during each year of their education. The study revealed that students use the library for class preparation. However, students did not use library resources for various reasons, such as, students’ lack of knowledge about library skills resulting in them using the wrong approach when using the library. For instance, students searched for library resources by first going to the shelves instead of the catalogues. Also, the majority of the student’s experience difficulties in locating books and journals articles. Students do not view reading as a way of acquiring knowledge or developing character mainly because of deficiencies in the educational system.

But then Bem-Bura (2015), pointed out that users have diverse attitudes on library use which determines its level of being active or redundancy. The researcher conceptualized student’s attitude as an impression or belief that students have on library facilities. While some students have a positive attitude about libraries, others breed negative views, ideas and wrong interpretations about the library which in turn affects their performance and research productivity. Reading culture may be denoted as an act of regular and continuous reading of different material. Ilogho, (2015) explains it as an addiction to read with provable, positive effects on addicts. Reading culture involves the acquisition of positive attitude to reading among individuals regardless of age (Gbadamosi, 2007). Reading is simply a consistent, dedicated reading lifestyle (Ilogho, 2015).
Abosede and Ibikunle, (2011) conducted a study with the aim of determining the factors affecting library usage among students the study reveals that use of the library increases as students’ alternative to library use changes from personal internet use, to personal e-library use, to textbooks and notes. This means that students with textbooks and notes make more use of the library. This may be connected to the fact that almost all the students use text-books and notes. However, internet connection and e-library use are not common among students. Also, it may perhaps explain why students prefer using textbooks and notes. The study further attested that the use of the library with friends encourages students to make use of the library. As the positive impressions of students about opening hours, silence, and power supply increases, use of the library also increases (Abosede & Ibikunle, 2011).

Bhatti, (2013) also conducted a study with the aim of assessing the frequency and purpose of library usage by LIS students at the Islamia University of Bahawalpur. The findings of the study revealed that most of the students were satisfied with circulation, reference services, and physical facilities. However, students were dissatisfied with power fluctuation, lack of computers, slow internet speed, and unstable internet connections.

Similarly, Khan, et.al, (2014) conducted a study at the University Of Peshawar, Pakistan aimed at conducting a survey on students’ utilization of resources, services, and facilities of the Central Library of the University. The findings of the study revealed that the library fulfilled students’ information needs. Students are also satisfied with the library’s physical facilities, such as the lighting system, ventilation facilities, reading tables, space for reading, and computer facilities. However, the respondents are dissatisfied with the research corner facility, air conditioning system, and display of new book arrivals, conference room, and audio-visual facilities of the library.

Also Katopol, (2012) conducted a study seeking to ascertain student feelings and behaviour in regard to information activities while also addressing the perceived effect of race on information behaviour, such as, retrieval and sharing. The findings of the study revealed that students are frequent users of electronic media and rarely visit the library. The infrequent trips to the library were due mostly to time constraints, preferences for the electronic format which could be accessed from anywhere at any time and easily printed out if needed, and a belief that the librarian would
not be helpful in attending to their particular information needs. While they do not visit the physical library, students make frequent use of the library website, ranging from several times per week to several times daily. They do this mostly to access journal databases and individual journal articles.

In a nutshell, Ishola and Obadare (2014) affirmed that teaching and learning in an academic institution become a challenge if the library is not utilized. Therefore, information materials in a library that are not orderly and organized for easy retrieval do not make a library but rather a store. And to facilitate this, libraries are expected to provide navigation tools like catalogues, bibliographies, guides, indexes and abstracts to its users.

The cited literature suggests that students make use of the library more frequently for different reasons. Their library usage decreases as if the library does not provide the services that the students demand. In addition, students make use of the library mostly to read notes and textbooks. In short, it appears that students do not make adequate use of library resources. The current study shows how students at UMI perceive and make use of the library.

2.7 Theoretical framework
This study was hinged on Bandura’s Social Learning Theory which according to Mahwasane (2016) states and equates learning with the environment. Harinie et al., (2017) indicates that social learning theory is an extension of behaviorism theory that explains the behavioral, environmental, and individual factors in the learning process. This implies that learners/students form knowledge and attitudes based on their learning environment individually or within group settings. Learning environments like the library play a fundamental role in the students learning process. The theory indicates that information is sought, managed, provided and used in different contexts (Robinson, 2013). Therefore, the theory symbolizes that the mind is believed to interact with librarians and library resources in the library environment which influences the learning process.

For this reason, therefore, the study adopted Bandura’s Social Learning Theory to examine student attitudes on the use of library services at UMI. The Theory guided the process of determining individual and shared ideas students have with regard to the library services, how they constructed the ideas, and how they affect use of the library.
2.8 Chapter Summary

The chapter discussed the students’ attitude built on their reading culture, library environment and library rules and regulations. From the discussion it revealed that, the use of library services by students requires their positive attitude to reading, availability of physical facilities and accessibility of the library collection development not forgetting awareness and compliance to library rules and regulations. The next chapter discussed the methodology that was employed during the study.
CHAPTER THREE
METHODOLOGY

30 Introduction

This chapter presented the methods, procedures and techniques that were used to collect the required data for the study. It identifies the appropriate research design, area of scope, study population, sample size sampling technique, research methods, data collection instruments, data quality control, data analysis and anticipated limitations of the study.

31 Research Design

The research design is like an action plan which outlines how activities should be carried out. According to Sarantakos (2013) research design explains in detail how the researcher intends to conduct the work. Additionally, it offers a guide that directs the research action and helps to rationalize the use of time and resources and to reduce costs. Kuada (2012) also stated that research design is the blueprint of a research study as it provides a logical sequence of activities that show the connections between research questions, the approach to be adopted to address the questions, the assumptions underlying the approach, how data was collected and analysed and how findings and conclusions are to be presented.

A cross-sectional design was used which according to Amin (2005) is the most commonly used research design in social sciences and is used to gather data from a sample of a population at a particular time. Saunders et al., (2003) describes a cross-sectional design as “the study of a particular phenomenon (or phenomena) at a particular time”

Cross-sectional design has been recommended by Sarantakos (2013) as appropriate for studying attitudes, attitudes and relationship. This design enabled the researcher to establish the effect of the independent variable (students’ attitude) on the dependent variables (Library Use). Somekh and Lewin (2005) suggested that this is an appropriate design to look for patterns of association and running a regression for analysis. In this study, student’s attitudes were investigated to determine how they affect the use of the library at UMI. One advantage of a cross-sectional research design is that it is more economical in time and cost effective than any other designs.

In the study, both qualitative and quantitative approaches were adopted in the data collection
process, analysis and later in the discussions of the findings. Cohen et al., (2007) supported the use of both qualitative and quantitative approaches in research to enable the researcher to cross-check research findings. The qualitative method provided the in-depth explanation while the quantitative method provided the hard data needed to meet the required objectives and to test the hypothesis.

3.2 Area of study

The study was carried out at Uganda Management Institute library situated on Jinja Road, Kampala Uganda. The coverage targeted students and library staff with a focus on investigating the reasons of low use of UMI library by studying students’ attitude on the use of the library services at UMI.

3.3 Study Population

According to Sekaran and Bougie (2009) the population is the entire group of people, events or things that the researcher desires to investigate. Bless et al., (2013) pointed out that the population is a set of elements on which the research study focuses. The population of the study included PhD, Masters, Post graduate Diploma and Diploma students and Library assistants at UMI.

3.3.1 Students

Students who participated in this study were drawn from different study category which included PhD, Masters, Post graduate Diploma and Diploma. The population included students attending evening, full-time and weekend sessions. The students were chosen because they paid library fees, registered with the library and may have formed perspectives of the library depending on their use of the library. The total number of students in the study population is 460 (UMI- class attendance register 2012). The population was generated from student attendance list 2012 at Uganda Management Institute.

3.3.2 Library assistants

The library has 10 library staff members (UMI, staff list, 2012). However, only 7 library members formed part of the study as the three (3) staff members (One Senior Librarian and two librarians) were excluded from the study because they do not directly interface with students and only depend on information from the Library assistants. Teaching staff and administrators of the institute were also excluded because they were not relevant in providing responses with regard to student attitudes on library use.
Library assistants were chosen as they have experience in providing library services to different students. Thus, the Library assistants are likely to have an objective view on how students experience the library. Moreover, data collected from staff helped to validate data collected from students.

3.4 Sampling and Sample Size

A sample is a subset of the population. Sampling is the process of selecting sufficient numbers of elements from the population so that a study of the sample and its characteristics would make it possible for the researcher to generalize such characteristics to the population elements (Sekaran, 2000; Singpurwalla, 2013).

3.4.1 Sampling method

Given that the population of the study consisted of two groups, namely, students and Library assistants, members in each group were selected differently. To obtain a representative sample of the target population two sampling methods were adopted, purposive and convenience sampling was used. The sampling procedures are explained below.

Table 1: Selection of participants

<table>
<thead>
<tr>
<th>Target Population</th>
<th>Total Population</th>
<th>Sample size</th>
<th>Sampling Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library assistants</td>
<td>10</td>
<td>10</td>
<td>Purposive</td>
</tr>
<tr>
<td>Students (fully registered)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td>60</td>
<td>52</td>
<td>Simple Random</td>
</tr>
<tr>
<td>Post - Graduate Diploma</td>
<td>210</td>
<td>136</td>
<td>Simple Random</td>
</tr>
<tr>
<td>Masters</td>
<td>160</td>
<td>103</td>
<td>Simple Random</td>
</tr>
<tr>
<td>PHD</td>
<td>30</td>
<td>28</td>
<td>Simple Random</td>
</tr>
<tr>
<td>Total</td>
<td>470</td>
<td>329</td>
<td></td>
</tr>
</tbody>
</table>

The researcher used purposive and random sampling techniques to come up with an appropriate sample of library staff and students.
3.4.2 Purposive sampling

The study used purposive sampling to select Library assistants at UMI. The technique was used to select 7 library staff because they have specialized knowledge and experience about the student attitudes (Palinkas et al., 2013). In addition, the library staffs have insights on student attitudes on library use. In addition, the library staffs selected were available, willing to participate, as well as able to communicate experiences and opinions in an articulate, expressive, and reflective manner which Palinkas et al., (2013) considers an important factor in purposive sampling.

According to Saunder et al., (2003), purposive or judgmental sampling enables a researcher to use judgment to select cases that best enable them answer specialized researcher questions. This technique was ideal because the number of library staff was quite small and it also allowed the selection of cases that are particularly informative (Saunder et al., 2003).

3.4.3 Stratified random sampling

To get a proper sample for UMI students, a stratified random sampling was implemented. Stratified random sampling is a technique which tries to restrict the possible samples to those which are ‘less extreme’ by guaranteeing that all parts of the population are represented in the sample in order to increase efficiency (Babbie and Mouton, 2001). Stratified sampling is a method for obtaining a greater degree of representativeness and it decreases probable sampling error. The selection which is shown above in Table 1, the students within it were randomly sampled using Krejcie and Morgan’s (1970) table for determining sample size from a given population. Each categorization of students at UMI was randomly sampled as shown in Table 1 above.

3.5 Data collection methods and instruments

The study adopted different data collection methods to collect data; the questionnaire, semi-structured interviews, and document analysis.

3.5.1 Document review

According to Oso and Onen (2005) document review is the critical examination of public or private recorded information related to the issue under investigation. Some of the documents reviewed included newspapers, articles, UMI Annual reports (2013), UMI strategic plans (2005), Library
rules and procedures etc.

The review was done with the help of a documentary review checklist to capture all the relevant key research questions of the study. The review of existing documents supported the researcher in getting acquainted with scholarly and practitioner debates on student attitudes and how they affect library use and guided in answering of the research objectives (Saunders et al., 2003).

### 3.5.2 Questionnaire

Sekaran (2003), defined a questionnaire as a pre-formulated written set of questions to which respondents’ record their answers usually with closely clear attitudes. This method was used to collect data from 319 UMI students in respect to the three objectives of the study. Kombo and Tromp (2006), recommend this approach as appropriate for large samples. This method was used because it enabled the researcher to reach a large number of respondents in a relatively short time (Amin 2005; Kombo and Tromp, 2006).

A questionnaire comprising of closed ended questions (see Appendix II) was designed according to the themes of the study i.e., reading culture, library environment and library rules and regulations towards the use of the library and administered to 319 UMI students. Guided by Kumar (2011), a questionnaire ensures anonymity and therefore, allows respondents to record opinions on issues which they may feel reluctant to express aloud. Questions were constructed using a five likert scale to obtain the rating of various attitudes and responses in the study. The Likert Scale was used because it offered flexible responses and can be constructed easily (Amin, 2005).

### 3.5.3 Interviews

An interview is a conversation in which the researcher encourages the informants to relate in their words, terms, views, opinions, experiences, attitudes that are relevant to the research problem (Patton, 2002; Kothari, 2005). Semi-structured interviews were carried out with seven (7) UMI library staff (Amin, 2005). This method provided the researcher with more detailed, accurate and sensitive information about the study questions and the chance to probe the respondents in cases of ambiguous responses (Mugenda and Mugenda, 2003).

Through this approach, the researcher obtained detailed, qualitative information about impressions, experiences and opinions about students’ attitudes and library use from the point of staff that interface with them on daily basis (Kothari, 2005).
3.6 Study Procedure

Data was collected at UMI. The enrolment of students and library staff was done directly by the researcher. Seven library staff members were interviewed in the library while 319 questionnaires were distributed to students in the Library.

Before administering and distributing the questionnaire to the students, the researcher read out a letter to the participants. The letter requested respondents to participate in the study informing them that their participation was voluntary, information would be confidential and that they could withdraw at any point when they felt like doing so. The letter also informed the respondents about the aim of the study and how the researcher intended to use the findings of the study. Finally, all approvals were granted before data were collected.

3.7 Data Quality Control

The instruments were pre-tested at Makerere University library using a similar sample as that in the sample table. This was done to ascertain the quality of the instruments through testing their validity and reliability.

3.7.1 Validity

Validity of a data instrument refers to the appropriateness of the instrument to measure a variable or construct and come up with the intended results (Amin, 2005). Kimberlin and Winterstein (2008) described validity as the degree to which a research study measures what it intends to measure. According to Sarantakos (2013), validity refers to the ability to produce findings that are in agreement with theoretical or conceptual values. Leedy and Ormrod (2013) stated that validity has to do with how accurate, meaningful and creditable a research project is. Therefore, this helped to identify indicators of the variables that were left out and or had to be added. To carry out a validity test, questionnaires were shared with a research expert who checked for relevant and irrelevant questionnaire items. In addition, a Content Validity Index (CVI) was used to test the validity of the tool. Some scholars denote that for a tool to be valid, the CVI should be greater than 0.7 (Eswap, 2015).

\[
CVI = \frac{\text{Number of items in the questionnaire declared relevant}}{\text{Total number of items in the questionnaire}} \times 100
\]
CVI = (25/28) x 100 = 89% greater than the recommended 70%. Given that the CVI is 89% above the recommended 70%, the instrument was regarded appropriate to the study.

3.7.2 Reliability

Kimberlin and Winterstein (2008) defined reliability as a way of assessing the quality of the measurement procedure used to collect data in a research. Reliability of instruments in this study was determined using Cronbach’s alpha. Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items is as a group.

$$\alpha = \frac{N \cdot \bar{c}}{N - 1}$$

Here N is equal to the number of items, c-bar is the average inter-item covariance among the items and v-bar equals the average variance. Cronbach's alpha was generated using SPSS as below.

Table 2: Student’s questionnaire

<table>
<thead>
<tr>
<th>Case Processing Summary</th>
<th>N</th>
<th>Percentages (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valid</td>
<td>24</td>
<td>85,7</td>
</tr>
<tr>
<td>Excluded(^a)</td>
<td>4</td>
<td>14,3</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Table 2:1 Reliability Statistics

<table>
<thead>
<tr>
<th>Reliability Statistics</th>
<th>Cronbach's Alpha</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.761</td>
<td>28</td>
</tr>
</tbody>
</table>

According to Kimberlin & Winterstein (2008), a reliability coefficient of 0.7 or higher is considered acceptable in social research. The Cronbach’s Alpha value in Table 2 is 0.761 greater than 0.7 implying that questionnaire administered to students was reliable enough to collect
intended data for the study.

3.8 Data analysis and presentation

Data analysis is a process of inspecting, cleaning, transforming, and modelling collected information with the goal of discovering useful information, suggesting conclusions, and supporting decision making (Adèr and Mellenbergh 2008). In order to come up with meaningful information, data was quantitatively and qualitatively analyzed.

3.8.1 Quantitative data analysis

The information collected was analyzed using a Statistical Package for Social Scientists tool (SSPS). This enabled the researcher to focus on analysis and presentation of the results with an opportunity to review results of previous tests (Dytham, 2011). In order to determine the magnitude of the relationship between the variables, a regression coefficient was calculated. Analysis of Variance (ANOVA) was run to assess the potential differences in a scale-level dependent variable by a nominal-level variable having two or more categories (Marateb et al., 2014; UCONN, 2017). By using frequency distribution analysis, the researcher was able to describe, interpret the data and transform it into useful information.

3.8.2 Qualitative data analysis

In order to understand better the attitudes of the students towards the services of the library, Qualitative data analysis was used to discover and develop a deeper understanding of how and why certain things occur according to Leedy and Ormrod (2013). The study employed content and thematic analysis which is classified under the qualitative descriptive design. These sets of techniques were used to analyse textual data and elucidate theme (Vaismoradi et al 2016). The advantage of the qualitative research approach is that it allows researchers to use different forms of data in one research study. For example, they can use a combination of data collected through interviews, observations or electronic materials. The weakness of this approach is that conclusions are drawn from the interpretations of the researcher which can lead to biased and unreliable results Leedy & Ormrod (2005)
3.9 Ethical considerations

Ethical behavior and considerations in research are important and come into play in three stages of a research project which are recruitment and measurement of participants and release of results (Welman et al., 2005). The study ensured informed consent and all subjects were made adequately aware of the study objective and type of information required by the study (Kumar, 2011). In addition, all respondents were informed that they are free to withdraw from the study at leisure. The respondents were also assured of confidentiality and were informed that their identity will be concealed (Gorman and Clayton, 2005). To further ensure confidentiality in this study, interview notes did not have interviewee names written on them. Also, notes were locked up in a secure location where only the researcher has access to them.

3.10 Limitations

Burns (2011) defined limitations as theoretical and methodological restrictions in a study that may decrease the generalizability of the findings. Although student attitude is not a new phenomenon, the available literature was quite limited and some of it out dated. This, nevertheless, justified the need to carry out this research, in spite of this challenge. Also, the study did not collect qualitative data from the students. This however did not affect the attitudes given the validity and reliability of the questionnaire used.

3.11 Chapter summary

This chapter discussed the research methodology which was used in the study. It employed the Cross-sectional design which is applicable where the researcher gets an opportunity to study the attitude in depth within a limited timescale. Both qualitative and quantitative methods were used in collecting data. A total sample was of 329 was used and it comprised of 319 students and, 10 Library assistants. Data was collected quantitatively was analyzed using descriptive statistics involving frequencies and percentages with the aid of Statistical Package for Social Sciences (SPSS). Qualitative data was analysed by grouping and summarizing the responses into emerging themes. The next chapter presented the findings of the study.
CHAPTER FOUR
PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction
This chapter presents and discusses the findings for the factors that affect students to use the UMI Library services. The findings are presented and discussed in line with the following research objectives; determine whether students reading culture affects the use of UMI library, establish whether the library environment affects the use of UMI library services and examine the role of library rules and regulations on the use of UMI library services.

The results presented in this chapter are based on the responses from the data collected through the questionnaire and interview guide. Data is also summarized in tables showing absolute values and percentages. The chapter further presents the sample characteristics of the respondents and descriptive statistics of the items under study.

4.2 Response rate
According to Mugenda and Mugenda (2009) a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and above is excellent. The study targeted a sample of 329 respondents but 235 responses were received by the researcher, giving a 71.4% response rate. Table 3 provides the breakdown of the response rate.

Table 3: Response rate

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Response rate</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library assistants</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>Fully registered Students</td>
<td>228</td>
<td>67.8</td>
</tr>
<tr>
<td>Total</td>
<td>235</td>
<td>71.4%</td>
</tr>
</tbody>
</table>

Source: Primary data
4.3 Characteristics of respondents

The respondents were categorized as evening students, fulltime students and weekend students. The study comprised of 228 fully registered students of whom 103 (45.2%) were evening students, while 68 (29.8%) were weekend students and 57 (25.0%) were day students as shown in Table 4 below.

Table 4: Student categorization

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evening student</td>
<td>103</td>
<td>45.2</td>
<td>45.2</td>
</tr>
<tr>
<td>Full-time (Day) student</td>
<td>57</td>
<td>25.0</td>
<td>70.2</td>
</tr>
<tr>
<td>Weekend students</td>
<td>68</td>
<td>29.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>228</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary Data

The categorization in table 4 shows the distribution of responses from the different groups of students who participated in the research.

4.3.1 Study Programmes

Out of 228 respondents, 101 (44.3%) were enrolled for Post Graduate Diploma’s: 74 (32.5%) Master’s Programme, 32 (14.0%) Ordinary Diplomas and 21(9.2%) only were enrolled for Doctorates.

Table 5: Study programme

<table>
<thead>
<tr>
<th>Study programmes</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td>21</td>
<td>9.2</td>
<td>9.2</td>
</tr>
<tr>
<td>Masters</td>
<td>74</td>
<td>32.5</td>
<td>41.7</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>101</td>
<td>44.3</td>
<td>86.0</td>
</tr>
<tr>
<td>Ordinary Diploma</td>
<td>32</td>
<td>14.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>228</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary Data
4.4 Determining whether students reading culture affects the use of UMI library Services

In order to understand student’s responses on the reading culture and whether it affects use of the UMI library, the researcher adopted two sub-themes to which the respondents were required to express their level of agreement or disagreement. The sub-themes included attitude towards reading and availability of reading materials.

Each sub-theme was broken down into different attributes which guided the researcher in understanding the student’s reading culture. The quantitative and qualitative findings from the respondents that answered the questionnaires are presented in table 6 below.

4.4.1 Students’ attitude towards reading

This aimed at collecting data to determine whether students reading culture affects the use of UMI library services. Table 6 below shows the responses to the attributes that measure students’ attitude towards reading.

Table 6: Students’ attitude towards reading

<table>
<thead>
<tr>
<th>No.</th>
<th>Attributes</th>
<th>Not sure %</th>
<th>Strongly disagree %</th>
<th>Disagree %</th>
<th>Agree %</th>
<th>Strongly Agree%</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I find reading more enriching than for example watching film</td>
<td>10.4 (23)</td>
<td>9.9 (22)</td>
<td>19 (42)</td>
<td>37.1 (82)</td>
<td>23.5 (52)</td>
<td>100 (221)</td>
</tr>
<tr>
<td></td>
<td>a. PhD</td>
<td>19</td>
<td>14.2</td>
<td>23.8</td>
<td>42.9</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>b. Masters</td>
<td>10.3</td>
<td>13.2</td>
<td>19.1</td>
<td>36.8</td>
<td>20.6</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>c. PGD</td>
<td>7.9</td>
<td>5.9</td>
<td>12.8</td>
<td>39.6</td>
<td>33.7</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>d. Ordinary Diploma</td>
<td>12.9</td>
<td>9.6</td>
<td>38.7</td>
<td>25.8</td>
<td>12.9</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Reading is good for pleasure, leisure and relaxation</td>
<td>8.7 (19)</td>
<td>24.2 (53)</td>
<td>14.6 (32)</td>
<td>38.4 (84)</td>
<td>14.2 (31)</td>
<td>100 (219)</td>
</tr>
<tr>
<td></td>
<td>a. PhD</td>
<td>4.8</td>
<td>23.3</td>
<td>42.5</td>
<td>19</td>
<td>10.4</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>b. Masters</td>
<td>11.8</td>
<td>20.5</td>
<td>23.5</td>
<td>32.4</td>
<td>11.8</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>c. PGD</td>
<td>5.1</td>
<td>26.2</td>
<td>6.0</td>
<td>48.5</td>
<td>14.1</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>d. Ordinary diploma</td>
<td>9.7</td>
<td>9.7</td>
<td>29.0</td>
<td>29.0</td>
<td>22.6</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>I only read for examination, test and coursework</td>
<td>4.1 (9)</td>
<td>8.1 (18)</td>
<td>42.7 (94)</td>
<td>26.8 (59)</td>
<td>18.2 (40)</td>
<td>100 (220)</td>
</tr>
</tbody>
</table>


From Table 6 the study sought to portion the student’s perception on reading and use it to gauge library use. Sixty percent (60%) of the students agreed that they find reading more enriching than watching films. On the other hand, 29% disagreed while 10.4% were not sure.

The results from Table 6 also revealed that 42.9% of PhD students find reading enriching, 57.4% Masters, 73.3% PGD and 38.7% Ordinary Diploma students. The disaggregation reveals that PGD students find reading more enriching followed by Masters, PhD and Diploma.

This indicates that students at UMI generally have a positive perception towards reading which may be linked to the use of UMI’s library services. As guided by Igwe (2011), reading is fundamental to learning and enrichment critical not only in terms of adding quality to life but empowers readers to be self-reliant. The library assistant revealed that:

“The Postgraduate students generally borrow books to read including fiction materials a sign that they find it interesting.”
Basing on the 60% of the respondents who agreed that they find reading enriching, it can be reasoned that generally students find reading more rewarding than watching movies although Magara and Batambuze (2005) believe reading can be more enriched if African societies can adopt more reading than classical story telling.

From the findings in table 6 above, 53% of the students agree that reading is good for pleasure, leisure and relaxation, while 38.8% disagreed and 8.7% were not sure. However, percentages from Table 6.1 showed that 29.4 % PhD, 44.2% Masters, 62.6% PGD, and 51.6% Diploma students read for pleasure. While the PhD students scored a very low response to reading for pleasure, there is an average distribution of responses for other study categories. The low PhD responses could be attributed to the perception that PhD involves a lot of technical and intensive reading. While majority perceive reading good for pleasure, Oyedum and Nwalo (2011) reported that, students still have to develop the habit of reading for pleasure. This conforms to responses from one Library assistant who highlighted that:

“There is a mixed reaction of students who read for pleasure. Some have been observed to read novels and newspapers while others report preference to read ahead of the module for better understanding of the subject matter.”

Citing Ifedili (2009) and Owusu-Acheaw, (2014) on the contrary reported in their study that very few students buy or borrow novels to read for knowledge and pleasure.

The results in table 6 above, reveal that 45% of the respondents agree that they read for examination, test and coursework; 50.9% disagreed and 4.1% were not sure to the question posed. But, the results Table 6.1 indicate that 38% of the PhD, 36.7% Masters, 52% PGD and 45.2% of the Diploma students agree that they read for exams. While 45% of the respondents read for examinations, the results also indicate that a significant number of students do not read for examinations with 52% pursuing PGD course followed by Diploma students at 45.2%. This means that those who read for examinations to a large extent are motivated by the examinations pressure to read and therefore mostly make use of the library resources during the examination period. Ruterana (2012) blames the foreign education systems for not promoting reading culture from childhood early stages but instead encourage students to read only for examinations. This analysis presented a debate that students are motivated to read either because they have
examinations and or because they have pleasure in reading. The finding adapted to Ifedili (2009) and Owusu-Acheaw, (2014) who found that students tend to read prescribed textbooks only during examination period in order to pass. This is augmented by two library assistant who revealed that:

One library assistant said

“Towards and during the examination period, we always request for extra reading space to accommodate the increasing number of students who flock to the library in preparation for their examinations.”

Another library assistant also highlighted that;

“…circulation statistics continue to drop every year. The library study area is used to full capacity during peak periods for example tests weeks and examination”.

Additionally, Tongshakka (2015) noted that students hardly concentrate on reading to comprehend but generally read to pass examination. Similarly, Banou et.al (2008) concludes with the concept of “compulsory reading” which means that the students use the library services only for studying, in order to fulfill their academic responsibilities (essays, examinations, theses, information).

The study results from the table 6 above depicted that 64% of the respondents find academic reading e.g. research more challenging, while 30.6% disagreed and 5.4% were not sure. It is also interesting to note that results from Table 6.1 showed that 69.1% of PhD students’ find academic reading challenging, 64% Masters, 66.4% PGD, and 59.4% are Diploma students. The results suggest that generally students from each programme find academic reading challenging. These findings coincide with Alghail and Mahfoodh (2016) who established that academic reading takes a more scientific approach involving understanding, synthesizing and perhaps memorizing. From the perspective of one Library assistant, she narrated that:

“Some students express their concern over the difficulty in researching especially because they do not have enough time to read different information resources.”

In table 6 respondents were asked if serious reading has never been part of their habit, 30% agreed while 61.9% disagreed and 8.1% were not sure. Further analysis in Table 6.1 revealed that, 62.3% of the Masters students report that serious reading has never been part of their habit,
61.9% are PhD, 62.4% are PGD and Diploma students account for 59.4%. The finding corroborates with Smith (2006) who attributes the unserious reading habits to the bulk of books published in Africa being mainly textbooks rather than books for pleasure and enjoyment.

During the interviews, the Library assistant had diverse reactions about serious reading as part of students’ habit that;

“Sometimes the library is nearly empty but experiences excess capacity during examination period – an indication that while they seem to have a positive attitude towards reading, the students are generally not habitual readers.”

4.4.2 Availability of reading materials

This sub theme sought to collect data on the availability of reading materials in the UMI library which is assumed to affect use of the Library. Table 7 below shows responses on attributes of the availability of reading materials in a library.

Table 7: Availability of reading materials

<table>
<thead>
<tr>
<th>No.</th>
<th>Attributes</th>
<th>Not sure (%)</th>
<th>Strongly disagree (%)</th>
<th>Disagree (%)</th>
<th>Agree (%)</th>
<th>Strongly Agree (%)</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I find relevant and up to date the information materials</td>
<td>12.4 (26)</td>
<td>9.5 (20)</td>
<td>11.4 (24)</td>
<td>50.0 (105)</td>
<td>16.7 (35)</td>
<td>100.0 (210)</td>
</tr>
<tr>
<td></td>
<td>PhD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Masters</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post graduate</td>
<td>19.9</td>
<td>17.9</td>
<td>4.5</td>
<td>46.3</td>
<td>13.4</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>Ordinary Diploma</td>
<td>10.5</td>
<td>5.3</td>
<td>6.3</td>
<td>56.8</td>
<td>21.1</td>
<td>100.0</td>
</tr>
<tr>
<td>2</td>
<td>Most of the time, the information materials are adequate</td>
<td>7.2 (16)</td>
<td>13.6 (30)</td>
<td>24.0 (53)</td>
<td>46.6 (103)</td>
<td>8.6 (19)</td>
<td>100.0 (221)</td>
</tr>
<tr>
<td></td>
<td>a. PhD</td>
<td>4.8</td>
<td>23.8</td>
<td>42.9</td>
<td>19.0</td>
<td>9.5</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>b. Masters</td>
<td>7.4</td>
<td>23.5</td>
<td>14.7</td>
<td>50.0</td>
<td>4.4</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>c. Post graduate</td>
<td>7.9</td>
<td>6.9</td>
<td>20.8</td>
<td>52.5</td>
<td>11.9</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>d. Ordinary Diploma</td>
<td>6.5</td>
<td>29.0</td>
<td>19.4</td>
<td>38.7</td>
<td>6.5</td>
<td>100.0</td>
</tr>
<tr>
<td>3</td>
<td>I find different formats of Information materials</td>
<td>11.7 (26)</td>
<td>45.0 (100)</td>
<td>17.6 (39)</td>
<td>17.1 (38)</td>
<td>8.6 (19)</td>
<td>100.0 (222)</td>
</tr>
</tbody>
</table>


When asked as to whether students find relevant and up-to-date information materials in the library in Table 7 above, 66.7% agreed, while 21% disagreed and 12.4% were not sure. These findings suggest that the majority of the targeted respondents find information library materials that are relevant and up-to-date to meet their information needs. A library is designed to provide relevant information resources (Omosebi & Okhakhu 2017; Bhatti, 2013). This could also imply that majority of the students use the UMI library because they find the relevant information materials they need.

Findings from Table 7 were further disaggregated by study category to identify the percentage of students in each study category that do not find relevant and up-to-date library materials. The disaggregation revealed that 55% of the PhD students do not find relevant and up-to-date information in the library, 22.4% Masters, 11.6% PGD and 25% of Diploma students. While the majority of the targeted respondents report finding relevant information in the library, more than half of the PhD students report that they do not find relevant and up-to-date information. This implies that the library may need to conduct a PhD information needs and resources assessment and use the results to address their expectations. The students who report that they are accessing up-to-date information in the UMI library suggest that this has motivated them to read and thus boosting their reading culture. The Library assistant confirmed that;

“The selection of library materials is conducted in a participatory manner which involves students listing some relevant materials that they may need for their study.”

These findings under this attribute were in line with Rosenberg (2003) who denotes that the availability of relevant and appropriate books and reading materials is a precondition and base of all reader development activities.
Responses gathered from in Table 7 on the question, if most of the time, the information materials are adequate; 55.2% of the respondents reported that the information materials in the UMI library are stored in adequate copies; 37.6% disagreed and 7.2% were not sure. Correspondingly, the study category in Table 7, those who agreed were, 28.5% at PhD students, Masters at 54.4%, 64.4% were PGD and 45.2% were Diploma students. Unlike responses from the PhD students, the statistic reveals that the library has generally endeavored to stock multiple copies for PGD, Masters and Diploma. The adequacy of reading materials may be linked to UMI library use since students reported to find materials they want and in multiple copies. This finding corroborated with Clifford and Olurotimi (2014) who found out that availability of adequate library resources leads to effective access and use of university libraries by students. It was also confirmed by the Library assistants that,

‘the library has sufficient copies for every title with each having over 5 copies and above’.

The respondents in Table 7 above were asked to indicate if they find different formats of information materials for example hard copies and or soft copies among others. The analysis indicated that only 25.7% agreed that they find information materials in different formats, 62.6% disagreed and 11.7% were not sure. And out of those that agreed, at programme level 33.3% were PhD, 44.2% were Masters, 62.6% were Diploma and PGD, 51.6%. Therefore, the majority 62.6 % that disagreed to the question posed is a confirmation that generally the library is not meeting the different content formats that the users prefer which is likely to affect students reading patterns and culture generally. The findings contrast with Ogulan et al., (2013) who debated that the library information should be stored in different formats, print and non-print, for the users. Tella, (2009) also found out that students would prefer information seeking from an electronic environment that is quick and easy, finding interesting related articles as well as online browsing for relevant articles - an indication of diversity of storage of information materials.

4.4.3 Summary of findings
In summary therefore, while determining the students’ reading culture and how it affects the use of UMI library, the responses from the targeted students and library assistants on the attributes discussed above, it can be concluded that students have a positive perception towards reading which also improves their reading culture.
However, the study also discovered that majority of students are not habitual readers. Also a general impression according to the responses is that participants find relevant material in the library while at the same time appreciate the fact that most of the literature is found in multiple copies. It is only the information formats that registered below average responses. It can therefore be concluded that with the exception of majority of PhD students, respondents generally find the library materials they want to read. It may also be argued that the good reading culture motivates students to use the library resources. From a policy perspective, the institute may have to develop innovative ways of inspiring students to read academic literature.

4.4.4 How does reading culture affect the use of UMI library services?

The researcher proceeded to statistically establish whether reading culture of the UMI students has an effect on the use of UMI library services. The researcher was guided by the following research question: “How does reading culture affect the use of an academic library?”

Hypothesis

Ho: Reading culture does not affect use of the library services at UMI.

Table 7.1: Effect of reading culture and use of UMI library services

Table 7.1: ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Regression</td>
<td>.229</td>
<td>1</td>
<td>.229</td>
<td>.377</td>
<td>.540a</td>
</tr>
<tr>
<td>2 Residual</td>
<td>131.753</td>
<td>217</td>
<td>.607</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>131.982</td>
<td>218</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Generated by SPSS from primary data

The figures in the Table 7.1 above were derived from the average responses from the dimensions under objective one that is determining whether students reading culture affects the use of UMI library services

Table 7.2: Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
</table>
From Table 7.2, a linear regression analysis was conducted using SPSS to ascertain the extent to which students reading culture influences the use of library services at UMI. The P-value recorded 0.540 which is greater than 0.05. The interpretation therefore is that, the null hypothesis is rejected and the research adopts the alternative hypothesis that reading culture affects use of the library services at UMI library. Therefore, the study found out that there is a significant relationship between students reading culture and use of UMI library services. This also confirms that on average, students’ attitude towards reading and availability of reading materials contributes towards the reading culture which in turn affects use of the UMI library services by 54%. Evidently, the above findings about the influence of students reading culture on the use of UMI library services provided an answer to research question one: “How does reading culture influence the use of an academic library?”

4.5 To establish whether the library environment affects the use of the UMI library services

Objective two (2), sought to understand the views of the respondents on the library environment, and how it affects the use of UMI library services, the researcher adopted three sub-themes to which the respondents were required to show their level of agreement or disagreement. The sub-themes included; library atmosphere, library cleanliness, library space and equipment.

Each sub-theme was conceptualized into different attributes which guided the researcher in understanding how library environment affects the use of the UMI library services. The quantitative and qualitative findings from the respondents that answered the questionnaires are presented in table 8 below.

<table>
<thead>
<tr>
<th></th>
<th>B</th>
<th>Std. Error</th>
<th>Beta</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Constant)</td>
<td>2.053</td>
<td>.113</td>
<td>18.106</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Students reading</td>
<td>-.039</td>
<td>.064</td>
<td>-.042</td>
<td>.540</td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Use of library services

Source: Generated by SPSS from primary data
4.5.1 Attitude towards the library atmosphere

The library atmosphere aimed at collecting data on student perceptions on the library atmosphere. Table 8 below shows the attributes used to measure student perception on the atmosphere and their responses.

Table 8: Library Atmosphere

<table>
<thead>
<tr>
<th>No</th>
<th>Attributes</th>
<th>Not sure (%)</th>
<th>Strongly Disagree (%)</th>
<th>Disagree (%)</th>
<th>Agree (%)</th>
<th>Strongly Agree (%)</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The library staff are welcoming</td>
<td>4.1 (9)</td>
<td>5.9 (13)</td>
<td>12.9 (28)</td>
<td>62.6 (137)</td>
<td>14.6 (32)</td>
<td>100.0 (219)</td>
</tr>
<tr>
<td></td>
<td>a. PhD</td>
<td>0.0</td>
<td>20.0</td>
<td>0.0</td>
<td>75.0</td>
<td>5.0</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>b. Masters</td>
<td>4.5</td>
<td>7.5</td>
<td>9.0</td>
<td>64.2</td>
<td>14.9</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>c. PGD</td>
<td>5.0</td>
<td>8.0</td>
<td>14.0</td>
<td>58.0</td>
<td>15.0</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>d. Ordinary diploma</td>
<td>3.1</td>
<td>3.1</td>
<td>9.4</td>
<td>65.6</td>
<td>18.8</td>
<td>100.0</td>
</tr>
<tr>
<td>2.</td>
<td>The professional skills and knowledge of staff in providing services is good.</td>
<td>7.3 (16)</td>
<td>4.1 (9)</td>
<td>17.8 (39)</td>
<td>61.9 (135)</td>
<td>8.7 (19)</td>
<td>100.0 (218)</td>
</tr>
<tr>
<td></td>
<td>a. PhD</td>
<td>5.3</td>
<td>10.5</td>
<td>31.6</td>
<td>52.6</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>b. Masters</td>
<td>6.0</td>
<td>3.0</td>
<td>16.4</td>
<td>64.2</td>
<td>10.4</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>c. PGD</td>
<td>7.9</td>
<td>2.0</td>
<td>18.8</td>
<td>60.4</td>
<td>10.9</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>d. Ordinary diploma</td>
<td>9.7</td>
<td>9.7</td>
<td>9.7</td>
<td>67.7</td>
<td>3.2</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>The Library lacks security of students’ possessions.</td>
<td>2.3 (5)</td>
<td>10.5 (1)</td>
<td>16.4 (26)</td>
<td>54.1 (118)</td>
<td>21.1 (46)</td>
<td>100.0 (219)</td>
</tr>
<tr>
<td></td>
<td>a. PhD</td>
<td>0.0</td>
<td>13.5</td>
<td>16.5</td>
<td>10.8</td>
<td>59.2</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>b. Masters</td>
<td>10.2</td>
<td>4.6</td>
<td>12.2</td>
<td>40.0</td>
<td>33.0</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>c. PGD</td>
<td>2.7</td>
<td>10.4</td>
<td>11.1</td>
<td>13.0</td>
<td>62.8</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>d. Ordinary diploma</td>
<td>0.0</td>
<td>15.6</td>
<td>0.0</td>
<td>40.6</td>
<td>43.8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Primary Data

From table 8 above, the study sought to establish if the library staff are welcoming as part of the library atmosphere. The majority (77.2%) of the respondents agreed that the library staffs are welcoming although, 18.7% disagreed and 4.1% were not sure. In order to obtain more
information, at program level 80% of PhD students agreed, Master’s (79.1%), PGD (73%) and Diploma (84.4%) all agreed that the library staff are indeed welcoming.

The welcoming library staff as reported by the majority reveals that, they create a helpful environment for students to use the library. This finding is also supported by Uhegbe (2007) who emphasized the library staff’s play a pivotal role and it’s their responsibility to ensure that the use of the library information sources and services are maximized to benefit its users. While the study did not establish why 18.7% disagreed, it is important for management to ensure that their needs and expectations are addressed and therefore arrest any possibility of falling numbers of students not happy with staff in the library.

“The interviews revealed that the library management always conducts refresher courses on customer care and the library assistant feel obliged to support the students as their clients. Clifford and Olurotimi (2014) recommended that library staff should be welcoming and willing to help students who encounter problems with the library services.”

Table 8 above, respondents were asked if the library lacks security their possessions. Majority of students (75.2%) agreed that the library does not provide enough security for their possessions, while 22.5% disagree and 2.3% only were not sure. It is also interesting to note that the Diploma students agreed highly with 84.4%, 75.8% for the Master’s, 73% for PGD and 70% of PhD students. These findings suggest that most of the students are not confident with the security inside the library which raises an atmosphere of anxiety among students especially with their belongings and thus may affect their confidence in the library environment. In Lorenzen (1996) and Holt (2007) in Maidabino and Zainab (2011) cited major security crimes common in many libraries to include theft of physical materials; money, library equipment and personal theft by both staff and users. The library assistant also commented that:

“The UMI library lacks storage space for student’s possessions; they are instead deposited at the entrance floor.”

The respondents were requested to indicate if staff in the library exhibit professionalism and knowledge in supporting students. 70.6% agreed, 22% disagreed while 7.3% were not sure to the question posed. Accordingly, the majority that agreed were Masters Students with 74.6%, followed by the PGD students with 71.3%, Diploma Students with 70.9% and the PhD Students 56
with 52.6%. The results showed that students believe that staff in the library practice professionalism while attending to them. This creates a useful environment for students who are compelled to use the library.

The findings correspond with Uhegbu (2007) who noted that the success of African academic libraries is the human resource. The scholar added that libraries require staff with adequate skills to access information, decode, interpret, and maximally use it to solve or address the unique library challenges. The commitment to exercise competence in service delivery is explained by one of the library assistant, who asserted that,

“The onus is upon us to exercise professionalism in assisting and guiding students in the library which makes the library attractive as a place of study.”

Therefore, the 70.6% of students acknowledging the good welcoming and professionalism exhibited by staff illustrates that, generally, students have a positive attitude towards the library atmosphere. This finding is also in agreement with Clifford and Olurotimi, (2014) who recommended that library staff should be welcoming and willing to help students who encounter problems with the library services.

**4.5.2 Attitude towards the Library cleanliness**

This aimed at collecting data on student’s attitude to the cleanliness of Library. Table 9 below shows the attributes used to measure student perception on the library cleanliness and their responses.

**Table 9: Library cleanliness**

<table>
<thead>
<tr>
<th>NO</th>
<th>Attributes</th>
<th>Not Sure (%)</th>
<th>Strongly Disagree (%)</th>
<th>Disagree (%)</th>
<th>Agree (%)</th>
<th>Strongly Agree (%)</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The materials in the library are well arranged</td>
<td>4.1 (9)</td>
<td>6.4 (14)</td>
<td>6.8 (15)</td>
<td>67.0 (146)</td>
<td>15.6 (34)</td>
<td>100.0 (218)</td>
</tr>
<tr>
<td></td>
<td>a. PhD</td>
<td>5.0</td>
<td>15.0</td>
<td>0.0</td>
<td>70.0</td>
<td>10.0</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>b. Masters</td>
<td>6.1</td>
<td>7.6</td>
<td>4.5</td>
<td>69.7</td>
<td>12.1</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>c. PGD</td>
<td>3.0</td>
<td>13.0</td>
<td>1.0</td>
<td>65.0</td>
<td>18.0</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>d. Ordinary Diploma</td>
<td>3.1</td>
<td>6.3</td>
<td>6.3</td>
<td>65.6</td>
<td>18.8</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 9 above, revealed that 82.6% of students agreed that the materials in the library are well arranged, while 13.3% disagreed and 4.1% were not sure. Additional breakdown by Student programme indicated that 84.4% of the Diploma students agreed, followed by the PGD at 83%, the Masters at 81.8%, and PhD 80.0%. This indicated that there is an overwhelming agreement that the library materials are well arranged to the satisfaction of all categories of the targeted respondents. Precisely, well arranged information materials ease access and retrieval (Ugah 2008). The library staff revealed that;

“Every morning, we arrange the furniture and also ensure that books are properly shelved as per the classification order”

On this note, Ugwuanyi et al., (2011) stressed that it is the librarians’ duty to arrange stacks in appropriate rows that facilitate easy access to library resources on the shelves. This therefore suggests that the well-arranged materials contribute to the library experience and influences students’ perception and facilitates UMI library use.

Table 9 above, also sought to establish the students’ experience on lighting and ventilation in the library and how this affects cleanliness and the environment. The majority 79.8% of the respondents agreed that the lighting and ventilation is appropriate while 17.9% disagreed and
2.3% were not sure. Out of those that agreed, 75% were PhD, 80% were Masters, 79.8% were PGD while 80% were Diplomas. This was similar to the findings of Thangaraj and Balaji (2014) who found out that lighting indeed influences resource use by students in an institution library. Responses from the library show that the library takes lighting very seriously and timely replaces any faulty bulb. The responses also reveal that the library is strategically designed to illuminate both artificial and natural lighting. Similarly, Kiilu and Otike (2016) underscored that use of library services increases as a result of improved facilities such as the layout, quality of natural lighting and quality of user work spaces. Therefore, lighting and ventilation in the UMI library may increase students’ perception on use of the library services.

The results in Table 9, on the physical layout of the library included arrangement of furniture, décor and architecture among others. The respondents were asked if the physical layout of the library is of good. 58.7% of the respondents agreed, while 36.2% disagreed and 5% were not sure. On the other hand, 65.6% who agreed were Diploma students, 61.2% Masters, 56.6%, PGD, and 50% were PhD. This finding was in line with Ugwuanyi et al., (2011) who denoted that an unpleasant interior and external library environment depicts poor morale, inefficiency of the Library management and staff. It is however necessary to observe that although the Physical layout of the library is of high quality, there is a significant number of UMI students who felt otherwise. A Library assistant said:

“Plans are underway to construct a larger modern library facility that will accommodate a one thousand (1,000) students compared to the current capacity of 100 students”

Another library assistant said:

“There’s need to benchmark on an appropriate library layout that creates a formidable conducive environment which may influence the student’s perception on use of the UMI library”

4.5.3 Attitude towards Library Space and equipment

This aimed at collecting data on student’s view on the Library Space and equipment Table 10 below are the attributes used to measure the library space and equipment.
Table 10: Library space and equipment

<table>
<thead>
<tr>
<th>Attributes</th>
<th>Don’t know (%)</th>
<th>Strongly disagree (%)</th>
<th>Disagree (%)</th>
<th>Agree (%)</th>
<th>Strongly agree (%)</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There are high good seats and tables in the library</td>
<td>13 (6.0)</td>
<td>8.7 (19)</td>
<td>44.1% (96)</td>
<td>33.0% (72)</td>
<td>8.3% (18)</td>
<td>100.0</td>
</tr>
<tr>
<td>a. PhD</td>
<td>15.8</td>
<td>21.1</td>
<td>26.3</td>
<td>36.8</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td>b. Masters</td>
<td>0.0</td>
<td>19.4</td>
<td>35.8</td>
<td>37.3</td>
<td>7.5</td>
<td>100.0</td>
</tr>
<tr>
<td>c. Postgraduate Diploma</td>
<td>8.9</td>
<td>19.8</td>
<td>37.6</td>
<td>24.8</td>
<td>8.9</td>
<td>100.0</td>
</tr>
<tr>
<td>d. Ordinary diploma</td>
<td>3.2</td>
<td>12.9</td>
<td>22.6</td>
<td>48.4</td>
<td>12.9</td>
<td>100.0</td>
</tr>
<tr>
<td>2. Overall physical location of the library building is good</td>
<td>5.9 (13)</td>
<td>4.1 (9)</td>
<td>31.8 (70)</td>
<td>49.5 (109)</td>
<td>8.6 (19)</td>
<td>100</td>
</tr>
<tr>
<td>a. PhD</td>
<td>5.0</td>
<td>20.0</td>
<td>20.0</td>
<td>55.0</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td>b. Masters</td>
<td>3.0</td>
<td>6.0</td>
<td>20.9</td>
<td>61.2</td>
<td>9.0</td>
<td>100.0</td>
</tr>
<tr>
<td>c. Postgraduate diploma</td>
<td>8.0</td>
<td>20.0</td>
<td>24.0</td>
<td>40.0</td>
<td>9.0</td>
<td>100.0</td>
</tr>
<tr>
<td>d. Ordinary diploma</td>
<td>6.3</td>
<td>3.1</td>
<td>25.0</td>
<td>53.1</td>
<td>12.5</td>
<td>100.0</td>
</tr>
<tr>
<td>3. The corridors the bookshelves and reading places is enough</td>
<td>5.5 (12)</td>
<td>10.1 (22)</td>
<td>8.2 (18)</td>
<td>58.9 (129)</td>
<td>17.4 (38)</td>
<td>100</td>
</tr>
<tr>
<td>a. PhD</td>
<td>0.0</td>
<td>25.5</td>
<td>6.0</td>
<td>59.7</td>
<td>8.8</td>
<td>100.0</td>
</tr>
<tr>
<td>b. Masters</td>
<td>3.8</td>
<td>12.2</td>
<td>7.9</td>
<td>30.8</td>
<td>45.3</td>
<td>100.0</td>
</tr>
<tr>
<td>c. Postgraduate Diploma</td>
<td>0.0</td>
<td>15.7</td>
<td>8.1</td>
<td>20.4</td>
<td>55.8</td>
<td>100.0</td>
</tr>
<tr>
<td>d. Ordinary diploma</td>
<td>4.0</td>
<td>5.9</td>
<td>10.1</td>
<td>50.3</td>
<td>29.7</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Primary Data

Table 10 above shows that 41.3% of respondents agreed that the library has high quality seats and tables’ while majority 52.8% disagreed and 6% were not sure. Additionally, 61.3% of the Diploma students agreed followed by 44.8% of the Masters, 36.8% of the PhD and 33.7% of the PGD students. The figures demonstrate that there is a significant number of PhDs, Masters and PGDs who do not appreciate the quality of seats and tables and thus compromises the student’s
views on equipment and generally the library environment.

The high percentage of the respondents who disagreed with the quality of seats and tables in the library suggests that there is discomfort which affects students to often use the library. While limited studies have been conducted on quality of chairs and how they influence use, the empirical results correspond to Oyedum (2011) who suggested that libraries should provide restful reading chairs and tables for users in order to encourage library patronage.

The responses Table 10, if the overall physical location of the library good, 58.1% of the respondents agreed, 35.9% disagreed and 5.9% were not sure to the question posed. And over 70.2% of Master’s students agreed followed by 65% of diploma students, 55% PhD and 48.5% PGD students. While the big majority of the Masters and Diploma seem comfortable with the location, a significant number of PhD and PGD view that the physical location of the library is wanting. This triggers a debate that the location of the library is critical in defining space and generally the library environment and use at the institute. Kilui and Otike (2016) emphasized that the central location of the library promotes the use of its services and collection. And this was mentioned by the Library assistant who said that:

“The library is located at the main building which is at the ‘heart’ of the institute.”

Gunasekera (2010) and Nzivo (2012) pointed out that a convenient library location may be closely linked to a positive perception of the library and its use.

In Table 10, Students were asked whether the corridors between the bookshelves and reading places is enough the majority 76.3% agreed, 18.3% disagreed to the question posed while 5.5% were not sure. On the other hand, 81.3% of the Diploma students agreed that the spaces between the bookshelves and reading spaces was enough followed by Masters and Postgraduate students with 76.1% and 76.2% respectively and then 68.5% of the PhD students. This discloses that the UMI students overwhelmingly appreciate the spacing of the corridors between the bookshelves and reading places. In support of the responses above, one Library assistant said that:

“The corridors between bookshelves and reading places are sufficient which makes the facility orderly”.

61
A similar study by Abusin and Zainab (2010) showed that students at Sudan University raising concern about the insufficient space at their library.

4.5.4 Summary of findings on library environment and how it affects use of library services.

The findings under this chapter can be summarized using the words of one of the Library assistant when asked if the library has a conducive environment for reading purposes and said;

“The environment is conducive for reading, the information resources such as books and online resources are adequate, and the arrangement of furniture within the library is good.”

And this is supported by Ugwuanyi et al., (2011), who enlightens that the design of a library building should consider the efficiency of space that creates an ambience for users. On the contrary, majority of students believe that the furniture at the library does not measure up to the standard an indication that it may influence their perception on use of the library.

4.5.5 How does library environment affect the use of an academic library?

The researcher proceeded to statistically establish whether library environment affects the use of UMI library services. The researcher was guided by the following research question: How does library environment affect the use of an academic library?

Hypothesis

Ho: The library environment does not affect the use of the library services at UMI.

Table 10.1: ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>3.619</td>
<td>1</td>
<td>3.619</td>
<td>5.320</td>
<td>.022</td>
</tr>
<tr>
<td>Residual</td>
<td>147.641</td>
<td>217</td>
<td>.680</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>151.260</td>
<td>218</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Generated by SPSS from primary data

The figures in the ANOVA table above were derived from the average responses from the objective dimensions that is, attitude towards library atmosphere, library cleanliness, library
space and equipment in relation to the dependent variable.

Table 10.2 Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>1.385</td>
<td>.142</td>
<td>.155</td>
<td>9.783</td>
</tr>
<tr>
<td>Library environment</td>
<td>.188</td>
<td>.081</td>
<td>.155</td>
<td>2.306</td>
</tr>
</tbody>
</table>

Source: Generated by SPSS from primary data

The analysis under this objective reveals that P-value is equal to 0.022 which is less than 0.05. Therefore, the null hypothesis is accepted that the library environment does not affect the use of the library services at UMI. The study revealed that the library environment constructed as library atmosphere, library cleanliness, library space and equipment contributes only 22% to use of the UMI library services. This finding is consistent with Oyedum and Nwalo (2011) who stated that environmental factors, like ventilation, noise and physical facilities of a library, are variables that are likely to influence the use of the library. Students, perception will change if the UMI library environment is conducive to intensive study and learning.

4.6 Examine the role of library rules and regulations on the use of UMI library services.

In order to understand the views of the respondents on role of library rules and regulations and the influence they have on the use of UMI library, the researcher constructed three sub-themes to which the respondents were required to show their level of agreement or disagreement. The sub-themes include; opening and closing hours, loaning of information materials, and behavior in the library.

4.6.1 Opening and closing time

This dimension aimed at establishing whether the opening hours during week days and weekends affect students’ use of the library. Table 11 below shows the attributes used to measure the opening and closing time in the library.
Table 11: Opening and closing hours

<table>
<thead>
<tr>
<th>No.</th>
<th>Attributes</th>
<th>Not Sure (%)</th>
<th>Strongly Disagree (%)</th>
<th>Disagree (%)</th>
<th>Agree (%)</th>
<th>Strongly Agree (%)</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I am comfortable with library opening hours on weekdays 08am – 10 pm</td>
<td>0.9 (2)</td>
<td>8.7 (19)</td>
<td>10.6 (23)</td>
<td>53.9 (118)</td>
<td>26.0 (57)</td>
<td>100.0 (219)</td>
</tr>
<tr>
<td></td>
<td>a. PhD</td>
<td>1.0</td>
<td>20.0</td>
<td>4.4</td>
<td>48.3</td>
<td>26.3</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>b. Masters</td>
<td>0.0</td>
<td>5.5</td>
<td>15.7</td>
<td>35.4</td>
<td>43.4</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>c. Postgraduate diploma</td>
<td>3.0</td>
<td>14.5</td>
<td>0.3</td>
<td>50.0</td>
<td>32.2</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>d. Ordinary diploma</td>
<td>0.0</td>
<td>9.8</td>
<td>12.1</td>
<td>60.2</td>
<td>17.9</td>
<td>100.0</td>
</tr>
<tr>
<td>2.</td>
<td>I am comfortable with library opening hours on weekends 09 am- 05 pm</td>
<td>4.6 (10)</td>
<td>5.1 (11)</td>
<td>12.4 (27)</td>
<td>53.5 (116)</td>
<td>24.4 (53)</td>
<td>100.0 (217)</td>
</tr>
<tr>
<td></td>
<td>a. PhD</td>
<td>0.0</td>
<td>15.0</td>
<td>40.0</td>
<td>25.0</td>
<td>20.0</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>b. Masters</td>
<td>17.9</td>
<td>17.9</td>
<td>4.5</td>
<td>46.3</td>
<td>13.4</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>c. Postgraduate diploma</td>
<td>10.5</td>
<td>5.3</td>
<td>6.3</td>
<td>56.8</td>
<td>21.1</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>d. Ordinary diploma</td>
<td>14.3</td>
<td>14.3</td>
<td>10.7</td>
<td>53.6</td>
<td>7.1</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Primary Data

From Table 11 above, the students were asked whether the opening hours during week days 08am-10 pm are conducive for them. Out of the 219 students who responded, 79.9% agreed that opening hours are favorable, 19.2% disagreed whereas only 0.9% was not sure to the question posed. It is also interesting to note that the distribution of those who agreed by study denotes that 82.2% of the PGDs, closely followed by the Masters 78.8%, Diplomas 78.1% and PhDs 75% report that the week day opening hours suits their schedule.

On the other hand, students were also asked whether the weekend opening and closing hours 09 am – 05 pm are conducive. Majority are in agreement that the timing is conducive. Only 17.5% disagreed and 4.6% were not sure. This finding is consistent with Hayman (2015) who suggested that libraries in academic institutions should find supplementary ways to meet the demands of their users by operating a flexi-time table. Similarly, in a study conducted by Ravenwood et al., (2015), discovered that the demand to prolong opening hours is driven by the students. Thus the flexibility of the opening and closing hours of the library positively
changed the perception on use of the library. In view of changing the student’s perception on use of the UMI Library some Library assistants responded that;

“The library responded to students’ demands by flexing working hours for both week days and week end.”

It was also reported during the interviews that students were particularly pleased with the flexible opening hours especially during the weekend. Another Library assistant was quoted a participant saying;

…these days UMI is good especially to the Masters students because they can now use the Library over the weekend but before the students would incur extra costs to access resources through purchasing internet bundles and going to internet cafes’.

The findings agreed with Tongshakka (2015) who emphasized that the operating time for a library should match the institution operational hours to enable all users access the library.

4.6.2 Discharging information materials

This aimed at collecting data on the loaning of information materials in the Library. Table 12 below shows the attributes used to measure the sub-theme.

<table>
<thead>
<tr>
<th>Attributes that explain the discharging of information materials.</th>
<th>NO</th>
<th>Not Sure %</th>
<th>Strongly Disagree %</th>
<th>Disagree %</th>
<th>Agree %</th>
<th>Strongly Agree %</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The loaning and returning period for information materials is reasonable</td>
<td>3.7 (8)</td>
<td>5.9 (13)</td>
<td>16.5 (36)</td>
<td>54.6 (119)</td>
<td>19.3 (42)</td>
<td>100.0 (218)</td>
<td></td>
</tr>
<tr>
<td>a. PhD</td>
<td>4.0</td>
<td>23.7</td>
<td>14.4</td>
<td>20.0</td>
<td>37.9</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>b. Masters</td>
<td>2.0</td>
<td>10.0</td>
<td>9.2</td>
<td>38.0</td>
<td>40.8</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>c. Postgraduate diploma</td>
<td>0.0</td>
<td>15.0</td>
<td>9.0</td>
<td>25.0</td>
<td>51.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
From Table 12 an overwhelming majority 73.9% of the respondents agreed that the loaning and returning of library materials is sufficient, 22.5% disagreed, and only 3.7% were not sure. The results further reveal that majority of the student categories; Masters 78.8%, PGD 76%, 65% Diplomas and also over half (57.9%) of the PhD find the loaning and returning period favorable. This suggests that the students are comfortable with the borrowing period which therefore motivates them to effectively use the library materials. One Library assistant stated that:

“The borrowing period is sufficient and participants are free to extend the borrowing period.

The penalty for overdue resources is also fair at 2,000 UGX for each extra day.”

Although Udoh (2004) as cited by Udoumoh and Okoro (2007) stresses that a very high penalty on overdues is a deterrent to students, this is not the case at the UMI Library.

With regard to replacing lost materials from Table 12 above, 60.5% agreed that it’s very pricey while 20.7% disagreed and 18.8% were not sure to the question posed. In the same approach, the Diploma students highly agreed scoring 68.8%, PhD at 65%, PGD at 62.2% and Masters at

<table>
<thead>
<tr>
<th>d.</th>
<th>Ordinary diploma</th>
<th>4.0</th>
<th>12.5</th>
<th>18.5</th>
<th>29.5</th>
<th>35.5</th>
<th>100.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The rule on replacing lost information materials is very pricey</td>
<td>18.8 (40)</td>
<td>15.1 (3.2)</td>
<td>5.6 (12)</td>
<td>38.0 (81)</td>
<td>22.5 (48)</td>
<td>100.0 (213)</td>
<td></td>
</tr>
<tr>
<td>a. PhD</td>
<td>11.0</td>
<td>20.3</td>
<td>3.7</td>
<td>32.0</td>
<td>33.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>b. Masters</td>
<td>5.0</td>
<td>20.8</td>
<td>21.8</td>
<td>6.6</td>
<td>45.8</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>c. Postgraduate diploma</td>
<td>7.8</td>
<td>20.0</td>
<td>10.0</td>
<td>22.0</td>
<td>40.2</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>d. Ordinary diploma</td>
<td>4.0</td>
<td>12.6</td>
<td>14.6</td>
<td>32.2</td>
<td>36.6</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>3. I find it easy to borrow information materials</td>
<td>3.7 (8)</td>
<td>4.2 (9)</td>
<td>22.8 (49)</td>
<td>54.4 (117)</td>
<td>14.9 (32)</td>
<td>100.0 (215)</td>
<td></td>
</tr>
<tr>
<td>a. PhD</td>
<td>12.9</td>
<td>14.8</td>
<td>14.4</td>
<td>16.9</td>
<td>41.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>b. Masters</td>
<td>6.0</td>
<td>10.0</td>
<td>11.3</td>
<td>30.0</td>
<td>42.7</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>c. Postgraduate diploma</td>
<td>0.0</td>
<td>20.2</td>
<td>9.6</td>
<td>49.7</td>
<td>20.5</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>d. Ordinary diploma</td>
<td>2.0</td>
<td>13.7</td>
<td>18.6</td>
<td>38.9</td>
<td>26.8</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary Data
52.4%. This means that the policy on replacing lost information materials is relatively pricey. However, Owolabi et al., (2015) recommend that libraries should maintain penalties like paying fines, book replacements or even expulsion in order to penalize students who default. One Library assistant who said that:

“…the UMI library policy requires a student to purchase a book or information material that they have lost”.

From table 12, students also expressed their view on ease of borrowing where majority 69.3% found it easy to borrow library materials and 27.0% reported disagreeing and 3.7% were not sure. The results were broken down to establish which programme is affected with ease of borrowing. The results show that generally all categories Masters 72.7%, PGDs 70.2%, Diploma 65.7% and 57.9% PhDs find ease in borrowing library resources. This implies that the rules on borrowing are favorable and therefore positively influence students to read. To this end one Library assistant emphasized that:

“Students find it easy to borrow reading materials by use of their borrowing cards”.

Tinuoye et al., (2015), highlighted that libraries should provide access to information materials through borrowing and lending services in which borrowers may take books home as long as they return them at a certain time and in good condition depending on the borrowing policy.

4.6.3 Conduct of students in the library
This sub-theme targeted to collect data on the conduct of students in the UMI library and how it affects its use. Table 13 below shows the responses.
From Table 13, students were asked to share their perception on the regulation against smoking, eating and drinking in library. The majority 65.5% agreed that the regulation is appropriate, while 28.2% disagreed and 6.4% only were not sure. And on a close examination 75% of Diploma agreed that indeed the regulation against smoking, eating and drinking in library is pleasant followed by the PGD of 68%, PhD at 60% and 58.2% for Masters. This finding is affirmed by Hayman (2015) that the compliance to rules and regulations brings sanity in the library and guarantees effective utilization of library resources.
With regard to the regulation against noise-making and receiving calls in library Table 13 above, 40% agreed this policy is uncomfortable and not conducive for reading, while 53.2% disagreed and 6.8% were not sure. On the other hand, the highest score from those who agreed at programme level shows PhDs at 65%, 50% for Diploma, Masters at 47.8% and PGD of 26.8%. The figures show that the PhD students are more particular on noise and receiving calls compared to other programmes. That is why Maidabino et al., (2011) insisted that there must be rules and procedures of the library that users comply with if the library is to provide a conducive environment for reading”. During the interviews, the Library assistant revealed that;

“If this regulation was not in existence, libraries would be filled with a lot of noise hence being an uncomfortable place to read”

The results on access to materials for photocopying in table 13 above indicate that 57.8% agreed that it’s easy to access materials for photocopying, while 31.7% only disagreed and 10.6% only were not sure. This finding confirmed with Ugah (2008) who opined that the more accessible information sources are, the more likely they are to be used and readers tend to use information sources that require the least effort to access. With regards to photocopying, the library staff revealed that photocopying of library materials is acceptable, however fair use or fair dealing is emphasized. The respondent added that photocopying should only be done for private or educational purposes but should not yield any profit. In addition, only a portion of the material may be photocopied (Ninsiima, 2013).

The study also found out that the Masters students were highly in agreement with the question scoring 68.2%, followed by Diploma at 66.6%, PhD 55% and PGD at 51%. Generally, all categories of students easily find it easy to access materials for photocopying which motivates the students to use the library and its materials.

4.6.4 Summary of findings
The study established that library rules and regulations contributed towards the perception of students on the use of the UMI Library. However, some library staff were of the view that the UMI rules were stringent and unrealistic when compared to other libraries e.g. borrowing period at UMI is as follows; five days for ordinary diploma, seven days for postgraduate, one month for Masters and PhD which is less given that most of the students at UMI are in
Employment. They however added that this period has enabled them to keep regular track of borrowed books but more importantly make them available for other students who may need them. To this end, Owolabi et al., (2015) noted that appropriate sanctions and penalties are usually given to the defaulters of rules and regulations in the university libraries. It was also noted that the PhD students are critical of noise and receiving calls compared to other programmes which may suggest creating a PhD reading room/area.

4.6.5 How do library rules and regulations affect the use of the UMI library services?

The researcher proceeded to statistically establish whether library rules and regulations influenced the use of UMI library services. The researcher was guided by the following research question:

**Research question:** How do library rules and regulations affect the use of an academic library?

**Hypothesis**

**Ho:** Library rules and regulations do not affect use of an academic library

**Table 13.1; ANOVA**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>.096</td>
<td>1</td>
<td>.096</td>
<td>.162</td>
<td>.688</td>
</tr>
<tr>
<td>Residual</td>
<td>126.899</td>
<td>213</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>126.995</td>
<td>214</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Generated by SPSS from primary data

The figures in the ANOVA Table 13.1 were derived from the average responses from the objective dimensions that is opening and closing time, loaning of information materials, behavior in the library in relation to the use of the library services at UMI.

**Table 13.2; Co-efficients**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>(Constant)</td>
<td>1.961</td>
<td>.100</td>
</tr>
<tr>
<td>Objective three</td>
<td>.021</td>
<td>.051</td>
</tr>
</tbody>
</table>
In order to establish the role of rules and regulations on the use of UMI library services, a regression analysis was conducted which revealed a P-value of 0.688 more than 0.05. The study therefore rhymes d with the alternative hypothesis that rules and regulations affect use of the library services at UMI. Proportionately, the rules and regulations contribute 68% to the use of the UMI library services. This finding related with a study conducted by Bem-Bura (2015) which revealed that students benefited from rules and regulations and it facilities use of the library resources.

4.7 Use of UMI library services.

Use of UMI library services was measured on the questionnaire using three items to which the respondents were required to show their level of agreement or disagreement in order to understand the increased use of the UMI library services, the researcher adopted facility utilization as a sub-theme. The sub-themes include:

Table 14: Use UMI library services

<table>
<thead>
<tr>
<th>No.</th>
<th>Do you agree with these statements:</th>
<th>Not Sure (%)</th>
<th>Strongly Disagree (%)</th>
<th>Disagree (%)</th>
<th>Agree %</th>
<th>Strongly Agree (%)</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The UMI library is effectively used by students</td>
<td>9.2 (20)</td>
<td>3.7 (8)</td>
<td>24.3 (53)</td>
<td>48.2 (105)</td>
<td>14.7 (32)</td>
<td>100.0 (218)</td>
</tr>
<tr>
<td>a.</td>
<td>PhD</td>
<td>15.0</td>
<td>15.0</td>
<td>15.0</td>
<td>40.0</td>
<td>15.0</td>
<td>100.0</td>
</tr>
<tr>
<td>b.</td>
<td>Masters</td>
<td>9.0</td>
<td>10.7</td>
<td>13.2</td>
<td>50.7</td>
<td>16.4</td>
<td>100.0</td>
</tr>
<tr>
<td>c.</td>
<td>Postgraduate Diploma</td>
<td>9.1</td>
<td>13.0</td>
<td>18.3</td>
<td>47.5</td>
<td>12.1</td>
<td>100.0</td>
</tr>
<tr>
<td>d.</td>
<td>Ordinary Diploma</td>
<td>6.3</td>
<td>12.0</td>
<td>13.0</td>
<td>50.0</td>
<td>18.8</td>
<td>100.0</td>
</tr>
<tr>
<td>2.</td>
<td>I always use the library information materials for my academic</td>
<td>4.6 (10)</td>
<td>4.2 (9)</td>
<td>12.9 (28)</td>
<td>53.5 (116)</td>
<td>24.9 (54)</td>
<td>100.0 (217)</td>
</tr>
<tr>
<td>a.</td>
<td>PhD</td>
<td>0.0</td>
<td>5.0</td>
<td>5.5</td>
<td>68.4</td>
<td>21.1</td>
<td>100.0</td>
</tr>
<tr>
<td>b.</td>
<td>Masters</td>
<td>9.0</td>
<td>3.0</td>
<td>11.9</td>
<td>47.8</td>
<td>28.4</td>
<td>100.0</td>
</tr>
<tr>
<td>c.</td>
<td>Postgraduate Diploma</td>
<td>3.0</td>
<td>8.8</td>
<td>8.4</td>
<td>59.6</td>
<td>20.2</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 14 revealed that 62.9% of the respondents agreed that the UMI library is effectively used by students, 28% disagreeing and 9.2% were not sure to the question posed. At programme level, 68.8% of the Diploma students highly agreed followed by Masters Students, PGDs at 59.6% and then PhD at 55%. Over half of the programmes agree that the library is effectively used by students, but it is also worth noting that the PhDs scored low marks. This corresponded with Nwokedi and Ogundare (2005) who maintained that one of the major objectives of any library is to ensure maximum use is made out of its resources and services. This is because no matter how rich a library collection may be, it is believed that if the users do not effectively make use of them, the library collection is regarded as a waste.

From Table 14, users were asked if they always use the library materials for their academic endeavors, 78.4% were in agreement, 17.7% were in disagreement and 4.6% were not sure. Majority of the PhDs agreed at 89.5%, followed by PGDs at 79.8%, Masters at 76.2% and the Diploma students at 71.9%. Thus it was observed that students from all programs generally used the library resources for academic endeavors. Otike (2011) emphasized that, without wide reading which may include access to library resources, students cannot develop skills of locating, selecting, organizing, manipulating, and analyzing, evaluating and processing information.

Respondents in Table 14 were asked to indicate, if they are often pleased with the library services (for example the reserve, open, reference and journal sections. 68.3% agreed while 26.1% disagreed and 5.5% were not sure to the question posed. In the same approach, the Masters
students highly agreed scoring 69.7%, Diploma at 68.8%, PGD at 67% and at PhD 65%. On average, all the respondents agreed that they are satisfied with the UMI Library services. Equally, findings by Khan (2015) revealed that users showed positive perception about the quality services and the different library collections at the Library of Bahawalpur. On the other hand, when the Library assistants were asked if they think students were satisfied with the library services they responded that;

“The library ensures client satisfaction by equipping the facility with textbooks and academic journals in addition to access to e-journals. It also offers access to multiple copies of core reading materials. The reading space capacity is enough to accommodate students at a particular time.”

Another Library assistant said; -

“But there is need to engage the students, with regular satisfaction surveys, and involvement of students in campus library committees.”

The last library assistant also has this to say; -

“Also we need to continuously conduct information literacy programmes offered through all courses, for example ordinary diploma and postgraduates.”

Adeniran (2011) underscores the importance of ensuring quality services to meet the challenges posed by the 21st century.

**Chapter Summary**

The results presented in the above chapter have provided insights on how the library rules and regulations affected the use library services. The study established that students found the rules on charging and discharging favorable and also the opening and closing hours suitable. The next chapter presents the summary of findings, makes a discussion on the findings and relates them to the literature review, proceeds to make conclusions and finally a presentation on the recommendations are made.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter presents the summary, conclusions and recommendations got from the research findings guided by the three research objectives as follows: determine whether students reading culture affects the use of UMI library; establish whether the library environment affects the use of UMI library; examine the role of library rules and regulations on the use of UMI library.

5.2 Summary of findings
The purpose of the study was to find out the student’s perception on use of UMI library services. The study adopted qualitative and quantitative research approaches, to facilitate the study, a cross sectional design used. The sample was 329 with (319 students and 10 Library staff). Purposive sampling was used to select the Library Assistants and random sampling was used to select student at UMI. Below is a summary of the findings; -.

5.2.1 Determine whether students reading culture affects the use of UMI library.
Results (54%) revealed that students reading culture affected the use of UMI library services. This was evident when they stated that reading for information and knowledge was exhilarating, reading was good for pleasure, leisure and relaxation. That most of the time they preferred reading to hanging out with friends and them found reading more enriching than watching films. The study also found out that there was a general impression from the students and library assistants that there are relevant information materials in the library while at the same time they appreciated the fact that most of the literature is found in multiple copies which encouraged them to read and use the UMI library services.

However, it is only the information formats that registered low responses. In addition, the study discovered that, students mostly used the library to study for tests and examinations. It was also prominently discovered that the PhD students reported that the materials in the library are not relevant for them and those available are not found in multiple copies. Therefore, the study found out that there is a significant relationship between students reading culture and use of UMI library services.
5.2.2 Library environment and the use of the UMI Library Services

The study revealed that (22%) students commended the library cleanliness with the majority acknowledging that materials are well arranged and that the lighting and ventilation in the library was appropriate. With regard to the physical layout of the library, a significant number of students believed that it was average.

On the other hand, however, the findings suggested that most of the students were not confident with the security inside the library which raised an atmosphere of anxiety among students especially with their belongings and this affected the confidence in the library environment. Therefore, the study found out that, there is no significant relationship between library environment and use of UMI library services.

5.2.3 Library rules and regulations on the use of UMI Library

Students (68%) expressed satisfaction with the rules and regulation of the UMI library services. They found the opening and closing hours appropriate. However, a significant number of students reported that the regulation on noise making and receiving calls in the library is uncomfortable. Therefore, the study found out that there is a significant relationship between Library rules and regulations and use of UMI library services.

However, some library assistants were of the view that the UMI rules were stringent and unrealistic when compared to other libraries e.g. borrowing period at UMI is as follows; five days for ordinary diploma, seven days for postgraduate, one month for Masters and PhD which is less given that most of the students at UMI are in employment. They however added that this period has enabled them to keep regular track of borrowed books but more importantly make them available for other students who may need them

5.3 Conclusions

The conclusions are in line with the summary of the findings and are also based on the objectives of the study.

5.3.1 Influence of students reading culture on the use of UMI library services

The findings revealed that students reading culture greatly influenced the usage of UMI library services
by 54%. This therefore meant that for increased use of the library services, students reading culture must be at its highest level since it plays a significant role in the use of UMI library services like reference and research services, E-resources, and the Library OPAC. It can therefore be concluded that with the exception of PhD students, other category of students had a generally positive attitude towards reading and they found the library materials they wanted to read. The study therefore established that a reading culture generally influences the use of the library services.

5.3.2 Effect of library environment on the use of UMI library services

The study concluded that the library environment constructed as library atmosphere, library cleanliness, library space and equipment contributes only 22% to use of the UMI library services. This therefore, means that for the UMI library to increase the number of students accessing the library from the current status to a much bigger population there should be continuous improvement in the library environment. Students were contented with the library atmosphere and the cleanliness of the library. However, students were not satisfied with the security of their possessions and quality of reading tables and chairs.

5.3.3 Role of library rules and regulations on the use of UMI library services

In examining the role of library rules and regulations on the use of UMI library services, the study concluded that, the rules and regulations affected use of UMI library services by 68%. This means that library rules and regulations are very critical towards accessing and using the UMI library services. Therefore, libraries should be considerate when designing these rules and regulations because the more stringent the library rules and regulations are, the less students will use these library services and vice versa. The study established that students found the rules on charging and discharging favorable and also the opening and closing hours suitable. Conclusively, there was a general consensus that students have a positive perception towards the UMI library rules and regulations.

5.4 Recommendations

The following recommendations were made towards improving the students’ perception on reading culture, library rules and regulations; and library environment at the UMI Library. The
Institute should capitalize on the factors which have facilitated a positive perception among the UMI students and address those that have appeared as weak points that affect student’s use of the UMI library services.

5.4.1 Reading culture and use of UMI library services

In order to boost the reading culture of the UMI students and from a policy perspective, the Institute may have to:

a) Establish innovative strategies that encourage students to regularly use the library as opposed to majority who flood the library facility during examinations. The institute should also inspire students to read and enjoy academic literature like research (online information resources), new books and discussion corners.

b) Conduct a library needs to assess the different information formats required by the students and plan to address their expectations. The library can explore print and non-print information resources. This will most likely increase traffic of students using the library.

5.4.2 Library environment and use of UMI library services

Students’ perception on library environment was an aspect which included, the atmosphere, space and equipment and cleanliness of the UMI library.

a) There is need to improve on the security at the UMI library so as to address the anxiety that students experience due to the safety of their property while in the library. The institute may introduce lockers for student property but also install CCTV cameras that capture potential criminals that may snatch student property in the library.

b) The Institute should a review the physical layout of the library and consider establishing discussion zones, quiet zones and PhD section that would facilitate different approaches to reading.

c) The institute should also consider procuring quality furniture i.e. chairs and tables that facilitate comfortable reading in the library.

d) In the present information environment and with the ever-changing nature of work, it is recommendable that the UMI library introduces continuous capacity development for its Staff, and innovative training opportunities to be up-to-date and continue to meet the needs of the students.
e) Benchmarking from other academic libraries to gain more knowledge and skills on how those libraries use innovations to increase stakeholder access and use of the facilities.

5.4.3 Role of library rules and regulations on the use of UMI library services

The study recommended the library rules and regulations be emphasized if the library is to provide a conducive environment for reading. But also the library should prioritize the interests of PhD students. A needs assessment should be conducted to find out their needs, interest and expectations in the library. The research recommends a dedicated section for only PhD students to motivate them use the library facilities even more.

55 Areas for further research

The researcher suggests the following areas for further research:

1. More qualitative studies should be undertaken to get an in-depth understanding into the perceptions of PhD students on the use of the library services.

2. A holistic study that covers library administrators, lecturers, and students, may be adopted to generate diverse views from different users.


Approaches. SAGE.

Curriculum, Q. d. (2013). Quantitative data analysis in graduate


Omobola, Oyewusi Fadekemi; Adeolu, Oyeboade Samuel. (2009). An Empirical Study of


Saldivar, M. G. (2012). *Learning Systems Institute Florida State University msaldivar@fsu.edu*.


Thomas A. C., & Kroch, E. S. (2002). Library Environments and Organization: Opportunities or Constraints?  
UMI (2012). Class register  
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Retrieved from http://www.white-clouds.com
APPENDIX 1

Dear respondent,

Introduction

Questionnaire for users of the UMI library
I am a Master’s student at the Faculty of Computer Science, Makerere University. I am carrying out a research on Factors affecting the use of Uganda Management Institute (UMI) Library services as a partial fulfillment for my academic requirement for Masters Science in Information Science.

I am therefore, kindly requesting you to participate in answering this questionnaire. Your answers, opinions, experiences, or explanations will be treated confidential and will only be used for the purpose of this research.

Thank you very much for your invaluable time and cooperation.

Yours sincerely,

Naiga Mariam
Student (Researcher)
Section A: Identifying User Groups

Kindly tick the following with the correct details about yourself

1. You are an:
   (i) Evening Student [ ]
   (ii) Fulltime, day Student [ ]
   (iii) Weekend Student [ ]

2. Your program of study at UMI is:
   (i) PhD [ ]
   (ii) Masters [ ]
   (iii) Postgraduate Diploma [ ]
   (iv) Diploma [ ]

3. Your specialization is:
   (i) Management [ ]
   (ii) Business Management [ ]
   (iii) Human Resource Management [ ]
   (iv) Public Administration [ ]
   (v) Finance or Accounting [ ]
   (vi) Information Management [ ]
Section B: Students’ Reading Culture

Please, rate these issues which best reflect your views on the reading culture

**RATING:** 1 = Not sure; 2 = Disagree; 3 = Strongly Disagree; 4 = Agree; 5 = Strongly Agree

<table>
<thead>
<tr>
<th>Do you agree with these statements:</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>1 I find reading more enriching than, for example watching films.</td>
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<tr>
<td>2 Reading is good for pleasure, leisure and relaxation.</td>
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<td>3 I only read for examination, test and coursework.</td>
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<td>4 I find academic reading, e.g. research more challenging</td>
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<td>5 Serious reading has never been part of my habit anyway</td>
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<td>6 I find relevant and up to date information resources</td>
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<td>7 Most of the time, the information materials are adequate</td>
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<td>8 I find different formats of Information materials.</td>
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Please, give any other observation regarding the students’ reading culture that you feel needs to be addressed

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### Section C: Library Environment

Please, rate these issues which best reflect your views on the library environment

**RATING:** 1 = Not sure; 2 = Disagree; 3 = Strongly Disagree; 4 = Agree; 5 = Strongly Agree

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<tr>
<th>Do you agree with these statements:</th>
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<tbody>
<tr>
<td>1 The library staff are welcoming</td>
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<td>2 The library lacks security of students property</td>
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<td>3 The professional skills and knowledge of staff in providing services is good.</td>
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<td>4 The materials in the library are well arranged</td>
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<td>5 The lighting and ventilation in the library is enough</td>
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<td>6 Physical layout of the library is good</td>
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<td>7 There are high quality seats and tables in the library</td>
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<td>8 Overall physical location of the library is good</td>
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<td>9 The corridors between the bookshelves and reading places is enough</td>
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Please, give any other observation regarding the library environment that you feel needs to be addressed

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Section D: Library Rules and Regulations

Please, rate these issues which best reflect your views on the library rules and regulations

**RATING:** 1 = Not sure; 2 = Disagree; 3 = Strongly Disagree; 4 = Agree; 5 = Strongly Agree

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<tr>
<th>Do you agree with these statements:</th>
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</thead>
<tbody>
<tr>
<td>1 I am comfortable with library opening hours on weekdays 08 am – 10 pm</td>
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<tr>
<td>2 I am comfortable with library opening hours on Saturdays and Sundays 09 am – 05 pm</td>
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<td>3 The borrowing period for information materials is reasonable</td>
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<td>4 The rule on replacing lost information materials is very pricey</td>
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<td>5 I find it easy to borrow information materials</td>
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<td>6 I find the regulation against smoking, eating and drinking in library pleasant</td>
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<td>7 The regulation against noise-making and receiving calls in library is uncomfortable</td>
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<tr>
<td>8 I find it easy to access materials for photocopying</td>
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Please, give any other observation regarding the library rules and regulation that you feel needs to be addressed

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Section E: Use of UMI Library services

Please, rate these issues which best reflect your views on the use of the library

**RATING:** 1 = Not sure; 2 = Disagree; 3 = Strongly Disagree; 4 = Agree; 5 = Strongly Agree

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<tr>
<th>Do you agree with these statements:</th>
<th>1</th>
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<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The UMI library is effectively used by students</td>
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<tr>
<td>2 I always use the library information materials for my academic endeavors.</td>
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<tr>
<td>3 I am often satisfied with the services (For example the reserve, open, reference and journal sections) I get from the library</td>
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Please, give your opinion on the factors that are affecting fair utilization of the Library and Information Services at the UMI.

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Thank you for your response and time
APPENDIX 11

INTERVIEW GUIDE FOR UMI LIBRARY ASSISTANTS

Dear respondent,

Introduction

I am a Master’s student at the Faculty of Computer Science, Makerere University. I am carrying out a research on Factors affecting the use of Uganda Management Institute (UMI) Library services as a partial fulfillment for my academic requirement for Masters Science in Information Science.

I am therefore, kindly requesting you to participate in answering these questions. Your answers, opinions, experiences, or explanations will be treated confidential and will only be used for the purpose of this research.

Thank you very much for your invaluable time and cooperation.

Yours sincerely,

Naiga Mariam

Student (Researcher)
1. Who are the users of the library?

2. Are there any requirements before admittance into the library?

3. What services are offered by the library

4. What services are not offered by the library and why?

5. What is your perception on students reading culture at UMI?

6. For what purposes do students visit the library?

7. Is the UMI library is well located and easily accessible?

8. Does the Library have a conducive environment for reading purposes?

9. Are you satisfied with the physical facilities and environment of the library? if not what are the problems

10. Does the Library timings suit or not the library users?

11. Do the library facilities/resources provide satisfaction to the students?
# Table 3.1

Table for Determining Sample Size of a Known Population

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<tr>
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<td>159</td>
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Note: $N$ is Population Size; $S$ is Sample Size

Source: Krejcie & Morgan, 1970