

**USER EVALUATION OF CHINESE STUDIES COLLECTION  
IN AN ACADEMIC LIBRARY**

**CHIA YIP PING**

**DISSERTATION SUBMITTED IN PARTIAL FULFILMENT  
OF THE REQUIREMENTS  
FOR THE DEGREE OF  
MASTER OF LIBRARY AND INFORMATION SCIENCE**

**FACULTY OF COMPUTER SCIENCE AND  
INFORMATION TECHNOLOGY  
UNIVERSITY OF MALAYA  
KUALA LUMPUR**

**JUNE 2008**

## ABSTRACT

A user assessment study was conducted to evaluate the level of satisfaction of users with the Chinese studies collection and library services and facilities at the University of Malaya Library. The respondents are library professionals, faculty members, undergraduate and postgraduate students of the Department of Chinese Studies, University of Malaya. A total of 138 responses were received with a response rate of 77.5%. The respondents are asked to rate the Chinese studies collection, services and facilities on a 5-point scale. Open-ended questions are provided to allow users to provide comments and suggestions for improvement.

The results show that the undergraduates of years 2 and 3 and the postgraduates are less satisfied with the collection and services compared with the undergraduates of year 1, faculty members and library professionals. A gap analysis was also carried out to compare the satisfaction level between the library professionals and the respondents of the Department of Chinese Studies. The results show that there is no significant gap between the performance evaluation by library professionals and library users' expectations in any particular areas.

With the results obtained, the University of Malaya Library may prepare an action plan to address the common areas of discontent and target for improvement. The Library may consider expanding the depth of collection with more up-to-date printed books and journals and to negotiate more budgets for subscription to electronic resources. The Library may also consider adopting the Evans' model for collection development of the Chinese studies collection.

## ACKNOWLEDGEMENT

I was diagnosed with breast cancer in the course of preparing this dissertation. I would not have completed this dissertation without the support, encouragement and practical help of many individuals.

I wish to express my heartfelt gratitude and appreciation to my supervisor Associate Professor Dr Nor Edzan binti Haji Che Nasir for her guidance, patience, unfailing support and encouragement for making it possible for me to complete this work.

Special thanks is also extended to Ms Kiran Kaur a/p Gurmit Singh who gave me invaluable guidance and support throughout the course of writing the dissertation proposal as part of my coursework in the Master of Library and Information Science (MLIS) programme; Professor Dr. Zainab Awang Ngah, who provided the initial ideas and directives to explore the research area for this dissertation; Associate Professor Dr Teo Lay Teen who granted permission for the survey to be conducted in the Department of Chinese Studies, and with her support and encouragement, the survey received a high percentage of responses; and East Asian Studies Librarian Ms Koh Ai Peng who has kindly consented to participate in the survey.

I would also like to thank many other individuals including my family members, UTAR Founding President/CEO Tan Sri Datuk Dr Ng Lay Swee, UTAR Chief Librarian Ms Leng Ten Mooi, my fellow colleagues at work and friends who have supported me throughout the process of completing this dissertation.

## TABLE OF CONTENTS

	<i>Page</i>
Abstract .....	ii
Acknowledgement .....	iii
Table of Content .....	iv
Appendices .....	vi
List of Figures .....	vii
List of Tables .....	vii

### CHAPTER 1: INTRODUCTION

1.1	Introduction .....	1
1.2	University of Malaya Library .....	1
1.3	Chinese Studies Collection at the University of Malaya .....	3
1.4	Statement of Problem .....	8
1.5	Research Aim and Objectives .....	9
1.6	Research Questions .....	10
1.7	Significance of Study .....	10
1.8	Structure of Dissertation .....	11
1.9	Summary .....	12

### CHAPTER 2: LITERATURE REVIEW

2.1	Introduction .....	13
2.2	User Evaluation of Library Resources .....	13
2.3	User Evaluation of Library Collections .....	17
2.4	Summary .....	27

**CHAPTER 3: METHODOLOGY**

3.1 Introduction ..... 28

3.2 The Questionnaire ..... 28

3.3 Pre-Testing the Questionnaire ..... 29

3.4 The Research Participants ..... 31

3.5 Data Collection..... 31

3.6 Data Analysis ..... 32

3.7 Summary ..... 32

**CHAPTER 4: FINDINGS**

4.1 Introduction ..... 33

4.2 Respondents ..... 33

4.3 General Information of the Respondents ..... 36

4.4 Chinese Studies Collection and Library Service and Facilities ..... 40

4.5 Views and Recommendations of Users ..... 49

4.6 Views of a Library Professional ..... 64

4.7 Summary ..... 68

**CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS**

5.1 Introduction ..... 70

5.2 Conclusions ..... 70

5.3 Limitations of the Study ..... 72

5.4 Direction of Future Studies ..... 74

5.5 Summary ..... 74

	<i>Page</i>
<b>REFERENCES AND BIBLIOGRAPHY .....</b>	<b>76</b>
<b>BIBLIOGRAPHY .....</b>	<b>80</b>
 <b>APPENDIX</b>	
1      Questionnaire - User Assessment of Chinese Studies Collection in an Academic Library .....	<b>82</b>

## LIST OF FIGURES

	<i>Page</i>
Figure 2.1 Evans' Model of Collection Development .....	24
Figure 4.1 Usage of Other Libraries .....	37
Figure 4.2 Inter-library Loan .....	39

## LIST OF TABLES

	<i>Page</i>
Table 4.1 Sample Usable as Respondents.....	33
Table 4.2 Respondent Groups .....	36
Table 4.3 University of Malaya Library Used Most Often .....	37
Table 4.4 Frequency of Use .....	38
Table 4.5 Inter-Library Loan .....	39
Table 4.6 Level of Satisfaction of Chinese Studies Collection .....	42
Table 4.7 Compare Level of Satisfaction of Chinese Studies Collection .....	43
Table 4.8 Gap Score of Chinese Studies Collection .....	45
Table 4.9 Level of Satisfaction with Library Service and Facilities .....	46
Table 4.10 Most Used Resources .....	48
Table 4.11 Most Used Library Service .....	48
Table 4.12 Journals Considered Important but Not Subscribed .....	50
Table 4.13 Areas of Specialisation .....	52
Table 4.14 Difficulties in Using Chinese Studies Collection .....	55
Table 4.15 Separate Chinese Studies Collection by Level ....	59
Table 4.16 Separate Chinese Studies Collection by Language .....	61
Table 4.17 Library Staff .....	62
Table 4.18 Comments and Suggestions .....	63

	Page
Table 4.19 Views of a Library Professional .....	66



## **CHAPTER 1: INTRODUCTION**

### **1.1 Introduction**

The purpose of this study is to evaluate the usage and user satisfaction of the Chinese studies collection in an academic library in Malaysia. The University of Malaya Library was selected for this study because it holds a Chinese studies collection which is relevant to this study. This chapter introduces the University of Malaya Library and discusses the research problem, research aim and objectives and also the research questions.

### **1.2 University of Malaya Library**

University of Malaya, Malaysia's oldest university was established in Singapore with the establishment of the King Edward VII College of Medicine in 1905. In 1949, University of Malaya was formed with the merger of King Edward VII College of Medicine and the Raffles College in Singapore. University of Malaya Kuala Lumpur was established in 1962 (University of Malaya, Discover UM, History of UM, 2006).

The University of Malaya Library consists of a Main Library, a network of branch and special libraries to meet the general needs of the campus and special needs of some faculties. To date, the University of Malaya Library has developed a substantial collection of monographs, periodicals, manuscripts, audiovisual materials and compact discs. The current collection consists of more than 1.2 million volumes of monographs, bound journals and manuscripts and journal subscriptions of over 3,600 titles. Electronic materials are substantively acquired by subscription to 39 indexes/abstracts and full-text databases either in CD-ROMs or online access (University of Malaya, University of Malaya Library, 2006)

Other than the subject collections, a few branch and special libraries hold some unique collections. For example, the Engineering Library holds a substantial collection of Malaysian and British standards. A special section on research methodology is available at the Postgraduate Studies Library. Each branch and special library also holds Malaysiana related materials to its area of subject or language specialization. For example, the University of Malaya [East Asian Studies Library](#) is also dedicated to obtaining Chinese Malaysiana, and the University of Malaya [Indian Studies Library](#), Tamil Malaysiana.

University of Malaya Library provides the following services and facilities to the library users:

- (i) The operation of University of Malaya Library is fully computerised. The PendetaWebPAC system allows the library users to search for information in University of Malaya Library's holdings from about 180 dedicated OPAC terminals available throughout the campus or personal computers via the Internet from the Library's homepage.
- (ii) The University of Malaya Library's catalogue consists of two databases, namely, UNIMAL the catalogue for manuscripts, monographs, periodicals, theses and audiovisual materials; and iMalaysiana, an index database for Malaysiana conference papers, journal articles and legislations.
- (iii) There are campus wide CD-ROM network facilities to allow access to index and abstract databases.
- (iv) There are PCs for Internet functions and word processing available in the branch libraries for the students' use.

- (v) The Main Library has two computer labs, namely, Lab A with 65 personal computers for Information Skills instruction which is a compulsory course for all first-year undergraduates; and Lab B with 30 personal computers for students' use in word processing and Internet functions.
- (vi) The Library also provides orientation tours and user education classes for postgraduate students.
- (vii) There is also subject-based information resource use classes provided for external clients on request.
- (viii) University of Malaya Library has also contributed extensively in the training of library professionals by providing practical and in-service training for staff from local libraries, students from library schools and visiting overseas librarians sponsored by the Malaysian government.
- (ix) All libraries maintain reference desks where users may obtain assistance for their library needs.
- (x) Loans for eligible members are transacted through the DRA circulation module either by each library's counter staff or via self-charging machines where available. The Library also participates actively in interlibrary loan services with local and overseas libraries.

### **1.3 Chinese Studies Collection at the University of Malaya**

This study aims to focus on the Chinese studies collection utilised by the academic staff and students of Department of Chinese Studies and researchers of the Institute of China Study in the University of Malaya. As stated by Mohd Zain Abd. Rahman (2005), the building of an academic library must be seen within the context of a particular academic community. Therefore, the focus of a department that utilises the Chinese studies collection is very important in this study. A study of the Chinese studies collection will

help to evaluate the effectiveness of the Chinese studies collection which is available to support learning, teaching and research in Chinese studies.

### **1.3.1 Department of Chinese Studies, University of Malaya**

The Department of Chinese Studies at the Faculty of Arts and Social Sciences, University of Malaya was established in 1963 with the objective of introducing students to the various aspects of the Chinese community particularly its language, culture, writing, literature and the history of China (University of Malaya, Department of Chinese Studies, 2006). The Department of Chinese Studies aspires to produce excellent graduates to serve government departments and organizations as well as the private sector. This is in line with the national culture and is a contribution to the society. The Department of Chinese Studies offers both bachelor's and postgraduate degree programmes in Chinese Studies.

The Bachelor of Arts (Hons) Tionghua Studies offers an expansive view into Chinese Studies by emphasising two main areas, the language and literature as well as the socio-cultural. The bachelor's programme allows the students to study Modern Chinese Grammar, Introduction to Classical Chinese Studies, Classical Chinese Literature, Modern Chinese Literature, Chinese Society Studies, Tionghua Culture and Society in South East Asia, Chinese Linguistics, Tang Dynasty, Reign of the 5 Dynasties and Song Dynasty, as well as Islam in China.

The Master of Arts and PhD in Chinese Studies programmes provide opportunity for students to carry out focused research in their area of specialisation, which is of immediate relevance to local interest. In addition, they are given opportunities in the international arena through the media, seminars, conferences and keynote addresses,

and also through research attachments and collaborative exchange arrangements with international recognised research centres.

### **1.3.2 Institute of China Studies, University of Malaya**

The Institute of China Studies was established in 2003 by the University of Malaya (University of Malaya, Institute of China Studies, 2006). The Institute is the first research institute in Malaysia which focuses on China. The aim of the Institute is to provide a resource centre and serve as a policy adviser to the Malaysian government as well as corporate sectors on issues related to business, politics and economy, and strategic or bilateral relations between China and Malaysia.

The main activity of the Institute of China Studies is research involving mainland China, Taiwan, Hong Kong and Macau. The Institute also encourages the study of economic, political, social and cultural development involving ethnic Chinese communities with a specific emphasis on Southeast Asia and Malaysia. The Institute being a non-teaching institution is primarily responsible for promoting postgraduate research with the specific objective of grooming a new breed of Malaysian scholars with expertise in the area of 'China studies'.

### **1.3.3 Chinese Studies Collection at the East Asian Studies Library**

The current users of the Chinese studies collection in the East Asian Studies Library and the University of Malaya Main Library comprise of:

- i undergraduates, postgraduates and academics from the Department of Chinese Studies in the Faculty of Arts and Social Sciences; and
- ii researchers and academics from the Institute of China Studies

The University of Malaya Main Library holds Chinese studies collection items written in the English language whereas the Chinese studies items written in the Chinese language are housed in the East Asian Studies Library. The East Asian Studies Library started the Chinese studies collection with 8,000 volumes. In 1982, in line with the government's "Look East" policy, the scope of the collection was extended to include materials in the Japanese and Korean languages. Items in Chinese, Japanese and Korean script are transliterated according to the Pinyin system, the Hepburn system and the Korean pronunciation system. The East Asian Studies Library currently has a collection of about 70,000 volumes, comprising of items in the Chinese, Japanese and Korean languages. The collection focuses mainly on books on classical and modern Chinese literature, Chinese language and linguistics, history and philosophy. The East Asian Studies Library has a special collection on Malaysian materials. Publication about Malaysia, written by Malaysians and published in Malaysia with academic value is collected. Users can access the items with special permission. Besides that, local Chinese newspaper Sin Chew Daily and Nanyang Siang Pau are kept for a year in order to fulfill the reference need (University of Malaya, East Asian Studies Library 2006).

In addition to books, the East Asian Studies Library subscribes to the following print journals published in Chinese language:

- i. 皇冠 = *Crown*
- ii. 思与言 = *Thought and Word*
- iii. 联合文学 = *UNITAS*
- iv. 历史月刊 = *Historical Monthly*
- v. 传记文学 = *The Biographical Literature*
- vi. 中外杂志 = *Zhong wai za zhi*
- vii. 书目季刊 = *Bibliography Quarterly*.
- viii. 逢甲人文社会学报 = *Feng Chia Journal of Humanities and Social Sciences*
- ix. 图书馆学与资讯科学 = *Journal of Library and Information Science*

- x. *中国图书馆学会会报 = Bulletin of the Library Association of China*
- xi. *中国历史学会史学集刊 = Zhong guo li shi xue hui shi xue ji kan*
- xii. *辅仁国文学报 = Bulletin of the Department of Chinese Literature Fu Jen Catholic University*
- xiii. *东吴经济商学学报 = Soochow Journal of Economics And Business*
- xiv. *东吴历史学报 = Soochow Journal of History*
- xv. *东吴中文学报 = Soochow Journal of Chinese Studies*
- xvi. *东吴外语学报 = Soochow Journal of Foreign Languages and Cultures*
- xvii. *中国翻译 = Chinese Translators Journal*
- xviii. *孔子研究 = Confucius Studies*
- xix. *明报月刊 = Ming Pao Monthly*
- xx. *天下杂志 = CommonWealth*
- xxi. *暨南学报 = Jinan Xuebao*
- xxii. *暨南大学学报 = Jinan Daxue Xuebao*
- xxiii. *经济前沿 = Forward Position in Economics*
- xxiv. *台湾光华杂志 = Taiwan Panorama*
- xxv. *故宫文物月刊 = The National Palace Museum Monthly of Chinese Art*
- xxvi. *中国文哲研究通讯 = Newsletter of the Institute of Chinese Literature and Philosophy*
- xxvii. *中国文哲研究集刊 = Bulletin of the Institute of Chinese Literature and Philosophy*
- xxviii. *教育资料与图书馆学 = Journal of Educational Media & Library Sciences*
- xxix. *新史学 = New History*
- xxx. *亚洲研究 = Asian Studies*
- xxxi. *中原学报 = Chung Yuan Journal*
- xxxii. *蕉风月刊 = Chao Foon Monthly*
- xxxiii. *燧火文学季刊 = Jue huo wen xue ji kan*
- xxxiv. *圆切线 = Tangent*
- xxxv. *南方文化 = Nampo-bunka*
- xxxvi. *高丽亚那 = Koreana*

#### **1.4 Statement of Problem**

This research specifically focuses on the Chinese studies collection. While there are studies reporting on the different aspects of collection development, there is not much research about collection development for special collections such as the Chinese studies collection and Malay studies collection in Malaysia. Most studies focus on collection development characteristics such as collection development policy (Sanchez, et. al, 2005), and collection development as performance measurement (Shibanda, 1994).

Also very little is known about the users' expectations of the Chinese studies collection and the criteria for evaluating the Chinese studies collection in Malaysia, except for a study by Pong (2007) to identify the users' needs and information seeking pattern at the Centre for Malaysian Chinese Studies (CMCS) Library. The study recommended that electronic resources such as on-line search system OPAC and internet access to be provided to the users in order to increase the quality and quantity of Chinese studies collection in the CMCS Library.

Generally, there seems to be a visible gap on the users' views about the library collection and the actual collection available in the library. The gap between users' expectation of the library collection and library professionals' perception of actual collection available in the library needs to be verified. The traditional method of measurement of the number of books, serials and titles purchased and placed on the shelves is no longer valid. There are other factors that contributed positively to the users' views about the effectiveness of a library collection. These factors include library promotion, users' involvement in selection of materials, user education programmes and availability of assistance to the users in the use of facilities and services of the library



which help to shape the users' perception of the effectiveness of a library collection valid (Shaheen, Mumtaz and Tamara, 2001).

This study attempts to find out how users view the Chinese studies collection, facilities and services provided in an academic library, compared to the library professionals' perception of the actual collection. This study has also identified problems faced by the users in searching for information. Users' perception and feedback can provide an opportunity for interaction between users and the library (Shaheen, Mumtaz and Tamara, 2001). Valuable data can be collected from the interaction to continuously improve the quality and quantity of collection that will effectively meet the expectation and needs of the users.

### **1.5 Research Aim and Objectives**

This study aims to identify the usage pattern of Chinese studies collection and services provided in the University of Malaya Library. It also aims to evaluate the satisfaction level of the respondents with the Chinese studies collection, services and facilities provided. As highlighted by Ye (2004), any library collection, ultimately, is to serve the needs of the library users. Hence, the collection development model has to be in accordance with the academic activities of the university, its faculty and students. Some of the academic activities include undergraduate and postgraduate courses offered for Chinese studies, research interests of the faculty and students, grants received and discussions for future development. All this information is vital in the collection development model that helps a university to build up relevant materials that are able to meet the present and future needs of the users.

Following from that, the objectives are to:

- (a) Identify the usage pattern of Chinese studies collection, services and facilities found in an academic library; and
- (b) Identify the satisfaction level of the users with the Chinese studies collection, services and facilities provided in an academic library

## **1.6 Research Questions**

This study is guided by the following research questions:

- (1) What is the usage pattern of Chinese studies collection in an academic library?
- (2) To what extent the Chinese studies collection is adequate and current in meeting the needs of the users?
- (3) How satisfied are the users with the Chinese studies collection and the library service and facilities provided?

Research question 1 is a use-centred assessment to measure the use of Chinese studies collection in the University of Malaya Library and how well the collections meet the users needs (Dobson, et al, 1996, Carrigan, 1996). Research questions 2 and 3 are a user-centred and more comprehensive library assessment (Agee, 2005) to measure how satisfied the users are with the full range of library resources, services and facilities provided in the University of Malaya Library (Shaheen, 2001).

## **1.7 Significance of Study**

This research aims to look into the Chinese studies collection in a university library to:

- (a) Provide adequate reference service to support the academic needs of the university students and faculty in the area of Chinese studies at undergraduate and postgraduate levels. There are currently very few studies on user perceptions of the Chinese studies collection.

- (b) Encourage intensive research at undergraduate and postgraduate levels to propel a university to be a resource centre and research institute of excellence in Malaysia for Chinese studies collection. This study will gain a better understanding on how users make use of the Chinese studies collection as a learning resource.
- (c) Support library policies to achieve the maximum use of library resources in an academic library. This study may be of interest to other academic libraries which offer similar services.
- (d) The findings of this study will be useful for the University of Malaya Library to review their library resources, services and facilities to synchronise and effectively meet the needs of the users.
- (e) This study may also contribute to the existing body of knowledge on user assessment of special library collection particularly Chinese studies collection in Malaysia.

## **1.8 Structure of Dissertation**

This study is divided into five chapters. Chapter 1 introduces the University of Malaya Library and discusses the research problem, research aim and objectives and also the research question. In Chapter 2, the related literature on the definition of collection development is discussed. In this chapter, findings and discussion of some past studies on the various collection models are also reviewed. Chapter 3 presents the methodology used in this study. Data collection and questionnaire designed for the study are

described in this chapter. Chapter 4 reports on the results and key findings from the survey conducted. The usage pattern of Chinese studies collection and the satisfaction level of the users with the collection and library services and facilities are analysed. Chapter 5 provides a summary of the major findings on the extent the survey questions were answered. The proposed use of Evans' model (Evans and Saponaro 2005) for the study provides opportunity for comparison of results with the findings by Andrade (1996). This chapter offers suggestions for possible areas of future research.

### **1.9 Summary**

This chapter has introduced the background to this study as well as relevant literature associated gap which prompts the research questions for this study. Despite some limitations to the research, the study assists the understanding of usage and user satisfaction of the Chinese studies collection in an academic library.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter reviews the literature on user evaluation of library resources and collection. This chapter comprises of 3 sections. The next section reviews literature which investigated the instruments and factors used to measure user satisfaction of library resources provided including collection, services and facilities. The third section looks at literature based on the collection development models and application within the context of special collection such as Chinese studies collection.

The various collection development models were reviewed because of their links that meets the users' expectation. The distinct element of user expectation and needs for collection development (Sanchez, 2005) is in line with this study that attempts to find out how users evaluate the Chinese studies collection in the University of Malaya Library. Furthermore, very little is known about the users' expectation of the Chinese studies collection and their criteria of evaluating the Chinese studies collection. In short, there seems to be an information gap on the users' perception about the library collections and the perceived actual collection available in the library. As asked by Shibanda (1994), the core question is whether the collection is user-oriented and therefore meets the needs and expressed demands and expectations of the users.

### **2.2 User Evaluation of Library Resources**

User evaluation of library resources is the main purpose of this study. The user evaluation in this study includes collection, facilities and services which are discussed in this chapter.

Shaheen (2001) carried out a research in five major agricultural libraries in Malaysia to investigate factors that contribute positively to the users' perception of the library's effectiveness. The agricultural institution libraries involved in this study are the Malaysian Agricultural Research and Development Institute (MARDI); Palm Oil Research Institute of Malaysia (PORIM); Rubber Research Institute of Malaysia (RRIM); Forest Research Institute of Malaysia (FRIM) and the University of Putra Malaysia (UPM). He found that there is a positive relationship between adequacy of library collections, services and facilities and users' perception of library effectiveness. He once again emphasizes on the importance of the library meeting the users' expectations and that any library effectiveness studies have to be associated with user satisfaction and meet user expectations. In his study, Shaheen (2001) discovered that a common problem found in most libraries of developing countries is inadequate, irrelevant and outdated collections. This resulted the information needs of users are not fully met and the reluctance of users to visit the library.

Shaheen (2001) further discussed the 14 factors which contributed to the users' satisfaction level of library resources, service and facilities and users' perception of library effectiveness. The 14 factors investigated were:

- i. Respondents' ability to keep in touch with scientific literature and perception of library effectiveness;
- ii. Adequacy of library collections and perception of library effectiveness;
- iii. Involvement of respondents in the selection of library materials and perception of library effectiveness;
- iv. Adequacy of library equipment and perception of library effectiveness;
- v. Adequacy of library physical facilities and perception of library effectiveness;

- vi. Library use skills of respondents and perception of library effectiveness;
- vii. Participation in user education programmes and perception of library effectiveness;
- viii. Frequency of library visits and perception of library effectiveness;
- ix. Location of library and perception of library effectiveness;
- x. Notification of new acquisitions and perception of library effectiveness;
- xi. Adequacy of promotional activities and perception of library effectiveness;
- xii. Relationship between the availability of needed materials and perception of library effectiveness;
- xiii. Relationship between type of assistance sought and perception of library effectiveness; and
- xiv. Relationship between communication problems and perception of library effectiveness

The study used a questionnaire-based survey for data collection. This was chosen because of convenience, less time consuming and economical for a scattered population involved. Shaheen (2001) found that libraries with adequate collections, equipment and physical facilities were considered effective. Those respondents who were involved in the selection of materials and informed of new library materials gave a better assessment to the library effectiveness because their information needs were met such as they were able to keep in touch with scientific literature and development. Similarly, respondents getting information on library services and facilities perceived their libraries as more effective. A relationship was also found between perception of library effectiveness and availability of materials, assistance provided in using library services and facilities, and communication problems with non-subject specialist library staff. The

respondents that participated in user education programmes also gave better assessment of library effectiveness. However, there is no relationship between frequency of visits and library use skills of the respondents with their perception of library effectiveness. Location of libraries was considered more effective in meeting the information needs of the users.

In conclusion, Shaheen (2001) said that it is more appropriate to study all the related factors simultaneously to reach a more reliable and dependable conclusion. In summary, Shaheen (2001) advised that user feedback is one of the most reliable factors to measure user assessment of library resources, service and facilities.

Over the years, there are different measures used to assess the library performance and user satisfaction in different ways. The measures include the measurement of collection size (Hernon and McClure, 1990); measure of technical services such as cataloguing and weeding (Lancaster 1993); measure of reference service performance (Aluri, 1993); and measure of library processes using Malcolm Baldrige National Quality Award's (MBNQA) criteria and ISO9000 standards. There are also instruments developed to measure the perceived quality of service. Oliver (1996) explained that it is difficult to measure satisfaction using a standard or instrument. As a result, quality of service can only be reflected by the gap that exists between the desired service by the users and the perceived actual service. Another two instruments commonly used are SERVQUEL which measures performance in service industry and LibQUAL which measures library users' perception of service quality in libraries respectively.

Roslah and Zainab (2007) carried out a case study using SERVPERF which is a modified version of SERVQUEL to measure the users' satisfaction with the services



provided by the library at the University of Tenaga Nasional, a private university in Malaysia. The services are grouped as frontline, core and peripheral. Frontline services comprised of client-centred services which included OPAC, library website and user education programmes. The core services included adequacy, availability and accessibility of collection, staff, facilities and reference services. The peripheral services include physical environment factors signage, library opening hours and space. The respondents included the undergraduate and postgraduate students who rated 59 service attributes from the three service groups. The results showed that 2 attributes were rated as excellent, 20 are good, 31 are average and 4 are poor. A total of 16 services are rated below 50% which were identified to be on the list of the library's proposed action plan. The good and excellent services were encouraged to maintain their performance.

### **2.3 User Evaluation of Library Collections**

In 2005, Agee examined the element of collection evaluation in a collection development process. He recommended three collection evaluation models to encourage library professionals to be informed of the value of collection evaluation. These models are the user-centred evaluation model; physical assessment or collection-centred model and specific subject support model. The user-centred evaluation model determines how well the library's collections meet the needs of the users who seek information. The collections may focus on a discipline or are comprehensive. The methods to obtain the data may be through a questionnaire survey, the OPAC system to collect circulation data, interlibrary loans and borrowing data. The physical assessment model involves a subject specialist to manually pull monographs from shelves to determine whether the item should remain in the collection. The assessment criteria may include many specific details on the subject areas and physical conditions of the book. This model may also be used to carry out weeding of a library collection. However, it is labour intensive and

involves human judgement which may be bias. Lastly, the specific subject support model compares the core curriculum or course syllabus and reading list with the current library collections. If it is an academic subject collection evaluation, Agee (2005) recommends the evaluation to be carried out using a survey questionnaire or focus group or similar techniques to obtain opinions from faculty and students on the usefulness, strengths and weaknesses of the current collection. This also helps to build trusting relationships between the library professionals and the user community. All these models allow the library professionals to know what resources are already available, what else may be needed and that future collection development may be met more effectively with print or electronic resources.

The evaluation models described by Agee have also been discussed in the Conspectus Model for Collection Evaluation (IFLA, 2001). Besides the quantitative and qualitative measures listed by Agee (2005), the collection depth indicators or levels are also used to describe a library collection (Nicholson, 1999). The indicators are defined in 5 levels, namely:

- i. Level 0: out of scope: the Library does not collect in this area.
- ii. Level 1: minimal: a collection for which only few selections are made beyond introductory/very basic material
- iii. Level 2: basic information: a collection of up-to-date materials which serves to introduce and define a subject; a basic information collection can support general enquiries, school and some undergraduate instruction, but is not sufficient to support advanced undergraduate courses.
- iv. Level 3: intermediate: a collection containing a broad range of resources adequate to support undergraduate instruction and work at less than research intensity.

- v. Level 4: research: a collection containing current and retrospective resources which can support postgraduate and independent academic research; the collection will provide materials in all appropriate formats and languages.
- vi. Level 5: comprehensive: a collection which includes, as far as is reasonably possible, all significant works of recorded knowledge in all applicable languages for a defined and limited field; the aim, if not the achievement, is comprehensiveness.

The research by Gee and Tan (2003) listed Chinese collections from six top East Asian libraries in the USA. These libraries set a benchmark for the type of Chinese materials collected by reputable East Asian libraries. The libraries listed in the study were

- i. C.V. Starr East Asian Library of Columbia University;
- ii. Wason Collection on China and the Chinese of Cornell University;
- iii. Harvard-Yenching Library;
- iv. The Chinese Collection of Library of Congress;
- v. The East Asian Library and the Gest Collection of Princeton University;
- vi. East Asia Library of Yale University.

The focus of the research was to gather information from each library in the aspects of historical background; overview of the development; subject strengths; special collections; and internet resources.

Fan (2003) examined an electronic resources development model of Chinese studies that were collected in 26 East Asian academic libraries in North America. The emphasis is on self-service by offering automated systems for library users. However, the utilisation of library electronic resources on Chinese studies is not fully exploited

due to cost and time constraints; lack of technical support; lack of training and incompatibilities of Chinese and English computer operating systems; classifications of electronic resources among Chinese studies resources, and accessibility issues. He recommended that the East Asian libraries need to focus on how the respective libraries can develop multi-functional websites with their own unique features to ensure that the users have as much access as possible to quality information from electronic resources. This can be achieved if cooperation among libraries and librarians is increased between the East Asian academic libraries within America as well as around the world.

The sharing of resources is again very much emphasized among the different collection development models of Chinese studies. One such study is by Chao (2001a) on the development of library collections on Chinese studies materials such as consortium agreements and inter-library loans networks.

Electronic resources availability is the foreseeable changes for the future and the key concerns are funding and bibliographic instructions on usage. The use of cooperative arrangements that focus on consortia prices for electronic resources is one way to overcome the budget constraints. However, the availability of electronic resources such as journals and databases is important, but in Chinese studies the print collections cannot be neglected. Chinese is a text orientated culture and print materials are equally important to be available in a library collection.

The greatest challenge to library professionals is to continuously identify the appropriate collection development models by either modifying existing models or develop new ones appropriate to the hybrid library which includes both print and electronic resources. As many changes evolve around us including advancement in new

technologies, it is imperative that the library professionals are aware of the changes and exploit the appropriate technologies and techniques to build a better future collection that utilizes efficiently the budget, shelf space, staff and resources to meet the expectation of the library community.

The concept and theoretical model of collection development evolved from book selection to collection building, to collection development and then to collection management (Andrade and Vergueiro, 1996). Evans (1995) defines collection development as “a process of identifying the strengths and weaknesses of a library’s materials collection in terms of patron needs and community resources, and attempting to correct existing weaknesses, if any”. Evans (Evans and Saponaro, 2005) later revised the collection development definition to include both libraries and information centres, as “a process of meeting the information needs of the people (a service population) in a timely and economical manner using information resources locally held, as well as from other organisations”. Sanchez (1999) defines collection development as a process which assumes that the information needs of the users are satisfied in an economic fashion and inside of a reasonable period of time using resources as much as internal as external to the organisation. Negrete (1993) defines collection development as a process that permits the library to develop a collection of materials that respond to the information needs and service requirements of the users. Osburn (1970) defines collection development as a system of public services, which characterises the process of making decisions that determine the suitability of acquiring and conserving materials in the library.

In general, collection development involves planning, selection, acquisition, maintenance, preservation and evaluation of library collections. The Evans’ (Evans and

Saponaro, 2005) model of collection development involves six elements: user study; policies; selection; acquisition; weeding and evaluation. Evan said that for some reasons, needs analysis receives less emphasis in university libraries. Another approach to the collection development process proposed by Sanchez (2005) consists of formulation of policies; study of user needs; evaluation of collection; evaluation of information resources; planning and evaluation of information sources; decision making and acquisition. Both approaches by Evans (2005) and Sanchez (2005) though expressed in different terms but reflect the same process that is to have a deep knowledge of the needs of the users for which the collection is developed.

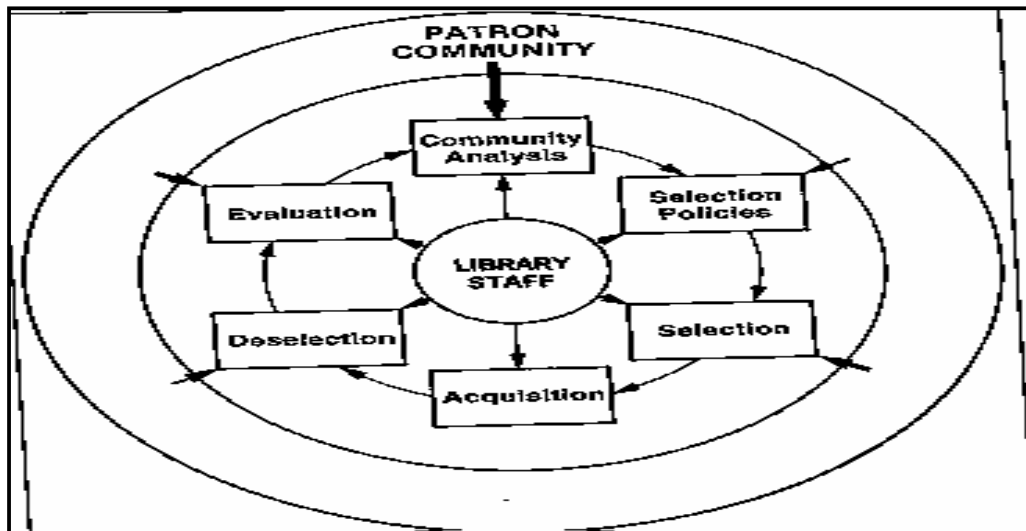
RUSA (2001) emphasised the importance of faculty members and librarians working together in collection development especially in the selection process. However, Mohd Zain and Siti Hawa (2004) stressed that the coordination and completion of the selection process is the responsibility of the librarians and not the faculty members. It is vital that librarians understand the collection development process well in order to fulfil the mission of an academic library. Ultimately, it is important that the materials acquired and collections developed are based on the assessment of the user needs and expectations of the users.

Andrade (1996) concur that the use of a collection development model is an effective way to check the effectiveness of collection development activities. He studied a number of collection development models, among which are the Edelman Model (1979) which adopts the approach of progressive division of activities in collection development; Baughman Model (1977) which adopts a structural approach to collection development; Ferguson Model (1986) which adopts the structural functional system

approach, and the Atkinson Model (1991) which proposes a detailed analysis of the collection development activities.

However, Andrade and Vergueiro (1996) recommended the Evans' (Evans, 1995) model which adopts a system approach linking each activity or element as a whole that a library must fulfil in order to meet the needs of the library users or community. The Evans' Model (Figure 2.1) is a collection development process that is made up of six main elements namely, to identify and analyse the community needs; draw up a collection development policy; establish a structure for selection and acquisition of materials; weeding or withdrawing of materials from collection and lastly evaluation of collection.

Andrade and Vergueiro (1996) used the Evans' model to analyse the collection development activities in a Brazilian academic library, and found that because of the ease of use of the Evans model, the analysis of collection development does not require any specific electronic media or technology. As a result of their analysis of the Brazilian academic library, Andrade and Vergueiro (1996) concluded that the Evans' model is adequate for use in libraries in developing countries. The model has also helped to identify a number of procedures of the Brazilian academic library that can be improved further especially those related to weeding and collection evaluation.



(Source: Evans, G. E., & Saponaro, M. Z. (2005). *Developing Library and Information Center Collections*, 5<sup>th</sup> ed. Westport, CT: Libraries Unlimited)

**Figure 2.1**  
**Evans' Model of Collection Development**

The various elements of the Evans' model have been studied in depth by various researchers and various collection development models have also been emerged over the years from these studies. Some of the models proposed are the users' assessment of the library's effectiveness by Shaheen (2001); collection development policy by Shibanda (1994); acquisition and funding model by Roberts (2001) and collection evaluation model by Agee (2005).

The Evans' model emphasises on meeting user needs and expectation. The focus on meeting user needs is echoed by Calvert (Agee, 2005) who described that the trend of library services has now shifted from traditional ownership of prescribed number of holdings to focus on meeting the needs and expectations of the information seekers.

Shibanda (1994) examined the importance of an explicit and known collection development policy in an academic library. Based on his findings and evaluation of the relatively new Moi University Library in Kenya, he concluded that without a collection



policy, there are mistrust and misunderstandings between the library and the unsatisfied users and an imbalance of materials provided to the various groups of users. He proposed a model of short-term and long-term strategies for change guided by a collection development policy whereby proper planning are required, appropriate funding and budget to be provided for acquisition, the involvement of faculty and library professionals in the selection of materials as well as to maintain cooperation with other libraries especially in inter-library loans arrangements.

The selection element of the collection development process usually involves faculty and students as shown in all the models above. The involvement is in many forms such as suggestions made by graduate students to the reference desk (Cassell, 1997), as well as librarians to seek assistance from experts and professors on special collections (Fan, 2003). However, when it comes to acquisitions, it is the library's responsibility to make the process as cost-effective as possible as stipulated by Evans (Evans and Saponaro, 2005). Evans regarded acquisition as an administrative function.

Funding or budget in acquisition is a critical element in collection development. These are discussed by Cassell (1997) and Roberts (2001). The latter believed that the current development of digital library collections and hybrid library developments are the key influences on funding models. For the academic and research library environments, Roberts (2001) reviewed a number of financial or funding models for collection development.

These models are:

- (i) Model A – Continuation, whereby traditional collection funding continues with electronic resources treated as serial subscription.

- (ii) Model B – Continuation with development of value added markets, whereby revenue generated commercial activity is allowed in the library but only to the level of cost recovery. In order to protect certain user groups, core collections and core access are maintained.
- (iii) Model C – Converged services, whereby library collections are focus on cost savings, cost efficiency and user benefits. Electronic resources collections are also considered.
- (iv) Model D – Hybrid library, whereby electronic resources are identified with investment in technology platform. In this manner, distributed resources are collectively managed for new acquisitions and areas of high demands. New revenue generated possibilities are identified such as intellectual property and licensing agreements, and are used to maximum yield from fixed collections; payment by users is based on value added service and personalisation; and profit yielding markets are segmented to distinguish from cost recovery markets.
- (v) Model E – Advanced hybrid library/information services, whereby traditional collection will remain, but information in digital format is also widely available with lower cost electronic access with high volume. Users can have access to information via the latest technologies such as mobile technology and home-based access.
- (vi) Model F – Content provision and repackaging, whereby the library will use technology based access to distribute resources and customised products to the users. This is especially true for server based electronic resources available over the Web. This model will spend less on physical collections and more on user access charges.

There is a need to move towards the User Access Funding Model F rather than Model A which relies on grant allocation (Roberts, 2001). The Funding Model heavily emphasizes on user satisfaction and expectation with the library professionals in an academic library asking “what do we need to perform the service expected by the users?” rather than “how much money will the library receive next year?” An academic library needs to establish a balance of traditional and electronically based collections. Most user demands can be served by low cost web access and funds can be redistributed for traditional collections.

#### **2.4 Summary**

This chapter has reviewed the literature on user evaluation of library resources as well as library collection. The various instruments and factors used to measure user satisfaction and collections were discussed. The various collection development models were highlighted because of their links with meeting the users’ needs. The element of community needs of the Evan’s model is discussed in this study. The Evans’ model being used to analyse the collection development activities in a Brazilian academic library (Andrade and Vergueiro, 2005) was explained. The lack of research in the area of user evaluation of special collections such as the Chinese studies collection in Malaysia was identified as a gap in the research literature and prompted the research question for this study. In the next chapter, the research design and process to be employed in examining the research questions are explained.

## **CHAPTER 3: METHODOLOGY**

### **3.1 Introduction**

This study utilises a survey method that uses a questionnaire to collect data. This method is chosen as it is less time-consuming, economical and appropriate for study of assessing user satisfaction level of resources and service. Perry (1998) suggests that it is essential to select only one major research method that is suited to a research problem within the time and resource constraints of a thesis. This is supported by Hiller (2001) who recommends survey to be used as a tool to assess service quality and user satisfaction. Punch (2005) agrees the selection of one major research method for practical reasons and resource issues like time, availability of sample and data, and the researcher's familiarity with an area of research.

The University of Malaya Library was selected for this study because it holds a Chinese studies collection and it is convenient to contact the research participants using a questionnaire. The research participants comprised of academic, researchers and students of University of Malaya where many of them were in the campus at various times due to different timetabling of classes. The researcher of this study is a student of the University of Malaya in the Master of Library and Information Science course. The researcher is familiar with the conduct of survey using questionnaire. Hence the survey method had been adopted for this study.

### **3.2 The Questionnaire**

The questionnaire (Appendix 1) consists of 29 questions divided into four parts:

Part 1 – General information of respondents (4 questions);

Part 2 - Chinese studies collection (6 questions);

Part 3 - Your views and recommendations (9 questions); and

Part 4 - Views of library professionals (10 questions).

Part 1 (General information of respondents) consists of 4 questions designed to obtain demographic information about the respondents and the library used most often by the respondents. Another option 'Please specify' is available at some of the closed questions in Part 1 to allow the respondents to state alternatives if their answers are not listed. Part 2 (Chinese studies collection) has 6 questions which allow the respondents to assess the quality of the Chinese studies collection. There are 5 items consisting of closed-ended questions in each question using the Likert scale ranging from 1 (Poor) to 5 (Excellent). In Part 3 (Your views and recommendations), there are 9 items of open-ended questions to enable the respondents to elaborate their views and make recommendations to improve the Chinese studies collection. In Part 4 (View of library professionals) of the questionnaire, there are 10 questions on development of Chinese studies collection that invite responses specifically from the Chinese studies' library professionals. The responses from the questionnaire will serve as input for this study to evaluate the satisfaction level of the users and also to propose a collection development model for Chinese studies collection in a university library.

### **3.3 Pre-Testing the Questionnaire**

In July 2007, the questionnaire was pilot-tested on two librarians, two academics, an undergraduate and a postgraduate student. The purpose was to test any unanticipated problems with question wording, instructions to complete the questions and understanding of the questions in order to provide useful answers to the questions.

The changes were made to Part 1, whereby the closed-ended questions were increased from three to four questions. The question of the affiliation of the users was removed because the target population was only from University of Malaya. This question was replaced with another closed-ended question on the frequency of visit to the University of Malaya Library by the respondents. An additional question was included to determine the frequency of usage of inter-library loan facilities by the respondents. These two questions were aimed to measure the adequacy of the Chinese studies collection within the University of Malaya Library.

For Part 2, the questions were increased from four to six questions. The feedback from the pilot test revealed that the different resources of books, print journals and electronic resources might meet the needs of the users at different satisfaction levels. A question on the overall satisfaction level of the Chinese studies collection in the University of Malaya was included to measure the overall impression and satisfaction level of the total Chinese studies collection in the University of Malaya. This was followed by another question on resources mostly used by the respondents to evaluate the usage of the resources in the University of Malaya. These two open-ended questions were originally found in Part 3 as open-ended questions and had since been transferred from Part 3 to Part 2 to be changed to closed questions. The open-ended questions in Part 3 were corrected to remove the two questions above from Part 3.

The medium of instruction used for lectures in the Department of Chinese Studies is Chinese language. In order to allow the student respondents to fully understand the questions, the questionnaire initially drafted in English has been translated to Chinese language.

### **3.4 The Research Participants**

The target population for this study is divided into library professionals; faculty members; undergraduate students from years 1, 2 and 3; postgraduate students; and also researchers from the Department of Chinese Studies of University of Malaya. The library professionals include Chief Librarian, Reference Librarians, Cataloguing or Acquisition Librarians who are responsible for the Chinese studies collection in the University of Malaya Library. The faculty members included academic staff from the Department of Chinese Studies ranking from professors, associate professors, senior lecturers and lecturers.

Initially the researcher wanted to conduct the survey personally and to distribute the questionnaires to the faculty members and students. But due to the timetabling of the classes, the support personnel of the Department of Chinese Studies were willing to administer and distribute the questionnaires to faculty members and students. A set of questionnaires was given to the lecturers by the support personnel for the different classes. A brief note was attached to the survey questionnaire to explain the purpose of the study and to invite the respondents to participate in the survey. The completed questionnaires were returned to the department support personnel and subsequently collected by the researcher from them.

### **3.5 Data Collection**

The survey was conducted in two sessions and data was collected over a period of 3 months. The first session was conducted in the months of July and August 2007 with the library professionals, faculty members and second and third year undergraduates. The second session was carried out with the first year undergraduates and postgraduates in September 2007. The reason for the two batches of data collection was that the

semester commences in August 2007. The first year and some postgraduate students were new students admitted to the university and had yet to settle into their respective courses. Furthermore, the library would not have conducted any instructional classes to these new students on the use of library resources. By the time the questionnaires were distributed to these students in September 2007, the students were more familiar with the Chinese studies collection to provide feedback accordingly.

### **3.6 Data Analysis**

Data analysis was carried out upon completion of the data collection. The researcher used 'SPSS for Window' software to generate the statistical information. The items that had not been fully answered fully were treated as missing data. The calculation was based on the actual responses of each item listed in the questionnaire. The findings were presented accordingly to answer the numerous research questions.

### **3.7 Summary**

This chapter describes the research method used in this study. The study used a questionnaire-based survey design for data collection. The questionnaire survey method is the most widely used method and it is more economical to collect information in a short duration. Details of questionnaire design and administration of the pre-testing of questionnaire and actual survey conducted are reported in this chapter. The analysis and results of the survey are presented in Chapter 4.



## CHAPTER 4: FINDINGS

### 4.1 Introduction

This chapter reports the survey results. The findings are described in the subsequent sections of this chapter. Section 4.2 addresses the final sample and response rate; Section 4.3 describes the general profile of the respondents. Section 4.4 describes the satisfaction level of the respondents with the Chinese studies collection and the library services and facilities. A gap analysis was carried out to evaluate the satisfaction level of the library professionals and other library users. This is followed by Section 4.5 whereby the views and suggestions of the library users were sought. The library professionals were invited to provide information on the development of the Chinese studies collection in the University of Malaya Library. The views and information provided by a library professional are reported in Section 4.6.

### 4.2 Respondents

At the time of the study, the Department of Chinese Studies had a faculty population of 8 faculty members and a student population of about 165 students comprising 32 students from year 1, 45 from year 2, 64 from year 3, 19 Master's students and 5 PhD students (Table 4.1).

**Table 4.1**  
**Sample Usable as Respondents**

<b>Respondents</b>	<b>Targeted Population</b>	<b>Sample Responded</b>	<b>Sample Usable</b>
Librarian	3	3	3
Researcher	2	0	0
Faculty - Assoc Professor	3	3	3
Faculty – Lecturer	5	4	3
Undergraduate – Y1	32	25	23
Undergraduate – Y2	45	37	37
Undergraduate – Y3	64	61	61
Postgraduate – Master's	19	5	5
Postgraduate – PhD	5	0	0
<b>Total</b>	<b>178</b>	<b>138</b>	<b>135</b>

A total of 178 questionnaires were distributed and 138 responses were returned. This gave a response rate of 77.5%. Out of the total responses, 135 were used for analysis based on the completeness and relevance of responses.

The respondents from the library professionals comprised a librarian from the University of Malaya Library and another two librarians from other higher education institution's library. The librarian from the University of Malaya Library was responsible for the Chinese studies collection in the East Asian Studies Library of University of Malaya. The other two librarians were employees of another higher education institution in Petaling Jaya. Both of these librarians were external users of the University of Malaya Library until December 2006. Starting January 2007, University of Malaya had stopped offering external group membership to other higher education institutions.

There were no researchers from the Institute of China Studies responded in this study. Two researchers from the Institute of China Studies were approached but they informed that they did not use the Chinese studies collection in the University of Malaya Library. Instead, they had their own private collections. These two researchers were also the faculty members of other faculties in University of Malaya. One of the researchers used the Economics and Administration Library and the other researcher used other collections in the East Asian Studies Library but not the Chinese studies collection. This may indicate potential discontent of the researchers with the University of Malaya Library collection resulting in the researchers referring to their own private collection as revealed by Huang (2007) in his study that when the academic library readers are not satisfied with the library service, they do not generally show the extent of their

discontent in the public. Instead they indicate discontent with the library's collection by referring to their own collection.

From a population of 7 faculty members in the Department of Chinese Studies, a faculty member did not respond as he was on sabbatical leave so he was not included. Therefore, a total number of 6 respondents were faculty members of the Department of Chinese Studies. One of the 6 responses was not usable because the respondent did not use any Chinese studies collection in the University of Malaya. This gave a total number of 5 respondents from the Department of Chinese Studies. However, there was a respondent who was an associate professor in the Department of Chinese Studies before he retired in 2004. After his retirement, he was granted the same privilege as a faculty member of the University to continue using the Chinese studies collection of the University of Malaya Library. Hence, a total number of 6 responses were usable. This gave a response rate of 75%.

For the undergraduate students, 25 out of 32 of the year 1 students responded which gave a response rate of 78.1%, with 2 of the responses not usable because they did not use the Chinese studies collection in the University of Malaya Library. A total of 37 out of 45 students of year 2 responded and this gave a response rate of 82.2%. All responses were usable. Similarly, a total of 61 out of 64 students from year 3 responded with a response rate of 95.3% and all the responses were usable.

However, the postgraduate responses were not so encouraging possibly due to the non availability of these students. The mode of study for all the postgraduates students was fully research therefore they were not required to be in the campus on a fixed schedule to attend classes. As a result, it was difficult to contact them to complete the survey.

However, 5 out of 19 Master's students responded with a response rate of 26.3%. All the responses were usable. There were no PhD respondents.

Table 4.2 summarises the number of usable questionnaires whereby the number of library professionals respondents was 3 (2.2%), faculty members was 6 (4.4%), undergraduates was 121 (89.6%) and postgraduates was 5 (3.7%).

**Table 4.2  
Respondent Groups**

<b>Respondents</b>	<b>Count</b>	<b>Percentages</b>
Librarian	3	2.2
Faculty - Assoc Professor	3	2.2
Faculty – Lecturer	3	2.2
Undergraduate – Y1	23	17.0
Undergraduate – Y2	37	27.4
Undergraduate – Y3	61	45.2
Postgraduate – Master's	5	3.7
<b>Total</b>	<b>135</b>	<b>100%</b>

### **4.3 General Information of the Respondents**

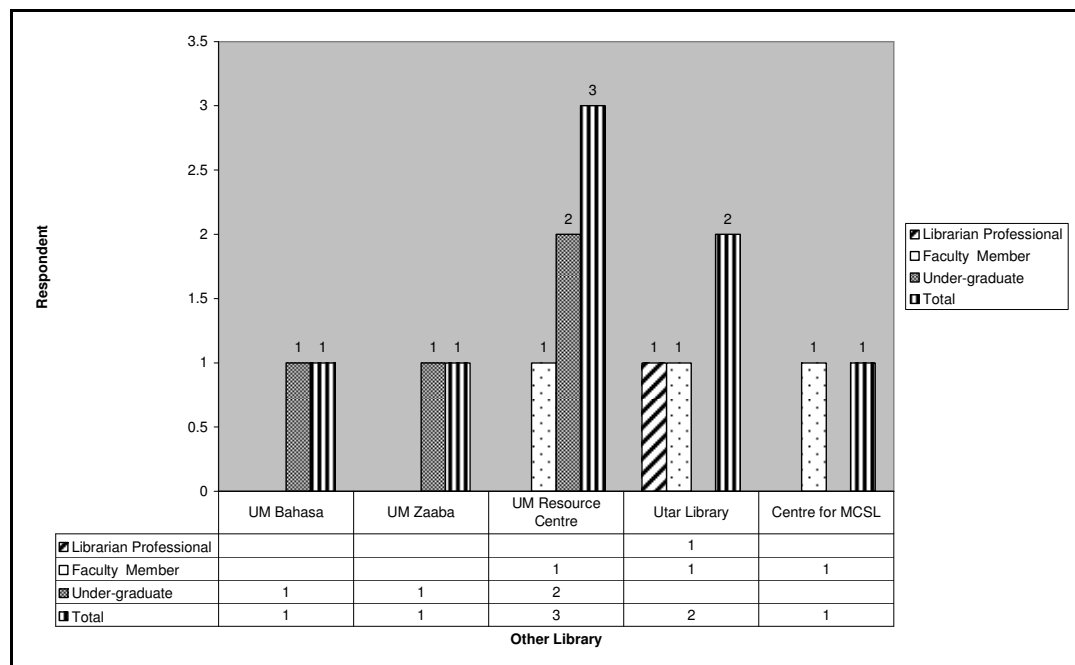
#### **4.3.1 Library Usage**

The question on library usage in the questionnaire was intended to find out which library was used most often by the respondents to access the Chinese studies collection. The respondents were allowed to select more than one of the options presented but the criteria for a respondent to be included in the study was that they must be at least a user of University of Malaya Main Library or University of Malaya East Asian Studies Library or both. Based on the results listed in Table 4.3, it shows that 12 respondents used only the Main Library whereas 123 respondents used only the East Asian Studies Library. Out of the 123 respondents who used the East Asian Studies Library, 50 of them have also used the Main Library.

Besides using the Main Library and the East Asian Studies Library, a small number of respondents have also used other academic libraries, and information centres or resource centres. The undergraduates used the University of Malaya Perpustakaan Zaaba, Perpustakaan Bahasa and the Chinese Studies Resource Centre. The Universiti Tunku Abdul Rahman (UTAR) Library and Centre for Malaysian Chinese Studies Library were used by the library professionals and the faculty members (Figure 4.1).

**Table 4.3**  
**University of Malaya Library Used Most Often**

Respondents	Library Used Most Often							
	UM Main Library Only		UM East Asian Studies Library Only		Both Libraries		Total	
	No	%	No	%	No	%	No	%
Librarian	2	16.7	1	0.8	0	0	3	1.6
Faculty - Associate Professor	0	0	3	2.4	3	6.0	6	3.2
Faculty – Lecturer	1	8.3	2	1.6	0	0	3	1.6
Undergraduate - Y1	3	25.0	20	16.3	11	22.0	34	18.4
Undergraduate - Y2	2	16.7	35	28.5	16	32.0	53	28.6
Undergraduate - Y3	4	33.3	57	46.3	17	34.0	78	42.3
Postgraduate – Master's	0	0	5	4.1	3	6.0	8	4.3
<b>Total</b>	<b>12</b>		<b>123</b>		<b>50</b>		<b>185</b>	<b>100%</b>



**Figure 4.1**  
**Usage of Other Libraries**

### 4.3.2 Frequency

Table 4.4 shows that the University of Malaya East Asian Studies Library was more frequently used (91.1%) compared to the University of Malaya Main Library (8.9%). The results show that the library was used most frequently in an average of 1-2 times per week. The usage of the East Asian Studies Library compared to the Main Library was more frequent because the courses offered in the Department of Chinese Studies were conducted in the Chinese language. Hence, the respondents prefer to use the Chinese materials found in the East Asian Studies Library compared to the Main Library which housed the related materials but written in English and Bahasa Malaysia.

**Table 4.4**  
**Frequency of Use**

Frequency	Usage of University of Malaya Library				Total
	Main Library		East Asian Studies Library		
	No	%	No	%	
Never	1	20%	4	80%	5
1-2 times per week	10	9.6%	94	90.4%	104
3-4 times per week	1	5.0%	19	95%	20
5-6 times per week	0	0%	3	100%	3
7 or more per week	0	0%	3	100%	3
<b>Total</b>	12	8.9%	123	91.1%	135 (100%)

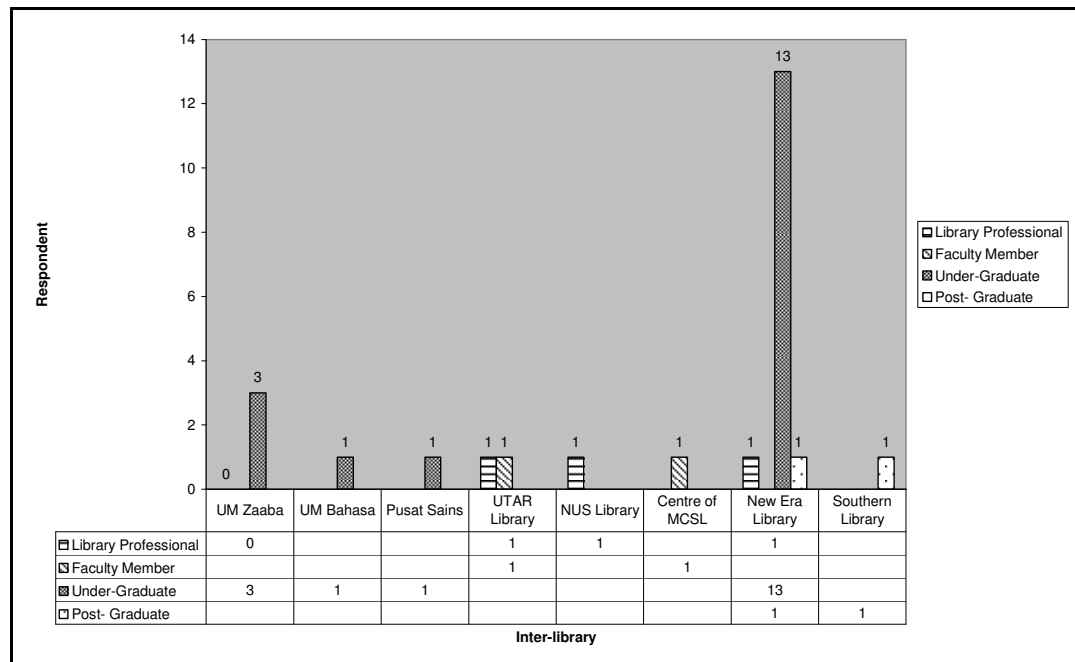
### 4.3.3 Inter-library loan

Table 4.5 shows that about 43% of the respondents never used the inter-library loan facility whereas 53.4% used it sometimes and 4% use it often. About 70% of the undergraduate students of year 1 never had the need to use the inter-library loan with about 30% using it sometimes. This may indicate that the Chinese studies collection in the University of Malaya Library is sufficient to meet the needs of the respondent groups. There may also be possibilities that the respondents were not aware of the inter-

library services provided by the Library. It could also be the feeling of dissatisfaction with the inter-library loan service provided by the University of Malaya Library that made the respondents decided not to use the inter-library loan service.

**Table 4.5**  
**Inter-Library Loan**

Respondent	Inter Library Loan						Total
	Never		Sometimes		Often		
	No	%	No	%	No	%	
Librarian	0	0%	3	100%	0	0%	3
Faculty – Associate Professor	0	0%	3	100%	0	0%	3
Faculty - Lecturer	1	33.3%	2	66.7%	0	0%	3
Undergraduate - Y1	16	69.6%	7	30.4%	0	0%	23
Undergraduate - Y2	17	48.6%	16	45.7%	2	5.7%	35
Undergraduate - Y3	21	34.4%	37	60.7%	3	4.9%	61
Postgraduate - Master's	2	40%	3	60%	0	0	5
	<b>57</b>	<b>42.9%</b>	<b>71</b>	<b>53.4%</b>	<b>5</b>	<b>3.8%</b>	<b>133</b> <b>(100%)</b>



**Figure 4.2**  
**Inter-Library Loan**

For those respondent groups who made use of the inter-library loan facilities (Figure 4.2, the libraries used by the undergraduates were the UM Perpustakaan Zaaba; the UM

Perpustakaan Bahasa & Linguistik; the New Era College Library; the Southern College Library; and the Perpustakaan Pusat Sains dan Hak Asas.

The libraries mainly used by the library professionals for inter-library loan facilities were UTAR Library, the National University of Singapore Library and the New Era Library. The faculty members preferred to use the Centre for Malaysian Chinese Studies Library and the UTAR Library. It is noted that the New Era College Library is the most commonly used library among all the respondent groups especially the undergraduates. The New Era College (New Era College, Malaysia Centre for Ethnic Studies, 2006) offers associate degree courses in Chinese language and literature that prepares students to be transferred as third year students at the partner universities in China and Taiwan. It may be the New Era College Library's Chinese studies collection that meets the needs of students of the University of Malaya, therefore the New Era College inter-library loan facility is popular among the respondent groups.

#### **4.4 Chinese Studies Collection, and Library Service and Facilities**

##### **4.4.1 Levels of satisfaction with Chinese studies collection**

The level of satisfaction with the Chinese studies collection is measured based on a total of 18 statements from Items 1 to 4 of Part 3 of the survey questionnaire (Appendix 1).

These statements were divided into 4 categories:

- (i) Adequacy of Chinese studies printed books;
- (ii) Adequacy of Chinese studies printed journals;
- (iii) Adequacy of Chinese studies electronic resources; and
- (iv) Overall strengths and weaknesses of books, print journals and electronic resources.



In each category, it was further divided into 5 statements which included adequacy of the collection to meet the needs of the undergraduates, postgraduates, teaching, research and general reading purposes. A 5-point scale was used for each statement and responses were grouped as 1 (Poor), 2 (Below Average), 3 (Satisfactory), 4 (Above Average) and 5 (Excellent).

Table 4.6 shows the satisfaction level according to the mean scores based on the count for ratings 4 and 5 only. The percentage of the total respondents who rated 4 and 5 are also listed next to the count. From Table 4.6, it shows that the respondents are satisfied with the adequacy of printed books of the Chinese studies collection for general reading purposes with a mean score of 3.42 and undergraduate students' needs with a mean score of 3.17. Similarly, the respondents were satisfied with the adequacy of print journals for general reading purposes with a mean score of 3.07. The overall strengths and weaknesses of print books received a mean score of 3.18 compared to print journals and electronic resources which received a mean score of 2.71 and 2.65 respectively.

For other categories, the level of satisfaction received average mean scores of between 2.72 and 2.93 for printed books; between 2.48 and 2.81 for print journals and between 2.50 and 2.85 for electronic resources. None of the categories of collection was rated as 'excellent', 'above average' or 'poor'. The responses show that the sufficiency of resources available met the needs of general reading and the needs of undergraduates, but did not adequately meet the postgraduates', teaching and research needs. Some of the reasons of dissatisfaction were highlighted by the respondents in Part 3 of the questionnaire where space was provided at these sections for comments and suggestions to encourage open-ended responses from the respondents.

**Table 4.6**  
**Level of Satisfaction of Chinese Studies Collection (n=135)**

Collection	Count*	Percentage	Mean
<b>Adequacy of Chinese Studies BOOKS</b>			
General reading purposes	61	45.20%	3.42
Undergraduate students' needs	47	34.80%	3.17
Teaching needs	25	18.50%	2.93
Postgraduate students' needs	19	14.10%	2.78
Research needs	21	15.50%	2.72
<b>Adequacy of Chinese Studies PRINT JOURNALS</b>			
General reading purposes	38	28.10%	3.07
Undergraduate students' needs	28	20.70%	2.81
Teaching needs	15	11.10%	2.60
Postgraduate students' needs	16	11.80%	2.56
Research needs	14	10.40%	2.48
<b>Adequacy of Chinese Studies ELECTRONIC RESOURCES</b>			
General reading purposes	26	19.30%	2.85
Undergraduate students' needs	27	20.00%	2.81
Postgraduate students' needs	14	10.40%	2.59
Teaching needs	16	11.80%	2.58
Research needs	14	10.30%	2.50
<b>Overall Strengths and Weaknesses</b>			
Books	48	35.60%	3.18
Print journals	22	16.30%	2.71
Electronic resources	20	14.80%	2.65

*\*Count - For ratings 4 and 5 on a 5-point scale*

Table 4.7 shows the overall mean of satisfaction level with the Chinese studies collection and the mean score of the individual respondent groups which make up the overall mean. Again the satisfaction level is according to the mean scores based on the count for ratings 4 and 5 on a 5-point scale.

The respondents are generally satisfied with the Chinese studies printed books which adequately meet the needs of general reading purpose and undergraduates with a mean score of 3.0 and above. However, when the undergraduates progress to year 2 and 3, they seem to be less satisfied with the printed books collection.

**Table 4.7**  
**Compare Level of Satisfaction of Chinese Studies Collection (n=135)**

Collection	Count*	Overall Mean (n=135)	Librarian Mean (n=3)	Faculty Member Mean (n=6)	Under-Graduate Y1 Mean (n=23)	Under-Graduate Y2 Mean (n=37)	Under-Graduate Y3 Mean (n=61)	Post-Graduate Mean (n=5)
<b>Adequacy of Chinese Studies Books</b>								
General reading purposes	61	3.42	3.67	3.83	4.00	3.33	3.23	3.20
Undergraduate students' needs	47	3.17	4.00	3.50	3.39	3.27	2.95	3.20
Teaching needs	25	2.93	4.00	2.83	3.46	2.88	2.73	3.00
Postgraduate students' needs	19	2.78	3.33	2.83	3.33	2.79	2.57	2.60
Research needs	21	2.72	2.67	2.83	3.25	2.76	2.57	2.60
<b>Adequacy of Chinese Studies Print Journals</b>								
General reading purposes	38	3.07	3.33	2.33	3.63	3.21	2.72	3.20
Undergraduate students' needs	28	2.81	3.00	3.17	3.10	3.09	2.46	3.00
Teaching needs	15	2.60	2.67	2.33	3.31	2.75	2.31	2.67
Postgraduate students' needs	16	2.56	2.00	2.50	3.08	2.88	2.31	2.40
Research needs	14	2.48	1.67	2.33	3.17	2.71	2.24	2.60
<b>Adequacy of Chinese Studies Electronic Resources</b>								
General reading purposes	26	2.85	2.00	2.83	3.44	3.12	2.54	2.40
Undergraduate students' needs	27	2.81	1.50	2.67	3.23	3.14	2.53	2.33
Postgraduate students' needs	14	2.59	1.50	2.50	3.42	2.89	2.25	2.60
Teaching needs	16	2.58	1.50	2.33	3.31	2.87	2.24	2.67
Research needs	14	2.50	1.50	2.33	3.25	2.83	2.17	2.80
<b>Overall Strengths and Weaknesses</b>								
Books	48	3.18	4.00	3.50	3.61	3.24	2.93	2.80
Print journals	22	2.71	2.67	2.17	3.00	3.06	2.45	2.80
Electronic resources	20	2.65	1.50	2.50	3.30	2.88	2.34	2.60

\*Count - For ratings 4 and 5 on a 5-point scale

Similarly, the postgraduates provided the feedback on printed books collection with the satisfaction level of below 3.0 for teaching, postgraduates' and research needs. The same pattern of responses was received for printed journals and electronic resources among the respondent groups. This is specifically for electronic resources whereby the library professionals themselves were dissatisfied with a score of 1.5 which is below the acceptable satisfactory level. Currently, there is very little electronic resources facility available in the library due to budget constraints.

A gap analysis (Table 4.8) was carried out for the satisfaction level perceived by the library professionals and the other respondent groups namely the faculty members, undergraduates and postgraduates. The purpose of data analysis was to assess the association between two variables at a time. For the general reading purpose category of the adequacy of books, there is a gap score of (-0.16) between library professionals (3.67) and faculty members (3.83); a gap score of (-0.33) between library professionals and undergraduates year 1; a gap score of 0.50 between library professionals and undergraduates year 2; a gap score of 0.44 between library professional and undergraduate year 3; and a gap score of 0.47 between library professionals and postgraduate students. According to the Rodski Behaviour Research Group (Woo, 2005), gaps larger than or equal to 2.00 are considered significant with a rating scale of 1-7 and gap scores of larger or equal to 1.33 are considered significant with a rating scale of 1-5. Therefore, it can be concluded that there is no significant gap between library professionals and other respondent groups in the areas listed in Table 4.8. A negative gap score shows that the satisfaction level of some of the respondent groups are above the satisfaction level of the library professionals.

**Table 4.8**  
**Gap Score of Chinese Studies Collection**

Collection	Librarian Mean (n=3) (A)	Faculty Member Mean (n=6) (B)	Mean Gap (A)-(B)	Under- Graduate Y1 Mean (n=23) (C)	Mean Gap (A)-(C)	Under- Graduate Y2 Mean (n=37) (D)	Mean Gap (A)-(D)	Under- Graduate Y3 Mean (n=61) (E)	Mean Gap (A)-(E)	Post- Gradu- ate Mean (n=5) (F)	Mean Gap (A)-(F)
<b>Adequacy of Chinese Studies BOOKS</b>											
General reading purposes	3.67	3.83	-0.16	4.00	-0.33	3.33	0.50	3.23	0.44	3.20	0.47
Undergraduate students' needs	4.00	3.50	0.50	3.39	0.61	3.27	0.23	2.95	1.05	3.20	0.80
Teaching needs	4.00	2.83	1.17	3.46	0.54	2.88	-0.05	2.73	1.27	3.00	1.00
Postgraduate students' needs	3.33	2.83	0.50	3.33	0.00	2.79	0.04	2.57	0.76	2.60	0.73
Research needs	2.67	2.83	-0.16	3.25	-0.58	2.76	0.07	2.57	0.10	2.60	0.07
<b>Adequacy of Chinese Studies PRINT JOURNALS</b>											
General reading purposes	3.33	2.33	1.00	3.63	-0.30	3.21	-0.88	2.72	0.61	3.20	0.13
Undergraduate students' needs	3.00	3.17	-0.17	3.10	-0.10	3.09	0.08	2.46	0.54	3.00	0.00
Teaching needs	2.67	2.33	0.34	3.31	-0.64	2.75	-0.42	2.31	0.36	2.67	0.00
Postgraduate students' needs	2.00	2.50	-0.50	3.08	-1.08	2.88	-0.38	2.31	-0.31	2.40	-0.40
Research needs	1.67	2.33	-0.66	3.17	-1.50	2.71	-0.38	2.24	-0.57	2.60	-0.93
<b>Adequacy of Chinese Studies ELECTRONIC RESOURCES</b>											
General reading purposes	2.00	2.83	-0.83	3.44	-1.44	3.12	-0.29	2.54	-0.54	2.40	
Undergraduate students' needs	1.50	2.67	-1.17	3.23	-1.73	3.14	-0.47	2.53	-1.03	2.33	-0.83
Postgraduate students' needs	1.50	2.50	-1.00	3.42	-1.92	2.89	-0.39	2.25	-0.75	2.60	-1.10
Teaching needs	1.50	2.33	-0.83	3.31	-1.81	2.87	-0.54	2.24	-0.74	2.67	-1.17
Research needs	1.50	2.33	-0.83	3.25	-1.75	2.83	-0.50	2.17	-0.67	2.80	-1.30
<b>Overall Strengths and Weaknesses</b>											
Books	4.00	3.50	0.50	3.61	0.39	3.24	0.26	2.93	1.07	2.80	1.20
Print Journals	2.67	2.17	0.50	3.00	-0.33	3.06	-0.89	2.45	0.22	2.80	-0.13
Electronic resources	1.50	2.50	-1.00	3.30	-1.80	2.88	-0.38	2.34	-0.84	2.60	-1.10

#### 4.4.2 Levels of Satisfaction with Library Services and Facilities

Table 4.9 shows the range of services and facilities provided by the University of Malaya Library and lists the overall mean of satisfaction level and the mean score of the individual respondent groups which makes up the overall mean. Again the satisfaction level is according to the mean scores based on the count for ratings 4 and 5 on a 5-point scale

**Table 4.9**  
**Level of Satisfaction with Library Services and Facilities (n=135)**

Library Service	Count*	Overall	Librarian	Faculty Member	Under-Graduate Y1	Under-Graduate Y2	Under-Graduate Y3	Post-Graduate
		Mean (n=135)	Mean (n=3)	Mean (n=6)	Mean (n=23)	Mean (n=37)	Mean (n=61)	Mean (n=5)
Access library resources within campus	49	3.36	4.00	3.50	3.76	3.59	3.05	3.00
General reference service	45	3.32	2.67	3.80	3.45	3.55	3.13	3.20
Short term loan service	40	3.20	4.00	4.00	2.90	3.58	2.98	3.00
Long term loan service	39	3.19	0.00	4.00	3.53	3.20	2.98	3.20
Individualised reference/ research services	30	3.10	<b>2.37</b>	4.00	3.18	3.45	2.86	2.60
Library guides about the collection	32	3.03	3.00	3.80	3.00	3.10	2.94	2.80
Inter-library loan service	19	2.89	3.00	3.20	3.31	3.23	2.50	3.00
List of newly acquired materials	21	2.88	2.67	3.60	2.94	2.90	2.83	<b>2.40</b>
Participation in materials selection	14	2.85	<b>2.00</b>	3.20	2.83	3.04	2.76	2.60
Information seeking skills sessions	15	2.82	2.67	3.00	2.88	3.04	2.72	2.40
Information about collection policies	11	2.74	3.00	2.80	3.60	2.86	2.56	2.80
Access library resources outside campus	12	2.66	<b>2.50</b>	3.75	2.69	2.83	<b>2.44</b>	3.00

\* Count - for ratings 4 and 5 on a 5-point scale

The respondents are generally satisfied with most of the library services and facilities with a mean score of 2.50 and above. However, the areas of improvement are those responses which received a rating of 2.50 and below. The library professionals are less

satisfied with the participation of material selection with a score of 2.00 and the access of resources outside the campus with a score of 2.50. The materials selection policy in the library is such that the materials are acquired based on the recommendations from the lecturers or based on their reading lists. The library professionals may find that they do not have the freedom to recommend books that meet the needs of the community hence the dissatisfaction is listed. As to access library resources outside the campus, this may refer to the lack of budget for the library to subscribe online journals that can be accessed from outside the campus. In fact, the lack of online journals and the non-availability of accessing library resources outside the campus have also been the reason for dissatisfaction among the undergraduates of year 3 with a score of 2.44.

The undergraduates of year 3 are also less satisfied with the inter-library loan service with a score of 2.50. This may explain that 43% of the respondents never used the inter-library service listed in Table 4.5. Information seeking skills sessions are important to the postgraduates who expressed dissatisfaction of service with a score of 2.40.

#### **4.4.3 Resources Usage**

Based on the responses (Table 4.10), the respondents prefer books (88%) compared to print journals (10.4%) and electronic resources (1.5%). This may be caused by the absence of relevant or insufficient print journals and electronic resources available for usage in the University of Malaya Library. This also reinforces the fact that Chinese is a text based society which prefers books rather than electronic resources (Woo, 2005). Woo (2005) conducted an on-line survey in 2004 at the University of Hong Kong libraries. The study was to evaluate the performance of the main library and six branch libraries. The libraries were the Main Library, Education Library, Dental Library, Law Library, Medical Library, Music Library and the Fung Peng Shan Library. In her study,

she found that among the seven libraries studied, there was quite a difference in the preference for print books between the libraries. Of the users of the Education Library, 66.2% preferred to access the print book compared to 82.9% of the users of the Fung Ping Chan Library which housed the Chinese, Japanese and Koreans collection.

**Table 4.10**  
**Most Used Resources**

	Frequency	Percent
Book	118	88.1
Print Journals	14	10.4
Electronic Resources	2	1.5

Besides assessing the satisfaction level of the library services provided, the respondents were requested to rank two services that they used most often. Table 4.11 shows that the three mostly used library services were general reference service, library guides about the collection access via OPAC and the loan services provided by the University of Malaya Library.

**Table 4.11**  
**Most Used Library Service**

<b>Library Service</b>	<b>Faculty Member (n=6)</b>	<b>Under-Graduate (n=121)</b>	<b>Post-Graduate (n=5)</b>
General reference service	1	45	2
Library guides about the collection		21	1
Loan Services		12	
Individualised reference/research services	1	11	1
Participation in materials selection		7	
Access library resources within/outside campus		6	
List of newly acquired materials		4	
Information seeking skills sessions		2	
Information about collection policies			



#### **4.5 Views and Recommendations of Users**

In Part 3 of the survey questionnaire (Appendix 1), space was provided in each question for additional comments and suggestions to encourage responses from all respondent groups. Written comments were received for the 9 items covering a wide range of issues about the Chinese studies collection. Efforts have been made to translate some of the comments from Chinese to English and classify the comments according to the respective categories. The 9 items and feedback received are detailed in the following sections.

##### **4.5.1 Journals considered important**

The respondents were asked whether there were any journals that considered important but not subscribed by the University of Malaya Library. The faculty members and most of the undergraduate students in general did not suggest any specific journal titles (Table 4.12). The faculty members however suggested journals from Institute of Academia Sinica Taiwan; literature related to Hui, a China ethnic group; contemporary literature; philosophy; literature trend; literature of minority nationality; Chinese literature and culture; and creative writing. On the other hand, the undergraduate students requested for journals from China and Malaysia; Chinese literature; academic journals from Peking University, China, Hong Kong and Taiwan; foreign universities' academic journals and journals related to Chinese community studies. The common journals requested by the faculty members and undergraduate students were journals related to literature, and academic journals from reputable universities from overseas such as those in China, Hong Kong and Taiwan.

**Table 4.12**  
**Journals Considered Important but Not Subscribed**

<b>Journals considered important but not subscribed ...</b>
<b>Library Professionals:</b> <ul style="list-style-type: none"> <li>• China National Knowledge Infrastructure (CNKI)</li> </ul>
<b>Faculty Members:</b> <ul style="list-style-type: none"> <li>• Bulletins and journals from Institute of Academia Sinica, Taiwan</li> <li>• Hui (China ethnic group) literature</li> <li>• Contemporary literature</li> <li>• Philosophy, literature trend, literature of minority nationality</li> <li>• Chinese literature and culture</li> <li>• Creating writing</li> <li>•</li> </ul>
<b>Undergraduate Students Y1:</b> <ul style="list-style-type: none"> <li>• Dewan Mahasiswa / Dewan Masyarakat</li> </ul>
<b>Undergraduate Students Y2:</b> <ul style="list-style-type: none"> <li>• Journals from China and Malaysia</li> </ul>
<b>Undergraduate Students Y3:</b> <ul style="list-style-type: none"> <li>• Chinese literature Journal</li> <li>• Academic journal from Peking University</li> <li>• Chinese journals (x 6)</li> <li>• 'Dream of Red Chamber' journals (x 3)</li> <li>• Entertainment magazines such as 'Sister', 'Asiaweek', 'Yeah'</li> <li>• Recent academic journals</li> <li>• Journals on the studies of Chinese culture</li> <li>• See Hua Daily News (x 2)</li> <li>• Eye of Asia</li> <li>• The International Chinese Newsweekly' (x 2)</li> <li>• University journals from China, Hong Kong and Taiwan</li> <li>• Journals from China (academic related theses)</li> <li>• Journals published in China</li> <li>• Literature journals</li> <li>• Foreign university journals (x 2)</li> <li>• Any academic journals from China</li> <li>• Literature journals</li> <li>• Chinese community studies</li> </ul>
<b>Postgraduate Students:</b> <ul style="list-style-type: none"> <li>• Current affairs, culture and society</li> <li>• CNKI (x 2)</li> <li>• Academic journals from reputable universities from China, Hong Kong and Taiwan</li> </ul>

There were three undergraduates of year 3 students specifically requested for journals related to *Dream of the Red Chambers* studies; A library professional and two postgraduate students specifically requested the Library to subscribe the on-line database *China National Knowledge Infrastructure (CNKI)*. The *Dream of the Red Chambers* is a Chinese classical novel that involved a huge cast of characters and psychological scope. It is well known for its precise and detailed observation of life and

social structures found in the 18<sup>th</sup> century Chinese aristocracy. Many scholars have carried out research on *Dream of the Red Chambers* from different perspectives. CNKI is an online Chinese resource that offers full text and full image access to Chinese journals pertaining to Chinese literature, history and philosophy. These journals include research on the *Dream of the Red Chambers*. CNKI is updated daily and is very useful to students undertaking research, projects or assignments (China National Knowledge Infrastructure, 2006).

In fact, a number of journals requested by the respondents were already found in the University of Malaya Library as listed in Section 1.3.3. One of those was the print journal *Feng Chia Journal of Humanities and Social Science* from Taiwan. However, these journals still being requested despite the availability in the University of Malaya might be because the materials available in the library were out-dated as expressed by the respondents in Section 4.5.3. Furthermore, some of the journal materials were not available online and only hardcopy versions were available. The respondents may want these materials to be in the form of electronic resources so that they could access them anytime at their convenience and in the comfort of their homes instead of going to the library to access the materials.

#### **4.5.2 Areas of specialisation and research interest**

The three questions asked in the survey regarding the areas of specialization, research interests and future projects that involved Chinese studies collection are listed in Table 4.13. These three areas were analysed together as they had similar responses provided by the respondent groups hence, the responses had been combined into one analysis.

**Table 4.13  
Areas of Specialisation**

<b>Areas of Specialisation</b>	<b>Current Research Interest</b>	<b>Future Projects involved Chinese Studies Collection</b>
<b>Library Professionals:</b> <ul style="list-style-type: none"> <li>Cataloguing</li> </ul>	<b>Library Professionals:</b> <ul style="list-style-type: none"> <li>Digital library</li> </ul>	<b>Library Professionals:</b> <ul style="list-style-type: none"> <li>None</li> </ul>
<b>Faculty Members:</b> <ul style="list-style-type: none"> <li>Classical Chinese Literature</li> <li>Malaysian Chinese Community</li> <li>Hui (China ethnic group) Literature</li> <li>Chinese Literature and Culture</li> <li>Creative Writing</li> <li>Classical fiction and traditional Chinese opera</li> <li>Social conditions of Chinese in Singapore and Malaysia</li> </ul>	<b>Faculty Members:</b> <ul style="list-style-type: none"> <li>Literature</li> <li>Classical fiction and traditional Chinese opera</li> <li>Classical Chinese literature</li> <li>Malaysian Chinese literature</li> <li>Transformation of Malaysian Chinese associations</li> </ul>	<b>Faculty Members:</b> <ul style="list-style-type: none"> <li>All research projects</li> <li>Classical fiction and traditional Chinese opera</li> </ul>
<b>Undergraduate Students Y1:</b> <ul style="list-style-type: none"> <li>Chinese studies (x 2)</li> </ul>	<b>Undergraduate Students Y1:</b> <ul style="list-style-type: none"> <li>Chinese Literature</li> <li>Classical fiction</li> <li>History of Chinese Studies</li> <li>Chinese Studies</li> <li>Development of mass media</li> </ul>	<b>Undergraduate Students Y1:</b> <ul style="list-style-type: none"> <li>History of China</li> </ul>
<b>Undergraduate Students Y2:</b> <ul style="list-style-type: none"> <li>Culture and Literature</li> <li>Chinese studies(x 7)</li> <li>Psychology</li> <li>Literature</li> <li>East Asian Studies</li> </ul>	<b>Undergraduate Students Y2:</b> <ul style="list-style-type: none"> <li>Modern history and contemporary history</li> <li>Classical literature, culture and religion</li> <li>Economics</li> <li>Health</li> <li>Contemporary literature</li> <li>Chin and Han Dynasty emperors' favourite food</li> <li>Advertising and entertainment</li> <li>East Asia culture</li> <li>Chinese culture</li> <li>'Dream of the Red Chamber' Studies</li> <li>East Asian culture, Japanese language and Chinese culture</li> <li>Chinese studies (literature)</li> <li>Chinese studies (x 3)</li> <li>Modern fiction (x 2)</li> </ul>	<b>Undergraduate Students Y2:</b> <ul style="list-style-type: none"> <li>Malaysian Chinese literature</li> <li>Cultural studies, Literature discussion</li> <li>Chinese art</li> <li>East Asian culture studies (Japan, Korea and China)</li> <li>All future projects (x 2)</li> </ul>
<b>Undergraduate Students Y3:</b> <ul style="list-style-type: none"> <li>Chinese studies (x 20)</li> <li>Literature (x 11)</li> <li>Chinese, Economics</li> <li>Social studies</li> <li>East Asian Studies (x 3)</li> <li>History</li> </ul>	<b>Undergraduate Students Y3:</b> <ul style="list-style-type: none"> <li>Buddhism studies</li> <li>Sociology (x 3)</li> <li>Culture and societies (x 2)</li> <li>Culture and religion</li> <li>Literature and Chinese Culture</li> <li>Social sciences (x 2)</li> <li>Literature (x 9)</li> <li>Economics (x 2)</li> <li>Chinese culture</li> <li>'Dream of the Red Chamber' Studies</li> <li>Music and culture and</li> </ul>	<b>Undergraduate Students Y3:</b> <ul style="list-style-type: none"> <li>Humanities, society and culture</li> <li>Chinese community and Chinese culture</li> <li>Chinese culture studies</li> <li>Chinese culture and social research</li> <li>Literature studies (x 2)</li> <li>Science discipline</li> <li>Literature on 'Dream of Red Chambers'</li> <li>Chinese literature (x 3)</li> <li>Chinese schools in Malaysia</li> </ul>

**Table 4.13  
Areas of Specialisation**

<b>Areas of Specialisation</b>	<b>Current Research Interest</b>	<b>Future Projects involved Chinese Studies Collection</b>
	<ul style="list-style-type: none"> <li>• society</li> <li>• Culture and travel</li> <li>• Tang and Song poetry.</li> <li>• China history</li> <li>• Classical books</li> <li>• English Language</li> <li>• Social status of Chinese (x 3)</li> <li>• Politics, Current Affairs, Chinese Education</li> <li>• Chinese religion</li> <li>• Literature thoughts</li> <li>• Some famous Chinese fictions eg. Zhang Man Juan, Zhang Xiao Fong</li> <li>• History (x 2)</li> <li>• Contemporary literature studies</li> <li>• Academic theses</li> <li>• History of China (x 2)</li> <li>• Chinese literature</li> <li>• Fiction</li> <li>• Chinese community studies</li> <li>• East Asian Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Malaysian Chinese Literature, Culture</li> <li>• Chinese community studies</li> <li>• Classical books investigation and study</li> <li>• When Chinese language is more recognised, it will be become more important</li> <li>• Culture of Malaysia or the world</li> </ul>
<p><b>Postgraduate Students:</b></p> <ul style="list-style-type: none"> <li>• Classical poetry</li> <li>• Education</li> <li>• Chinese teaching (Private secondary schools)</li> <li>• Modern languages</li> </ul>	<p><b>Postgraduate Students:</b></p> <ul style="list-style-type: none"> <li>• Education (x 2)</li> <li>• Classical poetry and classical garden in China</li> <li>• Classical literature</li> <li>• Malaysian Chinese Literature</li> </ul>	<p><b>Postgraduate Students:</b></p> <ul style="list-style-type: none"> <li>• China Studies</li> <li>• Chinese Studies</li> </ul>

There was only one response from a library professional whose area of specialization was in cataloguing and she expressed her research interest in digital library. For the faculty members, their research interests and future projects were mostly according to their areas of specialisation. Their current research interests ranged from Chinese classic literature to social issues in Malaysia such as social conditions of Chinese in Singapore and Malaysia, to contemporary issues in Malaysia such as transformation of Malaysian Chinese associations.

Similarly, the research interests of both undergraduate and postgraduate students were according to their respective areas of specialisation. The areas of specialisation or areas

of studies in bachelor's programme covered Chinese language, linguistic and literature; classical Chinese studies and Chinese literature; reign of the five dynasties of China; Chinese societies and culture in South East Asia; Islam in China; and local interest. The research interests of the undergraduates of year 1 were more focus on Chinese studies and history of China. However, as the students progressed to year 2, year 3 and postgraduate levels, their scope of research interests expanded to include research areas such as East Asian studies, religion, Malaysian Chinese literature and culture. The undergraduates of year 3 and the postgraduate students have also been more aware of the contemporary issues of Malaysia such as politics, current affairs and policies related to Chinese education.

This shows that the research carried out and to be carried out by the students have indeed fulfilled the objectives of the bachelor's and postgraduate courses offered by the Department of Chinese Studies as stated in Section 1.3.1 and had prepared the graduates well to serve the government departments, organisations and private sectors in Malaysia as well as overseas.

#### **4.5.3 Difficulties in using Chinese studies collection**

The feedback on difficulties faced by respondents in using the Chinese studies collection is divided into 5 categories as follows:

- i. Different classification systems;
- ii. Use of OPAC system;
- iii. Chinese studies collection;
- iv. Facilities and services; and
- v. General.

There were two classification systems used for the Chinese studies collection in the University of Malaya Library as highlighted by the library professionals in Table 4.14 Section I. These were the *Harvard Yenching System* and the *Library of Congress Classification System (LCCS)*. The different classification systems tend to confuse the users since both the systems were housed under one roof.

**Table 4.14**  
**Difficulties in Using Chinese Studies Collection**

<b>Difficulties in Using the Chinese Studies Collection</b>	
<b>I</b>	<p><b><u>Classification System</u></b></p> <p><b>Library Professionals</b></p> <ul style="list-style-type: none"> <li>• No consistency in the organisation of library materials. Some are organised based on Harvard Yenching System while the later ones are according to Library of Congress Classification System (LCCS)</li> <li>• Different classification number system for the Chinese studies collection under one roof</li> </ul>
<b>II</b>	<p><b><u>Use of OPAC System</u></b></p> <p><b>Library Professionals</b></p> <ul style="list-style-type: none"> <li>• Some books are searched via Chinese characters while others are searchable through their Romanised titles</li> </ul> <p><b>Faculty Members</b></p> <ul style="list-style-type: none"> <li>• Can only use HanYu PinYin method to search the OPAC system</li> </ul> <p><b>Undergraduate Year 1</b></p> <ul style="list-style-type: none"> <li>• Sometimes type in the wrong characters, hence cannot find the required materials</li> <li>• Require to guess the words method or use of PinYi to search for Chinese books. This is difficult to find the required books</li> <li>• Information search difficulties</li> <li>• Yes, not sure where to locate the required books</li> <li>• Cannot find the books/materials</li> <li>• Yes, not very sure on the use of information search tools</li> </ul> <p><b>Undergraduate Year 2</b></p> <ul style="list-style-type: none"> <li>• Do not understand traditional Chinese characters</li> <li>• Not familiar with searching Chinese materials using OPAC</li> <li>• Not familiar with the use of computers</li> <li>• Do not know where to find library resources</li> <li>• Unable to find books</li> </ul> <p><b>Undergraduate Year 3</b></p> <ul style="list-style-type: none"> <li>• Phonetic translation (pin yin) problems</li> <li>• Yes, unable to locate accurate titles from OPAC</li> <li>• Recently the Pendeta WebPac cannot be accessed</li> <li>• There is no Chinese characters, only available in Pinyin, always misinterpreted</li> <li>• Use Pinyin method to search for books, sometimes errors occur</li> <li>• Yes unable to get materials needed (x 2)</li> <li>• Yes, books are not classified according to subject areas</li> <li>• Call number messy, books are lost</li> <li>• Cannot find required materials</li> <li>• System not in order</li> <li>• Cannot find related books</li> <li>• Difficult to locate books</li> </ul>

**Table 4.14**  
**Difficulties in Using Chinese Studies Collection**

<p><b>Difficulties in Using the Chinese Studies Collection</b></p> <ul style="list-style-type: none"> <li>• Unable to locate the materials required</li> </ul>
<p><b>III. <u>Chinese Studies Collection</u></b></p> <p><b>Faculty Members</b></p> <ul style="list-style-type: none"> <li>• Not enough books (x 2)</li> </ul> <p><b>Undergraduate Year 1</b></p> <ul style="list-style-type: none"> <li>• Not enough books</li> <li>• Cannot find the books required as they are being loan out</li> </ul>
<p><b>Undergraduate Year 2</b></p> <ul style="list-style-type: none"> <li>• Library collection requires improvement</li> <li>• A lot of books required are not available.</li> <li>• Many books in the libraries are out-dated (x 4)</li> <li>• Should add more Chinese books, this will benefit students and also more attractive</li> </ul> <p><b>Undergraduate Year 3</b></p> <ul style="list-style-type: none"> <li>• Yes not enough materials (x 4)</li> <li>• Not enough books (x7)</li> <li>• Not enough reference books (x 2)</li> <li>• Not enough materials/information</li> <li>• Not enough reference materials, have to go to other libraries</li> <li>• Not enough newspapers</li> <li>• One of the set of books is not complete, 1 or 2 volumes are missing</li> <li>• Some collections are out-dated</li> <li>• Very few new books</li> </ul> <p><b>Postgraduate Student</b></p> <ul style="list-style-type: none"> <li>• Not enough books, very little new books introduced</li> </ul>
<p><b>IV. <u>Facilities and Services</u></b></p> <p><b>Undergraduate Year 1</b></p> <ul style="list-style-type: none"> <li>• Not enough computers</li> </ul> <p><b>Undergraduate Year 3</b></p> <ul style="list-style-type: none"> <li>• Yes, do not have photocopier (x 4)</li> <li>• Yes, service is lousy, sometimes the network is down resulted students cannot search important materials in a short time</li> <li>• Not enough computers</li> <li>• The speed of the computers is too slow</li> <li>• On-line service disruption</li> <li>• Books are not on the shelves</li> <li>• Books borrowed by users not returned on time</li> <li>• Books needed but borrowed by others</li> <li>• Cannot borrow more books, maximum allowed is 5 books in East Asian Studies Library</li> <li>• In Main library, books returned were not checked into the system, almost have to pay large amount of fines</li> <li>• There is no on-line journals</li> </ul> <p><b>Postgraduate Student</b></p> <ul style="list-style-type: none"> <li>• No photocopy service</li> <li>• Some books are for reference only and cannot be loaned out</li> <li>• Found call number of the books, but books not available on shelves</li> </ul>
<p><b>V. <u>General</u></b></p> <p><b>Undergraduate Year 1</b></p> <ul style="list-style-type: none"> <li>• No problem (x 2)</li> </ul>



**Table 4.14**  
**Difficulties in Using Chinese Studies Collection**

<b>Difficulties in Using the Chinese Studies Collection</b>
<p><b>Undergraduate Year 2</b></p> <ul style="list-style-type: none"> <li>• No problem</li> </ul>
<p><b>Undergraduate Year 3</b></p> <ul style="list-style-type: none"> <li>• No problem (x 4)</li> </ul> <p><b>Postgraduate Student</b></p> <ul style="list-style-type: none"> <li>• No problem</li> <li>• Very satisfied</li> </ul>

To confuse the matter further, the respondents were required to use Han Yu Pin Yin method to search for the Romanised titles of the Chinese materials from OPAC system in the University of Malaya Library. The respondents were probably unsure of which materials classified under which system. As explained by the library professionals, some of the books were searched via Chinese characters while the others were searchable through their Romanised titles using the HanYu PinYin method. As a result, the faculty members, undergraduates and postgraduates students had expressed dissatisfaction and difficulties in locating the materials required. This is especially for those who were unfamiliar with this method, where they ended up typing the Pin Yin characters wrongly and unable to find the required materials. (Table 4.14 Section II)

The two classifications used for the Chinese studies collection, *Library of Congress Classification System* (LCCS) and *Harvard Yenching Classification System* could be confusing for the library users. Currently the books of the two classifications are shelved separately but housed in one location. It may be too costly, time consuming and labour intensive to reclassify all the materials into one single system. The University of Malaya Library may consider putting up more signages and have regular briefing and user education sessions to inform the users of the two systems and the location of the books. Also, in the OPAC system, it may be useful to specify the location of the books so that the users will be able to retrieve the books from the relevant shelves without

confusion. User education as well as written guidelines on the use of the OPAC system using HanYu PinYin method can also be made available in the Library. The Library is required to promote the user training sessions actively to encourage the users to attend training sessions. Furthermore, the librarians should be briefed and readily available in the Library to guide the users in retrieving the required materials from the respective shelves.

The dissatisfaction expressed of the Chinese studies collection was that the books available in the University of Malaya Library were insufficient or out-dated to meet the various needs of the undergraduates, postgraduates, teaching and research (Table 4.14 Section III). In terms of facilities, the undergraduates and postgraduates students requested for photocopying facilities and more computers to be made available in the Library (Table 4.14 Section IV). The Library may also need to look into the books shelving problems as highlighted by the undergraduate students whereby the books returned was not checked into the system by the library staff resulting in the unavailability of the books for the students. All the books returned are required to be checked into the system as soon as possible to allow the books to be circulated again when required by other users. Another request from the students in this study was for the on-line journals to be made available to them.

Despite the difficulties listed above, interestingly, there were some respondents, especially the undergraduates of year 3 and postgraduate students, expressed satisfaction with no problems encountered in the use of the Chinese studies collection (Table 4.14 Section V). It may be because many of them have been in the university for a number of years and have been taught on how to use the library via user education

sessions organised by the Library for them; therefore they are familiar with the library systems and able to locate the materials they require without difficulties.

#### 4.5.4 Separate Chinese studies collection

The respondents were asked whether they would benefit if the Library has a separate Chinese studies collection for undergraduates, postgraduates and researchers. Most of the students preferred to have a separate Chinese studies collection for undergraduates and postgraduates (Table 4.15).

**Table 4.15**  
**Separate Chinese Studies Collection by Level**

<b>Any benefits if there is separate Chinese studies collection for undergraduate, postgraduates and researchers ...</b>	
<p><b>Library Professionals:</b></p> <ul style="list-style-type: none"> <li>• It is more beneficial to integrate the books as it is difficult to draw a line between undergraduate or postgraduate or even research books. An integrated collection facilitates browsing and retrieval of materials. It is also space saving</li> <li>• No benefit</li> </ul>	<p><b>Undergraduate Students Y1:</b></p> <ul style="list-style-type: none"> <li>• Yes (x 16)</li> </ul> <p><b>Undergraduate Students Y2:</b></p> <ul style="list-style-type: none"> <li>• Yes (x 26)</li> <li>• I think we can all share, not necessary to have separate Chinese collections. Many books can both use by postgraduate and undergraduate students.</li> <li>• Yes, separate Chinese studies collection will save time to search for books. But it is better if Chinese libraries for postgraduate students can be accessed by undergraduate students too</li> </ul>
<p><b>Faculty Members:</b></p> <ul style="list-style-type: none"> <li>• No</li> <li>• Don't know</li> <li>• Yes, tremendously (x 2)</li> <li>• Definitely (x 2)</li> <li>• Already implemented but not much benefit because of budget constraint</li> </ul>	<p><b>Undergraduate Students Y3:</b></p> <ul style="list-style-type: none"> <li>• Yes (x 39)</li> <li>• Definitely Yes (6)</li> <li>• Yes, will benefit some</li> <li>• Yes, they may gain better information</li> <li>• May be</li> <li>• No (x 2)</li> <li>• Depends on the standard of the Chinese collection</li> </ul> <p><b>Postgraduate Students:</b></p> <ul style="list-style-type: none"> <li>• Yes (5)</li> </ul>

This may be because the students have been facing difficulties and has to locate the materials required and also time consuming as explained in Section 4.5.3. By having a separate collection, the students save time and will be able to search for the books easier and faster as indicated by one of the undergraduates of year 2. Hence, all the

postgraduates and most of the undergraduates supported the establishment of a separate collection as they anticipated the benefits. However, for the library professionals and faculty members who were aware of the constraints of budget and space, their preference was to have an integrated collection for use by undergraduates, postgraduates and researchers.

In view of the undergraduates' and postgraduates' feedback and since they constitute a large population of the library users, the library needs to explore this issue further and consider implementing a separate collection for undergraduates, postgraduates and researchers within the constraints. However, all the respondent groups should be allowed to share the collection by allowing the students to have access to all the collection.

In terms of a separate Chinese studies collection by language, most of the respondent groups preferred to have a separate collection as stated in Table 4.16. For the library professionals who disagreed for a separate collection, they were probably concerned that the students might limit themselves and not exposed to works published in other languages. The library professionals also took into consideration the issues of space and budget constraints related to housing the Chinese studies collection separately.

In fact, this is currently being practiced by the University of Malaya Library. The Chinese studies collections are categorised by language. The collection in Chinese language is currently housed in the East Asian Studies Library whereas the collection in English and Bahasa Malaysia is housed in the Main Library. The two libraries are located in separate buildings but within the vicinity of campus in Petaling Jaya. The

responses received reinforces that the current practice of separating the Chinese studies collection by language should remain.

**Table 4.16**  
**Separate Chinese Studies Collection by Language**

<b>Any benefits if there is separate Chinese studies collection in Chinese, English and other languages ...</b>	
<p><b>Library Professionals:</b></p> <ul style="list-style-type: none"> <li>• Content is important. Students should not limit themselves to works published in one language. An integrated collection in my view can raise students' satisfaction as it is easy for them to browse, locate or retrieve materials of different languages from the same call number range.</li> <li>• An integrated collection will help to save space as we do not need separate sets of space for expansion of materials in Chinese, English or other languages.</li> <li>• Don't Know</li> <li>• No benefit</li> </ul>	<p><b>Undergraduate Students Y1:</b></p> <ul style="list-style-type: none"> <li>• Yes (x 16)</li> <li>• Yes, students can then go to the specific location to retrieve the books without searching</li> <li>• Yes, it will be easier to find the required books</li> </ul> <p><b>Undergraduate Students Y2:</b></p> <ul style="list-style-type: none"> <li>• Yes (x 40)</li> <li>• Definitely Yes (x 5)</li> <li>• Yes, this will be more convenient for students to search for information</li> <li>• Yes, it is better to have separate collection, it is easier to find the required books</li> <li>• Yes, arranged according to language can solve the lack of books for some languages</li> <li>• Possible</li> <li>• Not a bad idea</li> <li>• No (x 2)</li> <li>• No, it will be troublesome to borrow books</li> </ul> <p><b>Undergraduate Students Y3:</b></p> <ul style="list-style-type: none"> <li>• Yes (x 39)</li> <li>• Definitely Yes (x 6)</li> <li>• Yes, will benefit some</li> <li>• Yes, they may gain better information</li> <li>• May be</li> <li>• No (x 2)</li> <li>• Depends on the standard of the Chinese collection</li> </ul>
<p><b>Faculty Members:</b></p> <ul style="list-style-type: none"> <li>• Yes (x 5)</li> <li>• Don't know</li> </ul>	<p><b>Postgraduate Students:</b></p> <ul style="list-style-type: none"> <li>• Yes (x 3)</li> <li>• It depends on the situations</li> </ul>

#### **4.5.5 Library staff**

In this section, the respondents were asked how knowledgeable and helpful the library staff was. The feedback for the support given by the library staff was very encouraging as many of the respondent groups responded positively and rated the services provided by the library staff from satisfactory to excellent (Table 4.17). This is especially true for services provided by the East Asian Studies Library staff.

**Table 4.17**  
**Library Staff**

<b>How knowledgeable and helpful are the library staff ...</b>	
<p><b>Library Professionals:</b></p> <ul style="list-style-type: none"> <li>• Not too good</li> <li>• Acceptable</li> </ul>	<p><b>Undergraduate Students Y3 (continued):</b></p> <ul style="list-style-type: none"> <li>• A small number of staff are helpful, attitude is good</li> <li>• Should improve service and staff attitude</li> <li>• It depends</li> <li>• Attitudes are good</li> <li>• Acceptable for Main Library too</li> <li>• Average for Main Library</li> <li>• Average. Main library's staff sometimes are not polite. A bit lazy, no smiles, not cute</li> <li>• Main Library – good, some are very good, some have very bad attitudes</li> <li>• Very good for East Asia library (x 2)</li> <li>• Service and attitudes of East Asia Library staff are quite good</li> <li>• Although East Asia library staff are fierce, they are very willing to help</li> <li>• East Asian Library – Excellent</li> <li>• East Asian Library – Staff are very kind</li> <li>• East Asian Library – There is a Chinese uncle very nice, very helpful</li> </ul>
<p><b>Faculty Members:</b></p> <ul style="list-style-type: none"> <li>• Very good</li> <li>• Knowledgeable</li> <li>• Satisfactory</li> <li>• Not too bad</li> <li>• They are competent</li> </ul>	
<p><b>Undergraduate Students Y1:</b></p> <ul style="list-style-type: none"> <li>• Highly satisfied</li> <li>• Above average</li> <li>• Very good (x 2)</li> <li>• Good</li> <li>• Satisfactory (x 5)</li> </ul> <p><b>Undergraduate Students Y2:</b></p> <ul style="list-style-type: none"> <li>• Above average</li> <li>• Good(x 2)</li> <li>• Average (x 2)</li> <li>• Satisfactory (x 8)</li> <li>• Acceptable (x 11)</li> <li>• Acceptable, but need improvement (x 2)</li> <li>• At the moment, the librarians I met with are very nice, and also familiar with library operations</li> <li>• Main Library – Poor</li> </ul> <p><b>Undergraduate Students Y3:</b></p> <ul style="list-style-type: none"> <li>• Excellent</li> <li>• Very Good (x 5)</li> <li>• Above average (2)</li> <li>• Good (x 3)</li> <li>• Average (4)</li> <li>• Below average</li> <li>• Acceptable (x 12)</li> <li>• Satisfactory (x 3)</li> <li>• Bad</li> <li>• Need improvement</li> <li>• Should improve</li> </ul>	<p><b>Postgraduate Students:</b></p> <ul style="list-style-type: none"> <li>• Above average</li> <li>• Average (2)</li> <li>• Satisfactory</li> <li>• Average, can be improved</li> </ul>

Generally, the respondents evaluated the performance of the library staff by their attitude, knowledge of the operation of the library, politeness and helpfulness. Some negative comments about some of the library staff may need further investigation by the Library management to establish the cause of the complaints. It could be further on-the-job training that is required to be provided to some of the library staff. It could

also be the procedures of the operation of the library that are required to be reviewed in order to improve the service provided to the library users.

#### 4.5.6 Comments and Suggestions

The comments and suggestions provided by the respondents in Table 4.18 are to reiterate the dissatisfaction listed in the previous sections with proposed solutions provided such as to purchase more newly published books and materials, to include on-line journals and increase the types of journals available especially academic journals from China, Taiwan and Hong Kong. The need for more computers, photocopying facility and up-to-date materials are also highlighted.

**Table 4.18**  
**Comments and Suggestions**

<b>Any further comments and suggestions ...</b>
<b>Library Professionals:</b> <ul style="list-style-type: none"> <li>• Purchase books directly from bookshops?</li> <li>• Hope to have Chinese dept's doctoral theses from China, Hong Kong, Taiwan and Singapore</li> </ul>
<b>Faculty Members:</b> <ul style="list-style-type: none"> <li>• To buy more books and research materials</li> </ul>
<b>Undergraduate Students Y1:</b> <ul style="list-style-type: none"> <li>• Should study the books collection required in the library</li> </ul>
<b>Undergraduate Students Y2:</b> <ul style="list-style-type: none"> <li>• Only English journals, should add more Chinese journals</li> <li>• Introduce more recent journals, reference books</li> </ul>
<b>Undergraduate Students Y3:</b> <ul style="list-style-type: none"> <li>• Add more on-line services</li> <li>• Purchase more newly published books</li> <li>• Add more newspapers, computer labs and computers, magazines and books</li> <li>• Basically not many journals that can be used as reference</li> <li>• Not enough budget to purchase journals</li> </ul>
<b>Postgraduate Students:</b> <ul style="list-style-type: none"> <li>• No feedback</li> </ul>

It is interesting to note the comments and suggestions provided by the library professionals in Table 4.18 that the University of Malaya Library should purchase books directly from bookstores and obtain doctoral copies of theses from China, Hong

Kong, Taiwan and Singapore. Why are these suggestions not implemented? The answer may be found in the next section when the views of the library professionals were sought.

#### **4.6 Views of a Library Professional**

In Part 4 of the survey questionnaire (Appendix 1) space was provided in each question for additional comments and suggestions to encourage responses from the library professionals. For this section, only the feedback from the librarian who was responsible for the Chinese studies collection at the East Asian Studies Library was used (Table 4.19). The information provided is specifically for the East Asian Studies Library at the University of Malaya Library. The other library professional respondents who were not the staff of University of Malaya had expressed that they did not fully know the operation of the University of Malaya Library to provide their views confidently.

##### **4.6.1 Size of Chinese Studies Collection**

The East Asian Studies Library had a book collection totalled 48,000 titles with more than 70,000 copies (Table 4.19 Item 1). There were 36 print journal titles as listed in Section 1.3.3. There were also some VCD held in the library but no electronic resources available.

As advised by Roberts (2001), the focus of the library has to shift from documents collection to users, in order to provide access to information and quality support. With the digital age, it is essential to provide electronic resources to the library users. Other related issues such as intellectual property, licensing agreements and consortia activities



are also need to look into in order to make available electronic resource materials to users.

#### **4.6.2 Written Policies**

There were written policies in the East Asian Studies Library to support learning, teaching and research needs of the community of the University of Malaya. There was also a donation or gift and exchange policy for the Chinese studies collection (Table 4.19 Item 2 and 3).

The University of Malaya Library may consider organizing more formal fund raising activities to encourage more voluntary support such as gifts from alumni, friends and corporation to increase the Chinese studies collection including electronic resources on Chinese studies.

#### **4.6.3 Focus of Chinese Studies Collection**

The main focus of the Chinese studies collection in the library is shown in Table 4.19 Item 4) as follows:

- (i) Chinese literature, history and philosophy of China
- (ii) Chinese language and linguistics
- (iii) Malaysiana publications
- (iv) East Asian studies

#### **4.6.4 Selection of Chinese Studies Resources**

The selection of Chinese studies materials was mostly based on recommendations from the faculty members. The materials selected are based on the reading list of the courses offered by the Department of Chinese Studies (Table 4.19 Item 5).

**Table 4.19**  
**Views of a Library Professional**

<b>Views of a Library professional ...</b>
<p><b>Item 1: What is the size of your Chinese studies collection</b></p> <ul style="list-style-type: none"> <li>• Books – 48,000 titles (+70,000 copies)</li> <li>• Print journals – 36 titles</li> <li>• Electronic resources - None</li> <li>• Others - VCD</li> </ul>
<p><b>Item 2: Do you have a collection development policy for your Chinese studies collection?</b></p> <ul style="list-style-type: none"> <li>• Yes, to support learning, teaching and research needs of the UM community</li> </ul>
<p><b>Item 3: Do you have a donation or gift and exchange policy for your Chinese studies collection?</b></p> <ul style="list-style-type: none"> <li>• Yes</li> </ul>
<p><b>Item 4: Is there a focus of Chinese studies collection?</b></p> <ul style="list-style-type: none"> <li>• Chinese Literature, history and philosophy of China</li> <li>• Chinese language &amp; linguistics</li> <li>• Malaysiana publications</li> <li>• East Asian Studies</li> </ul>
<p><b>Item 5: How do you go about selecting Chinese studies resources? And do you use evaluative criteria, such as credentials of the author, scope, currency, and accuracy when deciding which website links to post on your website?</b></p> <ul style="list-style-type: none"> <li>• Recommendation from lecturers</li> <li>• Reading lists</li> </ul>
<p><b>Item 6: What is the classification used for your Chinese studies collection?</b></p> <ul style="list-style-type: none"> <li>• Library of Congress Classifications System (LCCS)</li> <li>• Harvard Yenching Classification System</li> </ul>
<p><b>Item 7: Do you prepare on-line guides or instructions on the use of library resources? Or do you instead offer information seeking skills to your users? Do you think that on-line guides or instructions are more effective in educating users on the use of library resources?</b></p> <ul style="list-style-type: none"> <li>• Information skills sessions</li> <li>• Yes, for my opinion, info seeking skills session is more effective in educating users</li> </ul>
<p><b>Item 8: What are your biggest constraints regarding the electronic resources collection, and providing access to them?</b></p> <ul style="list-style-type: none"> <li>• Budget</li> <li>• The subscription fee is too expensive</li> <li>• Electronic resources not available in the East Asian Studies Library</li> </ul>
<p><b>Item 9: How can you play a bigger role in providing a better reference service for your electronic resources?</b></p> <ul style="list-style-type: none"> <li>• By providing training session on the use of electronic resources</li> <li>• Provide hands-on sessions, flyers and on-line guides</li> </ul>
<p><b>Item 10: Any further suggestions and comments?</b></p> <ul style="list-style-type: none"> <li>• Library has insufficient budget to subscribe to electronic resources</li> </ul>

Further studies on the selection of materials can be looked into. The review of the selection policies may need to be carried out periodically to ensure its relevance. Instead of just relying on the reading list and recommendations from the lecturers, the selection of materials could be opened to library professionals, students and publishers to recommend the materials to be purchased for the library. This is also suggested by the library professionals (Table 4.18) whereby books could be purchased directly from bookstores and to obtain doctoral copies of theses from China, Hong Kong, Taiwan and Singapore. This will help to develop the Chinese studies collection and purchase more up-to-date materials in a timely manner.

#### **4.6.5 Classification of Chinese Studies Collection**

The 2 classifications (Table 4.19 Item 6) used for the Chinese studies collection are :

- (i) *Library of Congress Classification System (LCCS)*
- (ii) *Harvard Yenching Classification System*

These two classifications resulted in the respondents being dissatisfied with the collection when they could not find the materials required in a timely manner (Section 4.5)

#### **4.6.6 Online Guides or Instructions**

According to the library professional (Table 4.19 Item 7), the information seeking sessions conducted is one of the effective ways in educating users to use the library resources. This is important especially for users who are not familiar with the two classification systems and the use of Han Yu Pin Yin as listed in Section 4.5.3.

#### **4.6.7 Constraints**

The main constraint in providing sufficient electronic resources is lack of funds. Insufficient budget and the high fees charged by the vendors for the subscription of electronic resources have resulted in the unavailability of Chinese studies related electronic resources in the East Asian Studies Library (Table 4.19 Item 8).

#### **4.6.8 Reference Service**

In order to provide better reference service, the library professional proposed for more hands-on sessions, flyers and on-line guides to be provided to the users (Table 4.19 Item 9).

### **4.7 Summary**

The results of the study are presented and analysed in this chapter. The response rates are satisfactory and samples are also explained in this chapter. The respondents are library professionals, faculty members, and also the undergraduate and postgraduate students of the Department of Chinese Studies, University of Malaya. A total of 138 responses were received with a response rate of 77.5%. The respondents were asked to rate the Chinese studies collection, services and facilities on a 5-point scale. Open-ended questions were provided to allow users to provide comments and suggestions for improvement.

The results showed that the undergraduates of years 2 and 3 and the postgraduates are less satisfied with the collection and services compared to the undergraduates of year 1, faculty members and library professionals. A gap analysis was also carried out to compare the satisfaction level between the library professionals and the respondents of the Department of Chinese Studies. The results showed that there is no significant gap

between the performance evaluation by library professionals and the library users' expectations in any particular areas. The next chapter discusses the implication of the results of the study and highlights the directions for future research.

## **CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

The purpose of this study is to identify the usage pattern and the users' satisfaction level of the Chinese studies collection and also the services and facilities found in the University of Malaya Library. This final chapter reports the conclusions, limitations and direction for future research from this study

### **5.2 Conclusions**

#### **5.2.1 Usage Pattern of Chinese Studies Collection**

As discussed in Chapter 4, the results of the library usage show that the East Asian Studies Library of the University of Malaya was more frequently used compared to the Main Library of the University of Malaya as shown in Table 4.3. The average usage was 1-2 times per week with 90.4% of the users accessed to the East Asian Studies Library compared to 9.6% accessed to the Main Library. The popularity of East Asian Studies Library may be because of the books were written in Chinese which is directly relevant to the Chinese studies students. The findings from this study have answered the research question 1 as listed in Chapter 1, Section 1.6.

#### **5.2.2 Users' Satisfaction Level with the Chinese Studies Collection**

The results in Table 4.7 indicate that the respondents are generally satisfied with the books and print journals collection in the University of Malaya Library. The results show that the Chinese studies books and print journals collection meet the needs for general reading purpose with a mean score of 3.42 on a 5-point scale and the needs of undergraduate students with a mean score of 3.17. However, the books and print journal

do not adequately meet the needs of the postgraduate students, teaching and research and resulting in a mean score of below 3.0.

The results also indicate that there is an urgent need to provide electronic resources to the users. In fact, the library professionals were the least satisfied with the electronic resources provided to the users with a mean score of 1.5, below the acceptable satisfactory level. However, the results again indicated that the undergraduates of year 1 and 2 were generally more satisfied with the electronic resources provided with a mean score of above 3.0, compared to the undergraduates of year 3, postgraduate students and faculty members with a mean score of between 2.17 and 2.80. The most used resources in the study are books (88%), followed by print journals (10.4%) and electronic resources (1.5%) as shown in Table 4.10.

A gap analysis was carried out to assess the satisfaction level of the Chinese studies collection between the library professionals and other respondent groups. The findings in Table 4.8 indicate that there is no significant gap between library professionals and other respective groups. Instead, there are negative scores which means some of the respondent groups were more satisfied with the Chinese studies collection than the library professionals. Zaiton, Carole and Wan (1998) argued that the low percentage of satisfaction level for Chinese studies library being special libraries is understandable bearing in mind that the clientele at special libraries have specialised information needs that may not be easily met by the librarians. The findings in the study have answered the research question 2 as listed in Chapter 1, Section 1.6.

### **5.2.3 Users' Satisfaction Level with Services and Facilities**

The respondents were satisfied with most of the services and facilities provided in the University of Malaya Library as shown in Table 4.9 with a mean score of above 2.50. The mostly used services are general reference service; library guides about the collection or the OPAC system; and the short-term and long-term loan facilities (Table 4.11). Similarly, the feedback received from open-ended questions (Section 4.5) has also indicated that the users were satisfied with most of the services and facilities provided.

However, there were some areas of dissatisfaction that required the University of Malaya Library to look into. This is especially for those responses that received a mean score of 2.50 and below. The library professionals had expressed dissatisfaction with the policy in the selection of materials. Both the library professionals and other respondent groups had indicated their dissatisfaction in the access of library resources outside the campus. The lack of on-line journals for Chinese studies collection such as CNKI may be a cause of dissatisfaction. The services of inter-library loan and information seeking skill sessions may need to be upgraded. Separate studies can be carried out to investigate in detail of the areas of dissatisfaction. The findings in the study have answered the research question 3 as listed in Chapter 1, Section 1.6.

### **5.3 Limitation of the Study**

The questionnaire survey used for this study involved only a small number of respondents mainly from the University of Malaya. The sample size collected in Malaysia may not be extensive due to time constraints and availability of documented materials on user evaluation of special collection such as Chinese studies collection in Malaysia. The questionnaire survey may be subjective since the data collected is based



on the opinions of the questionnaire survey respondents. They may not reflect the complete needs and views of the university community in Malaysia. Furthermore, the responses given may be based on self-reporting and hence may be bias. Factors affecting this behaviour may not be taken into consideration. Similarly, resources and time constraints have prevented personal interviews to be conducted in collecting data from a representative population. Instead, self completion questionnaire have been used with a convenient sample of University of Malaya's academic members, library professionals and students in an attempt to obtain a high response rate from relevant population. While this study's response rate was satisfactory, the limitation of a convenient sample is that it cannot be described as representative of the target population of the universities in Malaysia.

There was a weakness in the survey instrument which was generic to all categories of respondents. Some questionnaires probably should only be answered by a specific category of respondents. In Part 2 of the questionnaire, the respondents were asked to assess the adequacy of Chinese studies materials that meet not only the undergraduate needs but also the postgraduate, teaching and research needs. The researcher should have included 'go to' instructions in the relevant questions so that the undergraduate respondents answer questions that is only relevant to their needs and do not attempt to answer questions related to teaching needs which probably can only be assessed by the academic staff.

In Part 4 of the questionnaire, feedback was only obtained for the East Asian Studies Library and this may not have reflected the full collection in the University of Malaya Library. Feedback on the Chinese studies collection housed in the Main Library is not included.

#### **5.4 Direction of Future Studies**

This study focuses on the user evaluation of the Chinese studies collection. This study can be a mean for further study on user needs assessment of the Chinese studies collection. However, user needs analysis is one of the components in collection development such as Evans' model. This model comprises of six elements namely user needs analysis; collection development and selection policies; selection of materials; acquisition; weeding and collection evaluation. The Evans' model can be the theoretical framework to be used for future studies.

Further studies of the University of Malaya Library based on the elements of Evans' model may be considered in future. It is reasonable to apply the principles of the Evans' model of collection development with adaptations that are suitable to the University of Malaya environment. For example, besides the six elements of the Evans' model, the model if adopted by the University of Malaya Library may need to be expanded to include the management of collection such as intellectual property, licensing agreements and consortia activities for digital materials (Roberts, 2001).

Comparison studies can be carried out on Chinese studies collection between the University of Malaya Library and other libraries or information centres in Malaysia or overseas.

#### **5.5 Summary**

This chapter has discussed the conclusions drawn from the survey, obtained from the study. At the same time, limitations of the study suggested some cautions in the instrument are used and resource constraints that had encouraged a convenient sample of relevant respondents rather than representative of the population. Direction of future

studies is suggested to include collection development model to establish generalization of results both within Malaysia and overseas.

## References

- Agee, J. (2005). Collection evaluation: A foundation for collection development. *Collection Building*, 24(3), 92 - 95.
- Aluri, R. (1993). Improving reference service: the case for using a continuous quality improvement method, In: Roslah, J. and Zainab, A.N. (2007). Identifying what services need to be improved by measuring the library's performance. *Malaysian Journal of Library & Information Science*, 12(1), 35-53.
- Andrade, D., and Vergueiro, W. (1996). Collection development in academic libraries: A Brazilian library's experience. *New Library World*, 97(4), 15-24.
- Carrigan, D.P. (1996). Collection development - evaluation, In: Shaheen. M., Mumtaz, A. A., and Tamara, S. E. (2001). User perceptions of library effectiveness in Malaysian agricultural libraries. *Library Review*, 50(4), 176-186
- Cassell, K.A. (1997). Interview with Robert Sewell, Associate University Librarian for Collection Development and Management, Rutgers University, New Brunswick, New Jersey. *Collection Building*, 16(4), 185-187.
- Categorisation of research methods*, Lecture notes (2005) for Research Methods for Library and Information Science, Master of Library and Information Science, University of Malaya.
- Chao S.Y. J. (2001a). Library cooperation on overseas Chinese studies: From resource sharing to the development of library collections. *Collection Building*, 20(3), 123-130.
- China National Knowledge Infrastructure* (2006). Retrieved June 21, 2008, from <http://www.global.cnki.net/grid20/index.htm>
- Dobson, C., Kushkowski, J.D. and Gerhard, K.H. (1996). Collection evaluation for interdisciplinary fields: a comprehensive approach, In: Shaheen. M., Mumtaz, A. A., & Tamara, S. E. (2001). User perceptions of library effectiveness in Malaysian agricultural libraries. *Library Review*, 50(4), 176-186.
- Evans, G. E. (1995). *Developing Library and Information Centre Collections*, 3rd ed. Englewood Colo: Libraries Unlimited.
- Evans, G. E., and Saponaro, M. Z. (2005). *Developing Library and Information Center Collections*, 5<sup>th</sup> ed. Westport, CT: Libraries Unlimited.
- Fan, K. W. (2003). Electronic resources for Chinese studies and East Asian libraries. *New Library World*, 104(10), 408-414.
- Gee, K.C., and Tan, W. (2003). Chinese Collections of Top East Asian Libraries on the East Coast of the United States. *Journal of Educational Media & Sciences*, 42(2), 139-162.
- Hernon, P. and Charles R. McClure (1990). Evaluation and library decision making, In: Roslah, J. and Zainab, A.N. (2007). Identifying what services need to be

improved by measuring the library's performance. *Malaysian Journal of Library & Information Science*, 12(1), 35-53.

Hiller, S. (2001). Assessing User Needs, Satisfaction, and Library Performance at the University of Washington Libraries. *Library Trends*. Retrieved June 8, 2008 from [http://findarticles.com/p/articles/mi\\_m1387/is\\_4\\_49/ai\\_77811347](http://findarticles.com/p/articles/mi_m1387/is_4_49/ai_77811347)

Huang, R. (2007). Study and analysis of information on the reader's potential discontent in an academic library. *Library Management*, 28(1), 27-35.

International Federation of Library Association and Institutions [IFLA]. (2001). *Guidelines for a Collection Development Policy using the Conspectus Model: Section on Acquisition and Collection Development*. Retrieved October 13, 2006, from <http://www.ifla.org/VII/s14/nd1/gcdp-e.pdf>

Lancaster, F.W. (1993). The measurement and evaluation of library services, In: Roslah, J. and Zainab, A.N. (2007). Identifying what services need to be improved by measuring the library's performance. *Malaysian Journal of Library & Information Science*, 12(1), 35-53.

Mohd. Zain Abd. Rahman and Siti Hawa Darus (2004). Faculty awareness on the collection development of the International Islamic University Library. *Malaysian Journal of Library & Information Science*, 9(2), 17-34.

Mohd. Zain Abd. Rahman (2005). The library of the International Institute of Islamic Thought and Civilization (ISTAC): An evaluation of a decade of the collection development. *Library Review*, 52(2), 59-67.

Negrete Gutierrez, M.C. (1993), El papel del bibliotecologo en el desarrollo de colecciones en la biblioteca universitaria, In: Sanchez Vignau, B.S. (2005). Collection development policies in university libraries: a space for reflection. *Collection Building*, 24(1), 35-43.

New Era College. *Malaysian Centre for Ethnic Studies* (2006). Retrieved January 20, 2008, from [http://www.newera.edu.my/academic/index\\_e.php](http://www.newera.edu.my/academic/index_e.php)

Nicholson, D. (1999). *Collection Level Description: A review of existing practice, an e-library support study*. Retrieved September 5, 2006, from <http://www.ukoln.ac.uk/metadata/cld/study/collection/conspectus/>

Odini, S. (1997), Managing a reserve collection: the case of Moi University Library. *Library Review*, 46(4).

Oliver, R.L. (1996). Satisfaction: a behavioural perspective on the consumer, In: Roslah, J. and Zainab, A.N. (2007). Identifying what services need to be improved by measuring the library's performance. *Malaysian Journal of Library & Information Science*, 12(1), 35-53.

Osburn, C.B. (1979), Toward a reconceptualization of collection development, In: Sanchez Vignau, B.S. (2005). Collection development policies in university libraries: a space for reflection. *Collection Building*, 24(1), 35-43.

- Perry, C. (1998), A structured approach for presenting a research thesis. *Australasian Marketing Journal*, 6(1), 63-68.
- Pong, Y.T.(2006). *A user study of the Centre for Malaysian Chinese Studies Library*. Unpublished master's thesis. Universiti Malaya, Malaysia.
- Punch, K.F. (2005). *Introduction to social research: quantitative and qualitative approach*, 2nd ed. London: Sage Publications Ltd.
- Reference and User Services Association [RUSA]. (2001). Guidelines for Liaison Work in Managing Collections and Services. Retrieved July 11, 2006, from <http://www.ala.org/ala/rusa/rusaprotools/referenceguide/guidelinesliaison.htm>
- Roberts, S. A. (2001). Trends and developments in financial management of collections in academic and research libraries. *The Bottom Line: Managing Library Finances*, 14(3), 152–164.
- Roslah, J. and Zainab, A.N. (2007). Identifying what services need to be improved by measuring the library's performance. *Malaysian Journal of Library & Information Science*, 12(1), 35-53.
- Sanchez Vignau, B.S. (1999), Conference de la Asignatura Desarrollo de Colecciones, In: Sanchez Vignau, B.S. (2005). Collection development policies in university libraries: a space for reflection. *Collection Building*, 24(1), 35-43.
- Sanchez Vignau, B.S. (2005). Collection development policies in university libraries: a space for reflection. *Collection Building*, 24(1), 35-43.
- Shaheen. M., Mumtaz, A. A., and Tamara, S. E. (2001). User perceptions of library effectiveness in Malaysian agricultural libraries. *Library Review*, 50(4), 176-186.
- Shibanda, G. (1994). Collection development as performance measurement. *Library Review*, 43(8), 44-48.
- University of Malaya. *Department of Chinese Studies* (2006). Retrieved May 4, 2007, from <http://ccm.um.edu.my/ccm/navigation/academics/faculties/fsss/departments/chinese/>
- University of Malaya. *East Asian Studies Library* (2006). Retrieved May 4, 2007, from <http://www.umlib.um.edu.my/KAT.HTM>
- University of Malaya. *Institute of China Studies* (2006). Retrieved May 4, 2007, from [http://www.um.edu.my/research/research\\_centres.php?intPrefLangID=1&](http://www.um.edu.my/research/research_centres.php?intPrefLangID=1&)
- University of Malaya. *University of Malaya Library* (2006). Retrieved May 4, 2007, from [http://www.um.edu.my/um\\_life/services/facilities/library.php?intPrefLangID=1&](http://www.um.edu.my/um_life/services/facilities/library.php?intPrefLangID=1&)
- University of Malaya. *Discover UM, History of UM* (2006). Retrieved June 7, 2008, from [http://www.um.edu.my/um\\_life/services/facilities/library.php?intPrefLangID=1&](http://www.um.edu.my/um_life/services/facilities/library.php?intPrefLangID=1&)
- Woo, H. (2005), The 2004 user survey at the University of Hong Kong Libraries. *College & Research Libraries*, 66 (2), 115-35.

Ye, Y. S. (2004). *A non-specialist guide to building Chinese studies collections for Small College Libraries, Macalester College, St Olaf College and Carleton College*. Retrieved September 12, 2006, from <http://www.macalester.edu/library/resources/eastasia/documents/guidetochinesestudiescollection.doc>.

Zaiton, O. Carole, A.G and Wan H.W.A (1998). Quality services: policies and practices in Malaysia. *Library Management*, 19(7), 426-433.

## Bibliography

- Association of College and Research Libraries [ACRL]. (2004). *Standards for Libraries in Higher Education*. Retrieved September 25, 2007, from <http://www.acrl.org/ala/acrl/acrlstandards/standardslibraries/cfm>
- Centre for Malaysian Chinese Studies (2005). Retrieved September 11, 2006, from <http://www.huayan.net.my/content.php?id=15&mid=5#>
- Chang, T.C. (2001). *Use of internet among secondary school students in Singapore - a case study of Raffles Girls' Secondary School*. Unpublished master's thesis. Nanyang Technological University, Singapore.
- Chao, S.Y. J. (2001b). A model of library cooperation on overseas Chinese studies: The Ohio experience. *Collection Building*, 20(2), 45-53.
- Chen, T.Y. (1997). An evaluation of the relative performance of university libraries in Taipei. *OCLC Systems & Services*, 13(4), 164-172.
- Ding, C.M. (2004). Access to materials on Malay world studies from Leiden to Bangi: A model for information repackaging on the information superhighway. *Sari* 22, 9-27.
- Evans, G. E. (2002). Management issues of co-operative ventures and consortia in the USA. *Library Management*, 23(4/5), 213-226.
- Fenner, A. (2004). *Selecting Materials for Library Collections*. New York: Haworth Information Press.
- Han Chiang College. *Chinese Heritage Center* (2006). Retrieved September 11, 2006, from <http://www.hju.edu.my/chc>
- Hayler, R. and Nichols, M. (2005). *What is six sigma process management?* New York: McGraw-Hill.
- Huzaimah, A.R. and Zainab, A.N. (2006). Gauging the use of and satisfaction with home grown electronic journals: A Malaysia case study. *Malaysian Journal of Library & Information Science*, 11(2), 105-102.
- Information/community needs assessment*, Lecture notes (2005) for Collection Development for Library and Information Science, Master of Library and Information Science, University of Malaya.
- Opie, C. and Sikes, P. (Eds) (2004). *Doing educational research : a guide to first-time researchers*. London:Sage.
- Standard for Libraries in Higher Education (2004). Retrieved Jan 10, 2008, from [www.ala.org/ala/acrl/acrlstandards/standardslibraries.cfm](http://www.ala.org/ala/acrl/acrlstandards/standardslibraries.cfm)



Southern College. *Research Institute of Chinese Ethnicity and Culture. Introduction* (2004). Retrieved September 11, 2006, from [http://www.sc.edu.my/english/ricec/ricec\\_home.htm](http://www.sc.edu.my/english/ricec/ricec_home.htm)

Tan, H.P. (2006). *An empirical investigation of factors affecting consumer usage of Islamic and non-Islamic credit cards in Malaysia*. Unpublished PhD thesis. The University of Newcastle, Australia.

Universiti Tunku Abdul Rahman (2006). Retrieved September 19, 2006, from <http://www.utar.edu.my>

## APPENDIX 1

Faculty of Computer Science and Information Technology  
University of Malaya

July 2007

### User Assessment of Chinese Studies Collection in an Academic Library

I, CHIA YIP PING a postgraduate student of Master of Library and Information Science (MLIS) programme at Faculty of Computer Science and Information Technology (FCSIT), Universiti Malaya, would like to invite you to participate in my study as mentioned above. I am doing this survey as a partial fulfilment of the dissertation for the MLIS programme.

The purpose of this questionnaire is to serve as a source of data for improvement of the Chinese studies collection in an academic library. In addition, it will also provide you an opportunity to offer constructive views to the library. We hope the data collected can assist us to improve the Chinese studies collection to serve you better.

The views expressed in the completed questionnaire will be treated in the strictest confidence. For any inquiries, kindly contact me at HP: 012-9055596 or email [chiayp@hotmail.com](mailto:chiayp@hotmail.com)

Thank you for your time.

---

### Part 1: General

Please check the following that best describes you (**Please tick the appropriate box**)  
请在有关格子内打勾

#### 1. Your designation

您的职位

1. Library professional  
图书馆专业人士

2. Faculty:  
教职人员

1. Professor 教授

2. Associate Professor 副教授

3. Senior Lecturer 高级讲师

4. Lecturer 讲师

5. Others 其他

3. Student  
学生

1. Undergraduate 本科生

2. Postgraduate 研究生

4. Researcher  
研究人员

5. Others (please specify) \_\_\_\_\_  
其他 (请列明)

2. The Library you use most often  
您最常使用的图书馆

1. Universiti Malaya Library 马大图书馆

1. Main Library 马大图书馆总馆

2. East Asia Studies Library 东亚图书馆

2. Other academic library (please specify) \_\_\_\_\_  
其他学术图书馆 (请列明)

3. Information Centre (please specify) \_\_\_\_\_  
资讯中心 (请列明)

4. Others (please specify) \_\_\_\_\_  
其他 (请列明)

3. How many times per week do you usually use the Chinese studies collection in the Library?  
在一星期里, 您通常使用中文馆藏多少次?

1. Never 不曾

2. 1-2 times per week 一至二次

3. 3-4 times per week 三至四次

4. 5-6 times per week 五至六次

5. 7 or more times per week 七次或更多

4. How often do you find yourself having to go to another library or use the inter-library loan?  
您有多常需使用其他机构图书馆设施或使用馆际互借服务?

1. Never 不曾

2. Sometimes (please specify which library \_\_\_\_\_ )  
有时 (请列明哪一间图书馆)

3. Often (please specify which library \_\_\_\_\_ )  
常常 (请列明哪一间图书馆)

## Part 2: Chinese Studies Collection

Assess the quality of the Chinese studies collection from 1 to 5 using the following scale:  
(1=Poor, 2=Below Average, 3=Satisfactory, 4=Above Average, 5=Excellent, NA=Not Applicable)

请根据以下的标准, 以 1 至 5 为中文馆藏打分

(1=差劲, 2=中下, 3=满意, 4=中上, 5=特优, NA=无关)

### 1. Adequacy of the Chinese studies books for

中文图书藏书量足于应付

(a) Undergraduate students' needs 本科生之需求	1	2	3	4	5	NA
(b) Postgraduate students' needs 研究生之需求	1	2	3	4	5	NA
(c) Teaching needs 课授需求	1	2	3	4	5	NA
(d) Research needs 研究需求	1	2	3	4	5	NA
(e) General reading purposes 日常阅读需求	1	2	3	4	5	NA

### 2. Adequacy of the Chinese studies print journals for

中文印刷期刊藏量足于应付

(a) Undergraduate students' needs 本科生之需求	1	2	3	4	5	NA
(b) Postgraduate students' needs 研究生之需求	1	2	3	4	5	NA
(c) Teaching needs 课授需求	1	2	3	4	5	NA
(d) Research needs 研究需求	1	2	3	4	5	NA
(e) General reading purposes 日常阅读需求	1	2	3	4	5	NA

3. Adequacy of the Chinese studies electronic resources for  
中文电子资源藏量足于应付
- |   |   |   |   |   |   |    |
|---|---|---|---|---|---|----|
| (a) Undergraduate students' needs<br>本科生之需求 | 1 | 2 | 3 | 4 | 5 | NA |
| (b) Postgraduate students' needs<br>研究生之需求  | 1 | 2 | 3 | 4 | 5 | NA |
| (c) Teaching needs<br>课授需求                  | 1 | 2 | 3 | 4 | 5 | NA |
| (d) Research needs<br>研究需求                  | 1 | 2 | 3 | 4 | 5 | NA |
| (e) General reading purposes<br>日常阅读需求      | 1 | 2 | 3 | 4 | 5 | NA |
4. Please rate the overall strengths and weaknesses of the the library's Chinese studies collection (books, journals and electronic resources)  
请为图书馆的中文馆藏整体的强处及弱点评分 (图书, 期刊及电子资源)
- |                               |   |   |   |   |   |    |
|-------------------------------|---|---|---|---|---|----|
| (a) Books 图书                  | 1 | 2 | 3 | 4 | 5 | NA |
| (b) Print journals 期刊         | 1 | 2 | 3 | 4 | 5 | NA |
| (c) Electronic resources 电子资源 | 1 | 2 | 3 | 4 | 5 | NA |
5. Which of these resources do you use the most?  
您最常使用的资源是
1. Books 图书
2. Print journals 印刷期刊
3. Electronic resources 电子资源
6. Please rate the following services provided by the Library. Also, indicate 2 services that you use the most by a tick (√) in the box against the services.  
请为以下图书馆所提供的服务评分; 并选出二项您最常使用的服务及在有关格子打(√)
- |   |   |   |   |   |   |    |
|---|---|---|---|---|---|----|
| (a) General reference service <input type="checkbox"/>                  | 1 | 2 | 3 | 4 | 5 | NA |
| 普通参考服务  |   |   |   |   |   |    |
| (b) Individualised reference/research services <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | NA |
| 个人参考服务/研究咨询服务   |   |   |   |   |   |    |

(c) Library guides about the collection <input type="checkbox"/>	1	2	3	4	5	NA
图书馆馆藏指南						
(d) List of newly acquired materials <input type="checkbox"/>	1	2	3	4	5	NA
新临书目清单						
(e) Information about collection policies <input type="checkbox"/>	1	2	3	4	5	NA
馆藏政策资讯						
(f) Participation in materials selection <input type="checkbox"/>	1	2	3	4	5	NA
书目挑选之参与						
(g) Information seeking skills sessions <input type="checkbox"/>	1	2	3	4	5	NA
资讯寻求技巧训练						
(h) Loan services <input type="checkbox"/>						
借阅服务						
i Short term loans 短期借阅	1	2	3	4	5	NA
ii Long term loans 长期借阅	1	2	3	4	5	NA
iii Inter-library loans 馆际借阅	1	2	3	4	5	NA
(i) Access to library resources <input type="checkbox"/>						
图书馆资源之使用						
i Within the university campus 在大学校园内	1	2	3	4	5	NA
ii Outside the university campus (remote access) 在大学校园外 (远距离存取)	1	2	3	4	5	NA

### Part 3: Your views and recommendation 您的意见及提议

1. List the journals that you consider important but the library does not subscribe  
请列出您认为图书馆没订购的重要期刊
  
2. What are your areas of specialisation?  
您的专业领域是?

3. **What are your current areas of research interests or activities?**  
您目前有感兴趣的研究领域或活动是?
  
4. **Have you experienced any difficulty using the Chinese studies collection or services (if yes, please specify)?**  
您可曾在使用中文馆藏或服务时面对过任何困难 (若有, 请列明)?
  
5. **What future research projects are you anticipating that would involve the library materials on Chinese studies?**  
你认为将来怎样的研究计划会牵涉到图书馆之中文馆藏?
  
6. **Do you believe that the students will benefit if there is a separate Chinese studies collection for undergraduates, postgraduates and researchers?**  
若图书馆设立个别的中文馆藏供本科生, 研究生及研究人员之使用, 您认为学生们会从中受惠吗?
  
7. **Do you believe that the students will benefit if there is a separate Chinese studies collection in Chinese, English and other languages?**  
若图书馆设立个别以中文、英文或其他语文区分的中文馆藏, 您认为学生们会从中受惠吗?
  
8. **How knowledgeable and helpful are the library staff?**  
图书馆职员之专业领域知识及乐于助人程度?
  
9. **Any further suggestions and comments?**  
其他提议及批评?

#### Part 4: Views of Library Professionals

##### 图书馆专员之见解

1. What is the size of your Chinese studies collection?  
您的中文馆藏规模
  1. Books \_\_\_\_\_  
图书
  2. Print journals \_\_\_\_\_  
印刷期刊
  3. Electronic resources \_\_\_\_\_  
电子资源
  4. Others \_\_\_\_\_  
其他
  
2. Do you have a collection development policy for your Chinese studies collection?  
您是否拥有中文馆藏发展政策?
  
3. Do you have a donation or gift and exchange policy for your Chinese studies collection?  
您是否拥有中文馆藏赠送与交换政策?
  
4. Is there a focus of Chinese studies collection?  
您的中文馆藏是否有某特定的焦点典藏?
  
5. How do you go about selecting Chinese studies resources? And do you use evaluative criteria, such as credentials of the author, scope, currency, and accuracy when deciding which website links to post on your site?  
您是如何挑选中文馆藏之资源呢? 您是否有使用特定的可信度衡量标准如, 作者、内容范围、及时性及准确度来决定将有关的网上资源链接至您的网站呢?
  
6. What is the classification used for your Chinese studies collection?  
您的中文馆藏是使用哪一种图书分类法来分类呢?



7. Do you prepare on-line guides or instructions on the use of library resources? Or do you instead offer information seeking skills to your users? Do you think that on-line guides or instructions are more effective in educating users on the use of library resources?  
您是否有提供任何中文馆藏资源使用之网上指南或指导呢? 而或是您有为贵馆使用者提供资讯寻求训练? 您是否认为网上指南或指导, 在教育图书馆使用者如何善用馆藏资源方面会更加有效?
  
  8. What are your biggest constraints regarding the electronic resources collection, and providing access to them?  
关于电子资源馆藏及电子资源存取方面, 您认为的最大的问题是什么?
  
  9. How can you play a bigger role in providing a better reference service for your electronic resources?  
您如何提升贵馆在电子资源方面的参考服务?
  
  10. Any further suggestions and comments?  
其他的提议及批评?
-