

**YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF ECONOMICS
MASTER OF DEVELOPMENT STUDIES PROGRAMME**

**A STUDY ON THE PERFORMANCE OF
UNIVERSITIES' CENTRAL LIBRARY IN YANGON**

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MDevS – 36 (18th BATCH)**

JULY, 2025

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A STUDY ON THE PERFORMANCE OF
UNIVERSITIES' CENTRAL LIBRARY IN YANGON

A thesis submitted in partial fulfillment of the requirements for the Master of
Development Studies (MDevS) Degree

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This is to certify that the thesis entitled “**A Study on the Performance of Universities’ Central Library in Yangon**” submitted as partial fulfillment towards the requirements for the degree of Master of Development Studies has been accepted by the Board of Examiners.

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ABSTRACT

This study assesses the performance of the Universities' Central Library (UCL) by analyzing user satisfaction with its primary services: physical facilities, library collection, staff, and technical processing. A quantitative research approach was employed, using a structured questionnaire completed by 250 registered users, with 64.8% female and 35.2% male respondents. The findings indicate that users generally have a favorable view of the library's performance. Satisfaction was reported in areas such as cleanliness, seating, lighting, and internet access, though neutral responses emerged regarding the availability of electrical outlets and printing and scanning services. The library collection was considered diverse and academically valuable. Users positively rated the staff for their professionalism and support. Additionally, technical services, including cataloguing and digital access, were found to be effective and user-friendly. The study found strong positive correlations between satisfaction and each service, suggesting that further improvements can enhance overall library performance.

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LIST OF ABBREVIATIONS

| | |
|----------|---|
| AI | Artificial Intelligence |
| ARL | Association of Research Libraries |
| ASRS | Automated Storage and Retrieval System |
| AULINO | Asian University Library Network Online |
| AUN | ASEAN University Network |
| BCE | Before Christian Era |
| CONSAL | Congresses of Southeast Asian Librarians |
| DDC | Dewey Decimal Classification |
| DPLA | Digital Public Library of America |
| ELIB | Electronic Library |
| HKU | Hong Kong University |
| HSL | Hun Sen Library |
| ICT | Information and Communication Technology |
| JAIF | Japan-ASEAN Integration Fund |
| LCC | Library of Congress Classification |
| LibQUAL | Library Quality |
| MALC | Myanmar Academic Library Consortium |
| MDG | Millennium Development Goals |
| NGO | Non-Governmental Organizations |
| NTU | National Taiwan University |
| NUOL | National University of Laos |
| RDMS | Research Data Management Services |
| RFID | Radio-Frequency Identification |
| SERVQUAL | Service Quality |
| SNU | Seoul National University |
| UBD | University Brunei Darussalam |
| UCL | Universities' Central Library |
| UCMAL | Union Catalog of Myanmar Academic Libraries |
| UN | United Nations |

| | |
|--------|--|
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| VNU | Vietnam National University |
| YTU | Yangon Technological University |
| YUDE | Yangon University of Distance Education |
| YUE | Yangon University of Economics |
| YUFL | Yangon University of Foreign Languages |

CHAPTER I

INTRODUCTION

1.1 Rationale of the Study

Today is referred to as the knowledge age. In a rapidly evolving and diverse global digital information landscape, knowledge plays a crucial role in enhancing a nation's economic status and transforming it into a world-class entity (Drucker, 1993). This knowledge must be acquired through deliberate effort, not inheritance. Advances in information and communication technology have propelled society towards becoming a knowledge society (IFLA, 2012). In such a society, learning and education are essential components. Libraries encourage lifelong learning and social, economic, and cultural development by meeting these demands (ALA, 2007).

A library is a space where literary and artistic materials, including books, periodicals, and pamphlets, are stored for reading, reference, lending, and study (Oakleaf, 2010). In the digital age, libraries should provide high-quality services in all their functions by offering a vast collection of information that allows users to retrieve fast and reliable data (IFLA, 2012). Additionally, electronic resources should be available to access documents across various fields of interest. To meet readers' needs, a library must have an adequate collection of both physical books and digital resources.

The functions of libraries are crucial as they contribute significantly to education and human resource development in a country (ALA, 2007). Education plays a key role in transmitting cultural values and the accumulated knowledge of society to the next generation, preparing them for meaningful adult lives (Oakleaf, 2010). In this way, education empowers individuals to become self-reliant and better equipped to adapt to their environment and society. Libraries support this process by providing access to the resources necessary for learning and personal growth (ALA, 2007).

Libraries are social institutions that are integral to the education, social, and cultural activities within a society (Drucker, 1993). They are vital drivers of intangible capital in the knowledge economy, acting as key sources of growth, competitiveness, and employment (Drucker, 1993). By helping individuals access and utilize information

effectively, libraries support personal and professional development, contributing to success in various aspects of life and aiding in the nation's development (Oakleaf, 2010).

Libraries provide access to a wealth of knowledge that supports individuals in their academic, professional, and personal development. The ability to access diverse resources helps students and citizens build skills, enhance critical thinking, and expand their knowledge, all of which are essential for personal growth. Libraries also encourage lifelong learning by offering resources not only for students but for individuals at all stages of life. Workshops, seminars, and self-paced learning tools foster personal development and help people adapt in an ever-evolving world (ALA, 2007). Through books, multimedia, and community programs, libraries expose individuals to a wide range of cultures, perspectives, and ideas. This cultural exchange enriches personal growth by broadening one's worldview and cultivating empathy (Drucker, 1993).

Libraries are primarily linked to the academic environment due to their functional and operational purposes. Unlike recreational or student centers, which focus on students' well-being and social engagement in higher education, academic libraries provide essential resources such as books, academic journals, study areas, and group study rooms (Oakleaf, 2010). These facilities are designed to support students' academic success and integration into the learning community.

In the modern world, the roles of libraries are evolving in response to changing technologies, the information environment, and customer expectations. Libraries are now tasked with not only providing traditional library services but also delivering online information services tailored to users' specific needs. To remain relevant and effective, libraries must meet their users' expectations. They must transform into information knowledge navigators, helping to sift through vast amounts of data and convert it into valuable, usable information (IFLA, 2012).

Academic libraries are essential to the academic community, providing key resources, services, and spaces that support teaching, learning, and research (Oakleaf, 2010). As higher education continues to evolve, libraries must adapt to technological advances and the changing needs of students, faculty, and researchers. Despite these changes, libraries remain a core component of educational development.

To stay aligned with the evolving needs and information behaviors of users, library resources and services must be continuously improved. Regular assessments of user needs and the development of strategies to meet them are essential. Conducting user surveys is an important method for understanding shifts in expectations, evaluating information behavior, and measuring satisfaction with library services and resources. User satisfaction is a vital indicator of how well a library meets academic demands (Hernon & Altman, 2010).

The role of academic libraries extends beyond providing physical and digital resources. In today's fast-changing educational landscape, libraries serve as dynamic hubs that significantly contribute to the intellectual, academic, and professional development of individuals (Oakleaf, 2010). Understanding the performance of academic libraries is therefore essential for maximizing their impact on both personal and societal growth.

In Myanmar, the Universities' Central Library (UCL) in Yangon plays a crucial role in supporting higher education by serving a diverse community of students, faculty, and researchers. It is an indispensable resource for academic progress and learning. However, as education increasingly depends on digital resources and modern technology, it becomes necessary to assess how well the library meets the evolving needs of its users and supports their personal development (Sein & Nyunt, 2008).

User satisfaction is a critical indicator of the effectiveness and quality of academic library services. At UCL, the growing diversity of users and the shift toward digital resources have altered user expectations and service needs. Despite this, limited empirical evidence exists regarding the satisfaction levels of UCL users concerning its services, facilities, collections, and support. Without a clear understanding of user satisfaction, the library faces challenges in identifying service gaps and prioritizing necessary improvements. This lack of insight may hinder UCL's ability to fully support academic learning and research activities. Therefore, assessing user satisfaction is essential to guide service enhancements and ensure that UCL continues to meet the evolving demands of its academic community.

1.2 Objective of the Study

The objectives of this study is to assess the library's performance by examining user satisfaction with library service quality offered by the Universities' Central Library.

1.3 Method of Study

This study utilizes a descriptive analysis approach. Primary data were gathered through a questionnaire survey. From the 633 users registered at UCL in 2024, a simple random sampling method was used to select 250 respondents. Secondary data was obtained from previous studies, articles, journals, research papers, theses, and the University's Central Library website.

1.4 Scope and Limitations of the Study

This study examines the performance of an academic library under the Ministry of Education in Yangon. Data collection was conducted from March to May 2025. In 2024, a total of 633 users were registered at the Universities' Central Library (UCL), and a sample of 250 participants was surveyed during the study period. This sampling approach ensures a diverse and representative assessment of the library's performance.

1.5 Organization of the Study

This study is structured into five chapters. Chapter One introduces the study, covering the rationale, objectives, methodology, scope, limitations, and organization. Chapter Two presents the literature review, including relevant concepts, theories, and a review of previous studies. Chapter Three provides a background of library in Myanmar. Chapter Four analyzes survey findings on user satisfaction with UCL's performance, while Chapter Five concludes the study.

CHAPTER II

LITERATURE REVIEW

2.1 Historical Perspectives of Library

Libraries have long been vital centers of knowledge, evolving alongside human civilization to preserve, curate, and disseminate information. From the earliest collections of clay tablets to modern digital repositories, their role in education and cultural development has remained pivotal.

The earliest libraries emerged in Mesopotamia and Egypt, where archives stored clay cuneiform tablets primarily for administrative and scholarly purposes. One of the most significant early libraries was the Library of Ashurbanipal (7th century BCE) in Nineveh, which housed thousands of texts covering legal, literary, and scientific subjects (Casson, 2001). These institutions shaped the educational landscape of their era, serving as both bureaucratic record-keeping centers and scholarly hubs.

The Library of Alexandria (3rd century BCE) epitomized Hellenistic intellectualism by amassing an extensive collection of scrolls from across the Mediterranean. Integrated within the Museum, it functioned as a pioneering research institution that attracted scholars and facilitated groundbreaking academic discourse (Murray, 2012). The library's efforts in textual preservation and translation significantly influenced the development of Western and Middle Eastern scholarship.

During the Roman Empire, public and private libraries flourished, reflecting the cultural dominance of Rome. The Bibliotheca Ulpia, established under Emperor Trajan, housed extensive collections of Greek and Latin literary works, catering primarily to the social elite. These libraries reinforced Rome's intellectual prestige and contributed to the codification of classical knowledge (Casson, 2001).

In medieval Europe, monastic libraries played a crucial role in preserving religious and classical texts. Monks meticulously copied manuscripts, ensuring the survival of significant works. The St. Gall Monastery in Switzerland is a prime example of this scholarly dedication (Battles, 2003).

Meanwhile, the Islamic Golden Age (8th–13th centuries) saw the emergence of institutions like Baghdad’s House of Wisdom (9th century CE), where scholars translated and expanded upon Greek, Persian, and Indian texts. This vibrant intellectual exchange fueled advances in philosophy, medicine, and science (Lyons, 2009).

China’s imperial libraries played a critical role in preserving knowledge and ensuring scholarly access to historical texts. The Tianyi Pavilion (16th century), one of China’s oldest surviving private libraries, exemplified the importance of book collections in shaping bureaucratic and academic societies (Edgren, 2004). The meticulous curation of knowledge in East Asia reflected a deep cultural commitment to scholarship.

The advent of the printing press, attributed to Johannes Gutenberg around 1440, revolutionized information dissemination by making books more widely available. This transition marked a shift from libraries as centers of scarcity to curated repositories of knowledge (Pettegree, 2010).

Following the French Revolution, libraries such as the Bibliothèque Nationale de France and the Vatican Library became national institutions, consolidating collections and symbolizing cultural heritage (Manguel, 1996). The Public Libraries Act of 1850 in the UK and Andrew Carnegie’s philanthropic initiatives, which funded over 2,500 libraries worldwide, institutionalized the principle of free access to knowledge. These developments fundamentally transformed societal engagement with literature and education (Leigh, 1950).

In 1876, Melvil Dewey introduced the Dewey Decimal Classification (DDC) system, revolutionizing library organization by enabling systematic cataloging and accessibility of books (Wiegand, 1996). The mid-20th century witnessed the introduction of card catalogs and digital databases, streamlining library operations and enhancing the user experience (Battles, 2003).

In 1949, UNESCO’s Library Manifesto emphasized libraries’ crucial role in promoting literacy, democracy, and global education policies (UNESCO, 1949). The mid-to-late 20th century saw libraries increasingly adopting digital technologies, with the introduction of card catalogs and computerized databases streamlining operations and improving accessibility (Battles, 2003). Contemporary projects such as Google Books and the Internet Archive have further revolutionized access to knowledge, though debates over copyright and intellectual property remain contentious (Darnton, 2009).

In the 21st century, libraries have continued evolving to meet the demands of an increasingly digital and interconnected world. Many academic and public libraries have embraced digital repositories, e-books, and open-access platforms, reducing barriers to information. Initiatives like the Digital Public Library of America (DPLA) and Hathi Trust Digital Library have expanded access to vast collections of digitized books, scholarly articles, and historical archives (Coyle, 2010). Artificial intelligence (AI) and machine learning have been integrated into library services, assisting in cataloging, search optimization, and personalized recommendations (Smith, 2020). Additionally, smart libraries with automated systems, RFID technology, and digital lending services have enhanced efficiency and user experience (García-Marco, 2011).

Libraries are also becoming community hubs, offering maker spaces, digital literacy programs, and collaborative learning environments (Aabø & Audunson, 2012). Many have adopted sustainable practices, incorporating green architecture and energy-efficient designs to align with global sustainability goals (Jankowska & Marcum, 2010). The rise of open-access initiatives, such as the Budapest Open Access Initiative (2002) and Plan S (2018), continues to challenge traditional publishing models, prioritizing equitable knowledge dissemination (Suber, 2012). Despite these advancements, libraries face challenges related to funding, digital divide issues, and evolving copyright laws (Ghosh, 2019). However, their enduring role in education, research, and cultural preservation ensures they remain essential institutions in the modern era.

2.2 The Role of Libraries in Education

Libraries can be classified according to their function, collection types, and target users. The categories of libraries are: 1) National Libraries, 2) Public Libraries, 3) Academic Libraries and 4) Special Libraries.

(1) A national library is a government-established institution serving as the country's primary repository of information. Unlike public libraries, it typically does not permit citizens to borrow books. National libraries are often distinguished by their extensive collections, making them among the largest libraries in the nation. A National Library preserves all documents related to a nation under legal provisions, serving as a comprehensive repository of publications about and from the country (GOPAL, 2019).

(2) A public library serves as a democratic institution, accessible to everyone, offering information and resources that empower individuals, families, and

communities to enhance their lives (Scott, 2011). The mission of public libraries continues to support democracy, equality, and social justice by expanding access to information, promoting culture and knowledge, fostering enriching leisure activities, and serving as a community hub and social gathering space (Aabø,2005).

(3) An academic library is a library designed to meet the educational and research needs of a college, university, or other educational institution. Unlike public libraries, academic libraries specifically cater to the students, faculty, and staff of the institution, supporting their learning and research requirements. Academic libraries function as teaching, learning, and information hubs within educational institutions, playing a key role in supporting research, instruction, and student learning activities.

(4) A special library is an information hub dedicated to serving a narrowly defined audience by offering resources and services tailored to a specific field or profession. Unlike general-purpose libraries, special libraries focus on delivering expert-level support to meet the unique demands of their users (Britannica, 2025).

Libraries promote education by teaching information skills, leading technology use, and participating in networks that provide access to external resources beyond schools and communities. Libraries play a crucial role in enhancing academic achievement and lifelong learning. They help individuals prepare for employment, encourage reading, support adult literacy, promote responsible citizenship, and contribute to national excellence in science and mathematics (Boucher & Lance, 1992).

Libraries play a vital role in fostering literate environments and promoting literacy by providing engaging and appropriate reading materials for all age groups and literacy levels. They also offer adult and family literacy programs to further support learning. Libraries play a key role in offering a wide variety of reading materials at no cost to parents who may not be able to afford to purchase new materials regularly. A positive example includes libraries that proactively reach out to parents and educators, collaborating with community organizations and initiatives like health centers, churches, kindergartens, and schools to extend their services. Libraries are essential in encouraging both children and adults to read for self-study and enjoyment, especially in a world where television, computer games, and other distractions compete for attention (Krolak, 2006).

Libraries are critical foundations for academic learning, research, and knowledge preservation. The education system would lack critical resources, research support, and equal access to information without libraries. Libraries support resources

such as books, academic journals, and digital materials that enhance both teaching and learning process. By promoting information literacy, libraries equip students with the skills to locate, assess, and effectively use information, thereby improving their academic success.

Article 26 of the 1948 Universal Declaration of Human Rights states, “Everyone has the right to education.” Sustainable Development Goal 4 promotes lifelong learning and inclusive, equitable, and excellent education. This goal acknowledges the barriers to universal education and seeks to overcome them through initiatives such as increasing scholarships for students in developing countries and creating educational environments that are both gender-sensitive and inclusive of individuals with disabilities.

The United Nations created the Millennium Development Goals (MDGs) as a set of objectives to direct efforts to help developing nations make significant progress by 2015. Among other global development concerns, these goals centered on fostering gender equality, tackling environmental degradation, enhancing health and nutrition, eliminating poverty, and guaranteeing education for all. Since education reshapes a country's socio-political and economic landscape, it is frequently emphasized that education is the key to growth. A nation's progress is impeded if its population are not properly educated. By offering vital information to assist national educational needs, information and communication technology (ICT) in libraries plays a critical role in furthering this goal. As a result, the library is seen as the focal point of an academic community, signifying its dedication to learning and advancement (Ekwueme,2012).

Without libraries, education cannot thrive. Likewise, without education, a library loses its purpose. Libraries and education are inseparable, fundamentally linked to each other. If one declines, the other suffers, and both can flourish only when they coexist. A well-maintained library reflects the moral, intellectual, and cultural advancement of a community. People acquire knowledge and wisdom through academic institutions such as schools, universities, and research organizations—all of which rely on libraries as centers of knowledge.

In the 21st century, information poverty between affluent and poor must be addressed. Urban immigrants are among the most information-poor, lacking education, digital skills, English language, and equal access to information. Public libraries, as educational, cultural, and social institutions, must reshape their priorities to reduce information poverty for urban immigrants and other marginalized groups and maximize

equality in people's opportunities and abilities to retrieve information for a better life and future (Shen, 2013).

Only sixteen of the 195 countries in the world, which include the US, Australia, Canada, France, Germany (including Britain and Great Britain, Japan) and New Zealand, Portugal, Spain, and Russia, are considered developed nations by the UN. To ensure successful establishment and prudent investment in academic and other libraries in developing countries, the world must pledge to collaborate, develop it and share its resources. The urgent need for technological integration in developing countries' academic libraries must be addressed by them. The academic library dean with concerns for education hopes to achieve equality of learning opportunities for all teachers and students in developing countries soon (Sharma, 2009).

Library can support the basic materials that school textbooks, academic journals, newspapers and other supporting related to curriculum of institutions. By supporting that ways, it can support the society for better and more educated. Library can be supported as the lief long learning university which can meet a variety of user's needs, supporting the information literacy skills for society.

2.3 Performance Indicators of Libraries

Library services focus on reference and information. Service-process and delivery comprise library service. Library patrons get services from acquisition, technical, and maintenance sections. User satisfaction, which reflects an individual's self-reported level of contentment with library services, is considered a subjective indicator of library performance. The existence of libraries relies on the satisfaction of their users. Users will be satisfied when the library meets their needs.

Hiller (2010) identified library performance metrics as inputs, outputs, processes, outcomes, performance indicators or measures, and benchmarking. Inputs consist of resources that facilitate the development and delivery of programs and services. Outputs include the resources and services offered, as well as their utilization. Processes refer to the activities that transform inputs into outputs. Outcomes reflect the library's impact on individuals or the community. Performance indicators or measures are quantifiable statements used to evaluate the library's success in meeting its objectives. Benchmarking establishes measurable performance targets that serve as standards for progress or best practices. The key indicators in a library's performance

metrics include inputs, outputs, processes, outcomes, performance measurement, and benchmarking (Hiller, 2010).

The SERVQUAL model is widely used in academic libraries to evaluate service quality by measuring gaps between what users expect and what they experience. By examining its five main dimensions—reliability, assurance, empathy, responsiveness, and tangibles, libraries can identify specific areas requiring improvement. Numerous academic institutions have effectively implemented SERVQUAL, resulting in improved services, higher user satisfaction, and better allocation of resources.

Reliability ensures that essential library services, such as book lending, reference assistance, and digital resource access, are consistently available. Assurance is demonstrated by knowledgeable and approachable librarians who offer guidance and information literacy training. Empathy is reflected in personalized support for students and researchers, catering to their specific needs. Responsiveness ensures that inquiries and requests are handled efficiently, while tangibles contribute to a conducive learning environment with modern facilities and up-to-date resources.

Major advantage of SERVQUAL is its structured and systematic approach to evaluating service quality, enabling libraries to identify specific areas for improvement and align their services with user expectations. Its flexibility also makes it applicable to both traditional and digital library services. However, SERVQUAL has its limitations. User expectations can be highly subjective and vary significantly, making it challenging to establish a universal standard. Additionally, as the model was originally designed for commercial services, some of its dimensions may not fully capture the unique aspects of library services. To obtain a more comprehensive evaluation, libraries may need to adapt SERVQUAL or incorporate additional assessment tools.

LibQUAL+ (Library Quality) was created by the Association of Research Libraries (ARL) to help libraries assess and enhance their services. It utilizes a structured questionnaire to collect feedback from users, generally university students or staff (Association of Research Libraries, 2004). The survey evaluates three key aspects of library service quality:

- **Affective Dimension:** This addresses the emotional or personal impact of library services on users. It includes factors like the staff's helpfulness and friendliness, as well as how much users feel the library supports their academic success.

- Information Control Dimension: This evaluates users' perceptions of the library's ability to provide access to essential resources and information. It looks at whether users feel they can easily obtain the materials they need for their studies and research.
- Library as a Place Dimension: This dimension examines how users view the physical environment of the library, including factors like the library's quietness, accessibility, and comfort.

Philip J. Calvert and Peter Herson expanded upon the LibQUAL+ model by refining its three core dimensions into 12 distinct categories, offering a more comprehensive evaluation of library service quality (Herson & Calvert, 2006). These dimensions include:

- Responsiveness – The speed and willingness of library staff to assist users.
- Competence – The expertise and knowledge of librarians in addressing user needs.
- Courtesy – The politeness and professionalism of library staff during interactions.
- Access – The ease of obtaining necessary resources, both online and in physical formats.
- Communication – The effectiveness of the library in conveying information about services, policies, and resources.
- Credibility – Users' trust in the accuracy and reliability of library services.
- Security – Users' sense of safety and the protection of their personal information.
- Understanding Users – How well the library identifies and meets the specific needs of its patrons.
- Tangibles – The physical aspects of the library, including furniture, equipment, and cleanliness.
- Reliability – The consistency and dependability of library services.
- Assurance – Users' confidence in the library's ability to support their academic success.
- Empathy – The level of personalized attention and care given to individual users.

This expanded framework enhances the LibQUAL+ model, providing a more detailed and nuanced assessment of library service quality.

According to Thakuria (2007), library service quality is influenced by factors such as the library's physical facilities, its collection, the staff, and technical processing (Thakuria, 2007). Library's physical facilities refer to the location of library (Accessibility), furniture and fixtures (Bookshelves, tables, chairs, and lighting, etc.), technology and equipment (Computers, printers, scanners, Wi-Fi access, etc.), study and collaborative spaces (Quiet study areas, group discussion rooms, and seminar rooms, etc.) and facilities for user comfort (Air conditioning, ventilation, restrooms, etc.).

Library's collection refers to the Print Materials (Books, journals, magazines, newspapers, and reference materials such as encyclopedias and dictionaries, etc.), Electronic Resources (E-books, e-journals, online databases, etc.), Multimedia Materials (CDs, DVDs, audiobooks, and other audiovisual resources, etc.), Special Collections (Rare books, manuscripts, historical documents, etc.), Government and Research Publications (Reports, theses, dissertations, and conference proceedings, etc.), Open Access Resources (Publicly available scholarly articles, research papers, and institutional repositories, etc.).

Library's staff refers to Librarians (Professional staff responsible for organizing, managing, and providing access to library resources, as well as assisting users with research and reference services), Library Assistants (Support staff who help with circulation, shelving books, and assisting users with basic inquiries), Technical Staff (Personnel who handle cataloging, classification, and maintenance of library databases and systems), IT Support Staff (Staff responsible for managing digital resources, library software, and troubleshooting technical issues, Facilities and Maintenance Staff (Personnel who ensure the cleanliness, security, and overall upkeep of the library environment).

Library's technical processing refers to Acquisition (Selecting, ordering, and purchasing books, journals, and other library materials), Cataloging (Assigning bibliographic information, classification numbers), Classification (Organizing materials into subject categories using classification systems such as the Dewey Decimal Classification (DDC) or Library of Congress Classification (LCC)), Preservation and Repair (Maintaining and restoring damaged books, digitizing rare materials, and ensuring long-term accessibility).

Library performance is commonly assessed through user satisfaction, a key factor that impacts both the effectiveness and reputation of institutions such as libraries. When users express high satisfaction with the quality of library services, it serves as a strong indication of good library performance. Although prior studies have examined various dimensions of library service quality across different library types, this study focuses specifically on Thakuria's (2007) four primary dimensions: physical facilities, collection, staff, and technical processing in academic libraries. Positive user satisfaction regarding these dimensions suggests that the library's performance is strong and its organizational structure is well-managed.

2.4 Academic Libraries

Academic libraries worldwide have played a pivotal role in uniting people from diverse backgrounds in a shared space. In an era of increasing commercialization, many institutions and countries have limited free access to services for their citizens. However, academic libraries continue to uphold the right to free access to library resources, both physically and digitally. The world is commonly categorized into Western and Eastern regions, with the West comprising America and Europe, and the East including Asia and Southeast Asia. Every country boasts notable academic libraries. Below is a list of the most distinguished academic libraries from each nation.

2.4.1 Academic Libraries in United States

Founded in 1800 and located in Washington, D.C., the Library of Congress is the largest library in the world by collection size. It houses an extensive array of Americana, folk music, early motion pictures, and other special collections. Serving as the research arm of Congress and the national library of the United States, it holds the most comprehensive record of human creativity and knowledge. Open to individuals aged 16 and older, the Library of Congress is a key resource for scholars and researchers. Its materials come from various sources, including exchanges with other libraries, gifts, purchases, and copyright deposits. Thousands of items are added daily, with selection officers reviewing materials for the permanent collection (Library of Congress, n.d.).

The Library is overseen by the Librarian of Congress, appointed by the President and confirmed by the Senate. Services include acquisitions, archival description, expert assistance through "Ask a Librarian," cataloging, cooperative

cataloging programs, copyright services through the U.S. Copyright Office, duplication services, customized research products, interlibrary loans, legal research support, reader registration, preservation, and publishing opportunities for collaborative works.

The Harvard University Library, established in 1638, is the oldest and largest academic library system in the United States, boasting a core collection of 10 million volumes. It has extensive collections in law, business, sciences, and special works by renowned authors and historical figures. Harvard's library system spans more than 25 libraries worldwide, staffed by over 800 members who support scholars and students globally. Its total holdings exceed 20 million physical and digital items, covering the full spectrum of disciplines in over 460 languages (Harvard Library, n.d.).

Harvard's rare and special collections include medieval manuscripts, sound recordings of modern poets, early maps, and digital images. The library collaborates internationally to promote open access and build a diverse, open knowledge corpus. Various schools within Harvard manage specialized libraries that support their unique academic and research needs, while Harvard Library coordinates system-wide strategies, including collections discovery, access, acquisitions, cataloging, preservation, digital imaging, scholarly communication, research data management, and digital scholarship.

Yale University Library ranks among the largest academic library systems in the United States, housing over 15 million print and digital volumes. It serves the diverse academic and research needs of both students and faculty. Key branches include the Sterling Memorial Library and the Beinecke Rare Book & Manuscript Library, renowned for its extensive collection of rare and historical works. The library is also noted for its efforts in digital innovation, preservation, and enhancing global access to academic resources (Yale University Library 2023).

In addition to Yale and Harvard, numerous other academic libraries across the United States play key roles in promoting scholarship and innovation. Stanford University Libraries are recognized for their advanced digital initiatives, vast collections, and emphasis on interdisciplinary research. Columbia University Libraries, with more than 13 million volumes, include notable centers like the Rare Book & Manuscript Library and the Avery Architectural & Fine Arts Library.

Similarly, the University of California, Berkeley Libraries maintain one of the nation's largest academic collections and are leaders in digital and open-access initiatives. Collectively, these libraries form a crucial part of the academic foundation

of higher education in the U.S. (Stanford Libraries 2023; Columbia University Libraries 2023; UC Berkeley Library 2023).

2.4.2 Academic Libraries in Europe

Cambridge University Library ranks among the world's foremost academic research libraries, housing more than 9 million items including books, manuscripts, and digital content. Established in the early 15th century, it functions as a UK legal deposit library, receiving copies of all nationally published books, which contributes to its vast and continually expanding collection. The library supports Cambridge's diverse academic community by offering advanced research services, digital tools, and collaborative learning environments. It also plays a vital role in preserving rare collections and advancing open access initiatives, embodying the wider goals of Western academic libraries toward innovation and inclusivity (Cambridge University Library 2023).

The University of Oxford is home to the renowned Bodleian Libraries, one of the world's leading academic library systems. Founded in 1602, the Bodleian ranks as the second-largest library in the UK, with a collection exceeding 13 million printed materials alongside a growing range of digital assets. It consists of over 30 libraries that cater to different faculties and departments. As a legal deposit library, it is entitled to receive a copy of every publication produced in the UK, helping to safeguard the country's literary heritage. The system is also recognized for its innovative digital projects, unique special collections, and extensive research support services (Bodleian Libraries, 2023).

The British Library, located in London and founded in 1973, ranks among the world's largest libraries. It holds a vast collection including works by Charles Dickens and George Bernard Shaw and functions as a major research institution. With over 170 million items, the British Library continuously grows its holdings, collecting everything published today and in the future. Its collections include millions of books, newspapers, maps, sound recordings, patents, and stamps. The library offers multiple spaces for study, social gatherings, business startups, and cultural events. There are 11 Reading Rooms in London and one in Yorkshire, each dedicated to a specific subject area, where specialist reference staff assist users in navigating the collections (British Library, n.d.).

In addition to the prestigious libraries at Oxford and Cambridge, many academic libraries across Europe play pivotal roles in fostering research and academic exchange.

The Leiden University Libraries in the Netherlands, one of Europe's oldest, is renowned for its extensive special collections, especially in Asian studies and early printed works. Switzerland's ETH Zurich Library is a key resource for cutting-edge research in science and technology, offering advanced digital services and rich scientific databases. Meanwhile, Italy's University of Bologna Library System—linked to the oldest university in the Western world—hosts a wide array of scholarly resources and historical manuscripts. These institutions uphold Europe's scholarly heritage while advancing innovation, digitization, and global research collaboration (Leiden University Libraries 2023; ETH Zurich Library 2023; University of Bologna Library System 2023).

2.4.3 Academic Libraries in South East Asia

Academic libraries in Southeast Asia are vital in preserving and promoting the region's cultural heritage, maintaining valuable collections that document national histories. However, these libraries face significant challenges, especially in securing funding for operations, development, digitization, and improved digital access. Convincing governments to allocate adequate resources remains difficult, making sustained investment crucial for their continued growth and relevance (IFLA, 2012).

The Nanyang Technological University (NTU) Library in Singapore, comprising seven libraries under the Office of Information, Knowledge, and Library Services (OIKLS), has continuously enhanced its resources since its 1981 establishment. It offers diverse study and collaboration spaces, including specialized zones like Hygge and Liber@ ADML, designed for flexible learning and teamwork. Exhibition spaces highlight student and researcher work (NTU Library, n.d.).

The Central Library of the University of Indonesia, located in Depok, consolidates scattered social and recreational facilities into an integrated system that offers seamless access across faculties. As part of the university's central administration, it works closely with faculty libraries on digital collections, IT, preservation, and storage. By 2007, its collection reached 1.5 million books, ranking it among Asia's largest. Supported by advanced digital systems, the library allows online access to a wide variety of resources including electronic articles and academic works (University of Indonesia Library, n.d.).

The University Library of the University of the Philippines Diliman is recognized as a leading academic library in the region. Its vision includes providing

high-quality resources, services, and facilities. It offers open, accessible learning spaces, supports information literacy through instructional programs, curates relevant materials for teaching and research, integrates modern technology, and preserves resources through archiving and digitization. The library also promotes creativity and well-being through inspiring spaces (University of the Philippines Library, n.d.).

The Universiti Brunei Darussalam (UBD) Library is noted for its extensive collections in Malay history and Islamic studies and serves a growing demand from academic and governmental bodies. By 2020, it expanded its holdings to one million books through partnerships with various organizations to support national research and education (UBD Library, n.d.).

The National University of Laos (NUOL) Central Library provides multiple facilities such as reading rooms, group discussion rooms with internet access, a digital library space, and an International Information Center with resources on global and regional topics. It supports students, faculty, and staff with computers and internet access for academic purposes (NUOL Library, n.d.).

The University of Malaya Library in Malaysia, founded in 1959, holds over one million titles with a Central Library and a network of branch and special libraries. It offers 24-hour computer labs, reservable discussion rooms, carrel rooms for researchers including accommodations for visually impaired students, cloud printing, and Wi-Fi connectivity. A 24-hour Self-Returning Book Kiosk further enhances user convenience (University of Malaya Library, n.d.).

Thailand's Office of Academic Resources at Chulalongkorn University specializes in social sciences with rich collections on Thailand, Southeast Asia, and international studies, including rare royal literary works and area studies collections (Chulalongkorn University Library, n.d.).

The Vietnam National University Library and Digital Knowledge Center (LIC), established in 1997, offers a vast collection of textbooks, theses, research works, journals, and eBooks across many fields. It operates multiple public service departments and maintains extensive collaborations with international institutions and organizations (Vietnam National University Library, n.d.).

The Hun Sen Library (HSL) at the Royal University of Phnom Penh, opened in 1997, provides modern facilities and a collection exceeding 100,000 volumes in multiple languages. It serves around 800 users daily and offers internet access,

photocopying, seminar rooms, and training services for other organizations (Hun Sen Library, n.d.).

Academic libraries worldwide play a vital role in advancing education by providing access to knowledge, supporting research, and fostering lifelong learning. They serve as essential centers for learning by offering vast collections of print and digital resources, research assistance, and learning spaces. Leading institutions like Harvard University Library, the British Library, and libraries in Southeast Asia such as those at the University of Malaya and Chulalongkorn University demonstrate how libraries contribute to academic excellence and innovation. Through global collaboration, open access initiatives, and digital services, academic libraries help bridge educational gaps and support learners and researchers around the world.

2.5 Review on Previous Studies

Kassim (2009) carried out a study to assess user satisfaction with the performance of the academic library at the University of Malaya in Malaysia. The research aimed to evaluate how satisfied users were with the library's services, physical infrastructure, and collection and information. A custom-designed questionnaire was utilized to gather feedback from 650 final-year students across three university faculties. Descriptive statistics were applied to compare mean satisfaction scores across the three areas. Overall, the findings indicated that users were generally "quite satisfied" with the library's services, facilities, and resources. The study also highlighted opportunities for improvement, such as ensuring books are properly shelved in a timely manner, rather than being left on tables or trolleys.

Cho Cho Myint (2011) conducted a study to explore users' opinions of the Universities' Central Library, gathering data from 100 respondents through a quantitative questionnaire-based method. The study aimed to assess the library's performance. Findings revealed that while users were largely satisfied with the assistance and services offered by the library staff, they expressed dissatisfaction with the insufficient number of computers and weak internet access. Additionally, the study pointed out that financial limitations and the high price of books hindered the library's ability to fully meet users' needs for updated materials.

Mi Mi Myo Win (2012) carried out a study focusing on customer service at the British Council and the Baldwin Library American Center in Yangon. The primary aim was to assess customer satisfaction with the services offered by both libraries. Data was

gathered from 300 respondents, evaluating satisfaction based on key performance indicators such as physical facilities, library collections, staff service, and technical processes. The findings indicated that customers were generally highly satisfied with the services at both institutions.

Khin Thandar Aung (2012) conducted a study on the administration of the Universities' Central Library (UCL). The study aimed to assess users' perceptions of the library's performance using key indicators such as physical facilities, collections, staff, and technical processing, applying a descriptive research method. Findings revealed that most users were satisfied with UCL's services. However, many lacked awareness of how to utilize librarians for research support or to efficiently access information. The study also noted that users valued quick access to books. As a well-resourced research library, UCL was considered well-suited to meet the needs of a knowledge-based society.

Sriram and Rajev (2014) conducted a study titled "*Impact of University Library Services on User Satisfaction: A Case Study of Sur University College, Sultanate of Oman.*" The primary goal was to identify various academic library services and assess their level of impact on user satisfaction at Sur University College, using a descriptive research method. Through statistical analysis, the study evaluated how different services influenced user satisfaction. The results showed that printing and photocopying facilities had a significant effect on user satisfaction, leading to the development of an impact model. The study also provided recommendations for improving service quality and enhancing user satisfaction.

Motiang (2014) examined user satisfaction with library services at the University of Limpopo, Medunsa Campus using a descriptive method. 327 distributed questionnaires, 233 were returned, showing a 71% response rate. The study found that users regularly visited the library and were generally satisfied with its hours, registration process, and staff assistance. However, areas needing improvement included expanding book and journal collections, enhancing internet and photocopying services, extending opening hours, and providing staff training. The research emphasized the vital role of the library and the importance of ongoing service enhancements to better meet user needs.

Adam (2017) assessed the quality of library services and user satisfaction among undergraduate students at YMSU Library. The study aimed to explore students' perceptions of the library's resources, facilities, and services. Focusing on three key

areas—information resources, services, and facilities—a cross-sectional survey was conducted with 120 students, resulting in 84 completed responses and a 70% response rate. Findings highlighted the importance of aligning library offerings with user needs. The study recommended that library management maintain high levels of user satisfaction by ensuring the availability of up-to-date and relevant materials, modern facilities, and responsive services that meet students' expectations.

Tetteh and Nyantakyi-Baah (2019) explored user satisfaction with academic libraries in Ghana. The study aimed to assess satisfaction with library services using qualitative data gathered through questionnaires and interviews with college students, faculty, and library staff from two academic institutions. Results showed that users were highly satisfied with core services such as lending, photocopying, staff behavior, and the library's physical environment—all of which contributed positively to academic performance. The study recommended enhancing access to online resources, improving staff training, and strengthening technical infrastructure. It also emphasized the importance of actively promoting library services and resources to boost stakeholder perception of the library's value.

CHAPTER III

LIBRARY IN MYANMAR

3.1 History of Libraries in Myanmar

The Pitaka Taik, meaning the Library of Buddhist Scriptures, primarily housed the Tripitaka, the sacred Buddhist scriptures. Three "baskets"—the Vinaya Pitaka (monastic laws), the Sutta Pitaka (Buddhist discourses), and the Abhidhamma Pitaka—make up the Tripitaka. In addition to the Tripitaka, monasteries in Bagan, Myanmar's ancient capital (9th–13th century), also preserved a wide range of other manuscripts on topics such as medicine, astronomy, law, and royal history. These manuscripts were inscribed on palm leaves (Parabaik) using ink and a stylus.

King Anawrahta (1057–1078 AD) is credited with initiating the tradition of libraries in Myanmar. He is often associated with the establishment of the first royal library in Burmese history, which was likely located in his capital, Bagan. This royal library housed Buddhist scriptures and other significant texts, preserving them for future generations. The library was probably situated within one of the many temples or pagodas built by Anawrahta in Bagan. These libraries played a vital role in the education of monks and scholars, who used the collections for both religious study and scholarly pursuits.

The Konbaung Dynasty (1752–1885) saw a significant rise in royal support for libraries. During this period, the kings not only supported monastic libraries but also established royal libraries within palace compounds. These royal libraries focused on preserving administrative records, historical chronicles, literature, and texts on statecraft. The monarchs and their courtiers used these collections for governance, education, and personal enrichment. A key figure in the advancement of libraries during this time was King Mindon Min, who reigned from 1853 to 1878. He initiated numerous cultural projects, including the preservation and collection of important texts. The royal libraries of the Konbaung period thus became central hubs for the exchange of intellectual and scholarly ideas.

In the 19th century, modern libraries began to emerge in Lower Myanmar, housing a variety of subjects, though religious texts remained the dominant part of their collections. In 1883, Sir Charles Edward Bernard, the Commissioner of Lower Myanmar, established the first public library, the Bernard Free Library, which later became the foundation of the National Library of Yangon, and it focused on both English and Burmese literature.

University Chancellor and Governor Sir Harcourt Butler laid the establishment of the University of Yangon Library in 1927. The first modern Myanmar library was designed by T. O. Foster. The library was known for its rare volumes and manuscripts, including Myanmar and Chinese sources.

After Myanmar gained independence in 1948, the government established the National Library of Myanmar in 1952 to preserve the nation's cultural heritage. Libraries expanded in urban areas, and efforts were made to improve literacy in rural regions. During the socialist era (1962–1988), the government took control of book distribution, which significantly impacted library development. Censorship during this period restricted the types of books available, limiting the diversity of library collections. Despite challenges such as censorship and limited resources, libraries have remained vital to Myanmar's cultural and educational heritage. They have played an essential role in preserving knowledge and promoting literacy across generations, serving as important hubs for learning and the exchange of ideas.

3.2 Academic Libraries in Myanmar

In Myanmar, several academic libraries serve as key resources for students and researchers, each specializing in various fields. Academic libraries in Myanmar, operating under various ministries, provide specialized services tailored to the academic disciplines of their respective universities. For instance, medical university libraries focus on health sciences resources, while technology and engineering university libraries offer access to scientific and technical materials. Similarly, economics and business university libraries provide extensive collections on finance, management, and policy studies. These libraries support students and researchers by offering services such as research assistance, digital access to journals, and lending facilities. However, the availability and quality of services vary depending on the university and its resources.

Notable examples include the University of Yangon Library, the oldest in the country, which offers extensive collections in humanities and social sciences; Mandalay University Library, which provides resources in both humanities and technical disciplines; and Yangon University of Economics Library, focusing on economics, finance, and management. The University of Technology (Yatanarpon Cyber City) Library caters to IT and engineering students, while the University of Medicine Library specializes in medical and health sciences. The National Library of Myanmar in Yangon plays a critical role in preserving the nation's cultural heritage and supporting academic research. Other libraries, such as the Myanmar Institute of Theology Library and Dagon University Library, also contribute significantly to the academic community. Despite their importance, challenges related to digital access and limited resources persist.

According to a 2014 survey by The Asia Foundation, Myanmar had 55,755 registered public libraries, but only 4,868 were considered active. These libraries play a vital role in providing access to information and supporting education, though many face challenges such as limited resources, funding, and digital access (The Asia Foundation, 2014). In Myanmar, each university is equipped with at least one library that plays a crucial role in supporting academic pursuits. These libraries offer a variety of resources and services to enhance teaching and learning, as well as to meet the research and knowledge innovation needs of students and faculty. From specialized collections to access to digital resources, university libraries are integral in fostering academic excellence and research development.

Myanmar currently has 164 higher education institutions, encompassing public and private universities, technical colleges, and vocational training centers (Swe & Yang, 2024). The Myanmar Academic Library Consortium (MALC), which includes nine major academic libraries, works collectively to improve access to scholarly resources and promote resource sharing. University libraries across the country are progressively establishing Research Data Management Services (RDMS) to better support national research and development. RDMS represents a more advanced and integrated form of traditional library research support. For Myanmar's academic libraries, this initiative serves as a strategic effort to boost their visibility and reinforce their role in supporting faculty, researchers, and students. The primary goal is to enhance how research data is managed, preserved, and made accessible, contributing to a stronger academic research ecosystem (Swe & Yang, 2024).

3.3 Academic Libraries in Yangon

Yangon, once called Rangoon, is Myanmar's largest city and principal port situated along the Yangon River, with an estimated population of 4.09 million in 2007. Originally established as a fishing village in the mid-1750s by King Alaungpaya, it was developed into a strategic port and later became the British colonial capital following Burma's annexation in 1886. The city suffered extensive damage during World War II under Japanese occupation but currently manages more than 80% of the country's foreign trade. As a key educational center, Yangon is home to numerous universities that depend on academic libraries to support learning and research by offering a wide range of print and digital resources, as well as services like research guidance and information literacy training. Table (3.1) lists the academic libraries in Yangon ordered by their founding years. These libraries act as vital learning support centers for students and play a significant role in advancing education both locally and nationally. They operate under different ministries, including the Ministry of Education, the Ministry of Science and Technology, and the Ministry of Cooperatives and Rural Development.

Table (3.1) Academic Libraries in Yangon

| No. | Name of Library | Founded Year |
|------------|---|---------------------|
| 1 | University of Yangon | 1920 |
| 2 | Medical University | 1923 |
| 3 | Yangon University of Economics | 1924 |
| 4 | Yangon University of Education | 1924 |
| 5 | Yangon Technological University | 1924 |
| 6 | Yangon University of Foreign Languages | 1964 |
| 7 | Yangon University of Distance Education | 1993 |
| 8 | Dagon University | 1993 |
| 9 | Cooperative University Thanlyin | 1994 |
| 10 | East Yangon University | 2000 |
| 11 | West Yangon University | 2002 |
| 12 | West Technological University | 2005 |
| 13 | Thanlyin Technological University | 2007 |

Source: Based on Information from Official University Websites

Established in 1920, the University of Yangon Library is one of Myanmar's oldest and most prominent academic libraries, playing a vital role in meeting the academic needs of students and faculty. Its extensive collection includes books, journals, periodicals, and digital resources, with particular strengths in the humanities, social sciences, and Myanmar studies. The library also houses rare and historic materials, serving as a valuable resource for specialized research. In addition to its collections, the library supports academic work by providing research tools and guidance to users. Its location on the University of Yangon campus makes it easily accessible to the university community.

The Medical University of Yangon Library has its roots in the early development of medical education in British Burma, beginning in 1923 with the establishment of a medical department at the University College of Rangoon, then based at the Government Medical School. In 1929, the department moved into its own building, marking a key step in the emergence of a dedicated medical college library, though no exact founding date is recorded. Today, the library is a specialized academic resource center that supports the educational and research needs of medical students and faculty. It offers a wide range of medical textbooks, journals, clinical reports, and research papers, along with growing access to digital resources. Located on the university campus, the library plays a crucial role in advancing medical education and research in Myanmar.

The Yangon University of Economics (YUEco) began in 1924 as the Economics Section of Yangon University and was restructured in 1964 into the independent Institute of Economics, Yangon, which later became the Yangon University of Economics. The YUE Library caters to the academic needs of students and faculty in economics, business, and related disciplines. It houses an extensive collection of books, journals, research papers, and periodicals focusing on economics, finance, management, and business. In line with modernization efforts, the library is expanding its digital resources to enhance teaching and research. It provides access to key databases and online materials essential for academic work. Located on the YUEco campus in Yangon, the library also extends its services to the Hlaing and Ywa Tha Gyi campuses, making it a central academic resource across multiple locations.

The Yangon University of Education (YUE) has a rich history, beginning in 1924 as the Department of Education within Yangon University. It became the Teacher Training College (TTC) in 1931, evolved into the Faculty of Education in 1946, and

was restructured as the independent Yangon Institute of Education in 1964 under the University Act. On June 5, 2014, it was officially renamed Yangon University of Education. The YUE Library plays a central role in supporting the university's academic and research needs, particularly in education and pedagogy. Located on campus, it offers a comprehensive collection of books, journals, periodicals, and digital resources covering education, psychology, and the social sciences. The library also houses theses, dissertations, and research papers, and is actively expanding its digital services to better support students, faculty, and researchers in their academic pursuits.

The Yangon Technological University (YTU) Library is a key resource within Myanmar's leading engineering university, which originated in 1924 as the Department of Engineering at the University of Yangon. Although the library's exact founding date is not recorded, it has long supported the academic community. The library focuses on engineering, technology, and applied sciences, with collections covering civil engineering, electrical engineering, computer science, and related fields. It also provides access to digital databases that facilitate research in these disciplines. Beyond its extensive materials, the YTU Library offers study spaces, lending services, and specialized resources to support students' technical education and research. Located on the YTU campus, it remains an essential hub for both students and faculty.

Founded on January 16, 1964 as the Foreign Languages Institution, YUFL became the Institute of Foreign Languages in 1972 and a university on October 2, 1996. Although the specific founding date of the YUFL Library is not publicly documented, it is presumed that the library was formalized or significantly expanded when the institution achieved university status. The YUFL Library plays a vital role in supporting the academic pursuits of students specializing in language studies, literature, and international relations. It offers a wide range of resources, including textbooks, journals, and materials in multiple foreign languages, along with resources relevant to international affairs. Conveniently located on campus, the library serves as a key academic center for students and faculty engaged in language and cultural studies.

The Yangon University of Distance Education (YUDE) Library, established on 1st January 1993, plays a crucial role in supporting distance learners. Located at Thahton Road in Yangon, the library stores a wide range of materials, including text and study guide books, old question papers, CDs, video tapes, and audiocassettes, systematically maintained for 19 specializations. In addition to these, the library has a collection of reference materials, books, and periodicals, which are either purchased or

donated. The YUDE Library offers essential resources for students, including books, journals, theses, and study guides, to assist them in their coursework and research. It also provides digital resources such as e-books and online journals to cater to students in remote locations. Services like online access to resources, interlibrary loans, and research support ensure that distance learners can easily access necessary materials and receive academic assistance, thereby facilitating independent learning for students pursuing education through distance methods.

Yangon's public Dagon University Library serves academics. In 1993, Dagon University opened a library on the first floor of building No. 31 with 1,630 volumes. The library holds a comprehensive collection of books, periodicals, and academic resources across various disciplines, including the humanities, sciences, and social sciences. It provides essential academic support through services such as access to online journals and research databases, facilitating students' learning and research needs. Since 2000, the library has utilized the Electronic Library (ELIB) software for managing its collections, allowing for efficient cataloging and user access. Located within the Dagon University campus, the library is easily accessible to all students, faculty, and staff, making it a central resource for academic growth and development at the university.

The academic libraries at West Yangon University, East Yangon University, West Technological University, Thanlyin Technological University, and Cooperative University Thanlyin play similar roles as the other academic libraries in Yangon. These libraries serve as vital knowledge banks for university students, offering essential academic resources and support for teaching, learning, and research. They not only cater to the academic needs of students and faculty but also contribute to the national knowledge base, supporting the development of education and research in Myanmar. By providing access to a wide range of books, journals, digital resources, and research materials, these libraries help facilitate higher education and academic growth, contributing to the country's progress.

3.4 Profile of Universities' Central Library

In December 1920, Myanmar's first institution, Rangoon institution, was founded. It started with University College and Judson College. In 1929, the University of Rangoon Library was formed as a research and reference library and became one of Southeast Asia's greatest history and cultural libraries. When it joined the Ministry of Education's Department of Higher Education in 1964, the library became the Universities' Central Library (UCL). UCL began building a new facility next to the pre-World War II Rangoon University Library in 1973. New building finished in 1980.

The University of Rangoon Library was reestablished in its original structure under the Rector in 1987 when the Central Library and University of Yangon Library were separated. A three-story structure was built behind UCL's main building in 1992. The greatest collection of books, palm-leaf manuscripts, and parabiike paper manuscripts in Myanmar is at UCL. It now holds lithographs and current literature about Myanmar history, culture, and politics. UCL's holdings enable research and reference as the nation's top university and college library.

1. Vision and Mission

“UCL aims to partner with all Myanmar universities and colleges, as well as university teachers, students, and researchers, to provide services and information that support teaching and research. The library preserves Myanmar's cultural legacy by preserving historic manuscripts. UCL invests in people, collections, and physical and digital material to expand and stay relevant. Additionally, the University's Central Library promotes comprehensive study and functions as a cultural nexus.

2. Location and Opening Hours

On University Avenue in Kamayut Township, Yangon, Myanmar, the Yangon University (Main) Campus' Central Library is at the intersection of Adipati (Chancellor) Road and Sagaing Road. The library is open Monday through Friday from 9:30 AM to 4:30 PM. For scheduling changes or more information, contact the library or visit their website.

3. Library Policies

A library membership card is required to borrow materials from the Universities' Central Library, and all users must adhere to the library's rules and policies. Smoking and excessive noise are strictly prohibited in all areas of the library. While the library primarily serves students and teachers, it also accommodates researchers, and outsiders can access the library's collection to read books on-site or copy and scan pages according to the library's rules. Faculty members can borrow up to five books for one month, students can borrow five books for two weeks, external members can borrow two books for two weeks, and office staff can borrow five books for one month.

3.4.1 The Collections of Universities' Central Library

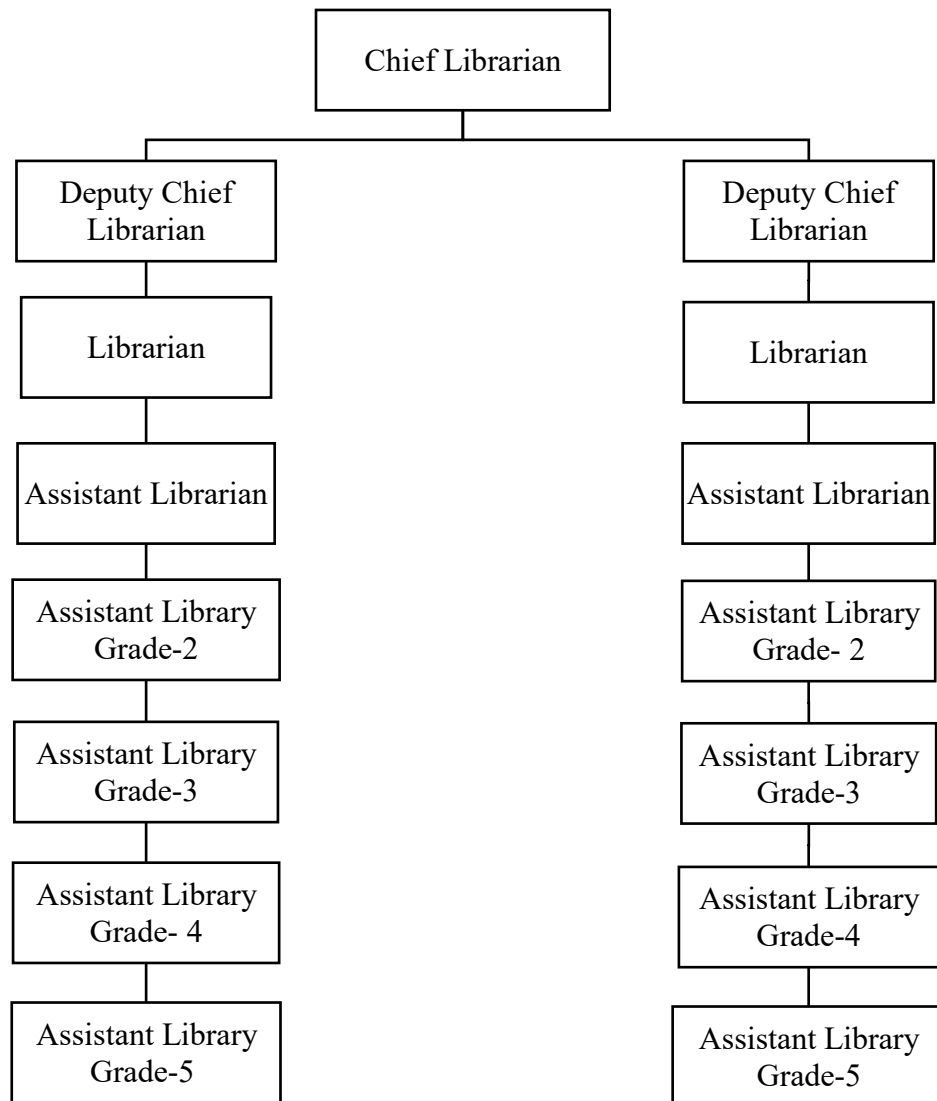
The collection at UCL includes Myanmar's national heritage items, such as palm-leaf and parabike paper manuscripts, Myanmar books, English books, periodicals, microfilms, photographs, and theses. Over time, it has evolved into a valuable repository for information on Myanmar's history, culture, and Myanmar studies. The collections of UCL is shown in Table (3.2).

Table (3.2) Collection of Universities' Central Library

| No. | Description | Number of Items |
|-------|---------------------|--------------------------|
| 1 | Myanmar books | 183,961 |
| 2 | English books | 168,683 |
| 3 | Myanmar Manuscripts | 15,126 |
| 4 | Periodicals | 120,000 (or 1715 titles) |
| 5 | Microfilms | 2,096 |
| 6 | Photos | 1,200 |
| 7 | Theses | 30,018 |
| Total | | 521,084 |

Source: Universities' Central Library (2024)

3.4.2 Organization Chart of Universities' Central Library



Source: Universities' Central Library (2025)

The Universities' Central Library now operates under the administration of University of Yangon in accordance with the new law. From 2010 to 2020, UCL operated under the Department of Higher Education. Currently, it functions as the Library Department under University of Yangon. Despite the change in administration, UCL remains the leading library for all universities. The chief librarian holds primary responsibility for overseeing all services offered by the library. Reporting to the chief librarian are two deputy chief librarians, each supervising two librarians. Below them, four assistant librarians manage library operations with the support of eight assistant library grade-2 staff. Additionally, eight assistant library grade-3 staff work under the

grade-2 assistants, followed by six assistant library grade-4 staff under their supervision. Lastly, eight assistant library grade-5 staff report to the grade-4 assistants. All library personnel under the chief librarian interact directly with users, ensuring that their needs are met effectively.

3.4.3 Membership Status of UCL

University students, staff, faculty, and external visitors must register at the UCL counter by filling out a registration form. The required documents include a student or staff ID card, two passport-sized photos, and for university students, proof of payment for university enrollment fees. Staff and faculty must provide a letter of recommendation from their department head, while external users need to present a letter signed by their headquarters or the township head.

Table (3.3) displays the user statistics for UCL from 2014 to 2024. Users must register just once for a two-year duration. The table provides the data broken down by each calendar year.

Table (3.3) User Statistics of Universities' Central Library

| No. | Year | Students | Teachers | Externals | Total |
|-------|------|----------|----------|-----------|-------|
| 1 | 2015 | 788 | 150 | 13 | 951 |
| 2 | 2016 | 612 | 64 | 6 | 682 |
| 3 | 2017 | 869 | 123 | 35 | 1,027 |
| 4 | 2018 | 618 | 40 | 95 | 753 |
| 5 | 2019 | 643 | 107 | 341 | 1,091 |
| 6 | 2020 | 187 | 43 | 123 | 353 |
| 7 | 2021 | 8 | 21 | 5 | 34 |
| 8 | 2022 | 169 | 63 | 47 | 279 |
| 9 | 2023 | 658 | 62 | 118 | 838 |
| 10 | 2024 | 422 | 37 | 174 | 633 |
| Total | | | | | 6,641 |

Source: Report of Universities' Central Library (2015–2024)

The user statistics at the Universities' Central Library over the ten-year period from 2015 to 2024 show noticeable fluctuations in the number of registered users. Student users generally form the largest portion of library users each year, reflecting the library's primary role in supporting student learning. The number of teacher users varies moderately but remains a smaller group compared to students. External users, while the smallest category, show some significant increases in certain years, such as in 2019 and 2024, indicating growing interest or collaboration from outside the university community.

A marked decline in total users is evident in 2020 and 2021, likely due to the impact of the COVID-19 pandemic, which led to restricted access and disruptions in academic activities. Following this dip, user numbers begin to recover gradually from 2022 onward, although they have not yet reached the higher levels seen before 2020. Overall, the data suggests that the Universities' Central Library continues to be a vital resource for students, faculty, and external users, with usage patterns closely linked to broader academic and societal circumstances over the decade.

3.4.4 ASEAN Corner

Universities' Central Library (UCL) has launched the ASEAN Corner, where a variety of books related to ASEAN are displayed and available for reading. ASEAN Corner is a project initiated by the ASEAN Secretariat (ASEC), designed to establish information centers in the libraries of higher education institutions across ASEAN Member countries. The primary goals are to provide accurate, timely, and relevant information about ASEAN developments and member states, improve access to reliable multimedia resources on ASEAN for research, and promote people-to-people connections to foster better understanding and respect among ASEAN peoples, particularly the youth. Phase 1 of the ASEAN Corner, proposed by ASEC and funded by the Japan-ASEAN Integration Fund (JAIF), aims to establish information centers or learning hubs in libraries of higher education institutions within the ASEAN University Network (AUN) to enhance knowledge of ASEAN.

3.4.5 Structure and Services of Universities' Central Library

The university central library has eleven divisions that work together. These sections are: Myanmar Books, English Books, Periodicals, Loan and Reference, Myanmar Manuscripts, Reprographic, Preservation and Conservation, e-Library, Gifts and Exchange, and Theses and Dissertation.

The Myanmar Books Section contains rare printed books and palm-leaf and parabike paper manuscripts from Myanmar's national heritage. Buddhism, history, literature, astronomy, astrology, indigenous medicine, jurisprudence, customary law, language, Myanmar dictionaries, poetry, novels, and dramas are covered in these works. Myanmar's Mon, Shan, Kachin, and Kayin ethnicities' literature and languages are also included. Retrospective Myanmar novels from 1872 have also been collected.

The English literature Section has early 19th-century literature, rare Myanmar novels, and ASEAN and adjacent country books including India, Bangladesh, and China. It also contains all English and other Myanmar-related works in French, German, Japanese, Chinese, and Indic languages, especially Pali. This area includes rare Myanmar literature including the Census, Gazetteers, and English books on a variety of topics. UCL contains 1,500 English and Myanmar publications in a reference department. Many bound volumes of Myanmar newspapers, periodicals, and journals from the 19th century are in the collection.

It has one of the nation's greatest collections of rare and antique magazines. To serve university lecturers, undergraduates, and postgraduates, the library emphasizes research and teaching. Faculty, students, government employees, research scholars, authors, and public service workers use the library. The General Reading Room seats over 100 readers, while the General Reference Room seats 30 researchers. Five carrels are accessible for individual pupils. Monday through Friday, 9:30 AM to 4:00 PM, circulation.

About 15,000 palm-leaf Myanmar manuscripts and 4,000 parabikes (written on Maing Kaing Shan handmade paper) are in the Myanmar Manuscripts Section. The collection covers non-religious topics including literature, history, astrology, traditional medicine, customary law, Buddhism, sociology, and former economic situations. The Reprographic Section was founded in 1973 and has acquired microfilms of colonial papers on Myanmar's history from the India Office Library and Records in London and rare Myanmar novels and Pyazats (dramas) from the British Library.

Cornell University Library in Ithaca, USA, collaborated in the Preservation by Microfilming Ancient Myanmar Manuscripts Project. This effort microfilmed 2,000 manuscripts on Myanmar customary law (dammathats), history, traditional medicine, and literature (Pyo, Yadu). This area also includes 500 35mm microfilm reels and 5,000 microjackets of rare Myanmar and English literature.

The Preservation & Conservation Section began in 1984. All stacks and manuscript rooms are fumigated annually. Palm-leaf manuscripts are repaired by replacing broken margins with blank palm leaves. Parabike manuscripts are restored with indigenous MaingKaing Shan paper. Cardboard and hardwood boxes with acid-free paper contain rare and colorful parabikes with traditional artwork. There is also an area for binding books, journals, and papers.

Since 1992, the e-library has existed. Electronic databases for English and Myanmar books, palm-leaf manuscripts, parabikes, journals, newspapers, and theses are available through the ELIB Library Automation System. E-books of rare books, periodicals, and palm-leaf manuscripts are accessible. Treasured artworks have been scanned and classified. The Myanmar cartoon collection (1900-1948), rare pictures, maps, palm-leaf manuscripts, and color-filmed parabikes are digitized. Scholars and researchers can access electronic books and periodicals here. All volumes of the Journal of Burma Research Society (1911-1977), the first to tenth conferences of Southeast Asian librarians (CONSAL), and ASEAN dissertation abstracts have been digitized in full text and searchable by keywords.

Free internet access is available for over 15,000 Myanmar social science e-books. Due to its publishing exchange program with national institutions and research libraries worldwide, U.C.L. has had a Gifts and Exchange Section since 1971. Myanmar Manuscripts Microfilming Project was created as part of this partnership. This part interacts with 11 foreign libraries: U.K., U.S.A., Germany, France, Japan, Thailand, Australia, China, and Singapore. The Theses and Dissertation Section has almost 30,000 thesis titles from Yangon and Mandalay universities. The area serves academics, students, scholars, and researchers as a reference library with limited photocopying and scanning.

CHAPTER IV

SURVEY ANALYSIS

4.1 Survey Profile

The research evaluates customer satisfaction with Yangon's Universities' Central Library (UCL) services to evaluate its performance. A descriptive survey design, a typical quantitative research approach, was utilized to collect primary data for this study. A Five-point Likert scale was used to create a 47-item questionnaire to evaluate the University Central Library. The poll will include 632 University Central Library (UCL) patrons. From this demographic, 250 respondents were sampled for survey data.

4.2 Survey Design

Primary data were gathered through a structured questionnaire comprising three parts. The first part collected demographic details of respondents; the second explored their use of library services; and the third evaluated the performance of the Universities' Central Library (UCL). Except for the first two sections, the third part utilized a Likert scale format. The study population included all users of the Universities' Central Library, and a simple random sampling method was employed. Participants were selected from users registered between January and December 2024. With a total of 633 registered users, the sample size was determined using Yamane's formula, assuming a 95% confidence level and a 5% margin of error, which yielded 250 respondents.

A five-point Likert scale was applied to measure user perceptions of the library's performance. Respondents rated each item from 1 to 5, with the following interpretive ranges: 1.00–1.80 (Strongly Disagree), 1.81–2.60 (Disagree), 2.61–3.40 (Neutral), 3.41–4.20 (Agree), and 4.21–5.00 (Strongly Agree). These categories were used to assess satisfaction levels related to core performance indicators, including physical infrastructure, the library's collection, staff support, and technical services.

4.3 Analysis of Survey Results

4.3.1 Socio-Demographic Characteristics of Respondents

The first part of the respondents' profiles presents their socio-demographic information. This section identifies key characteristics and examines whether these respondents exhibit variations based on different factors. Table (4.1) summarizes the socio-demographic characteristics of the respondents in the study area.

Table (4.1) Socio-Demographic Characteristics of Respondents

| Description | Category | Number of Samples | Percentage |
|------------------------|------------------|--------------------------|-------------------|
| Gender | Male | 88 | 35.2 |
| | Female | 162 | 64.8 |
| Total | | 250 | 100.0 |
| Age | 15-19 | 24 | 9.6 |
| | 20-24 | 130 | 52.0 |
| | 25-29 | 39 | 15.6 |
| | 30-34 | 20 | 8.0 |
| | 35-39 | 21 | 8.4 |
| | 40-49 | 8 | 3.2 |
| | 50-54 | 6 | 2.4 |
| | 55-59 | 2 | .8 |
| Total | | 250 | 100.0 |
| Education Level | High School | 5 | 2.0 |
| | Undergraduate | 122 | 48.8 |
| | Graduate | 29 | 11.6 |
| | Diploma | 14 | 5.6 |
| | Master | 50 | 20.0 |
| | Ph.D | 22 | 8.8 |
| | Others | 8 | 3.2 |
| Total | | 250 | 100.0 |
| Field of Study | Art | 62 | 24.8 |
| | Buddhist Studies | 5 | 2.0 |
| | Computer Science | 27 | 10.8 |
| | Economics | 3 | 1.2 |
| | Education | 22 | 8.8 |

Table (4.1) Socio-Demographic Characteristics of Respondents (Continued)

| Description | Category | Number of Samples | Percentage |
|-----------------------|----------------------|--------------------------|-------------------|
| Field of Study | Engineering | 1 | .4 |
| | Finance & Accounting | 1 | .4 |
| | Language | 14 | 5.6 |
| | Law | 12 | 4.8 |
| | Management | 4 | 1.6 |
| | Medical | 3 | 1.2 |
| | Others | 25 | 10.0 |
| | Science | 71 | 28.4 |
| Total | | 250 | 100.0 |
| Occupation | Government Staff | 24 | 9.6 |
| | NGO | 1 | .4 |
| | Others | 7 | 2.8 |
| | Own Business | 6 | 2.4 |
| | Private Staff | 3 | 1.2 |
| | Student | 179 | 71.6 |
| | Teacher | 30 | 12.0 |
| Total | | 250 | 100.0 |

Source: Survey Data, 2025

According to Table (4.1), the survey respondents include 88 male students and 162 female students, indicating that UCL has a higher proportion of female users than male users. Additionally, during the distribution of questionnaires, it was observed that female respondents showed greater interest in the survey compared to male respondents.

Respondents aged 20 to 24 make up the largest age group, accounting for 52% of all participants, followed by the 25 to 29 age group at 15.6%. In contrast, the 55 to 59 age group represents the smallest proportion, with only 0.8% of responses. These findings suggest that the majority of users visiting the University Central Library (UCL) are young individuals, primarily students, who rely on the library as a vital learning resource.

The educational background of respondents as follows: 5 respondents (2.0%) have a high school education, 122 respondents (48.8%) are undergraduate students, 29 respondents (11.6%) have a graduate degree, 14 respondents (5.6%) hold a diploma, 50

respondents (20.0%) are master's students, 22 respondents (8.8%) are Ph.D. students, and 8 respondents (3.2%) fall into other categories. The results indicate that undergraduate students make up the largest group, followed by master's students, graduate degree holders, Ph.D. students, diploma holders, others, and high school graduates.

The respondents' fields of study as follows: 62 respondents (24.8%) are arts students, 5 respondents (2.0%) study Buddhist studies as monks, 27 respondents (10.8%) are computer science students, 3 respondents (1.2%) study economics, 22 respondents (8.8%) major in education, 1 respondent (0.4%) studies engineering, and 1 respondent (0.4%) specializes in finance and accounting. Additionally, 14 respondents (5.6%) focus on language studies, 12 respondents (4.8%) study law, 4 respondents (1.6%) are management students, 3 respondents (1.2%) study medicine, 25 respondents (10.0%) fall into other categories, and 71 respondents (28.4%) are science students.

The results show that science students constitute the largest group, followed by arts students, computer science students, those classified as "others," education majors, language students, law students, Buddhist studies students, management students, economics students, medical students, and finally, a single engineering student and a single finance and accounting student.

The respondents' occupations as follows: 24 respondents (9.6%) are government employees, 1 respondent (0.4%) works in an NGO, 7 respondents (2.8%) fall into the "others" category, 6 respondents (2.4%) run their own business, 3 respondents (1.2%) are private sector employees, 179 respondents (71.6%) are students, and 30 respondents (12.0%) are teachers. The results indicate that students make up the largest group, followed by teachers, government employees, those categorized as "others," self-employed individuals, private sector employees, and a single NGO worker.

4.3.2 Usage of Library Services

The second section of the respondents' profiles provides a detailed overview of how they engage with library services. It examines the length of time users typically spend in the library, as well as the specific purposes for their visits such as studying, accessing reference materials, using digital resources, or seeking academic support. This part of the analysis helps to better understand patterns of library use and the diverse needs of its users.

Table (4.2) Usage of Library Services by Respondents

| Description | Category | Number of Samples | Percentage |
|---|--|--------------------------|-------------------|
| Number of Years in Using Library | Less than One Year | 74 | 29.6 |
| | More than Three Years | 52 | 20.8 |
| | One Year | 46 | 18.4 |
| | Three Years | 36 | 14.4 |
| | Two Years | 42 | 16.8 |
| Total | | 250 | 100.0 |
| Frequency of Visiting | Daily | 43 | 17.2 |
| | Monthly | 33 | 13.2 |
| | Occasionally | 101 | 40.4 |
| | Weekly | 73 | 29.2 |
| Total | | 250 | 100.0 |
| Spending Time per Visit | About One Hour | 83 | 33.2 |
| | About Two Hours | 75 | 30.0 |
| | Less than 30 minutes | 26 | 10.4 |
| | More than Two Hours | 66 | 26.4 |
| Total | | 250 | 100.0 |
| Reasons for Choosing | Access to digital resources | 9 | 3.6 |
| | Borrowing books | 58 | 23.2 |
| | Read Reference Books | 15 | 6.0 |
| | Research and study | 138 | 55.2 |
| | Using Computers & Wi-fi | 30 | 12.0 |
| Total | | 250 | 100.0 |
| Mostly borrowed Books | Academic reference books (e.g., encyclopedias, dictionaries) | 40 | 16.0 |
| | Biographies and autobiographies | 3 | 1.2 |
| | Business and economics books | 5 | 2.0 |
| | Fiction and literature | 54 | 21.6 |
| | History and cultural studies | 27 | 10.8 |

Table (4.2) Usage of Library Services by Respondents (Continued)

| Description | Category | Number of Samples | Percentage |
|------------------------------|------------------------------------|--------------------------|-------------------|
| Mostly borrowed Books | Research publications and journals | 36 | 14.4 |
| | Science and Technology books | 33 | 13.2 |
| | Textbooks related to your courses | 52 | 20.8 |
| Total | | 250 | 100.0 |

Source: Survey Data, 2025

According to Table (4.2), the respondents' duration of library usage as follows: 74 respondents (29.6%) have used the library for less than one year, 52 respondents (20.8%) for more than three years, 46 respondents (18.4%) for one year, 42 respondents (16.8%) for two years, and 36 respondents (14.4%) for three years. The results indicate that the largest group consists of users with less than one year of experience, followed by those who have used the library for more than three years, one year, two years, and three years.

The respondents' frequency of library visits as follows: 43 respondents (17.2%) visit the library daily, 33 respondents (13.2%) visit monthly, 101 respondents (40.4%) visit occasionally, and 73 respondents (29.2%) visit weekly. The results indicate that the largest group consists of occasional visitors, followed by weekly visitors, daily users, and monthly visitors.

Table (4.2) presents the respondents' time spent per library visit as follows: 83 respondents (33.2%) spend about one hour, 75 respondents (30.0%) spend about two hours, 26 respondents (10.4%) spend less than 30 minutes, and 66 respondents (26.4%) spend more than two hours. The results indicate that the largest group consists of users who spend about one hour in the library, followed by those who spend about two hours, more than two hours, and less than 30 minutes.

Table (4.2) presents the respondents' reasons for using the library as follows: 9 respondents (3.6%) visit the library to access digital resources, 58 respondents (23.2%) to borrow books, 15 respondents (6.0%) to read reference books, 138 respondents (55.2%) for research and study, and 30 respondents (12.0%) to use computers and Wi-Fi. The results indicate that the largest group consists of users who visit the library for

research and study, followed by those who borrow books, use computers and Wi-Fi, read reference books, and access digital resources.

Table (4.2) also presents the respondents' preferred types of books as follows: 40 respondents (16.0%) read academic reference books, 3 respondents (1.2%) read biographies and autobiographies, 5 respondents (2.0%) read business and economics books, 54 respondents (21.6%) read fiction and literature, 27 respondents (10.8%) read history and cultural studies, 36 respondents (14.4%) read research publications and journals, 33 respondents (13.2%) read science and technology books, and 52 respondents (20.8%) read textbooks. The results indicate that the largest group consists of users who read fiction and literature, followed by those who read textbooks, academic reference books, research publications and journals, science and technology books, history and cultural studies, business and economics books, and biographies and autobiographies.

4.4 Performance of Library

This section shows the perceptions of respondents on library physical facilities, library collection, library staff and technical processing.

4.4.1 Library Physical Facilities

The questionnaire administered to each respondent included eleven questions designed to assess the performance of the Universities' Central Library, focusing specifically on users' perceptions of its physical facilities. These questions covered aspects such as the location of the library, the adequacy and comfort of its furniture, and the availability and quality of internet access. The responses provide insight into how users experience and evaluate the physical environment of the library. Table (4.3) summarizes the results, presenting the mean values and standard deviations for each item, allowing for a clearer understanding of overall satisfaction levels among library users.

Table (4.3) Library Physical Facilities**(N= 250)**

| Sr. No. | Description | Mean | Standard Deviation |
|---------------------|---|-------------|---------------------------|
| 1 | The location of library is convenient for all users. | 3.91 | .99 |
| 2 | The library's seating arrangements are comfortable for study. | 3.85 | 1.01 |
| 3 | The lighting in the library is good for reading and studying. | 4.00 | .99 |
| 4 | The air quality and ventilation in the library are good enough. | 3.93 | 1.02 |
| 5 | The library's temperature is comfortable for studying. | 4.00 | 1.00 |
| 6 | The display of bookshelves is convenient for users. | 3.69 | 1.03 |
| 7 | The library is clean and well-maintained. | 3.96 | 1.01 |
| 8 | Internet connection and Wi-fi service are good. | 3.60 | 1.06 |
| 9 | The library provides enough electric plugs for charging devices. | 3.37 | 1.08 |
| 10 | The library has a quiet environment suitable for individual study and group work. | 3.56 | 1.08 |
| 11 | Printing, scanning, and photocopying services are readily available and functional. | 3.30 | 1.11 |
| Overall Mean | | 3.75 | |

Source: Survey Data, 2025

According to Table (4.3), the mean values, except for 3.91, 3.85, 4.00, 3.93, 3.69, 3.96, 3.60, and 3.56, fall between 2.61 and 3.40, indicating a neutral level where respondents neither agree nor disagree with the library's physical facilities. Respondents are neutral about whether the library provides enough electrical plugs for charging devices and whether the printing, scanning, and photocopying services are readily available and functional.

Mean values ranging from 3.41 to 4.20 indicate an agreement level. Most respondents agree that the library's location is convenient for all users. They also agree that the seating arrangements are comfortable for studying, the lighting is suitable for reading and studying, and the air quality and ventilation are adequate. Additionally, respondents agree that the library's temperature is comfortable for studying, the bookshelf displays are convenient for users, the library is clean and well-maintained,

the internet connection and Wi-Fi service are good, and the library provides a quiet environment suitable for both individual study and group work.

The findings reveal that most respondents positively evaluate the library's facilities, with a mean score of 3.75, indicating that users generally agree on the adequacy of the library's environment, seating arrangements, lighting, ventilation, and cleanliness.

4.4.2 Library Collection

The questionnaire given to each respondent included a total of ten questions that allowed for an evaluation of users' perceptions regarding the library collection at the Universities' Central Library. Table (4.4) presents the mean values and standard deviations of these responses.

Table (4.4) Library Collection (N= 250)

| Sr. No. | Description | Mean | Standard Deviation |
|---------------------|---|-------------|---------------------------|
| 1 | The library's collection includes a wide range of subjects relevant to students and researchers. | 3.72 | 1.02 |
| 2 | The library provides popular journals and magazines. | 3.69 | 1.02 |
| 3 | The library provides international reports. | 3.57 | .89 |
| 4 | The library provides information on current affairs. | 3.55 | .93 |
| 5 | The library provides fiction and novels. | 3.76 | .96 |
| 6 | The library provides high-quality academic publications and journals. | 3.76 | .95 |
| 7 | The library provides international exams preparation papers. | 3.36 | .97 |
| 8 | The library provides enough reference materials (e.g., dictionaries) | 3.68 | .95 |
| 9 | The library's collection includes materials in different formats (e.g., print, digital, audiovisual). | 3.47 | .97 |
| 10 | The library offers resources that support thesis writing and advanced research. | 3.79 | .97 |
| Overall Mean | | 3.64 | |

Source: Survey Data, 2025

According to Table (4.4), the mean values, except for 3.72, 3.69, 3.57, 3.55, 3.76, 3.68, 3.47, 3.79, fall between 2.61 and 3.40, indicating a neutral level where respondents neither agree nor disagree with the library's collection. Respondents are neutral about the library provides international exams preparation papers. Mean values ranging from 3.41 to 4.20 indicate an agreement level. Most respondents agree that the library's collection covers a wide range of subjects relevant to students and researchers. They also agree that the library offers popular journals and magazines, as well as international reports. Additionally, respondents agree that the library provides information on current affairs, fiction and novels, high-quality academic publications and journals, enough reference materials (e.g., dictionaries), a collection that includes materials in different formats (e.g., print, digital, audiovisual), and resources that support thesis writing and advanced research. The library's collection received an overall average score of 3.64, indicating that users generally value the diversity of available resources, such as academic texts, fiction, journals, and digital content. Nonetheless, some users expressed neutrality regarding the adequacy of reference materials and international publications.

4.4.3 Library Staff

Each respondent completed a questionnaire containing eleven questions aimed at evaluating the performance of the Universities' Central Library, specifically focusing on users' perceptions of the library staff. These questions addressed aspects such as staff professionalism, helpfulness, responsiveness, and their ability to assist users with information needs. The collected responses reflect how users view the quality of service provided by the staff, which is essential for creating a supportive learning environment. Table (4.5) presents the mean values and standard deviations for each item, offering a detailed summary of users' satisfaction with the performance of library staff.

Table (4.5) Library Staff**(N=250)**

| Sr. No. | Description | Mean | Standard Deviation |
|---------------------|---|-------------|---------------------------|
| 1 | Library staff are friendly and treat all users with respect. | 3.63 | 1.03 |
| 2 | Library staff give users individual attention. | 3.57 | 1.00 |
| 3 | Library staff are always ready to respond to users' question. | 3.69 | .99 |
| 4 | Library staff are knowledgeable about the library's collection and resources. | 3.73 | .88 |
| 5 | Library staff have the knowledge to answer users' questions. | 3.62 | .88 |
| 6 | Library staff are familiar with current academic trends and research resources. | 3.52 | .89 |
| 7 | Library staff are proficient in using technology. | 3.58 | .90 |
| 8 | Library staff can guide users effectively in conducting research or locating materials. | 3.72 | .94 |
| 9 | Library staff respond quickly and effectively to user inquiries. | 3.66 | .96 |
| 10 | Library staff provide guidance on using electronic resources, such as databases or e-books. | 3.60 | .97 |
| 11 | Library staff offer useful advice on how to improve the research process. | 3.60 | .99 |
| Overall Mean | | 3.63 | |

Source: Survey Data, 2025

According to Table (4.5), mean values ranging from 3.41 to 4.20 indicate an agreement level. All of the respondents agree that library staff are friendly and treat all users with respect, library staff give users individual attention, library staff are always ready to respond to users' question, library staff are knowledgeable about the library's collection and resources, library staff have the knowledge to answer users' questions, library staff are familiar with current academic trends and research resources, library staff are proficient in using technology, library staff can guide users effectively in conducting research or locating materials, library staff respond quickly and effectively to user inquiries, library staff provide guidance on using electronic resources, such as databases or e-books and library staff offer useful advice on how to improve the research process. The overall mean scores for library staff were both 3.63, indicating that users are generally satisfied with the assistance and guidance provided by the staff.

4.4.4 Technical Processing

Each respondent received a questionnaire containing eight questions focused on evaluating the performance of the Universities' Central Library in terms of technical processing. These questions aimed to capture users' perceptions of key technical aspects, including the library's classification system, the effectiveness of the library catalogue, and the accessibility and functionality of the library website. The responses offer valuable insight into how users interact with and assess these systems, which play a crucial role in ensuring efficient information access and retrieval. Table (4.6) presents the mean values and standard deviations of the responses, highlighting overall user satisfaction with technical processing.

Table (4.6) Technical Processing (N=250)

| Sr. No. | Description | Mean | Standard Deviation |
|---------------------|---|-------------|---------------------------|
| 1 | The classification system used by the library is clear and user-friendly. | 3.70 | .96 |
| 2 | Library catalogue is well-organized and easy to use. | 3.78 | .94 |
| 3 | Materials in the library are shelved according to their catalogue information without errors. | 3.51 | .92 |
| 4 | Library's online catalogue provides accurate and up-to-date information. | 3.58 | .99 |
| 5 | Library's digital resources (e-books, journals, databases) are easily accessible online. | 3.57 | .93 |
| 6 | Library's website is easy to use and provides useful information. | 3.66 | .96 |
| 7 | Library's technical systems help save time when searching for academic materials. | 3.67 | .93 |
| 8 | Library's technical processing systems align with the needs of users. | 3.62 | .92 |
| Overall Mean | | 3.64 | |

Source: Survey Data, 2025

According to Table (4.6), mean values ranging from 3.41 to 4.20 indicate an agreement level. All of the respondents agree that the classification system used by the library is clear and user-friendly, library catalogue is well-organized and easy to use, materials in the library are shelved according to their catalogue information without errors, library's online catalogue provides accurate and up-to-date information, library's digital resources (e-books, journals, databases) are easily accessible online,

library's website is easy to use and provides useful information, library's technical systems help save time when searching for academic materials and library's technical processing systems align with the needs of users. Technical processing received an overall mean score of 3.64, indicating general user satisfaction with the efficiency of library services. However, there may still be room for improvement in terms of responsiveness and resource management.

4.4.5 User's Satisfaction on UCL

The questionnaire related to each respondent included a total of seven questions provided on the performance of library, allowing for an evaluation of the users' satisfaction on Universities' Central Library. Table (4.7) provides the mean value and standard deviation of these responses.

Table (4.7) User's Satisfaction on UCL (N = 250)

| Sr. No. | Description | Mean | Standard Deviation |
|---------------------|---|-------------|---------------------------|
| 1 | I am satisfied with the study spaces provided by the library. | 3.89 | 1.00 |
| 2 | I am satisfied with the cleanliness and maintenance of the library. | 3.92 | .99 |
| 3 | I am satisfied with the availability and quality of technology facilities (e.g., computers, Wi-Fi, printers). | 3.65 | 1.07 |
| 4 | I am satisfied with the services provided by the library staff. | 3.71 | .98 |
| 5 | I am satisfied with the books and materials provided by the library. | 3.82 | 1.03 |
| 6 | I am satisfied with the accuracy of the library catalogue and classification system. | 3.75 | .96 |
| 7 | Overall, I am satisfied with the library's services and facilities. | 3.94 | .97 |
| Overall Mean | | 3.81 | |

Source: Survey Data, 2025

According to Table (4.7), mean values ranging from 3.41 to 4.20 indicate an agreement level. All of the respondents agree that I am satisfied with the study spaces provided by the library, I am satisfied with the cleanliness and maintenance of the library, I am satisfied with the availability and quality of technology facilities (e.g., computers, Wi-Fi, printers), I am satisfied with the services provided by the library

staff, I am satisfied with the books and materials provided by the library, I am satisfied with the accuracy of the library catalogue and classification system and I am satisfied with the library's services and facilities. Overall user satisfaction with UCL received the highest mean score of 3.81, reflecting a generally positive experience. The findings indicate that the library effectively supports students and researchers, but certain aspects, such as access to charging facilities, printing services, and expanding the collection, could be further enhanced to improve user experience.

4.4.6 Correlation Analysis

It is essential to understand the connections between different factors and user satisfaction when assessing the performance of Universities' Central Library. Correlation analysis, a statistical tool, is used to evaluate the strength and direction of the relationship between two variables. In this study, it aids in understanding how factors such as the library's physical facilities, collections, staff, and technical processing are linked to user satisfaction. The correlation coefficient, represented by "r," measures the extent of this relationship, with values ranging from -1 to +1. A value of +1 indicates a perfect positive correlation, -1 indicates a perfect negative correlation, and 0 implies no correlation (Taylor, 1990).

Table (4.8) The Relationship Between User's Satisfaction and Library Physical Facilities (N=250)

| Variables | User's Satisfaction (US) | Library Physical Facilities (LPF) |
|--|---------------------------------|--|
| User's Satisfaction (US) | 1 | .714** |
| Library Physical Facilities (LPF) | .714** | 1 |

Source: Survey data (2025)

Note: * $p < .05$, ** $p < .01$ * $p < .001$**

**Correlation is significant at the 0.01 level (2-tailed)

According to the data presented in Table (4.8), the correlation between Users' Satisfaction (US) and Library Physical Facilities (LPF) was statistically significant, as the significance (p) value was less than 0.001. This strong positive correlation such that ($r = 0.714$, $p < 0.01$) indicates that improvements in library physical facilities are likely to enhance overall user satisfaction.

Table (4.9) The Relationship Between User’s Satisfaction and Library Collection (N=250)

| Variables | User’s Satsifaction (US) | Library Collection (LC) |
|--------------------------|--------------------------|-------------------------|
| User’s Satisfaction (US) | 1 | .722** |
| Library Collection (LC) | .722** | 1 |

Source: Survey data (2025)

Note: * $p < .05$, ** $p < .01$ *** $p < .001$

**Correlation is significant at the 0.01 level (2-tailed)

According to the data presented in Table (4.9), the correlation between Users' Satisfaction (US) and the Library Collection (LC) was statistically significant, with a significance (p) value of less than 0.001. This strong positive correlation ($r = 0.722$, $p < 0.01$) suggests that enhancements in the library’s collection, such as expanding resources, updating materials, and ensuring accessibility, are likely to improve overall user satisfaction.

Table (4.10) The Relationship Between User’s Satisfaction and Library Staff (N=250)

| Variables | User’s Satsifaction (US) | Library Staff (LS) |
|--------------------------|--------------------------|--------------------|
| User’s Satisfaction (US) | 1 | .662** |
| Library Staff (LS) | .662** | 1 |

Source: Survey data (2025)

Note: * $p < .05$, ** $p < .01$ *** $p < .001$

**Correlation is significant at the 0.01 level (2-tailed)

According to the data presented in table (4.10), the correlation analysis between Users' Satisfaction (US) and Library Staff (LS) indicates a statistically significant positive relationship ($r = 0.662$, $p < 0.01$). This suggests that the quality of library staff services, including assistance, responsiveness, and support, contributes to overall user satisfaction. While this correlation is slightly lower than other factors, it still highlights the importance of well-trained and helpful library staff in enhancing the user experience.

Table (4.11) The Relationship Between User’s Satisfaction and Technical Processing (N=250)

| Variables | User’s Satsifaction (US) | Technical Processing (TP) |
|----------------------------------|---------------------------------|----------------------------------|
| User’s Satisfaction (US) | 1 | .710** |
| Technical Processing (TP) | .710** | 1 |

Source: Survey data (2025)

Note: * $p < .05$, ** $p < .01$ *** $p < .001$

**Correlation is significant at the 0.01 level (2-tailed)

According to the data presented in table (4.11), the correlation analysis between Users’ Satisfaction (US) and Technical Processing (TP) reveals a statistically significant positive relationship ($r = 0.710$, $p < 0.01$). This indicates that the efficiency and effectiveness of the library's technical processing, such as cataloging, indexing, and digital resource management, play an important role in enhancing overall user satisfaction. The strong correlation suggests that improvements in technical processing can lead to a more positive user experience in the library.

CHAPTER V

CONCLUSION

5.1 Findings

The study assessed the performance of the Universities' Central Library (UCL) by analyzing user demographics and usage patterns. Findings revealed that most users were students, with a higher proportion of female respondents. The majority were undergraduates aged 20 to 24, suggesting that young female students are the primary users. Science students formed the largest group of users, followed by those from arts and computer science fields. Most users reported visiting the library occasionally, primarily for studying and research purposes, while borrowing books was also common.

In terms of the library's physical facilities, respondents expressed overall satisfaction. They appreciated the convenient location, comfortable seating arrangements, adequate lighting, and good air quality. The quiet environment was noted as beneficial for both individual and group study. However, users were neutral regarding the sufficiency of electrical outlets for charging devices and the consistency of printing, scanning, and photocopying services. This suggests room for improvement in the library's support infrastructure.

The library's collection also received generally positive feedback. Users agreed that it covered a wide range of academic subjects and included useful materials such as journals, reference books, fiction, and resources for thesis writing. The collection was seen as diverse and available in multiple formats. However, respondents were unsure about the availability of international exam preparation papers, indicating a potential gap in the resource offerings.

Library staff performance was another area where users reported high satisfaction. Respondents viewed the staff as respectful, friendly, and well-informed. They appreciated the staff's willingness to assist, their familiarity with academic trends, and their ability to guide users in accessing resources and using digital tools. This strong performance by staff contributed positively to the overall library experience.

Finally, users expressed satisfaction with the library's technical processing systems. The classification system, online catalogue, and digital resource access were all seen as efficient and user-friendly. These systems were perceived as time-saving and well-suited to academic needs. Overall, the study found a positive correlation between user satisfaction and each major component—physical facilities, collection, staff, and technical processing—highlighting that continued improvements in these areas would further enhance user experiences at UCL.

Libraries in Myanmar have a rich historical legacy, beginning with the Pitaka Taik in Bagan, which preserved Buddhist scriptures and a wide range of manuscripts on topics such as medicine, astronomy, and law. King Anawrahta is credited with establishing the first royal library, while later monarchs, especially during the Konbaung Dynasty, further supported the growth of libraries for both religious and intellectual purposes. The colonial period saw the emergence of modern libraries, notably the Bernard Free Library in 1883, which laid the foundation for the National Library of Yangon. Following independence in 1948, the government expanded library access to promote literacy, although this progress was hindered during the socialist era due to censorship and limited resources.

Today, academic libraries in Myanmar continue to play a vital role in supporting education and research, offering specialized collections tailored to their respective universities. Despite challenges such as uneven digital access and funding constraints, collaborative efforts like the Myanmar Academic Library Consortium (MALC) and the introduction of Research Data Management Services (RDMS) represent important steps toward strengthening academic infrastructure and enhancing research capabilities across the country.

5.2 Suggestions

The performance of UCL is rated at a satisfactory level by its users. However, there is a need for more electrical plugs for electronic devices at the library. Many users come to the library with laptops to access the internet, so additional plugs would help accommodate their needs. The library needs to upgrade its Wi-Fi services to better meet the needs of its users and ensure a reliable and efficient internet connection for study and research activities. It is evident that many libraries lack adequate infrastructural facilities. Therefore, essential infrastructure such as sufficient space, seating (chairs and

tables), IT equipment, and necessary electronic resources should be improved and expanded as soon as possible.

At UCL, the collection of language books particularly Korean, Japanese, and Chinese should be expanded to better support language learners. The library should maintain a comprehensive and up-to-date collection that includes textbooks, reference books, fictions and literatures. To meet users' needs and provide effective current reference services, the latest editions of essential reference materials such as encyclopedias, glossaries, dictionaries, and bibliographies along with recent journals, magazines, and newspapers, should be subscribed to and updated annually.

The findings reveal that the current library hours are inadequate, with many respondents expressing dissatisfaction. Therefore, it is recommended that the library extend its operating hours and also open on weekends to better meet the needs of students and researchers. The library should enhance its printing, scanning, and photocopying services to make them more efficient and easily accessible to users.

The library should establish connections with other local and international libraries to access a broader range of data and resources, ensuring users have access to comprehensive and up-to-date information. The library should provide listening facilities, such as audio equipment or dedicated spaces, to support users who need to engage with audio materials for study, research, or learning purposes.

Staff members play a crucial role in any library, as they are responsible for delivering its services. They should be friendly, approachable, and courteous when assisting users. Additionally, it is important for library staff to undergo regular training to effectively use the library's resources and technologies, ensuring optimal support for users. Training in modern library services, systems, tools, and technologies will ensure that staff are equipped to meet the evolving demands of future library users.

The library should upgrade its website to improve user experience, enhance accessibility to resources, and provide more up-to-date information and services. This upgrade could include features such as a more intuitive design, better navigation, and additional online resources to meet the evolving needs of users. The library should implement automated machines for checking in and checking out books. This would streamline the borrowing process, reduce wait times, and improve overall efficiency, allowing staff to focus on other tasks while offering a more convenient and user-friendly service for library users.

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APPENDIX-I

Questionnaire

Dear UCL Users,

My name is Pyae Phyo Maung, a Master of Development Studies (MDevS) student at Yangon University of Economics. I am conducting a survey for my thesis titled, 'A Study on the Performance of an Academic Library in Yangon: Universities' Central Library.' This research aims to analyze the performance of the Universities' Central Library as an academic library. I deeply appreciate your valuable time and participation in this survey.

The purpose of this questionnaire is solely for academic research. Your responses will remain completely confidential and will only be used for research analysis.

Section 1: Personal Information

1. Gender:

- Male Female

2. Age (years):

3. Marital Status:

- Single Married

4. Education Level:

- High School Undergraduate Graduate
 Diploma Master Ph.D Others

5. Field of Study:

- Science Art Medical Law Engineering
 Economics Management Finance & Accounting
 Computer Science Language (...) Buddhist Studies
 Journalism Education Others

6. Occupation

- Student Teacher Government Staff Private Staff
 NGO INGO Own Business Others

Section 2: Usage of library services

1. How often do you visit UCL?

Daily Weekly Monthly Occasionally

2. How much time do you spend per visit at UCL?

Less than 30 minutes About One Hour

About Two Hours More than Two Hours

3. How long have you been using UCL?

Less than One Year One Year Two Years

Three Years More than Three Years

4. Purposes of choosing UCL:

Borrowing books Research and study Access to digital
resources Using Computers & Wi-fi Read Reference Books

5. Kinds of books you read & borrow most in UCL:

Textbooks related to your courses Academic reference books (e.g.,
encyclopedias, dictionaries) Research publications and journals

Fiction and literature Biographies and autobiographies

History and cultural studies Science and Technology books

Business and economics books

Section 3: Assessing the Performance of the Universities' Central Library (UCL)
Please tick one box to indicate the extent to which you agree or disagree with each of the following statements.

Index: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree

I. Library Physical Facilities

| No. | Statement | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|-----|--|-------------------|----------|---------|-------|----------------|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | The location of library is convenient for all users. | | | | | |
| 2. | The library's seating arrangements are comfortable for study. | | | | | |
| 3. | The lighting in the library is good for reading and studying. | | | | | |
| 4. | The air quality and ventilation in the library are good enough. | | | | | |
| 5. | The library's temperature is comfortable for studying. | | | | | |
| 6. | The display of bookshelves is convenient for users. | | | | | |
| 7. | The library is clean and well-maintained. | | | | | |
| 8. | Internet connection and Wi-fi service are good. | | | | | |
| 9. | The library provides enough electric plugs for charging devices. | | | | | |

| | | | | | | |
|-----|---|--|--|--|--|--|
| 10. | The library has a quiet environment suitable for individual study and group work. | | | | | |
| 11. | Printing, scanning, and photocopying services are readily available and functional. | | | | | |

What changes would you recommend to improve the library's physical facilities to better serve students' needs?

II. Library Collection

| No. | Statement | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|-----|--|-------------------|----------|---------|-------|----------------|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | The library's collection includes a wide range of subjects relevant to students and researchers. | | | | | |
| 2. | The library provides popular journals and magazines. | | | | | |
| 3. | The library provides international reports. | | | | | |
| 4. | The library provides information on current affairs. | | | | | |
| 5. | The library provides fiction and novels. | | | | | |
| 6. | The library provides high-quality academic publications and journals. | | | | | |
| 7. | The library provides international exams preparation papers. | | | | | |

| | | | | | | |
|-----|---|--|--|--|--|--|
| 8. | The library provides enough reference materials (e.g., dictionaries, encyclopedias). | | | | | |
| 9. | The library's collection includes materials in different formats (e.g., print, digital, audiovisual). | | | | | |
| 10. | The library offers resources that support thesis writing and advanced research. | | | | | |

What additional resources would you like to see in the library?

III. Library Staff

| No. | Statement | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|-----|---|-------------------|----------|---------|-------|----------------|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | Library staff are friendly and treat all users with respect. | | | | | |
| 2. | Library staff give users individual attention. | | | | | |
| 3. | Library staff are always ready to respond to users' question. | | | | | |
| 4. | Library staff are knowledgeable about the library's collection and resources. | | | | | |
| 5. | Library staff have the knowledge to answer users' questions. | | | | | |

| | | | | | | |
|-----|---|--|--|--|--|--|
| 6. | Library staff are familiar with current academic trends and research resources. | | | | | |
| 7. | Library staff are proficient in using technology. | | | | | |
| 8. | Library staff can guide users effectively in conducting research or locating materials. | | | | | |
| 9. | Library staff respond quickly and effectively to user inquiries. | | | | | |
| 10. | Library staff provide guidance on using electronic resources, such as databases or e-books. | | | | | |
| 11. | Library staff offer useful advice on how to improve the research process. | | | | | |

What additional services or support would you like the library staff to offer?

IV. Technical Processing (Cataloging, Digital Access, etc.)

| No. | Statement | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|-----|---|-------------------|----------|---------|-------|----------------|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | The classification system used by the library is clear and user-friendly. | | | | | |
| 2. | Library catalogue is well-organized and easy to use. | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| 3. | Materials in the library are shelved according to their catalogue information without errors. | | | | | |
| 4. | Library's online catalogue provides accurate and up-to-date information. | | | | | |
| 5. | Library's digital resources (e-books, journals, databases) are easily accessible online. | | | | | |
| 6. | Library's website is easy to use and provides useful information. | | | | | |
| 7. | Library's technical systems help save time when searching for academic materials. | | | | | |
| 8. | Library's technical processing systems align with the needs of users. | | | | | |

What specific changes or upgrades would you recommend for the library's technical processing systems?

User's Satisfaction on UCL

| No. | Statement | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|-----|---|-------------------|----------|---------|-------|----------------|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | I am satisfied with the study spaces provided by the library. | | | | | |
| 2. | I am satisfied with the cleanliness and maintenance of the library. | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| 3. | I am satisfied with the availability and quality of technology facilities (e.g., computers, Wi-Fi, printers). | | | | | |
| 4. | I am satisfied with the services provided by the library staff. | | | | | |
| 5. | I am satisfied with the books and materials provided by the library. | | | | | |
| 6. | I am satisfied with the accuracy of the library catalogue and classification system. | | | | | |
| 7. | Overall, I am satisfied with the library's services and facilities. | | | | | |

Do you have any suggestions for how the Universities' Central Library (UCL) could improve its services in the future?

Thank you
Mg Pyae Phyo Maung
Yangon University of Economics