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Centralization versus decentralization in university library systems: a case study of the Kingdom of Saudi Arabia

BY

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A Doctoral Thesis

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of the Loughborough University of Technology

Supervisor: Mrs Inese A. Smith, BA, MA.

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In
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Abstract

The issue of centralization vs decentralization in university library systems is studied in the context of Saudi Arabia. After a review of the relevant literature, background information is given on Saudi Arabia, with special focus on the higher education sector and its development, and on university library systems. The present situation of three selected university library systems is examined in comparison with library standards, together with the attitudes of users and professionals to different aspects of the library systems and their quality. The methodology used was descriptive and analytical research, and data were gathered by distribution of three sets of survey questionnaires. An analysis and discussion of survey results is presented in chapters on library use, user satisfaction and user views. A summary of findings and an indication of both general and specific recommendations complete the thesis.

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ABBREVIATIONS

ACRL	Association of College and Research Libraries
c %	Column percentage
df	Degree of freedom
ft^2	Square feet
IMSU	Immam Mohammed bin Saud University
IU	Islamic University
KACST	King Abdul Aziz City for Science and Technology
KAU	King Abdul Aziz University
KFU	King Faisal University
KFUPM	King Fahad University of Petroleum and Minerals
KSA	Kingdom of Saudi Arabia
KSU	King Saud University
r %	Row percentage
SR.	Saudi Reyal (Saudi currency)
TFLA	Task Force on Library Automation
UQU	Umm Al Qura University

Chapter 1

Introduction

1.1 Background information

There has been a great deal of debate about the issue of centralization versus decentralization in library literature. The question is whether a university library should centralize or decentralize its collections and services. The controversy mainly arises between librarians and users. On one side, university librarians are in favour of a centralized system in order to increase their administrative control, whilst on the other side, users, faculty and students, are in favour of a decentralized system in order to have the services and materials near at hand.

The controversy can be seen from several different categories, namely accessibility, cost, efficiency, adequacy, use, interrelation of subject field and educational significance(1). From the accessibility point of view, collections are more accessible when they are located in a decentralized system, near the users. On the other hand, for cost consideration the centralized system is preferred since it is characterised by many economies. However, many have argued that there is an invisible cost to the university community which is not shown in the university budget, such as a cost in time, energy and decreased use. For efficiency and adequacy, a centralized system can provide a standardized and improved service, whereas in a decentralized system this is difficult to achieve although more attention can be given to the users. On use, a book, once used by a single department in a decentralized system, it is used more than once by other users from other departments in a centralized system. Concerning interrelation of subject fields, the centralized system can supply materials for the subject field and materials for related fields. Lastly and of educational significance, a centralized system can provide a meeting ground for all faculty

and students from different departments with feeling of fellowship in scholarly pursuit (2). [see more in chapter 3]

The issue of centralization versus decentralization in university library administration creates many problems for university administrators and librarians. It causes difficulties in communication, and co-operation, in administrative control and in security. A study sponsored by the Association of Research Libraries entitled Problems in university library management states:

> The issue of centralized versus decentralized facilities poses major management problems for university librarians. In planning new construction and considering changes in existing space utilization, the librarian must decide whether it is more efficient and effective to decentralize or to centralize operations. Librarians indicate that little data are available to assist them in making such decisions.3

The University library plays a vital role in the education process of any academic community. Therefore the form of university-library organization, whether centralization or decentralization, is very important since university library organization will affect its users and the education process. The librarians should always remember that the users will ask for better access to more and more library materials. They should think carefully about the library organization system and the impact of centralization and decentralization (4).

In the decision-making process, university administrative librarians will face the fact that the most difficult organizational issue for academic libraries is the physical centralization or decentralization of library services (5). However, any realistic discussion on this issue must reflect local circumstances and factors such as unique culture, social, economic and university history. Waldhart and Zweifel conclude that

> Two basic conclusions seem inescapable: first because of the uniqueness of local circumstances it is unlikely that (general theory) of library organization, which can guide the decision making process, will be formulated in the near future; second, if librarians need data to support the decision-making process, it will fall to them to generate such data.6

Characteristics of the literature on this issue can be summarized as follows:

1. Most of the works are statements of the writers' opinions, examining the issue from their experience, and not systematic research work.
2. Most of the literature shows and compares the advantages and disadvantages of centralization and decentralization.
3. Most of the works state that local factors are affecting university library organization, without explaining how these factors affect.
4. Most of the studies have concentrated on developed countries, where the local factors are different from developing countries.
5. Very few works have been produced relating to developing countries, in particular to Saudi Arabia.

As a developing country, the Kingdom of Saudi Arabia is one of the largest oil-producing countries in the world. Saudi Arabia has been and is enjoying a development revolution in all sectors of social life, economy, health and education. Higher education, especially university, receives serious attention by the Saudi government. Universities are the principal sources of qualified manpower and specialists for the state. Such persons who are both qualified and well acquainted with modern scientific and technological innovations are the means by which Saudi Arabia effects progress in the evolution of its society. The government has established seven universities in the country. In addition, the necessary facilities for qualitative and quantitative expansion of higher education, such as building university libraries, have also been provided by the government.

During the period of 1975-1985 the Saudi Arabian government allocated a large amount of money to the universities. This in turn enabled them to expand their academic and research activities. University libraries expanded their collections, increased staff numbers, and established a number of new libraries within the campuses (7). In the context of academic libraries and their services in the Arabian Gulf, an assistant professor wrote that there has been no concept of a university library system in Saudi Arabia. Moreover libraries within the same university were often operated independently (8).

Although the role of the library in the university is vital, when the university libraries' services in Saudi Arabia are discussed, the common expression is that the provision of these services in the country is either inadequate or unsatisfactory for the users (9).

With faculty and students increasing in the Saudi Arabian universities, there is a higher demand than before for information and library services for more users. However an unorganized university library system will not achieve this demand and will not satisfy the user needs. After his short visit to Saudi Arabia, Line observed that "as in all countries, centralization versus decentralization of university libraries is an issue, though not apparently a very acute one"(10). One high-ranking Saudi professional librarian observed that the university library development in Saudi has been characterized by lack of organization and planning at both the university and national levels (11).

He also writes:

> Between 1985-1989, as oil prices dropped, the Saudi universities were subject to sharp budget cut. University libraries were forced to reduce their expenditure drastically. Thousands of journal subscriptions and standing orders were cancelled, ordering new books were either reduced or suspended and many expatriate professional and para-professional staff were laid off.12

With library budgets tightening and university library services in high demand, Saudi's university library organization should be examined. Study of the concept of organization by a centralized or decentralized system will affect the library budget and the adequacy of service for its users.

Such a study will also help to improve other library functions, like sharing systems among the Saudi university libraries. In his Ph.D. dissertation entitled A prescriptive model for planning and implementing a resource sharing and information networking system among Saudi university libraries, Hafez recommends:

> To design a prescriptive model for establishing sharing and information network system among Saudi university libraries ... a study is needed to examine the status of college libraries both inside the universities and those belonging to universities but located in other cities in order to examine the development and services of these libraries and their role in the proposed network system. 13

The above excerpt shows that the need to study university library systems in Saudi Arabia is vital. However , such a study will imply the need to examine other factors affecting organization in the country such as local culture, history. Accordingly this present study will also be concerned with Saudi's circumstances and local factors.

1. 2 Purpose of the study

The purpose of this study is to identify the advantages and disadvantages of centralization and decentralization in the context of the Saudi Arabian university library systems. This would then enable recommendations to be proposed that would have maximum benefit in costs and services to the Saudi university library system.

1.3 Objectives of the study

The objectives of this research are:

1. To review previous studies on centralization and decentralization in university library systems.
2. To find out to what extent there is centralization and decentralization along with the actual situation of the Saudi university library systems.
3. To evaluate the level of usage of the present library systems by ascertaining users' attitudes towards their university library systems.
4. To evaluate the level of satisfaction with the present library systems by surveying users' attitudes towards this systems.
5. To propose recommendations (based on objectives 1-4) for the Saudi university library system in terms of centralization and decentralization based on a view of the present system and any characteristics unique to Saudi Arabia.

1.4 Hypotheses

As part of this study, it is intended to test the following hypotheses:

1. A decentralized library system does not achieve a high utilization of library resources.
2. A decentralized library system does not increase users' satisfaction with the library.
3. Use of branch and college libraries differs according to types of user (faculty and students).
4. Use of branch and college libraries differs according to types of user from different subject groups.

5. Branch and college libraries in universities have emerged to meet a need that the central library could not meet.
6. The use of the central library is affected by the number of branch and college libraries in the university campus

1. 5 Limitation

This study will be limited as follows:

1. It will focus only on the university library organization, concerning the subject of centralization and decentralization.
2. It will be limited to the male campuses only because of the difficulty of studying a female campus by a male researcher.
3. Three of the seven universities in Saudi Arabia are selected as case studies:

King Abdul Aziz University (KAU)
King Fahad University of Petroleum and Minerals (KFUPM)
King Saud University (KSU)

These three universities have been selected for the following reasons:

A. Each one of these university is located in different part of Saudi Arabia.
B. They are major universities in Saudi Arabia.
C. They have the most developed university library system in the state.
D. They have comprehensive programmes which means a population of faculty and students with very different backgrounds.

E. The researcher's personal contacts, working in these universities, would be able to help in gathering information.

1.6 Significance of the study

The significance of this research can be pointed out as follows:

1. The study will examine the issue more objectively than previous studies by employing statistics as a tool for analysis
2. It will identify the strengths and weaknesses of the libraries in the Saudi university systems.
3. It will determine the level of utilization of central and branch libraries.
4. It will determine the level of users' satisfaction with university libraries.
5. It will determine the different of users' utilization and satisfaction toward central and branch libraries.
6. It will provide recommendations for improvement of Saudi university library systems.

If the relevant authorities take account of the recommendation made, then:

1. It will help to minimize library costs by implementing the suggestions which avoiding unnecessary duplication.
2. It will lead to improving other aspects of library operations such as sharing of resources among Saudi university libraries.
3. It will help Saudi university libraries to be ready to accept the application of new information technology by identifying problems in the library systems.

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Chapter 2

Research Methodology

2.1 Implementation

For this study, data was collected by many means. For each single objective of this work, a different research technique was used to gather the information needed to achieve the objectives. For the first objective, which is " to review previous studies on centralization and decentralization in library systems", a review of all related literature was used to provide the information needed. For the second objective, which is "to find out to what extent there is centralization and decentralization along with the actual situation of the Saudi university library systems", a number of techniques were used: a visit to each library, collecting published and unpublished materials about the library, and designing and distributing a questionnaire among all libraries in order to complete a profile for each library. For the third and fourth objectives, which are to "evaluate the level of usage and satisfaction with the present system by surveying users' attitudes towards their university library system", a three-part questionnaire was used to gather the information needed about the clients' usage and attitudes toward their university library system. A second questionnaire was produced to gather the opinions and views of professional librarians, administrators and specialists working in Saudi universities. The fifth objective, which is " to propose recommendations for the Saudi university library system in terms of centralization and decentralization", is based on the findings of objectives 1-4.

2.2 Literature review

An extensive search was carried out on the major indexing tools relating to library and information science. The research was done under many subject terms, covering all possible means to find any study related to the issue. Bibliographies of many works were also consulted and used to trace other literature.

For clear presentation and discussion the literature findings were grouped into several categories, progressing from a general overview of the subject to the most specific studies on centralization and decentralization of university library systems. The results are presented in chapter three.

2.3 Fact-finding visit

After reviewing the literature, the researcher went to the Kingdom of Saudi Arabia from April 4 to May 22, 1990. The purpose of the visit was to collect primary factual data about Saudi university library systems. The researcher visited all seven university campuses in the six different cities where these universities are located. Two to three days were spent in each university to find out about their libraries and the issue of centralization and decentralization, and also to collect any documents and reports about the libraries. There were meetings with the professional librarians at these institutions and the issue was discussed with them. The factual data helped in preparing the study and finding out how important and possible it was for Saudi universities.

2.4 Questionnaire design

With respect to the nature of the study as well as its objectives, the questionnaire survey method was chosen to accomplish the second and third objectives. Busha and Harter (1) have stated that the survey method is the most appropriate one for libraries to examine in-depth the library system, or network, and gather information about the library environment, including factors such as facilities, buildings, organization structure, location, spaces and so on. By the questionnaire survey method three classes of data can be gathered " a: existing library conditions, b: comparisons between present conditions and desired standards or goals, c: suggestions for the improvement of existing conditions" (2). The survey method allows the investigators to obtain information about the target population without surveying the entire population. Moreover, it also saves the researcher's time and money without sacrificing efficiency, accuracy and information adequacy in the research process (3). The questionnaire survey method has many advantages. It allows a wider range of population with greater economy of effort (4).

For this study three questionnaires were designed and produced by the researcher to gather up-to-date factual data about various aspects to cover and achieve the study objectives. Each questionnaire was written after reviewing all the literature related to the topic under study. Permission was received from Ashoor to use some items from his work, A survey of user's attitudes toward the resources and services of three university libraries in Saudi Arabia (5). The questions taken from this source were modified, where necessary, to fit the nature of this work. Each questionnaire was accompanied by a letter explaining the survey's aims and the purpose of the study. In the covering letter, the researcher also assured the respondents of the confidentiality of their responses.

2.4.1 Questionnaire 1

Questionnaire 1 (Appendix 1) was produced to obtain information about the Saudi university library users. It ellicits the users' attitudes to the libraries and their services as well as their organization in terms of centralization and decentralization. The questionnaire is divided into three parts. The first part, which contains questions 1 to 14, is concerned with gathering information and measuring the use of the library. The responses to this part provide the following information:

a. university library use
b. type of library being used
c. frequency of use
d. length of use
e. purpose of visiting the library
f. items borrowed from the library
g. the availability of assigned reading materials
h. library opening hours
i. materials and services in branch libraries
j. the need to meet others in the same field
k. faculty members asking their students to use the library

The second part, which is question 15, was intended to measure the users' attitudes toward the libraries and their services in both central and college libraries. The Likert-type five point scale, which is designed to show the differentiation among users having a variety of opinions about debatable a subject, was used in this part to measure the users' attitudes. The respondent was asked to indicate the extent which best expressed his personal feeling by circling one of the scale numbers. The responses offered were excellent, good,

satisfactory, poor and unsatisfactory. The responses to this part provide information about attitudes towards the following:

a. library location
b. satisfaction with opening hours
c. librarians' qualifications
d. library collections
e. library services
h. borrowing and lending materials
i. library environment and facilities

The third part, which is question 16, collected the users' opinions about their university library system in terms of centralization and decentralization. It is also a five-point scale which gave the respondent five options for each statement, namely, strongly agree, agree, undecided, disagree and strongly disagree. Fourteen statements are presented in this part. Each statement contains a debatable point taken from the literature. This part collects the users' opinions on the following:

a. centralization and decentralization
b. providing user needs
c. researching in the library
d. use of the college libraries

2.4.2 Questionnaire 2

Questionnaire 2 (Appendix 2) was produced to obtain information on the opinions of the Saudi librarians and administrators, working in Saudi university libraries, about the centralization and decentralization issue in university libraries. It contains twenty-three

statements which each present a point chosen from the literature. The respondent has to indicate the extent to which he agrees or disagrees with the statement by circling one of the five-point scale numbers. The range given is strongly agree, agree, undecided, disagree and strongly disagree.

2.4.3 Questionnaire 3

Questionnaire 3 (Appendix 3) was developed to provide the data needed for this study about all the libraries in the main campuses of the three selected universities. It was designed in two parts to provide a profile for each central and branch library. The response to this questionnaire gives the following information:

a. type of library and date of establishment and location
b. staff working in each library
c. library collections and space size
d. operating hours
e. average of clients' use of the library
f. number of items borrowed
g. library yearly budget and expenditure
h. by whom the library is administrated and who participates in selecting materials
i. level of library automation
j. co-operation between libraries within the university system.

2.5 Questionnaire procedures

During preparation of the questionnaire it appeared important to include a preliminary list of questions. The researcher gathered every question related to the scope of the study's

objectives and hypotheses. The most important ones were listed and included in the questionnaires. The structure of each questionnaire set was carefully framed and designed. A number of experts, including the supervisor of this study and a member of the Computer Centre at Loughborough University of Technology, were consulted about the final structure of the questionnaires.

Because the English language is not largely spoken in the Saudi universities, all questionnaires were translated into Arabic which is the language most spoken in Saudi Arabia. The Scientific Publishing Centre at King Abdul Aziz University was consulted for the translation and more advice and suggestions about the questionnaires.

2.5.1 Pilot study

After the final structures of the first and second questionnaires were made, they were tested, to see their validity and reliability, on 7 faculty members and 28 students from the Education College, branch of King Abdul Aziz University in Madina. The individuals were asked to fill in the questionnaire and make any observations and suggestions. Very minor changes were made in the questionnaires after the pilot test. The responses from this test group were as expected.

2.5.2 Population and sample

As noted in the first chapter, this study is limited to three selected universities, namely King Abdul Aziz University [KAU], King Fahd University of Petroleum and Minerals [KFUPM] and King Saud University [KSU]. Therefore, the target population of the three questionnaires consisted of all faculty members, students, a number of professional librarians and administrators in the main campuses of the above universities, and the libraries themselves..

The first questionnaire population consisted of all faculty members and students at the KAU, KFUPM and KSU who work or study on the main campus. The second questionnaire population was the professional librarians and administrators. The third questionnaire was directed to all central and branch libraries which were located in these university campuses.

Because it was impossible to survey all the university population, the first questionnaire was distributed among at least ten per cent of the faculty members and students in each university. Therefore a random sample was chosen and each member of the population had an equal chance of being investigated. Table 2.1 presents the faculty and students population number in each university. It shows also the sample size and the number of responses together with the percentages in each university.

Table 2.1

Population, sample size and responses for Questionnaire 1.

University		Population	Sample size		Responses	
			No.	% of pop.	No.	% of sample
KAU	faculty	1025	185	18	122	66
	students	9500	1095	11.5	586	53.5
KFUPM	faculty	754	82	10.8	56	68
	students	4760	485	10.2	342	70.5
KSU	faculty	2300	300	13	145	48.3
	students	12000	1230	10.2	644	52.3
Total	both	30339	3377	11	1895	56

The responses, from all universities, are above 50%, except that the response of the faculty in KSU is just less than half of the sample size. Because of the importance of the faculty members' attitude, the questionnaire was distributed among a greater percentage of them than of the students. KAU has the highest percentage sample size in both faculty and students, because KAU has the most decentralized library system, which consists of one central and nine branch libraries.

The target population for the second questionnaire was at least one hundred professional librarians and administrators who were working in the surveyed universities. The researcher distributed this questionnaire among 80 individuals. The responses were 55 (68.7%).

The third questionnaire was distributed to the chief librarians in all central and branch libraries which are located in the main campus of the selected universities. In all universities the central library and all branch libraries were surveyed and all libraries responded.

Table 2.2

Population, sample size and responses for Questionnaire 3

University	Library	No.	Sample size		Responses	
			No.	%	No.	%
KAU	Central	1	1	100	1	100
	Branch	9	9	100	9	100
KFUPM	Central	1	1	100	1	100
	Branch	3	3	100	3	100
KSU	Central	1	1	100	1	100
	Branch	3	3	100	3	100
Total		18	18	100	18	100

Table 2.2 shows the numbers in each university and the sample with the responses. KAU has the largest number of branch libraries. The other two universities have same number of branch libraries as each other.

2.5.3 Distribution procedure

To ensure a high rate of response, the researcher administered the distribution of the questionnaires himself. Therefore, another visit to Saudi Arabia was made from November 20, 1990 to February 20, 1991. About three weeks were spent in each university to carry out the task.

For the first questionnaire, many means were used to ensure a chance for every individual to be surveyed. With the permission of the university and the tutors, general courses, which are required to be attended by all students, such as Islamic studies and Arabic language, were used to distribute the questionnaire. The questionnaire was also distributed among the students and faculty members in their colleges, libraries and other areas in the campus. Every college was visited and the questionnaire was distributed randomly to the faculty members in their offices.

For the second questionnaire, about 80 professional librarians and administrators in the universities were surveyed. The researcher met every chosen individual and presented him with a copy of the questionnaire and explained the purpose of the study and its objectives. Many of them were very interested and co-operative.

Every library in each university was presented with a copy of the third questionnaire. The chief librarian in each library was contacted and encouraged by the researcher to assist in completing the survey. After one week, the author collected the questionnaire from all libraries.

After the survey was completed at KAU and KFUPM, the schools and universities were closed due to the Gulf War. The author returned to the United Kingdom on 20 February 1991. From 9 November 1991 to 27 December 1991, he visited Saudi Arabia to complete the survey at the third university [KSU]. The same procedure as for the other two universities was followed in distribution of the questionnaires.

2.6 Data treatment and analysis

After coding the responses, those for the first and second questionnaires were transferred into route computer files by the Data Process Department at the Computer Centre in Loughborough University of Technology. The Statistics Package for the Social Sciences (SPSSPC) was used to analyse and calculate the responses.

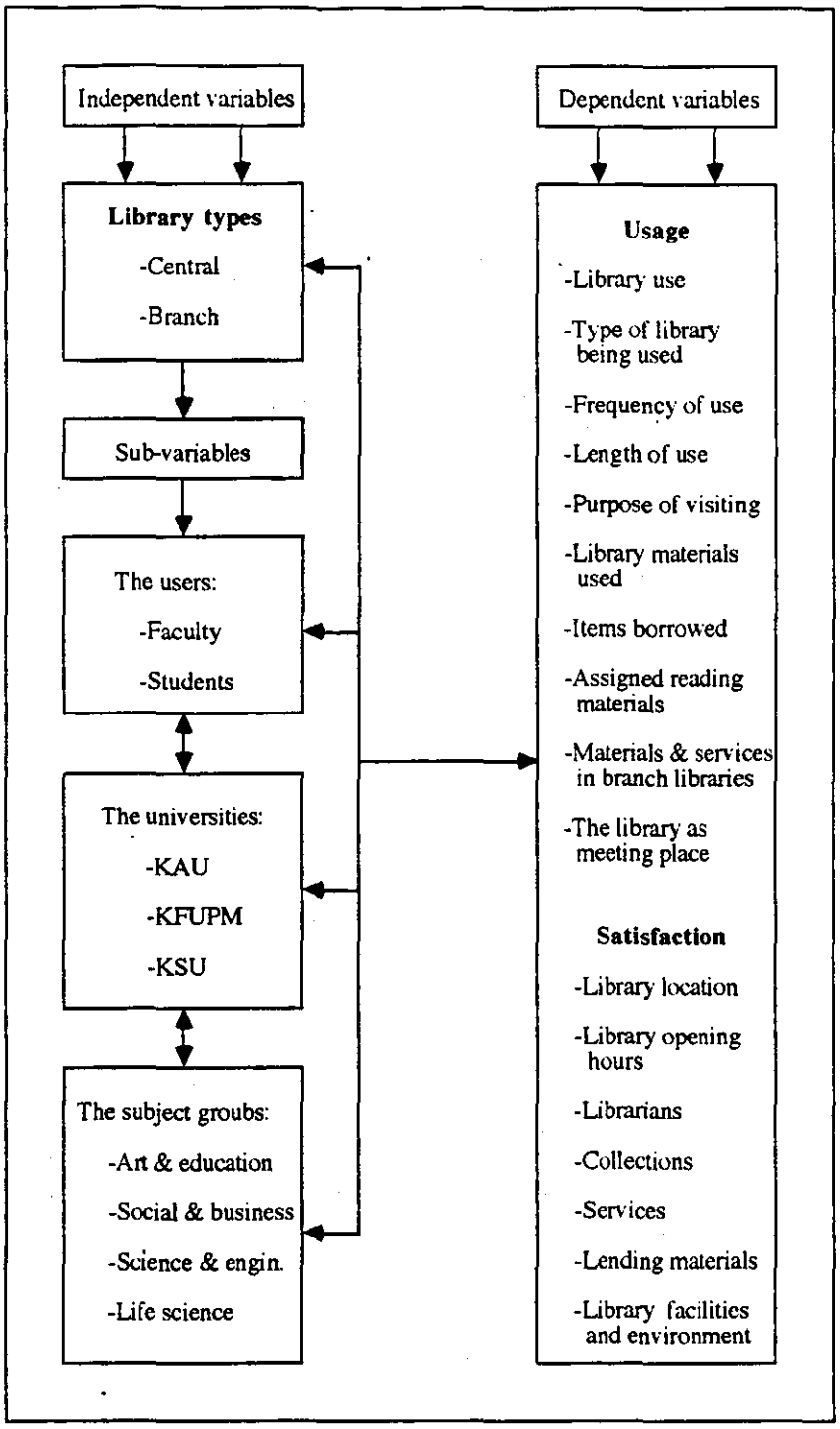
The independent variables of this study (the library types) consist of central and branch library and a number of sub-variables which consist of the users (faculty and students), the universities (KAU, KFUPM and KSU), and the subject groups (arts and education, social and business, science and engineering and life science). There are a number of dependent variables classed under the usage and the satisfaction of the users. A research model, based on these variables, was developed for this study to compare all independent and dependent variables. [see Figure 2.1].

All the data from questionnaires one and two is tabulated based on these variables. A number of statistical tests were applied to study the hypotheses, and to test significant differences. Statistical tests were used to compare the frequency, percentage, and means between different independent and dependent variables. The chi-square test, with the .01 and .05 level, was used to test significant differences of the distribution of the cross tabulation. The results are presented and discussed in chapters six and seven.

The third questionnaire was treated and tabulated manually, and the results are presented and discussed in chapter five.

Figure 2.1

Research model



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Chapter 3

Literature review

Reviewing the literature on centralization and decentralization in university libraries, it was found that it has been approached by a number of specialist writers, who discussed the subject in different ways and under different headings. The material available includes information on :

A. University libraries.

B. Centralization and decentralization in university libraries.

C. Departmental libraries in universities.

D. College libraries.

E. Branch libraries in universities.

F. Subject libraries.

There have been numerous works pertaining to the matter of university and college libraries, yet only a minority addressed the essential points of centralization and decentralization in university libraries. The literature may be grouped into several categories as follows:

1. History & background.
2. General studies:
   A. Departmental libraries.
   B. Planning a branch library in universities.
   C. Relationship between, and co-ordination of, libraries within the system.
3. Core studies:
   A. Centralization and decentralization in the university library system.
      a. Forms of centralized and decentralized systems.
      c. Advantages of centralized system.

d. Disadvantages of centralized system.

e. Advantages of decentralized system.

f. Disadvantages of decentralized system.

B. Cost studies related to centralization and decentralization of a library system.

4. Studies in developing countries.

5. Studies in the Kingdom of Saudi Arabia.

This chapter will cover the first objective of this study, which is " to review previous studies on centralization and decentralization in university library systems" .

3.1 History and background

A useful study offering an historical perspective pertaining to decentralization within a university library system is that of Lawrence Thompson (1). He states that the beginning of the decentralized system and building a small collection outside a main university library collection was in about the late nineteenth century in Germany. The Germans used the seminar system as a new method for higher education. Instructors and students in German universities began to require books and reference materials from the central library to be used in seminar rooms. At that time the main libraries began to receive inquiries for materials to be used. "By the latter half of the nineteenth century the seminar and seminar libraries had assumed a definitive form ... the private library of a professor continues to be a favourite place for seminar meetings in all German universities"(2). By the end of the nineteenth century these seminar libraries in German universities became important collections sited outside the central library. Instructors and graduate students began to do their research projects in the seminar library. In 1893, three German universities (Prussia, Leipzig and Munich universities) had some 114 seminar library collections , with about a thousand titles. The very important step in developing this kind of library was that the library use was not limited to the college community only, but other users from the

university community were allowed to use this kind of library. This step made the Seminar libraries popular places for professors and students to do research.(3)

The German seminar methods and seminar library were simulated by other European countries and American universities. In fact by the end of the nineteenth and the beginning of the twentieth century the departmental library movement was starting in different countries. "By 1927 the movement had gained great momentum. In the British Isles in the larger universities the departmental library was playing an important role, as evidenced by the fact that Aberdeen University had thirty-five, University of Durham twenty-two, Liverpool University twenty-three, London University sixteen, and Manchester had departmental libraries in practically every department in the Faculties of Arts and Sciences"(4).

Morgan (5) traced the beginning of the branch libraries in the British universities to the custodian attitude adopted by earlier British university librarians to the information needs of the students. The unnecessary jealousy with which old British librarians guarded their library collections caused the teachers to start to keep books in their offices and lend them to their students. The Parry Report (6) gave a straight answer to the origin of the development of the branch libraries in the UK, that made the Morgan's observation an over simplification. Parry attributed the origin of such libraries in British universities to varying reasons, which include distance between the central library and the academic units .

Some American writers such as Ibbotson(7) argued that the departmental library might have developed independently in the United States, although they recognise the definitive effect of German influence. "The seminar method of university instruction was first introduced in the United States in 1869, when Charles Kendall Adams held a special class at the university of Michigan to study English constitutional history." (8) However, the best example of extensive development of departmental libraries in the United States was

found at Harvard University, which had about 100 collection sites outside the central library, of which more than sixty could be classified as departmental, college or professional libraries. It is interesting that the pattern of Canadian departmental library development closely resembles that of the USA (9).

This start of building small collections outside the main central library in universities was also the beginning of some major management problems for university librarians. Building collections outside the central library often presented serious problems of co-ordination and inter-use of the total library resources. In planning new library construction or making changes in library space utilization, librarians must decide whether it is more efficient and effective to centralize or decentralize the library collections and operations, particularly with a limited amount of data available to assist them in making such a decision(10).

3.2 General studies

3.2.1 Departmental libraries

Generally a departmental library can be defined as "a subject collection in an academic institution, housed either in a separate room of the main library or in some building outside the main library and administered either as a part of a centralized library system or as a part of the academic department it serves" (11). Relating to this specific definition, many works have been written on the historical background of departmental libraries or on the problems created by these libraries in university library systems. Legg, consultant at Michigan State University, asserts that serious problems are created by departmental libraries in that the smaller the units into which the university collection is divided, the more duplication of resources is demanded (12). The other problem is that the users tend not to see the departmental library as a subject section of the larger university collection

but only as the library which serves them (13), although they want the departmental library to offer most of the functions and services of the central library.

However, Newhall states that "departmental libraries exist and will continue to exist. Accepting them as a fact, the problem is how to run them in manner that affords the best possible service to those using them" (14). She also mentions that the departmental librarian will carry out many routines such as issuing overdue and fines notices, recording of circulation statistics, checking in of periodicals and their preparation for binding. These routines will keep the librarian away from serving the community users for whom the department library exists.

3.2.2 Planning a branch library in a university

There are some general planning conditions that are common to all universities. As Walsh wrote, when there is no chance of making more effective use of existing central library space, there will be a need to move some of the central library collections to a branch library in another location. If the central library is less accessible to some colleges of the university, or the university campus is very large, there will be demands to provide service in more then one location. Moreover, departmental library policies and politics may create needs, whether real or imagined, for separate libraries (15). He also mentions other conditions, which affect planning and decisions about a decentralized university library system, such as university policy and users' attitudes to university libraries.

Russell (16) states that any planning or decision in establishing a branch library should originate from a serious candid review and discussion of user needs and available resources, and participants in such a discussion should be library and faculty members and the university administration. Birula proposes some questions that should be considered by librarians during the planning stage of establishing a new branch library:

> (a) is the local user community engaged in specialised work? (b) does the distance to the main library present a problem or hinder users in accessing needed material in reasonable time? (c) do the users feel that a branch library is essential to carry out their projects or meet organization goals ?. 17

University librarians and planners must discuss other considerations such as the general purpose of the branch library, the usefulness of separate collections, and the method of organization, and they should give more attention to the users' needs:

> ...even in a highly automated system, students and faculty will continue to need reference sources, current journals, and basic research and monographic literature close at hand, in the branch library. Branch libraries must still be built, and the planner must be prepared to deal with them. 18

Even when these user needs are shown to be unimportant or unrealistic and the costs of running branch libraries in a university are shown to be high, they become very difficult to ignore. When deciding to establish a branch library, university librarians and planners must take into account various factors, including the geographical location and the number of the principal users in relation to existing resources such as availability of appropriate space, size of collection, service hours proposed, and financial resources (19).

3.2.3 Relationship between and co-ordination of libraries within the system

Some studies focus attention on the subject of relationship and co-ordination between the central library and the branch libraries within the university library system as well as the relationship among the branch libraries. Genaway, for example, produced a doctoral thesis entitled Quasi-departmental libraries: their origin, function and relationship to the university library system: a case study of the University of Minnesota Twin Cities campus. His purpose was "to determine commonalties in origin, function and relationship of quasi-departmental libraries to the university library

system."(20) He also tried to find answers for the questions, "why and how do these departmental libraries originate?", " what are their sources of funding?", " what functions do they perform?" and "how do they relate and co-ordinate to the university library system?". He based the need for his study on the fact that with academic budgets tightening departmental libraries continue to emerge in many university campuses. He posed the question: if the main university library is adequately meeting all of the user library needs, why do such libraries exist?. He examined the role and justification of the departmental library in the university. Can or should university library administrations decelerate the growth of these libraries by providing the users needs through a new library system or by effective use of the current library system (21).

Genaway found that all of the departmental libraries basically, because of physical location, are part of the university library, even though they are not controlled or administered by the university library system. Forty six per cent of the heads of academic units indicated that they felt that these libraries encouraged use of the main library system in the university (22).

Barry(23), departmental librarian at the University of Sydney Library, states her view about departmental library co-ordination. She mentions that the departmental librarian is the important element in effective co-ordination and a good relationship with the central library at any university. She suggests that the department librarian "needs to be located within the library structure in a position which will provide automatic participation in major policy discussions and decisions. On the other hand, it is necessary to be intimately aware of the development in branch libraries"(24). She also sees that the department librarian's position as the "go-between" in this complex relationship is sometimes rewarding, uncomfortable and challenging.

In his useful book on university library administration, Thompson states that it is very important that the central library exercise a degree of control over all branch libraries in the

university. The reason for such an exercise of central is to ensure that the university library collections are accessible to the whole community in the university (25).

The element of co-ordination between the libraries is the weakness in a decentralised library system and it is the key in improving access to the university library resources. McAnally observes that perhaps the most common problem in the departmental library system has been lack of co-ordination among the system libraries(26).

3.3 Core studies

3.3.1 Centralization and decentralization in the university library system

The dilemma of centralization and decentralization in university library administration has been discussed in the literature by both administrators and expert librarians. Many arguments have been put forward about the best method of achieving university library goals, whether by the method of centralization or decentralization. Miller(27) classifies and summarizes the arguments into seven categories: accessibility, cost, efficiency, adequacy, use interrelation of subject fields and educational significance. For accessibility, Miller supports the decentralization method because immediate accessibility is the most important factor in the use of library materials. For cost, he prefers centralization, since a centralized system is characterized by many economies, whereas a decentralized system has many expenses, for example duplication of materials. For efficiency and adequacy, he maintains that the central library can provide a standardized and improved service and assistance. The central library can also provide books and other materials on related subject fields taught in the university, whereas in the departmental library of a decentralized system, this is hardly possible. On book use, he mentions that for every one user of a book in the departmental library there will be several users in the central library. Concerning interrelation of subject fields, he notes that any department would have use of

materials in any other department's field, and that made him favour centralization. From the educational point of view, a centralized system provides a meeting ground for diverse faculty members and students with a feeling of fellowship in scholarly pursuits. He concluded that a centralized system is superior to a decentralized one based on arguments of cost, interrelationship, efficiency and educational significance(28).

Along the same lines, Watts (29) argued that the centralized system outperforms the decentralized one because of (a) the growing interdependence of knowledge, (b) tremendous inconvenience to the users, (c) isolation of collections, (d) expense, (e) communication between departments. He also adds that a centralized collection is more efficient than a decentralized one for both the users and the librarians.

Woodsworth states that a decentralized system is the one needed , but with central planning and co-ordination between the libraries in the university. Without good planning, a decentralized library system will remain the way Watts describes, inconvenient, expensive and isolated. With organized thinking and planning the result can be a library system that functions as well as a centralized library divided into subject sections (30).

Bruno (31), after reviewing all the literature, finds only two major disadvantages concerning the decentralized system. The first is the cost which comes from the duplication of services and library materials; the second is the difficulty of administrative control due to multi-libraries or to geographic distances.

Emery (32) discusses some human problems in a decentralized system. Isolation of some library collections will isolate at least one full-time librarian with a number of part-time staff to run a departmental library, and that will affect the quality of library services. Extreme distance between departmental libraries will mean poor communication which will make the departmental library a more autonomous unit. This 1970s view no longer matters today

with the development of information technology which makes communication between any two or more locations very easy.

Bonheim (33) presents some ideas against a centralized system in university libraries. In a decentralized library system there are fewer staff in relation to the work accomplished, better selection of library materials, fast processing for the reader, fast fulfilment of requests, fewer obstacles between the users and the literature, better user service, rationalized periodical collection, better scope for staff initiative and more flexibility in the library regulations.

McGrath(34) made a quantitative study of the centralization and decentralization debate. He concluded that when administrators decide to centralize or decentralize their library systems, the decision can be more realistically supported if there is an analytical understanding of the library collection, its components and how these components relate to each other.

Overall, the studies produced concerning the centralized or decentralized library system in the universities discuss the advantages and disadvantages which can be drawn from each method. Bruno (35), and Miller(36) mention most of the benefits in both systems. In centralization equal service is ensured to the university community as a whole; every single user has the same services the others have. It is much easier to control and administer collections when all library materials and library staff are in one location. In addition, more special services can be provided, such as terminals to access data bases and inter-library loans.

On the other hand, in a decentralized system, the library collection is closer to the users; this in turn will enable the faculty and students to use the collection rapidly. Special and personal attention is given to the users. Moreover, the librarian is likely to have a good

background in the subject area. This will be very helpful for users and there is more depth and care in collection building.

A more detailed discussion of the advantages and disadvantages of a centralized and decentralized system will be given in a later section.

3.3.1.1 Forms of centralized and decentralized systems

In a university library system a number of forms can be found. Some types are completely centralized and others decentralized, yet some apply a combination of both.

1. A totally centralized collection (only one central library in one building with no branch libraries).
2. A divisional library (three or more subject division libraries in one library building).
3. A graduate research library for faculty and graduate students and another separate library for undergraduate students.
4. A divisional library where the library is located in several buildings in the university campus.
5. One main library and several college or departmental libraries within the university campus (37).

3.3.1.2 Advantages of a centralized system

Many advantages, of a centralized system are recognized by faculty and students on the one hand and by administrators and librarians on the other hand.

1. The biggest advantage of centralization, which is maintained in most literature, is the economic factor. It is quite correctly believed that the centralized system is characterised by many economies, whereas a decentralized system has many expenses (38).

2. It ensures equal service to all the university community as a whole. Every single user in the university has the same service as any other.

3. It is more convenient for users to find other subjects besides those of their own special interest. As evidence of interdependence of knowledge, the researcher in the field of chemistry can hardly stop with Chemical Abstracts, but will need to examine literature on environment and social science (39).

4. A central library can provide more special library services such as terminals to access data bases, interlibrary loans.

5. The central library has the ability and money to provide good training for its staff and that, of course, will affect and improve the quality of library services to its users.

6. The university library collections will be more used in the centralized library system. The library collections will be available to all university colleges and departments.

7. For the administrators, it is much easier to control and administer one central library in one building than to control a number of libraries in different locations.

8. For the faculty and students advantage, the central library can provide more opening hours.

9. The possibility of one classification scheme, which makes the library collections more accessible, is more effective in a centralized library system.

10. In the centralized library system there is only one policy role to be followed which makes the job easier than in decentralized.

11. The centralized university library system provides a meeting ground for faculty and students and engenders a feeling of fellowship in scholarly pursuits (40).

3.3.1.3 Disadvantages of a centralized system

There are number of disadvantages of a centralized library system in universities. The ones mentioned in the literature are:

1. A centralized library system tends to ignore unique services to certain user groups who may request and require special services or an in-depth reference service which could be provided in the decentralized library system. The librarian in a central library usually considers the needs of the total academic community and not the specific users' needs.

2. The search in the central library takes more time because of the size of library collection stocks. It is obviously harder to look for resources in a

library containing in its collection hundreds of thousands, if not millions, of volumes, than in a smaller branch library.

3. The librarian in a central library may give impersonal and sometimes mechanical attention to users because he is so busy with a large number of them.

4. There is a long distance, especially in a large university campus, between material related to special subjects kept in a central library and the users, who work or study in their colleges, which may be located far from the central library where the needed materials are.

5. In a centralized system, the central library collection may grow and become a very large collection which may require more than one building accommodation.

3.3.1.4 Advantages of a decentralized system

A decentralized system also has a number of recognised advantages and disadvantages. These are:

1. The greatest advantage is that the library collection is closer to the faculty and students, and this will enable them to use the collection rapidly and consult the reference materials more often.

2. The college and department faculty may have more control over, and involvement in, the library policy and other matters. The students may

participate in the library activities and may work in the library as part time librarians (41).

3. Special and personal attention may be given to users of a decentralized library system because the librarian may have less pressure of work than in a centralized system.

4. A good relationship can be built up between the librarian and the users, which can lead to informed services given to the users and better treatment of users' needs.

5. Because of a good relationship between the librarians and the users in decentralized system, the library policy will be more flexible, which will help the users to gain extended services.

6. The librarian in a decentralized system often has a very good background in the subject taught in the college and that will be very helpful for faculty and students in answering their specific needs.

7. The search in the small library collection takes less time than it takes in a large central library .

8. Libraries in a decentralized system usually have collections of greater depth.

9. The library in a decentralized system can be a meeting place for faculty members and students who are interested in one particular subject.

3.3.1.5 Disadvantages of a decentralized system

1. The main disadvantage of a decentralized library system is the expense of duplication of materials and staffing for a number of branches in the university (42).

2. The security problem of branch libraries presents another disadvantage. It is often difficult to secure many collections, in different locations, from theft and loss. The users from outside the college may feel less responsible to the library than regular internal users. The librarians in branch libraries often find that a number of the library books of interest to other departments are missing.

3. The branch library in a decentralized library system is usually run by a non- professional librarian. The branch library does not have the ability and the money to provide good training for its staff, and that will affect the quality of library services (43).

4. The branch library collections may be isolated from the rest of the users in the university community.

3.3.2 Cost studies related to centralized and decentralized library system

Two noteworthy studies have been carried out to analyse benefits and costs of centralization and decentralization in university libraries, noting differences between the two systems.

Shoham (44) undertook a survey at the School of Library and Information Studies of the University of California, Berkeley, and observed conflicting views in the university. The faculty and students are in favour of decentralization while the university and library administrators supported centralization because of cost consideration.

He identified three kinds of costs pertaining to the library facilities: the costs appearing in the university library budget, the cost to the users, and the cost to the university community.

The methodology used to calculate the cost was that he analysed the cost of the Library School Library (the case study), including labour costs and library material costs. Shoham then analysed the benefits of the branch library by determining the attitudes of the users from a questionnaire. He found that there was a duplication in labour and in library materials. However, by having the right policy, duplication could be kept as low as 7% in library materials. He concluded that it is vital to keep the cost of using the library at an acceptable level, since this would reduce the time spent on instruction and research in the library. To achieve the university's goals, it was preferable to levy the cost on the library budget rather than on the users (45).

Raffel and Shishko (46) carried out a location analysis at the Massachusetts Institute of Technology by measuring the distance between the library and the major users' location. After analysing the data from the library administration and evaluating a survey of the location benefits, they showed that "there is a cost to the university community which does not appear in the university budget, a cost in time, energy and decreased use resulting from locating the library a longer distance from users."(47) If the university campus is to have only one central library, it should be located where transportation and distance costs are minimized to all the users.

3.4 Studies in developing countries

Several studies have been carried out on the subject of centralization and decentralization in the university library system in the developing countries context. Aquolu (48) identified and analysed critically various theoretical aspects of centralization and decentralization, frequently ignored by various writers on organisational arrangements of university library collections and services in Africa. He noted that any university library organization in Africa is affected by many factors, such as the history of the university, the structure and size of the central library building, the nature of academic and research programmes, and the availability of funds.

Adediran (49) undertook a comparative survey of branch libraries in Nigerian universities. He limited his study to six Nigerian universities: Ibadan, Nsukka, Ahmadu Bello, Lagos, Ife and Benin University. He observed that Nigerian university libraries have only one alternative, i.e., centralization. His conclusions were that: where money is limited, effective financial control can greatly extend resources; the organizational framework that helps librarians to practise as specialists in their own right is of enormous benefit to readers and improves staff status; a service hierarchy with built-in guarantees of improvement eliminates frustration among staff; speed and ease of access to library materials are made certain by the existence of a union catalogue.

In a doctoral thesis on branch libraries in Nigerian university libraries, Edoka proposed to "examine the structure and character of branch libraries in Nigerian universities in the context of overall library and information services of the universities"(50). He also limited his study to the same six universities Adediran did. He found that most of the branch libraries were located in a separate room in the same building as the academic units they served. "Funds for the branch libraries were provided by the universities as part of the budget of the main library or the academic unit that administered the particular branch

library ... access to a majority of branch collections was hampered by restrictive regulation, limited opening hours, inadequate linkages and staffing constraints"(51).

In an article about centralization versus decentralization of law libraries in Nigerian universities, Ifeduzor(52) considered the merits and the problems of centralized and decentralized systems of libraries and library services. He a reported on a survey of the present methods of organizing law libraries in Nigerian universities. He found that decentralization has been adopted in a majority of the universities. However, he also found an uncoordinated decentralization of law library services in a few Nigerian universities. Accordingly he suggested that "to give law students and law teachers adequate assistance in their legal research , Nigerian universities should adopt a systematic co-ordinated decentralization plan."(53).

Hochstadt(54) carried out a survey on centralization and decentralization of university library services in South East Asia countries. She tried "to obtain some general information on the present set-up of university library services in the ASEAN(Association of South East Asian Nations) region, within the context of centralization/decentralization"(55). She gathered the information through a survey questionnaire distributed to 20 university libraries (5 in Indonesia, 5 in Malaysia, 4 in the Philippines, 2 in Singapore and 4 in Thailand), receiving responses from 16 university libraries. The survey indicated that the libraries and service points are independent, and that most of the branch libraries in Asian universities are outside the control of the university library administration. Users enjoy the right of access to all libraries within the system.

In a survey of Thai university libraries, Lee (56) found that most of the library resources in Thai universities have been divided among faculty and departmental libraries, with little co-ordination among them. Most faculties in Thai universities maintain their own libraries, and the central libraries do not have direct administrative authority over these libraries. There is

no union catalogue of books and other materials available in the university system. Finally he stated that the uncoordinated decentralized system of library resources and services in Thai universities is too luxurious for a country where most of the university libraries are small and inadequate in their services and resources.

3.5 Studies in the Kingdom of Saudi Arabia

There is no study on the subject of centralization and decentralization in Saudi university library systems. However, as noted by Tashkandy (57) all Saudi university library systems are centralizing many of the library activities such as the acquisition, processing and the distribution of staff. At the same time there are a number of smaller library units at several locations on university campuses.

Ashoor (58) collected information on faculty and students' attitudes towards the adequacy of library materials and services at three Saudi universities: King Abdul Aziz University (KAU), King Fahad University (KFU) and King Saud University (KSU). He evaluated "library resources and services through faculty and students opinions and reactions toward these resources and services ... to find out the limitation imposed on faculty and students' use of libraries, and the level of their involvement in building up the collections and in utilizing library resources"(59). He used a survey method in his study, gathering the data through questionnaires to faculty and students, and through short interviews with librarians and departmental chairmen. In his findings, he stated that the faculty and students at King Abdul Aziz and Saud Universities seem to indicate that the resources and services are not good enough to meet their needs. There were different priorities for the resources and services as seen by faculty and students. Ashoor concluded with the suggestion that an investigation of other areas in Saudi university libraries is necessary in order to provide a more comprehensive picture.

Isa (60) wrote another thesis on Saudi university library standards. The objective of his study was to give a clear picture of the existing resources in the university libraries in Saudi Arabia, and to provide a basis for the formulation of proposed realistic minimum standards for university libraries in the Kingdom. . Isa provided, at the end of his work, standards for Saudi university central libraries, covering the following areas: objectives of the library, collection, staff, organization of materials, services, physical facilities, administration and budget (61).

Ali (62) wrote an article about academic libraries and their services in the following Arabian Gulf countries: Saudi Arabia, Iraq, Kuwait, Qatar, Bahrain and United Arab Emirates. He stated that " until recently there was no concept of a university library system, and libraries within the same university were often operated independently" (63). According to Ali there has been a substantial amount of argument among deans of individual colleges about a decentralized library system. In Saudi universities, a number of colleges have their own libraries without being administratively connected to the university library system.

3.6 Summary

Historically, the origin of establishing a small collection outside the university central library is linked with the seminar method of teaching, which was used by instructors in German universities in the late nineteenth century. This method was later followed in other European countries and American universities.

These small collections, called departmental libraries, branch libraries or college libraries, created many serious problems for the university library system, including poor communication, duplication of materials and weak co-ordination. Therefore, university

librarians and planners should take these problems into account when discussing many matters, including the need and the purpose of the departmental libraries.

The debate on centralization and decentralization in university library systems presents many arguments about each method. The centralization method does have a number of advantages and disadvantages. It is more economical and efficient and provides for more administrative control. On other hand, the disadvantages of a centralization system include ignoring the unique services to some community groups and the distance between the central library and the academic units. For the decentralized system the greatest advantage is the accessibility to the university library collections, whereas the greatest disadvantage is the expense of duplicating materials. Therefore, in a decentralized library system, a very careful policy is required in order to keep library expenses low .

In the 1990s, modern technology has changed the view of the argument on centralization and decentralization in the university library system. The future of library organization is tied to information technology development. Most the argument about the issue should be reviewed. The departmental will no longer be isolated or independent from the central library. The materials processing is now less cost and time consuming. Modern information technology today will not remain modern very long.

With the importance of the subject of centralization and decentralization in university library, it is given little consideration in developing countries. For instance in the Kingdom of Saudi Arabia the issue has not been studied. All the Saudi universities have number of college libraries besides the central library in the main university campuses.

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Chapter 4

The Kingdom of Saudi Arabia

4.1 History and background information

The Kingdom of Saudi Arabia occupies four-fifths of the Arabian Peninsula. It is the largest country in the Middle East, about 865,000 square miles. The country is bounded on the North by Jordan, Iraq and Kuwait, on the East by the Arabian Gulf, Qatar and the United Arab Emirates, on the South by Oman and Yemen, and on the West by the Red Sea.

Geographically, Saudi Arabia is divided into five major regions. The first is Najed, a high country in the heart of the Kingdom, the second Hijaz, the region along which lies the Red Sea coast. The region of Asir, in the South of the country constitutes the third region. The Fourth region is Al Hasa which is the sandy and stormy Eastern part of the Kingdom. Finally, there is the Northern region in the most Northern part of the country. In 1990, the Saudi population was estimated at fourteen million (1).

The modern state of the Kingdom of Saudi Arabia goes back to the eighteenth century, and historically is divided into three phases. The first phase was under the first ruler of the Saudi Dynasty from 1744 to 1818. The second phase covers the continued succession of the Saudi house from 1824 until 1891. The third phase started when the founder of the modern state of the Kingdom of Saudi Arabia, King Abdul Aziz, returned from exile in Kuwait in 1902. After he recaptured the capital city, King Abdul Aziz began the reconquest and unification of the country. Over 25 years King Abdul Aziz extended his influence throughout all the land which is now known as the Kingdom of Saudi Arabia.

From the discovery of oil in the Kingdom in 1938, Saudi Arabia increased its participation in world affairs, and began building a modern state. After World War ll , oil income made it possible to begin providing essential services and to improve the welfare of the people in the Kingdom. King Abdul Aziz initiated the basic development projects in the country. In 1953, the founder of the Kingdom died and was succeeded by his sons. Now the state is governed by King Fahad, who was the first Minister of Education in 1953.

Increased oil exports became the key to Saudi Arabia's growth. The government was able to create the Saudi society of today which has all the benefits of a modern society with a good quality of health, education, telecommunication, roads, industry and related systems. Since the 1970s Saudi Arabia has moved quickly into the twentieth century. Every aspect of life has begun to be affected and modernised (2).

The Saudi people have quite a different culture from the Western World. Islam is the country's religion. The followers of Islam believe in one GOD called ALLAH. The Islamic legal system is based on the Quran, the holy book of the Islamic faith, and the Sunnah, the sayings of the prophet Mohammed. The Quran and the Sunnah are in the Arabic language. It is also the official language of the people and the government of Saudi Arabia. Therefore all Saudi educational institutions at all levels use the Arabic language. Many Saudis, especially those who have been educated abroad, can speak and read in other languages such as English and French.

Politics in the Kingdom of Saudi Arabia are a very sensitive and complicated matter to discuss. It has a very vital impact on all the country's development. Saudi Arabia is a monarchy; executive and legislative authority are exercised by the King and the Council of the Ministers. The Kingdom's Ministries and all other government agencies are ultimately responsible to the King.

Economically, the Kingdom of Saudi Arabia is one of the largest oil producing countries. It is the land of the world's largest oil reserves and oil production is the major source of revenue for the country. The Saudi government depends heavily on this national resource. In the Third Development Plan which started in 1980, one of the government's basic long term goals was to establish other economic resources such as agriculture, industry and mining, and to reduce the dependence on crude oil (3).

Until the early 1970s, the Saudi Arabian government had a very limited income, so most development in the country was not well advanced. The low income affected also the development of the university libraries. After 1973 when the oil price went up rapidly, the Saudi government spent most of the oil income in developing the country. A five year plan implemented therefore brought a rapid change in every sector. New universities were established. The library and information sector, inside and outside the universities, grew and developed rapidly (4).

4.2 The development

Prior to the discovery of oil in Saudi Arabia the government budget was very limited. In the early 1970's , the oil price increased and that made a dramatic impact on the Saudi economy. The Saudi government earned billions of petrodollars from producing crude oil. Therefore the government set up a five year development plan. The First Development Plan was from 1970 to 1975, the Second Development Plan was from 1975 to 1980, the Third Development Plan was from 1980 to 1985, the Forth Development Plan was from 1985 to 1990. The current development plan is the Fifth Development Plan, which started in 1990 and continues until 1995. These development plans had fundamental principal goals. These broad goals are:

1. Diversifying the economy and reducing dependence on oil.
2. Raising living standards and improving the quality of life.
3. Maintaining economic and social stability.
4. Balanced and integrated regional development.
5. Strengthening the role of the private sector in the economy.
6. Broadening the linkages between the Kingdom and other nations.
7. Developing and completing the physical infrastructure.
8. Developing human resources (5).

4.2.1 The First Development Plan

The First development plan covered the period from 1970 to 1975. The basic goal of this plan was to raise the living and welfare standards of the people. It was to provide national security and maintain economic and social stability. When this plan started the Kingdom had few roads, few hospitals and a very limited number of schools. Therefore this plan gave education and training the priority. Impressive progress was made in education in the state. One of the First Development Plan objectives was to develop the human resources in society to be able to contribute and participate in the process of development. This plan was general in scope. It was to improve and develop the existing conditions (6).

4.2.2 The Second Development Plan

The Second Development plan covered the period from 1975 to 1980. The principal aims and objectives of this plan were:

1. To ensure the defence and internal security of the kingdom.
2. To maintain a high rate of economic growth by developing economic resources, maximising earnings from oil over the long term.

3. To continue developing human resources by education, training and raising the standard of health.
4. To increase the well-being of all groups within society and foster social stability under circumstances of rapid social change.
5. To build and develop the physical infrastructure to support achievement of the above goals (7).

The Second Development Plan put heavy emphasis on investment in the field of education and training. Therefore to satisfy the tremendous increase in student population, about 2,000 new schools were opened on the basis of this plan (8). During the Second Development Plan Saudi government expenditure reached nearly 700 billions SR. (6 SR. = £1), almost a ninefold increase over the First Development Plan (9).

4.2.3 The Third Development Plan

This development plan covered the period from 1980 to 1985. The government set up four fundamental objectives.

1. Structural changes in the economy, by diversifying the economy into productive activities such as agriculture, industry and mining. Also continuing to develop the Kingdom's physical infrastructure.
2. To increase participation and social welfare in the development by encouragement of all Saudi people to make a contribution to this development. To give equal opportunity to all regions to develop their full potential.
3. To help Saudi society with the problems associated with rapid growth and development, and expand the social services.

4. To increase economic and administrative efficiency, by introducing, where necessary, basic changes in government administration, and improve manpower in the country (10).

4.2.4 The Fourth Development Plan

This covered the period from 1985 to 1990. Several aims were set up in this plan:

1. To develop the Kingdom's defence system.
2. To reduce the dependence on foreign labour.
3. To continue reducing the dependence on export of crude oil.
4. To improve industries, especially petrochemical industries.
5. To continue to improve the education and health facilities.
6. To raise cultural standards in the Kingdom.
7. To improve the performance of the utilities and facilities which were established during the previous plan (11).

This plan was affected by the great change in the oil price which influenced government income and development expenditure. It is stated in the Fourth Development Plan that this plan " was implemented during a period of great change in the financial circumstances of the Kingdom. The increase in the oil revenues at the end of the second Plan and in early years of the Third plan can be viewed as a short term phenomenon in the context of the overall historic process of development"(12). The government income from crude oil began to decrease due to the pressure on the oil market, because of the imbalance between supply and demand. Therefore, government expenditure was about 23% below the actual expenditure level of the Third Development Plan. However, progress was made in achieving most of the plan objectives. The expenditures were focused on education, health and other social services essential to social and human resources development (13).

4.2.5 The Fifth Development Plan

This plan has been carried out since 1990. It will continue until 1995. It is, as the previous plans, concentrating on two main basic goals, the economic issue and maintaining the welfare and quality of life of Saudi society, improving the non-oil production sectors and ensuring a high level of education, health and social services. Some of this plan's objectives are:

1. To improve and upgrade the quality and the efficiency of human resources to meet the requirements of the national economy.
2. To raise cultural and information standards to keep pace with the Kingdom's development.
3. To concentrate on qualitative development of already established utilities and facilities by improving their level of performance (14).

4.3 General education

Before 1924, formal education was limited to a few major cities in the country. The Kingdom had no national schools system. The first Directorate of Education was founded in 1924 as a government authority in charge of all education levels within the country. That was the nucleus for the first modern educational institutions and system in Saudi Arabia. A comprehensive national system of education did not appear until the founding of the Kingdom of Saudi Arabia in 1932. By then the responsibilities of the Directorate of Education had become more extensive and covered all educational affairs in the country. In 1947, the total number of all schools in the country did not exceed 65 at all levels, and the total enrolment was about 10,000 male students.

The establishment of the Ministry of Education in 1953 marked a new era in educational development in Saudi Arabia. This ministry was one of several ministries established at that time when the Council of Ministers was set up. The first educational minister made the ministry's first organization chart and opened educational departments in different parts of the country. The ministry set up the goals and the objectives of education in the Kingdom (15).

The Ministry of Education issued an "Educational Policy" for the state. This policy described the principles, aims and objectives of education. The most significant of these objectives are:

1. A total Islamic concept of life, the universe and of man.
2. Seeking knowledge is the obligation of each individual and it is the duty of the government to provide and spread education in the whole country.
3. Recognising women's right to obtain suitable education on equal footing with men in the light of the Islamic laws.
4. Relating education in all stages to the Kingdom's general development plans.
5. Conscious interaction with international development in cultural fields.
6. Using Arabic as the language of instruction at all the educational stages (16).

Education in Saudi is free of charge at all levels, including higher education. The Ministry of Education is largely responsible for all male education below university, while the General Presidency of Girls Education (GPGE), which was established in 1960, is responsible for all girls' education in the country below university. The Ministry of

Education and the GPGE control most of the public schools. The stages of general education, below university level, consist of

1. Elementary stage from 6 years old to 12.
2. Intermediate stage from 12 years old to 15.
3. Secondary stage (high school) from 15 years old to 18.

There has been enormous development in the quality and quantity of education in the country since the beginning of the development plans. The Saudi government provides massive support at all educational levels. Therefore, the growth in student numbers has increased dramatically over the last two decades. The number of elementary schools for boys and girls increased from 1,824 to 8,426 schools, the intermediate schools increased from 126 to 2,772 and the secondary (high schools) increased from 23 to 1,171. This education growth was supported by government expenditure, which rose from less than SR. 600 millions in 1970 to almost SR. 22 billions (£1 = 6 SR.) in 1990 (17).

There are schools other than the general schools in Saudi Arabia. There is special education which provides equal educational opportunities for physically disabled people. There is a wide variety of private schools from the pre-schools to the high schools, but there are no private universities or colleges. Also there are a number of specialist academic institutes in a variety of fields.

4.4 Higher Education and the Development Plans

Higher Education, which is all the education above high school level, was under the supervision of the Ministry of Education. In 1975 a separate ministry was established to be responsible for higher education in the country and to carry out improvements . When the Ministry of Higher Education was set up it prepared and defined the goals and strategy of

higher education in the country. These goals and aims reflect the Kingdom's national social and economic needs. The aims are:

1. To qualify capable citizens to fulfil their duties in the service of their rapidly progressing country.
2. To provide opportunities for talented students to pursue their higher studies in all academic fields.
3. To take a positive role in the field of research and to try to discover reasonable solutions to social problems.
4. To encourage the writing and printing of scientific books as well as translation of useful books into Arabic.
5. To make appropriate training available to graduates to enable them to effectively participate in the national development in more positive ways (18).

During the development plans, higher education has been given attention, in the comprehensive planning and improvement of the universities. The full development of Saudi manpower has been the goal of higher education during all development plans. However, during the Fourth Development Plan Higher Education in the country received special attention. There were two strategic principles for higher education development:

1. To increase productivity, reduce waste and extravagance, and rationalise subsidies to achieve economies in investment and expenditure.
2. To improve programme quality through critical evaluation of the costs and consequences of programmes.

All universities, during the Fourth Development Plan period, shared three objectives. Paraphrased briefly, the objectives are:

1. To continue to pursue each institution's chartered purpose.
2. To improve programme quality and operational efficiency.
3. To achieve coordinated development of higher education over the long term, in order to meet the Kingdom's needs for university trained manpower and university centred research more effectively (19).

As key indicators show, there has been rapid growth of higher education student enrolment. At the beginning of the First Plan, 7,000 students were enrolled in the Kingdom's higher education institutions. This number has increased more than sixteen times over the period of the plans (1970-1990) (20).

This rapid growth has been accompanied by the emergence of problems which are now constraining the overall effectiveness of the system. One of these problems, as stated in the Fifth Development Plan, is that "higher education institutions enjoy complete autonomy. As a result, there is a lack of coordination both within and between institutions, leading to great waste in human and material resources. This lack of coordination between institutions is considered to be one of the major issues facing the higher education system during the Fifth Plan period"(21). As a solution for this problem, "it is imperative to prepare a comprehensive policy framework (or master plan) for higher education. Such a master plan would help to avoid wastage and duplication, to realize the optimal utilization of available resources and to improve the quality of higher education"(22).

4.5 The universities

Today, there are seven universities in the country: King Abdul Aziz University (KAU) in Jeddah, King Fahad University for Petroleum and Minerals (KFUPM) in Dhahran, King

Saud University (KSU) in Riyadh, King Faisal University (KFU) in Al Hasa, Umm Al Qura University (UQU) in Makkah, Imam Mohammed Bin Saud University (IMSU) in Riyadh, and the Islamic University (IU) in Madena . These universities teach across the wide range of disciplines of religion, arts, sciences, technology and administrative and social sciences.

The government expenditure reflects the development of the universities in the country. The Saudi budget, for the years 1979 to 1989, was more than SR. 90 billion for the universities. [Table 4.1] .

Table 4.1

The Saudi universities budget for the period from 1979 to 1989

Year	KAU	KFUPM	KSU	KFU	UQU	IMSU	IU	Total
1979	1,232,049	611,647	1,894,127	177,011	- - -	403,384	163,327	4,481,545
1980	912,250	799,546	1,136,400	350,800	- - -	431,200	180.230	3,810,426
1981	1,269,787	929,867	3,128,345	540,817	- - -	696,531	247,395	6,812,742
1982	1,391,511	933,885	3,385,700	730,420	- - -	1,148,24 1	314,317	7,904,074
1983	1,501,510	815,912	3,810,220	833,912	- - -	1,139,463	381,524	8,482,541
1984	1,342,850	698,102	3,347,517	673,370	519,145	1,149,951	341,460	8,072,395
1985	1,503,300	691,442	4,925,210	606,320	512,800	1,275,760	324,000	9,838,832
1986	1,374,000	521,000	1,998,000	450,000	452,000	1,088,000	262,000	6,145,000
1987	The governmen t did NOT publish a budget for this year.							
1988	1,224,595	379,765	1,650,105	385,115	430,900	1,044,413	201,980	5,316,873
1989	The total of universities and college budget is 21,721,0 00							

Source: Ashoor, Mohammed S. The university libraries in the Kingdom of Saudi Arabia: present and future.(in Arabic), 1992, p.27.

4.5.1 King Abdul Aziz University (KAU)

The university was established in Jeddah as a private university in 1967. It became a public institution in 1972 and was controlled by the Minister of Education and then by the Minister of Higher Education. It includes nine colleges: Economy and Administration, established 1968, Arts and Humanities, established 1969, Science 1973, Engineering and Applied Science 1974, Medicine and Medical Science 1975, Earth Science 1970, Marine Science 1978, and the College of Education established in Madina in 1977 (23).

The total student enrolment during the academic year 1989/1990 was estimated at about 22,600 students (24). There were about 1025 faculty members in the university in same academic year .(25).

4.5.2 King Fahad University for Petroleum & Minerals (KFUPM)

This university was established as a College of Petroleum and Minerals in Dhahran in 1963. In 1975 a Royal Decree was issued converting it into the University of Petroleum & Minerals. The university specialises in engineering and science. It awards a Bachelor's Degree in these subjects and also offers Master's and Doctoral programmes in many specialised fields. Most the university studies are taught in English.

The university includes a number of colleges: Engineering Science , established 1963, Applied Engineering 1963, Science 1970, Industrial Management 1975, Environmental Design 1981 and the College of Higher Studies , established 1973 (26).

The total number of students in the university was about 4,500 males in 1989 (27), and it had about 750 faculty members in same year(26). The university does not offer admission to female students.

4.5.3 King Saud University (KSU)

This university is in the capital city, Riyhad, and it is the oldest university in the country, established in 1957. The university includes a number of colleges: Arts & Humanities, established 1957, Science 1957, Administrative Science 1959, Pharmacy 1959, Engineering 1962, Agriculture 1965, Education 1966, Medicine 1967, Dentistry 1974 and the Arabic Language Institute, established 1974 (29).

The university awards a Bachelor's Degree in all the above college subjects. It also provides postgraduate studies leading to Master's and Doctoral degrees in many specialised subjects such as art, science, agriculture, Arabic language and history. There were about 24,000 male and female students in King Saud University in the 1989 academic year (30), and there were about 3,000 faculty members (31).

4.5.4 King Faisal University (KFU)

This university was founded in 1975. The first group of students was admitted to the university in the autumn of 1975. It is located in Al Hasa with a branch in Al Dammam. The university has about five colleges: Medicine and Medical Sciences (in Dammam) established in 1975, Architecture and Planning (in Dammam) 1975, Agriculture and Food Science (Al Hasa) 1975, Veterinary Medicine and Animal Health (Al Hasa) 1975 and Education College (Al Hasa) established in 1980.

The university specialises in Medical Sciences, Architecture and Planning, and Agriculture and Food Science. It awards a Bachelor's Degree in these subjects and also offers Master's and Doctoral programmes in many specialised fields. The total of students enrolled in the university for the year 1990 was about 4,700, with about 760 faculty members (32).

4.5.5 Umm Al Qura University (UQU)

This university is located in Makkah. Its establishment goes back to 1949, when the Sharia and Islamic Studies Colleges was founded. In 1981 this college and other colleges became the Umm Al Qura University. The university now includes the following colleges: Sharia and Islamic Studies College established in 1949, Education College 1962, Arabic Language 1981, Engineering and Applied Sciences College 1981, and another Education College which was established as a branch in Taif city.

The university specialises in Islamic and social studies. It awards a Bachelor's Degree in these subjects and also offers master's and Doctoral programmes in many specialised fields. The total of students enrolled in the university for the year 1989 was 13,479 with about 210 faculty members (33).

4.5.6 Immam Mohammed bin Saud University (IMSU)

This university was founded in Riyadh in 1974, and existing colleges were added to the university. Now, it includes a number of colleges and several branches in different cities. These colleges are: Sharia College (Islamic law) established 1953, Arabic Language College 1954, Usual Al Din College (the Basics of Islam) established 1976, and Social Science College 1976.

The university provides teaching and research in subjects related to Islam. It awards a Bachelor's Degree in these subjects and also offers master's and Doctoral programmes in many specialised fields. The total of students enrolled in the university for the year 1988 was 11,498 with 1,155 faculty members (34).

4.5.7 The Islamic University (IU)

The Islamic University was established in Madena in 1961. The university contains the following colleges: Arabic and Arts College established in 1975, Sharia College 1961, Holy Quran College 1974 and Graduate Studies which was established in 1976. This university provides also teaching and research in subjects related to Islam. It awards a Bachelor's Degree in these subjects and also offers Master's and Doctoral programmes in many specialised fields

According to the university charter, it is an international institution, more than 85% of its students coming from outside Saudi Arabia (35). The total of students enrolled in the university for the year 1988 was 2,339 with about 370 faculty members (36).[for student numbers see Table 4.2].

Table 4.2

Students in Higher Education in the Kingdom of Saudi Arabia

Univ.	Male	Female	Total	Male	Female	Total
KAU	10,089	3,994	14,083	16,379	6,095	22,474
KFUPM	3,496	---	3,496	4,533	---	4,533
KSU	17,536	4,891	22,427	18,730	5,670	24,400
KFU	1,965	1,185	3,150	3,535	1,861	5,396
UQU	5,654	4,084	9,738	6,470	5,480	11,950
IMSU	9,344	---	9,344	14,970	---	14,970
IU	3,400	---	3,400	4,630	---	4,630
Total	51,484	28,326	79,810	69,247	39,106	108,353

Source: Saudi Ministry of Planning. The Fourth Development Plan. 1985, p. 289.

4.6 Conclusion

The Kingdom of Saudi Arabia is one of the biggest countries in the Middle East and its economy mainly depends on oil production. The country is different in various aspects from other countries: in its political framework, its religions organization (Islam is the sole religion) and in its education system, which has no co-education at any level.

Saudi Arabia has applied five year development plans since 1970, and the country is currently in the fifth development plan period, which ends in 1995. Special attention has been given in these plans to higher education and universities.

During the development a number of key issues related to higher education have been addressed, e.g. easier accessibility to information in institutions and cooperation within and between universities.

Today, there are seven universities in Saudi Arabia, the oldest being King Saud University and the newest Umm Al Qura University. The estimated number of students in all universities in 1990 was 108,353.

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28. **Ashoor**, ref. 25, p. 46.

29. **Saudi Ministry of Higher Education**, ref. 23, p. 27.

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31. **Ashoor**, ref. 25, p. 35.
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Chapter 5

University libraries in the Kingdom of Saudi Arabia

5.1 Introduction

The establishment of the modern concept of libraries in the Kingdom of Saudi Arabia goes back to the 1930s when this state was founded. Before that the only known libraries in the Arabian world were the libraries of mosques and private libraries. The mosque libraries, as Islamic centres of learning, provided copies of the holy book [Quran] and other religious materials and they were the first known libraries in the Kingdom (1).

Today all types of library, public, school, special and academic are emerging in the country. Until the early 1970s library development was very slow and insignificant. In 1970, when the extensive five year plan was launched, the country's economic, social and educational infrastructures began to improve. The libraries in the Kingdom benefited from this development. A number of new libraries of all types were created and the existing ones were improved during the development process. However, Tashkandy (2) indicated that the public and school library systems have been slower to develop in contrast to the special and university libraries.

The university libraries in the Kingdom have developed impressively during the last two decades. There has been a massive development in buildings, collections, staff, facilities and services. For instance, in 1974, there was no university library which had a collection of over 40,000 volumes. Now, the oldest university library, King Saud University Central Library, which was founded in Riyadh in 1957 (3), has a collection of over one million items. Today, there are seven universities and many colleges in Saudi Arabia. Each

university has several branch libraries besides the central one. The establishment of the Ministry of Higher Education, which oversees the development of universities in the state, can be largely credited with the rapid and comprehensive improvement of all higher educational institutions in Saudi Arabia, including the universities and their library and information systems.

A number of important steps followed to further improve and modernise the university libraries. One such was a pre-feasibility study (4) of library automation in King Fahd University of Petroleum and Minerals [KFUPM] in 1979. According to the Dean of Library Affairs at KFUPM, the Data Processing Centre was appointed to prepare the first study towards library automation. The study reported that processing of library materials involved slow, labour-intensive processes, with duplication of effort in many departments in the KFUPM library. The university administration appointed a Task Force on Library Automation to investigate and provide a plan for implementation of automation. After serious debate and investigation, the opinion of the Task Force was that the DOBIS/LIBIS system is the most suitable system for the KFUPM library. DOBIS/LIBIS is an on-line integrated, interactive system which supports most library functions. DOBIS [Dortmund Bibliotheks System] is a group of programs developed in West Germany, LIBIS [Leuvens Integraal Bibliotheek System] is a group of programs which was developed in Belgium. In July 1983, all KFUPM major library operations [searching, cataloguing, circulation and acquisitions] were completely automated. Today, the KFUPM Library stands as a model for an automated university library in the Kingdom of Saudi Arabia. The other Saudi universities have automated many of their library operations, especially the cataloguing. [see Tables 5.1 and 5.2].

Table 5.1

Automated systems in Saudi university libraries

Institution	Location	System	Date of install.
KAU Library	Jeddah	DOBIS/LIBIS	1986
KFUPM Lib.	Dhahran	DOBIS/LIBIS	1980
KSU Library	Riyadh	DOBIS/LIBIS	1983
KFU Library	Dammam	MINISIS	1985
IMSU Library	Riyadh	In-House	1980
UQU Library	Makkah	DOBIS/LIBIS	1983
IU Library	Madena	---	---

Table 5.2

Automated sub-systems in Saudi university libraries

	Activi ties					
Library	Cataloguing	Acquisitions	Serials control	Circulat.	OPAC	Access to database services
KAU Library	√	√			√	√
KFUPM Lib.	√	√	√	√	√	√
KSU Library	√	√	√		√	√
KFU Library	√			√	√	
IMSU Library	√					√
UQU Library	√					
IU Library						

Another step in university library development was that each Saudi university created the position of Deanship of Library Affairs. This body is responsible for all library and information affairs in the university. That makes the Director of the Deanship a member of the university board who make the decisions of the university.

The university libraries in Saudi Arabia share common ground in many ways. All the universities are controlled by one ministry, the Ministry of Higher Education. They depend entirely for their budget on the Saudi government, which makes them subject to Saudi government rules and regulations. All university libraries depend on foreign labour. Also, a high proportion of their collections consists of non-Arabic materials, which are imported mainly from the United States and Europe (5).

In their development, university libraries in Saudi Arabia have faced many problems. For example, there was a shortage of both professional and non-professional manpower. This gave Saudi university administrations only two choices: to postpone library improvement and wait until skilled manpower is available, or, to hire professional workers from abroad. The second alternative was chosen. Many university libraries hired employees from abroad, mainly from Egypt and Pakistan. However, while alleviating the manpower shortage, this hiring of foreign nationals also created a problem for the libraries, because many of these workers suddenly have to break their contract because of problems back home (6).

There is no library association to classify library staff and to set up standards and general legislation for all types of library in the country (7). The librarians' salaries are very low. There have been many efforts by Saudi librarians to raise their salary structure and status, but little has been achieved because library staff are regarded as administrative, not as academic. Therefore, librarians feel that they have been looked down on compared with the academic staff (8).

Due to the oil price crisis and falling production, the Kingdom's government income decreased. That had an effect also on university library budgets. Since 1985, library budgets have been very tight and barely cover the most important activities in the libraries. The annual reports of many university libraries point out the influence of the tight budget on their libraries, for example KAU Library Yearly Report (9) and KFUPM Library Yearly Report (10).

In the remaining part of this chapter a profile is provided for the library systems in the three universities selected for this study: King Abdul Aziz University [KAU], King Fahd University of Petroleum and Minerals [KFUPM] and King Saud University [KSU]. The profile covers five major aspects of the library: administration, collections and library size, budget, services and automation in both central and college libraries. The profile data are based on the following:

1. data obtained through a questionnaire, designed by the researcher, which was distributed among all libraries in these universities;
2. published and unpublished reports, books and documents about these libraries;
3. the researcher's observations during working in and visiting these libraries;
4. the researcher's discussion with a number of Saudi professional librarians, professors and students.

Since the Saudi universities do not have an official standard for their libraries, and in order to measure the state of the library against a standard, two standards were chosen and used with which to compare the Saudi university central and college libraries. The two instruments used were:

1. Proposed standards for university libraries in Saudi Arabia (11), which was written by Abdulla Isa as a Ph.D. thesis in 1982. This source was chosen because it is the only proposed standard which had been formulated to fit and improve the Saudi university central libraries. It takes into account the Saudi universities' situation.

2. The final version of "Standards for college libraries, 1986" (12) which was prepared and approved by Association of College and Research Libraries [ACRL] in the United States of America. Since Saudi university library development has been influenced in many ways by the USA, and many Saudi professional librarians graduated from American institutions, the latest version of this standard is chosen to evaluate the Saudi college libraries.

5.2 Library objectives in the three selected universities

In each university there is a Deanship of Library Affairs which is the authorised body for all library and information matters in the university. It controls, administers and sets up the library objectives and activities inside and outside the main campus.

The Policy Statement of the Deanship of Library Affairs in KAU stated that the deanship should build a central library and also strong special libraries in every college of the university. The goal of these libraries would be to provide for college needs by collecting and classifying all cultural and science resource materials and also to participate in helping the college faculty and students in the education process. The policy statement identifies a number of objectives to achieve this goal:

1. To build a collection in all subject fields that the university is teaching. This collection should contain all knowledge resource forms: books, periodicals, film, slides and other forms.

2. To prepare the library collections for easy access and availability for the users.
3. To implement and use the latest tools in organising the library operations.
4. To provide in the library information services such as places for reading, loans, reference and photocopying for all the university users. (13)

In KFUPM the Deanship of Library Affairs has major goals for its libraries. The essential goal is to support the teaching and research programmes of the university by providing information resources and processing them to be available for the university community. Also there is the goal of preparing comfortable places to use the library collections. The KFUPM libraries objectives are :

1. To provide and develop collections of books, science periodicals, indexes and other materials.
2. To prepare excellent places for reading the library collections for the university community.
3. To provide online research services into local and international databases.
4. To provide the university community with inter-library loan services inside and outside Saudi Arabia.
5. To help in providing information services to all government institutions in the Eastern region of the KSA.(14)

The KSU libraries are the oldest university libraries in the country, established with the founding of KSU in 1957. The Deanship of Library Affairs in this university set up essential objectives for its library system. These objectives are :

1. To provide the university community with comfortable facilities to use the library information resources and services.
2. To facilitate academic research.
3. To keep up to date the library collections and make known the results of academic research.
4. To co-operate with libraries inside and outside the Kingdom. (15)

The similarities of the objectives in these university libraries are clear. This similarity is expected since the essential goal of any academic or university library is to serve its community and support the teaching and research programmes in its institution. The major objectives of these Saudi university libraries are to build and develop collections in all subjects the university is concerned with, provide comfortable reading places in the library, and also to implement information technology in improving the library services for its community.

Besides the central library each university also has number of college libraries. The most decentralized system is KAU which comprises a central library and more than twelve branch libraries, nine of which are located within the main university campus in Jeddah. The KAU nine college libraries are:

1. College of Art and Human Sciences Library, founded in 1980.
2. College of Economics and Administration Library.
3. College of Engineering Library, founded in 1976.
4. College of Medicine Library, founded in 1975.
5. College of Science Library, founded in 1975.
6. College of Earth Science Library, founded in 1970.
7. College of Meteorology, Environment and Arid Land Agriculture Library, founded in 1975.

8. English Language Centre Library, founded in 1976.
9. Computer Centre Library.

There are three other libraries on the university campus: the University Hospital Library, the King Fahd Medical Research Centre Library and the Islamic Economic Centre Library. However, they are excluded here because they had specific reasons for their establishment, different from the other libraries in the university. The goal of these libraries is to serve and provide the information needed for special projects carried out by these centres or the University Hospital.

The KFUPM library system comprises a central and three branch libraries. All the KFUPM libraries are located on the university main campus in Dhahran. The three branch libraries are :

1. College of Environmental Design Library, founded in 1983.
2. Technical Information Centre Library, founded in 1982.
3. Recreation Centre Library.

The KSU library system comprises a central library and other college libraries. In 1985 when the university moved to a new campus, many of its college libraries were amalgamated with the central library (16). Now there are only three college libraries in the university main campus in Riyadh.

1. Medical College Library, founded in 1967.
2. Dental College Library.
3. Applied Medical Science College Library.

5.3 The Central libraries in the three selected universities

Each university has a central library, supporting its teaching and research programmes. The central libraries in these universities are more developed in terms of organization, resources, collections, services and automation than the other university libraries in the KSA, and the university administrations give the central libraries priority in terms of development and provision for their needs.

The central libraries in these selected universities serve large academic communities with different academic backgrounds, because these universities teach comprehensive academic fields.

5.3.1 Administration

The Deanship of Library Affairs in each university is the single authority in charge of administering and planning overall the operation of library and information services in the university. The deanship is specifically responsible for the following duties :

1. Preparing a yearly plan for the university libraries and reporting that plan to the University Council.
2. Preparing the library yearly budget.
3. Advertising the new jobs in the libraries and setting the qualifications required for the staff.
4. Forming the policy and regulations for the university libraries.
5. Representing library affairs in the university council. (17)

The Dean, who is member of the Deans' Council of the University Board, reports to the Vice-President for Graduate Studies and Research of the university. Usually, he is a

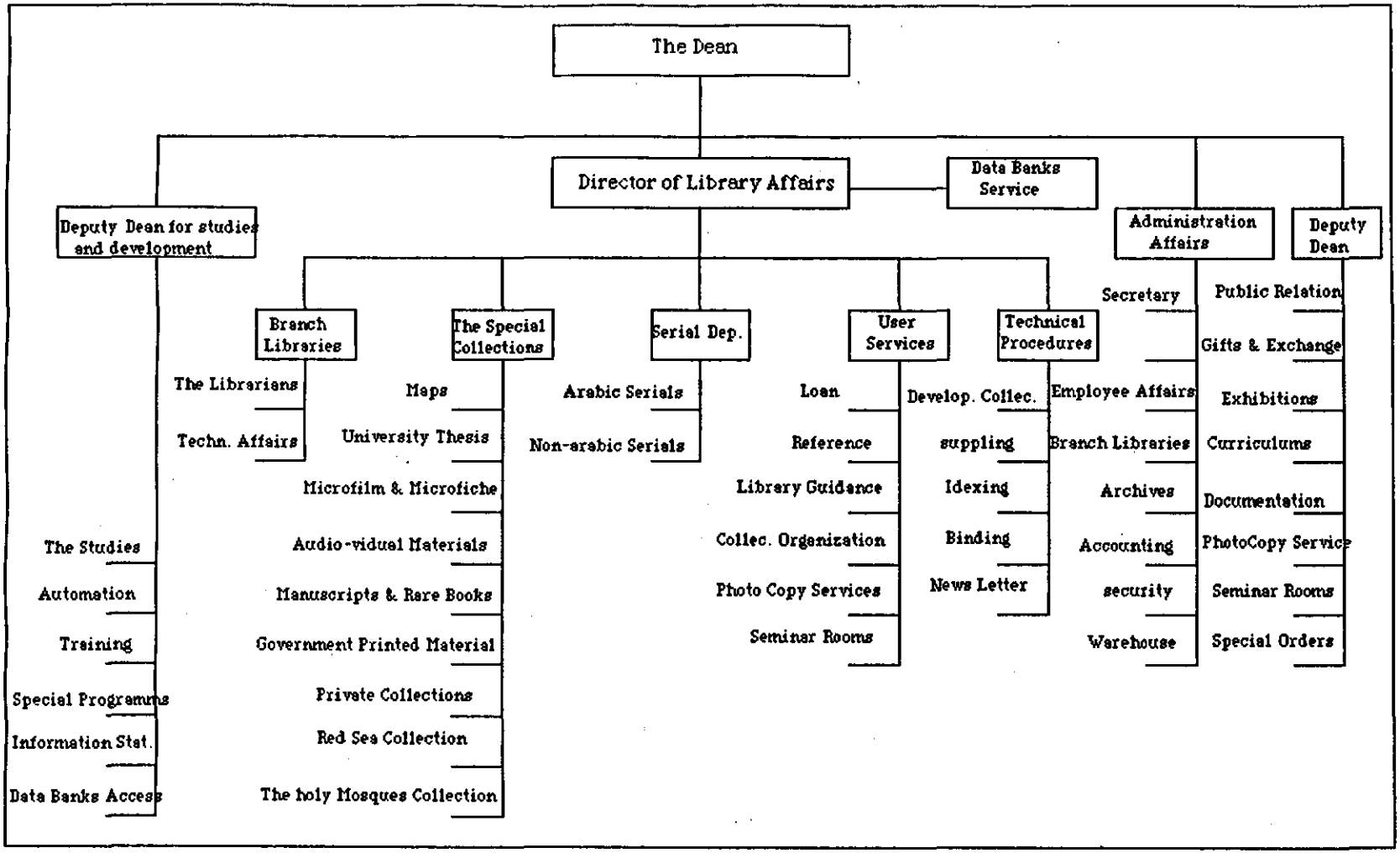
member of the university faculty appointed by the University Council to the position for three years and can be reappointed for another three-year term. Below him there are two or three deputy deans who are usually appointed for two years, a term which is also renewable once.

By law the Dean of Library Affairs in a Saudi university should hold a PhD degree in library and information science with sufficient experience. However, this law is not strictly adhered to (18). Currently the deans in KAU and KSU do not have a PhD in library and information science. It usually takes the dean and his deputies at least two years or more to learn the new job fully, but by that time their appointed period in the deanship is over. Moreover, persons with no library education and training are usually less likely to be good library administrators, and often cannot accomplish some of the library requirements such as formulating and administering library regulations and selecting staff for technical posts and services. They also cannot guide the development of the library collection (19).

Generally, the university library administrative structure is divided into three or more major divisions which include: (a) the administration division (b) the reader services division (c) the technical services division. Under each division there are subdivisions. The head of each division reports directly to the dean or to his deputies. [see Figures 5.1, 5.2 and 5.3].

In the KAU and KSU library structure, there is a separate subdivision for the branch libraries in the university. This subdivision carries responsibility for the branch libraries, especially in technical matters and acquisition.

Figure: 5.1
The Deanship Of Library Affairs KAU
Organization structore

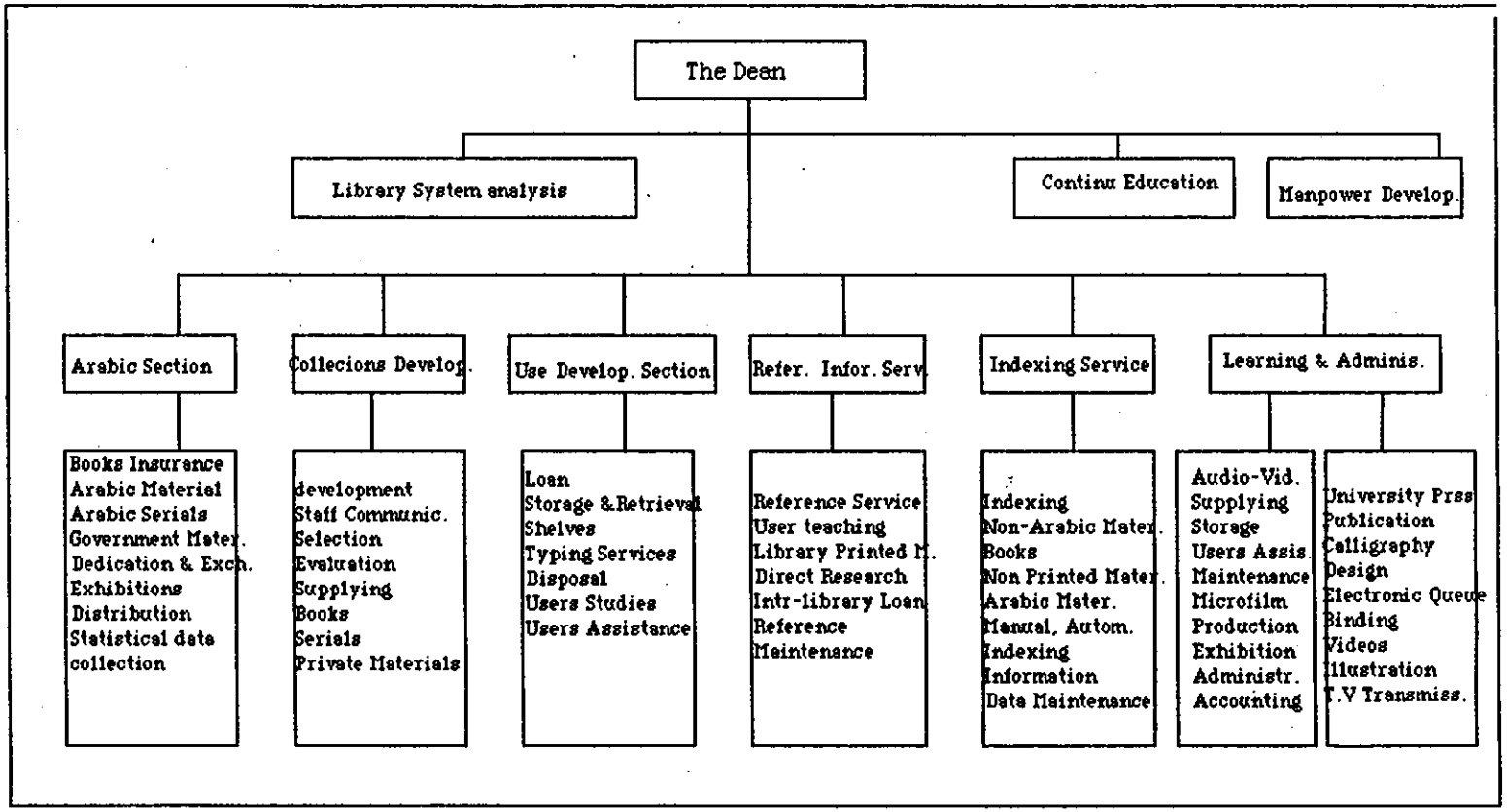


source: King Abdul Aziz University Library.

The Yearly Annual Report, 1990/91, p. 2.

Figure: 5.2

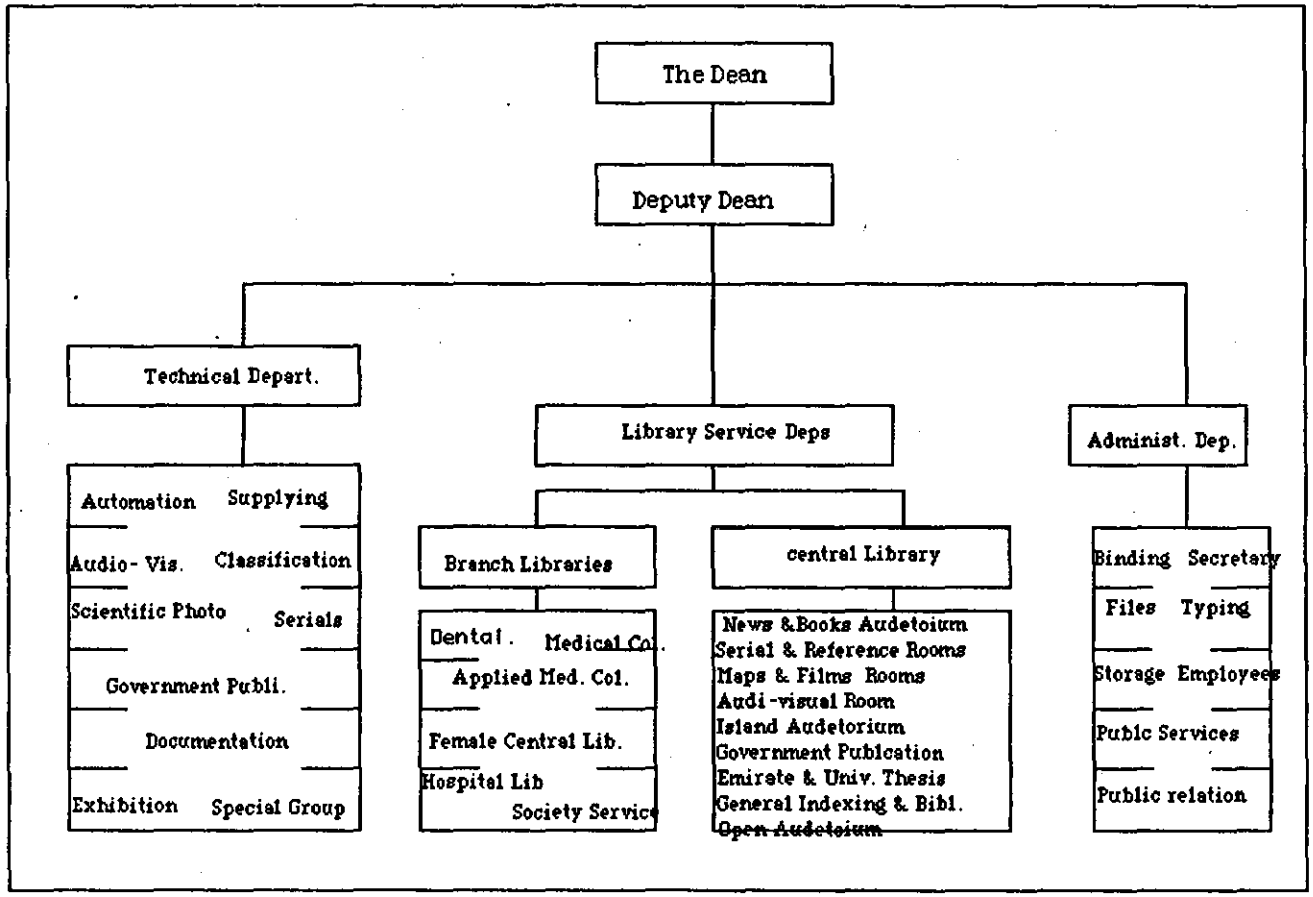
The Deanship of Library Affairs KFUPM
Organization structure



Source: Ashoor Mohammed S. The university libraries in the Kingdom of Saudi Arabi :the present and future. 1992, p. 116

Figure: 5.3

The Deanship of Library Affairs KSU
Organization structure



Source: Ashoor, Mohammed S. The university libraries in the Kingdom of Saudi Arabia: The present and future. 1992, p. 99

5.3.1.1 Library committee

Each university has a university library committee headed by the dean of the university library and consisting of the deputy deans and several faculty members from different colleges in the university. The committee members are appointed by the university president for a two-year term, which can be renewed for another term. The university president also appoints one or two of the committee members from outside the university. Usually, the committee members meet on a monthly basis. The role of the library committee is not for decision making, but for consultation in formulating the library general policy and library development. The recommendations made by the committee may be rejected by the university president within fifteen days (20).

5.3.1.2 Staff

In the university libraries selected for this research only 33% of the total number of the workers (Table 5.3) are professional librarians and information specialists. Because KAU established the first library and information school in the Kingdom, its central library has the highest number of professional workers, whereas the lowest is in KSU central library. Because of the shortage of manpower in the library and information fields in Saudi Arabia, the university libraries depend heavily on foreign employees from other countries (21). KFUPM library has the highest number of foreign staff (74%), followed by KSU library (58%) and KAU library (38%). This problem of foreign staff is common to libraries in many developing countries where most library schools and librarians training were introduced locally only in the 1970s.

Table 5.3

Staff in the central libraries

Library	Prof. librarians	Non-prof. librarians	Academic	Others	Total	Saudi	Non-Saudi
KAU Library	32	26	13	10	81	50	31
KFUPM Lib.	29	14	2	5	50	13	37
KSU Library	25	75	6	25	131	55	76
Total	86	115	21	40	262	118	144

Since no library can be run effectively without trained professional librarians, Isa's proposed standard formulates a standard number of professional staff who should be available in the Saudi university central libraries. It states that:

> 1. There should be three professional librarians for each 500, or fraction thereof, FTE [Full Time Equivalent] students up to 10,000 in the university library in Saudi Arabia.
> 2. There shall be three professional librarians for each 1,000 or fraction thereof, FTE students above 10,000 in the university library in Saudi Arabia.
> 3. There shall be five professional librarians for each 100,000 volumes, or fraction, in the collection in the university library in Saudi Arabia.
> 4. There shall be two professional librarians for each 5,000 volumes, or fractions thereof, added per year in the university library of Saudi Arabia.
> 5. The professional librarian shall be a college graduate with a Bachelor's degree in library science. (22)

When this standards is applied to the central libraries (Table 5.4), it is found that no library meets the standard. The library most nearly matching the formula is KFUPM central library. KSU library falls very short of satisfying the standard. This indicates two points: that the Saudi university libraries suffer from a shortage of professional librarians, as mentioned earlier, and that the libraries have not hired enough professional librarians from abroad, which is due to the insufficiency of their budget to be discussed later.

Table 5.4

Staff standard applied to the central libraries

Library	For each 500, or fraction thereof, FTE students up to 10,000	For each 1,000 or fraction thereof FTE students above 10,000	For each 100,000 volumes, or fraction thereof, in the collection	For each 5,000 volumes or fraction thereof, added per year	Librarians required by formula	Librarians currently in post	Differ.
KAU Lib.	57	00	20	4	81	32	-49
KFUPM Lib.	24	00	10	2	36	29	-7
KSU Lib.	60	6	50	14	130	25	-105

5.3.2 Collection size

The responses to question 3 indicate that the total number of all book materials in the central libraries is 2,611,938 items (Table 5.5). It shows a very high per centage of non-Arabic books. In KFUPM library, about 92% of its book collection is non-Arabic and in KSU library about 68%. KAU library did not specify the number of its Arabic and non-Arabic book collections.

Table 5.5

Collections size of the central libraries

Library	Book Arabic	Book Non Arabic	Reference	Others *	Total	Periodical Arabic	Periodical non-Arabic
KAU Library	437,599 **		---	149,336	586,935	184	1363
KFUPM Lib.	17,500	222,395	15,000	575,327	830,222	192 0**	
KSU Library	325,992	680,122	130,000	58,667	1,194,781	250	1,670

*= Microforms, films, slides, maps. **= Collection in both Arabic and non- Arabic.

As with the book collections the periodicals collections of these libraries contain a high per centage of non-Arabic rather than Arabic items. Most of the periodicals are in the English language. More than 90% of the KAU and KSU libraries periodical collections are non-Arabic. There are 1547 serial titles in KAU library and 1920 titles in each library in KFUPM and KSU. This indicates the importance of the non-Arabic material in the Saudi university libraries. It is also shows how much the academic community needs the non-Arabic collections, which are usually imported from abroad. These imported materials are usually more expensive than the materials produced locally.

As a result of less favourable budgets, all the university libraries have been forced to reduce their periodical subscriptions. For example, KFUPM library had about 3,600 titles in 1984, and at KSU library the periodical collection has been reduced from 9,000 titles to less than 2,000 at present (23).

The proposed standard formulated for Saudi university central library collections is:

> 1. The university library shall have a basic collection of 130,000 volumes.
> 2. The library shall acquire 25 volumes per student per year.
> 3. The library shall acquire 160 volumes per faculty member per year.
> 4. The library shall acquire 600 volumes per undergraduate major field.
> 5. The library shall acquire 6,000 volumes per master field when no higher degree is offered in the field.
> 6. The library shall acquire 4,000 volumes per master field when a higher degree is offered in the field.
> .....
> 8. The library shall acquire 26,000 volumes per doctoral field. (24)

In order to apply this standard to Saudi university central libraries, Table 5.6 is prepared to present the number of faculty, students and undergraduate majors as well as higher degree programmes in the three selected Saudi universities. King Saud University has the highest number of faculty and students when compared to the other universities. It has also more

Table 5.6

Number of faculty, students and academic programmes in the Saudi university main campuses

University	Faculty No.	Students No.	Undergraduate majors	Masters programme	PhD programme
KAU	1,025	9,500	87	36	9
KFUPM	754	4,760	24	14	8
KSU	2,300	12,000	123	75	5

than one hundred undergraduate major fields. KSU is considered the oldest and the biggest university in the Kingdom.

When the collection formula is applied to the Saudi university central library collections, the results can be seen in Tables 5.7 and 5.8. Table 5.8 shows that all the libraries have fallen short of the proposed standard. The KAU and KFUPM central libraries have the

Table 5.7

Library collections required by the standard

Library	Basic collection	Allowance per faculty member	Allowance per student	Allowance per undergraduate field	Allowance per master's field when a higher degree is offered	Allowance per doctoral field
KAU Lib.	130,000	164,000	237,500	52,200	144,000	234,000
KFUPM Lib.	130,000	120,640	119,000	14,400	56,000	208,000
KSU Lib.	130,000	368,000	300,000	73,800	300,000	130,000

Table 5.8

Collection standard applied to the central libraries collection

Library	Total required by formula	Presently have: printed materials	Total including non-print materials	Difference	Percentage meeting the standard
KAU Library	961,700	437,599	452,532	-509,168	47%
KFUPM Lib.	648,040	254,895	312,427	-335,613	48%
KSU Library	1,301,800	1,136,114	1,141,980	-159,820	88%

greatest shortfall in collection size compared with the recommended standard. The KSU central library has the highest percentage of volumes required. An insufficient library budget is the main reason behind the shortage in the Saudi university libraries' collection. None of the Saudi university libraries have or control an independent yearly budget to meet the needs of their academic communities.

The absence of an official standard for university libraries in the country is another factor behind the weakness of the library collections. A serious collection development programme is needed to improve the central libraries.

All libraries have a separate reference collection. In KFUPM library the reference collection is about 15,000 volumes, and in KSU library about 130,000 volumes. KAU library does have such a collection but did not give the collection size.

The persons who participate in selection of the library materials in these universities are usually acquisition department staff, academic faculty members and reference librarians. This gives the university faculty the right to participate in the collection building and to find the material they need through the central libraries in their universities.

5.3.3 Library building space

Each central library in each university is located in a completely separate building. For the area required, the recommended standard states that:

> ...5. The seating required for the university library shall be one seat for every four FTE students.
> 6. Each library seat shall be assumed to require twenty-five square feet of floor space.
> 7. Space required for books collection shall be as follows:
> 0.19 square feet per volume for the first 150,000 volumes
> 0.22 square feet per volume for the next 150,000 volumes
> 0.08 square feet per volume for the next 300,000 volumes
> 0.14 square feet per volume for holdings above 600,000 volumes
> 8. Space required for administrative activities shall be one-fourth of the sum of the spaces needed for readers and books as calculated under (5 , 6, and 7). (25)

Table 5.9 shows the actual library area size and the areas required by the standard. It is clear that the KAU and KSU central libraries exceed the area required by the proposed standard, whereas the KFUPM central library area falls short. The KAU and KSU campuses were built in the 1980s, when the central libraries in these universities gained

Table 5.9

Area required by standard applied to central library size

Library	Area required for seats	Area required for collection	Area required for administration	Total area required by formula	The existing library area	Difference	Grade
KAU Library	59,375 ft^2	72,508 ft^2	32,971 ft^2	164,854 ft^2	166,667 ft^2	+1813 ft^2	A
KFUPM Lib.	29,750 ft^2	48,277 ft^2	19,507 ft^2	97,534 ft^2	80,645 ft^2	-16889 ft^2	B
KSU Library	75,000 ft^2	113500 ft^2	47,125 ft^2	235,625 ft^2	559,140 ft^2	+323,515 ft^2	A

new buildings with plenty of area. The KFUPM campus buildings, including the library building, were built in the early 1970s and with the library collection growth the building space has become inadequate.

As regards reader accommodation in terms of the number of seats required by the standard and those actually available, only KSU library, which is the largest university library in the Kingdom, is providing more than the recommended number of seats (Table 5.10). KAU and KFUPM libraries fall far short in meeting the standard.

Table 5.10

Seats required by standard applied to the central libraries

Library	Seats required by formula	Seats available	Difference
KAU Library	2,375	1,140	-1235
KFUPM Lib.	1,190	300	-887
KSU Library	3000	4,000	+1000

5.3.4 Budget

The only source of financial resources for Saudi university libraries is from the government as part of the university budget. There is no independent yearly library budget to be spent on library activities. Normally the library budget is allocated with other miscellaneous expenses such as teaching aids, faculty offices and classroom facilities, under the category "Office Supplies and Equipment" (26). In the KSU Library Annual Report for 1990/90 it is stated that the basic reason for the inadequacy of the library services is the reduction of the money allocated for the library for the last few years

(27). For instance, for the survey question, all libraries indicated that the yearly budget does not cover all the library activities, even though the library staff salaries come from the university budget.

As can seen from Table 5.11 the total KAU library expenditure has significantly reduced during the last three financial years and the total KFUPM library spending has remained the same, which is actually a reduction in real terms. KSU library did not publish such statistics for the last two years. The expenditures cover the acquisition of library materials such as books and periodicals, maintenance, binding and other items.

Table 5.11

Central library expenditure in the KAU, KFUPM and KSU (in SR.*)

	1987/88	1988/89	1989/90	1990/91	Total
KAU Library	2,696,199	5,500,096	4,119,126	2,676,624	14,992,045
KFUPM Lib.	2,549,486	3,000,000	3,500,000	3,500,000	12,549,486
KSU Library	2,453,352	3,717,200	not available	not available	------

* 6 SR. = £1

The proposed standard indicates that the library budget for Saudi university libraries should be six to eight per cent of the university budget as a recurring yearly budget. The staff salary should be paid out of the general university budget (28).

The average library yearly budget is compared to the average required budget, using seven percent of the university average budget for the years from 1980-1988, and the results are shown in Table 5.12.

Table 5.12

Average budget required by standard applied to the central library budgets (in SR.)

Library	The average of university yearly budget	Average of library budget required by formula	The average of library yearly budget	Difference
KAU Library	1,367,298,000	95,711,000	3,747,800	-91,963,200
KFUPM Lib.	530,736,000	37,152,000	3,137,250	-34,014,750
KSU Library	3,177,871,000	190,672,000	3,085,276	-187,586,724

None of the libraries meets the standard. They fall far short of the recommended budget. To satisfy the formula, KAU library needs about £15 million, KFUPM library needs at least five millions pounds and KSU needs more than £31 million pounds. This insufficient university library budget is reflected in many aspects of the library. It is the major reason behind the weakness of library collections, staff and the library development which are also reflected in library services.

5.3.5 Library services

Most of the basic library services are provided. Services such as reference services, lending library materials, instruction for library use and others are available. Also, the libraries provide online access to some national databases and as well to international ones. They also supply inter-library loan services through King Abdul Aziz City of Science and Technology [KACST] and the British Library Document Supply Centre [BLDSC]. These services are primarily for the university community, including faculty members, graduate and undergraduate students and university employees.

The average number of users coming to the library on a working day at KAU library is about 1,170, KFUPM library has about 1,000 users and in KSU there are about 3,000 users. During the break and holiday days the average number in each university library is about 300 users each day.

In lending library materials, KAU library lent 68,978 items in the academic year of 1991, KFUPM library lent 73,826 items and KSU library lent about 130,700 items. This indicates KAU central library users borrowed fewer items compared with the other two libraries.

In reference services which include direct questions, telephone and post inquiries, KAU library answered about 21,00 requests in 1991(29), and KFUPM library answered about 15,129 requests for the same year (30). KSU library did not report the number of requests it answered.

The library services operation hours in the three university libraries are from 7:30 am to 10:00 pm [KSU library until 9:00 pm] during the working days Saturday to Wednesday inclusive. At the weekend, which is Thursday and Friday, each library operates at different times. KAU library opens on Thursday from 5:00 pm to 10:00 pm and closes Friday. KFUPM library opens on Thursday from 9:00 am to 4:00 pm and Friday from 2:00 pm to 10:00 pm. KSU library opens Thursday from 8:00 am to 2:00 pm and closes Friday.

5.3.6 Library automation

The first university to automate its library functions was KFUPM. All library functions have been automated at the library since the early 1980s with the adoption of the DOBIS/LIBIS system. The flexibility of the system has allowed the university to customise it to its specific needs. One of the major developments which took place at KFUPM is the

development of the Arabized version of the system (31). The most important question was how and when to start the library automation project, especially when there was no standard policy or organization responsible for such a task. The university administration appointed, in 1979, a team called Task Force on Library Automation [TFLA] to investigate and provide a plan for library automation. After serious debate and investigation, the TFLA team recommended the DOBIS/LIBIS system as the most suitable one for the KFUPM library (32).

Today KFUPM library is one of the most modern science and technology libraries in the region. With the adoption of the DOBIS/LIBIS system, all library functions, acquisition, cataloguing, periodical control, searching and check-out and check-in of materials are performed by computer. Twenty English terminals and four bilingual [Arabic-English] terminals are available in the library for searching. The library has on-line access to more then 300 databases through DIALOG information services, GULFNET, and King Abdul Aziz City for Science and Technology KACST (33). Currently, the KFUPM library has distinction among the world-wide DOBIS/LIBIS users group. It has implemented all the system releases versions from version 1.0 in 1981 to version 1.4 in 1985. KFUPM library has made many modifications to improve the system functions. It is now planning to acquire the latest release version 2.1 of DOBIS/LIBIS (34).

KAU library started to introduce the computer to its functions in 1986. After reviewing the library's existing conditions, and based on the KFUPM library success, KAU library also decided to use the DOBIS/LIBIS software for its library. Now most of the English collection in the library is recorded on the computer. KAU library is planning to complete the project of automating all library functions in the next few years (35).

The automation project in the KSU library started in 1983 as a study of the best way and programme for automation of the library. Also influenced by KFUPM library's

achievement, in 1985 the library started to use the DOBIS/LIBIS system to control most of its operations. In addition a PC workstation is being used for some library functions such as serials subscriptions to foreign periodicals (36).

The automation of the library in KAU and KSU is still at the initial stage. Introducing such technology to Saudi university libraries brought with it new prospects. However, the Saudi universities should be sure that when they are ready for upgrading and improving their automation systems, effective organization, planning, co-ordination and standardisation should be taken into account (37). [see Tables 5.1 and 5.2].

5.4 College libraries in the three selected universities

As noted previously, each university has a number of college and branch libraries besides the central library. The most decentralized system is in KAU, where nine libraries exist on the main campus. These branch libraries differ in their collection size, staff and services. Some of them belong to and are administered by the college they serve; others are controlled by the Deanship of Library Affairs in the university. The usual basis of their establishment is to provide services for the college community of faculty and graduate and undergraduate students. There is also provision of services required in particular for the Engineering and Medical College community.

5.4.1 Administration

All the branch libraries are administered and controlled by the college they serve or by the Deanship of Library Affairs in the university. They depend on the Deanship for the materials supplies and processing. However, the library staff belong to and report to the Dean of the college they serve. The only libraries which are completely controlled by the

central library in their universities are the Economics, Science and Earth College Libraries in KAU, and the Medical College Library in KSU.

5.4.1.1 Staff

The total number of workers at all branch libraries in the three universities (Table 5.13) is 38, of whom 14 [37%] are professional librarians. Ten [26%] are para-professional and 14 [37%] are part time employees and students. The largest number of staff is in the Engineering College Library in the KAU, followed by the Medical College Library in KSU. The other branch libraries have from one to four staff. All the libraries have at least one professional or para-professional librarian.

As with central libraries, it is evident that very high percentage of the workers in the branch libraries are non-Saudi employees (Table 4.13). In KAU libraries, two thirds of the workers are hired from abroad. In KFUPM libraries, all the staff are foreign, and in KSU branch libraries 50% of them are non-Saudi. This shows how much the branch libraries rely on foreign workers in running the library operations. The reason behind this figure, besides the shortage of librarians in the country, is that working in a library is not attractive work to the Saudi people. It is also more economic for the college to hire people from abroad than locally, because they require less salary than the Saudis. Hiring library staff from other countries is not good and causes complications because of language, culture and loyalty to the library, yet at the present time the Saudi libraries have no option available but to hire non-Saudi workers.

Table 5.13

Staff in the KAU, KFUPM and KSU branch libraries

King Abdul Aziz University Branch libraries

Library of	Profe. librarian	Non-profe. librarian	Others	Total	Saudi	Non-Saudi
Art & Hum. Col.	1	1	1	3	1	2
Econo. Admin. C.	1	0	0	1	1	0
Engineer. Col.	3	1	3	7	1	6
Medical Col.	1	0	2	3	0	3
Science Col.	1	0	0	1	1	0
Earth Col.	1	0	2	3	1	2
MEAL* Col.	1	0	0	1	1	0
English Cen.	0	1	0	1	0	1
Computer Cen.	0	1	0	1	1	0
Total	9	4	8	21	7	14

KFUPM branch libraries

Envir. Desg.	0	1	0	1	0	1
Tech. Infor. Cen.	1	1	0	2	0	2
Recreation Cent	1	1	2	4	0	4
Total	2	3	2	7	0	7

King Saud University branch libraries

Medical Col.	1	1	4	6	3	3
Applied Med. Co.	1	1	0	2	1	1
Dental Col.	1	1	0	2	1	1
Total	3	3	4	10	5	5

*= Meteorology, Environment and Arid Land Agriculture College.

The ACRL standard for college libraries mentions that many factors should be considered in determining staff size, e.g., library services programmes, degree offered and the size of faculty. Formula B in the ACRL states the standard for the staff to be:

> Enrolment, collection size and the growth of collection determine the number of librarians required by the college and shall be computed as follows:
>
> for each 500, or fraction thereof, FTE students up to 10,000 1 librarian
> for each 1,000, or fraction thereof, FTE students above 10,000 1 librarian
> for each 100,000 volumes, or fraction thereof, in collection 1 librarian
> for each 5,000 volumes, or fraction thereof, added per year 1 librarian. (38)

When this formula is applied to the college libraries the result (Table 5.14) indicates that most colleges do not satisfy the formula in providing the professional librarians needed for their libraries. The only two college libraries achieving the required number are the Earth and MEAL college libraries. As in the central libraries, the problem of professional and non-professional workers appears here again.

One of the reasons behind the inadequacy of staff in the college libraries is that most of the libraries are administered and controlled by the college administrators, who usually do not have experience in library or information services provision. That affects the college libraries in providing the vital staff needed.

Table 5.14

ACRL staff standard applied to the college libraries

King Abdul Aziz University branch libraries

Library of	For each 500, or fraction thereof, FTE students up to 10,000	For each 1,000 or fraction thereof FTE students above 10,000	For each 100,000 volumes or fraction in the collection	For each 5,000 volumes or fraction, added per year	Librarians required by formula	Librarians currently the library has	Differ.
Art & Hum.	3	00	00	00	3	1	-2
Econo. Adm.	5	00	00	00	5	1	-4
Engineer.	4	00	00	00	4	3	-1
Medical	2	00	00	00	2	1	-1
Science	3	00	00	00	3	1	-2
Earth	1	00	00	00	1	1	0
MEAL	1	00	00	00	1	1	0
English Cen.	---	---	---	---	---	---	---
Computer C.	---	---	---	---	---	---	---

KFUPM branch libraries

Envir. Col.	1	00	00	00	1	00	-1
Tech. Infor.	---	---	---	---	---	---	---
Recreation C	---	---	---	---	---	---	---

King Saud University branch libraries

Medical Col.	2	00	00	00	2	1	-1
Applied Med	3	00	00	00	3	1	-2
Dental Col.	2	00	00	00	2	1	-1

5.4.2 Collection size

The total number of all materials in all branch libraries is 217,105 items. KAU branch libraries have the largest material collection (Table 5.15), because this university has nine branch libraries in its main campus. The non-Arabic materials form a much higher percentage compared with the Arabic materials. The number of suitable books and periodicals, especially those in academic science subjects, published in the native language is far short of demand in Saudi Arabia. That is why both central and branch libraries in Saudi universities rely heavily on imported foreign materials for their library collections. These non-Arabic materials, which are published outside the country, are usually very expensive.

The periodical collections also contain a high percentage of non-Arabic serials. The Medicine College Library in KSU has the largest periodical collection which exceeds 300 non-Arabic titles. In KAU, all branch libraries have about 84% of their periodical collection in non-Arabic languages. In KSU libraries about 98% of their periodical collection is non-Arabic, because this university has branch libraries in medical colleges only. Most medical materials are published in foreign languages.

Only five branch libraries have a separate reference collection. These libraries are the Economics, Engineering, Medical and the Earth College Libraries in KAU and the Medical College Library in KSU.

The persons who participate in selecting library materials in these libraries are usually the acquisition department in the central library, college faculty and library staff. All libraries obtain materials when they need them without checking if they are available in the central library. Thus, there is 50% to 80% of duplication with the central library collection.

Table 5.15

Collections size in the KAU, KFUPM and KSU branch libraries

King Abdul Aziz University branch libraries

Library of	Books Arabic	Books non-Arabic	Referen.	Others	Total	Period. Arabic	Period. non-Arabic
Art & Hum. Col.	12,000	5,000	---	---	17,000	30	5
Econ. Admin. C.	4,000	2,500	400	---	6,900	---	---
Engineer. Col.	4,000	20,000	3,000	3,600	30,600	100	200
Medical Col.	410	10,000	500	377	11,287	---	167
Science Col.	700	6,000	200	---	6,900	---	50
Earth Col.	1,000	8,000	1,200	2,600	12,800	---	166
MEAL Col.	500	13,000	100	8	13,608	---	45
English Cen.	---	100	---	120	220	---	50
Computer Cen.	---	3,200	---	900	4,100	---	---
Total	22,610	67,800	5,400	7,605	103,415	130	683

KFUPM branch libraries

Envir. Desg. C.	200	3,000	---	9,660	12,860	10	20
Tech. Infor. Cen.	100	2,000	---	4,050	6,150	20	38
Recreation Cen.	4,000	8,000	---	250	12,250	8	24
Total	4,300	13,000	---	13,960	31,260	38	82

King Saud University branch libraries

Medical Col.	3,000	51,000	1,007	10,010	65,310	6	318
Applied Med. Col.	442	5,807	---	5,000	11,249	---	100
Dental Col.	150	5,721	---	---	5,871	4	---
Total	3,592	62,528	1,007	15,010	82,430	10	418

For the college library collection the ACRL standard states:

1. Basic collection	85,000	vols.
2. Allowance per FTE faculty member	100	vols.
3. Allowance per FTE students	15	vols.
4. Allowance per undergraduate major or minor field	350	vols.
5. Allowance per master's field, when no higher degree is offered in the field	6,000	vols.
6. Allowance per master's field, when a higher degree is offered in the field	3,000	vols.
7. Allowance per 6th year specialist degree field	6,000	vols.
8. Allowance per doctoral field	25,000	vols. (39)

When this standard is applied to the college library collections in Saudi universities, the result shows that no library satisfies the standard in its collection (Table 5.16). The best library is Medical College library, (KSU), which even so does not achieve 50% of the required number. The other libraries achieve between 6% and 22% of the needed collection.

The absence of clear branch library goals and standards in the universities, and the lack of planning to achieve them, means that these branch library collections fall very short of any library collection measurement and will probably continue to do so in the future.

Also the absence of development programmes for the college libraries is one of the reasons behind the weakness in collections in these libraries. Another reason is the insufficient budget assigned to the libraries in Saudi universities, where there is no independent yearly budget allocated . This means that the librarians in these libraries have no support to improve their library collections.

Table 5.16

ACRL collection standard applied to the college libraries

King Abdul Aziz University branch libraries

Library of	Total required by Formula	Presently have: printed materials	Difference	Percentage meeting the standard
Art & Hum.	197,800	17,000	-180,800	9
Econ. Admin.	154,750	6,900	-147,850	5
Engineer. C.	139,500	30,600	-108,900	22
Medical Col.	120,200	11,287	-108,913	9
Science Col.	119,350	6,900	-112,450	6
Earth Col.	186,150	12,800	-173,350	7
MEAL Col.	98,850	13,608	-85,242	14
English Cen.	---	---	---	---
Computer Ce	---	---	---	---

KFUPM branch libraries

Envir.Desg.	96,450	12,860	-83,590	13
Tech. Infor.	---	---	---	---
Recreation Ce	---	---	---	---

King Saud University branch libraries

Medical Col.	135,200	65,310	-69,890	48
Applied Med	102,100	11,249	-90,851	11
Dental Col.	101,400	5,871	-95,529	6

5.4.3 Library building space

In terms of library space, each library occupies a part or a division of one floor. The largest college library is in the Engineering College in KAU. The smallest one is the Computer Centre Library in KAU (Table 5.17). Except for the English and Computer centres in KAU, all libraries are located at a distance of more then 500 metres from the central library in their university.

The ACRL standard recommends an area for college libraries as follows:

> a. Space for users. The seating requirement for the college library... That for the library of a typical residential college shall be one for each four FTE students. Each study station shall be assumed to require 25 to 35 square feet of floor space.
> b. Space for books...
>
> | | |
> |---|---|
> | For the first 150,000 volumes | 0.10 Square Feet/Volume |
> | For the next 150,000 volumes | 0.09 Square Feet/Volume |
> | For the next 300,000 volumes | 0.08 Square Feet/Volume |
> | For holding above 600,000 volumes | 0.07 Square Feet/Volume |
>
> c. Space for staff. Space required for staff offices, service and work area, catalogs, files, and equipment, shall be approximately one-eighth of the sum of the space needed for books and users as calculated under a) and b) above. (40)

The results of applying this formula to the college libraries (Table 5.17) indicate that only the Art and Humanities and Engineering college libraries in KAU exceed the recommended area. The Earth college library has nearly 90% of the needed area. In KSU, the Medical college library provides an adequate area, whereas most other libraries have an inadequate area when contrasted with the standard. This inadequate area affects the library services and the convenience of the library users.

Table 4.17

ACRL area standard applied to the college libraries

King Abdul Aziz University branch libraries

Library of	Area required by formula	The library area	Difference	Percentage meeting the standard
Art & Hum. Col.	17,100 ft^2	43,011 ft^2	+25,911	100
Econ. Admin.	23,558 ft^2	8,602 ft^2	-14,956	37
Engineer. Col	20,318 ft^2	53,763 ft^2	+33,445	100
Medical Col.	8,864 ft^2	---	---	---
Science Col.	13,433 ft^2	2,419 ft^2	-11,014	18
Earth Col.	4,815 ft^2	4,194 ft2	-621	87
MEAL Col.	3,657 ft^2	1,505 ft^2	-2,152	41
English Cen.	---	---	---	---
Computer Cen.	---	355 ft^2	---	---

KFUPM branch libraries

Envir. Desg. C.	5,666 ft^2	---	---	---
Tech. Infor. Cen.	---	16,129 ft^2	---	---
Recreation Cen.	---	9,677 ft^2	---	---

King Saud University branch libraries

Medical Col.	17,462 ft^2	17,032 ft^2	-430	98
Applied Med. Col	7,175 ft^2	2,258 ft^2	-4,917	32
Dental Col.	5,723 ft^2	2,151 ft^2	-3,572	38

The seating required by the formula of the ACRL standard mentioned earlier in this section, is one seat for each four FTE students. The number of required seats compared with the actual seats available in the college libraries (Table 5.18) shows that all libraries need

Table 5.18

ACRL seats recommended applied to the college libraries

King Abdul Aziz University branch libraries

Library of	Seats required by formula	Seats available in the library	Difference
Art & Hum. Col.	450	56	-394
Econ. Admin.	675	68	-607
Engineer. Col	500	150	-350
Medical Col.	225	100	-125
Science Col.	375	50	-325
Earth Col.	100	60	-40
MEAL Col.	63	54	-9
English Cen.	---	20	---
Computer Cen.	---	10	---

KFUPM branch libraries

Envir. Desg. C.	125	40	-85
Tech. Infor. Cen.	---	24	---
Recreation Cen.	---	70	---

King Saud University branch libraries

Medical Col.	300	193	-107
Applied Med. Col	175	36	-139
Dental Col.	150	52	-98

additional seats. In KAU, the libraries fall very far short in meeting the number needed, More than 600 seats are needed in the Economics and Administration college library. Art and Humanities, Engineering and Science college libraries need more than 300 additional seats to satisfy the standard.

5.4.4 Budget

No college library in Saudi universities has an independent yearly budget and they also do not prepare a yearly overview of library expenditure. This is because their staff salary comes directly from the college or from the central library, and the material acquisition and processing is from the central library. The college librarians do not give attention to their library running costs.

The absence of sufficient and independent library budget is mainly the reason for the library collection and staff inadequacy. This affects the quality of services provided to users. Most of the budget of the college libraries in Saudi universities depends on the central library which itself is suffering from an insufficient budget.

5.4.5 Library services

The major library services, such reading places, lending library materials and reference services, are provided in most of these branch libraries. The services are primarily provided for the college community, faculty, graduate and undergraduate students and college employees.

The average number of users coming to the libraries varies from 40 to 600 during the working day. The Medical College Libraries, in both KAU and KSU, have the highest user numbers. This is about 600 persons who come to the Medical College Library in KSU,

whereas 250 persons come to the one in KAU. The second highest user number is in both the Economics and Engineering College Libraries, where about 200 persons come to each library in each working day. The other libraries have an average number of from 40 to 150 users in the working day. During the breaks and holiday days, the average number is from 2 to 50 each day.

In lending library materials to the users, the Engineering College Library in KAU has the highest number, about 8,000 items in the 1990 academic year. The second library is the Medical College Library in KSU which lent about 6,160 items for the same academic year. The lowest one is the Technology Information Centre Library, in KFUPM, which lent only 150 items in the 1990.

In respect of branch library service operation hours, KAU college libraries open at 7:30 am and close at 2:30 pm on working days Saturday to Wednesday, except the Engineering Library which closes at 5:00 pm, and Medical college Library which closes at 9:00 pm. In KFUPM, the branch libraries open at 9:00 am and close at 5:00 pm, except the Recreation Centre Library which closes at 8:00 pm. In KSU, all college libraries open at 7:30 am and close at 5:00 pm. In the holidays and weekends, Thursday and Friday, the KAU and KSU branch libraries are closed. KFUPM branch libraries open until 4:00 pm on holidays and close at weekends.

5.4.6 Library automation

The central library provides an access terminal for some of these libraries. In KAU the libraries in the colleges of Engineering and Medicine are the only libraries to have online cataloguing for both their collection and that of the central library. In KFUPM The College of Environmental Design Library and Technology Information Centre Library both

have access to online cataloguing in the Central library in their university. In KSU, the Medical College Library has an online computer facility connected with the central library.

5.5 Conclusion

This chapter covered the second objective of this study, which is "to find out to what extent there is centralization and decentralization along with the actual situation of the Saudi university library systems". It has given an overview and discussed many significant points concerning Saudi university central and college libraries. The academic libraries in the country developed impressively during the 1970s and 1980s. Most of the library aspects (buildings, collections and facilities) had significant growth during this period. Many important development steps took place and benefited the university libraries. The establishment of the Ministry of Higher Education in the Kingdom was not the only important step; university library automation, which took place in KFUPM library in 1979, was another considerable development.

The Saudi university libraries shared much in terms of developments and also difficulties, with the lack of professional librarians and insufficient independent budgets being the major problems. The absence of a library association, to create general Saudi library legislation and planning, was another problem.

Two standards for libraries were used in order to identify the strengths and weakness of Saudi libraries. It was found that the central libraries in the Kingdom are suffering shortage of staff (e.g., more than 100 librarians are needed in KSU Library). They also need collection development programmes, e.g., less than 50% of the required collections are provided in KSU and KFUPM central libraries. However, the central libraries are located in very good library areas, especially in KAU and KSU, because of the new university campuses they have. Many additional seats are required by KAU and KFUPM

Central Libraries. Most of these problems can be related to the lack of an independent and adequate budget.

It was also found that the college libraries in Saudi universities are in no better a situation than the central libraries, but they do have a better staff number in that less staff are required for these libraries. The collection size in the college libraries falls very short of the ACRL standard, where some libraries need more than 100,000 items to meet the required collection size.

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Chapter 6

Library usage

Questionnaire analysis and discussion I

6.1 Introduction

This chapter examines and discusses the use of the university libraries by the Saudi university communities. That will cover the third study objective which is " To evaluate the level of usage of the present system by ascertaining users' attitudes towards their university library system". The data presented in this chapter are the result of calculations and analysis of the responses from questionnaire one [see Appendix 1].

The main discussion point is the comparison between the central library and the college libraries. This point is treated in three different ways. The first is by types of user (faculty and students), which examines the difference in use by these two broad types of user. The second breakdown is by the three universities; KAU, KFUPM and KSU were examined to find the different use of each university library system. The third breakdown is by subject groups of user: art and education, social and business, science and engineering and life science.

When processing the information from the first questionnaire, it was discovered that some parts of the questions had to be combined in order to achieve the objectives of the study effectively and also to avoid a small responses number. For example, the various parts of the first question, which indicates the academic status of users, have been combined into two broad groups, faculty and students, instead of, for example, undergraduate levels and different grades within the faculty. For the same reason a very few parts of some questions, q3, q8 and all q14, have not been included in the discussion.

6.2 Usage

The responses about library use will be analysed in this section. The use of the central library as well as the college libraries by different types of user, different universities and various subjects will be considered. The usage section contains ten subdivisions:

1. Library use
2. Type of library being used
3. Frequency of use
4. Length of use
5. Purpose of visiting
6. Library materials used
7. Items borrowed
8. Assigned reading materials
9. Materials and services in branch libraries
10. The library as a meeting place

6.2.1 Library use

The aim of this section is to find out how the university community in Saudi Arabia use the university libraries. The data is drawn from the second question "Do you use any of the libraries of the University?" The answers to this question will provide information about the number and percentage of library users in Saudi Universities. The question also provides reasons why some members of the universities do not use the library.

The results of this question are presented in Table 6.1, which shows that about 216 (68%) of the faculty state that they use the library. Of the students, 1361 (89%) use the library, which is considerably higher than the faculty use. Overall 85% of the total

respondents use the library. This result may indicate that the Saudi University library collections are more suitable for use by the students than by the faculty, who usually need more research materials. Another factor behind this result may be that most of the course textbooks are found in the library collection. As Lee (1) mentioned, in developing countries the number of suitable books, especially those on academic subjects published in the native language, are far short of demand and to obtain such texts outside the university would be more difficult and also expensive. [See also Figure 6.1]

Table 6.1

Differences in library use between faculty and students

User	Yes No.	Yes r %	No No.	No r %	Total
Faculty	216	68	101	32	317
Students	1361	89	171	11	1532
Total	1577	85	272	15	1849

No. of missing observations = 46 Chi-square = 88.03 df = 1 p = .01

Library use by faculty and students

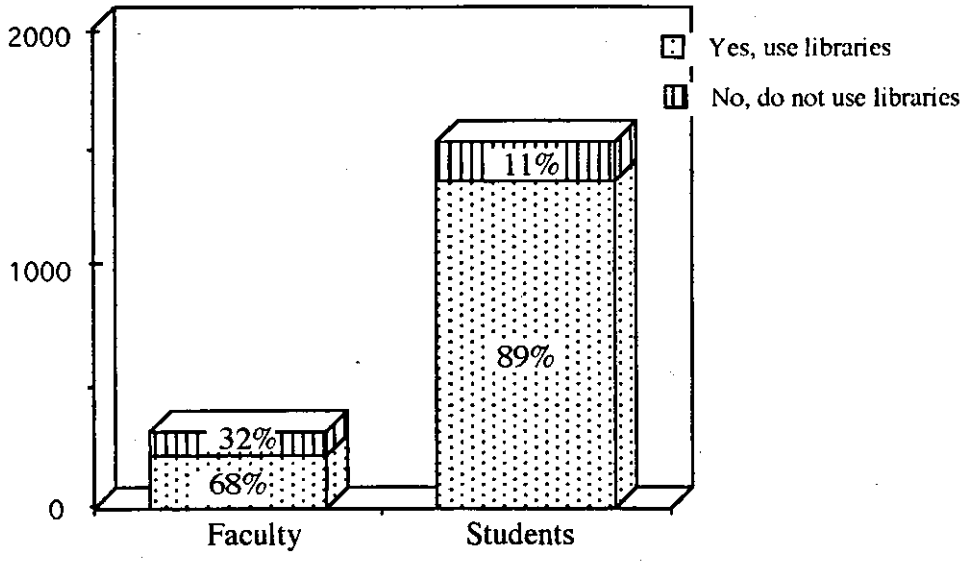

Figure 6.1

The responses to this question in terms of the different universities are presented in Table 6.2. KFUPM has the highest percentage who use the library, 351 (91%) users out of their total respondents. The reason for the greater use of KFUPM library than the other two could be that its library, as stated from several sources, has a very high reputation (2). KAU and KSU have an equal percentage of use (84%). [See Figure 6.2]

Table 6.2

Library use by university

University	Yes No.	r %	No No.	r %	Total
KAU	587	84	112	16	699
KFUPM	351	91	35	9	386
KSU	639	84	125	16	764
Total	1577		272		1849

Chi-square= 12.66 df=2 p = .01

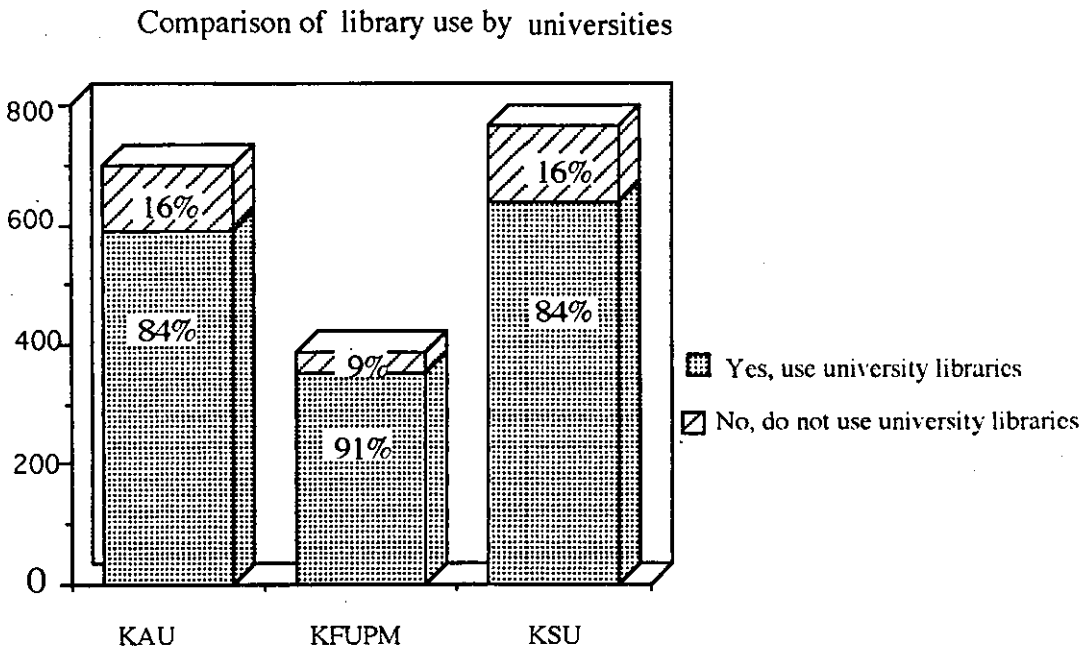

Figure 6.2

The responses classified by subject user are found in Table 6.3. The two groups Science and Engineering, and Life Science have higher percentage of use than the other groups, 87% and 90% respectively. Many colleges which come under these subject areas have their own libraries, which may be the reason for the higher percentage use.

Table 6.3

Differences in library use by subjects

The subjects	Yes No.	Yes r %	No No.	No r %	Total
Art & education	278	82	61	18	339
Social & business	229	81	54	19	283
Science & engineering	823	87	118	13	941
Life science	151	90	17	10	168
Total	1481		250		1731

No. of missing observations = 164 Chi-square = 13.41 df = 3 p = .01

This will be seen more clearly in Table 6.7 where the comparison of use of different types of library against the four subject groupings is made.

The respondents who answered 'no' to question 2 were asked to indicate their reasons for not using the library. The results are presented in Table 6.4, which indicates that 37% of the faculty and 43% of the students, who do not use the library, answered that they did not need the library. This response that the library is not needed may be the result of the university curriculum. About 22% of the total of respondents indicated that they couldn't use the library. In his thesis, Ashoor (3) stated that over 50% of the students had never used any type of library before coming to the university.

Table 6.4

Reasons for NOT using the university libraries

User	Not need it No.	r%	Not useful No.	r%	Can't use it No.	r%	Other No.	r%	Total
Faculty	15	37	5	12	8	20	13	31	41
Students	78	43	23	13	41	22	40	22	182
Total	93	42	28	12	49	22	53	24	223

Chi-square=1.54 df=3 p = not significant

From the results in this section we can see that the Saudi university libraries are used more by students than by faculty members, which possibly indicates that the libraries are more suitable for the students than for faculty. The greater use of KFUPM libraries could show that the library provides a good service for the user. This section also indicates that the science groups use the library more than other groups, especially the branch library, as will be seen in the next section.

6.2.2 Type of library being used

This section discusses the differences in use between types of library by different types of user, to see which type of library they use more often. The data is drawn from the third question "Which libraries do you use most often?" The responses to this question are grouped under three headings: Central Library, College Library, and Other Libraries, which include public and private libraries.

The results of response to this question are broken down by types of user and presented in Table 6.5. The chi-square test for the table is very high, which indicates that there is a

Table 6.5

Comparison of type of library being used

by type of user

User	Central library No.	r %	Branch libraries No.	r %	Other libraries No.	r %	Total
Faculty	228	37	98	16	291	47	617
Students	1280	58	442	20	475	22	2197
Total	1508	54	540	19	766	27	2814

Chi-square=160.75 df= 3 p = .01

significant difference between the faculty and student usage of university libraries. The table shows that students use the central library more than the faculty (58% and 37% respectively). The students have also a higher percentage than the faculty in using the branch libraries. In using other types of library, however, including public and private, the results are the opposite, for more faculty members (47%) use these libraries than do the students (22%). [see Figure 6.3]

Faculty and students using library types

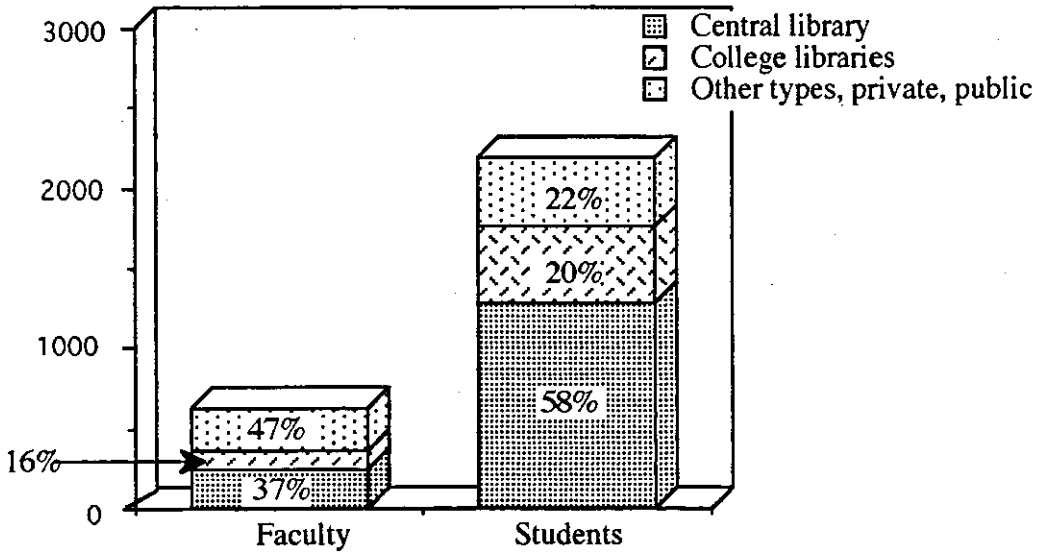

Figure 6.3

The results broken down by university are presented in Table 6.6. The Chi-square test indicates high difference between universities in using the library. The table shows that KFUPM has a high percentage of respondents using the central library (86%). KAU and

Table 6.6

Comparison of type of library used

by university

The university	Central library No.	r %	Branch library No.	r %	Other libraries No.	r %	Total responses
KAU	508	72	411	58	285	40	708
KFUPM	340	86	64	16	107	27	398
KSU	593	75	128	16	297	38	789
Total	1441	76	603	32	689	36	1895

Chi-square = 202.14 df = 4 p = .01

KSU have similar percentages of central library use, somewhat over 10% less than KFUPM. In the use of the college library KAU has a considerably higher percentage (58%) than the other two universities (both at 16%). This is not surprising when we consider that KAU has nine branch libraries. Overall use of other type libraries, public and private, is 36% of the total response.

Use of the different types of library has been compared against four subject groups to discover which type of library has been used more often for particular groups of subjects. Table 6.7 shows the results of this analysis. The table shows that for the central library the Art and Education and also the Social and Business Group have about 52% of the use. The Science group is slightly higher, 59% of the use goes to the central library.

Table 6.7

Comparison of type of library user

by subject

The subjects	Central No.	r %	Branch No.	r %	Others libraries No.	r %	Total responses
Art & education	272	52	102	20	145	28	519
Social & business	225	53	82	19	115	27	422
Science & engineering	791	59	281	21	259	20	1331
Life science	140	45	111	36	58	19	309
Total	1428	55	576	22	577	22	2581

No. of missing observation=164 Chi-square = 59.23 df = 6 p = .01

The Life science subject group, which cover all medical colleges, has the lowest percentage of central use. In contrast branch library use is much higher for Life Science (36%) than the other three groups (about 20%). This is because each medical college has

its own library. For other types of library (public and private) the Art and Education and Social and Business Groups have rather higher use than the other two groups. This is because public libraries' collections tend to attract people who are not concerned with scientific and technical reading. Also people working in these areas would tend to build up a private library, whereas the other groups, in science and engineering and life sciences, tend to work in laboratories. [see Figure 6.4]

Percentage comparison of use of library types
by subject groups

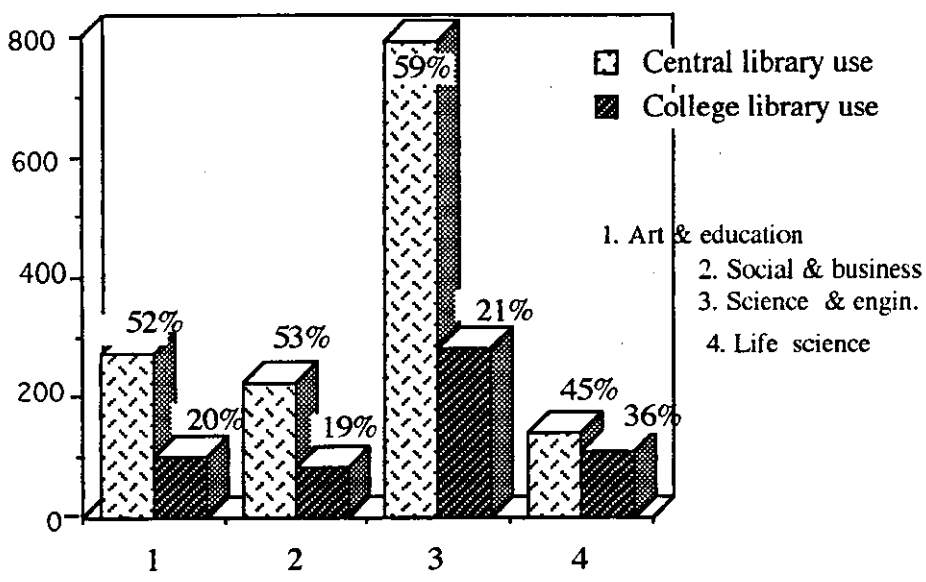

Figure 6.4

The information in this section reveals that the students have a greater percentage use of both central and branch libraries than the faculty members. Of the central libraries that of KFUPM is used the most, whereas of the branch libraries KAU has the greatest use. Life science members have the greatest use of the branch libraries, because each Life science college has its own library catering for their special needs.

6.2.3 Frequency of use

This section examines the difference in frequency of use between central and branch libraries in Saudi Universities. Question 5 "How often do you visit the library?" provides data needed on frequency of use of the two types of library.

The results of the responses to this question are presented in Table 6.8. The table indicates that the central library is more frequently used on a daily (17%) and monthly (37%) basis. The percentage use weekly and yearly is higher in the branch libraries. For both libraries together and combining weekly and monthly use the figure is 70%. [see Figures 6.5 and 6.6]

Table 6.8

Comparison of frequency of use

by type of library

Library	Daily No.	Daily r %	Weekly No.	Weekly r %	Monthly No.	Monthly r %	Yearly No.	Yearly r %	Total
Central library	285	17	564	33	642	37	213	13	1704
Branch library	54	8	259	38	198	29	173	25	684
Total	339	14	823	35	840	35	386	16	2388

Chi-square=89.2 df= 3 p = .01

Comparison of central library frequency of use

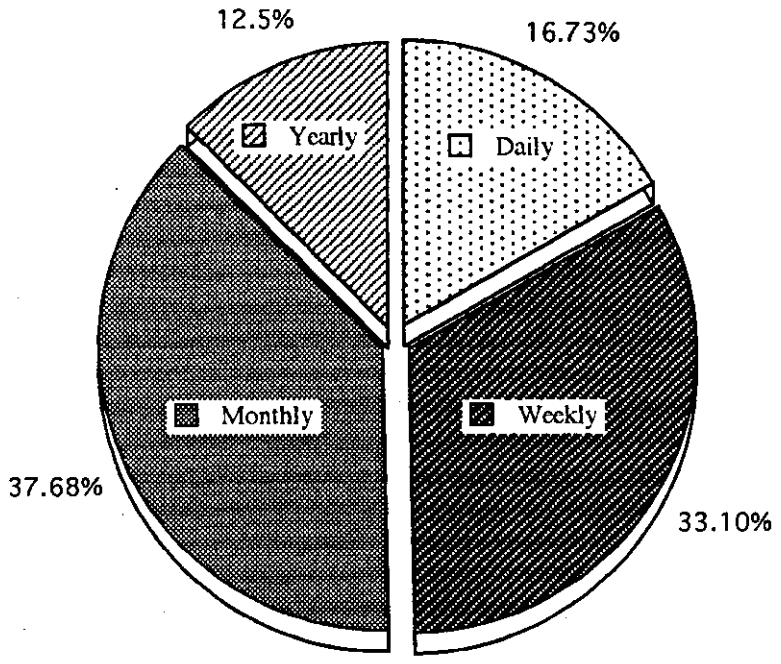

Figure 6.5

The comparison of the college libraries frequency of use

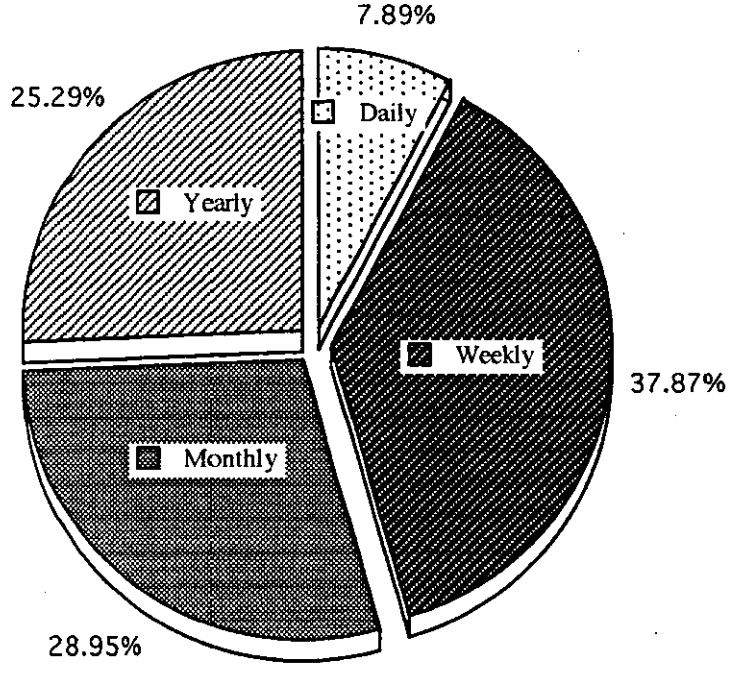

Figure 6.6

The results of the Central Library frequency of use have been broken down by type of user and presented in Table 6.9. This table shows that the faculty members use the Central Library slightly more often than the students on a weekly (35%) and monthly (40%) basis. On the daily (17%) and yearly (13%) basis, the students' percentage use is slightly higher than that of the faculty. The need to do course work in the library may be behind the slightly higher use by the students on a daily basis.

Table 6.9

Comparison of frequency of use of central libraries

by type of user

Users	Daily No.	Daily r %	Weekly No.	Weekly r %	Monthly No.	Monthly r %	Yearly No.	Yearly r %	Total
Faculty	42	14	102	35	117	40	35	11	296
Students	243	17	462	33	525	37	178	13	1408
Total	285		564		642		213		1704

No. of missing observations=191 chi-square= 4.91 df=3 p = not significant

The results of the Branch Library frequency of use have been analysed by type of user and presented in Table 6.10, but the results are not significant. The table shows that the faculty has a higher use on a yearly basis (30% of the respondents). For the other three periods the students have higher percentage of use than the faculty members.

Table 6.10

Comparison of frequency of use of branch libraries

by type of user

Users	Daily No.	Daily r %	Weekly No.	Weekly r %	Monthly No.	Monthly r %	Yearly No.	Yearly r %	Total
Faculty	7	6	44	35	36	29	38	30	125
Students	47	8	215	38	162	30	135	24	559
Total	54		259		198		173		684

chi-square=2.72 df=3 p = not significant

In comparing the frequency of use of the Central Library by the different universities (Table 6.11), it was found that KFUPM Central Library is used more than the others on both a daily (35%) and a weekly (41%) basis. Again the high quality of KFUPM as a professional institution, including the library, could be the reason for the rather higher use on both a daily and weekly basis. KAU and KSU have a higher Central Library use on a monthly basis (44% and 42% respectively).

Table 6.11

Comparison of frequency of use of central libraries

by university

University	Daily No.	Daily r %	Weekly No.	Weekly r %	Monthly No.	Monthly r %	Yearly No.	Yearly r %	Total
KAU	82	13	189	30	284	44	82	13	637
KFUPM	129	35	150	41	68	18	23	6	370
KSU	74	11	225	32	290	42	108	15	697
Total	285		564		642		213		1704

chi-square= 166.11 df=6 p = .01

The same breakdown by university as that of the Central Library has been used for the Branch Libraries, but in this case to avoid numbers in each cell which would be too small for testing, Daily and Weekly have been combined in one column and Monthly and Yearly have likewise been combined. The results of this breakdown are presented in Table 6.12. In the Daily and Weekly column KFUPM have by far the highest use (74%) whereas on the Monthly and Yearly basis KAU have the greatest use (60%).

Table 6.12

Comparison of frequency of use of branch libraries

by university

University	Daily or weekly No.	r %	Monthly or yearly No.	r %	Total
KAU	173	40	261	60	434
KFUPM	51	74	18	26	69
KSU	89	49	92	51	181
Total	313	46	371	54	684

chi-square= 28.41 df=2 p = .01

In Table 6.13 the frequency of use of the Central Libraries broken down by subject groups is examined. On the daily basis the Social and Business and Science and Engineering Groups have the same use (21%). On a monthly basis Life Science has a significantly higher percentage use of the Central Library (53%).

Table 6.13

Comparison of frequency of use of central libraries

by subject

Subjects	Daily No.	Daily r %	Weekly No.	Weekly r %	Monthly No.	Monthly r %	Yearly No.	Yearly r %	Total
Art & education	19	6	105	34	135	43	54	17	313
Social & busines.	55	21	75	29	97	37	35	13	262
Science & engine	179	21	299	34	292	33	103	12	873
Life science	11	7	52	31	87	53	15	9	165
Total	264		531		611		207		1613

No. of missing observations=282 chi-square= 67.36 df=9 p = .01

Question 12 "...do you ask your students to use the library?" is used to measure how often faculty members ask their students to use both central and branch libraries. The results are presented in Table 6.14. For KFUPM 56% of the faculty asked their students to use libraries 'very often' or 'often', while 52% of KAU and 51% of KSU faculty members responded that they asked 'sometimes'.

Table 6.14

How often faculty members ask students to use the library

by university

University	Very often No.	Very often r %	Often No.	Often r %	Sometimes No.	Sometimes r %	Rarely or never No.	Rarely or never r %	Total
KAU	9	14	17	26	34	52	5	8	65
KFUPM	8	20	15	36	10	24	8	20	41
KSU	5	9	11	21	27	51	10	19	53
Total	22		43		71		23		159

chi-square=11.14 df=6 p = not significant

From the presentation of the data in this section it can be seen that the central library is used more on a daily basis than the branch libraries, whereas it could be expected that the opposite would be true, because branch libraries are usually located near to the users.

6.2.4 Length of library use

In this section the length of time spent in each visit to each type of library was examined to discover the average time periods usually spent in each visit. The data for this section were obtained from the responses to question 11 "What is the average length of your visit to the library?"

The collated results from this question are shown in Table 6.15. It was found that 60% of users responding spend one to four hours in the central library in each visit. In contrast, branch library visits averaging up to one hour were reported by 65% of

Table 6.15

Comparison of length of use

by type of library

Library	1- hour No.	1- hour r %	1 - 4 hours No.	1 - 4 hours r %	5 - 8 hours No.	5 - 8 hours r %	8+ hours No.	8+ hours r %	Total
Central	472	29	981	60	136	9	36	2	1625
Branch	449	65	193	28	35	5	14	2	691
Total	921	40	1174	51	171	7	50	2	2316

Chi-square=265.87 df=3 p = .01

respondents. These shorter visits indicate a different purpose for the visit, possibly selecting and borrowing library materials, rather than prolonged study or research. [see Figures 6.7 and 6.8]. The question of purpose of visit will be discussed in further detail in a later section.

Length of central library use

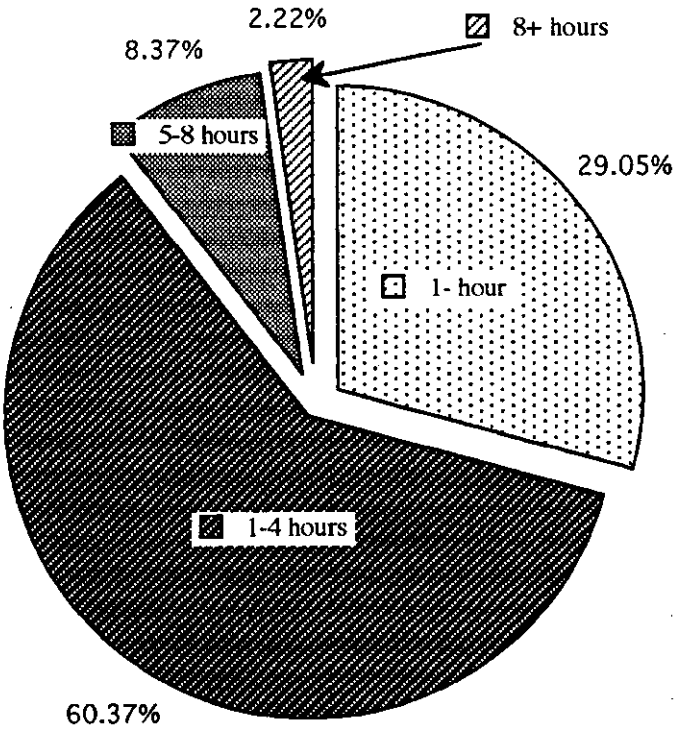

Figure 6.7

Length of college library use

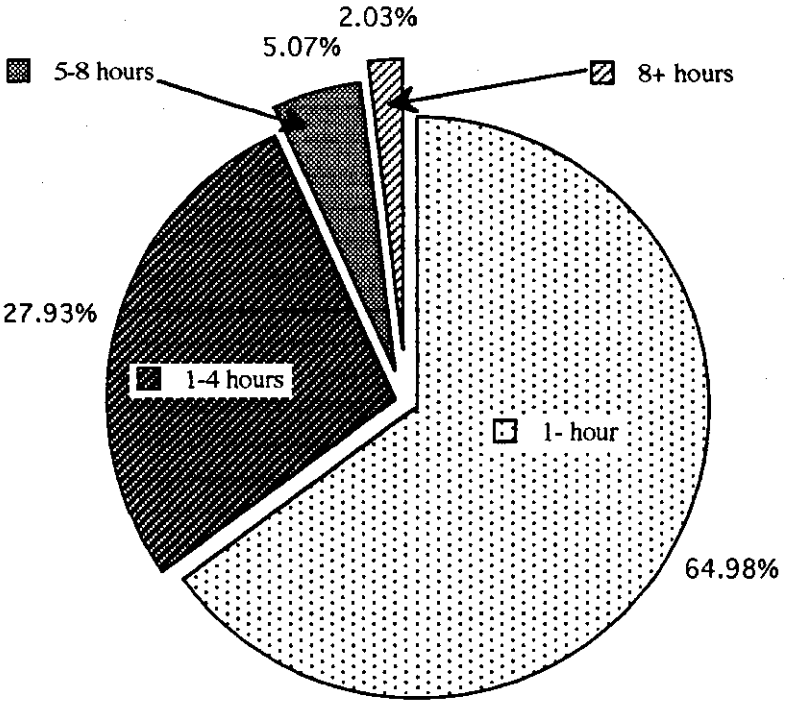

Figure 6.8

When we examine the length of visits to central libraries broken down by university (Table 6.16), we see the highest percentage of 1-4 hour visits is in KSU (65%),

Table 6.16

Comparison of length of central library use

by university

University	1- hour No.	r %	1 - 4 hours No.	r %	5 - 8 hours No.	r %	8+ hours No.	r %	Total
KAU	208	35	326	55	55	9	6	1	595
KFUPM	70	20	217	61	53	15	15	4	355
KSU	194	29	438	65	28	4	15	2	675
Total	472		981		136		36		1625

Chi-square=64.98 df=6 p = .01

followed by KFUPM (61%) and KAU (55%). A significant percentage of KFUPM visits (15%) extended over five to eight hours. Length of visits to branch libraries were similarly broken down by university and the results are shown in Table 6.17. It indicate that the branch libraries are use in short length visit, where we can see the less than one hour length visit receive the highest percentage.

Table 6.17

Comparison of length of branch library use

by university

University	1- hour No.	r %	1 - 4 hours No.	r %	5 - 8 hours No.	r %	8+ hours No.	r %	Total
KAU	294	69	124	29	4	1	2	.5	424
KFUPM	32	44	18	25	20	28	2	3	72
KSU	123	63	51	26	11	6	10	5	195
Total	449		193		35		14		691

The Chi-square test can NOT be applied to this table because the small numbers.

Nearly all KAU users (99%) spent up to four hours in their visits, whereas at KSU 89% of users spent the same average period. At KFUPM 31% of users spent more than five hours on each visit.

For visits to branch libraries, broken down by subject (Table 6.18) the Social and Business Group had the highest percentage (74%) spending less than one hour. Of Science and Engineering and Life Science users 31% and 33% respectively spent one to four hours on visits.

Table 6.18

Comparison of length of branch library use

by subject

Subjects	1- hour No.	r %	1 - 4 hours No.	r %	5 + hours No.	r %	Total
Art & education	86	67	37	29	5	4	128
Social & busines.	79	74	18	17	10	9	107
Science & engin.	186	63	92	31	17	6	295
Life science	58	52	37	33	17	15	112
Total	409		184		49		642

Chi-square=25.24 df=6 p = .01

To summarize, it was found that the branch libraries were used for shorter time periods than central libraries and this indicates that the users are visiting the branch library for short tasks, such as borrowing, or checking materials. In the central libraries the users are spending more time, which indicates longer tasks, such as research or lengthy reading. This goes against a number of study findings, such as Miller(4) and Humphreys(5), which indicated that the decentralized university library system could increase the library usage.

6.2.5 Purpose of visiting

The aim of this section was to examine the users' different purposes for visiting the two types of library in Saudi Universities. The information was provided by responses to question 4 "Why do you go to the library?" The results of the responses to this question appear in Table 6.19. One quarter of the branch library users went for the purpose of using their own materials. The main purpose for using both central and branch libraries was to borrow materials (central libraries 38%, branch libraries 36%). It was also interesting to note that a relatively high percentage used the libraries (central libraries 21%, branch libraries 19%) for the purpose of photocopying materials.

Table 6.19

Comparison of purpose of visiting

by type of library

Library	Own mater. No.	r%	Borrow No.	r%	Online No.	r%	Photocopy No.	r%	Ask libr. No.	r%	Recreational No.	r%	See friends No.	r%	Others No.	r%	Total
Central	586	18	1217	38	275	9	671	21	158	5	173	5	83	3	72	2	3235
Branch	224	25	326	36	38	4	172	19	57	6	31	3	35	4	24	3	907
Total	810	20	1543	37	313	8	843	20	215	5	204	5	118	3	96	2	4142

Chi-square=48.43 df=7 p = .01

The purpose of visits to the central library by type of user are presented in Table 6.20. More than half of the faculty (52%) stated that their usual purpose for visiting the central library was to borrow library material, and 35% of the students had the same purpose. Responses also indicated that 20% of students visited libraries for the purpose of using their own material and 21% went to do photocopying.

Table 6.20

Comparison of purpose of visiting central libraries

by type of user

User	Own mater. No.	r%	Borrow No.	r%	Online No.	r%	Photocopy No.	r%	Ask libr. No.	r%	Recreational No.	r%	See friends No.	r%	Others No.	r%	Total
Faculty	19	5	217	52	27	6	76	18	25	6	26	6	13	3	14	3	417
Students	567	20	1000	35	248	9	595	21	133	5	147	5	70	3	58	2	2818
Total	586		1217		275		671		158		173		83		72		3235

Chi-square=84.75 df=7 p = .01

The purpose of visiting the branch libraries, broken down by faculty and students is shown in Table 6.21. The results are very similar to those for central libraries; just less than half the faculty (48%) used the libraries for borrowing, compared with 34% of the students. Again as in the central library a higher percentage of students than faculty visited for the purpose of using their own materials (28% as against 7%).

Table 6.21

Comparison of purpose of visiting branch libraries

by type of user

User	Own mater. No.	r%	Borrow No.	r%	Online No.	r%	Photocopy No.	r%	Ask libr. No.	r%	Others No.	r%	Total
Faculty	10	7	71	48	5	3	34	23	11	8	16	11	147
Students	214	28	255	34	33	4	138	18	46	6	74	10	760
Total	224		326		38		172		57		90		907

Chi-square= 67.46 df=5 p = .01

Table 6.22 presents a comparison of purposes for visiting the central library, broken down by university. At KSU 22% of users stated that their purpose for visiting was to work on their own materials. At the same university 42% made visits to borrow material, followed by KAU (38%), and KFUPM (31%). For photocopying purposes in the central library KAU has the highest percentage (25%), followed by KFUPM (22%) and KSU (17%). A significant number at KFUPM (17%) went to the library to use online facilities. As discussed in Chapter 5, KFUPM is more advanced in automation than the other two university libraries. Siddiqui wrote that "the KFUPM library is one of the most modern science and technology libraries in the Middle East" (6). This seemed likely to be the reason behind the significantly higher use of online facilities [see Chapter 5].

Table 6.22

Comparison of purpose of visiting central libraries

by university

Univ.	Own mater. No.	r%	Borrow No.	r%	Online No.	r%	Photocopy No.	r%	Ask libr. No.	r%	Recreation No.	r%	Others No.	r%	Total
KAU	152	15	397	38	49	4	257	25	62	6	73	7	50	5	1040
KFUPM	144	16	277	31	156	17	198	22	43	5	39	4	33	4	890
KSU	290	22	543	42	70	5	216	17	53	4	61	5	72	5	1305
Total	586		1217		275		671		158		173		155		3235

Chi-square=188.96 df=12 p = .01

Table 6.23 shows a comparison of purposes for visiting branch libraries, again by university. As for central libraries, the main purpose for visiting branch libraries was to borrow materials, followed by using own materials and photocopying. However, the proportion of users borrowing materials was much higher at KAU (42%) than at KSU

(24%) whereas the borrowing from the central library was very similar (38% and 42% respectively).

Table 6.23

Comparison of purpose of visiting branch libraries

by university

Univ.	Own mater. No.	r%	Borrow No.	r%	Online No.	r%	Photocopy No.	r%	Ask libr. No.	r%	Recreation No.	r%	Others No.	r%	Total
KAU	129	24	223	42	16	3	98	18	29	6	14	3	22	4	531
KFUPM	26	23	39	34	5	4	23	20	7	6	7	6	7	6	114
KSU	69	26	64	24	17	7	51	19	21	8	10	4	30	12	262
Total	224		326		38		172		57		31		59		907

Chi-square=40.03 df=12 p = .01

The comparison of purposes for visiting branch libraries, broken down by subject groups, is confined to King Abdul Aziz University (KAU), which has the highest number of branch libraries (nine branch libraries). This comparison is presented in Table 6.24. It must be mentioned that to avoid numbers in cells which would be too small for testing several purposes have been combined under the general heading "Others".

Table 6.24

Comparison of purpose of visiting branch libraries by subject

(at King Abdul Aziz University only)

Subjects	Own materials No.	r %	Borrow No.	r %	Others No.	r %	Total
Art & education	26	29	34	38	30	33	90
Social & business	16	20	38	48	25	32	79
Science & engin.	62	23	114	43	90	34	266
Life science	18	30	20	33	23	53	61
Total	122		206		168		496

No. of missing observations=35 Chi-square=4.35 df=6 p = not significant

It was found that 29% of the Art and Education and 30% of the Life Science Groups work on their own materials in the branch libraries, whereas of the Social and Business and Science and Engineering Groups 48% and 43% respectively stated that their purpose for visiting the branch library was for borrowing materials.

In conclusion, it was not surprising to find that the branch libraries were used as places for study with the users' own materials, because the location of this type of library is usually close to the college and to the users' study rooms. Unexpectedly, users borrowed more from the central libraries than from the branch libraries. This finding contradicts many studies which point out that one of the advantages of a decentralized library system is that special services can be provided, including borrowing materials (7).

6.2.6 Library materials used

This section concerns the types of library material used broken down in various ways as in the previous sections. Its purpose was to examine if there were any types of library materials that have been used more heavily than other types. The data needed for this section were obtained from the responses to question 9 "Which library material do you use when you visit the library?" All major types of library materials were listed for choice.

The responses to this question are presented in Table 6.25. Results showed, not surprisingly, that books attracted the greatest percentage of materials used (32% and 36% for central and branch libraries respectively). The branch library use of periodicals was greater (24%) than that of the central library (18%).

Table 6.25

Comparison of library materials used

by type of library

Library	Books No.	Books r%	Periodicals No.	Periodicals r%	Reference No.	Reference r%	Govt. p. No.	Govt. p. r%	Non-Book No.	Non-Book r%	Reserve coll No.	Reserve coll r%	Newspapers No.	Newspapers r%	Total
Central	1358	32	767	18	679	16	332	8	189	4	383	9	586	14	4294
Branch	504	36	339	24	255	18	84	6	42	3	114	8	69	5	1407
Total	1862	33	1106	19	934	16	416	7	231	4	497	9	655	12	5701

Chi-square= 111.78 df=6 p = .01

The higher percentage of users of periodicals in the branch libraries is because these libraries provide specialist titles appropriate to their users. On the other hand the central library users of newspapers form a considerably larger percentage (14%) than the branch users (5%).

Comparison of central library materials used broken down by university is shown in Table 6.26. There were considerable differences in various areas. For example in KAU (33%) and KSU (35%) books had greater percentage of use than in KFUPM (26%).

Table 6.26

Comparison of library materials used in central libraries

by university

University	Books		Periodicals		Reference		Govt. p.		Non-Book		Reserve coll		Newspapers		Total
	No.	r%	No.	r%	No.	r%	No.	r%	No.	r%	No.	r%	No.	r%	
KAU	530	33	329	20	260	16	140	9	46	3	161	10	153	9	1619
KFUPM	319	26	272	22	136	11	75	6	75	6	119	10	240	19	1236
KSU	509	35	166	12	283	20	117	8	68	5	103	7	193	13	1439
Total	1358		767		679		332		189		383		586		4294

Chi-square=183.73 df=12 p = .01

Periodicals had greater use at KAU (20%) and KFUPM (22%) than at KSU (12%). For reference material, KSU had the highest percentage of use (20%). The only other considerable difference in percentage use was for newspapers, where KFU had the highest use at 19%.

A comparison was also made between library materials used in branch libraries broken down by university. The results are presented in Table 6.27. Respondents indicated that at KAU there was a considerably higher use of books (41%) than at either of the other two universities. On the other hand, for periodicals KSU has the highest percentage of use

Table 6.27

Comparison of library materials used in branch libraries

by university

University	Books No.	r%	Periodical No.	r%	Reference No.	r%	Gover. p. No.	r%	Non-Book No.	r%	Reserve coll No.	r%	Newspapers No.	r%	Total
KAU	346	41	180	21	173	21	40	5	16	2	61	7	28	3	844
KFUPM	52	30	37	22	23	13	6	4	11	6	22	13	21	12	172
KSU	106	27	122	31	59	15	38	10	15	4	31	8	20	5	391
Total	504		339		255		84		42		114		69		1407

Chi-square=79.16 df=12 p = .01

(31%), where KAU and KFUPM had only 21% and 22% respectively. In the reference section KAU again had the highest proportion (21%). In the use of other types of material, the significant points to note are that KSU has 10% use for government publications, and KFUPM 13% and 12% for the reserve collection and newspapers respectively.

Table 6.28 contains a comparison of central library materials used by the different subject groups. The Art and Education group used the reference collection in the central library (22%) more often than the other groups whereas the Social and Business group have the highest use (54%) in the book section. Both Science and Engineering (20%) and Life Science (19%) use the periodicals collection more than the other groups, whereas in newspapers for Social and Business, together with Science and Engineering, each group has 11% use.

Table 6.28

Comparison of library materials used in central libraries

by subject

Subject	Books		Periodical		Reference		Govt. p.		Non-Book		Reserve coll		Newspapers		Total
	No.	r%	No.	r%	No.	r%	No.	r%	No.	r%	No.	r%	No.	r%	
Art & edu.	233	39	83	14	130	22	45	7	18	3	51	8	44	7	604
Social & bus.	505	54	110	12	81	9	66	7	14	1	53	6	99	11	928
Science &eng.	706	32	455	20	317	14	166	7	114	5	227	10	254	11	2239
Life science	137	28	95	19	90	18	48	10	35	7	45	9	45	9	495
Total	1581		743		618		325		181		376		442		4266

Chi-square=243.49 df=18 p = .01

As for the central library, use of branch library material has been broken down by subject groups (Table 6.29). The Art and Education group shows highest use in both book and periodical collection (41% and 30% respectively), as compared to the other groups.

Table 6.29

Comparison of library materials used in branch libraries

by subject

Subject	Books		Periodical		Reference		Gover. p.		Non-Book		Reserve coll		Newspapers		Total
	No.	r%	No.	r%	No.	r%	No.	r%	No.	r%	No.	r%	No.	r%	
Art & edu.	96	41	71	30	26	11	15	6	7	3	12	5	10	4	237
Social & bus.	70	36	42	22	36	18	13	7	8	4	15	8	9	5	193
Science &eng.	233	38	142	23	121	20	34	5	14	2	53	9	20	3	617
Life science	80	26	81	26	67	21	18	6	12	4	32	10	23	7	313
Total	479		336		250		80		41		112		62		1360

Chi-square=40.62 df=18 p = .01

The highest percentages for reference materials use are by Science and Engineering (20%) and Life Science (21%) groups.

Question 8 was asked to discover whether users need materials in fields outside their major field. The actual form of the question was "Do you need to use materials in other fields related to your major field?". The answers to this question, by faculty and students separately, are shown in Table 6.30. It would be expected that faculty members because of their research background and the nature of their work would answer that they need material in other related subjects, and the table confirms this, in that 72% of the faculty answered Yes.

Table 6.30

Need for materials in other subject fields

by user

	Yes		No		Don't know		
User	No.	r %	No.	r %	No.	r %	Total
Faculty	230	72	56	18	32	10	318
Students	1041	67	302	20	205	13	1548
Total	1271	68	358	19	237	13	1866

No. of missing observations=29 chi-square=3.29 df=2 p = not significant

The same responses were broken down by university and are presented in Table 6.31, which indicates that the 511 (73%) of KAU respondents answered 'Yes', with KFUPM and KSU having fewer 'Yes' answers (65% and 66% respectively).

Table 6.31

Need for materials in other subject fields

by university

University	Yes		No		Don't know		Total
	No.	r %	No.	r %	No.	r %	
KAU	511	73	119	17	74	10	704
KFUPM	244	65	64	17	70	18	378
KSU	516	66	175	22	93	12	784
Total	1271		358		237		1866

Chi-square=23.55 df=4 p = .01

To summarize, it was found, as expected, that books had the highest percentage of use in both central and branch libraries. Periodical collections in the branch libraries were used more than the ones in the central libraries, which could mean that the branch libraries are providing and selecting the most needed periodical titles for their user groups. It was also found that a high percentage of both students and faculty at all three universities indicated a need for materials in subject fields other than their own.

6.2.7 Number of items borrowed

This section compares the average number of items borrowed from central and branch libraries to see from which type of library the users usually borrow more items. The information for this section was provided by the responses to question number 6, "On average how many items do you borrow from the library during one semester?"

The responses to this question are presented in Table 6.32. Responses indicated that for all numbers of items (1-5, 6-10 and above 10 items) the central library has the highest

percentage (53%, 20% and 10% respectively of borrowing). Conversely, the branch libraries have the highest percentage with nil borrowing (38%). [see Figure 6.9].

Table 6.32

Comparison of number of items borrowed

by type of library

Library	None No.	r %	1-5 items No.	r %	6-10 items No.	r %	more than 10 items No.	r %	Total
Central	301	17	934	53	348	20	170	10	1753
Branch	292	38	324	42	121	16	36	4	773
Total	593	23	1258	50	469	19	206	8	2526

Chi-square= 133.43 df=3 p = .01

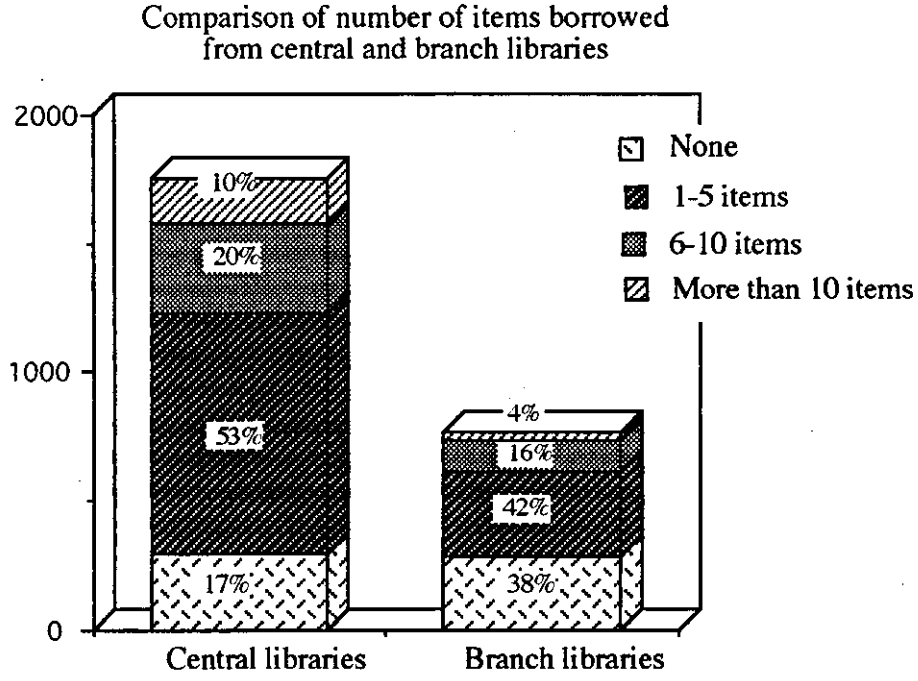

Figure 6.9

The numbers of borrowings from the central library, broken down into faculty and students, are shown in Table 6.33. The Chi-square test shows no significant difference between the number of items borrowed by faculty and students, but most of the users do borrow between one and ten items per semester.

Table 6.33

Comparison of number of items borrowed from central libraries

by user

User	None No.	r %	1-5 items No.	r %	6-10 items No.	r %	more than 10 items No.	r %	Total
Faculty	54	18	161	52	60	20	32	10	307
Students	247	17	773	53	288	20	138	10	1446
Total	301		934		348		170		1753

No. of missing observations=142 chi-square=0.26 df=3 p = not significant

According to the Chi-square test, the same picture emerges, with no significant difference between the types of user, in Table 6.34, where a comparison is made of borrowings from branch libraries, again broken down by faculty and students. There was a high percentage of users (39% of faculty, 37% of students) who did not borrow any materials from the branch libraries.

Table 6.34

Comparison of number of items borrowed from branch libraries

by user

User	None No.	r %	1-5 items No.	r %	6-10 items No.	r %	more than 10 items No.	r %	Total
Faculty	56	39	59	41	22	15	6	4	143
Students	236	37	265	42	99	16	30	5	630
Total	292		324		121		36		773

Chi-square=0.28 df=3 p = not significant

A comparison of numbers of items borrowed from central libraries, according to university, is presented in Table 6.35. There was a significant difference in the number of borrowings between the three universities. For KAU 156 respondents (24%) answered that they borrowed no items from the central library.

Table 6.35

Comparison of number of items borrowed from central libraries

by university

University	None No.	r %	1-5 items No.	r %	6-10 items No.	r %	more than 10 items No.	r %	Total
KAU	156	24	266	42	140	22	78	12	640
KFUPM	55	15	224	60	57	15	35	10	371
KSU	90	12	444	60	151	20	57	8	742
Total	301		934		348		170		1753

Chi-square=70.17 df=6 p = .01

For KFUPM 224 and KSU 444 respondents answered that they borrowed 1-5 items per semester, which represents 60% in both universities. Borrowing 6-10 items per

semester there were 140 (22%) respondents from KAU and 151 (20%) respondents from KSU.

Table 6.36 presents figures for numbers of borrowings from branch libraries, according to university. The results are not significant at .01 level but are significant at .05. KFUPM and KSU have a greater percentage of nil borrowings from branch libraries. KAU (215, 45%) and KFUPM (35, 43%) have greater average borrowings in the 1-5 items range, whereas in the range of 6-10 items, KSU with 42 (20%) of respondents who borrow, has the greater average.

Table 6.36

Comparison of number of items borrowed from branch libraries by university

University	None No.	r %	1-5 items No.	r %	6-10 items No.	r %	more than 10 items No.	r %	Total
KAU	168	35	215	45	71	15	26	5	480
KFUPM	34	41	35	43	8	10	5	6	82
KSU	90	43	74	35	42	20	5	2	211
Total	292		324		121		36		773

Chi-square= 13.77 df=6 p = .05

Comparison of numbers of items borrowed by different subject groups from central libraries is shown in Table 6.37. For 6-10 items borrowed, the Life Science Group has a significantly greater average (43%) of responses than the other groups, whereas those had higher percentage borrowing in the 1-5 items range from the central library (all above 50%).

Table 6.37

Comparison of number of items borrowed from central libraries

by subject

Subject	None No.	r %	1-5 items No.	r %	6-10 items No.	r %	more than 10 items No.	r %	Total
Art & education	67	20	170	52	71	22	20	6	328
Social & business	52	20	144	56	44	17	18	7	258
Science & engin.	141	16	486	54	177	20	95	10	899
Life science	26	15	48	28	72	43	23	14	169
Total	286		848		364		156		1654

No. of missing observations=241 Chi-square=72.31 df=9 p = .01

Comparison of numbers of items borrowed from branch libraries by different subject groups is shown in Table 6.38. The columns 6-10 and above ten items have been combined to avoid numbers in each cell which would be too small for accuracy of the

Table 6.38

Comparison of number of items borrowed from branch libraries

by subject

Subject	None No.	r %	1-5 items No.	r %	more than 6 items No.	r %	Total
Art & education	65	42	62	41	26	17	153
Social & business	56	47	39	33	23	20	118
Science & engin.	134	40	139	41	65	19	338
Life science	17	16	60	55	31	29	108
Total	272		300		145		717

Chi-square=29.65 df=6 p = .01

test. Again, the Life Science group had the highest percentage of borrowing in both 1-5 items and above 6 items, whereas the other three groups had greater percentages in nil borrowings from the branch libraries.

In conclusion of this section, it was clear that the users in Saudi universities borrow more items from the central than from the branch libraries. This is because of the large size of central library collections, and also because central libraries are open to all the university community.

6.2.8 Availability of assigned reading materials

In this section a comparison is made of the availability of assigned reading material at central and branch libraries. Question 10 "How often do you find the assigned reading material available in the library?" provides the information needed for this comparison.

Table 6.39 compares how often the required materials were found to be available at each type of library. For the central library, 62% of respondents answered 'often' or 'very often', whereas for branch libraries 64% of respondents answered that they found assigned material in branch libraries 'sometimes' or 'rarely'. As stated in several studies, the central libraries have greater resources and funding than the branch libraries, which makes it much easier for them to provide such assigned materials. [see Figures 6.10 and 6.11]

Table 6.39

Comparison of availability of assigned reading materials

by type of library

Library	Very often No.	r %	Often No.	r %	Sometimes No.	r %	Rarely No.	r %	Never No.	r %	Total
Central	354	26	503	36	427	31	82	6	17	1	1383
Branch	57	11	117	22	289	53	61	11	15	3	539
Total	411	21	620	32	716	37	143	7	32	2	1922

Chi-square= 141.01 df=4 p = .01

Availability of assigned reading materials

in central libraries

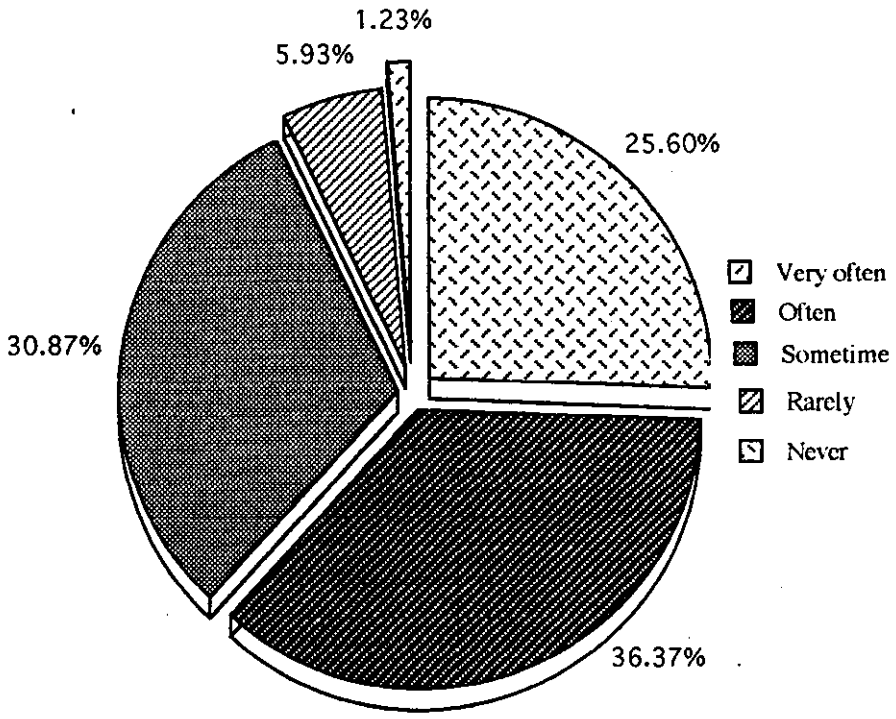

Figure 6.10

Availability of assigned reading materials
in branch libraries

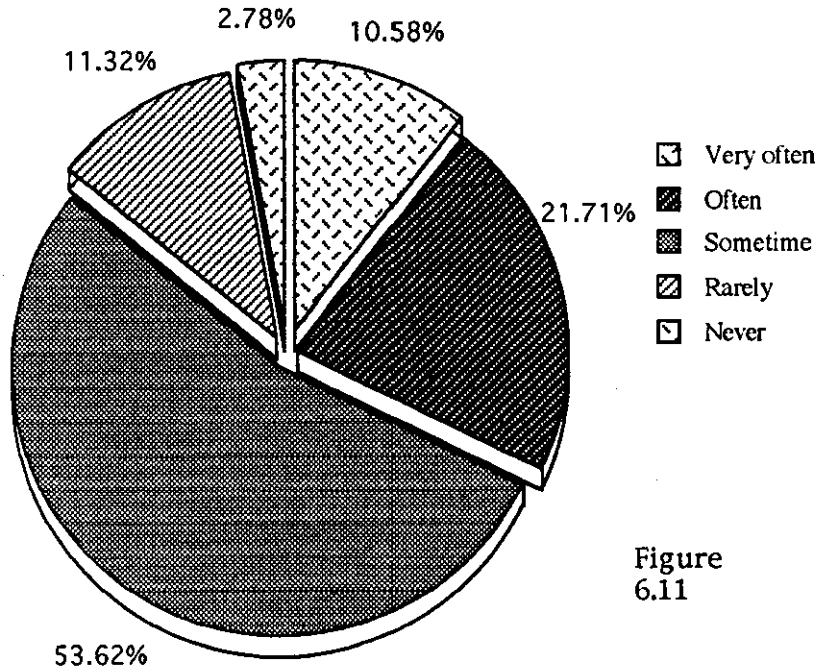

Figure 6.11

Table 6.40 presents a comparison of the availability of assigned reading material in central libraries, broken down by type of user. The students were more satisfied than the faculty in that 64% of the former found assigned material available 'often' or 'very often', whereas 40% of the faculty found material available only 'sometimes'.

Table 6.40

Comparison of availability of assigned reading materials in central libraries by users

User	Very often No.	r %	Often No.	r %	Sometimes No.	r %	Rarely or never No.	r %	Total
Faculty	38	18	77	36	86	40	14	6	215
Students	316	27	426	37	341	29	85	7	1168
Total	354		503		427		99		1383

No. of missing observations=512 Chi-square=13.48 df=3 p = .01

For the central libraries, assigned reading material availability is broken down by university in Table 6.41. KFUPM and KSU showed greater availability of assigned material than KAU. Both the former have 30% of respondents stating material to be available 'very often', whereas KAU has only 19% stating 'very often'. Because there is a greater number of branch libraries in KAU, university library resources are more fragmented, which makes the central library in this university less capable of providing assigned reading materials than the other two.

Table 6.41

Comparison of availability of assigned reading materials in central libraries by university

University	Very often No.	r %	Often No.	r %	Sometimes No.	r %	Rarely or never No.	r %	Total
KAU	101	19	215	40	191	35	35	6	542
KFUPM	97	30	96	30	97	30	31	10	321
KSU	156	30	192	37	139	27	33	6	520
Total	354		503		427		99		1383

Chi-square=32.69 df=6 p = .01

In the same way the availability of assigned material in branch libraries, broken down by university, is shown in Table 6.42. A high percentage of KFUPM respondents found availability of assigned materials 'often' or 'very often' (54% of respondents). On the other hand for KAU, 56% of respondents, and for KSU, 61% of respondents, found that required materials were available only 'sometimes'.

Table 6.42

Comparison of availability of assigned reading materials in branch libraries by university

University	Very often No.	r %	Often No.	r %	Sometimes No.	r %	Rarely or never No.	r %	Total
KAU	29	8	92	25	204	56	41	11	366
KFUPM	12	27	12	27	7	16	13	30	44
KSU	16	12	13	10	78	61	22	17	129
Total	57		117		289		76		539

Chi-square=48.56 df=6 p = .01

To summarize, the central libraries provided the assigned materials more than the branch libraries. This is not surprising when it is known, from many studies (8), that the central libraries have more capability, relatively more money and resources available, than the branch libraries, in providing the users with requirements such as assigned reading materials.

6.2.9 Materials and services in branch libraries

In this section the discussion focuses on services and materials available in the branch libraries but not in the central libraries, to see if the branch libraries provide a service which justifies their separate existence. Therefore, question 7 asked the respondent " Are there any materials or services at your college library not available in the central library ?" The responses to this question are presented in Table 6.43. A high percentage of both

Table 6.43

Materials and services only available in branch libraries

by type of user

	Yes		No		Do not know		
User	No.	r %	No.	r %	No.	r %	Total
Faculty	39	13	59	20	195	67	293
Students	224	16	282	20	916	63	1422
Total	263	15	341	20	1111	65	1715

No. of missing observations=180 Chi-square=13.13 df=2 p = .01

types of user (faculty 67%, students 63%) did not know if there were any such materials and services available only in branch libraries. However, 20% each of faculty and students

responded that there were no materials and services which were not available in the central library.

Because KAU has nine branch libraries in its main university campus, it was considered of interest to examine the figures for this university separately (Table 6.44). The table is not significant, but it shows that for both types of user, faculty and students, the percentage

Table 6.44

Materials and services only available in branch libraries by type of user

(at King Abdul Aziz University only)

User	Yes No.	Yes r %	No No.	No r %	Do not know No.	Do not know r %	Total
Faculty	17	15	38	34	58	51	113
Students	127	22	170	30	276	48	573
Total	144		208		334		686

Chi-square=3.2 df=2 p = not significant

of "don't know" was still quite high, 51% for faculty and 48% for students. On other hand, the percentage of respondents who said that there were materials and services found only in the branch libraries was somewhat greater than the figure for the universities as a whole (faculty 15%, students 22%).

When the responses to this question were broken down by universities (Table 6.45), it was found that for KAU 21% of respondents said 'yes' whereas the percentage for KFUPM was 8% and for KSU 13%. A very high percentage of respondents for both KFUPM and KSU (76 and 75% respectively) answered that they did not know about such services.

Table 6.45

Materials and services only available in branch libraries

by university

University	Yes No.	r %	No No.	r %	Do not know No.	r %	Total
KAU	144	21	208	30	334	49	686
KFUPM	24	8	45	16	221	76	290
KSU	95	13	88	12	556	75	739
Total	263		341		1111		1715

Chi-square=137.29 df=4 p = .01

Data in this section indicates that a very high percentage of the users do not know if there are materials and services in the branch libraries that are not available in the central libraries. This indicates that the branch libraries do not seem to inform their users in the community about the services. In KAU, where there are about nine branch libraries in the university campus, a very high percentage of the respondents do not know if there are any services in the branch libraries that are not available in the central library.

6.2.10 The library as a meeting place

The aim of this section was to see how members of university community, in Saudi Arabia, use the university libraries as a place for meeting others in their major field. Question 13 asked " Do you need to meet faculty and students in your major field ?". Those who answered "yes" were further asked " Where do you meet them ?" and a list of choices, including the university libraries, was given.

Table 6.46 presents a comparison of figures for faculty and students, using central and branch libraries and other venues for meeting. Generally, it can be seen from the table that both faculty and students did not use the university libraries as places to meet people in their major field, whereas the departments and other places, such as classes, had a greater percentage of users for such purposes.

Table 6.46

Meeting places by type of user

User	Central library No.	r %	Branch libraries No.	r %	Departments No.	r %	Others No.	r %	Total
Faculty	36	9	20	5	170	42	180	44	406
Students	231	12	87	4	761	39	869	45	1948
Total	267	11	107	4	931	40	1049	45	2354

chi-square=3.5 df=3 p = not significant

The results in the above table, broken down by university, are presented in Table 6.47. It can still be seen that in all universities both faculty and students did not use the university libraries as places to meet people in their major field. The departments and other places such as classes still have a greater percentage of users for such purposes. The central libraries in KAU (12%) and KFUPM (16%) were used more than KSU (8%) as a meeting place.

Table 6.47

Meeting places by university

University	Central library No.	r %	Branch libraries No.	r %	Departments No.	r %	Others No.	r %	Total
KAU	120	12	59	6	427	42	412	40	1018
KFUPM	74	16	14	3	174	39	190	42	452
KSU	73	8	34	4	330	37	447	51	884
Total	267		107		931		1049		2354

chi-square=39.47 df=6 p = .01

6.3 Conclusion

The overall picture revealed by the preceding results and analysis on use of university libraries in Saudi Arabia, both central and college, show that some broad characteristics of use become apparent. The differences of use can be seen from various viewpoints: by library types, user types, universities, and subject groups.

Overall, from all the above viewpoints, the central libraries have greater use. Even in a university where the system is most decentralised (KAU), the central library still has the greater use (Table 6.6). Several literature studies, Shoham (9) and Poon (10), have stated that decentralisation can increase overall university library use, but the figures gathered in this study show that decentralisation, as applied in KAU has not increased the use, whereas in KFUPM, where the system is largely centralised, there is greater use. It seems that it is the quality of the library and its service rather than the type of system which is conducive to increased use. The evidence for this is the number of aspects of use where KFUPM is seen to have the higher result, compared with the other two universities.

In use of different types of library the students are seen in many aspects to be more frequent users than the faculty (see for example Table 6.5, where students make greater use of both central and branch libraries than do faculty). As mentioned before, this could be because of the greater suitability of the collections for students than for faculty.

On examination of the characteristics of the overall library use by subject groups, it can be seen that there is very little difference between groups in respect of the central library, whereas in the branch libraries the subject groups show quite a significant difference. Science and Engineering and Life Sciences patrons can be seen to use their college libraries more than the other groups use theirs.

One of the characteristics of the central library which emerged is that they have greater funding and resources than the college libraries. Therefore, the availability of assigned materials and provision of user needs are seen as greater than those in the branch libraries.

According to the views expressed in this chapter there is little impression of special materials or services provided by the branch libraries that are not available in the central libraries. Even in KAU, with its large number of college libraries, there is still this situation. This contradicts many writers' views, e.g. Bonheim (11) and Havard-Williams (12), who stated that the decentralized library system can provide, to the users, special services such as reading rooms.

Another point which emerges from the discussion in this chapter is that in Saudi universities, the libraries, and particularly the branch libraries, are not seen as meeting places for users with similar academic interests. The main meeting place is seen as the department.

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Chapter 7

Users satisfaction and views

Questionnaire analysis and discussion II

7.1 Introduction

In this chapter the degree of satisfaction and views are examined to cover the fourth objective of this study "to evaluate the level of satisfaction with the present library system by surveying users' attitudes toward their university library systems". This chapter has been divided into two sections. The first analyses the degree of satisfaction expressed by library users only. The second section is the views on statements, about the library system, expressed by both library users and professional workers.

7.2 Satisfaction

This section examined the degree of satisfaction with different aspects of the library services, in both central and branch libraries, expressed by users. All the information required for this section was obtained from responses to Question 15 of the first questionnaire (Appendix 1). There were twenty statements about both libraries and their services, and in relation to each statement there was a five point scale for both central and branch libraries.

The scale provided five ratings. Excellent received 5 points, Good - 4 points, Satisfactory - 3 points, Poor - 2 points, Unsatisfactory - 1 point.

By a calculation based on this five point scale an overall score based on all the responses showed the overall reaction.

The results are organised into the following categories:

1. Library location
2. Library opening hours
3. Librarians
4. Collections
5. Services
6. Lending library materials
7. Library facilities and environment.

7.2.1 Library location

This section examines both central and branch library location in relation to the user. Therefore the first statement was designed to obtain the users' responses as to their degree of satisfaction with library location. The responses to the location statements (Table 7.1) show a comparison between responses for central and branch libraries. Central library location was rated as excellent or good by 69% of the respondents and the branch libraries received almost the same response (68%). The overall score for the central libraries was 3.87 (out of five) and that for the branch libraries was 3.82. The results for the two types of library were close, which was unexpected, as in the literature, Raffel (1) and Bruno (2) mention that the advantage of the decentralized library system is that the library collection is located close to the users. In Saudi universities there was only a slight difference between satisfaction with the location in central and branch libraries.

Table 7.1

Responses on library location

by type of library

Rating	Central library No.	c %	Branch library No.	c %
Excellent	565	32	250	36
Good	683	37	227	32
Satisfactory	310	18	128	18
Poor	147	8	50	7
Unsatisfactory	65	4	49	7
Total	1770	score = 3.87	704	score = 3.82

missing observations = 125

An examination of satisfaction with central library location, by university, (Table 7.2) found that responses from KFUPM where 91% of respondents rated the location satisfactory or better, were more favourable than those from the other two universities. The overall score for KAU was 3.89 (out of five), KFUPM score was 3.98 and KSU score 3.79.

Table 7.2

Responses on central library location

by university

Rating	KAU No.	c %	KFUPM No.	c %	KSU No.	c %
Excellent	216	33	139	37	210	29
Good	252	39	138	36	293	40
Satisfactory	100	15	69	18	141	19
Poor	74	11	27	7	46	6
Unsatisfactory	13	2	8	2	44	6
Total	655	score = 3.89	381	score = 3.98	734	score = 3.79

Figures for the degree of satisfaction with branch library location, by university, are shown in Table 7.3. The highest degree of satisfaction was shown by KSU, where 80% of respondents considered that the location was good or excellent. KSU has recently moved onto a new campus and, therefore, this may be the reason for the high degree of satisfaction with library location. Only 63% of KAU respondents rated the location in their university as good or excellent.

Table 7.3

Responses on branch library location

by university

Rating	KAU		KFUPM		KSU	
	No.	c %	No.	c %	No.	c %
Excellent	171	35	22	30	57	40
Good	136	28	34	46	57	40
Satisfactory	112	23	7	9	9	6
Poor	35	7	8	11	7	5
Unsatisfactory	33	7	3	4	13	9
Total	487	score = 3.77	74	score = 3.86	143	score = 3.97

7.2.2 Library opening hours

This section examines the satisfaction of users with library opening hours. The information for this section is driven from the second statement and presented in Table 7.4, which compares the satisfaction ratings of both types of library. It was clearly demonstrated that 88% of respondents regarded the opening hours of central libraries as satisfactory or better, whereas the figure for branch libraries was 64%. Dissatisfaction with branch library opening hours was shown by a quarter of respondents who rated the hours as poor. This did not confirm the opinion of Shkolnik (3), which was that the decentralized library system can arrange hours of service to meet the users' satisfaction.

Table 7.4

Responses on library opening hours

by type of library

Rating	Central library No.	c %	Branch library No.	c %
Excellent	539	31	120	18
Good	680	39	165	24
Satisfactory	314	18	153	22
Poor	159	9	172	25
Unsatisfactory	50	3	75	11
Total	1742	score = 3.86	685	score = 3.12

missing observations = 153

Table 7.5

Responses on central library opening hours

by university

Rating	KAU No.	c %	KFUPM No.	c %	KSU No.	c %
Excellent	182	28	146	39	211	29
Good	225	35	149	39	306	43
Satisfactory	154	24	56	15	104	14
Poor	66	10	23	6	70	10
Unsatisfactory	18	3	3	1	29	4
Total	645	score = 3.76	377	score = 4.09	720	score = 3.83

An examination of satisfaction with central library opening hours, by university, is shown in Table 7.5. KFUPM central library opening hours were considered to be good or excellent by 78% of respondents, followed by KSU (72%) and KAU (63%). Overall KFUPM score was 4.09, KSU 3.83 and KAU 3.76.

Ratings for branch library opening hours (Table 7.6) showed that the respondents from KAU considering the hours poor and unsatisfactory were a greater percentage than those considering the hours good and excellent, 41% and 36% respectively. Overall KFUPM scored 3.57 and KSU 3.45, whereas KAU scored just 3.00.

Table 7.6

Responses on branch library opening hours by university

Rating	KAU No.	KAU c %	KFUPM No.	KFUPM c %	KSU No.	KSU c %
Excellent	72	15	13	19	35	27
Good	102	21	30	44	33	25
Satisfactory	113	23	10	15	30	23
Poor	135	28	13	19	24	18
Unsatisfactory	63	13	2	3	10	7
Total	485	score = 3.00	68	score = 3.57	132	score = 3.45

7.2.3 Librarians

Under this heading are discussed the results concerning statements (3,4) about librarians' personalities and their help and cooperation as aspects of the library service. These results for librarians' personalities are presented in Table 7.7. There was no significant difference

between rating of librarians working in central libraries and those in branch libraries, whereas one would expect, as Haro (4) and Bruno (5) Birula (6) mentioned, a friendlier approach in the branch libraries, because in the central library, with its very large number of clients, the librarians do not have the time or opportunity to develop a close personal approach in dealing with the users, whereas in the branch library with its much smaller community this personal, more friendly approach is possible. In the present case, the central libraries scored of 3.83 (out of 5) and the branch libraries scored 3.75.

Table 7.7

Responses on librarians' personality

by type of library

Rating	Central library No.	c %	Branch library No.	c %
Excellent	443	27	157	23
Good	666	41	284	42
Satisfactory	395	24	149	22
Poor	81	5	67	10
Unsatisfactory	54	3	15	2
Total	1639	score = 3.83	672	score = 3.75

missing observations = 256

The responses concerning central library librarians' personalities by university are presented in Table 7.8, where KFUPM is shown to have the greatest percentage of respondents regarding librarians' personalities as good or excellent (80%). The overall scores are 4.23 for KFUPM, followed by 3.86 for KAU and 3.58 for KSU.

Table 7.8

Responses on central librarians' personality

by university

Rating	KAU No.	KAU c %	KFUPM No.	KFUPM c %	KSU No.	KSU c %
Excellent	180	29	172	48	91	14
Good	252	40	115	32	299	46
Satisfactory	143	23	63	17	189	29
Poor	25	4	8	2	48	7
Unsatisfactory	24	4	3	1	27	4
Total	624	score = 3.86	361	score = 4.23	654	score = 3.58

For branch librarians' personalities by universities, the figures are presented in Table 7.9, and they indicate no significant difference between the branch libraries of the three universities.

Table 7.9

Responses on branch librarians' personality

by university

Rating	KAU No.	KAU c %	KFUPM No.	KFUPM c %	KSU No.	KSU c %
Excellent	108	24	14	21	35	23
Good	181	40	26	39	77	50
Satisfactory	112	25	17	25	20	13
Poor	36	8	9	13	22	14
Unsatisfactory	14	3	1	2	00	00
Total	451	score = 3.74	67	score = 3.64	154	score = 3.81

Ratings for professional help and cooperation by librarians are shown in Table 7.10. As expected the librarians working in the central libraries are regarded by more respondents as having the highest qualities of help and cooperation with the users. This is because the central library has the financial resources to employ and train more highly qualified personnel. Poon stated that "part time library assistants and students are employed to man these libraries (branch libraries) .... they are incapable of providing a professional service to the clientele" (7). Posey , a librarian at Purdue University, expressed his experience and stated "From personal experience, I can assure you that it is no easy task to keep a library open if you have to depend upon student assistants...Furthermore, this type of staff is usually unable to respond to any but the simplest of directional inquiries" (8). He pointed out that most branch libraries cannot afford professionally trained staff. The overall score for central libraries was 3.75, and for branch libraries this score was somewhat lower at 3.61. This could confirm the above observation.

Table 7.10

Responses on help and cooperation

by type of library

Rating	Central library No.	c %	Branch library No.	c %
Excellent	443	27	153	23
Good	615	37	226	35
Satisfactory	380	23	167	25
Poor	160	10	86	13
Unsatisfactory	54	3	24	4
Total	1652	score = 3.75	658	score = 3.61

missing observations = 243

Responses to the statement on help and cooperation from librarians working in the central libraries, broken down by university, are shown in Table 7.11. Here again librarians working at KFUPM central library received higher scores for their help and cooperation than those in the other two universities. It was found that 84% of respondents in KFUPM rated the help and cooperation from librarians at the central library as Good or Excellent. .

Table 7.11

Responses on help and cooperation in central libraries

by university

Rating	KAU No.	KAU c %	KFUPM No.	KFUPM c %	KSU No.	KSU c %
Excellent	126	21	184	49	133	20
Good	239	39	132	35	244	37
Satisfactory	151	25	57	15	172	26
Poor	82	14	5	1	73	11
Unsatisfactory	10	2	1	00	43	6
Total	608	score = 3.64	379	score = 4.3	665	score = 3.53

Responses on the help and cooperation from branch librarians, broken down by university, are shown in Table 7.12. Again KFUPM received the highest overall score (4.07), KSU scored 3.77 and KAU 3.48.

Table 7.12

Responses on help and cooperation in branch libraries

by university

Rating	KAU No.	KAU c %	KFUPM No.	KFUPM c %	KSU No.	KSU c %
Excellent	91	21	28	41	34	23
Good	138	31	28	41	62	42
Satisfactory	125	28	6	8	36	24
Poor	66	15	4	6	16	11
Unsatisfactory	21	5	3	4	00	00
Total	441	score = 3.48	69	score = 4.07	148	score = 3.77

7.2.4 Collections

In this section responses to statements about library collections are analysed and discussed. Table 7.13 contains responses to 9th statement concerning the library collections as a whole. Here it can be seen that, as would be expected "central library can build a really good collection"(9), the central library collections were rated good or excellent by 60% of respondents, whereas less than 50% rated branch library collections at this level.

Table 7.13

Responses on library collections

by type of library

Rating	Central library No.	c %	Branch library No.	c %
Excellent	312	21	30	6
Good	674	45	213	41
Satisfactory	345	23	165	32
Poor	139	9	81	15
Unsatisfactory	33	2	33	6
Total	1503	score = 3.73	522	score = 3.24

missing observations = 392

Examination of central library collections by university is made in Table 7.14. KSU has a very low overall score (2.47); the KFUPM score is 3.92, with 73% of respondents rating the central library collection as Good or Excellent. KAU's overall score is just above the satisfactory level, at 3.3.

Table 7.14

Responses on central library collections

by university

Rating	KAU No.	c %	KFUPM No.	c %	KSU No.	c %
Excellent	52	10	81	23	179	29
Good	185	35	181	50	308	49
Satisfactory	181	34	85	24	79	13
Poor	85	16	12	3	42	7
Unsatisfactory	22	4	00	00	11	2
Total	525	score = 3.3	359	score = 3.92	619	score = 2.47

Responses about branch library collections, by university, are presented in Table 7.15. Branch library collections in KAU only just reached the satisfactory

Table 7.15

Responses on branch library collections

by university

Rating	KAU No.	KAU c %	KFUPM No.	KFUPM c %	KSU No.	KSU c %
Excellent	13	4	8	12	9	7
Good	102	32	36	55	75	57
Satisfactory	121	37	11	17	33	25
Poor	56	17	10	16	15	11
Unsatisfactory	33	10	00	00	00	00
Total	326	score = 3.01	65	score = 3.65	132	score = 3.46

level (3.01 out of 5). The branch library collections in the other two universities were quite satisfactory, but did not reach the 'good' level.

Responses to the 7th statement concerning collections in users' major subject fields are presented in Table 7.16, for central and branch libraries. One would expect the branch libraries to be more highly regarded in respect of building collections appropriate to their own colleges. However, the results indicated differently. Higher satisfaction (3.43) was shown with the central library than with the branch libraries (3.28).

Table 7.16

Responses on collections in the major fields

by type of library

Rating	Central library No.	c %	Branch library No.	c %
Excellent	242	15	105	16
Good	607	38	167	26
Satisfactory	436	27	206	32
Poor	260	16	132	21
Unsatisfactory	68	4	33	5
Total	1613	score = 3.43	643	score = 3.28

missing observations = 282

Turning to the central library collections in users' major fields broken down by university (Table 7.17), it can be seen that KAU only just satisfies its users in providing good subject collections. The other two central libraries received quite similar scores in this respect (KFUPM - 3.65; KSU - 3.6).

Table 7.17

Responses on collections in the major fields in central libraries

by university

Rating	KAU No.	c %	KFUPM No.	c %	KSU No.	c %
Excellent	61	10	61	17	120	18
Good	175	30	159	45	273	40
Satisfactory	149	26	92	26	195	29
Poor	162	28	36	10	62	9
Unsatisfactory	37	6	7	2	24	4
Total	584	score = 3.1	355	score = 3.65	674	score = 3.6

Table 7.18

Responses on collections in the major fields in branch libraries

by university

Rating	KAU No.	KAU c %	KFUPM No.	KFUPM c %	KSU No.	KSU c %
Excellent	30	7	31	45	44	31
Good	104	24	23	34	40	28
Satisfactory	168	39	4	6	34	24
Poor	104	24	8	12	20	14
Unsatisfactory	26	6	2	3	5	3
Total	432	score = 3.02	68	score = 4.07	143	score = 3.69

The satisfaction rating of collections in users' major fields in branch libraries is broken down by university in Table 7.18. KFUPM received the highest score of the three universities (4.07). Once again KAU only just received a satisfactory score (3.02).

The responses concerning the 6th statement on reference collections in both central and branch libraries are analysed and presented in Table 7.19. Again, contrary to the expectation that branch libraries should have better reference collections to satisfy their particular users, the central libraries in Saudi universities provided more satisfaction to their users with their reference collections (a score of 3.69 for central libraries and 3.2 for branch libraries), than did the branch libraries.

Table 7.19

Responses on reference collections
by type of library

Rating	Central library No.	c %	Branch library No.	c %
Excellent	349	22	66	10
Good	614	39	198	31
Satisfactory	405	26	186	29
Poor	189	12	158	25
Unsatisfactory	21	1	24	4
Total	1578	score = 3.69	632	score = 3.2

missing observations = 317

The responses concerning the periodicals collection (the 10th statement), for both central and branch libraries, are analysed and presented in Table 7.20. Again the central libraries received a higher satisfaction rating (3.5) than the branch libraries with their somewhat less than satisfactory score (2.87).

Table 7.20
Responses on periodicals collections
by type of library

Rating	Central library No.	c %	Branch library No.	c %
Excellent	295	20	66	11
Good	547	36	146	24
Satisfactory	356	24	134	22
Poor	227	15	150	25
Unsatisfactory	80	5	104	17
Total	1505	score = 3.5	600	score = 2.87

missing observations = 390

The higher satisfaction scores for reference and periodicals collections in Saudi university central libraries could be the result of their having more financial resources and thus being able to build better collections. Shortage of resources would have the opposite effect in the branch libraries.

Responses to the periodicals collection statement, for central and branch libraries, are broken down by university and presented in Tables 6.68 and 6.69 respectively. As can

Table 7.21
Responses on periodicals collections in central libraries
by university

	KAU		KFUPM		KSU	
Rating	No.	c %	No.	c %	No.	c %
Excellent	73	12	97	27	125	23
Good	184	31	138	38	225	41
Satisfactory	152	25	92	26	112	21
Poor	154	25	25	7	48	9
Unsatisfactory	40	7	7	2	33	6
Total	603	score = 3.16	359	score = 3.82	543	score = 3.66

Table 7.22
Responses on periodicals collections in branch libraries
by university

	KAU		KFUPM		KSU	
Rating	No.	c %	No.	c %	No.	c %
Excellent	37	9	9	14	20	17
Good	80	19	35	55	31	26
Satisfactory	96	23	8	12	30	25
Poor	121	29	10	16	19	15
Unsatisfactory	82	20	2	3	20	17
Total	417	score = 2.68	64	score = 3.61	120	score = 3.1

be seen from the two tables, KAU received the lowest satisfaction score for periodical collections in both types of library. KAU respondents confirm this apparent weakness in the periodicals collection in this university in both types of library by their comments in the questionnaire, asking that the periodicals collection should be improved. KFUPM central library periodicals collections received a rating well over the satisfaction level (3.82) followed by KSU central library (3.66).

The 11th statement about satisfaction with government publications collections in Saudi university central and branch libraries was included in the satisfaction questions. The responses concerning this statement are analysed and presented by type of library in Table 7.23. The table shows a higher number of missing observations (no answer) compared with previous tables. In the writer's opinion this may be because this type of

Table 7.23

Responses on government publications

by type of library

Rating	Central library No.	c %	Branch library No.	c %
Excellent	219	16	37	7
Good	400	29	100	20
Satisfactory	386	28	131	26
Poor	283	21	164	32
Unsatisfactory	71	5	80	15
Total	1359	score = 3.3	512	score = 2.71

missing observations = 536

collection in Saudi university libraries is not used by a wide range of people. However, the overall response for government publications in the central libraries is just above satisfactory (3.3). The government publications collections in the branch libraries do not satisfy their users, as shown by the overall score of only 2.71.

As with government publications, a statement was included about satisfaction with non-book materials in both types of library. The responses concerning the 12th statement are presented in Table 7.24. For the same reason as with government publications there is again a high number of missing observations. The table indicates that both types of library fail to satisfy their users with this type of library material. However, in this case the branch libraries achieved a somewhat higher score than the central libraries (2.54 and 2.33 respectively).

Table 7.24

Responses on non-book materials

by type of library

	Central library		Branch library	
Rating	No.	c %	No.	c %
Excellent	150	12	36	7
Good	352	29	74	15
Satisfactory	297	24	128	26
Poor	280	23	129	27
Unsatisfactory	151	12	120	25
Total	1230	score = 2.33	487	score = 2.54

missing observations = 665

The final type of library material for which user satisfaction was assessed was recreational material on the 13th statement (Table 7.25). The table, as expected, shows that the central libraries are rated just above satisfactory (3.18) whereas the branch libraries have a lower rating (2.7).

Table 7.25

Responses on recreational material

by type of library

Rating	Central library No.	c %	Branch library No.	c %
Excellent	210	16	51	12
Good	334	26	83	19
Satisfactory	361	28	92	21
Poor	234	18	104	24
Unsatisfactory	145	11	105	24
Total	1284	score = 3.18	435	score = 2.7

missing observations = 611

Concluding this section, it is important to mention that many respondents suggested in the questionnaire that the library collection in Saudi universities must be improved by adding needed new books and periodical titles. One faculty member from KAU wrote " the library is good, but still there is a shortage in recent publications, and most up-to date materials". Another stated that "current issues of periodicals in all subjects should be available to proceed with all research activities". Then he recommended for the college library that "current books and periodicals related to the college should be within the college library". [see Appendix 4].

7.2.5 Services

In this section responses to a number of statements (5, 8, 14) about various services provided by both types of library are analysed and discussed. As for previous sections the aim of this section was to assess how satisfied users are with services such as online, photocopying, etc.

The results of the responses about the 8th statement concerning online service are presented in Table 7.26. For the central libraries the online services were regarded as between satisfactory and good (3.4 out of 5), whereas the branch libraries were below the satisfactory level for this service (2.74). The difficulty with the responses to this statement is that they depend on the respondent's background in using online services in libraries. To those who have already met very good online services, these services, especially in the Saudi branch libraries, may not seem very good, but to those who have no yardstick of comparison relatively poor services may seem good.

Table 7.26

Responses on online service

by type of library

	Central library		Branch library	
Rating	No.	c %	No.	c %
Excellent	292	20	40	8
Good	463	32	121	23
Satisfactory	330	23	136	26
Poor	228	16	124	23
Unsatisfactory	122	9	107	20
Total	1435	score = 3.4	528	score = 2.74

missing observations = 460

The results of the responses about online services for central libraries are broken down by university and presented in Table 7.27. As expected the central library at KFUPM received a high score, above good (4.04). This was supported by a Saudi professional librarian, who wrote that the KFUPM central library stands today as a model for a modern university library (10). It is followed by KSU central library, where the rating is between satisfactory and good (3.52), whereas KAU central library has a lower score (2.82), indicating below satisfactory.

Table 7.27

Responses on online service in central libraries

by university

	KAU		KFUPM		KSU	
Rating	No.	c %	No.	c %	No.	c %
Excellent	41	8	120	34	131	22
Good	125	25	146	41	192	33
Satisfactory	105	21	71	20	154	27
Poor	163	33	15	4	50	9
Unsatisfactory	68	13	2	1	52	9
Total	502	score = 2.82	354	score = 4.04	579	score = 3.52

The responses to the 5th statement concerning the card catalogue service in both types of library are shown in Table 7.28, which indicates that both types are regarded as above satisfactory, but below good. The central library score is 3.68 and that of the branches is 3.37.

Table 7.28

Responses on the card catalogue

by type of library

Rating	Central library No.	c %	Branch library No.	c %
Excellent	480	28	116	18
Good	564	33	192	29
Satisfactory	397	23	204	31
Poor	177	10	104	16
Unsatisfactory	95	6	38	6
Total	1713	score = 3.68	654	score = 3.37

missing observations = 182

Table 7.29

Responses on photocopy services

by type of library

Rating	Central library No.	c %	Branch library No.	c %
Excellent	322	20	60	10
Good	592	36	151	26
Satisfactory	367	22	121	21
Poor	215	13	112	20
Unsatisfactory	150	9	131	23
Total	1646	score = 3.44	575	score = 2.82

missing observations = 249

The satisfaction ratings with photocopying services (the 14th statement) in both central and branch libraries are shown in Table 7.29. As expected, because of the availability of better resources in the central libraries, the photocopying service provided here is considered better than in the branch libraries, which have a rating below satisfactory (2.82).

7.2.6 Lending library materials

To evaluate the degree of satisfaction with lending library materials two statements were included in the questionnaire. The responses to the 15th statement on borrowing library materials are presented in Table 7.30. It was expected, as mentioned in already noted previous studies, that the branch libraries would have greater flexibility in the lending of materials to their users (11) and therefore a higher satisfaction score. However, the results showed the central libraries to have achieved the higher score, 3.81, as against the branch score of 3.48.

Table 7.30

Responses on borrowing library materials

by type of library

Rating	Central library No.	c %	Branch library No.	c %
Excellent	469	28	144	23
Good	684	41	193	31
Satisfactory	318	19	160	25
Poor	139	8	89	14
Unsatisfactory	65	4	45	7
Total	1675	score = 3.81	631	score = 3.48

missing observations = 220

The responses on central library and branch library lending of materials are broken down by university and presented in Tables 6.78 (central) and 6.79 (branch). In both types of

Table 7.31

Responses on borrowing library materials in central libraries

by university

Rating	KAU No.	KAU c %	KFUPM No.	KFUPM c %	KSU No.	KSU c %
Excellent	126	20	131	35	212	31
Good	261	43	177	47	246	36
Satisfactory	120	20	55	15	143	21
Poor	72	12	7	2	60	8
Unsatisfactory	34	5	5	1	26	4
Total	613	score = 3.61	375	score = 4.13	687	score = 3.81

Table 7.32

Responses on borrowing library materials in branch libraries

by university

Rating	KAU No.	KAU c %	KFUPM No.	KFUPM c %	KSU No.	KSU c %
Excellent	81	19	26	39	37	26
Good	129	31	27	40	37	26
Satisfactory	103	25	5	7	52	36
Poor	68	16	4	6	17	12
Unsatisfactory	40	9	5	8	00	00
Total	421	score = 3.34	67	score = 3.97	143	score = 3.66

library the results showed that the degree of satisfaction was highest for KFUPM, followed by KSU, with the lowest score achieved by KAU.

The responses to the 16th statement on the inter-library loan service for central and branch libraries are presented in Table 7.33. As expected the central libraries were regarded more highly for this service than the branch libraries, but still reached only just above satisfactory (3.3). More than 50% of respondents considered the inter-library loan service in the branch libraries to be poor or unsatisfactory.

Table 7.33

Responses on inter-library loans

by university

Rating	Central library No.	c %	Branch library No.	c %
Excellent	269	21	47	10
Good	360	28	82	17
Satisfactory	270	21	107	22
Poor	242	19	142	29
Unsatisfactory	135	11	109	22
Total	1276	score = 3.3	487	score = 2.62

missing observations = 619

7.2.7 Library facilities and environment

The last four statements (17, 18, 19, 20) in Question 15 concerned library facilities and environment (such as seating, comfort, quietness, lighting, etc.). The responses to these statements are recorded in Tables 6.81 - 6.84. Overall the central libraries were seen by

users as good, comfortable places for working; for example, heating and air conditioning in the libraries received a score of 4.29 (Table 7.37).

The users perceived the branch libraries as slightly less comfortable than the central libraries, but nevertheless the former did achieve a response well into the satisfactory level. For example, lighting received a score of 3.97 (Table 7.36).

Table 7.34

Responses on the library seats and desks

by type of library

Rating	Central library No.	c %	Branch library No.	c %
Excellent	744	44	186	29
Good	537	32	192	30
Satisfactory	256	15	169	26
Poor	111	6	73	11
Unsatisfactory	47	3	29	4
Total	1695	score = 4.07	649	score = 3.67

missing observations = 200

Table 7.35

Responses on the quietness inside the library

by type of library

Rating	Central library No.	c %	Branch library No.	c %
Excellent	865	51	224	33
Good	489	29	184	27
Satisfactory	197	12	160	24
Poor	107	6	77	11
Unsatisfactory	43	2	29	4
Total	1701	score = 4.19	674	score = 3.74

missing observations = 194

Table 7.36

Responses on inside library lighting

by type of library

Rating	Central library No.	c %	Branch library No.	c %
Excellent	870	50	251	37
Good	511	30	231	34
Satisfactory	224	13	127	19
Poor	88	5	52	8
Unsatisfactory	36	2	13	2
Total	1729	score = 4.21	674	score = 3.97

missing observations = 166

Table 7.37

Responses on heating and air conditioning in the library

by type of library

Rating	Central library No.	c %	Branch library No.	c %
Excellent	927	52	268	39
Good	551	31	245	36
Satisfactory	196	11	134	20
Poor	66	4	27	4
Unsatisfactory	29	2	10	1
Total	1769	score = 4.29	684	score = 4.07

missing observations = 126

In concluding the 'Satisfaction' sections overall, the presentation and discussions of the responses to all the statements show that the central libraries gave a higher degree of satisfaction to their users than the branch libraries. This is because greater resources are available in the central libraries and because, for any improvements, priority is given to the central libraries by the university authorities.

A combination of the responses to all twenty statements on satisfaction in both types of library is presented in Table 7.38. The table clearly indicates that the central libraries were more highly regarded (a score of 3.71 was achieved overall) than branch libraries.

Table 7.38

Overall responses to all the statements

by type of library

Rating	Central library No.	c %	Branch library No.	c %
Excellent	9045	29	2407	20
Good	10632	34	3476	29
Satisfactory	6540	21	2957	24
Poor	3528	11	2093	17
Unsatisfactory	1514	5	1173	10
Total	31259	score = 3.71	12106	score = 3.32

A combination of responses to all twenty statements on satisfaction in the central library, broken down by university, is presented in Table 7.39. KFUPM central library has the highest score in satisfying it users, where 3.9 points out of five is shown for

Table 7.39

Overall responses to all the statements on central libraries

by university

Rating	KAU No.	c %	KFUPM No.	c %	KSU No.	c %
Excellent	2636	23	2299	32	4110	32
Good	3753	33	2661	37	4218	34
Satisfactory	2479	22	1506	21	2555	20
Poor	1862	16	534	8	1132	9
Unsatisfactory	778	6	144	2	592	5
Total	11508	score = 3.49	7144	score = 3.9	12607	score = 3.8

KFUPM central library, followed by KSU central library with 3.8. KAU central library received the lowest score of 3.49.

A combination of responses to all twenty statements on satisfaction in the branch libraries, broken down by university, is presented in Table 7.40. KAU branch libraries score just above the satisfactory level, where 3.17 points out of five is shown in the table.

Table 7.40

Overall responses to all the statements on branch libraries

by university

Rating	KAU No.	KAU c %	KFUPM No.	KFUPM c %	KSU No.	KSU c %
Excellent	1394	17	366	28	647	25
Good	2119	26	486	37	871	33
Satisfactory	2122	26	214	16	621	24
Poor	1555	19	187	14	351	13
Unsatisfactory	971	12	58	4	144	5
Total	8161	score = 3.17	1311	score = 3.7	2634	score = 3.58

7.3 Views on the university library system

This section focuses on a number of controversial issues about the university library system. These issues were presented as statements to users and a number of professional workers in Saudi universities, including librarians. The level of agreement was measured by counting the frequency of responses together with the appropriate percentages.

7.3.1 Users' views

This section discusses the opinions of university library users in Saudi Arabia about a number of issues related to the subject of centralisation and decentralisation. The information for the 'Users' views' section was drawn from the first questionnaire, Question 16 (Appendix 1), where the list of statements provided is specially designed to collect the opinions of users.

7.3.1.1 Centralization and decentralization

For this subject several statements were presented to users to discover whether they prefer centralisation or decentralisation of their university library system. The first statement was "The University should have only one central library and no college libraries". The responses to this statement are presented in Table 7.41. The results show that the numbers for each point on the scale increase from 'strongly agree' to 'strongly disagree'. About 56% disagree or strongly disagree with the statement.

Table 7.41

The university should have only one central library

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	297	15.7	16.6	16.6
Agree	316	16.7	17.7	34.3
Undecided	165	08.7	9.0	43.3
Disagree	443	23.4	24.8	68.2
Strongly disagree	564	29.8	31.6	100.0
No Answer	110	05.8	missing	
Total	1895			

The responses to the statement number 2 concerning whether each college in the university should have its own library are presented in Table 7.42. The numbers in this table vary in the opposite way to those of the previous table. Thus 71% of the responses indicate 'agree' or 'strongly agree'.

Table 7.42

Each college should have its own library

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	869	45.9	49.2	49.2
Agree	389	20.5	22.0	71.2
Undecided	177	9.3	10.0	81.2
Disagree	256	13.5	14.5	95.8
Strongly disagree	77	4.1	4.4	100.0
No Answer	127	6.7	missing	
Total	1895			

The responses to the statement number 3 that each science college should have its own library are presented in Table 7.43. The table shows a similar pattern to the previous one, in that more users wish to have separate libraries for science colleges. About 70% 'agree' or 'strongly agree' with the statement. For the arts and humanities colleges (the 4th statement) the users point of view still shows more respondents who are in agreement with having separate college libraries but the frequency of 'agree' and 'strongly agree' responses is not as great as for the science colleges. This is shown in Table 7.44, where 57% of responses are in the 'agree' or 'strongly agree' category. It was known from the literature, as Miller(12) and Walsh(13) mentioned, that users prefer to have branch libraries close at hand in their college. These results confirmed that thought.

Table 7.43

All science colleges should have their own libraries

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	877	46.3	49.4	49.4
Agree	357	18.8	20.1	69.5
Undecided	231	12.2	13.0	82.5
Disagree	261	13.8	14.7	97.2
Strongly disagree	49	2.6	2.8	100.0
No Answer	120	6.3	missing	
Total	1895			

Table 7.44

All arts and humanity colleges should have their own libraries

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	583	30.8	33.3	33.3
Agree	416	21.9	23.7	57.0
Undecided	395	20.8	22.5	79.5
Disagree	278	14.7	15.9	95.4
Strongly disagree	80	4.2	4.6	100.0
No Answer	143	7.5	missing	
Total	1895			

7.3.1.2 Providing for user needs

In this section the statements are used to measure which type of library most satisfies the users' needs.

The responses to the 5th statement concerning whether the university central libraries provide for all the users' needs are presented in Table 7.45, which shows that just half the respondents agree with the statement. It was found that there is a fairly even balance of opinion on this controversial topic of centralisation versus decentralisation in the university library system.

Table 7.45

The university central library provides all my needs

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	240	12.7	13.4	13.4
Agree	666	35.1	37.3	50.7
Undecided	466	24.6	26.1	76.8
Disagree	356	18.8	19.9	96.7
Strongly disagree	59	3.1	3.3	100.0
No Answer	108	5.7	missing	
Total	1895			

6th statement contradicting the previous one is 'The college library can provide all my needs'. The results concerning this statement are presented in Table 7.46, which shows a higher percentage of respondents who disagree with the statement. This finding contradicts those of many writers, like Bonheim(14) and Shoham(15), who pointed out that the

decentralized library system can provide better services to meet the users' needs. In the Saudi universities case, the weak college library collections and services, as discussed in Chapter 5, could be the reason for disagreeing with the statement.

Table 7.46

The college library can provide all my needs

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	126	6.6	7.5	7.5
Agree	171	9.0	10.1	17.6
Undecided	582	30.7	34.4	52.0
Disagree	562	29.7	33.3	85.3
Strongly disagree	249	13.1	14.7	100.0
No Answer	205	10.8	missing	
Total	1895			

7.3.1.3 Researching in the library

In this section the responses to the statement on the ease of research and locating items in both types of library are evaluated.

The responses to the 7th statement that the large size of the central library collection makes locating material difficult are presented in Table 7.47. Here a greater number (about 42%) of the responses show that the large size of the central library collection poses no difficulty in locating any library items.

Table 7.47

The central library collection is too big for me to locate any item easily

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	192	10.1	11.1	11.1
Agree	376	19.8	21.7	32.8
Undecided	440	23.2	25.4	58.2
Disagree	505	26.5	29.1	87.3
Strongly disagree	220	11.6	12.7	100.0
No Answer	162	8.5	missing	
Total	1895			

Two statements are used to measure and compare the ease of researching in the college and central libraries. The responses to the 8th statement that researching in the central library is easier than that in the college libraries are presented in Table 7.48. Only about 2% more respondents disagree with the statement than agree, which is not of great significance.

The results for the opposite statement, that the college library is easier for researching than the central library (9th satatement), are presented in Table 7.49. Here also there is only a small difference between those who agree or disagree (4%), in this case the percentage of respondents agreeing being somewhat greater. That was because a small collection consisting of books and periodicals in same subject field is usually easier to use for research than a large general collection in a central library (16).

Table 7.48

Researching in central library is easier than researching in college library

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	223	11.8	13.3	13.3
Agree	270	14.2	16.1	29.4
Undecided	648	13.1	38.6	68.0
Disagree	391	20.6	23.3	91.3
Strongly disagree	146	7.7	8.7	100.0
No Answer	217	11.5	missing	
Total	1895			

Table 7.49

Researching in college library is easier than researching in central library

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	174	9.2	10.7	10.7
Agree	369	19.5	22.6	33.3
Undecided	612	32.3	37.5	70.8
Disagree	314	16.6	19.3	90.1
Strongly disagree	162	8.5	9.9	100
No Answer	264	13.9	missing	
Total	1895			

7.3.1.4 Use of the branch library

The basis of discussion under this heading is three statements on who should be allowed to use the college libraries.

The responses to the 10th statement 'The college library should be open to all university library users' are presented in Table 7.50, which shows that a large percentage (67.6%) 'agree' that all university library users should be permitted to use any college library.

Table 7.50

The college library should be open to all university library users

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	649	34.2	38.3	38.3
Agree	497	26.2	29.3	67.6
Undecided	239	12.6	14.1	81.7
Disagree	204	10.8	12.0	93.8
Strongly disagree	105	5.5	6.2	100
No Answer	201	10.6	missing	
Total	1895			

The reaction to the 11th statement that the college library should be for the faculty only is presented in Table 7.51. Here a very high percentage (76%) of the respondents disagree with the statement.

Table 7.51

The college library should be for faculty only

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	88	4.6	5.1	5.1
Agree	104	5.5	6.0	11.1
Undecided	221	11.7	12.8	23.9
Disagree	513	27.1	29.8	53.7
Strongly disagree	795	42.0	46.2	100
No Answer	174	9.2	missing	
Total	1895			

The reaction to the 12th statement that the college library should be for students only is shown in Table 7.52. Here, as in the previous table, a large number of respondents are seen to disagree (65.7%) with limiting college library use to students only.

Table 7.52

The college library should be for students only

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	217	11.5	12.6	12.6
Agree	180	9.5	10.5	23.1
Undecided	191	10.1	11.1	34.2
Disagree	500	26.4	29.1	63.3
Strongly disagree	628	33.1	36.6	100
No Answer	179	9.4	missing	
Total	1895			

7.3.2 Views of professional workers

This section examines the opinions of professionals, including librarians and administrators. A short questionnaire (Questionnaie number 2) was designed in the form of a list of statements to obtain the opinions of professional workers about a number of topics concerning the issue of centralisation versus decentralisation in the Saudi university library systems (Appendix 2).

7.3.2.1 Branch library management

This section discusses the opinions of professionals on who should control and manage the college library, but first addresses the question whether the colleges should have separate libraries anyway. The responses to the first statement 'The colleges should have separate libraries' are presented in Table 7.53. From this table the issue is shown to be controversial in that about 46% of respondents are in agreement with the statement whereas about 51% disagree.

Table 7.53

The colleges should have separate libraries

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	15	27.3	27.3	27.3
Agree	10	18.2	18.2	45.5
Undecided	2	3.6	3.6	49.1
Disagree	20	36.4	36.4	85.5
Strongly disagree	8	14.5	14.5	100
No Answer	00	00	missing	
Total	55			

A number of statements follow on the issue of who should manage the college libraries, the second statement 'The college library should be managed by the college it serves'. The responses show a high percentage of disagreement with the statement (about 74%), as shown in Table 7.54.

Table 7.54

The college library should be managed by the college it serves

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	9	16.4	16.7	16.7
Agree	5	9.1	9.3	25.9
Undecided	00	00	00	25.9
Disagree	31	56.4	57.4	83.3
Strongly disagree	9	16.4	16.7	100
No Answer	1	1.8	missing	
Total	55			

Responses to the third statement 'The college library should be managed by the central library' are presented in Table 7.55. The results on this statement are opposite to the previous one, where 52.7% of the respondents indicated agreement.

Table 7.55

The college library should be managed by the central library

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	23	41.8	41.8	41.8
Agree	6	10.9	10.9	52.7
Undecided	9	16.4	16.4	69.1
Disagree	17	30.9	30.9	100
Strongly disagree	00	00.0	00.0	100
No Answer	00	00.0	missing	
Total	55			

The fourth statement is whether the faculty should manage the college library is addressed in Table 7.56. Here there is 70% disagreement with management by the faculty. However, 100% of respondents (10th statement) agree or strongly agree that the college library should be run by professional librarians (Table 7.57). This preference for professional librarians in college libraries would face the problem of shortage of professional librarians in the country.

Table 7.56
The college library should be managed by the faculty

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	00	00.0	00.0	00.0
Agree	11	20.0	22.0	22.0
Undecided	4	7.3	8.0	30.0
Disagree	28	50.9	56.0	86.0
Strongly disagree	7	12.7	14.0	100.0
No Answer	5	9.1	missing	
Total	55			

Table 7.57

The college library should be run by professional librarians

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	46	83.6	83.6	83.6
Agree	9	16.4	16.4	100.0
Undecided	00	00.0	00.0	100.0
Disagree	00	00.0	00.0	100.0
Strongly disagree	00	00.0	00.0	100.0
No Answer	00	00.0	missing	
Total	55			

7.3.2.2 Branch library budget and supplies

The question of where the college libraries should draw their funding, from the central library or from the college itself, is discussed under this heading.

The responses to the 5th and 6th statements concerning college library budget responsibility are presented in Tables 7.58 and 7.59. Among the professionals 43.6% of respondents agreed that the budget for the college libraries should be drawn from central library funds. On the other hand responses in Table 7.58 show that there is a considerable number who disagree. There is a similar pattern on the college library taking its budget from the college itself; 39.2% of respondents indicate agreement whereas 35.3% do not agree (Table 7.59).

Table 7.58

The college library budget and supplies should be from the central library

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	4	7.3	7.3	7.3
Agree	20	36.4	36.4	43.6
Undecided	10	18.2	18.2	61.8
Disagree	21	38.2	38.2	100.0
Strongly disagree	00	00.0	00.0	100.0
No Answer	00	00.0	missing	
Total	55			

Table 7.59

The college library budget should be from the college budget

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	3	5.5	5.9	5.9
Agree	17	30.9	33.3	39.2
Undecided	13	23.6	25.5	64.7
Disagree	14	25.5	27.5	92.2
Strongly disagree	4	7.3	7.8	100.0
No Answer	4	7.3	missing	
Total				

The responses to the 7th statement that the university library budget should be distributed among the university colleges are presented in Table 7.60. It is clear from the results that a large proportion of respondents disagree or strongly disagree with this statement (63.7%).

Table 7.60

The university library budget should be distributed among university colleges

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	7	12.7	12.7	12.7
Agree	7	12.7	12.7	25.5
Undecided	6	10.9	10.9	36.4
Disagree	15	27.3	27.3	63.6
Strongly disagree	20	36.4	36.4	100.0
No Answer	00	00.0	missing	
Total	55			

7.3.2.3 Branch library use and collection

The discussion under this heading is about what materials should be contained in the branch libraries, who should be permitted to use them, and their level of use.

The 8th statement asked should the college libraries contain only unique collections which are not available in the central library?. It can be seen (Table 7.61) that the responses of professional workers are very much (85.2%) in favour of the college libraries having only such unique materials.

Table 7.61

The college library should be for unique materials only

(which are not available in the central library)

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	11	20.0	20.4	20.4
Agree	35	63.6	64.8	85.2
Undecided	00	00.0	00.0	85.2
Disagree	8	14.5	14.8	100.0
Strongly disagree	00	00	00	100.0
No Answer	1	1.8	missing	
Total	55			

A similar question is whether the college libraries should contain only research materials. The views on the 9th statement are presented in Table 7.62. Here, again, it can be seen that a very high proportion (94.4%) of respondents are in favour of the statement.

Table 7.62

The college library should be for research materials only

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	17	30.9	32.1	32.1
Agree	16	29.1	30.2	62.3
Undecided	7	12.7	13.2	75.5
Disagree	13	23.6	24.5	100.0
Strongly disagree	00	00.0	00.0	100.0
No Answer	2	3.6	missing	
Total	55			

The next two tables are concerned with who should be allowed to use the college libraries. Table 7.63 contains the responses to the 11th statement 'the college library should be used only by members of the college it belongs to'. About half of the respondents (50.9%) agree that use should be limited to college members only, although quite a high number (34.5%) disagree.

Responses to the opposite statement, that the college libraries should be open to all library users in the university (statement 12), are shown in Table 7.64. A somewhat higher proportion of respondents (56.4%) agree to this statement than to the previous one.

Table 7.63

The college library should be used only by the members of the college it belongs to

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	7	12.7	12.7	12.7
Agree	21	38.2	38.2	50.9
Undecided	8	14.5	14.5	65.5
Disagree	19	34.5	34.5	100.0
Strongly disagree	00	00	00	100.0
No Answer	00	00	missing	
Total	55			

Table 7.64

The college library should be open to all library users in the university

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	16	29.1	29.1	29.1
Agree	15	27.3	27.3	56.4
Undecided	9	16.4	16.4	72.7
Disagree	11	20.0	20.0	92.7
Strongly disagree	4	7.3	7.3	100.0
No Answer	00	00	missing	
Total	55			

'The college library collections should be merged with the central library collections' is the 13th statement on which professional workers' opinions were obtained. The results are presented in Table 7.65.

Table 7.65

The college library collections should be merged with the central library collections

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	21	38.2	38.9	38.9
Agree	8	14.5	14.8	53.7
Undecided	3	5.5	5.6	59.3
Disagree	13	23.6	24.1	83.3
Strongly disagree	9	16.4	16.7	100.0
No Answer	1	1.8	missing	
Total	55			

The difference between the respondents who agree with the statement and those who disagree is not very great, 53.7% as against 40.8% respectively.

Because it is closer to the user, the college library may be used more than the central library this is the 21st statement. The responses to this proposition are shown in Table 7.66. Again, there is not a great difference between those respondents who agree (49%) and those who disagree (39.2%). Opinions on the issue of centralised versus decentralised university library systems are fairly evenly balanced.

Table 7.66

The college library will be more used than the central library because it is closer to the users

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	19	34.5	37.3	37.3
Agree	6	10.9	11.8	49.0
Undecided	6	10.9	11.8	60.8
Disagree	20	36.4	39.2	100.0
Strongly disagree	00	00.0	00.0	100.0
No Answer	4	7.3	missing	
Total	55			

7.3.2.4 Saudi university library system

In this section five types of university library system were examined in statements from 14 to 18 to see whether they are suitable for Saudi university libraries or not. The first type tested was the totally centralised library collection. The responses to this type were 65.5%

in agreement (Table 7.67). The responses to the system with divisional libraries with one central library building (Table 7.68) were less in agreement, but still quite high (60.4%).

Table 7.67

The best system for Saudi university libraries is a totally centralized collection

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	29	52.7	52.7	52.7
Agree	7	12.7	12.7	65.5
Undecided	00	00.0	00.0	65.5
Disagree	19	34.5	34.5	100.0
Strongly disagree	00	00.0	00.0	100.0
No Answer	00	00.0	missing	
Total	55			

Table 7.68

The best system for Saudi university libraries is a divisional library

(three or more divisions within one building)

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	8	14.5	15.1	15.1
Agree	24	43.6	45.3	60.4
Undecided	6	10.9	11.3	71.7
Disagree	12	21.8	22.6	94.3
Strongly disagree	3	5.5	5.7	100.0
No Answer	2	3.6	missing	
Total	55			

The next system examined for its suitability to Saudi university libraries was one with a graduate research library and an undergraduate library within one building (Table 7.69). This received the highest percentage of agreement from the respondents on library system types (67.3%).

Table 7.69

The best system for Saudi university libraries is a graduate research library and undergraduate library within one building

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	00	00.0	00.0	00.0
Agree	35	63.6	67.3	67.3
Undecided	00	00.0	00.0	67.3
Disagree	10	18.2	19.2	86.5
Strongly disagree	7	12.7	13.5	100.0
No Answer	3	5.5	missing	
Total	55			

A further type of system was that with divisional libraries in separate buildings. Views on this type of system are shown in Table 7.70, from which it can be seen that although there are more who agree with this type (46.3%), there is still a significant percentage with the opposite view (33.3%).

Table 7.70

The best system for Saudi university libraries is divisional libraries in several buildings

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	7	12.7	13.0	13.0
Agree	18	32.7	33.3	46.3
Undecided	11	20.0	20.4	66.7
Disagree	14	25.5	25.9	92.6
Strongly disagree	4	7.3	7.4	100.0
No Answer	1	1.8	missing	
Total	55			

Responses to the statement 'The best system for Saudi university libraries is one central library and several college libraries' (Table 7.71) showed that there was only 5.4% difference between the views for and against, the latter representing 50.9% of respondents. This shows that again here the views on this issue are quite evenly balanced.

Table 7.71

The best system for Saudi university libraries is one central library and several college libraries

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	25	45.5	45.5	45.5
Agree	00	00.0	00.0	45.5
Undecided	2	3.6	3.6	49.1
Disagree	24	43.6	43.6	92.7
Strongly disagree	5	7.3	7.3	100.0
No Answer	00	00.0	missing	
Total	55			

7.3.2.5 Central library

Under this heading several points related to the central library within the university library system are discussed. First, respondents' views on the 19th statement that the central library should maintain a union catalogue for all library collections in the university are examined and presented in Table 7.72. The results clearly show that there is not a single respondent among the professional workers who disagrees with this statement.

Table 7.72

The central library should maintain a union catalogue of all library collections in the university

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	33	60.0	60.0	60.0
Agree	22	40.0	40.0	100.0
Undecided	00	00.0	00.0	100.0
Disagree	00	00.0	00.0	100.0
Strongly disagree	00	00.0	00.0	100.0
No Answer	00	00.0	missing	
Total	55			

The next question considered is whether the college library collections are duplicated in the central library collection (statement number 20). In answer to this question a very high percentage (67.3%) of respondents agreed (Table 7.73).

Table 7.73

Most of the college library collections are duplicated within the central library collection

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	4	7.3	7.3	7.3
Agree	33	60.0	60.0	67.3
Undecided	3	5.5	5.5	72.7
Disagree	12	21.8	21.8	94.5
Strongly disagree	3	5.5	5.5	100.0
No Answer	00	00.0	missing	
Total	55			

The question of distance from users was applied to the central library as it was to the college libraries, but here the distance was long rather than short. The 22ed statement examined was 'The central library is little used because of the long distance from the users'. Responses to this statement are presented in Table 7.74, which shows that just over half (54.9%) of respondents disagree that central library use is affected by the long distance.

Table 7.74

The central library is little used because of the long distance from the users

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	2	3.6	3.9	3.9
Agree	18	32.7	35.3	39.2
Undecided	3	5.5	5.9	45.1
Disagree	28	50.9	54.9	100.0
Strongly disagree	00	00.0	00.0	100.0
No Answer	4	7.3	missing	
Total	55			

One of the problems faced by a central library is that (statement number 23) its collection could grow too large for the existing building and thus require more accommodation and money. The views of professional workers in Saudi universities were collected and examined and are presented in Table 7.75. It was found that 65.4% of respondents completely disagree that Saudi university libraries will face this problem.

Table 7.75

The central libraries in Saudi universities may grow into very large collections which will require more accommodation and money

View	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	00	00.0	00.0	00.0
Agree	14	25.5	26.9	26.9
Undecided	4	7.3	7.7	34.6
Disagree	26	47.3	50.0	84.6
Strongly disagree	8	14.5	15.4	100.0
No Answer	3	5.5	missing	
Total	55			

7.4 Conclusion

Several significant general conclusions can be drawn from this chapter. It appears that in most situations the central library gives more satisfaction to the user than does the college library. Even in some aspects such as library location (Table 7.1) where one would expect, as indeed many studies have stated, that the college libraries would provide satisfaction to more users, the central library still gained the wider approval.

In most aspects it can be seen that the rating score does not often reach very far above score 3, which indicates satisfactory. In a few aspects a score of 4 is reached, which indicates

good, but none approach anywhere near to score 5 (excellent). Thus, the overall response to all library features examined was again somewhat below the score of 4 (good) for both central and branch libraries.

Another topic of this chapter is the consideration of users' views on various features of Saudi university library systems. Here, as in many other studies, the views of the users in general are in favour of having their own college libraries (Tables 7.4.2 and 7.4.3). Contrary to this view, a large proportion of users said that their needs are provided for in the central rather than the college libraries.

It is interesting to note that a very high proportion of users would be happy for their college library to be open for use by the entire university community.

The final topic in this chapter is the assessment of professional workers' views on various questions regarding the university library system. On many questions opinion is fairly evenly balanced, especially on the question of whether the system should be decentralised.

On the question of library management, all of the professional respondents agreed with the statement that the library should be run by qualified librarians.

In considering college library administration, a greater number preferred that the college libraries should be run by the central library administration rather than by the colleges themselves. Similarly, somewhat more professional workers were in favour of drawing the college library budget from the central library.

A large proportion of professional workers preferred that the college library should have unique material which is not also available in the central library.

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Chapter 8

Summary, conclusions and recommendations

8.1 Summary

This study derives its importance from the fact that Saudi university libraries are experiencing certain problems as they operate. One of these is the university organisation in terms of centralization and decentralization, which has a major effect on the library service and resources. This issue creates many problems for university administrators and librarians.

The study examined the subject of centralization versus decentralization in selected Saudi university library systems. The present organisation of the library systems was discussed (Chapter 5), and this discussion confirmed that the libraries face many problems in operation, such as lack of professional librarians and insufficient independent budgets. Evidence for this was provided by a comparison with library standards, which revealed that in most aspects the standards were not attained (e.g. more than 100 further librarians are needed in KSU library to reach the standard).

Analysis of different aspects of both central and college library use was made and the results are presented and discussed in Chapter 6. Overall results show that greater use is made of the central libraries than the college libraries, even in KAU where there is the most decentralised system. The students were found overall to be more frequent users than the faculty, in both central and branch libraries.

Estimates of use by subject group showed that there was very little difference between such groups in respect of the central libraries, whereas in the use of branch libraries the Science and Engineering and Life Sciences groups showed greater use.

User satisfaction and views of both users and professional workers were ascertained, and the results presented and analysed in Chapter 7. A number of significant points were revealed, e.g. the central libraries in all the universities satisfied their users more than the college libraries.

The methodology used in this study was descriptive and analytical research, using three sets of questionnaires which were distributed among three different populations consisting of university library users, professional workers and chief librarians in all central and branch libraries in the three selected Saudi universities.

8.1.1 Summary of findings

The historical beginning of the university branch library was the establishment of seminar libraries in Germany. These libraries were for important reference materials to be used in the seminars. From this idea, such libraries spread to many universities, creating the issue of centralisation vs. decentralisation in university library systems. There are a number of advantages and disadvantages for both types of system. The most important advantage of a centralised system is that it is more economical, and of a decentralised system that library collections are closer to the user (1).

Investigation of the present condition and use of the Saudi university library systems revealed findings that can be summarized under four headings: library system, utilization, satisfaction and views.

A. Library system

(1) Most of the universities have other libraries as well as the central library within the university campus. KAU, with nine library branches, has the most decentralized library system.

(2) After study of the Saudi university libraries in comparison with library standards it was discovered that:

(a) There is a great shortage of professional librarians in the central libraries.

(b) The library collections in both central and branch libraries fall far short of the recommended standards.

(c) There is not enough finance available for the libraries and none of them has an independent budget.

(d) The library building area is mostly satisfactory, especially in central libraries.

(e) Only KSU central library provided the recommended number of seats; all other libraries, central and branch, fall very far short in meeting the number required by the recommended standards.

(3) The university library objectives are similar in all selected universities. This was expected since the vital goal of any academic institution library is to serve its community.

(4) The basic library services are provided by both central and branch libraries in Saudi universities. The average number of users coming to the central libraries is between 1,000 and 3,000, whereas in the branch libraries is between 40 to 600 users.

B. Utilization

(1) Saudi university libraries are used by students more than by faculty in both central and branch libraries.

(2) KFUPM has the highest percentage of use of the university libraries.

(3) "Do not need the library" was the most frequency reason for not using the university libraries.

(4) The central libraries were the types of library being used most. KFUPM central library had the highest percent of use among other central libraries, whereas the KAU central library had the lowest.

(5) The frequency of use was greater in the central libraries than in the branches. The central libraries were used on a daily and monthly basis, whereas the branches were on weekly and yearly basis.

(6) The length of visit in the central libraries was greater than that in the branches. About 60% of central library visitors spent between one to four hours in each visit, whereas 65% of branch library visitors spent less than one hour in each visit.

(7) The subject group most using the branch libraries was the Life Science Group. It was also the group who had the highest percent (33%) of spending one to four hours in the branch library.

(8) Quite naturally, one of the most frequently cited purposes for visiting central and branch libraries was to borrow material. The other most frequent purpose for visiting branch libraries was use of the clients' own material.

(9) Users borrowed more material from the central libraries than from the branch libraries, and also the central libraries achieved a higher score in providing this service.

(10) Life Science Group had the highest number of users borrowing materials from the branch libraries.

(11) Books and periodicals were the types of library material most used in both central and branch libraries.

(12) The periodical collections in the branch libraries were used more than those in the central libraries.

(13) The central libraries provided more materials from assigned reading lists than the branch libraries. KAU central library was the library providing less of these materials then other central libraries.

(14) A very high percentage of users did not know if there was any material that was available in branch libraries that was not available in the central libraries.

(15) Neither type of library has been the major meeting place for users with their colleagues.

C. Satisfaction

(1) The locations of both central and branch libraries were almost equally satisfying to users. KSA central library location had the lowest score in satisfying its users. However, the location of branch libraries in this university had the highest score among other universities.

(2) On the matter of library opening hours, the central libraries were more satisfying to the users than the branch libraries. The KFUPM central library opening hours had the highest score and the KAU branch libraries opening hours had the lowest.

(3) The users' views on the librarians' personality were quite similar for both central and branch libraries, but for professionalism the central librarians received wider approval. Librarians in the KFUPM central library received the highest score, on other hand the branch libraries in this university received the lowest score.

(4) For most aspects of library collections (books, periodicals, reference materials, etc.) the central libraries received higher satisfaction scores than the branch libraries.

(5) For non-book material neither type of library satisfied its users. However, the branch libraries received a slightly higher score in this respect than the central libraries.

(6) The central libraries scored more for on-line services than the branch libraries. KFUPM central library received the highest score for on-line services, whereas KAU central library received the lowest score.

(7) Central libraries were considered to provide better facilities and environment for the user.

(8) Overall the central libraries were regarded as superior in quality to the branch libraries. For all aspects of the central library KFUPM and KSU were considered better than KAU.

D. Views

(1) The users' views were more in favour of having branch libraries in science colleges than in arts colleges.

(2) Users were more in favour of a decentralised system than a centralized system.

(3) The users found that carrying out research was easier in branch libraries than in central libraries.

(4) Users thought that the branch libraries should be open to all members of the university community.

(5) It was in the professional workers' views that the branch library should not be managed by the college it serves, but by the central library.

(6) A very high proportion of professional workers thought that the branch library should be for unique materials which are not available in the central library.

(7) All professional workers thought that the central library should maintain a union catalogue of all library collections in the university.

(8) The views of the professional workers about the best system for Saudi university libraries were evenly balanced between centralised and decentralised systems.

8.2 Conclusions

In completion of this study, there are several conclusions which explicitly relate to the study's objectives and hypotheses that were introduced in Chapter 1. These conclusions are:

(1) Most of the works on the subject of centralization and decentralization in university library system are based on the views of librarians and specialists and not based on statistical methods of research. They state most the advantages and disadvantages of both type of systems along with very important recommendations such as the important of the participation of the branch librarian in the university library committee and the establishment of a cooperative acquisition programme to avoid unnecessary duplication. There was no study referring to Saudi Arabia as a case study [see Chapter 3]. This conclusion is the result of carrying out the first objective which was to review previous studies on the subject of centralization and decentralization in university library systems.

(2) The Saudi university library systems have a decentralized system where there is a central library together with a number of branch libraries. The university libraries overall are not achieving the recommended standards, in that there is a shortage of professional librarians, the size of collections falls below the recommended standards, and there is insufficient finance [see Tables 5.4, 5.8, 5.12, 5.14 and 5.16]. This conclusion is linked with the second objective, which was to discover the extent of centralization and decentralization in Saudi university library systems, along with the actual situation.

(3) The students were the greatest users of the university libraries. They used the libraries more frequently and for a greater length of time than the faculty. Borrowing library materials was the most frequent purpose for visiting the university libraries [see Tables 6.1, 6.9, 6.10 and 6.15 to 6.24]. This conclusion would fulfil the third objective which was to evaluate the level of usage of Saudi university libraries.

(4) It was clear that both central and branch libraries in Saudi universities did not reach a score of excellent in satisfying their users. In most aspects, the rating scores were between 3 and 4 which indicates between satisfactory and good [see Tables 7.1 to 7.37]. This conclusion would cover the fourth objective which was to evaluate the user satisfaction with the present Saudi university library systems.

(5) It is concluded that the university can not achieve a high use of its library resources by having a decentralized system. For instance, the decentralized library system at KAU was less utilized than the centralized library system at KFUPM [see Tables 6.2 6.6, 6.11, 6.12, 6.16, 6.17, 6.35 and 6.36]. This would prove the first hypothesis which was " a decentralized library system does not achieve a high utilization of library resources".

(6) The central libraries did satisfy the users in most of the library's services, whereas the branch libraries did not satisfy the users in most situations more than the central libraries, even in the matter of convenience of location, which is considered to be a feature of greater advantage to the users [see Tables 7.1 to 7.37]. This agrees with the second hypothesis which was "a decentralized library system does not increase users' satisfaction with the library".

(7) The branch libraries in Saudi universities are used more by the students than by the faculty [see Tables 6.5, 6.10, 6.21 and 6.34]. This would prove the third hypothesis which was "use of branch and college libraries differs according to types of user (faculty and students)".

(8) The subject groups show a significant difference in use of branch libraries, where Science and Engineering and Life Science groups use their branch libraries more than other groups [see Tables 6.7, 6.18 and 6.38]. This agrees with the fourth hypothesis which was "use of branch and college libraries differs according to types of user from different subject groups".

(9) The college libraries in Saudi universities did not provide any services which the central libraries do not provide. For example in KAU a very high percentage of the respondents answered "no" or they "do not know" if the branch libraries provide services that are not available at the central library [see Tables 6.39 to 6.45].This does not agree with the fifth hypothesis which was "branch and college libraries in universities have emerged to meet a need that the central library could not meet".

(10) The use of central libraries in Saudi universities was effected by the number of branch libraries in the university campus. The central library at KAU, with the most decentralized system, was less used than the central libraries at KFUPM and KSU [see Tables 6.11, 6.16 and 6.35]. This agrees with the sixth hypothesis which was "the use of the central library is affected by the number of branch and college libraries in the university campus".

8.3 Recommendations

It was found that it is impossible to formulate a fixed frame model for all universities in the country (2), because each university has its own different characteristics. However, what is feasible is to propose recommendations which would assist each university to formulate its own model.

The recommendations are based on the investigation and findings on the present conditions and use of the Saudi university libraries. These recommendations are divided into two groups. The first group has general recommendations for the university library systems. The second group has specific recommendations focusing on the study issues of centralization and decentralization.

8.3.1. General recommendations

(1) The absence of official standards for Saudi libraries in general and the university libraries in particular causes lack of direction towards achieving clear goals. Therefore, Saudi universities should work out standards for their libraries and also implement such standards so that the libraries can review their development in the light of these standards.

(2) The lack of a national library association is one reason for the absence of standards and also for the poor national planning and coordination on library matters. Establishment of such an association is strongly recommended.

(3) Because of the importance of the library budget, which influences all library services and operations, each library should have its own yearly independent

budget. This would greatly assist in planning and development by the libraries [conclusion 2].

(4) Another recommendation, based on extensive user requests, and on the results of comparison with standards, is for a considerable expansion in the stocks of books and periodicals [conclusion 2].

(5) Because of the large shortfall in professional library staff as compared with the chosen standards for this study [Isa's proposed standards for university libraries in Saudi and ACRL standards for college libraries], it is recommended that further staff be appointed and more training opportunities be implemented [conclusion 2].

(6) Extension of both photocopying services and opening hours in the libraries are major requests by users, and this is confirmed by the results of the user satisfaction study. Therefore, development in both these areas is recommended for the university libraries [conclusion 4].

8.3.2 Specific recommendations

After reviewing the situation of Saudi university library systems and the use, satisfaction and opinions of their users, in respect of the issue of centralization and decentralization, a number of recommended actions are proposed below.

A: Primary recommendations

(1) Decentralized library systems are more justified in universities with very large and strong collections, but are difficult to apply with small and weak collections and where there is no effective means of coordination among the libraries within the

university. Therefore, a centralized system seems to be more appropriate for the Saudi university libraries, as they have collections smaller than standard and have problems of coordination [conclusion 5, 6 and 10].

(2) Each university should review its own system, taking into account its differences from the others, such as size of campus. Based on this review, a framework should be formulated by each university for itself [conclusion 2].

(3) The usual reason for establishment of branch libraries is to provide a unique service and for facilities and materials to be closer to the users. However, in the findings of this study the branch libraries did not appear to be used differently from the central library or to provide unique services. Even on the question of location, the central libraries found more favour with users than the branch libraries. Therefore, it is recommended that the situation of each branch library should be reviewed in order to decide whether it should either be closed (with stock being transferred to the central library) or improved to provide appropriate service [conclusion 9].

B. Secondary recommendations

If the decision has been taken to retain or set up a decentralized system, the following recommendations should be taken into account.

(1) Before establishing any new branch library on the campus, a study should be carried out to determine :

a. the real need for opening a new branch,

b. the availability of financial resources,

c. the characteristics of the community to be served and their academic and research activities. [conclusion 2, 3 and 7]

(2) From the study the Science and Engineering and Life Science subject groups, it is likely that these groups would have the greatest need of a college library. On the other hand, most of the science, engineering and medical materials are usually used by those who are specialists in these subjects. Therefore, colleges within these subject areas should be given greater consideration than others in their branch library needs [conclusion 8].

(3) In Saudi universities, the Dean of Library Affairs, , should have responsibility and control over all the libraries within the university. Branch libraries should not operate independently of the overall system. This would let the branch libraries gain attention from the top library administration in the university and make the branches more a part of the university library system.

(4) All college librarians should be appointed by the Dean of Library Affairs in the university. He should also determine their responsibilities.

(5) Each university should have a library committee consisting of a number of librarians from the central library and all the chief librarians in the branch libraries. The committee should meet regularly to discuss matters of concern to all libraries. This would keep the development of all university libraries, including the branch libraries, within overall library progress [conclusion 1].

(6) Selection of materials for the college libraries should be the responsibility of college librarians; however, to avoid unnecessary duplication, all acquisitions for the branch libraries should be made through the central library. For this purpose a programme for cooperative acquisitions should be established in any university with more than one library [conclusion 1].

(7) A union catalogue for all library holdings should be established in the central library. If this catalogue were to be computerized then the online public access catalogue (OPAC) could be available not only in the central library, but access to it could be made through terminals at all the branch libraries in the campus. Such an online catalogue would enable users to know what is available in any library in the university [conclusion 9].

(8) To avoid unnecessary demand for establishing branch libraries, the central library should work to improve its coverage of specific needs of its community (longer library hours, more liberal loan policy, faster reference service, etc.) [conclusion 4].

(9) All libraries in the university campus should be open to all members of the university, and not restricted to particular users, such as their own college members. That would ensure an equality of services to all university community members and would increase the utilization of the library resources [conclusion 5].

(10) Both central and college libraries should make users aware of all services, especially unusual ones, such as availability of any local databases, or access to international networks in order to maximise use of library services [conclusion 9].

(11) Especially in cases where decentralization may be a consideration, there is need for a very careful library policy in order to avoid unnecessary duplication of library materials and the need for extra staff [conclusion 1].

(12) In respect of decentralized systems, branch libraries should provide a service of the same standard as in the central library, librarian quality, library services with the

use of information technology in carry out the library functions such as circulation library materials in the library, etc. [conclusion 6].

(13) The central library should take the lead role in implementation of any automated systems not only for its own use, but also in the branch libraries, in order to have a uniformity of IT policy in the entire university library system and also to avoid the unnecessary duplication or incompatibility in development of automated systems.[conclusion 1].

(14) The primary line management of college libraries should be to the central library. The role of the Deanship in college library management should be discussed and agreed with the central library. Agreement on the consultative role of the Deanship in college library management would avoid the problem conflict of authority.

(15) The faculty should be involved in college library collection development because they know what materials are most needed for teaching and research [conclusion 7].

8.4 Recommendations for further studies

(1) Study of the relationship between the location of the central library and the level of its usage would be a useful investigation. It would help to know if the users in Saudi universities have difficulty with the locations of their central libraries, thus making them demand branch libraries.

(2) Study is needed to determine the influence of the curriculum and methods of teaching in the Saudi universities on the use of their libraries. This would indicate if there are any special services required which can be provide only by the college or branch libraries.

(3) There is a need for examination of how the five year plans intended to benefit the university libraries and what benefits were actually realised. That would help in providing outlines for future planning.

(4) Study should be made to determine standards for college libraries, with specific proposals for the Saudi context. This would help the college libraries to operate within specific guidelines.

(5) Four of the Saudi universities admit females for undergraduate and graduate studies, as the university campuses are divided by sex. Owing to the difficulty of access to the female campuses by a male researcher, this study has only referred to male campuses. Therefore, a similar study of female campus libraries should be carried out and the results compared with those found on male campuses, thus providing a complete overall picture of centralization and decentralization of university library system in Saudi Arabia.

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Appendix 1

QUESTIONNAIRE (1)

Users attitude toward university library systems

1. English version

2. Arabic version

QUESTIONNAIRE (1)

USERS ATTITUDE TOWARD UNIVERSITY LIBRARY SYSTEMS

Dear Sir

This survey will indicate your personal feelings about the libraries and their services in your University as well as provide information concerning the services and organisation in terms of centralized or decentralized in Saudi University library systems. The data gathered will be treated and used for doctoral research purposes. It is hoped that the findings will help to serve you better.

Please kindly complete the attached questionnaire with due attention to your answers. It should not take you more than ten minutes to complete.. I would emphasise that there is no need to write your name when you complete this questionnaire. Please return your responses as soon as possible within one week to the circulation desk at your college library or at the central library.

I would like to thank you for your cooperation, and to assure you of the confidentiality of your answers.

Thank you very much.

Yours sincerely

Mishan Al-Otaibi

Researchers Use Only | | | | | | | | | |

Coll. Field Code No.

What is your college .....

What is your major field .....

- In this survey, please tick the appropriate box ☐ which is the best answer for you.

Q.1 What is your academic status? (Tick one only)

- Undergraduate student, First level ☐
- Undergraduate student, Second level ☐
- Undergraduate student, Third level ☐
- Undergraduate student, Fourth level ☐
- Postgraduate student (Master) ☐
- Postgraduate student (Ph.D) ☐
- Assistant Lecturer ☐
- Lecturer (inc. Senior, Prof.) ☐
- Researcher (name the centre .....) ☐
- Other (specify) ..... ☐

Q.2 Do you use any of the libraries of the University?

- Yes (Go to Q.3) ☐
- No ☐

If the answer is "no" why do you not use the library?:
(can tick several)

- Do not need it ☐

- It is not useful ☐

- Do not know how to use it ☐

- Do not know where it is ☐

- Other (specify) ..... ☐

(If you answer "No" but have used the libraries on previous occasions, please try to answer the following questions on your previous knowledge)

Q.3 Which libraries do you use most often? (can tick several)

- Central library ☐

- Your college library ☐

- Other college library in the University - which college ..... ☐

- Public library ☐

- Private Personal library ☐

- Other (specify) ..... ☐

Q.4 Why do you go to the library? (can tick several)

	Central Library	College Library
- To study my own materials	☐	☐
- To borrow books	☐	☐
- To On-Line Search	☐	☐
- To photocopy	☐	☐
- To ask the Librarian for information	☐	☐
- To read recreational materials	☐	☐
- To see friends	☐	☐
- Other (specify)	☐	☐

Q.5 How often do you visit the library?

	Central Library	College Library
- Almost every day	☐	☐
- Almost every week	☐	☐
- Almost every month	☐	☐
- At least once a year	☐	☐

Q.6 On average how many items do you borrow from the library during one semester. (If unknown, please estimate, and state it is an estimate).

	Central Library	College Library
- None	☐	☐
- 1-5 items	☐	☐
- 6-10 items	☐	☐
- more than 10 items	☐	☐

Q.7 Are there any materials or services at your college library not available in the central library?

- Yes ☐
- No ☐
- Don't know ☐

If so, could you say what they are .....

Q.8 Do you need to use materials in other fields related to your major field?

- Yes ☐
- No ☐
- Don't know ☐

If the answer is "Yes" please list other fields of materials you need:

(1) ..... ☐

(2) ..... ☐

(3) ..... ☐

Q.9 Which library material do you use when you visit the library? (can tick several)

	Central Library	College Library
- Books	☐	☐
- Periodicals (in the field)	☐	☐
- Reference collection	☐	☐
- Government Publication	☐	☐
- Non-books materials (map, microform, film, etc)	☐	☐
- Reserve collection	☐	☐
- Newspapers	☐	☐

Q.10 How often do you find the assigned reading materials available in the library? (Tick one box in each library category)

	Central Library	College Library
- Very often	☐	☐
- Often	☐	☐

- Sometimes ☐ ☐
- Rarely ☐ ☐
- Never ☐ ☐

Q.11 What is the average length of your visit to the library?

	Central Library	College Library
- Less than one hour	☐	☐
- 1-4 hours	☐	☐
- 5-8 hours	☐	☐
- more than 8 hours	☐	☐

Q.12 If you are a member of the academic staff do you ask your students to use the library?

- Yes ☐
- No ☐

If the answer is "Yes" how often do you?

	Central Library	College Library
- Very often	☐	☐
- Often	☐	☐
- Sometimes	☐	☐
- Rarely	☐	☐
- Never	☐	☐

Q.13 Do you need to meet faculty and students in your major field?

- Yes ☐
- No ☐
- Not sure ☐

If the answer is "Yes" where do you meet them?
(can tick several)

- At the central library ☐
- At the college library ☐
- At the department ☐
- At the classes ☐
- Other place (specify) ..... ☐

Q.14 How often do you find the library closed when you need to use it?

	Central Library	College Library
- Very often	☐	☐
- Often	☐	☐
- Sometimes	☐	☐
- Rarely	☐	☐
- Never	☐	☐
- Not sure	☐	☐

Q.15 Please read each statement below and indicate the extent which best expresses your personal feeling by circling one of the numbers, e.g. Circling number (1) means Excellent; (2) means Good; (3) means Satisfactory; (4) means Poor; (5) means Unsatisfactory. In both sections, central library and college library section.

For example:

1 2 3 4 5 | Excell-ent | Good | Satis-factory | Poor | Unsatis-factory | Excell-ent | Good | Satis-factory | Poor | Uns fac

1 2 3 4 5 X 1 2 3 4 5

	The Statement	Central Library					College Library				
1.	The library's location to you.	1	2	3	4	5	1	2	3	4	5
2.	Library opening hours	1	2	3	4	5	1	2	3	4	5
3.	Librarians personality	1	2	3	4	5	1	2	3	4	5
4.	Librarian help and cooperation	1	2	3	4	5	1	2	3	4	5
5.	Card catalogue	1	2	3	4	5	1	2	3	4	5
6.	Reference collection	1	2	3	4	5	1	2	3	4	5
7.	Collection in your major field	1	2	3	4	5	1	2	3	4	5
8.	On-line service	1	2	3	4	5	1	2	3	4	5
9.	Library collection	1	2	3	4	5	1	2	3	4	5
10.	Periodicals collection	1	2	3	4	5	1	2	3	4	5
11.	Government publication	1	2	3	4	5	1	2	3	4	5
12.	Non-book materials (map, charts, tapes, microform, etc.)	1	2	3	4	5	1	2	3	4	5
13.	Recreational material (fiction, sport)	1	2	3	4	5	1	2	3	4	5
14.	Photocopy services	1	2	3	4	5	1	2	3	4	5
15.	Borrowing library materials	1	2	3	4	5	1	2	3	4	5
16.	Inter library loan	1	2	3	4	5	1	2	3	4	5
17.	Seats and desks in library	1	2	3	4	5	1	2	3	4	5
18.	Quietness inside library	1	2	3	4	5	1	2	3	4	5
19.	Library lighting	1	2	3	4	5	1	2	3	4	5
20.	Heating and air conditioning in the library	1	2	3	4	5	1	2	3	4	5

Q.16 Please read each statement below carefully and indicate the extent to which you agree or disagree with the statement by circling one of the following numbers. Circling (1) means you Strongly Agree; (2) means Agree; (3) means Undecided; (4) means Disagree; and (5) means Strong Disagree.

For example:

1 2 3 4 5

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	2	3	4	5

	The Statement					
1.	The University should have only one central library and no college libraries	1	2	3	4	5
2.	Each college should have its own library	1	2	3	4	5
3.	All science colleges should have their own libraries	1	2	3	4	5
4.	All art and humanities colleges should have their own libraries	1	2	3	4	5
5.	The University central library provides all my needs	1	2	3	4	5
6.	Only the college library can provide my needs	1	2	3	4	5
7.	The central library collection is too big for me to locate easily any item	1	2	3	4	5
8.	Researching in central library is easier than researching in college library	1	2	3	4	5
9.	Researching in college library is easier than researching in central library	1	2	3	4	5
10.	The college library should be open to all library users of the University	1	2	3	4	5
11.	The college library should be for faculty only	1	2	3	4	5
12.	The college library should be for students only	1	2	3	4	5

Q.17 On this page, please feel free to comment and suggest any necessary changes regarding the library and their services:

- for Central Library

- for College Library

- Other

Thank you very much

بسم الله الرحمن الرحيم

استبيان رقم (١)

إتجاهات مستخدمي المكتبة/القراء نحو أنظمه المكتبات الجامعية

سعادة المكرم ...

تحية طيبة وبعد :-

هذا الاستقصاء سيبين آرائك الشخصية في المكتبات وخدماتها في جامعتك ، كما سيقدم لنا معلومات بخصوص هذه الخدمات وتنظيمها من حيث تطبيق المركزية أو اللامركزية في مكتبات الجامعات السعودية . وسوف تستخدم المعلومات التي يتم جمعها من هذا الاستبيان بعد معالجتها ، في إجراء بحث لنيل درجة الدكتوراه . والامل معقود علي أن تسهم نتائج هذا البحث في تحسين الخدمات التي تقدم لك .

أرجو التفضل بتعبئة الاستبيان المرفق بدقة والذي لن يستغرق من وقتكم أكثر من عشر دقائق . ولاداعي لذكر الاسم . مع رجاء تسليم الاستبيان لخدمات الاعارة في مكتبة كليتكم أو في المكتبة المركزية وذلك خلال أسبوع من تاريخه .

ومع شكري وتقديري الخالص لتعاونكم أود أن أؤكد لكم حرصي علي المحافظة علي سرية إجاباتكم .

شكرا جزيلا لتعاونكم ....

الباحث

مشعان العتيبي

لاستعمال الباحث فقط

الرقم الرمزي	التخصص	الكلية

- اسم الكلية : _____
- مجال التخصص: _____

يرجى وضع علامة ✓ بين القوسين أمام الاجابة المناسبة التي تتفق ورأيك

س ١ - ما هو مستواك الدراسي (يرجى التأشير أمام عبارة واحدة فقط)

( ) طالب بالمرحلة الجامعية الاولى السنة الاولى
( ) طالب بالمرحلة الجامعية الاولى السنة الثانية
( ) طالب بالمرحلة الجامعية الاولى السنة الثالثة
( ) طالب بالمرحلة الجامعية الاولى السنة الرابعة

( ) طالب دراسات عليا (ماجستير)
( ) طالب دراسات عليا (دكتوراه)
( ) محاضر/معيد
( ) استاذ ، مدرس
( ) باحث (اذكر اسم المركز .....)
( ) وظيفة أخرى (حدد) .....

س ٢ - هل تستخدم أيا من مكتبات الجامعة ؟

( ) نعـــم
( ) لا

اذا كان الجواب "لا" ، فلماذا لاتستخدم المكتبة ؟

(يمكن التأشير أمام أكثر من سبب) :

( ) لا أحتاج اليها

( ) ليست لها فائدة

( ) لا أعرف كيف أستخدمها

( ) لا أعرف مكانها

( ) سبب آخر (حدد) .....

(اذا كان الجواب "لا" ولكنك استخدمت المكتبات في مناسبات سابقة يرجى الاجابة عن الاسئلة التالية بناء علي معلوماتك السابقة)

س ٣ - ما هي المكتبات التي يكثر ترددك عليها/استعمالك لها؟(يمكن التأشير أمام عدة مكتبات)

( ) المكتبة المركزية

( ) مكتبة كليتك

( ) مكتبة كلية أخرى بالجامعة . أي كلية .....

( ) مكتبة عامة

( ) مكتبة خاصة

( ) مكتبة أخرى (حدد) .....

س ٤ ـ لماذا تذهب الي المكتبة ؟ (يمكن التأشير أمام عدة أسباب)

المكتبة المركزية	مكتبة الكلية	
( )	( )	الدراسة بالمواد الخاصة بي
( )	( )	لاستعارة كتب
( )	( )	لاجراء بحث بالاتصال المباشر بقواعد المعلومات
( )	( )	لتصوير بعض المواد
( )	( )	لطلب معلومات من أمين المكتبة
( )	( )	لقراءة مواد ترويحية
( )	( )	لمقابلة الاصدقاء
( )	( )	لاسباب أخرى (حدد فضلا) .....

س ٥ ـ ما مدى ترددك علي المكتبة ؟

المكتبة المركزية	مكتبة الكلية	
( )	( )	كل يوم تقريبا
( )	( )	كل أسبوع تقريبا
( )	( )	كل شهر تقريبا
( )	( )	مرة في السنة علي الاقل

س ٦ - كم كتابا تستعيرها في المتوسط خلال الفصل الدراسي ؟ (إذا لم تعرف العدد بالتحديد يرجى تقدير العدد)

المكتبة المركزية	مكتبة الكلية	
( )	( )	لاشيء
( )	( )	١ - ٥ كتب
( )	( )	٦ - ١٠ كتب
( )	( )	اكثر من ١٠ كتب

س ٧ - هل توجد في مكتبة كليتك مواد لاتتوافر في المكتبة المركزية ؟

( ) نعم

( ) لا

( ) لا أعرف

إذا كان الجواب بالايجاب ، يرجى ذكر تحديد هذه المواد .....

.....

س ٨ - هل تحتاج إلى قراءة مواد في مجالات أخرى ذات علاقة بتخصصك الرئيسي ؟

( ) نعم

( ) لا

( ) لا أعرف

(إذا كان الجواب "نعم" ، يرجى تحديد المجالات الاخرى للمواد التي تحتاجها):

(١)

(٢)

(٣)

س ٩ - ما هي المواد التي تستخدمها عند زيارتك للمكتبة ؟ (يمكن التأشير أمام أكثر من مادة):

المكتبة المركزية	مكتبة الكلية	
( )	( )	الكتب
( )	( )	الدوريات (في مجال تخصصي)
( )	( )	الكتب المرجعية
( )	( )	المطبوعات الحكومية
( )	( )	مواد أخرى غير الكتب (خرائط ، ميكروفيلم أفلام ...الخ)
( )	( )	الكتب المحجوزة
( )	( )	الصحف

س ١٠- ما مدى توافر المواد المطلوب قراءتها في المكتبة ؟(ضع علامة واحدة في كل مكتبة):

المكتبة المركزية	مكتبة الكلية	
( )	( )	كثيرا جدا

( )	( )	كثيرا
( )	( )	أحيانا
( )	( )	نادرا
( )	( )	مطلقا
( )	( )	غير متأكد

س ١١- ما هو متوسط المدة التي تقضيها في المكتبة في كل زيارة ؟

المكتبة المركزية	مكتبة الكلية	
( )	( )	أقل من ساعة
( )	( )	١ - ٤ ساعات
( )	( )	٥ - ٨ ساعات
( )	( )	أكثر من ٨ ساعات

س ١٢- اذا كنت من أعضاء هيئة التدريس ، فهل تطلب من طلابك استخدام المكتبة ؟

( ) نعم

( ) لا

اذا كان الجواب "نعم" ، فكم مرة تطلب منهم ذلك :

المكتبة المركزية	مكتبة الكلية	
( )	( )	كثيرا جدا
( )	( )	كثيرا
( )	( )	أحيانا
( )	( )	نادرا
( )	( )	مطلقا

س ١٣- هل تحتاج الي لقاء الاساتذة والطلاب في تخصصك الدراسي ؟

( ) نعم

( ) لا

( ) غير متأكد

إذا كان الجواب "نعم" ، فأين تلتقي بهم؟(يمكن التأشير أمام أكثر من مكان):

( ) في المكتبة المركزية

( ) في مكتبة الكلية

( ) في القسم

( ) في قاعات الدراسة

( ) مكان آخر (برجاء تحديدة) .....

س ١٤- هل يحدث أن تجد المكتبة مغلقة عندما تحتاج الي استخدامها ؟

المكتبة المركزية	مكتبة الكلية	
( )	( )	كثيرا جدا
( )	( )	في أحيان كثيرة
( )	( )	أحيانا
( )	( )	نادرا
( )	( )	مطلقا
( )	( )	غير متأكد

س ١٥- يرجى قراءة كل عبارة من العبارات التالية وإبداء رأيك فيها بوضع دائرة حول الرقم الذي يرمز الي الرأي الذي تراه مناسب من بين التقديرات الاتية :

الرقم (١) معناه ممتاز
" (٢) " جيد
" (٣) " مقبول
" (٤) " غير مرضي
" (٥) " سيء

برجاء التأشير في كلا القسمين : المكتبة المركزية ، ومكتبة الكلية .

العبارة	المكتبة المركزية	مكتبة الكلية
١ - موقع المكتبة بالنسبة لك	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٢ - ساعات عمل المكتبة	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥

	المكتبة المركزية	مكتبة الكلية
٣ ـ شخصية أمين المكتبة	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٤ ـ مساعدة أمين المكتبة وتعاونه	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٥ ـ فهرس البطاقات	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٦ ـ مجموعة المراجع	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٧ ـ مجموعة المواد في مجال تخصصك	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٨ ـ خدمة الاتصال المباشر بقواعد المعلومات	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٩ ـ مجموعة المكتبة	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
١٠ـ مجموعة الدوريات	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
١١ـ المطبوعات الحكومية	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
١٢ـ المواد غير المكتوبة (خرائط رسومات بيانية ، أشرطـــــة ، مكيورفيلم ، فيلم ..الخ)	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
١٣ـ المواد الترويحية (روايات ، رياضة)	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
١٤ـ خدمات التصوير	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
١٥ـ استعارة مواد من المكتبة	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
١٦ـ الاعارة فيما بين المكتبات	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
١٧ـ المقاعد وطاولات القراءة والكتابة في المكتبة	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
١٨ـ الهدوء داخل المكتبة	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
١٩ـ الاضاءة في المكتبة	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٢٠ـ التدفئة وتكييف الهواء في المكتبـــة	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥

س ١٦- يرجى قراءة كل عبارة من العبارات الاتية بدقة وبيان مدى موافقتك أو عدم موافقتك علي العبارة بوضع دائرة حول الرقم الذي يرمز الي رأيك من بين الارقام الاتية :

الرقم (١) معناه موافق بشدة

" (٢) " موافق

" (٣) " غير متأكد

" (٤) " غير موافق

" (٥) " غير موافق بشدة

العبارة					
١ - يجب أن توجد في الجامعة مكتبة مركزية واحدة والا توجد مكتبات في الكليات	١	٢	٣	٤	٥
٢ - يجب أن يوجد في كل كلية مكتبة خاصة بها	١	٢	٣	٤	٥
٣ - جميع الكليات العلمية يجب أن تكون لها مكتبات خاصة بها	١	٢	٣	٤	٥
٤ - جميع الكليات النظرية/كليات الاداب والعلوم الانسانية يجب أن توجد بها مكتبات خاصة بها	١	٢	٣	٤	٥
٥ - المكتبة المركزية بالجامعة توفر جميع احتياجاتي	١	٢	٣	٤	٥

٦ – ان مكتبة الكلية وحدها هي التي توفر احتياجاتي ١ ٢ ٣ ٤ ٥

٧ – مجموعة المكتبة المركزية كبيرة جدا بحيث لايمكنني تحديد موضع أية مادة بسهولة ١ ٢ ٣ ٤ ٥

٨ – البحث في المكتبة المركزية أسهل من البحث في مكتبة الكلية ١ ٢ ٣ ٤ ٥

٩ – البحث في مكتبة الكلية أسهل من البحث في المكتبة المركزية ١ ٢ ٣ ٤ ٥

١٠– يجب أن تكون مكتبة الكلية مفتوحة لجميع مستخدمي المكتبات في الجامعة ١ ٢ ٣ ٤ ٥

١١– يجب أن تكون مكتبة الكلية مقصورة علي الاساتذة فقط ١ ٢ ٣ ٤ ٥

١٢– يجب أن تكون مكتبة الكلية مقصورة علي الطلبة فقط ١ ٢ ٣ ٤ ٥

س ١٧- يرجى أن تكتب في هذه الصفحة أية ملاحظات واقتراح أي تعديلات تراها ضرورية فيما يتعلق بالمكتبات وخدماتها :

بالنسبة للمكتبة المركزية :

بالنسبة لمكتبة الكلية :

بالنسبة لمكتبات أخرى :

شكرا جزيلا علي كريم تعاونكم .

Appendix 2

QUESTIONNAIRE (2)

Attitudes towars Centrlaization/Decentralization in Saudi University library Systems

1. English version

2. Arabic version

QUESTIONNAIRE (2)

ATTITUDES TOWARD CENTRALIZATION/DECENTRALIZATION IN SAUDI UNIVERSITY LIBRARY SYSTEMS

Dear Sir

I am a doctoral student undertaking research into factors affecting resource allocation and especially centralization and decentralization in Saudi university library systems. I wish to know about the perception of the managers and would be very grateful if you could spare five minutes of your time to complete this short questionnaire.

So would you please, complete the attached questionnaire with appropriate attention to your answers. There is no need to write your name.

I will collect the questionnaire in one week.

Thank you very much.

Yours sincerely

Mishan Al-Otaibi

Researcher Use Only | | | Code No.

Please read each statement below carefully and indicate the extent to which you agree or disagree with the statement by circling one of the numbers. Circling number (1) means you Strongly Agree; (2) means you Agree; (3) means you are Undecided; (4) means you Disagree; and (5) means you Strongly Disagree.

For example:

1 2 3 4 5

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
	1	2	3	4	5
Statements					
1. Colleges should have separate libraries	1	2	3	4	5
2. College library should be managed by the college IT services	1	2	3	4	5
3. College library should be managed by the central library	1	2	3	4	5
4. College library should be managed by the college faculty	1	2	3	4	5
5. College library budget and supplies should be from the central library budget	1	2	3	4	5
6. College library budget and supplies should be from the college budget	1	2	3	4	5
7. The University library budget should be distributed among University colleges	1	2	3	4	5
8. College library should be for unique materials only (not available in central library)	1	2	3	4	5
9. College library should be for research materials only	1	2	3	4	5
10. College library should be run by professional librarian	1	2	3	4	5
11. College library should be used by members (faculty and students) of the college it belongs to	1	2	3	4	5
12. College library should be opened to all library users in the University	1	2	3	4	5
13. College library collections should be merged with the central library and any economies used to buy more materials	1	2	3	4	5

		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
		1	2	3	4	5
14.	The best system for Saudi universities is a totally centralized collection, one library, one building, one classification sequence	1	2	3	4	5
15.	The best system for Saudi universities is a divisional library - one building, three or more divisions within the building (humanities, social sciences...)	1	2	3	4	5
16.	The best system for Saudi universities is a graduate research library for faculty and graduate students, and undergraduate library, both contained within one building	1	2	3	4	5
17.	The best system for Saudi universities is divisional libraries each one having humanities, social sciences, etc. - several buildings	1	2	3	4	5
18.	The best system for Saudi universities is one central library and several or many college libraries	1	2	3	4	5
19.	The central library should maintain a Union catalogue of holding of all the library collections, central library, college and research centre libraries in University systems	1	2	3	4	5
20.	Most of college library collections are duplicated with the central library collection	1	2	3	4	5
21.	College library will be used more frequently because it is closer to the faculty and students	1	2	3	4	5
22.	The central library is little used because of the long distance between the academic units and the library	1	2	3	4	5
23.	The central libraries in Saudi universities may grow into very large collections which will require more accommodation and in turn will cost disproportionately high levels of money	1	2	3	4	5

Please, any comments or suggestions on Centralization, Decentralization of Saudi University Library system. Please feel free to write your opinion on this page:

Thank you.

بسم الله الرحمن الرحيم

إستبيان رقم (٢)

الاتجاهات إزاء المركزية واللامركزية في أنظمة المكتبات بالجامعات السعودية

سعادة المكرم

تحية طيبة وبعد :-

في إطار دراستي لدرجة الدكتوراة أقوم بإجراء بحث في العوامل المؤثرة علي توزيع مقتنيات المكتبات بالجامعات السعودية خاصة ما يتصل بالمركزية واللامركزية في توزيع مجموعاتها وأرغب في استطلاع آراء المسئولين في الجامعة في هذا الصدد .

وسأكون شاكرا وممتنا لو تفضلتم علي بدفع دقائق من وقتكم الثمين لتعبئه هذا الاستبيان القصير .

فأرجو التكرم بتعبئة الاستبيان المرفق بعناية ولاداعي لذكر الاسم .

وسوف أقوم باستلام الاستبيان خلال أسبوع .

شاكرا لكم كريم تعاونكم .

الباحث

مشعان العتيبي

لاستعمال الباحث فقط	رقم الرمز الاحصائي

فضلا قراءة كل عبارة من العبارات الواردة أدناه بدقة وبين مدى موافقتك أو عدم موافقتك علي العبارة بوضع دائرة حول أحد الارقام التالية :

الرقم (١) معناه : موافق بشدة

" (٢) " : موافق

" (٣) " : غير متأكد

" (٤) " : غير موافق

" (٥) " : غير موافق مطلقا

العبارة	موافق بشدة	موافق	غير متأكد	غير موافق	غير موافق بشدة
	١	٢	٣	٤	٥
١ – يجب أن يكون للكليات مكتبات مستقلة	١	٢	٣	٤	٥
٢ – يجب أن تتم ادارة مكتبة الكلية بواسطة الكلية التي تخدمها	١	٢	٣	٤	٥
٣ – يجب أن تتم ادارة مكتبة الكلية بواسطة المكتبة المركزية	١	٢	٣	٤	٥
٤ – يجب أن تتم ادارة مكتبة الكلية بواسطة أساتذة الكلية	١	٢	٣	٤	٥
٥ – يجب أن تكون ميزانية مكتبة الكلية ولوازمها ضمن ميزانية المكتبة المركزية	١	٢	٣	٤	٥
٦ – يجب أن تكون ميزانية مكتبة الكلية ولوازمها ضمن ميزانية الكلية	١	٢	٣	٤	٥

العبارة	موافق بشدة	موافق	غير متأكد	غير موافق	غير موافق بشدة
	١	٢	٣	٤	٥
٧ - يجب توزيع ميزانية مكتبة الجامعة على مكتبات الجامعة	١	٢	٣	٤	٥
٨ - يجب أن تخصص مكتبة الكلية للمواد الفريدة (غير المتوفرة في المكتبة المركزية)	١	٢	٣	٤	٥
٩ - يجب أن تخصص مكتبة الكلية لمواد البحوث فقط	١	٢	٣	٤	٥
١٠- مكتبة الكلية يجب أن يديرها أمين مكتبة مؤهل	١	٢	٣	٤	٥
١١- مكتبة الكلية يجب أن يقتصر استعمالها علي منسوبي الكلية (أساتذة وطلبا)	١	٢	٣	٤	٥
١٢- مكتبة الكلية يجب أن يتاح استعمالها لجميع القراء بالجامعة	١	٢	٣	٤	٥
١٣- يجب أدماج مجموعات مكتبة الكلية ضمن المكتبة المركزية واستخدام المتوفرات في شراء مواد جديدة	١	٢	٣	٤	٥
١٤- أفضل نظام للجامعات السعودية هو إقامة مجموعة مركزية تماما ، مكتبة واحدة ، في مبني واحد ، نظام تصنيفي واحد	١	٢	٣	٤	٥
١٥- أفضل نظام للجامعات السعودية هو مكتبة يضمها مبنى واحد ومقسمه الي عدة أقسام تخصصية (العلوم الانسانية ، العلوم الاجتماعية ... الخ)	١	٢	٣	٤	٥

العبارة	موافق بشدة	موافق	غير متأكد	غير موافق	غير موافق بشدة
	١	٢	٣	٤	٥
١٦- أفضل نظام للجامعات السعودية هو مكتبة واحدة تضم قسمين أحدهما قسم بحثي للاساتذة وطلاب الدراسات العليا ، والاخر لطلاب المرحلة الجامعية الاولي	١	٢	٣	٤	٥
١٧- أفضل نظام للجامعات السعودية عدة مكتبات في مبان متعددة ، كل مكتبة تحتوي علي تخصص علمي معين كمكتبة العلوم الانسانية .. التطبيقية..الخ	١	٢	٣	٤	٥
١٨- أفضل نظام للجامعات السعودية هو مكتبة مركزية واحدة مع عدد من مكتبات الكليات	١	٢	٣	٤	٥
١٩- يجب أن يوجد بالمكتبة المركزية فهرس موحد لمقتنيات جميع مجموعات المكتبة المركزية ، ومكتبات الكليات ومراكز البحوث في الحرم الجامعي	١	٢	٣	٤	٥
٢٠- معظم مجموعات مكتبات الكليات مكررة مع مجموعة المكتبة المركزية	١	٢	٣	٤	٥
٢١- مكتبة الكلية سوف يكثر استعمالها لانها أقرب الي الاساتذة والطلاب	١	٢	٣	٤	٥
٢٢- المكتبة المركزية يقل استعمالها نتيجة لبعد المسافة التي تفصلها عن الوحدات الاكاديمية	١	٢	٣	٤	٥
٢٣- المكتبات المركزية في الجامعات السعودية قد تتضخم مجموعاتها وتتحول الي مجموعات كبيرة جدا تحتاج الي مساحة أكبر مما يتطلب بالتالي نفقات مرتفعة جدا .	١	٢	٣	٤	٥

إذ كان لديك أية ملاحظات أو اقتراحات حول المركزية أو اللامركزية في نظام مكتبات الجامعات السعودية ، يرجى تسجيلها في هذه الصفحة مع كل حرية في ابداء أي رأي .

شكرا لتعاونك.

Appendix 3

QUESTIONNAIRE (3)

Information about Central and College Libraries

in Saudi Universities

1. English version

2. Arabic version

QUESTIONNAIRE (3)

INFORMATION ABOUT CENTRAL AND COLLEGE LIBRARIES IN SAUDI UNIVERSITIES

Dear Sir,

This survey aims to obtain information about the libraries and their services in the University, as a contribution towards the improvement of the services and organisation, especially in terms of centralization or decentralization in Saudi University Library systems. The information gathered will be treated and utilized for doctoral research purposes and statistical analysis only. It is hoped that the findings will provide useful information for the management of the library service in Saudi Universities.

So please kindly complete the attached questionnaire, with due attention to your answer. It should not take you more than ten minutes. I would emphasise that there is no need to write your personal name, but please indicate the library's name.

I will collect the questionnaire from you in one week. I would like to thank you for your cooperation, and to assure you of the confidentiality of your answers.

Thank you very much.

Yours sincerely

Mishan Al-Otaibi

PART ONE

- Your name (optional) .....
- Library name .....
- Year founded / /
- Date / /199 / / 141

Q.1 What is your library?

- The central library ☐
- College Library (name of the college .....) ☐
- Research Centre (name of the Centre .....) ☐
- Other (specify) ..... ☐

Q.2 Please indicate the number of persons (by type) now working at your library.

- Professional Librarian ( )
- Para Professional ( )
- Librarian Assistant ( )
- Student Assistant ( )
- Clerical ( )
- Part time workers ( )
- Other (specify) ..... ( )

Q.3 Please give the size of your library collection in each type (if unknown please estimate, and state that it is an estimate).

- Books (by volume)	Arabic	( )
	Non Arabic	( )
- Periodicals collection (by volume)	Arabic	( )
	Non Arabic	( )
- Current periodicals (by title)	Arabic	( )
	Non Arabic	( )
- Microforms (by volume)		( )
- Film		( )
- Audio Cassettes		( )
- Video Cassettes		( )
- Slides		( )
- Maps		( )
- Other (specify please .....)		( )

Q.4 Does your library have a separate reference collection?

- Yes ☐
- No ☐

If the answer is "Yes" please give number of volumes in the referenced collection.

"....." volumes

Q.5 What are the library opening hours during the semester?

Saturday	From:	To:
Sunday	From:	To:
Monday	From:	To:
Tuesday	From:	To:
Wednesday	From:	To:
Thursday	From:	To:
Friday	From:	To:

- During mid term breaks

Week days	From:	To:
Weekends	From:	To:

- During summer days

Week days	From:	To:
Weekends	From:	To:

- During holidays

Week days	From:	To:
Weekends	From:	To:

Q.6 What is the average number of users who come to your library daily? (If unknown please estimate)

- During the semester ( )
- During the break and holiday days ( )

Q.7 How many reader places (seats) are available in the library?

- Seats ( )

Q.8 Do you permit the borrowing of library books?

- Yes ☐
- No ☐

If "Yes" total number of books borrowed in last school year "1410" 1989/1990 year (.....) books

Q.9 Where does your library yearly budget come from?

The University main budget ☐

The central library budget ☐

The college budget ☐

Other source (specify .....) ☐

Q.10 What was the expenditure of your library budget for each following year? (If unknown please estimate and state if it is an estimate)

- 1407 (1986/1987) ( ) SR.
- 1408 (1987/1988) ( ) SR.
- 1409 (1988/1989) ( ) SR.
- 1410 (1989/1990) ( ) SR.

And what is your budget for the current year?

- 1411 (1990/1991) ( ) SR.

Q.11 What percentage of the 1410 (1989/1990) Library expenditure (= 100%) is devoted to the following components? (If unknown please estimate and state if it is an estimate)

- Salaries (.....%)
- Books (.....%)
- Periodicals (.....%)
- Non-book materials (.....%)
- Computer equipment (.....%)
- Binding (.....%)
- Overheads (telephone, electric bills) (.....%)
- Others (specify .....) (.....%)

Q.12 Does the library yearly budget cover all library activities for which you had planned (1410 budget)

- Yes ☐
- No ☐
- Not sure ☐
- If the answer is "No", why?

Q.13 Where is the library located?

- Complete on one floor ☐
- Division of one floor ☐
- A separate building ☐
- Other (specify) ..... ☐

Q.14 Please give the library space. (If unknown please estimate and state if it is an estimate)

(.....) square metres

Q.15 Who participates in selecting library materials for this library? (You can tick several)

- Library Director ☐
- College Librarian ☐
- Acquisitions ☐
- Reference Librarian ☐
- Library committee ☐
- Library staff ☐
- Faculty ☐
- Students ☐
- Other (specify) ..... ☐

Q.16 Is the library using any computerised system to control any library service?

- Yes ☐
- No ☐

If "Yes" please explain what has been done at your library.

.....

.....

.....

Q.17 (This question is for central library only)
Is there any cooperation with college libraries in the University for the computerization and control of library activities?

- Yes ☐
- No ☐
- If "Yes" please explain .....

.....

.....

Q.18 Do you have any report, written description, statement of the library objective, or library policy?

- Yes ☐
- No ☐
- If "Yes" please attach a copy.

PART TWO (This part answered by College Library only)

Q.19 What is the factor which led to the establishment of this college (centre) library?

(1) .....

(2) .....

(3) .....

Q.20 To who is the Chief Administrator of this library report?

- Central Library ☐
- College administration ☐
- Other (specify) ..... ☐

Q.21 Does this college library materials appear in the main library catalogue?

- Yes ☐
- No ☐
- Don't know ☐

Q.22 Does this college library order an item when needed without checking the catalogue of the University central library?

- Yes ☐
- Sometimes ☐
- No ☐
- Not sure ☐

Q.23 Indicate any special or unusual services which are provided by this college library (services <u>NOT</u> available in the central library). Please list.

(1)
(2)
(3)

Q.24 Where is the material processing done (ordering, cataloguing, etc.)?

- Central library ☐
- College library ☐
- Other (specify) ..... ☐

Q.25 How much percentage of this collection is duplicated with the central library? (If unknown please estimate and state if it is an estimate).

Q.26 Do the University community have the right to use this college library?

- Yes ☐
- No ☐
- Don't know ☐
- If "Yes" how much percentage do you estimate the users from other college?
- Less than 10% ☐
- Between 10%-25% ☐
- Between 26%-50% ☐
- More than 50% ☐

Q.27 How do you evaluate the relationship and cooperation with the central library?

- Excellent ☐
- Good ☐
- Satisfactory ☐
- Poor ☐
- Unsatisfactory ☐

Q.28 How do you evaluate the relationship and cooperation within University library system?

- Excellent ☐
- Good ☐
- Satisfactory ☐
- Poor ☐
- Unsatisfactory ☐

Q.29 The distance from this collection to the central library collection is

(.....) M.

If uncertain, please tick one of the below

- 0-100 Metres ☐
- 101-300 Metres ☐
- 301-500 Metres ☐
- More than 500 Metres ☐

بسم الله الرحمن الرحيم

استبيان رقم (٣)

معلومات عن المكتبة المركزية ومكتبات الكليات في الجامعات السعودية

سعادة المكرم ....

تحية طيبه وبعد ...

يهدف هذا الاستقصاء الي جمع معلومات عن المكتبات وخدماتها في الجامعة ، بهدف الاسهام في تحسين هذه الخدمات وتنظيمها خاصة ما يتصل بتطبيق المركزية أو اللامركزية في المكتبات الجامعية بالمملكة العربية السعودية /مكتبات الجامعات السعودية . وسيتم معالجة المعلومات التي يتم جمعها من هذه الاستقصاء ات والافادة منها في اعداد رسالة/بحث لدرجة الدكتوراه ، وفي أغراض التحليل الاحصائي فقط ، والامل معقود علي أن تؤدي النتائج التي يتوصل اليها البحث الي توفير معلومات مفيدة للقائمين علي ادارة المكتبات في الجامعات السعودية .

أرجو التلطف بتعبئة الاستبيان المرفق بدقة ، والذي لن يستغرق من وقتكم الكثير . وأود أن أؤكد لكم أنه لاداعي لذكر الاسم ، وان كان من الضروري ذكر اسم المكتبة . كما أود الاحاطة بأن اجاباتكم ستحاط بسرية تامة .

وسأحضر لاستلام الاستبيان في خلال أسبوع من تاريخه .

ولكم جزيل الشكر علي كريم تعاونكم .

الباحث

مشعان العتيبي

الجزء الاول

- الاسم (اختياري) _____
- اسم المكتبة _____
- تاريخ تأسيسها / /
- تاريخ تعبئة الاستبيان / /١٤١١ هـ (/ /١٩٩٠)

س (١) - ما هي مكتبتك ؟

- المكتبة المركزية ( )
- مكتبة كلية (يكتب اسم الكلية) _____ ( )
- مكتبة مركز بحوث (يكتب اسم المركز) _____ ( )
- مكتبة أخرى (برجاء التحديد) _____ ( )

س (٢) - يرجى بيان عدد العاملين الان في مكتبتك (بحسب الفئة) .

- أمين مكتبة مؤهل ( )
- غير مهنيين ( )
- مساعد أمين مكتبة ( )
- طلبة ( )
- موظفون غير متفرغين (يعملون خارج وقت الدوام) ( )
- آخرون (رجاء التحديد) ( )

س (٣) - يرجى ذكر حجم (عدد المواد) كل مجموعة من مجموعات المواد في مكتبتك (إذا لم يعرف العدد يرجى تقديره مع الاشارة إلي أنه عدد تقديري) .

- كتب (بعدد المجلدات) عربية ( )
  غير عربية ( )
- دوريات (بعدد المجلدات) عربية ( )
  غير عربية ( )

- دوريات (بالعنوان) عربية ( )

غير عربية ( )

- ميكروفيلم /ميكروفش ( )
- أفـــلام ( )
- كاسيتات / أشرطة سمعية ( )
- كاسيتات / أشرطة فيديو ( )
- شرائح ( )
- خرائط ( )
- مواد أخرى (برجاء التحديد) _____ ( )

س (٤) - هل يوجد في مكتبتك مجموعة مراجع منفصلة ؟

- نعـــــم ( )
- لا ( )

إذا كان الجواب "نعم" فالمرجو ذكر عدد المجلدات في مجموعة المراجع . _____ مجلـدا

س (٥) - ما هي ساعات عمل المكتبة خلال الفصل الدراسي ؟

السبـــت	من	الي
الاحـــد	من	الي
الاثنين	من	الي
الثلاثاء	من	الي
الاربعاء	من	الي
الخميس	من	الي
الجمعة	من	الي

- خلال عطلة / أجازة نصف السنة / عطلة الربيع :

أيام الدوام الرسمي	من	الي
نهاية الاسبوع	من	الي

• خلال الصيف/العطلة الصيفية :

أيام الدوام الرسمي من الي

نهاية الاسبوع من الي

• في الاجازات :

أيام الدوام من الي

نهاية الاسبوع من الي

س (٦) – ما هو متوسط عدد القراء الذين يترددون علي مكتبتك يوميا ؟
(إذا كان العدد غير معروف ، يرجى تقديره) .

– خلال الفصل الدراسي ( )

– خلال الاجازة وأيام العطلات ( )

س (٧) – كم عدد المقاعد المخصصة للقراء في المكتبة ؟

( ) معقـــدا

س (٨) – هل تسمح باستعارة الكتب من المكتبة ؟

– نعـــم ( )

– لا ( )

إذا كان الجواب "نعم" ، اذكر العدد الاجمالي للكتب التي تمت إعارتها في العام الجامعي الاخير ١٤١٠ هـ ١٩٩٠/١٩٨٩ ( ) كتابا .

س (٩) ـ من أين تأتي الميزانية السنوية لمكتبتك ؟

- ميزانية الجامعة ( )
- ميزانية المكتبة المركزية ( )
- ميزانية الكلية ( )
- مصدر آخر (برجاء التحديد _____) ( )

س (١٠)ـ كم كانت المصروفات من ميزانية مكتبتك في كل سنة من السنوات الاتية ؟ (إذا لم يعرف مقدار المصروفات ، يرجى تقديرها مع الاشارة الي أنه مبلغ تقديري) :

١٤٠٧ هـ (١٩٨٦/١٩٨٧) _____ ريالا

١٤٠٨ هـ (١٩٨٧/١٩٨٨) _____ ريالا

١٤٠٩ هـ (١٩٨٨/١٩٨٩) _____ ريالا

١٤١٠ هـ (١٩٨٩/١٩٩٠) _____ ريالا

وما هي ميزانيتكم للعام الحالي :

١٤١١ هـ (١٩٩٠/١٩٩١) _____ ريالا

س (١١)ـ ما هي النسبة المئوية المخصصة من مصروفات المكتبة ١٤١٠ هـ (١٩٨٩/١٩٩٠) للبنود الاتية ؟ (إذا لم تكن النسبة معروفة ، يرجى تقديرها مع الاشارة الي أنها نسبة تقديرية) :

- الرواتب _____ %
- الكتب _____ %
- الدوريات _____ %
- المواد غير المكتوبة _____ %
- معدات الحاسب الالي _____ %
- التجليد _____ %
- المصروفات العامة (الهاتف ـ الكهرباء) _____ %
- مصروفات أخرى (رجاء التحديد _____) _____ %

س (١٢)- هل تغطي ميزانية المكتبة السنوية جميع أنشطة المكتبة التي تم التخطيط لها ؟ (ميزانية ١٤١٠ هـ)

- نعـــم ( )
- لا ( )
- غير متأكد ( )

اذا كان الجوب "لا" ، فلماذا ؟ _____

_____

س (١٣)- أين تقع المكتبة ؟

- توجد بأكملها في طابق واحد ( )
- في قسم من طابق ( )
- في مبنى مستقل ( )
- في موقع آخر (حدد) ( )

س (١٤)- يرجى تحديد مساحة المكتبة (إذا لم تكن معروفة يرجى تقدير المساحة مع الاشارة الي أنها مساحة تقريبيـة)

_____ مترا مربعا

س (١٥)- من يشارك في إختيار مواد المكتبة في مكتبتكم ؟ (يمكن التأشير أمام أكثر من جهـة) .

- مدير المكتبـة ( )
- أمين المكتبة ( )
- قسم التزويد ( )
- أمين مكتبة المراجع ( )
- لجنة المكتبة ( )
- أساتذة الجامعة/هيئة التدريس ( )
- الطـلاب ( )
- آخرون (حدد _____) ( )

س (١٦)- هل تستخدم المكتبة نظام الحاسب الالي في ضبط أي نشاط من أنشطة المكتبة ؟

- نعـــم ( )

- لا ( )

إذا كان الجواب "نعم" ، يرجى شرح ما تم تحقيقه في مكتبتكم.

_____

_____

_____

س (١٧)- (هذا السؤال خاص بالمكتبة المركزية فقط) .

هل يوجد تعاون مع مكتبات الكليات في الجامعة من أجل استخدام الحاسب الالي في ادارة أنشطة المكتبة ؟

- نعـــم ( )

- لا ( )

إذا كان الجواب "نعم" ، يرجى الايضاح

_____

_____

س (١٨)- هل لديك أي تقرير أو وصف أو بيان مكتوب عن أهداف المكتبة أو سياستها ؟

- نعـــم ( )

- لا ( )

إذا كان الجواب "نعم" ، يرجى إرفاق نسخة منه .

القسم الثاني :

(هذا القسم خاص بمكتبة الكلية فقط)

س (١٩)- ما هو السبب في إنشاء مكتبة هذه الكلية/المركز ؟

(١)

(٢)

(٣)

س (٢٠)- ما هي الجهة التي يتبعها المدير الاداري لهذه المكتبة ؟

- المكتبة المركزية ( )
- ادارة الكلية ( )
- جهة أخرى (حدد) _____ ( )

س (٢١)- هل تشمل مواد مكتبة الكلية في فهرس المكتبة المركزية ؟

- نعـــم ( )
- لا ( )
- لا أعرف ( )

س (٢٢)- هل تطلب هذه المكتبة أي مادة من المواد عند الحاجة اليها دون مراجعة فهرس المكتبة المركزية للجامعة ؟

- نعـــم ( )
- أحيانا ( )
- لا ( )
- غير متأكد ( )

س (٢٣)- اذكر أية خدمات خاصة أو غير عادية تقدمها مكتبة هذه الكلية (خدمات غير متوافرة في المكتبة المركزية) ، يرجي تعـــداد هذه الخدمات :

١ -

٢ -

٣ -

س (٢٤)- أين يتم إعداد/تجهيز المواد (طلب التزويد ، الفهرسة وغيرهـا)؟

- المكتبة المركزية ( )
- مكتبة الكلية ( )
- جهة أخرى (حدد) ـــــــــــــــــ ( )

س (٢٥)- ما هي النسبة المئوية لازدواجية محتويات هذه المكتبة مع المكتبة المركزية ؟ (إذا لم تعرف النسبة المئوية)، يرجي تقديرها مع الاشارة الي انها تقديرية .

س (٢٦)- هل لجميع منسوبي الجامعة الحق في استخدام مكتبة الكلية ؟

- نعـــم ( )
- لا ( )
- لا أعرف ( )

إذا كان الجواب "نعم" ، فما هي نسبة القراء من الكليـــات الاخرى في تقديركم ؟

- أقل من ١٠٪ ( )
- ما بين ١٠٪ - ٢٥٪ ( )
- ما بين ٢٦٪ - ٥٠٪ ( )
- اكثر من ٥٠٪ ( )

س (٢٧)- ما هو تقديرك للعلاقة والتعاون مع المكتبة المركزية ؟

- ممتازة ( )
- جيـــدة ( )
- مرضية ( )
- ضعيفة ( )
- غير مرضية ( )

س (٢٨)- ما هو تقديرك للعلاقة والتعاون مع المكتبات الجامعية الاخرى ؟

- ممتازة ( )
- جيـــدة ( )
- مرضية ( )
- ضعيفة ( )
- غير مرضية ( )

س (٢٩)- ما هي المسافة بين هذه المكتبة والمكتبة المركزية ؟

_____ مترا

إذا لم تكن متأكدا ، يرجى التأشير أمام أي من المسافات التالية :

صفـــر - ١٠٠ مترا ( )

١٠١ - ٣٠٠ مترا ( )

٣٠١ - ٥٠٠ مترا ( )

أكثر من ٥٠٠ مترا ( )

وشكـرا لتعاونكـم

Appendix 4

The responses comments and suggestions for Saudi university libraries

Users' Comments and suggestions

In this appendix the users' comments and suggestions, for the university surveyed, are categorized; after each statement the frequency of mention is given for both central and college libraries.

Users' comments and suggestions	KAU		KFUPM		KSU		Total
	Cen.	Col.	Cen.	Col.	Cen.	Col.	
1. More periodical titles should be added to the library collection.	42	32	12	3	52	7	148
2. Users should be able to hold more books on loan.	46	15	3	0	50	4	118
3. The process of borrowing library materials should be simplified to save user time.	45	11	2	0	56	3	117
4. The library book collection should be improved by the addition of new volumes.	30	21	19	6	33	5	114
5. The photocopying service should be upgraded and extended.	25	16	15	7	35	9	107
6. A number of issues of periodicals are missing.	29	12	11	5	30	11	98
7. The user needs to be allowed to keep books for a longer period.	25	13	3	0	31	0	75
8. A number of books are missing from the shelves.	14	12	9	4	29	6	74
9. Processing of periodicals should be speeded up. The current issues should appear on the shelves as quickly as possible.	15	8	12	3	18	2	58
10. Library opening hours need to be extended.	17	11	0	0	23	5	56
11. More copies of course texts should be held in the library.	12	6	0	0	13	0	31
12. More professional librarians to answer their enquiries effectively.	5	6	3	1	7	0	22

Users' comments and suggestions	KAU		KFU PM		KSU		Total
	Cen.	Col.	Cen.	Col.	Cen.	Col.	
13. More reference materials should be provided.	6	8	2	1	5	0	22
14. Repair is needed on old periodical issues.	5	8	2	0	3	0	18
15. Many books currently stamped "not for borrowing" should be released for borrowing.	0	0	0	0	13	0	13
16. There should be assistance for the user at the computers.	5	0	1	0	6	0	12
17. After being used books are not replaced on the shelves fast	2	3	1	0	4	0	10
18. College librarians need more training.	0	7	0	0	0	1	8
19. The card catalogue needs to be completed to cover all library materials.	5	2	0	0	0	0	7
20. College libraries should be open to all university members.	0	4	0	0	0	1	5
21. The central library provides an excellent service.	1	0	3	0	1	0	5
22. Security checking should be made simpler.	0	0	0	0	4	0	4
23. More attention should be given to science materials, especially new books.	0	0	0	0	3	1	4
24. The college library is short of resources and has a very weak collection.	0	4	0	0	0	0	4
26. There must be more coordination between the central library and other libraries in the university.	2	0	0	0	1	0	3
27. Classes should be arranged to explain how to use the library.	1	0	0	0	2	0	3
28. Printers should be provided with the computer terminals.	0	0	0	0	3	0	3
29. Poor library lighting.	0	0	2	0	0	0	2
30. More English Arts material should be available.	0	0	0	0	2	0	2

Users' comments and suggestions	KAU		KFUPM		KSU		Total
	Cen.	Col.	Cen.	Col.	Cen.	Col.	
31. It is a shame that the university authorities do not give higher priority to the library.	1	0	0	0	0	0	1
32. The library should be open on Fridays.	0	0	0	0	1	0	1
33. The college library is very small.	0	1	0	0	0	0	1
34. The central library should be brought up to international standards.	0	0	0	0	1	0	1
35. There is no need for a Library Affairs Deanship. What is needed is a very good librarian.	0	0	0	0	1	0	1
36. Please open the fifth floor (advertising, university publications, and very old material).	0	0	0	0	1	0	1