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EXPERIENCES AND EXPECTATIONS OF UNDERGRADUATES IN USING LIBRARY RESOURCES: The case of Social Sciences students at University of Tirana

A census survey

Master thesis

Ljubljana, 2012
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ABSTRACT

Purpose-The purpose of this study was to examine whether previous library’ experience affects first-year social sciences students’ expectations toward library’ use with a view of improving service delivery and enhancing the effective management.

Design Methodology- A quantitative research design was employed. A census method of data collection was applied administering a questionnaire among all 400 undergraduate students of five social sciences academic disciplines. A total of 352 questionnaires, representing a response rate (88%) were duly completed, returned and used for this study. Data were analyzed using descriptive statistics (frequencies percentages and crosstabs) with SPSS version 14.

Findings- It was found that the previous library experience in high school was related to expectations on the service at faculty. The "snapshot" that a user forms during the library service experience was found to be related to the subsequent expectation held. Users’ experience has emerged as an important factor related to the way that they form expectations of the service. The results confirmed the relationship between library’s attendance and positive attitude toward it. The respondents consider unimportant the role that the library of faculty can play in offering the service of printed materials related to essays, research papers, lectures. They expect librarians to provide, in addition to assist students with readiness and individual attention, a comfortable academic environment in the library.

Research limitations/implications- The study was confined to the Social Sciences undergraduates, University of Tirana. Further studies on similar and more general populations must be concluded in order to understand the situation fully.

Originality- There is no evidence of research in the area of library services regarding university students in Albania. Expectations of undergraduates related to library services can be dealt understanding as to what the service can and cannot provide and what it is expected to provide.
# Tables of Content

Table of content ........................................................................................................... 3
Table of tables ............................................................................................................... 5
Table of pictures ........................................................................................................... 5
Table of appendixes ...................................................................................................... 5

## Chapter 1 .......................................................................................................................... 7
**INTRODUCTION** ........................................................................................................ 7
1.1 BACKGROUND ....................................................................................................... 8
1.4 AIMS OF THE STUDY ........................................................................................ 10
1.5 HYPOTHESIS ........................................................................................................ 10
1.6 METHODOLOGY OF THE STUDY ..................................................................... 11
1.7 SIGNIFICANCE OF THE STUDY ......................................................................... 11

## Chapter 2 ........................................................................................................................ 12
**SURVEY OF PUBLISHED RESEARCH** .................................................................. 12
2.1 LIBRARY ORIENTATION PROGRAMS ................................................................. 13
2.2 LIBRARY ANXIETY ............................................................................................. 19
2.3 FIRST-YEAR INFORMATION LITERACY EXPERIENCE ...................................... 22

## Chapter 3 ........................................................................................................................ 27
**RESEARCH METHOD** ............................................................................................... 27
3.1 OBJECTIVE OF THE STUDY .............................................................................. 27
3.3 DESCRIPTION OF THE INSTRUMENT ................................................................ 28
3.4 SAMPLE .................................................................................................................. 29
3.5 DATA COLLECTION ............................................................................................... 30
3.6 DATA ANALYSIS .................................................................................................. 30

## Chapter 4 ........................................................................................................................ 31
**OPERATIONAL DEFINITIONS** ................................................................................ 31
Chapter 5 ........................................................................................................................................33
RESULTS ........................................................................................................................................33
  5.1 DESCRIPTIVE STATISTICS .................................................................................................33
  5.2 INTERPRETATION OF DATA .................................................................................................42
Chapter 6 .......................................................................................................................................51
DISCUSSION ..................................................................................................................................51
Chapter 7 .......................................................................................................................................54
CONCLUSION .................................................................................................................................54
  7.1 LIMITATIONS .....................................................................................................................55
  7.2 RECOMMENDATIONS ..........................................................................................................55
Chapter 8 .......................................................................................................................................57
BIBLIOGRAPHY .............................................................................................................................57
  8.1 REFERENCE LIST .................................................................................................................57
Chapter 9 .......................................................................................................................................66
APPENDIXES .................................................................................................................................66
  9.1 APPENDIX A - RESEARCH PERMISSION AND PRELIMINARY INFORMATION 66
  9.2 APPENDIX B - QUESTIONNAIRE ......................................................................................67
  9.3 APPENDIX - STATEMENT OF AUTHORSHIP ......................................................................71
  9.4 APPENDIX - STATEMENT OF EQUALITY OF VERSIONS AND OF CONSENT PUBLICATION...... ...............................................................................................................................72
Table of tables

Table 1. Area of study .................................................................33
Table 2. How often did you use the library before you coming to college? .......... 34
Table 3. Reasons for library use in the past. ......................................34
Table 4. In general, how satisfied you are with the way in which you were treated in the high school library ........................................35
Table 5. How often do you use the library now in faculty? .........................36
Table 6. How would you rate the overall quality of the service provided by the library of faculty ..............................................................37
Table 7. Reasons for library use in faculty. ........................................38
Table 8. Statements about library services and students attitudes................39

Table of pictures

Picture 1. Frequency of library service use compared...............................36
Picture 2. Grading of library services compared. Faculty vs. high school..........37
Picture 3. How often do you use resources on library premises..................37
Picture 4. How often do you use Google or non-library gateways for information? ...............................................................................41
Picture 5. How often do professors suggest to you the library?....................42

Table of appendixes 66
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1 INTRODUCTION

The demands of library users nowadays are different from what they have been in the past, nevertheless the library remains a social institution, acting as a community center for those interested in intellectual pursuits. It is the responsibility of the library staff to know needs and users’ expectations in order to meet them. Trescases (2008) concluded that the inclusion of a library component into First Year Enrollment programs can cause new challenges for academic libraries, particularly those belonging to big universities and serving large students population. Enrolling in university is taking a trip to a very different educational destination and higher expectations also. Is the responsibility of the faculty to provide students with an environment in which to learn, but is the student’s responsibility to take advantage of this environment.

Library services and freshmen orientation programs constitute two components strongly related to each other. First-year experience courses are considered by Boff and Johnson (2002) as an excellent tool created to help students during the transition from high school to college in building the necessary skills for the success in their first academic year. Considering the fact that students are going to be more interested in virtual information services on the internet according to Jamali and Asadi (2009), academic libraries need to assess the quality of their services and also how user satisfaction can be improved. Especially important is the constant analysis of the need of the users.

In Albania, the internationalization of higher education driven by Bologna Process, have identified the objective of improving quality in the university. In this context the assessment of library services quality has become a questionable reference point. One of
the reasons that there is a pressure on university libraries might be mainly the consequence of the massiveness of higher education and the huge expansion of students, which has affected every faculty in Albania. In this context, the assessment of the use of resources in each academic institution is becoming very complicated. Nowadays, the variety of users emphasizes the need that library staff know whether faculty and students do make use of the resources of the library and whether the use of these resources help students with their assignments and faculty with teaching and research responsibilities. Librarians need to know the factors that affect this use. Caswell (2006) stated that libraries have to see what users need and to translate those needs into the way they should operate.

1.1 BACKGROUND

This research work is therefore born out of the need to know what undergraduate students expect related to the library of the faculty and consequently how they make use of the resources provided by the Faculty of Social Sciences’ Library. This Master Thesis reports the results of a research project, examining the relationship between the university community undergraduate students and the university library of the Faculty of Social Sciences. The origin of the Faculty of Social Sciences dates back to 1995. The library was established in 1996. The Faculty of Social Sciences has noted in recent years a rapid increase in the number of students.

In the period 2005–2010, the Faculty of Social Sciences (FSS) increased its student population from 500 students in to 4000 students in, together with an expansion in academic staff number from 40 in 80. The Library of Faculty of Social Sciences has a client population consisting of academics, non-academics (including staff), postgraduate and undergraduate students, even distance education students (distance learning). However, such developments are not unique to Albania. The situation described above may reflect more general trends regarding universities worldwide. This is an academic library which supports learning, teaching and research programs in the faculty. Over and above providing a conducive atmosphere for reading and consultation of relevant facts and
data, the library also offers a variety of facilities and services to enable users to make optimal use of resources:

- answering users’ questions
- instruction in the use of library materials
- photocopying facility
- borrowing services

In addition to these, the library also organizes an orientation discussion for all new students at the beginning of each session enhancing undoubtedly the intellectual and academic output of students and staff.

Academic libraries exist in an atmosphere of changing resources, expectations, technologies and scholarly publishing. Libraries are under constant pressure, consequently there is a need to adapt to changes in society, as it becomes a learning society, has raised expectations on education. Libraries must meet new expectations and face also new competition.

1.2 PURPOSE OF THE STUDY

I personally have noticed a gap in considering first-year students as potential real users of the academic libraries in Albania. From the survey of published research (see Chapter 2), this topic has been mostly treated. Hence, this study was developed and carried out investigating the relation between previous high school library experience and expectations on the service at faculty. Until now, as far as the Albanian context, no research has focused specifically this topic. Taking into account this research gap, the present study concentrates on the investigation of experiences affect on the library use expectations among first-year students and their relationship with the Library of the Social Sciences in University of Tirana. This study therefore provides unique information and should promote greater understanding of the factors affecting library use by first-year students.
1.3 MOTIVATIONS FOR THE STUDY

This study has found its motivations in some of the aspects:

The necessity of knowing the expectations of students toward the library in order to implement and / or improve services dedicated to this target group;

The necessity of knowing the level of satisfaction regarding library services performance expressed by the incoming students.

1.4 AIMS OF THE STUDY

The following study aimed to explore the experiences and expectations of the incoming students at the Faculty of Social Sciences of University of Tirana and their relationship with the library. The principal aims are to gather data on following aspects:

- past library experience
- present library experience
- expectations and satisfaction for services offered

1.5 HYPOTHESIS

The former experience is positively related to the library attendance, the richer the previous high school library’s experience, the higher the expectations the first-year students will have.
1.6 METHODOLOGY OF THE STUDY

The study was carried out using a quantitative survey. The survey instrument was a questionnaire partially adopted from a quality impact survey based on LIBQUAL dimensions. In order to accomplish the above set of issues, a census survey was conducted among all undergraduate students of the Faculty of Social Sciences.

1.7 SIGNIFICANCE OF THE STUDY

This study was designed to provide information about some aspects regarding incoming students’ use of the library of the faculty:

- past and present experience with library services;
- expectations about library services;

This study can be significant for several audiences and different stakeholders of the library services. Researchers and students can consider it as a contribution to the body of knowledge about the relationship of incoming students to libraries. Policy makers and administrators can reflect on information provided to find support in decision-making at a strategic level pondering the real value of libraries in society. This study is significant in that its findings would help Albanian librarians to plan and execute orientation programs for undergraduates on the use and importance of the library in education and the teaching of library use skills to them as a compulsory part of several studies.
Chapter 2

SURVEY OF PUBLISHED RESEARCH

Higher education and libraries are going through many changes that would precipitate a need for library instruction. Academic libraries have been always considered an important factor in supporting teaching, learning, and research programs in the institution. Libraries are becoming key factor in the academic environment. Finally, users expect an engaging and gratifying process by academic libraries. Enormous increase of knowledge it so significant for interpretation which has profoundly influenced the aims and purposes of higher education. New techniques for the transmission of knowledge and new goals in education have been accompanied not only by greater and more varied demands on the academic library, but by wider recognition of the importance of the library in the educational process. This fact is confirmed by Adikata and Anwar (2006) who found that the majority of the respondents (63.4 %) in their study felt that the general academic environment supported student library use and therefore the library was valued by the management as part of the university’s educational program.

Libraries provide a place for students, lecturers and researchers to do their research and advance their knowledge. In most of the American colleges and universities, libraries continue to supply not only collections, but space for research, for study, and for group work. A recent longitudinal study on this topic conducted at Indiana University Purdue University Indianapolis by Applegate (2009) emphasized the conclusion that it is the library that is the preferred place for academic activity. Once again the study room was confirmed as the most-preferred study space, popular with both individuals and groups.
Specifically with regard to the library as a place, in a research published recently focused on the central libraries of the technical and engineering governmental universities in Tehran it was pointed out that there was a service gap in the ability of libraries to make an adequate place for group and individual activities; but their ability in information control was considerable Asemi, Kazempour and Rizi (2010). Furthermore the results also determined that the sense of trust created by librarians in users is not so important. Although the highest level of users’ expectation is related to interacting with librarians, in total library space and control of information are more important for users.

In reviewing the literature related to this study, three categories of research seemed to emerge: library orientation programs, library anxiety and first-year information literacy experience.

2.1 LIBRARY ORIENTATION PROGRAMS

Teaching library skills to college freshmen has been a challenge for academic libraries. The library is a part of the university containing reading materials that staff and students can consult. In accomplishing the mission of meeting the specialized needs of the academic community library orientation programs are very helpful. The user has to be oriented regarding the objectives, resources, services and activities of the library. Academic libraries have a fundamental responsibility of providing library orientation for users. A library orientation is the most commonly used technique of increasing student familiarity with the library and its resources. The role of the library orientation programs must be considered vital in the communication between the library and its users specifically with regard to the academic libraries. This was argued in an article published recently by Adebonojo, Ellis, Campbell and Hawkins (2010). As they stated, students, who have had successful experiences in an academic setting at the high school level, are more likely to attempt to use the library once they arrive at college. From the data collected has been emerged that students, who are not trained in high school to use these collections, tend to bypass the library resources. The group of entering freshmen seldom
has the skills necessary to judge the accuracy of the information found in internet web sites and to be successful in college. The involvement of the high school in the library information process was further suggested by the authors. The conducting of workshops in the high schools would work best. It could be considered an initial decision.

The purpose of this orientation is to enlighten the students and to create insight into how the library operates. Students have to be guided on how the library can be utilized as they make their academic pursuits, Igun and Adogbeji (2006). These two authors provided a descriptive report on the use of the library that was organized for the new students at the Delta State University, Nigeria 2006 session. The report included the explanation of all the functions of the library within the university, the activities in each of the division of the library, the main feature of the library software currently in use. This is one of the routine methods in orienting the users.

In my opinion instead of this, the library should plan activities during the academic year for the utilization of library resources efficiently and effectively. The understanding of students’ abilities could be reflected in the enhanced quality of the interaction between librarians and students. This could also significantly strengthen the role of the library within the educational system. Library instruction is an important component in developmental programs for first-year students. The ability to use library resources, to identify, access and retrieve information is considered an essential element in contributing to the successful completion of a university education. There is a correlation between academic achievement and library use; the library usage influences academic achievement. Researchers clearly support the notion that participation in a freshman-year experience class library orientation increases students' satisfaction and success during their 1st year of college. A review of both literature in library and education reveals and discusses various developmental and supportive initiatives in this context. The need for formal recognition of library instruction as a necessary component of the general educational in colleges and universities has been also argued by Owusu-Ansah (2001). He highlights that “the value of the academic library stems from the need of universities to train and produce students capable of dealing with the realities of the societies they are destined to face and operate in”. Many American universities are welcoming a growing number of international students and exploring demands for a more internationalized curriculum. Libraries must continually rethink their role in this campus dynamic. There is a substantial part of
literature, mostly from American sources, on FYE (First Year Experience) initiatives involving academic libraries. Freshman orientation programs and seminars have been one of the most commonly implemented intervention strategies in the United States, because of the substantial enrollment of international students, playing a special role and having an increasing responsibility in the making of information professions worldwide. A research study presented by Walsh (2008) at the Cochise College Library aimed to determine that library orientations were directly responsible for the increases in library usage statistics. Of the respondents who had an orientation approximately (70%) increased their usage of the library. The author also concluded that a well-designed library orientation program affect’s students’ usage and information-seeking abilities and at the same time would produce more library users. Many of these students, when they come to the end of their academic program, would simply say that they did not use the library. It has been found that not all students consider the library as critical to their studies. Ismail (2010) conducted an online survey of undergraduates at Marywood University to investigate the next generation profile A notable finding from the survey was the inclination for incoming students not to visit the library and the library web site as much as the other students. This suggested to the need for the Marywood Library to re-consider how to cater to our first-year students in terms of orientations and library instruction.

The character of the traditional student population has changed. We have to take into consideration that not all freshmen are the same and especially they have a variety of special needs for orientation due to the heterogeneity of the backgrounds. Academic libraries have to focus on how to reach first-year students and how to offer orientation programs which are to the benefit of those students. Insufficient exposure to use of the library was cited as one of the major causes responsible for the failure of first-year students. The survey of library instructional services for first-year students currently in use at Canadian academic libraries conducted by Trescases (2008), revealed the frequency and distribution of program types there. Credit courses were the least popular, while interest in course-specific library instruction appears to be on the rise. This study identified a mix of in-class and online programs, but a general trend towards online information instruction in Canadian universities. Were also introduced and discussed periodical articles, monographs and presented anecdotal evidence gained from web site searches of 169 Canadian post-secondary institutions complemented by personal communications from library and
student services staff. Boff and Johnson (2002) conducted a nationwide survey to determine whether FYE course curricula contained a library component and, if so, to what extent. A total of (86 %) of respondents reported that they had an optional or required library component. Of these, (67 %) require the library component while (33 %) have optional library components Boff and Johnson (2002). Survey results indicated that the majority of FYE programs contained some type of library unit, though results varied broadly depending on institutional factors. In a certain way the researcher’s expectations were exceeded indicating that the majority of FYE programs (86 %) included in this survey had some type of library component. It also reveals that at (81 %) institutions librarians are involved with curricular development and (84 %) are involved in the teaching of the library components. However at the majority they are not lead instructors of the courses. So the total amount the library component comprises in the FYE curricula, it is generally a smaller portion around (1-5 %) of the total curriculum, Boff and Johnson (2002).

Even one hour session of library orientation could cause an efficient impact on library use. This relevant finding came from a longitudinal study performed at the Grays Harbor Community College in Aberdeen, Washington. Both Portmann and Roush (2004) conducted a quantitative study to ascertain the influence of a 1 h library orientation on community college students’ library usage and skills. The data analysis of that study showed a “statistically significant increase in student library use after the orientations”. However the researchers concluded that “it did not influence students “library skills”.

For librarians cooperation with the faculty will be as important as ever. Through the survey conducted by Von Isenburg (2004) in the History Faculty at university of North Carolina, despite of all results, was strongly recommended a true collaboration between the faculty and the library in order to support more the instruction. In this context according to the author the input from both faculty and librarians is necessary and is needed to be achieved. In this case study Von Isenburg also concluded that librarians must learn to advertise their services to increase their users and information sharing should be a natural extension of the library’s mission. Librarians could offer faculty a new perspective on the variety of sources that are available for student and professional research. Further, she underlined that this type of relationship would be a model followed at many universities, where a librarian may be titled Science Librarian. In their research Feldman
and Sciammarella (2000) who surveyed the faculty at six community colleges of the City University of New York, found that although a high percentage (64 %) of teaching faculty does not use formal bibliographic instruction to help their students develop library skills, (63 %) of the teaching faculty responded that they do give assignments mostly for the purpose of introducing students to the library. This fact makes into evidence that even an assignment to locate books or an article on a particular topic can be particularly an effective beginning to student library use. Adikata and Anwar (2006) confirmed that the role of the librarians becomes critical in upgrading the students’ library-use skills. Researchers also concluding supported the idea that there is a need for librarians to create an awareness of resources available to faculty and actively promote course-integrated library use by supporting them in designing assignments. If librarians are involved in the process of designing the collaborative projects and the projects are integrated into the undergraduate curriculum, the library’s visibility and usage will increase. Today users also seem to prefer services that are always available and require little effort to access. Users who are accustomed to the omnipresence of the Google toolbar and Google desktop gadgets, regardless of the web site or application in use have difficulty switching to the other side of the spectrum, to the interfaces of library systems and scholarly information resources, Sadeh (2008). It is an immediate need that librarians make the information sources understandable and accessible having an active role even with the seminars and also facilitating the training process.

Currently there is a need of collaboration between librarians and teaching assistants. Specifically, with regard to this issue, there is a manuscript of Samson and Granath (2004) that describes a research project based on a comparative analysis of randomly selected sections of English Composition. It includes library research components integrated into their curriculum. The project at the University of Montana-Missoula implemented and analyzed pre- and posttests, in order to identify and assess effective pedagogy for research instruction provided to entry-level students. The findings of this study support a new model of library instruction for first-year students, a student-centered model focuses on librarians teaching the teachers the elements of information research that are fully integrated into the curriculum by the classroom teachers. As authors highlighted, the model in itself also provides critical learning elements in supporting student success.
Whitmire (1998) in her article predicted the positive effects of the relationship between academic library experiences and the development of critical thinking skills. She predicted that the desirable learning outcome can be achieved through a strong collaboration between faculty and librarians. Furthermore, she defined helpful the involvement of the students in more focused library activities. Whitmire also argued that this group of students involved in focused library activities is more likely to improve the critical thinking skills. From the findings of a qualitative study of 35 undergraduates conducted by Holliday and Li (2004) has emerged that there is a new trend of models of information and expectations of the research process. The web has changed the students, because they expect the research process to be easy, like Google. The authors define them as “novice searchers” and many experience the feelings of confusion and anxiety as they begin the research process and try to select a topic. According to the authors these feelings tend to change, interest increases and confidence also as they develop a more focused topic and move into the information collection stage.

Another study of undergraduate students concluded that student-faculty interactions and engaged writing activities had positive effects on library use, Whitmire (2001). It was reported as a not surprisingly fact that undergraduates who spent more hours on their schoolwork also engaged in more academic library activities. Whitmire also found that high school library use remained a predictor of undergraduate academic library use after three years in college indicating the importance of assisting undergraduates to develop their library skills during secondary school. High school library use continued to have a strong relationship with undergraduate academic library use during all three years of the study. The study of Karshmer and Bryan (2011) consists on the evaluation of the library session. Evaluation forms were distributed at the end of each session, a total of 361 with a consistently positive rating. The authors report the redesign process of the Saint Leo University incorporating the ACRL IL standards, the McREL instructional strategies that offer practical methods combining practice in education and information literacy theory. The relevant fact emerged was the engagement of the students in active learning situations that required them to actually use resources and synthesize knowledge. The study emphasized the overall positive experience. Karshmer and Bryan conclude suggesting that students felt comfortable asking librarians for assistance when necessary. It might be a good idea if the librarians and faculty worked together to educate the students about the
range of resources in the library that are relevant for their assignments. An effective communication would provide results. But if a dialogue does not take place between librarian and teaching faculty, the student becomes the loser and will carry their lack of knowledge from one semester to the next. Clearly, the transition from high school to college is difficult for many students because of the increased of the academic difficulties. Some students successfully make the transition, whereas others might succeed, but experience many challenges. As a result, a growing number of colleges and universities are attempting to combat such transitory difficulties by offering library freshman experience courses.

2.2 LIBRARY ANXIETY

Rather than orienting new students to print and electronic resources library orientation program could focus on students’ affective feelings about using the library. We as librarians have to exceed the user’s expectations. Varying in type, mostly, the library orientation programs try to achieve one of the common goals of reducing the library anxiety. In a study of undergraduate students has been concluded that students who interacted with faculty (e.g., talked with faculty member; asked for information related to a course had positive effects on library use, Whitmire (2001). Students often do not know where or how to begin the search on their topics and what to do in order to locate information related to them. Studies also indicate that when students received some type of library instruction, their levels of library anxiety are reduced. In a similar study Van Scoyoc (2003) examined the impact of face-to-face library instruction and computer-based library instruction on undergraduate students’ levels of library anxiety. 238 participants were randomly assigned to groups. The results of this study indicated that students who received traditional face-to-face library instruction had the lowest levels of library anxiety, followed by the computer-based instruction group. In particular, those students who received traditional library instruction had significantly lower library anxiety levels led by a library staff member than those in the computer-based library instruction group, Van Scoyoc (2003). Was not the same for students who completed a computer-based tutorial,
because it not provides for person-to-person contact? These findings held up to analyses that controlled for previous library experience and prior knowledge of the library.

The literature shows that students do not ask for help for a variety of reasons like embarrassment, shyness and anxiety caused by mechanical barriers. If there are barriers to some students seeking help when they need it, libraries must address these. The article of Robinson and Reid (2007) gives particular insight into the reasons why students do not seek help. Interviews were conducted with 12 undergraduates. The authors highlighted that library staff must promote the fact that they are “in the business of answering questions.” Embarrassment has resulted to be a significant factor in choosing not to ask for help and a cause of discomfort for some who choose to ask for help. Robinson and Reid concluded emphasizing that libraries need to improve and promote reference services so more students have to use them and second, libraries need to reduce the number of situations where students need to ask. Blogs are used by academic libraries as an alternative means to keep users informed about the library. Chan and Cmor (2009) toward a pilot blog project conducted at the Hong Kong Baptist University determined that students would be assigned small research tasks throughout the semester and then they would pose a question or problem regarding the use of library resources each week over the course of eight weeks, and each student would be assigned to answer one of the eight questions. The questions were designed to elicit responses from the students which would include examples, resources and search strategies that were directly relevant to first-year political science in general, and the needs of this specific group for their assignments. This method according to the authors encouraged students to contact library staff for help and also for any other papers or projects that they were working on. The overall quality of answers was quite solid, with 53 students providing answers that were assessed as good or excellent. A more surprising result was that only four respondents said that they were not comfortable with approaching librarians for help. This was a much lower rate of library/librarian anxiety than expected. The authors clearly noted that students believed that the blog was effective in enhancing their library skills. Burhanna and Jensen (2006) established that innovative high school to college collaborations and initiatives may serve as models and foster successful high school to college student transitions. Their results revealed that exposure to academic libraries can reduce anxiety and may help. It has to be considered a good salient point. Throughout the outreach work with high schools, an
important objective for librarians has been to give students, whether visiting or working from a distance, positive experiences using the academic library and its resources. If students feel too intimidated or confused to use their college library or ask questions, there will be less opportunity to reach them. More studies have evaluated the advantage and effectiveness of orientation tours that would be helpful and it also should reduce library anxiety and motivate students to return to the library. Marcus and Beck (2003) have discovered an evident value of the orientation tours from the extremely positive results of the attitude students in their survey. Although authors stress the need for experimentation, innovation, and creativity in orientation tour design, as well as in other forms of teaching. That would be a challenge that all educators must continue to face. First-year experience (FYE) programs are designed to help all freshmen succeed in college. These programs recognize that not all freshmen are the same and that they have a variety of special needs for orientation. Orientation is an important component that gives freshmen practical skills that help to reduce library anxiety. Although, undergraduate students appear to experience higher levels of library anxiety than do graduate students. In addition to this goal, Harrington, Ditkoff and Young (2011) describe the recently developed orientation session created by Keene State College’s Mason Library also aimed to normalize the usage of the library. Mason Library achieved both goals by delivering a dynamic multimodal presentation, moving away from a traditional tour, scavenger hunt or lecture. This fun and engaging session for first year and transfer students at the public liberal arts school, Keene State College in Keene, New Hampshire USA was given during the week before the start of the semester. The findings of this study emphasize that the combination of traditional storytelling and new technologies make possible to reach out to new students with a variety of learning styles. Consequently, these activities would influence the expectations and the impression of the library as an welcoming place also frequently used. Brown, Weingart, Johnson and Dance (2004) evaluated the effect of the library component of a freshman orientation program on student attitudes and library anxiety. A modified version of Bostick’s Library Anxiety Scale was administered to 1,027 true freshmen enrolled in the Connections First-Year Experience program at Utah State University in the fall of 2003. Brown et al. also reported that the students, after attending the library activity, showed a reduction in anxiety level of 0.234. The most relevant finding of the study was that 87.1 (%) of the students had already used a computer to find a book, because it had been assumed that most of them would not be familiar with this process. The authors also
recommended that new expectations of what the library visit should accomplished are made possible through the applying and expanding of the library orientation program into the first six weeks of the school semester. According to them, academic libraries should participate in the First-Year Experience programs on their campuses, because these activities would reduce the levels of library anxiety felt by first-year students and also reduce possible barriers to academic achievement.

2.3 FIRST-YEAR INFORMATION LITERACY EXPERIENCE

Libraries play a central role in the academic mission of the university. For this purpose must become more involved in this activity. Providing library skills and information literacy instruction to first-year students over the past century, has been considered a challenge. Different libraries have co-curricular programs aimed at first-year students. FYE course introduce freshman students to information literacy concepts too. A case study of the University of the Pacific Library conducted by Knight (2002) focused on the need to assess the library instruction. The results demonstrated that students were less successful in finding reliable Internet sources. The post test in library skills revealed an improvement occurring in the recognition and use of scholarly journals. Students’ opinions about library resources were affected positively by the Mentor Seminar experience. It has been revealed that more than half of the students recognized the effectiveness of the skills they had learned. The author underlined the need for more instruction in the skills of resource evaluation. Clearly, the transition from high school to university is difficult for many students because of the increased of the academic difficulties. Some students successfully make the transition, whereas others might succeed, but experience many challenges. As a result, a growing number of universities are attempting to combat such transitory difficulties by offering library freshman experience courses. The library possesses the information resources and owns the experience in IL instruction. It has an advantage in terms of information instruction and research environment. A primary goal of information literacy is to help students become life-long learners who can act independently to find
and evaluate information. It is a process that takes place over the course of a college career through a series of library instruction sessions.

The literature largely suggests that first-year students do not have the adequate skills to write a paper. Guise, Goosney, Gordon and Pretty (2008) presented a model for reaching first-year students before they take their first class at university. The authors in this study offer an outline about the themes shared in both years 2006 and 2007. Students wanted a help with writing or research even an introduction to a university-level experience. As developments, such as the increase of usage of the internet occurs, emphasis will continue to be on information literacy type concepts. The most effective way to ensure that first-year students become information literate is making library instruction an integral part of courses across the curriculum. That integration requires continuing and creative collaboration between librarians and professors. Issa, Blessing and Daua (2009) in their article stress the need for collaboration for faculty members to join the librarians in teaching information literacy skills to the students if the desired success is to be achieved. On the part of faculty, much is still expected. It can contribute to effective IL programs by encouraging the students to use library resources, and by building information usage into their teaching programs.

Nowadays effective information searching and access to the most relevant information are critical especially to health care professionals. Within the context of this topic Baro, Benake-ebide, Endouware and Ubogu (2011) came up with a study that covered undergraduate students in the College of Health Sciences in Delta State University, Abraka, Nigeria. The findings revealed that the majority of the undergraduate students in the College of Health Sciences in Delta State University were not aware of the existence of the following online information sources: MEDLINE, HINARI, CINAHL databases. Out of the 224 respondents, 152 (67.9%) indicated lack of skills needed to effectively use the online information resources. It was disturbing that 202 (90.2%) indicated that they experience difficulty in locating good citable information materials from the internet. The findings of this study emphasized the importance of intensifying efforts to create awareness of scholarly online resources. The authors argued that it could be enhanced fostering a collaboration between librarians and faculties.
Another aspect as part of information literacy for first-year students is using active learning techniques. (e.g. discussion, small group work). According to Wang (2006) students involved in focused library activities are more likely to improve their critical thinking skills. A study conducted at Central Michigan University (CMU) indicates that the group of students, who previously took the library course were able to obtain higher grades for their papers and courses than the group of students who did not take the course. There was also statistically significant difference in the grades between the two groups. The author concludes that most of the students who completed LIB 197 identified the course as a major source for learning bibliographic and citation skills.

McDermott (2005) reported a case study by examining and evaluating an enrichment program for the instruction in library use. Results of two surveys taken by English professors and librarians who taught in the program at the B. Davis Schwartz Memorial Library were compared. In her study she found that two or three library sessions are required to cover the basic skills of library use. McDermott also strongly recommended in addition, librarians and English professors need to collaborate closely on assignments for the library sessions so that students will have a practical need to focus on the material presented. A total of 21 sections of the class were given with 326 students enrolled. These sections were taught by 14 adjunct English professors. Both librarians (77 %) and English professors (80 %) thought that the assignments and exercises were effective. The program of developmental study skills course, called SST, stressed hands-on experience so that students could not only see how to retrieve information but could actually practice doing so. These collaborative programs could be a work in progress. Librarians and professors have to continue to evaluate and refine their techniques in the way of orientation programs for undergraduate students. The results of the survey confirmed need for instruction.

Libraries might attempt to adjust their instruction according to the students’ information-seeking behaviors. In the context of this topic, in a study conducted recently at the University of Mississippi Watson (2012) posits the need that the library instruction must be focused on the open web sources, rather than the use of the library in order to refine information literacy pedagogy in the library. During the spring 2009 semester at the University of Mississippi, each of the instructors of the first-year composition program was asked to participate in the citation study by submitting bibliographies from student
papers. The results demonstrated that students were not able to distinguish the sources and used them interchangeably.

Libraries must try to understand the information literacy (IL) experiences of their users (including both faculty and students), especially of the first-year students and the variety of situations in which they will need to seek and use information. This need has been consequently confirmed in a study in which all participants were traditional undergraduates in the sense that they matriculated directly from high school to the university and all were 18 or 19 years of age at the time the study took place Gross and Latham (2009). For the participants interviewed formal information literacy training, in the library or in the classroom, was not a common experience. Another disturbing salient point was that resource quality as an issue for school assignments was ignored. The quest related to the role that academic library should play in achieving information literacy on campus is strongly posited in the article of Owusu-Ansah (2004). According to the author this relevant issue of interest could involve every undergraduate and undoubtedly will anticipate an evolution of the academic library into a teaching department. Further, despite of this, he recommends that the library should offer an independent credit course in information literacy as a part of the general education curriculum. The objective of an evaluative testing of Doing Research tutorial conducted at the University of Illinois at Chicago (UIC) by Armstrong and Georgas (2006) was to provide students with an enjoyable learning experience and with an engaged interactive information behavior. Furthermore the participants affirmed that the tutorial was “an innovative and clear way to teach various skills in researching” Multiple students praised the high level of interactivity. According to the authors the tutorials would demonstrate more advanced information literacy concepts. IL is becoming a very essential aspect within education and other disciplines. IL has been become an integral part of university and higher education as a foundation or basic efficiency for effective learning. Related to this issue a survey was conducted Shoeb (2010) among the Independent University Bangladesh freshmen business students to explore their IL competency and their perceptions of their IL behavior. From the findings has emerged that students presented inefficiency and inefficacy of solving information-related problems. It was disturbing that where (72 %) students answered incorrectly for a set of sample IL questions (26) which are relevant to their study and information seeking behavior. Shoeb also concluded that the need for information literacy
education is of great importance to solve the information-related problems and most of the students realized that need. (FYE) courses are part of the larger freshman experience movement. The evolution of the first-year-experience movement has oriented students toward more opportunities in an effective learning, also involved librarians in FYE program development and assessment of student learning. Especially, over the past ten years, libraries have been effectively involved in the first year experience collaborative programming. A powerful partnership has developed between first year experience programs and academic libraries. These collaborative programs have resulted effective in the integration of information literacy skills into the first year experience curriculum. Several articles have already summarized much of the literature asserting why it is important to include a library component in the First Year Experience course, or why Information Literacy is important in general. Librarians have to make the case for increasing IL in FYE courses on their own campuses. Therefore the university library should take an active role in advertising the learning to use the print and electronic resources of the library. It means the communicating with the teaching faculty just what to expect in the library component and suggesting ways to introduce it to the students. In this context, due to the importance of this issue, it was decided to examine this subject as a case study in the Library of the Social Sciences Faculty. Being the first study of its kind in Albania, it will be helpful to improve the services and infrastructure of the university libraries. Understanding the relationship between user experience and user expectations would be of practical importance in terms of effective service management.
Chapter 3

RESEARCH METHOD

3.1 OBJECTIVE OF THE STUDY

The objective of this study is to establish whether the previous high school library’s experience of the first-year students of the Faculty of Social Sciences is a factor related with their expectations toward the use of the college library. It was conducted among all full-time first-year Social Sciences Faculty students from the five academic disciplines. The main issues to test have been following:

Are the students expectations based on previous experience?

Is there a relationship between library’s attendance and positive attitude toward it?

Do the students see the university library like a premise as a community place for group learning and group study?

Are the students using the university library for individual activities (reading books, preparing research paper, etc)?
3.2 METHODOLOGY

The study was carried out using a quantitative method of research. This research applied the census method of data collection. This method of data collection is also known as complete enumeration technique or 100% enumeration technique, Anastas (1999). Under this technique each and every item or unit constituting the universe is selected for data collection. In order to accomplish the above set of research objectives, a census survey was applied, using a structured questionnaire, among all the first-year social sciences students at University of Tirana.

The research design for this study was the survey method using the questionnaire that provides means of collecting data from large numbers of well-educated people; questionnaires are likely to obtain the best results if they are short, contain straightforward and easily answered questions and are administered to people who are used to filling forms, Anastas (1999). Thus the questionnaire was used in this study as it is suitable for the survey design and would enable collection of the needed data from the respondents as it guarantees anonymity of responses and is capable of eliciting meaningful answers.

3.3 DESCRIPTION OF THE INSTRUMENT

The measuring instrument used was a self-administered questionnaire. The researcher developed a survey instrument (Appendix B). The items included in the instrument were determined from a review of instruments that focused on student support services, library services. The questionnaire was partly based on LIBQUAL dimensions as a tool for quality service measurement. However, several changes were made and other questions were added to suite the objective of the current survey. In addition the survey questions captured academic discipline data from the users. It was adopted and modified from a
survey conducted on a group of American college and university libraries that opted to participate in the LibQUAL+™ survey during 2006 Miller (2008). The original questionnaire had three scale responses: minimum service-level acceptable; the desired service level; and perception of library service performance. Questions in the survey covered three dimensions of library service quality. The Affect of Service dimension included questions about the quality of interactions with the librarian as well as some attributes (individual attention, courtesy, readiness). The “Information Control” dimension covered library collections, including printed materials, electronic resources, access to those resources, and the tools that the library provides to facilitate that access. The “Library as Place” dimension related to library facilities about quiet space for individual activities and community space for group learning and group study. The survey contains additional propositions that address the previous and present library’s use.

The LibQUAL+TM reflect a public commitment to service quality. It defines the construct of the service quality Cook, Heath, Thompson and Webster (2003). The statements questions were translated into Albanian and then back-translated into English by different translators to check the reliability of the Albanian version. The survey instrument for this study consisted of 10 closed ended questions to solicit response on a five-point Likert-type scale of: SD—strongly disagree, D—disagree, U—undecided, A—agree and SA—strongly agree and with values from 1 to 5.

3.4 SAMPLE

The population for this study consisted of all full-time community first-year registered students for the summer and fall semesters of 2011-2012 academic year at the large Faculty of Social Sciences consisting of 400 total students. In this research, every 1st year student of the Faculty of Social Sciences, University of Tirana was sampled. The 400 undergraduates were from the five disciplines respectively: Psychology 100 students, Philosophy 100 students, Political Sciences 50 students, Social Work 100 students and Sociology 50 students.
3.5 DATA COLLECTION

The questionnaire was accompanied by an introductory letter and was hand delivered to the persons. Copies of the questionnaire were administered to all the first-year social sciences students at the end of May. The procedure resulted in 352 usable questionnaires. Out of the 400 questionnaires administered, 352 were duly completed, returned and used for this study. A total of 400 of questionnaire were produced. The instrument was personally distributed to the respondents for completion. The administration of the questionnaires was easy, because it was conducted at a time when students were settled down for lectures. The questionnaires were retrieved from the students after the completion, right in the lecture room.

3.6 DATA ANALYSIS

After the completed surveys were collected, data were coded and input into SPSS, Statistical Package for Social Sciences (SPSS) for Windows version 14 to get respondents’ frequencies and cross tabulations. Descriptive statistics were used to analyze and report the data collected in this study. Frequencies were calculated and percentages were used for data analysis during June and July. Fortunately, a member of the academic staff was available to help me using his expertise and experience with statistical analysis.
Chapter 4
OPERATIONAL DEFINITIONS

The following definitions are used for this study.

Expectations: Assumptions about the likelihood of something occurring. Alternatively, they reflect anticipated performance.

Experience: Active participation in events or activities, leading to the accumulation of knowledge or skill; the totality of such events in the past of an individual or group.

FYE courses: First-year experience courses are commonly known as freshman orientation course, freshman seminars.

First Year Undergraduate Student: A high school graduate and with no prior college experience entering the university in the fall semester. The term first-year students in this study consists of students were enrolled at a large during the fall of 2011.

The “Affect of Service” factor: Evaluates user perceptions of and requirements for the library employee–user interaction, (Heinrichs, Sharkey and Lim, 2006, para. 9).

The “Information Control” factor: Assesses the user’s perceptions about access to resources, the level of sophistication of the equipment, the library Web site, access tools, and convenient access for independent research, (Heinrichs, Sharkey and Lim 2006, para. 9).
Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." ACRL (2012)

Library anxiety among college students is the tendency to impede successful library use, Cleveland (2004).

The “Library as a Place” factor: Probes the user’s perceptions of the physical assets of the library, rating it as a space for solitude, reflection, quiet study, and as a comfortable location that can create a contemplative environment, (Heinrichs, Sharkey and Lim 2006, para. 9).
Chapter 5

RESULTS

5.1 DESCRIPTIVE STATISTICS

A total of 400 questionnaires were distributed to all the first-year students of five disciplines. The instrument survey was personally delivered to the respondents. Only 352 were returned, giving a return rate of 88 percent (table 1). Details of the respondents are as shown in the following tables. The data were organized and analyzed using SPSS to produce results in terms of percentages and mean.

<table>
<thead>
<tr>
<th>Area of study</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>85</td>
<td>24.1</td>
</tr>
<tr>
<td>Philosophy</td>
<td>99</td>
<td>28.1</td>
</tr>
<tr>
<td>Political sciences</td>
<td>45</td>
<td>12.8</td>
</tr>
<tr>
<td>Social work</td>
<td>77</td>
<td>21.9</td>
</tr>
<tr>
<td>Sociology</td>
<td>46</td>
<td>13.1</td>
</tr>
<tr>
<td>Total</td>
<td>352</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The share of each area represents the share of the number of students per each department/degree. Smallest courses are those of political sciences and sociology as it turns out to be also in the sample.

Table 2. How often did you use the library before you coming to faculty?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>8</td>
<td>2.3</td>
</tr>
<tr>
<td>twice weekly</td>
<td>51</td>
<td>14.5</td>
</tr>
<tr>
<td>weekly</td>
<td>97</td>
<td>27.6</td>
</tr>
<tr>
<td>twice monthly</td>
<td>152</td>
<td>43.2</td>
</tr>
<tr>
<td>Never</td>
<td>40</td>
<td>11.4</td>
</tr>
</tbody>
</table>

Table 2 shows the frequency with which the respondents used library services in the past, before entering faculty. More than half used it only twice a month (43.2%) or never (11.4%). Reasons for library use in high school have been related to reading notes, borrowing books and gather information Table 3).

Table 3. Reasons for library use in the past.

<table>
<thead>
<tr>
<th></th>
<th>strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>strongly agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>to spend free time</td>
<td>32.5</td>
<td>14.9</td>
<td>13.6</td>
<td>30.8</td>
<td>8.1</td>
<td>100.0</td>
</tr>
<tr>
<td>to read notes</td>
<td>5.0</td>
<td>7.9</td>
<td>9.4</td>
<td>37.1</td>
<td>40.6</td>
<td>100.0</td>
</tr>
<tr>
<td>to borrow books</td>
<td>7.1</td>
<td>3.5</td>
<td>5.1</td>
<td>28.9</td>
<td>55.5</td>
<td>100.0</td>
</tr>
<tr>
<td>to carry out class assignments</td>
<td>14.8</td>
<td>11.3</td>
<td>12.9</td>
<td>32.2</td>
<td>28.9</td>
<td>100.0</td>
</tr>
<tr>
<td>to gather information</td>
<td>8.9</td>
<td>5.8</td>
<td>5.1</td>
<td>29.4</td>
<td>50.8</td>
<td>100.0</td>
</tr>
</tbody>
</table>
It turns out that the service received from school library during high school years has been appreciated by the respondents. 56% of them rate it either very good or excellent and some 40% say that it was good leaving only a minority of 5% to poor or very poor service as shown in Table 4 below.

**Table 4. In general, how satisfied you are with the way in which you were treated in the high school library**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>excellent</td>
<td>53</td>
<td>15.1</td>
</tr>
<tr>
<td>very good</td>
<td>144</td>
<td>40.9</td>
</tr>
<tr>
<td>good</td>
<td>137</td>
<td>38.9</td>
</tr>
<tr>
<td>poor</td>
<td>9</td>
<td>2.6</td>
</tr>
<tr>
<td>very poor</td>
<td>7</td>
<td>2.0</td>
</tr>
<tr>
<td>Total</td>
<td>350</td>
<td>99.4</td>
</tr>
<tr>
<td>Missing</td>
<td>9</td>
<td>.6</td>
</tr>
<tr>
<td>Total</td>
<td>352</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 5 presents the frequency at which library services are now used by the respondents. If these data are compared to the ones presented in Table two, one can spot that not much has changed in terms of frequency of service use (see Picture 1).
Table 5. How often do you use the library now in faculty?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>daily</td>
<td>7</td>
</tr>
<tr>
<td>twice weekly</td>
<td>51</td>
</tr>
<tr>
<td>weekly</td>
<td>86</td>
</tr>
<tr>
<td>twice monthly</td>
<td>149</td>
</tr>
<tr>
<td>never</td>
<td>59</td>
</tr>
<tr>
<td>Total</td>
<td>352</td>
</tr>
</tbody>
</table>

Table 6 shows students grading for library faculty services. Still, the vast majority are satisfied with library service. Nonetheless, when compared to the high school library grading the situation results to be slightly different as shown in picture 2. Students have a higher estimation for high school college services. The reasons need further exploration, but one might be the growing expectations at faculty level as compared to high school.
Table 6. How would you rate the overall quality of the service provided by the library of faculty?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>excellent</td>
<td>41</td>
<td>11.6</td>
</tr>
<tr>
<td>very good</td>
<td>86</td>
<td>24.4</td>
</tr>
<tr>
<td>good</td>
<td>150</td>
<td>42.6</td>
</tr>
<tr>
<td>poor</td>
<td>38</td>
<td>10.8</td>
</tr>
<tr>
<td>very poor</td>
<td>16</td>
<td>4.5</td>
</tr>
<tr>
<td>Total</td>
<td>331</td>
<td>94.0</td>
</tr>
<tr>
<td>Missing</td>
<td>9</td>
<td>6.0</td>
</tr>
<tr>
<td>Total</td>
<td>352</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Picture 2. Grading of library services compared. Faculty vs. High school.

Some of the reasons for library use persist in years. Students still continue to use the library for borrowing books and gather information. However, as compared to high school years,
now at faculty students use library services primarily to carry out class assignment (at 53.1 % approximately twice as much as they did in high school years shown in Table 3).

Table 7. Reasons for library use in faculty.

<table>
<thead>
<tr>
<th>Reason</th>
<th>strongly disagree 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>strongly agree 5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>to spend free time</td>
<td>56.3</td>
<td>24.6</td>
<td>8.9</td>
<td>8.5</td>
<td>1.7</td>
<td>100.0</td>
</tr>
<tr>
<td>to read notes</td>
<td>16.1</td>
<td>13.7</td>
<td>13.0</td>
<td>37.5</td>
<td>19.7</td>
<td>100.0</td>
</tr>
<tr>
<td>to borrow books</td>
<td>9.9</td>
<td>3.6</td>
<td>5.0</td>
<td>32.3</td>
<td>49.2</td>
<td>100.0</td>
</tr>
<tr>
<td>to carry out class assignments</td>
<td>13.2</td>
<td>5.0</td>
<td>5.3</td>
<td>23.3</td>
<td>53.1</td>
<td>100.0</td>
</tr>
<tr>
<td>to gather information</td>
<td>8.1</td>
<td>2.6</td>
<td>4.5</td>
<td>20.8</td>
<td>64.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 8 presents students attitudes towards the statements shown them regarding library services.

- It results that the majority is satisfied with the service (35.5 strongly agree and 33.1 agree).
- More than half strongly agree that the library is crucial for their academic advancement.
- They are relatively sure about the potential of the library to help them distinguish between trustworthy and untrustworthy information.
- Their view is more skeptical about library helping them with skills they need in their studies
- They appreciate the role of library employee in orienting them towards relevant information. Vast majority agree or strongly agree with the statement.
- Students feel less comfortable with the statement regarding printed materials they need for their work. This is even more the case for electronic materials. Main reason is the libraries limited access, however more needs to explore on that.
Table 8. Statements about library services and students attitudes.

<table>
<thead>
<tr>
<th>Statement</th>
<th>strongly disagree 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>strongly agree 5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>In general, I am satisfied with the high school library supported my learning and creative needs</td>
<td>10.0</td>
<td>10.6</td>
<td>10.9</td>
<td>33.1</td>
<td>35.5</td>
<td>100.0</td>
</tr>
<tr>
<td>The library aids my advancement in my academic discipline</td>
<td>4.4</td>
<td>2.6</td>
<td>7.6</td>
<td>30.6</td>
<td>54.7</td>
<td>100.0</td>
</tr>
<tr>
<td>The library helps me distinguish between trustworthy and untrustworthy information</td>
<td>10.1</td>
<td>8.0</td>
<td>19.3</td>
<td>26.8</td>
<td>35.7</td>
<td>100.0</td>
</tr>
<tr>
<td>The library provides me with the information skills I need in my study</td>
<td>6.2</td>
<td>7.1</td>
<td>17.4</td>
<td>40.3</td>
<td>29.1</td>
<td>100.0</td>
</tr>
<tr>
<td>When it comes to a giving users individual attention</td>
<td>9.5</td>
<td>9.8</td>
<td>27.1</td>
<td>35.1</td>
<td>18.6</td>
<td>100.0</td>
</tr>
<tr>
<td>When it comes to library employees enabling me to locate information</td>
<td>5.1</td>
<td>5.7</td>
<td>10.2</td>
<td>42.5</td>
<td>36.4</td>
<td>100.0</td>
</tr>
<tr>
<td>When it comes to employees who are consistently courteous</td>
<td>9.4</td>
<td>8.5</td>
<td>19.1</td>
<td>31.9</td>
<td>31.0</td>
<td>100.0</td>
</tr>
<tr>
<td>When it comes to the printed library materials I need for my work</td>
<td>16.1</td>
<td>13.7</td>
<td>24.9</td>
<td>28.9</td>
<td>16.4</td>
<td>100.0</td>
</tr>
<tr>
<td>When it comes to quiet space for individual activities</td>
<td>9.8</td>
<td>9.5</td>
<td>14.9</td>
<td>32.7</td>
<td>33.0</td>
<td>100.0</td>
</tr>
<tr>
<td>When it comes too readiness to respond to users’ questions</td>
<td>8.8</td>
<td>12.2</td>
<td>23.2</td>
<td>34.1</td>
<td>21.6</td>
<td>100.0</td>
</tr>
<tr>
<td>When it comes to the electronic information resources I need.</td>
<td>16.6</td>
<td>12.0</td>
<td>27.4</td>
<td>27.4</td>
<td>16.6</td>
<td>100.0</td>
</tr>
<tr>
<td>When it comes to community space for group learning and group study.</td>
<td>17.0</td>
<td>14.9</td>
<td>19.7</td>
<td>27.8</td>
<td>20.6</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Picture 3 shows that library premises remain a main source of information. Most students use it often or always.

![Pie Chart: How often do you use resources on library premises?](image)

However, when you compare finding presented in picture 3 with those of picture 4 the difference is notable. Google or other non-library gateways to secure information seem handier to students. The vast majority used them often or always.
As it can be seen from picture 5 no clear trend can be defined in terms of the role professors’ play in orienting students towards libraries. It seems that in this respect the experiences vary widely.
5.2 INTERPRETATION OF DATA

This section examines the relation between students’ library experiences and their expectations about this service. Cross tabulations are used as a way of analyzing and comparing the results for expectations with the results of past and present experiences.

In general, how satisfied you are with the way in which you were treated in the high school library?

* How often did you use the library before coming to faculty?
The data show that those that used the library on daily basis were satisfied with the service as they either said that they thought that the service was ‘excellent’ or ‘very good’. Those that rated the service as ‘poor’ and ‘very poor’ used the service rarely (twice a month) or did not use it all. This distribution suggests for a relation between the quality of the service and the uptake levels of the service.
How often do you use the library now in faculty? * How often did you use the library before coming to faculty?

**Cross tabulation**

<table>
<thead>
<tr>
<th>Crosstab</th>
<th>How often did you use the library before coming to faculty?</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Daily</td>
<td>twice weekly</td>
</tr>
<tr>
<td>How often do you use the library now in faculty?</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>.6%</td>
<td>1.1%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>twice weekly</td>
<td>.6%</td>
<td>3.4%</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Weekly</td>
<td>.3%</td>
<td>3.4%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>twice monthly</td>
<td>.6%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>.3%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>2.3%</td>
<td>14.6%</td>
</tr>
</tbody>
</table>

Those they use/visit the library daily now in faculty are those that used the library daily or twice a week also in the past, when at high school. The table shows that out of the 2% that use the library currently on daily bases, 1.7% did use the service on regular bases also in the past. What strikes is that among those that have currently ‘abandoned’ the service there is a considerable part that used to go to library when at high school. Out of about 17% that declare to not use the service at all now at faculty more than half 8.9% did use it before, in high school, either twice a month (6%) or weekly (2.9%).

Those that used it daily rated the past service of the library from ‘good’ to ‘excellent’. However, even those that declared that never used the library in the past have similar rating for the service. The reasons need further exploration, if there is no relation between the quality of the service and the service uptake, or it is that the opinion about the service even for those that don’t use it is shaped from the information of those that use the service.
How would you rate the overall quality of the service provided by the library of faculty?

In general, how satisfied you are with the way in which you were treated in the high school library?

### Cross tabulation

<table>
<thead>
<tr>
<th>How would you rate the overall quality of the service provided by the library of faculty?</th>
<th>In general, how satisfied you are with the way in which you were treated in the high school library</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>excellent</td>
<td>very good</td>
</tr>
<tr>
<td>excellent</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>very good</td>
<td>8</td>
<td>45</td>
</tr>
<tr>
<td>good</td>
<td>23</td>
<td>52</td>
</tr>
<tr>
<td>poor</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>very poor</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>136</td>
</tr>
</tbody>
</table>

Regardless of the previous experiences and level of satisfaction from the service delivered in the past the overall quality of the service used currently in faculty is rated positively from good to excellent. Nonetheless, the 3% of a total of 14.6% that rated past experience as excellent, give “poor” or “very poor” to the current service at college. This huge shift needs to be explored in terms of what might have changed in the service or/and expectations of the students for this kind of service. More than half of those that strongly disagree used the library only twice a month (5.3%). While among those that strongly agree dominate those that used it weekly or twice a month giving food for thought that probably the frequency at which the service is used is also an indicator to the degree needs are being met for the service offered.
Again, those that strongly agree, are those that gave to the overall service at high school “good” to “excellent”, 33% out of the total of 35.4%.

**Cross tabulation**

<table>
<thead>
<tr>
<th>The library aids strongly disagree</th>
<th>In general, how satisfied you are with the way in which you were treated in the high school library</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly disagree my advancement in my academic discipline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>1.2%</td>
<td>1.2%</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>.9%</td>
<td>.0%</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>1.2%</td>
<td>2.1%</td>
</tr>
<tr>
<td>4</td>
<td>17</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>5.0%</td>
<td>13.3%</td>
</tr>
<tr>
<td>strongly agree</td>
<td>24</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>7.1%</td>
<td>24.9%</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>140</td>
</tr>
<tr>
<td></td>
<td>15.4%</td>
<td>41.4%</td>
</tr>
</tbody>
</table>

The majority of those who strongly agree have been satisfied also with the overall quality of service back in high school. Out of the 54.4% who strongly agree 20% rated the service of faculty library as good, about 25% as very good and 7% as excellent.

Even those that rate the high school service as “poor” (2.7%) or “very poor” (1.8%) in majority agree or strongly agree the library is important among other things for helping distinguish between trustworthy and untrustworthy information.
40.5% agree (chose alternative 4) that the library provides students with information and skills they need to study in better way. They are students with “good” (14.5%), “very good” (19.2%) and “excellent” (6.2%) past experiences with high school library service. Most of those with “poor” (2.8%) and “very poor” (1.8%) past experiences are neutral (they choose alternative 3) about the role library services can play in offering individual assistance. Almost half of those (1.2 out of 2.8%) that had “poor” past service disagree that library can play important role in offering printed materials needed for their studies. However, even those that had “excellent” or “very good” past records are not very enthusiastic in strongly agreeing with the statement.
Cross tabulation

<table>
<thead>
<tr>
<th>When it comes to quiet space for individual activities</th>
<th>strongly disagree</th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>excellent</td>
<td>very good</td>
<td>good</td>
<td>poor</td>
<td>very poor</td>
</tr>
<tr>
<td>1</td>
<td>7</td>
<td>12</td>
<td>11</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>2.1%</td>
<td>3.6%</td>
<td>3.3%</td>
<td>.3%</td>
<td>.6%</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>6</td>
<td>18</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1.5%</td>
<td>1.8%</td>
<td>5.4%</td>
<td>.6%</td>
<td>.3%</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td>20</td>
<td>21</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2.4%</td>
<td>6.0%</td>
<td>6.3%</td>
<td>.3%</td>
<td>.0%</td>
</tr>
<tr>
<td>4</td>
<td>11</td>
<td>51</td>
<td>42</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3.3%</td>
<td>15.3%</td>
<td>12.6%</td>
<td>.9%</td>
<td>.9%</td>
</tr>
<tr>
<td>strongly agree</td>
<td>20</td>
<td>47</td>
<td>40</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>6.0%</td>
<td>14.1%</td>
<td>12.0%</td>
<td>.6%</td>
<td>.0%</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
<td>136</td>
<td>132</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>15.3%</td>
<td>40.7%</td>
<td>39.5%</td>
<td>2.7%</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

The majority of those with “good” to “excellent” experiences with libraries think that it is also a quite place for individual activities. A considerable share of those with “good” and “very good” experiences would “disagree” or “strongly disagree” that there is readiness in libraries to address users’ questions.
Regardless of how good the overall past experience, the libraries continue to perform poorly in terms of electronic sources. For instance, 1/3 of those with “excellent” past experience (about 5.8% in a total of 15.8%) are neutral about the role libraries can play in this respect.
Cross tabulation

<table>
<thead>
<tr>
<th>When it comes to community space for group learning and group study</th>
<th>In general, how satisfied you are with the way in which you were treated in the high school library</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly disagree</td>
<td>excellent</td>
<td>very good</td>
</tr>
<tr>
<td>9</td>
<td>18</td>
<td>26</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>1.2%</td>
<td>7.5%</td>
<td>5.1%</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>3.6%</td>
<td>7.2%</td>
<td>7.5%</td>
</tr>
<tr>
<td>4</td>
<td>15</td>
<td>43</td>
</tr>
<tr>
<td>4.5%</td>
<td>12.9%</td>
<td>9.9%</td>
</tr>
<tr>
<td>strongly agree</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>3.6%</td>
<td>7.2%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>134</td>
</tr>
<tr>
<td>15.6%</td>
<td>40.2%</td>
<td>39.6%</td>
</tr>
</tbody>
</table>

Libraries are rarely considered places for group learning or group work. Even those with good or very good ratings for their past experiences in majority disagree strongly with the statement. Out of a total of 17% that disagree, 7.8% had good and 5.4% very good past experiences.
Chapter 6

DISCUSSION

Discussion focuses on how these findings are important for academic librarians conceptualizing instructional programs. Understanding the relation between users’ experience and expectations is of practical importance in terms of effective service management. The overall findings of this study suggest that the research hypothesis was supported. Previous experience, even if it is related, or not, with frequently attendances of the library in the past or with the services quality’s satisfaction, is a factor related to students’ expectations toward the library of faculty. The majority of the participants, out of the (54.4 %) who have been satisfied with the overall quality of service back in high school, (20 %) rated the services of library faculty as ‘good’, about (25 %) as ‘very good’ and (7 %) as “excellent”. Learning how to use the library empowers students and facilitates the academic process through which they become familiar with the literature in their field and are enabled to develop into competent library users, who can easily identify the information they need, locate sources and evaluate them according to their relevance to the subject in question. The findings reflected a positive attitude of the undergraduates toward the important role the library can play in helping them distinguish between trustworthy and untrustworthy information, even among those that rated the past library services as ‘poor” (2.7 %), or “very poor” (1.8 %).

It might be argued that these findings are not consistent with the recently findings of Adebonojo et al. (2010). From their data collected has been emerged that students who are not trained in high school to use the library collections tend to avoid the library resources. Also, regardless the information skills needed, out of the (40.5 %) of students with “good”
BINAJ Rezart: Experiences and Expectations of Undergraduates in Using Library Resources: The case of Social Sciences students at University of Tirana: A census survey: Master thesis. Faculty of Arts, Department of Library and Information Science and Book Studies, University of Ljubljana, Slovenia

(14.5 %), “very good” (19.2 %) and ‘excellent” (6.2 %) past experiences high school library service, strongly felt positively motivated by the library of faculty.

These findings are in the line with the findings of Asemi, Kazempour and Rizi (2010) who pointed out the considerable ability of participants in information control despite there was a service gap in the libraries’ ability to make an adequate place for group activities.

Regarding the issue “Is there a relationship between library’s attendance and positive attitude toward it?” the findings indicated that, those who have attended the library more frequently in the past, agree on the positive role it plays. This distribution suggests for a relation between the quality of the service and the uptake levels of the service. Those they are familiarized with the library now in faculty, are those that used the library daily, or twice a week also in the past, when at high school. However, even those that declared that never used the library in the past, have similar rating for the service. Here the reasons need further exploration. Although, there were among those that were satisfied with the high school library supported their learning needs that used it weekly. The frequency related to the service, is also an indicator to the degree needs are being met for the service offered.

This finding largely supports Whitmire (2001) who concluded that high school library use remained a predictor of undergraduate academic library use. She emphasized the importance of assisting undergraduates to develop their library skills during secondary school. The results reaffirmed the influence of high school library use on the undergraduates’ use of library faculty during the years of the study being in the same line with conclusion of Burhanna and Jensen (2006) regarding early high school collaboration toward a successful college student transition.

The third issue dealt with “Do the students see the college library like a premise as a community place for group learning and group study?”. Based on the findings, it can be concluded that library is rarely considered place for group learning and group study. Even those with “good” or “very good” ratings for their past experiences, in majority disagree strongly with the statement. This study does not support the findings of other studies cited in the literature review that noted undergraduates’ use of the academic library primarily as a place to study. This fact might be explained because of their embarrassment during first year university experience. In this case, this might be argued specifically with regards to the recent longitudinal study on this topic conducted at Indiana University Purdue
University Indianapolis by Applegate (2009) there once again the study room was
certified as the most-preferred study space, popular with both individuals and groups.

“Are the students using the library of faculty for individual activities (reading books,
preparing research paper, etc)? The majority of respondents with “good” ton “excellent”
experiences with library observed that it is also a quiet place for individual activities. This
study also looked at some issues that affected the library use regardless the lack of
individual attention and readiness toward users; the poor performance in terms of printed
materials and electronic resources. About the role library services can play in offering
individual attention most of those with “poor” and “very poor” past experiences were
neutral. Once again the experience was reaffirmed as a determining factor.

Although, it was disturbing that a considerable share of those with “good” and “very
good” experiences ascertained a lack of readiness. The respondents were not very
enthusiastic with the printed materials (lectures) and neutral related to the performance in
terms of electronic resources. Despite this, the library is a rich resource centre that
students should not ignore. It is rich in material resources; books and other non book
materials such as journals/essays are acquired in the library which no student as an
individual can afford to obtain. Although, this could be attributed to the lack of library
orientation and this need might be claimed. There is also a need to establish an innovative
collaboration. The emphasize of the need for library orientation is in the same line with the
relevant finding of both Portmann and Roush (2004) who conducted a quantitative study
to ascertain the influence of a 1 h library orientation on community college students’
library usage and skills. The data analysis of that study showed a “statistically significant
increase in student library use after the orientations”. In addition, the underlying the
assumption regardless the importance of the past experience on library use, was also
reflected by Van Scoyoc (2003). His findings emphasized the need to control for previous
library experience and prior knowledge of the library. This discussion suggested that the
use of academic libraries is influenced most by a user’s familiarity with the library and its
resources; those who are more familiar with the library are more likely to use academic
libraries. If we as librarian want to increase the library usage, it is important find ways to
familiarize users with the library. This might involve ongoing instruction and
knowledgeable library staff. There is also the need for librarians to make sure that users
know how to use the variety of library’s resources.
Chapter 7

CONCLUSION

Based on the findings of the survey of published research, the researcher concludes the following:

Users’ experience has emerged as an important factor impacting on the way that they form expectations of the service. Related to the Affect of Service dimension the study indicated that that users were not pleased with their expectations about the quality of library services provided. The respondents were neutral about the role library services can play in offering individual attention. Furthermore they didn’t have good expectations that there would be readiness in the library of faculty to address users’ questions.

Therefore, the data related to this dimension indicates substantial room for improvement at the Social Sciences Library. The study showed also low expectations in the Library as Place dimension; students disagreed with the statement. In the Information Control dimension students were not very enthusiastic in their expectations that college library could play important role in offering printed materials needed and good performance in terms of electronic resources. Although the majority agreed the library could be important for helping distinguish between trustworthy and untrustworthy information. In the same way were rated their expectations related to the statement that the library provides students with information skills needed.

As a conclusion, the Faculty of the Social Sciences is committed to improving your library services. Better understanding your expectations will help the staff tailor those services to your needs. From expectations, libraries, particularly those serving academic communities,
need to reassess their roles to offer and redefine services in innovative ways to maintain the relevance. Libraries should better integrate their services into the work processes of students in such a way that they can be more successful. We have to understand that user needs and expectations are ever changing; library services should be distributed according to them. Libraries have to seek collaborations and partnerships with other information providers, is not simply desirable, it is inevitable at local, national and international levels. Then libraries will optimize user services and benefit both libraries and users. As Burhanna and Jensen (2006) concluded, it might be helpful especially an innovative high school collaboration serving as a model and fostering successful transition to university. In a world everything is rapidly changing, we have no choice, but to evolve achieving excellence.

7.1 LIMITATIONS

The validity of this study was restricted to the faculty under investigation; thus, it only involved one type of faculty and cannot be generalized to the entire Albanian college community across Albania. Another limitation was that the study involved only traditional first year students enrolled in the academic year 2011-2012. The study was not longitudinal and students' future expectations towards research and the library may change over time. However, using data extracted from multiple disciplines increased the internal validity of the research. Readdressing these limitations combined with a longitudinal approach could offer valuable insight into Albanian academic environment.

7.2 RECOMMENDATIONS

The following are recommended for better and efficient use of library resources by students. Orientation for freshmen should not be waived. This will familiarize students
with faculty. Students should be alerted to the differences between a high school environment and that of a college setting and be equipped with the knowledge and skills necessary to not only confront the accompanying challenges but also successfully overcome them.

It is necessary to see whether there are differences between the different respondents, because frequent users may have significantly different needs and expectations than the less frequent users. Lecturers should strive to suggest the library to the students and also cultivate the habit of providing reading list for them at the beginning of each semester. Adequate reading space should be created in the library where readers can have 24 hours access without using library collections and equipment. Facilities like comfortable chairs, tables and the provision of air conditioners in the reading areas should be provided to make the library conducive for studying.

Librarians should teach users how to learn to distinguish between materials found on the Internet using typical search engines, such as Yahoo, Google, etc., and materials which libraries have purchased from vendors, but which can be accessed through the Web. Instruction on how to critically evaluate both print and electronic resources would also help users appreciate the sources currently available for research, and increase user satisfaction with academic libraries.

In addition academic librarians must remain up to date with the needs of the academic environment, because during the intellectual development libraries have always played an important role in teaching, learning and research processes. Faculty and academic librarians must work together to create interesting instruction and assignments that teach students how to be effective researchers and critical thinkers.
Chapter 8

BIBLIOGRAPHY

8.1 REFERENCE LIST


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Chapter 9

APPENDIXES

9.1 APPENDIX A – RESEARCH PERMISSION AND PRELIMINARY INFORMATION

Dear student:

As a part of my Master’s degree work I am doing a research in order to complete the final requirement for the Master Thesis.

The topic is: Experiences and Expectations of Undergraduates in Using Library Resources: the Case of Social Sciences Students at Tirana University. The study will involve all the first-year students of the five disciplines full time studies: Psychology, Sociology, Philosophy, Social Work and Political Science. Your participation in this study will assist in the development of future courses on the use of the library. You have no obligation to complete this survey and can stop at any time without penalty to you. There is no penalty or loss of benefits if you choose not to participate. Should you choose to participate? Please complete the survey. There are 10 questions and it should take you approximately 10-15 minutes to complete. Some questions require you to rate something on a scale of 1-5.

I appreciate your support and participation. I am positive that the results of my research will be beneficial to the library of the faculty.

Sincerely,

Rezarta Binaj

Head of Library
9.2 APPENDIX B – QUESTIONNAIRE

1. **How often did you use the library before you coming to faculty?**
   
   a. daily
   b. twice a week
   c. weekly
   d. twice a month
   e. never

2. **Why did you use the library in high school? (1- the lowest 5- the highest)**
   
   a. to spend free time 1 2 3 4 5
   b. to read notes 1 2 3 4 5
   c. to borrow books 1 2 3 4 5
   d. to carry out class assignments 1 2 3 4 5
   e. to gather information 1 2 3 4 5

3. **In general, how satisfied you are with the way in which you were treated in the high school library?**
   
   a. excellent
   b. very good
   c. good
   d. poor
   e. very poor
4. **How often do you use the library now in faculty?**
   a. daily
   b. twice a week
   c. weekly
   d. twice a month
   e. never

5. **How would you rate the overall quality of the service provided by the library of faculty?**
   a. excellent
   b. very good
   c. good
   d. poor
   e. very poor

6. **Why do you use the library now in faculty? (1- the lowest 5- the highest)**
   a. to spend free time
   b. to read notes
   c. to borrow books
   d. to research a topic
   e. to gather information
7. Evaluate the statements below according to Likert Scale from 1 to 5 (the lowest to the highest). When it comes to...

<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a-</td>
<td>In general, I am satisfied with the high school library supported my learning and creative needs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b-</td>
<td>The library aids my advancement in my academic discipline</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c-</td>
<td>The library helps me distinguish between trustworthy and untrustworthy information</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d-</td>
<td>The library provides me with the information skills I need in my study</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e-</td>
<td>When it comes to.. giving users individual attention</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f-</td>
<td>When it comes to a library employees enabling me to locate information</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>g-</td>
<td>When it comes to employees who are consistently courteous</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>h-</td>
<td>When it comes to the printed library materials I need for my work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>i-</td>
<td>When it comes to quiet space for individual activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>j-</td>
<td>When it comes too readiness to respond to users’ questions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>k-</td>
<td>When it comes to.. the electronic information resources I need</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>l-</td>
<td>When it comes to community space for group learning and group study</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

8. How often do you use resources on library premises?

   a. always
   b. often
   c. sometimes
   d. seldom
   e. never
9. How often do you use Google or non-library gateways for information?
   a. always
   b. often
   c. sometimes
   d. seldom
   e. never

10. How often professors suggest you to use the library?
   a. always
   b. often
   c. sometimes
   d. seldom
   e. never

Please answer a question about your discipline:

   psychology
   philosophy
   social work
   political science
   sociology
9.3 APPENDIX - STATEMENT OF AUTHORSHIP

Statement of authorship

I hereby declare that the proposed master’s thesis is in its entirety my own author work and that the used sources and literature are referenced in accordance with international standards and valid legislation.

Rezarta Binaj

Ljubljana, 2012
9.4 APPENDIX - STATEMENT OF EQUALITY OF VERSIONS AND OF CONSENT TO PUBLICATION

Statement of the candidate

With my signature I Rezarta BINAJ declare that the content of the master’s thesis in printed and electronic form is identical and that it can be published on faculty’s website.

Date: November 2012

Candidate’s signature: