



## ປັດໃຈທີ່ສົ່ງຜົນຕໍ່ການໃຊ້ທໍ່ສະໝຸດຂອງ ອາຈານສອນ ໃນຄະນະສຶກສາສາດ ມະຫາວິທະຍາໄລ ສຸພານຸວົງ

ວັງວິຈິດ ກິດຕິຄຸນ\*, ສີທິນ ສີສິມບັດ, ວິເຄດ ພັນນະລັດ, ນຸ່ລິງຊິງ ຢິງເຢ, ຖາວອນ ປັນມະນີວົງ, ເຮີ ຄໍາມິລີໄຊຊື້  
ຈັນທະລັກ ຈິດຖາວອນ, ເກດສະລິນ ລໍາໄພພັນ, ສຸກສະຫວັນ ພິມມະນິສອນ ແລະ ຫວາດສະໜາ ແກ້ວປະສິດ

ຄະນະສຶກສາສາດ, ມະຫາວິທະຍາໄລສຸພານຸວົງ

### ບົດຄັດຫຍໍ້

ຈຸດປະສົງ ຂອງ ການວິໄຈນີ້ແມ່ນເພື່ອຊອກຫາປັດໃຈ (ສິ່ງອໍານວຍຄວາມສະດວກ, ສິ່ງພິມ, ການໃຫ້ການບໍລິການ ແລະ ສິ່ງຈູງໃຈ) ທີ່ເປັນທາງດ້ານດີ ແລະ ດ້ານລົບ ທີ່ສົ່ງຜົນຕໍ່ການເຂົ້າໃຊ້ທໍ່ສະໝຸດ ຂອງ ອາຈານ ຄະນະສຶກສາສາດ ມະຫາວິທະຍາໄລ ສຸພານຸວົງ ເຊິ່ງຜົນທີ່ຕາມມາມັນຈະໄດ້ສົ່ງຜົນຕໍ່ການນໍາໃຊ້ທໍ່ສະໝຸດຂອງນັກສຶກສາອີກດ້ວຍ. ກຸ່ມປະຊາກອນປະກອບດ້ວຍອາຈານ 51 ທ່ານທີ່ສອນຢູ່ຄະນະສຶກສາສາດ. ເຄື່ອງມືທີ່ໃຊ້ໃນການເກັບກໍາຂໍ້ມູນ ແມ່ນແບບສອບຖາມທີ່ປະກອບດ້ວຍ ຄໍາຖາມແບບປາຍປິດ 12 ຄໍາຖາມ ແລະ ຄໍາຖາມແບບປາຍເປີດ 1 ຄໍາຖາມ, ເຊິ່ງອັດຕາການສົ່ງແບບສອບຖາມຄືນ ຂອງ ກຸ່ມຕົວຢ່າງແມ່ນຖືວ່າຢູ່ໃນເກນຂ້ອນຂ້າງສູງ ( 86%). ສິ່ງອໍານວຍຄວາມສະດວກ ທີ່ສໍາຄັນທີ່ສຸດ ທີ່ເຮັດໃຫ້ອາຈານສອນ ໃຊ້ທໍ່ສະໝຸດແມ່ນອິນເຕີເນັດ ຫຼື ວາຍພາຍ (75%), ເຄື່ອງປັບອາກາດ (61%) ແລະ ຄອມພິວເຕີ ທີ່ມີຊອບແວ ກ່ຽວກັບການຮຽນ-ການສອນ (53%). ພ້ອມດຽວກັນນັ້ນ ກຸ່ມຕົວຢ່າງໄດ້ລະບຸວ່າ ປຶ້ມທີ່ມີໃນທໍ່ສະໝຸດ ແມ່ນບໍ່ຄົບຖ້ວນໃນວິຊາທີ່ເຂົາເຈົ້າສິດສອນ ຫຼື ‘ຂາດເຂີນປຶ້ມ’ (86%), ປຶ້ມພາສາລາວຍັງບໍ່ທັນພຽງພໍ (59%), ຫຼື ເປັນປຶ້ມເກົ່າ (52%), ແລະ ເຂົາເຈົ້າຈະອ່ານປຶ້ມເຫຼົ່ານັ້ນເປັນບາງໂອກາດເທົ່ານັ້ນ . ສິ່ງພິມທີ່ກຸ່ມຕົວຢ່າງມັກໃຊ້ຫຼາຍທີ່ສຸດປະກອບມີປຶ້ມທີ່ເປັນພາສາລາວ 64%, ຫັງສີພິມ 35%, ວາລະສານ ແລະ ບົດຄວາມ ຫຼື ບົດວິໄຈ 34%, ປຶ້ມທີ່ເປັນພາສາອັງກິດ 29% ແລະ ປຶ້ມທີ່ເປັນພາສາໄທ 24%. ໃນຂະນະທີ່ 48% ຂອງ ກຸ່ມຕົວຢ່າງບອກວ່າການບໍລິການໃນທໍ່ສະໝຸດ ແມ່ນຢູ່ໃນລະດັບດີ ຫຼື ມີຄວາມ ເໝາະສົມແລ້ວ , 20% ແນະນໍາວ່າ ຕ້ອງການໃຫ້ທໍ່ສະໝຸດເພີ່ມຊົ່ວໂມງການເປີດໃຫ້ບໍລິການຂຶ້ນຕື່ມ. ພ້ອມນັ້ນ ກຸ່ມຕົວຢ່າງໄດ້ລະບຸວ່າ ເຂົາເຈົ້າຫາຂໍ້ມູນທີ່ເຂົາເຈົ້າຕ້ອງການ ຈາກຄອມພິວເຕີ ຂອງ ເຂົາເຈົ້າເອງ (86%) ຫຼື ຈາກຕໍາລາທີ່ມີໃນພາກວິຊາທີ່ເຂົາເຈົ້າສັງກັດ ຫຼື ຈາກຕໍາລາຂອງເຂົາເຈົ້າເອງ (77%). ມີພຽງແຕ່ 16% ທີ່ກຸ່ມຕົວຢ່າງ ທີ່ເຂົ້າໃຊ້ທໍ່ສະໝຸດຫຼາຍກວ່າ 3 ຄັ້ງຕໍ່ເດືອນ, ເຖິງຢ່າງໃດກໍຕາມ 87% ຂອງກຸ່ມຕົວຢ່າງ ກ່າວວ່າຈະນໍາພານັກສຶກສາໄປທໍ່ສະໝຸດ ຖ້າຫາກວ່າທໍ່ສະໝຸດຕອບສະຫນອງໃຫ້ໄດ້. ຈາກຜົນການວິໄຈ ສາມາດສະຫຼຸບໄດ້ວ່າ: ປັດໃຈຕ່າງໆທີ່ພົບຄົບໃນຄັ້ງນີ້ ຈະຊ່ວຍໃຫ້ຜູ້ບໍລິຫານ ຄະນະສຶກສາສາດ ແລະ ບັນນາລັກ ທີ່ສັງກັດໃນທໍ່ສະໝຸດ ສາມາດວາງແຜນ ເພື່ອປັບປຸງທໍ່ສະໝຸດທັງໄລຍະສັ້ນ ແລະ ໄລຍະຍາວ, ເປັນຕົ້ນແມ່ນສິ່ງອໍານວຍຄວາມສະດວກ, ປຶ້ມ ແລະ ການໃຫ້ການບໍລິການ ພ້ອມທັງກະຕຸ້ນໃຫ້ອາຈານສອນ ແລະ ນັກສຶກສາໃຊ້ທໍ່ສະໝຸດໃຫ້ຫຼາຍຂຶ້ນກວ່າເກົ່າ . ໃນທີ່ສຸດ, ບົດວິໄຈນີ້ ຈະຊ່ວຍໃຫ້ທໍ່ສະໝຸດ ມີການປັບປຸງ ໂດຍຈະໄດ້ເຮັດການປະເມີນອີກຄັ້ງໜຶ່ງ ຜ່ານການວິໄຈແບບປະຕິບັດການ ( action research) ແລະ ເຮັດໃຫ້ອາຈານໃນຄະນະສຶກສາສາດ ມະຫາວິທະຍາໄລ ສຸພານຸວົງ ໄດ້ປັບປຸງການສອນ ແລະ ການວິໄຈ, ພ້ອມນັ້ນ ຍັງເຮັດໃຫ້ນັກສຶກສາ ສາມາດພັດທະນາການຄົ້ນຫາຂໍ້ມູນຂ່າວສານ ແລະ ເຮັດໃຫ້ເຂົາເຈົ້າກາຍເປັນນັກສຶກສາທີ່ຮຽນຮູ້ດ້ວຍຕົນເອງຫຼາຍຂຶ້ນ.

ຄໍາສໍາຄັນ: ການໃຊ້ທໍ່ສະໝຸດ, ອາຈານສອນ, ພຶດຕິກໍາການຊອກຫາຂໍ້ມູນ, ສິ່ງພິມໃນທໍ່ສະໝຸດ, ການບໍລິການທໍ່ສະໝຸດ.

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## **Factors Affecting the Use of the Library by Lecturers at the Faculty of Education, Souphanouvong University**

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### **Abstract:**

The objective of this study was to determine the extent to which various factors (facilities, collection, services and personal motivation) positively or negatively influenced lecturers' use of the Souphanouvong University Faculty of Education library, and in turn, influenced their students' use of the library. The population consisted of 51 Faculty of Education lecturers. The research instrument comprised a questionnaire with 12 closed and open-ended questions, and the return rate was high (86%). Facilities most important for lecturers to use the library more were internet or wifi connection (75%), air conditioning (61%) and computers with educational software (53%). Lecturers described the collection in their subject areas as 'lacking' (86%), not enough in Lao language' (59%), or 'old (52%), and they looked at most types of materials in the collection only occasionally. Those materials used most were books in Lao 64%, newspapers 35%, magazines and journals 34%, books in English 29% and books in Thai 24%. While 48% thought services were good or suitable, 20% suggested the need for longer library opening hours. Lecturers indicated that they normally got the information they needed for work from their personal computer (86%) or books in the department or that they owned (77%). Only 16% used the library more than three times a month. However, 87% said they would bring their students to the library if classes about library use were offered.

Based on these results, recommendations from the researchers will help administrators and librarians make short-term and long-term plans for improving the library facilities, collection and services, and will encourage lecturers and students to make better use of the library. The effectiveness of the improvements will be tested using action research. Ultimately, this research will help SU Faculty of Education lecturers improve their teaching and research, and in turn, enable their students to develop greater information literacy and become better independent learners.

**Keywords:** Library use, university lecturers, information-seeking behaviour, library collections, library services.

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## 1. Introduction

Souphanouvong University (SU) was established in 2003 and moved to a new campus about 9 kilometres from Luang Prabang in 2007. The Faculty of Education is still located on the old university campus in the city, however. There are 67 lecturers in the Faculty. During the 2014-15 academic year, there were 975 students enrolled in the Faculty, studying at first- to fourth-year level for a bachelor of education degree for secondary school teachers. The students can major in a number of subjects, including English language, Lao language, physics, chemistry, mathematics, and politics.

The Faculty of Education has its own library with approximately 6350 books in Lao, Thai and English languages. About 950 of the books were received during the past year, and many of these are textbooks used in Lao secondary schools or books in English or Thai donated by the Asia Foundation or @ My Library (Souphanouvong University Faculty of Education, 2015). The library also has a few magazines, journals, newspapers and teaching aids; two CD players for students to listen to English language graded readers; and two 'hole in the wall' computers located outside the library so that students can access educational software at any time. The books are organized very broadly by teaching subject majors using coloured tape on the spine of the book (blue for mathematics, green for physics, yellow for English language teaching, etc.). The language of each book is indicated as well (red for Lao, pink for Thai). However, the books are not catalogued or classified in detail. In 2003, the International Federation of Library Associations and Institutions (IFLA) and UNESCO held a workshop on the development of information literacy through school libraries in Southeast Asian countries. They defined information literacy as "...the ability to recognize when information is needed, to identify the needed information, to identify the sources, to locate and access information efficiently and effectively, to evaluate information critically, to organize and integrate information into existing knowledge, to use information ethically and legally, to communicate information, and carry out all of the above activities effectively." (UNESCO, 2004) Recommendation 5 from the

workshop was to encourage Faculties of Education and teacher training colleges to embed information literacy processes into their curriculum and teaching-learning pedagogy. However, even 10 years after this workshop, many lecturers at the SU Faculty of Education do not use the library, nor do they encourage their students to use it to increase their information literacy. In first semester 2015, only six or seven lecturers brought their classes to the library, and during the 2014-15 academic year, there were 2872 student visits—on average, less than three visits per student. (C. Chitthavone, personal communication, 2 September 2015).

The major objectives of the study were to determine the extent to which various factors positively or negatively influenced lecturers to use the Faculty of Education library and, in turn, to influence their students to use the library. These factors were as follows: 1) facilities (furniture, equipment, computer and internet access, air conditioning, general environment and ambience); 2) collections (types, age, and organization of information resources); 3) services (opening hours, borrowing regulations and assistance in using the library); and 4) personal motivation (lecturers' use of the Faculty of Education library, as well as of other information resources).

## 2. Materials and Methods

Because this study was designed as the first stage of an action research plan, the researchers considered the use of several different qualitative methods, including a questionnaire, semi-structured interviews and focus groups. Working in small teams, they mind-mapped the advantages and disadvantages of each of these methods in relation to the data required, and presented their reasoning to the group. After some discussion, the researchers voted to use a questionnaire that combined both closed and open-ended questions.

The researchers then undertook a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis related to the questionnaire method, especially as a means of countering potential weaknesses and threats. One potential weakness identified was that lecturers might not provide enough detail in the open-ended questions. To overcome this, the researchers decided they

could follow up with semi-structured interviews if necessary. Some of the threats identified were slow response times and a low response rate. To encourage prompt responses and a high return rate, the researchers decided to distribute the questionnaires personally and to offer a small incentive (some candy) to lecturers when they returned their questionnaires.

### **2.1. Time frame**

The project was carried out very quickly and efficiently, based on a timeline that the researchers developed as part of the research plan. The timeline ran from 30 June to 6 September 2015 and incorporated a number of constraints, including the availability of the research advisor and the researchers' many teaching and administrative duties.

### **2.2. Design and pilot testing of the questionnaire**

The researchers worked in small teams to design the questionnaire, with each team taking responsibility for creating the questions related to one of the four factors. These were compiled by the research advisor into a draft questionnaire in English. The draft was reviewed by the researchers, who made a number of changes.

Each researcher then took responsibility for translating several of the questions into Lao. These were compiled into a draft questionnaire by one of the researchers. There were 12 questions, with a combination of closed and open-ended questions (some requiring one and others multiple responses), and one requiring numbering from 1 to 7 in order of priority. The draft was piloted with three people not connected with the study, and one of the lecturers pointed out a number of spelling errors, which were corrected. The questionnaire was then photocopied in sufficient numbers for distribution.

### **2.3. Distribution of questionnaires**

At the time the study was carried out, there were 16 lecturers away from campus either undertaking further qualifications or attending meetings. As the population (N=51) was not large, it was decided to provide an opportunity for all lecturers to participate rather than to choose a random or stratified sample.

The researchers themselves decided that they would participate. Because they had designed the study as part of an action research plan and not as a quantitative study from which results would be generalized more widely, they felt that their participation would not bias results.

The researchers distributed questionnaires during the period 21-28 August 2015. Each researcher took responsibility for personally distributing questionnaires to about five or six lecturers in a particular teaching area. The deadline for completion of questionnaires was 10am on 28 August. The return rate for the questionnaires was very high (44 of 51, or 86%). The researchers attributed this high return rate to each researcher being responsible for a small group, distributing the questionnaires personally, and providing an incentive for returning the questionnaires quickly.

### **2.4. Data analysis**

The researchers undertook data analysis manually, as the statistical manipulation for the survey data was very simple (only frequencies and percentages) and the open-ended data required group discussion and agreement on themes. More sophisticated computer data analysis was not required, as the main purpose of the research was to make recommendations for change to the library as part of the action research process, and not to be able to generalize the results more widely.

## **3. Results**

The research findings are discussed with respect to the four factors indicated in the objectives: facilities, collections, services and personal motivation.

### **3.1. Facilities**

Lecturers were asked to number from 1 to 7 a list of possible new facilities that were most to least important for them to make greater use of the library. This question was not in the same format as the others (requiring numbering rather than tick marks), and although the researchers attempted to clarify the type of response required based on the pilot, only 36 of the 44 lecturers answered appropriately.

The facilities that would be most important for lecturers to use the library more

(based on their first three choices) were internet or Wifi connection (75%), air conditioning (61%), computers with educational software (53%), and having the library cleaned more often so it is not so dusty and dirty (36%). The facilities that scored less than 30% were more comfortable furniture, carpet on the floor and more CD players.

### 3.2. Collections

When asked about their use of the collections, lecturers indicated how often they used the materials as shown in Table 1. About half the lecturers looked at most types of materials only occasionally. Those materials used most (the 'Very often' and 'Often' categories combined) were books in Lao (46%), newspapers (35%), magazines and journals (34%), books in English (29%) and books in Thai (24%).

Lecturers were asked about the book collection in the subject they were teaching. The phrases they selected to describe the collection in their subject were 'lacking' (86%), 'not enough in Lao language' (59%), 'old' (52%), good (14%) and 'up-to-date' (7%).

There was a wide range of responses when lecturers were asked an open-ended question about additional resources they would like the library to acquire. Computer software was requested by 34 % and Wifi access by 23%. Additional equipment requested included a video player, sound lab and video games.

Books in the Lao language were requested in a wide range of teaching areas, especially education, physics, and mathematics, but also in psychology, statistics, law, chemistry and Asian culture. Several lecturers asked for teaching aids and guides, as well as games, dictionaries, stories and poems in English. Requests not related directly to teaching included general knowledge books, basic English texts for self-study, folktales, magazines and newspapers. One person suggested the need to cooperate with other libraries to provide access to resources the library does not own.

Lecturers also rated how well the books were organized, selecting very well (9%), okay (77%) and not very well (14%). When asked how they could be organized better, 30% suggested using codes, numbers or a similar

system to provide better book arrangement, while 7% suggested the need for a computer catalogue or booklist. Other suggestions were that the shelves should be labelled more clearly, students should be taught how to put books back on the shelves properly, and library staff needed to know more about where books were located.

### 3.3. Services

Lecturers were asked an open-ended question about the library's borrowing regulations, opening hours and other services. Just under half of the lecturers (48%) felt that these were good or suitable. Others made a variety of suggestions for improvement, including the use of computers to record borrowing or to locate books (16%). One person mentioned the need for the library to develop a forward plan for developing a computer system.

Several lecturers (20%) suggested the need for longer library hours, believing that the library opened too late or closed too early. Specific suggestions were that it should open from 4 to 8 on Monday to Friday evenings, on Saturday mornings, on weekends, or during holidays. A few people also mentioned that they thought the borrowing rules could be enforced better.

When asked whether they would bring their students if the library offered a class on how to find information about their subject, 87% indicated 'Yes' and 13% indicated 'No'. When those who selected 'No' were asked why not, two said there were not enough books that they wanted and one said that the subject was activity-based and didn't require information. One lecturer said that "if there was air-conditioning and more books, I would bring students to the library," and another said that although he had taken his students to the library, "they were not active to do research".

### 3.4. Personal motivation

Lecturers indicated that they normally got the information they needed for work from their personal computer (86%), books in the department or that they owned (77%), the Faculty of Education library (43%), and other libraries such as the Luang Prabang Public Library, @ My Library or the Lao Teachers Training College library (16%). When asked how often they used the Faculty of Education

Library, the responses were more than 3 times a month 16%, 1 to 3 times a month 41%, less than 1 time a month 39%, and not at all 5%.

Eighty per cent of the lecturers said that they had borrowed books from the library. When those who had never borrowed were asked why not, they gave a variety of reasons: that no books were relevant to their subject, the Internet was more convenient, they already had the books they needed, the books in the library were too old, or the books they needed were not in the library.

Finally, when the lecturers were asked an open-ended question about what the library could do so that they would be more likely to use it, they gave a wide variety of responses. With respect to facilities, 23% indicated the need for an internet connection, and several mentioned that it should be high speed. Other equipment requested included computers, TV and video. The need for air conditioning was suggested by 20%. Several said the library needed carpet, that it should be cleaned more often as it was very dusty, or that it should be decorated better. Two people thought the library should be relocated into a new or bigger building. With respect to the collections, 30 per cent indicated that the library needed newer and more up-to-date information resources, especially in Lao, but also in Thai and English. Others mentioned the need for more textbooks and teaching aids, books relevant to their subject, magazines, newspapers, references books and computer software. One person said that the collections needed to be organized better.

With respect to services, 20 per cent said that students needed to be encouraged to use the library more and that there should be more promotion and events. One lecturer said that “the librarian should plan and provide activities to motivate more students and teachers to use the library”. Other suggestions included the need for always opening the library on time and for recruiting student volunteers to help the staff. Finally, with respect to personal motivation, one lecturer suggested that “the teachers should give homework to make students find information in the library,” and another said that “teachers should lead and

motivate their students to go to the library because they can learn new things”.

#### **4. Discussion**

Although some aspects of library use at the SU Faculty of Education were similar to studies of library use carried out in the United States and Thailand, other aspects varied.

##### **4.1. Facilities**

Although 75% of the Faculty of Education lecturers wanted good internet or wifi connection in the library, only 18% of the Health Sciences faculty at the University of Illinois Chicago used the library building for this purpose. (De Groote et al., 2014). This could be because faculty there can access the library databases directly from the computers in their homes or offices.

##### **4.2. Collections**

With respect to types of materials, 97% of SU lecturers used books in Lao, 82% used newspapers and 82% used magazines and journals very often, often, or occasionally. Similarly, Straw (1993) found that among history and political science faculty, 93% used books and 78% used newspapers. However, Wai and Saul (1989) discovered at the University of Idaho library that while 89% used research journals and about half used popular magazines, only 24% used newspapers.

As would be expected, the SU lecturers used Lao language materials most, with 97% using books in Lao very often, often, or occasionally. The figure was 82% for books in English and 75% for books in Thai. In comparison, at Rajabhat University in Bangkok, 74% of the faculty members used materials in Thai, 24% in English, and only 2% in French and Japanese (Patitungkho and Deshpande, 2005). In a study of history and political science faculty in the United States, 57% read scholarly materials only in English, while the other most frequent languages were Spanish (14%), French (12%), and German (12%) (Straw, 1993).

Only 7% of the SU Faculty of Education lecturers described the library collection in their subject area as ‘up-to-date’ and 14% described it as ‘good’, while 86% described it as ‘lacking’. In comparison, at the University of Idaho, 35% of the faculty agreed and 40% disagreed that the

book collection in their subject area was adequate, and 38% agreed and 41% disagreed that the journal collection was adequate for their research needs (Wai and Saul, 1989). At the University of California, Berkeley, 74% evaluated the journal collection and 67% evaluated the book collection as ‘good’ or ‘excellent’, and less than 7% said the collections were ‘poor’ (Maughan, 1999).

#### 4.3. Services

When SU Faculty of Education lecturers were asked an open-ended question about the library’s services, 48% felt they were good or suitable. This is fairly similar to Maughan (1999), who stated that a majority of faculty found reference and circulation services at the University of California, Berkeley, either good or excellent.

#### 4.4. Personal motivation

Of the SU Faculty of Education lecturers, 86% indicated that they normally got the information they needed for work from using their personal computers. This finding is similar to De Groote et al. (2014), who found that in the Health Sciences Faculty at the University of Illinois Chicago, 93% of the faculty personally searched online databases for information.

The SU Faculty of Education lecturers were infrequent library users, with only 16% visiting the library more than three times a month, 41% one to three times a month, 39% less than one time a month, and 5% not at all. This result is very different from many studies in the United States. Straw (1993) found that 84% of history and political science lecturers used the library two hours or more per week. Challenger (1999) discovered that even though 93% of art history lecturers used their own

computers, they also visited libraries frequently, and usually more than one library. Finally, Maughan (1999) found that although almost all faculty at the University of California, Berkeley, had access to a computer at home or in their office, 91% still visited the library at least once a week.

In the SU Faculty of Education 20% of the lecturers noted that students needed to be encouraged to use the library more, and 87% said they would bring their students if the library offered a class on how to find information about their subject. This feeling was very similar to Ismail (2013), who stated: “The desire to attract students to the library and for them to use library resources and services has been a constant battle.” One of the recommendations in her study of students enrolled in graduate social work programs in the United States was to involve a librarian in new student orientation sessions.

Similarly, Wai and Saul (1989) stated that “faculty members placed a very high priority on the use of the library by the students as part of the university experience, but their opinions were divided over who should have primary responsibility for teaching students to use the library.” Harris (2003) found that when libraries were encouraged to provide adequate staffing, ensure administrative involvement and make a commitment to improvement, the library became a “desirable destination” for both teachers and students, and the librarians became more involved in supporting student learning. Therefore, the researchers hope that this study will be only the first step towards greater lecturer and student use of library facilities, collections and services at the Souphanouvong University Faculty of Education.

Table 1. Percentage of lecturers using each type of material in the library and the frequency of use

Items (%)	Very often	Often	Occasionally	Never
Books in Lao language	23	23	50	3
Books in Thai language	10	14	52	25
Books in English language	2	27	52	18
Graded readers (with or without CDs) for learning English language	0	14	45	41
Newspapers	12	23	48	18
Magazines and journals	11	23	48	18
Final year student reports	1	9	55	30

## 5. Conclusion

Today's libraries can provide great benefits to university lecturers. Library resources can help them improve their teaching skills, supply teaching aids and support their professional development. Libraries can also provide information in journals and online for carrying out research.

Lecturers can also support and encourage their students to use the library, which can help their students to achieve better learning, improve their general knowledge and gain higher marks. Their students can learn new skills in the library, and particularly in Laos, improve their ability to speak, read, write and understand English. The library can also provide a welcoming yet quiet place for students to study.

This study identified the most important factors that affect lecturers' attitudes towards and use of the Souphanouvong University Faculty of Education library. Recommendations from the research group based on the results of the first phase of this action research will be valuable to administrators and librarians in finding new ways to encourage lecturers and students to make better use of the library. It will also help them in making short-term and long-term plans for improvements in library facilities, information resources and services, and the effectiveness of these changes can then be tested using action research.

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