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Library Services in Spring 2020: Feedback Survey in Tallinn Health Care College, Estonia

Kate-Riin Kont^a and Siret Piirsalu^b

^aSchool of Digital Technologies, Tallinn University, Tallinn, Estonia; ^bLifelong Learning Centre, Tallinn Health Care College, Tallinn, Estonia

ABSTRACT

Although patrons have considered the availability and quality of professional literature and library services to be very good, the current survey was conducted under special circumstances. During the Spring of 2020, the library was closed and access to remote services became more relevant. The current study, which was conducted at Tallinn Health Care College in Spring 2020, aims to provide an overview of the user satisfaction level with library services impacted by the lockdown. The questionnaire was conducted online. Libraries and their users suddenly had to confront the fact that access to printed materials was disrupted. We wanted to find out which services were used the most, and which services and resources would be most needed soon. The study revealed several bottlenecks that would not normally have emerged. The library should maintain and strengthen services that satisfy the needs of users, add new services, and work to improve users' awareness of counselling services. College members expect more specific instructions on how to independently find information, how to use databases, and how to find electronic theses. It is customary to have face-to-face consultations in the library, but not yet common to have consultations via online channels. Most respondents are ready to use the book delivery service via parcel machines and are willing to pay a reasonable price for it. The greatest asset of the library is its staff, who has the skills, experience and competencies to offer quick practical solutions to user inquiries both on-site and distance.

KEYWORDS

Health care education; library and information services; distance services; remote services; users; satisfaction

“Service quality evaluation is an important activity for health libraries.

Delivering services that satisfy users, enabling their users to seek information in a self-sufficient way, and providing a space where users can interact with information

CONTACT Kate-Riin Kont ✉ kate-riin.kont@ttu.ee 📍 School of Digital Technologies, Tallinn University, Tallinn, Estonia.

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resources are key service criteria for health libraries.”

(Thompson et al., 2007, p. 44)

Background

In connection with the declaration of a state of emergency in the Republic of Estonia (Government Order No. 76 of March 12, 2020, RT III, March 13, 2020, 1) and the Rector's order of March 13, 2020, the study buildings in Tallinn and Kohtla-Järve have been closed since March 16, 2020. Employees work remotely, and students' study remotely.

The Tallinn Health Care College Library has, so far, been very physical book-centered. All eBook collections are from free-to-access databases such as World Health Organization Europe, European Observatory on Health Systems and Policies publications, Free Medical Books database, etc. As stated by (Morriello, 2020), “The pandemic has demonstrated the importance of open access and open science.” During the COVID-19 period, the librarians of the College did an excellent job of finding information about Open Access eBooks and adding links to the website.

Web-based electronic guidelines have been created to use various databases. Thematic inquiries can be submitted at the library, through the College homepage, via e-mail, and over Skype. To develop students' independent work skills, the College has created different opportunities, for example, individual workspaces in the library, and the organization of virtual and “on the spot” exhibitions.

The study aims to assess the value of the Tallinn Health Care College Library based on user satisfaction. This research measured the value and accessibility of library resources, services, and the physical environment. For this purpose, the following questions were raised:

1. What is the users' rating of satisfaction with library remote services?
2. What is the users' rating of satisfaction with library on-site services?

The study began when the library closed its doors to users. The idea was to evaluate and analyze whether the new conditions changed users' attitudes toward the library services and the information needs of health care students, lecturers, and nonacademic staff. As well as how successful the library was in supporting users in their studies and teaching during the lockdown period. For that purpose, supplemental questions of availability, quality, and opportunities for improvement in remote services were added. However, data was also collected on the quality and availability of

“on the spot” services. The survey was meant to gather feedback from the users and to consider their suggestions and needs when developing services. Respondents had the opportunity to comment on their assessments and make suggestions. Thus, the results of a current library survey would give an overview of how the library’s services meet user expectations. Based on the feedback, an analysis was made to discover inadequate areas, which need to be improved and developed to provide better services for the users and to highlight the library’s strengths.

Literature review

When talking about satisfaction with library services, one should clarify what satisfaction is. Tiemo and Ateboh (2016) stated that “In higher education institutions, the three major infrastructures are laboratories, teachers/classrooms, and libraries that contain rich and balanced information resources including equipment that can support the teaching, learning and research work” (Tiemo & Ateboh, 2016, p. 54). Iwhiwhu and Okorodudu (2012) maintained that there are three levels of measurement in satisfaction: information resources, facilities, and services. The library must have enough space to accommodate users and provide comfortable working conditions, enough space for a reading room, individual and group workspaces, an open space for books and magazines, and a system structured so that the necessary literature can be easily found on the shelves. Adequate opening hours provide library users with learning opportunities at a time that suits them. Furniture, lighting, and a pleasant ambient temperature are also important parts of the library. Comfortable furniture is essential to create a learning environment. Lighting affects user comfort, productivity, and the perception of space. Proper lighting is a prerequisite for learning, and bad light disturbs the eyes. A seasonal cooling or heating system allows users to continue their studies for a longer period. The library is considered a zone of silence, and any interference affects the atmosphere and interferes with learning and group work. The library should be located where there is minimal background noise. The individual and group workrooms in the library should also be constructed of sound-absorbing material (Mairaj & Naseer, 2013).

Studies have shown that an adequate collection is closely associated with the users’ perceptions of library effectiveness. Iwhiwhu and Okorodudu (2012) created a concept that when these sources of satisfaction are achieved, they may contribute to overall user satisfaction. “The friendly attitude of the staff, the competent librarians who are willing to help users find the necessary materials increases user satisfaction with library services, while the attitude of some library staff that bordered on hostility, rudeness

and a lazy approach to requests or inquiries have often put off some potential library users. The nature of the librarian is a factor that inhibits or promotes an efficient library service” (Iwhiwhu & Okorodudu, 2012, p. 3) and encourages users to keep coming back. Even if a library has a good collection and modern facilities, it's not enough to provide the overall satisfaction that users are looking for. Librarians must be competent, help users find the information or documents they need, and of course, they must be helpful and responsive (Abukari, 2019). Increasing user satisfaction is important for a successful service-oriented organization, including libraries because satisfied users remain loyal, feel positive toward it, and recommend the facility to others. This is only possible if librarians communicate with users and understand their information needs (Mairaj & Naseer, 2013).

The increase in e-learning material, together with the increase in the availability of free access, has had a direct impact on the development of library services. The effects of COVID were not limited to health. COVID also had a huge impact on the economy; many people lost their jobs. The education sector also saw a significant impact. Schools and students were transitioned into home distance learning, from primary schools to higher education (Tammara, 2020). Libraries had to respond to the new system with haste. Many libraries tried to continue providing traditional services such as home rental and online information services. Loan periods were extended, and contactless and remote lending opportunities were quickly established. For example, ordered books were left in the lobby for readers or sent to readers via a parcel service. Access to e-resources was improved, and many publishers offered open access to a large number of scientific journals and e-books. After the first few weeks, it was clear: even when the doors are closed, the provision of basic services must be guaranteed (Tammara, 2020). When physical resources become inaccessible or their availability is limited, the need to access and use e-resources may increase. Nevertheless, not all students know how to find the necessary e-resources. Access to e-resources outside the educational institution can become a challenge, as it requires proper configuration in advance. If the college/university does not have a VPN connection or PROXY, and e-resources are only available based on institutional IP addresses, there may be problems when teaching and completing final theses (Mehta & Wang, 2020). It was a great opportunity for libraries to promote their e-services and resources to users. Digital library services marketed as a virtual channel and connection between the library and its users were very limited, and face-to-face advertising was almost impossible (Mehta & Wang, 2020).

Blended health care education (i.e. distance and on-campus) has been adopted in different countries. The effect of distance learning is likely to be revolutionary, particularly in the context of regional development and access to education (Al-Balas et al., 2020). With advances in technologies

and social media, the availability of essential infrastructures and efficient institutional strategies represents a major challenge for the integration of distance learning in health care education (Panahi & Borna, 2014).

Libraries must ensure that distance learners have easy access to services and raise awareness of their existence through marketing strategies for every group. Adequate funding and librarians with suitable training for remote services are also necessary to create a successful library experience (e.g. Shaffer et al., 2004; Renner et al., 2007; Huwiler, 2015). The increasing trend in the number of hybrid learning students and the continuing experience of COVID-19 is transforming libraries into this role and recognizing that the traditional division between campus students and distance learners is starting to disappear.

Research methodology and data collection

The library conducted a user satisfaction survey from April 17 to June 30, 2020. A quantitative approach was used to gather the data by distributing a questionnaire to the sample group. Additionally, several open questions were used to gather information to explain the answers to certain closed-ended questions. In compiling the questionnaire, the authors analyzed studies from 2007–2018. It was clear that the earlier questionnaires needed to be almost completely replaced due to the new situation. The survey itself was anonymous, of course, and this fact was repeatedly emphasized - both in the introductory part of the survey and in the e-mail cover letters.

The questionnaire included 33 required questions. There were additional questions about the respondents as well as open questions to collect the opinions of respondents and clarifications about specific topics. All questions that asked respondents to rate a specific service were placed on a 5-point Likert scale from “highly satisfied” to “highly dissatisfied”.

The questionnaire consisted of two parts: quality of the library’s remote services and quality of the library’s on-location services. There were 10 questions related to the library’s remote services. Which regards to the library’s on-location services, respondents were initially asked whether they used the library in Tallinn or in Kohtla-Järve, or if they did not use it at all. If they answered Tallinn or Kohtla-Järve, there were questions (14 for Tallinn and 10 for Kohtla-Järve) on the structural units.

The first part of the questionnaire focused on how often the information resources provided by the library are used through the College’s website, how the respondents evaluate the guidelines for independent information retrieval, and whether they had asked a librarian a question via email or Skype. Respondents were asked to rate the usability of the library electronic catalog and e-publications, and how satisfied they are with the availability

and choices (e-books, e-journals, and databases). Given the growing popularity of on-the-job learning and the closed crisis period, we also asked for an assessment of the availability of printed materials for studies and whether the library user would be ready to order and return books via parcel machines near home if a fee would be charged.

Although the questionnaire took part mostly during the closure time, we wanted to know the attitudes toward the on-location services as well. To be quite honest, we did not think that the closure could happen again, nor did the respondents, whose answers clearly reflected a longing for the library's on-site services. The second part of the questionnaire included questions regarding the quality of the library's on-location services. Respondents were asked to rate the suitability of the library's opening hours, the availability of professional literature, the ease of finding the necessary literature, the library's physical environment (lighting, desk layout, comfort, silence, internet access, laptop use), and self-service rental. We asked for an assessment of the quality of the user service, training, and counseling.

The second and third parts of the questionnaire contained many opportunities to provide comments and assessments in a free format and to make suggestions for developing collections and improving the quality of services.

Although the research was quantitative, we used open-ended questions to get a deeper understanding of our users' views about an ideal library. Therefore, these answers were analyzed and synthesized with as much weight as the answers to the required questions.

To participate in the survey, an invitation and weblink with the questionnaire were sent to all the active students and full-time lecturers/employees' e-mail addresses in the study information system. An invitation with a weblink and a request to participate in the survey with a different text were also sent to vocational students, applied higher education students, master students, lecturers, and employees.

The results were analyzed by different groups of respondents (lecturers, other employees, higher education students, school-based vocational students, work-based vocational students, and postgraduates), and for internal use by different vocational training specialties (emergency medical technician, dental assistant, care worker, babysitter, sterilization technician, supervisor) and by higher education training specialties (midwife, nurse, nurse training, pharmacist, dental technician, optometrist, occupational therapist, health promotion).

Characteristics of respondents

As of the 2019/2020 academic year, the College had approximately 1,900 students, including 60 master's students, 1,464 students in applied higher

education, and 433 vocational students as well as a total of 140 employees, including 90 lecturers. In total, the size of the College population was 2,043. Confidence Level indicates the degree of confidence that the data is representative of the entire population, and it was calculated as 95% with the margin of error of 4.3. The total number of submissions was 414, which equals a 20.26% response rate.

Students of all study levels accounted for 84.8% of the respondents, while teachers, and employees for 14.4%. The questionnaire was answered by 82 vocational students (19.8%), 247 undergraduate students (59.7%), 22 postgraduate students (5.3%), 57 lecturers (13.8%), and only 6 administrative staff (1.4%).

Results

Frequency of using library resources and facilities

The frequency of physical library visits and the frequency of the use of information resources provided through the library website shows how heavily the library is used by patrons. Respondents were asked to indicate the frequency of their visits to the library and their use of the electronic information resources and services available via the library.

Estonian research and university libraries might complain that the number of visits to on-site services is decreasing and, that instead of borrowing ordinary books, users prefer to visit the e-library. However, the results of this survey show that users do love to visit the library on site. Patrons could choose the frequency of their library visits from the following options: every day, at least once a week, at least monthly, at least quarterly, at least semiyearly, at least once per academic year, or never. As shown in [Figure 1](#), the library's on-site services are largely used at least once a month (36%). Although only 6% of respondents use library on-site services every day, 28% use the library's on-site services at least once a week, 13% claimed at least once per three-month period, and 12% visited at least once per semester. This for is a positive indication, as the library is the heart of any educational institution. If there is enough sitting and resting space, it can accommodate not only users who come to study, but also healthcare students who work during the night and need to take a brief rest.

According to [Figure 1](#), the information resources provided through the library website are mostly used at least once a month (29%). As for the others, 21% use information resources at least once a semester and 16% use them at least once a week. Only 2% use information resources every day, 9% accessed them at least once a year, 11% use them at least once a quarter, and 12% never use information resources.

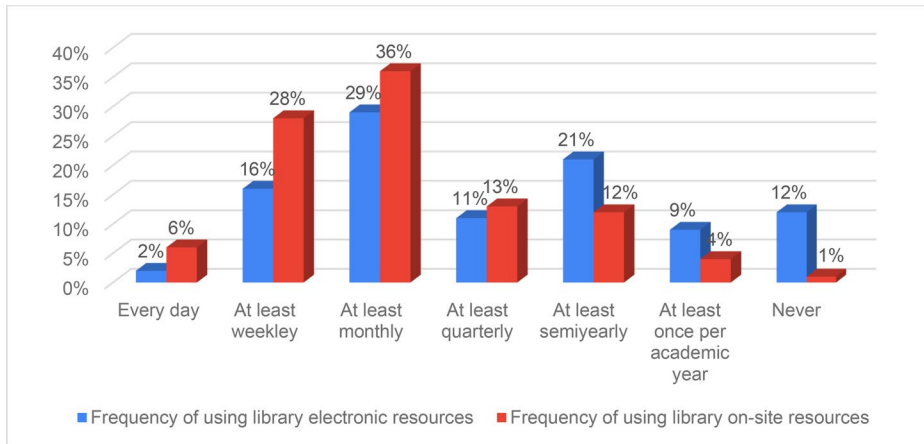


Figure 1. Frequency of using library resources and services.

When asked about the frequency of visiting the library, 40% of the other employees noted they use the library every day while 37% of undergraduates and 33% of lecturers use it at least once every week. The most frequent weekly users are undergraduates (37%), and the most frequent monthly users are school-based vocational learners (62%). Of the master's students, use of the library is split equally with 36% using it monthly and 36% using it quarterly. Finally, 6% of work-based vocational students never go to the library (see Figure 2).

Of the various groups of respondents in the College, few use the information resources provided through the library on a daily basis as seen in Figure 3 (7% master's students, 2% undergraduate students, and 2% lecturers) At least once a week, 35% of lecturers, 18% of master's students, 17% of undergraduate students, and 5% of work-based vocational students

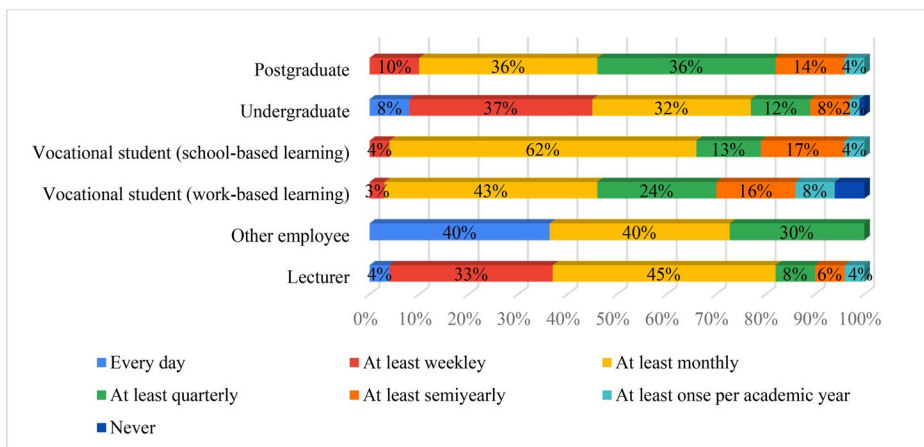


Figure 2. Frequency of library visits by different groups of respondents.

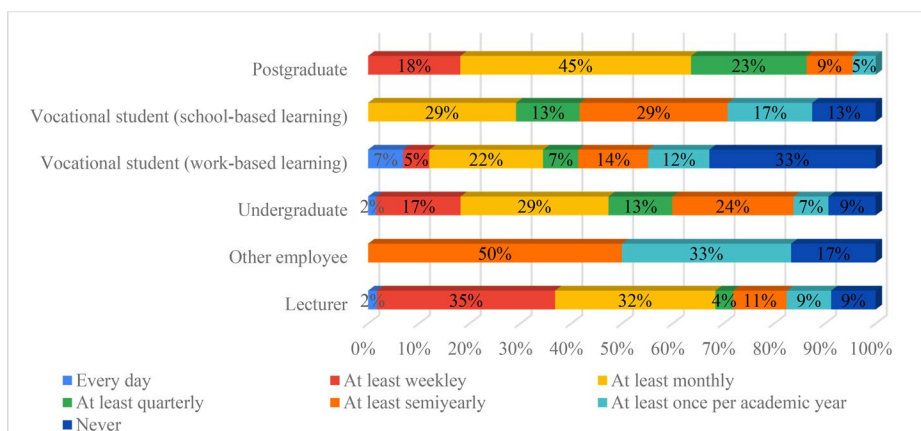


Figure 3. Frequency of the use of information resources by different groups of respondents.

use the remote services provided by the library. A significantly higher proportion of respondents use distance services at least once a month (45% postgraduates, 32% teachers, 29% undergraduates and school-based vocational students, and 22% work-based vocational students).

The results of this section show that the majority of the College members still like to come to the library, so the library's on-site resources and facilities are used more heavily than the electronic information resources provided by the library. Although the library facility is very important in the provision essential support for other employees, undergraduates, and lecturers, it is also important for vocational students to be able to achieve their needs. Vocational training does not end with the successful defense of the thesis, but with practical exams. Thus, vocational students do not need scientific databases or electronic monographs. They need textbooks and instructional materials to complete their studies successfully.

Satisfaction with remote services

Satisfaction ratings and guidelines for independent information retrieval for the library on the College website were asked using a 5-point scale: 5 (highly satisfied), 4 (satisfied), 3 (hard to say - neutral), 2 (dissatisfied), and 1 (highly dissatisfied). If the respondent had not used a specific service, they were able to skip that question on the survey. Respondents were also asked to comment on their assessments. The questions concerned their satisfaction with the guidelines for independent information retrieval in the library's area of the College's website, the ease of use of the ESTER electronic catalog, the ease and speed of finding e-publications, and the availability of e-publications for respondents via the library. E-publications

include e-books, e-magazines, and databases. The evaluation of the ease of finding electronic student papers was asked separately.

The highest rating for remote services was received for the instructions of independent information retrieval guides on the College's website. Figure 4 shows that the service rating was 3.77.

A total of 60 comments/suggestions were made on information retrieval guides, most of which stated that everything was clear, simple, and logical; or it was argued that there was no need to use instructional guides on the school website. However, users need simpler, more accurate, and more specific instructions. The nuances that need to be improved were the excessive complexity of the website and the difficulty in finding dissertations:

- *The website could be improved. Currently, there are lengthy menus and submenus, you have to search around a lot to find a specific topic because the search tools do not work properly.*
- *There could be an even more specific guide on how to find dissertations. Maybe there might be another guide to using some scientific database. There could also be a guide to the Mendeley program in Estonian. There is still a need for guidance on how to navigate EU medical and statistical databases in English.*
- *There is necessary information on the website, but because it is such a sizable page, you often don't find the materials you need.*
- *In addition to video links, the instruction page should also contain a short description of what you can search for in this database. As a new student, this is not obvious to me.*

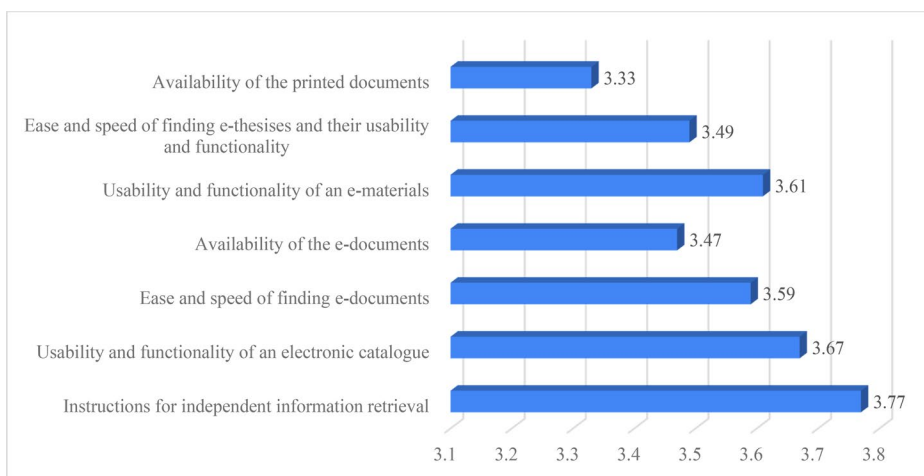


Figure 4. Satisfaction with the remote services.

Looking at the evaluations of the electronic catalog ESTER (Figure 4), we can state that the members of the College have fully embraced the new catalog system due to the 3.67 score. Because the ESTER catalog was only introduced in autumn 2019, it is a positive result. However, the ELNET Consortium still has room to develop the catalog.

Additionally, the ease of use of e-publications has been rated higher (3.61) than the ease and speed of finding them (3.59) (Figure 4). At that time, the College did not have the possibility to transmit e-publications to users via the VPN, a virtual private network. The encrypted connection helps ensure that sensitive data is safely transmitted. It prevents people from unauthorized access and allows the user to conduct work remotely and to network. As the College and the library were closed, those who wanted or needed it could not access the e-materials they had used before on a daily basis. The only option to satisfy the needs of the users was to search for open access materials and put information about them on the website. As well as to guide the patrons to use e-resources of other libraries that had a VPN connection.

A total of 57 comments/suggestions were submitted on the need to improve the selection and accessibility of e-publication:

- *There could be access to the ScienceDirect database because it provides the most necessary information.*
- *I am glad that the new (Open Access) eBook platforms were shared, we gained access to many new books.*
- *Would like access to the latest (most recent) full texts of scientific articles.*

The satisfaction of the availability of printed materials necessary for those whose studies take place outside the structural unit of Tallinn or Kohtla-Järve turned out to be the lowest. This service was rated at 3.33.

We asked respondents to specify how and where they got the printed books, magazines, etc. needed for teaching and learning if they are not studying at the Tallinn or Kohtla-Järve units, both of which have a library. A total of 68 comments were made. The most important sources for obtaining printed books were the College library, the library nearest their place of residence, and their personal (home) library was mentioned. Although the question was asked regarding the sources of obtaining printed books, many had also mentioned e-resources through the College's website or open access materials found on the Internet.

- *If I really need a book, I will buy a personal copy. If there is an urgent need outside working hours, I will try to find an open version of Google Books.*

- *I have bought some of the books myself. Access to the eBooks databases that our library staff added during the COVID also helped a lot.*
- *During this special situation, I have also retrieved books from the library at my place of residence.*

Looking at the different group ratings on the remote services offered by the library in Figure 5, the students evaluate the clarity of independent search instructions for the library's area of the College website (4.04), speed of the website (4.0), ease of finding electronic student papers (4.0), as well as ease of using the electronic catalog (3.77) higher than other user groups. The existence of the necessary e-publications and the ease and speed of finding e-publications are rated higher by other employees of the College (4.0 and 3.83, respectively), and their ease of use is rated higher by lecturers in addition to master's students (3.87). The availability of printed materials necessary for studies is assessed highest by school-based (3.62) and workplace-based (3.41) vocational learners. In addition to master's students, school-based vocational students (3.96) and lecturers (3.82) have also given a fairly high score to the guidelines for independent information retrieval on the website.

The biggest problem at the moment is how the distance students would retrieve the printed study materials (e.g. Kuressaare, Pärnu). Spring 2020 was particularly difficult; the library was completely closed and no study materials were lent out. A lot of attention was paid to students who were

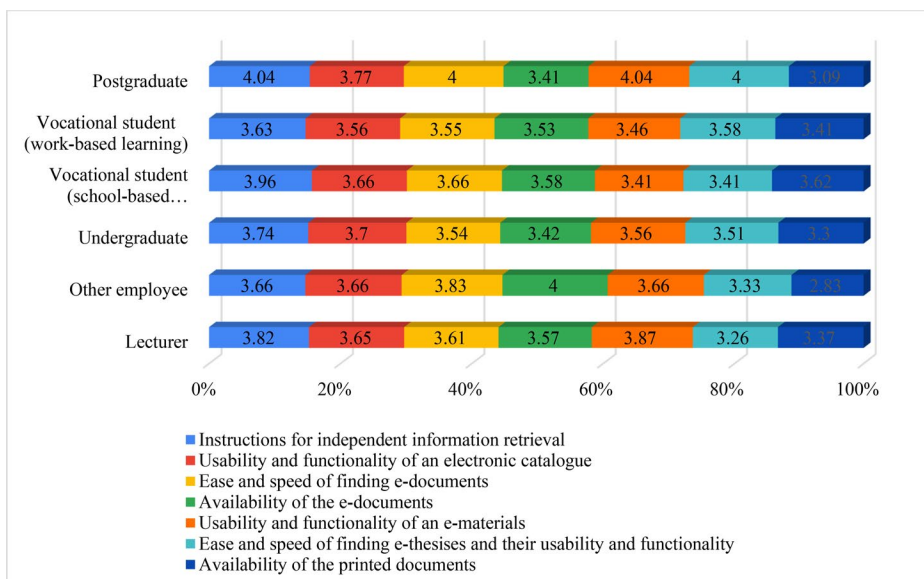


Figure 5. Ratings of the remote services by different groups of respondents.

writing their final theses. One option for distance learning students is to borrow books through a parcel machine, but this service requires payment.

Although the rating for the information retrieval guidelines was the highest, users definitely need clearer and more specific instructions as to where they can find and how to use the necessary e-resources. There is a library section on the College's website where the necessary information is available, but it is hard to navigate and is somewhat inconvenient for the user. One option is to structure existing columns better and make the column headings clearer.

Electronic channels for individual counseling and paying to order books

Only 20% of respondents have used an electronic channel to communicate with the library. Additionally, 41% of respondents are ready to order books as a remote service via a nearby parcel machine, even if they have to pay for the service (Figure 6).

Respondents were asked to comment and answer the question: "Have you used the opportunity to ask questions from the library by e-mail, the order form, or via Skype?". A total of 95 comments were received, of which 35 answered no. Unfortunately, no respondents indicated they communicated using Skype. Nine of the respondents noted they used e-mail. There were also longer responses explaining what had been asked by email or why they had not used it. The two main reasons highlighted why patrons used e-mail: the renewal of the books and finding the necessary literature:

- *By e-mail and I am deeply satisfied that my request to extend the return period has always been granted without any problems. Thank you for offering this convenience!*

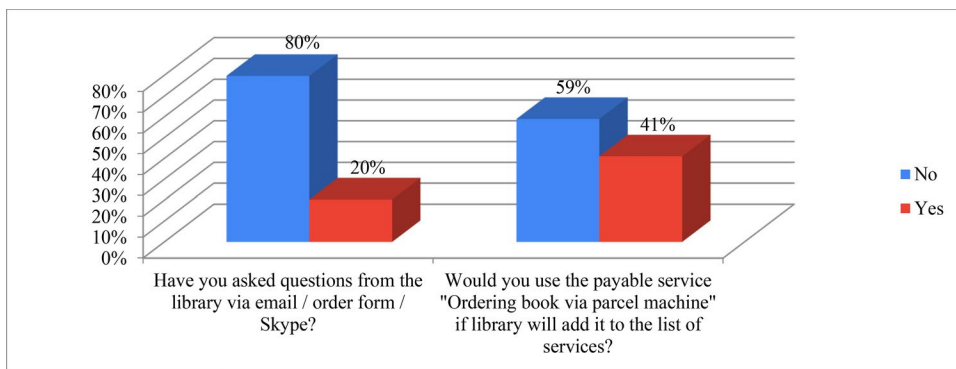


Figure 6. Using e-mail, the electronic order form, Skype, and the paid remote "ordering book via parcel machine" service.

- *I have asked for an extension of the documents and information on how to use ESTER.*
- *I once needed help opening the full text of a research article, so I communicated with the library via e-mail.*

We asked respondents to clarify their answer to the question “Would you use a paid ‘order book via parcel machine’ service if the library would add it to its list of services?” A total of 100 comments were received, many of which considered it a necessary service in the context of distance learning and lockdown. Other reasons to prefer the parcel machine services were the convenience and novelty of the service, as well as the possibility to use it as an alternative if there were no other ways to access a book. On several occasions, a reasonable price was also emphasized as a pre-requisite for using the service:

- *During distance learning, it has become clear how much time and money are saved if you don't travel to work every day. More cost-effective and more time to deal with important issues.*
- *I live far from Tallinn and this (service) would make professional books more accessible and simplify logistics.*
- *It depends on the price, but if you don't have a car or for some reason it's difficult to get around, the parcel machine solution would be convenient.*
- *The service “Order book via parcel machine” is a very good idea!*
- *For a reasonable fee, I think it would be a good and useful service because it is often not possible to get to the library when going to work.*
- *Depending on the price, if not very expensive, I would be interested.*
- *Seems like an interesting and good opportunity.*
- *I would use this service if the fee is reasonable.*
- *Sounds like an interesting service, I'd give it a try.*
- *Depends on the price. If it doesn't get very expensive, I would use it.*

In addition to the comments that simply answered “would not use” or “do not see the need”, the primary reason for not wanting to use the service was their proximity to the library and the nostalgia involved.

- *At the moment I do not need such a service myself, but for someone who lives further away, it is a convenient service.*
- *I really hope that I don't have to use the parcel machine service because I prefer to go to the library myself.*

For the final question on remote services, we asked respondents to specify what is good about library remote services and what needs to be

improved. We received 75 comments, many gratifyingly praised our librarians, the services we offer, the efficiency of the library's operation, and that a lot of professional materials were added to the e-library during the crisis.

- *Information mobility is good. The information is easy to find, and relevant information is emailed to you often enough.*
- *Many thanks to the staff of our library for the professional links added to the e-library. Very helpful.*
- *Quick response to email questions. Kind librarians who are always ready to help you.*
- *The system is simple and efficient.*
- *Great that so many professional e-books were made available!*
- *Positive: in the e-library, a good selection of learning materials was added.*

An introduction to the parcel machine service was recommended, and the need to develop on-site services was emphasized for future developments:

- *It should be possible to borrow books during an emergency, as professional literature is not available elsewhere.*
- *Books and textbooks could be ordered at home via mail or a parcel machine.*
- *It should also be possible to return books via a parcel machine. Even as a paid service, it would be much easier for a student studying outside of Tallinn to return textbooks.*
- *The existence of a remote service is a good thing but contact service should also be developed.*

Quality of the library's on-site services

In total, 382 respondents are users of on-site services. 8% (32 of all respondents) do not use the library's on-site services at all.

The library users come for a wide range of services. As indicated by [Figure 7](#), users come to the library to borrow documents (20%), for independent study (15%), to use the teamwork space (12%), and to use ematerials and databases (12%). The use of a computer, as well as printing, scanning, and copying are also reasons for many visits. Finally, 8% spend their free time in the library in Tallinn Health Care College, which often means using the library's special areas to take a break from the night shift before or between the lectures or reading a newspaper or magazine.

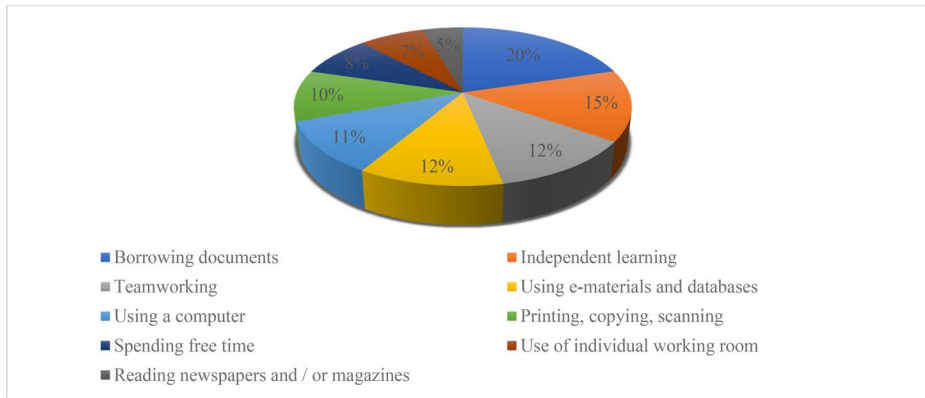


Figure 7. Activities in the library.

Respondents were asked to rate their satisfaction with the library's on-site services on a 5-point scale: 5 (highly satisfied), 4 (satisfied), 3 (hard to say - neutral), 2 (dissatisfied), and 1 (highly dissatisfied). According to [Figure 8](#), satisfaction with the different services shows that the quality of user service has the highest rating. It is nice to see that the respondents are satisfied with the library staff. The staff contributes a lot to the library's efficient service. They know their users' needs and expectations and are skilled and trained to meet them and provide relevant service. The service rating was 4.65.

The working environment (e.g. lighting, table layout, comfort, silence, quality of the internet connection, and the possibility to use laptops) was also highly valued, and the opening hours have become more suitable for readers. The library's environment was rated at 4.4. The lowest ratings were given to the convenience of using a check-out machine and the training and availability of professional literature, with the scores 3.84 and 3.82, respectively.

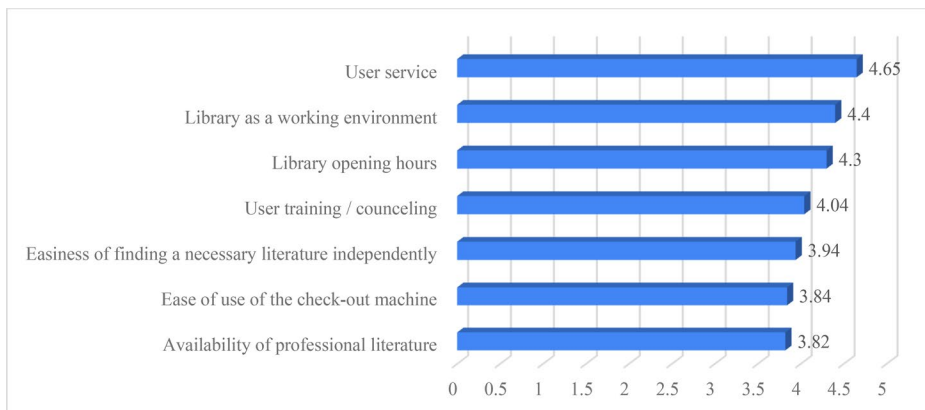


Figure 8. Satisfaction with the quality of on-site services.

Users' counseling was also quite highly valued. The availability of professional literature had lower ratings. A library is a place where materials should be provided in an organized manner for users' convenience. Participants rated the collection's organization and accessibility with a score of 3.94.

Looking at the ratings of the different groups of respondents (see Figure 9) concerning the on-site services offered by the library, master's students are the most critical of the services offered and evaluated the service of readers (4.54) and the working environment of the library (4.27) the highest. The vocational students are the least critical in evaluating the services provided by the library. They are more satisfied with the availability of professional literature than other respondent groups. This is understandable because they use more Estonian language textbooks and learning materials prepared by teachers. However, other services (e.g., the library as a working environment and for user counseling) have also received quite high scores. Employees and undergraduate students are the most satisfied with the library's opening hours, while master's students are less satisfied. As they have sessions every second weekend, postgraduates would like to see that library would be open longer on Saturdays. All groups of respondents have given high scores to the user service. The most satisfied with user service are undergraduates (4.69), other employees (4.67), and lecturers (4.63).

We asked the respondents for suggestions regarding opening hours because adequate opening hours allow library users to study at a time that suits them.

Because the library's opening hours have been extended since the spring semester (the library is now open on working days from 8.00 AM to

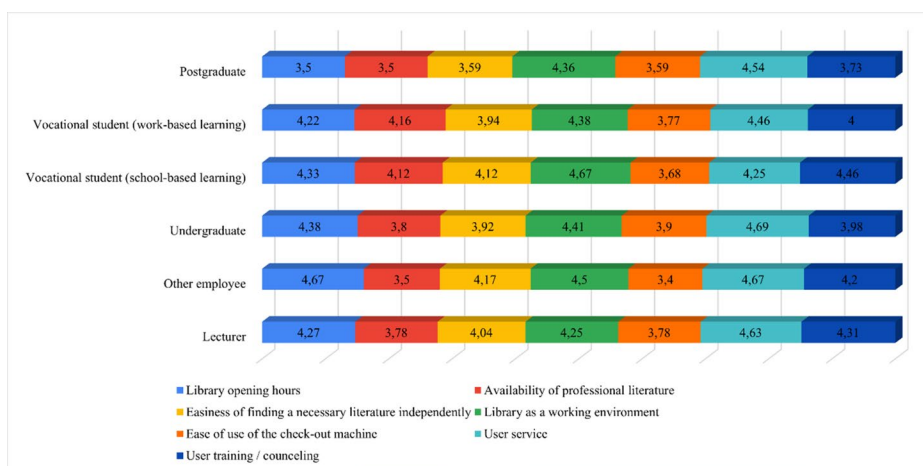


Figure 9. Ratings for services by different groups of respondents.

8.00 PM, the librarian is on-site until 4.00 PM), most of the 45 commenters were satisfied with the opening hours, but want the opportunity to use the library on weekends as well:

- *The library is open longer in the evenings. I'm very satisfied.*
- *I liked that the opening hours were extended because teamwork often takes a long time. On the weekend, the library could be open on Saturdays, so that you can do teamwork together because, during the school week, there may not be enough time for that.*
- *All Saturdays/Sundays should be open during the exam period.*

One of the main functions of every library is to teach users how to find necessary information and resources within the library's collections, both in physical and electronic forms. This is one of the most important services. As librarians, we strongly believe that it is generally known that the role of the library is as an educator, especially in teaching information retrieval. The results showed that only a very small percentage of respondents have participated in user training. The highest rate of participation has been among lecturers (17%), and to some extent master's students (9%) and workplace-based and school-based vocational learners (7% and 6%, respectively). Those who have not needed individual user training are other employees (80%), lecturers (46%), and students (33%). Most respondents (63%) have not participated in user training (see Figure 10). Based on this data, the role of the library as an educator that teaches information retrieval to users can be assessed as more modest than expected. This is an area where the library should contribute more in the future.

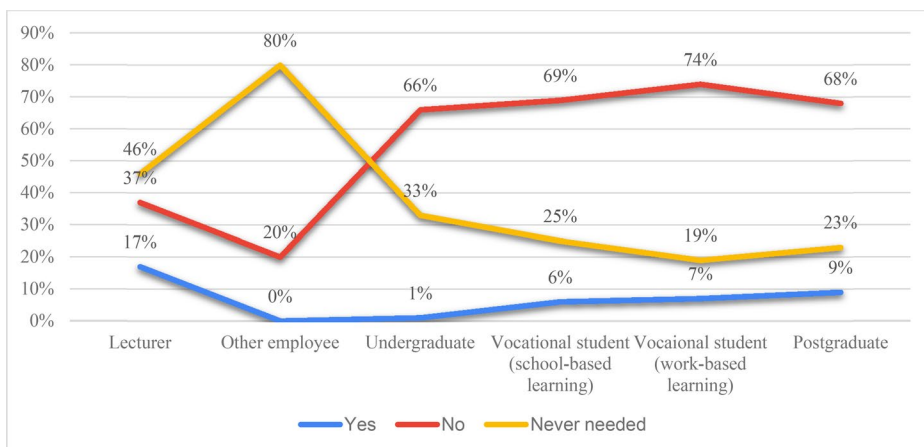


Figure 10. Participation in user training by different groups of respondents.

The main reason given as to why respondents have not participated in user training was that they were not aware of its existence:

- *I have not participated in individual user training because I have not heard of it.*
- *I had not heard of the existence of such a service, and I don't know what it offers.*
- *Did not know there was such a possibility.*
- *The library should promote individual user training more, first time I've heard of it.*

Many library users can find the information they need by themselves, or have not yet needed individual counseling:

- *The instructions are clear and there is nothing complicated about using the library.*
- *I've found everything.*
- *I have not seen the need for individual training. I have always received quick answers to my questions.*

We asked respondents to name what they think is working very well in the library as well as what needs to be improved. A total of 76 comments were received, most of them emphasized that everything was fine and also some very specific features of the library are highlighted:

- *Helpful staff, the library is a good place to rest during breaks or do schoolwork, as all information is available.*
- *The atmosphere in the library is very pleasant and warm. There is enough light, the sofas are comfortable, and there are many interesting books, and the possibility to use a computer.*
- *Very good use of space. It is convenient to find books, and it is very good to study and do group work on the library premises.*
- *Well, that you can relax, study separately in an individual workroom, do group work, and use a computer.*
- *The seats and resting places are very comfortable.*
- *The check-out machine is very good.*
- *Good toilets are available.*

Library users are very satisfied with the staff. Many comments praised the professionalism, helpfulness, and speed of the librarians:

- *Efficient, calm, friendly, service-minded, problem-solving service if necessary. Thank you!*

- *Fast and convenient service and appropriate advice.*
- *There is a great consultant in our library, I always dare to “bother” her, because I know that she explains, teaches, and is always happy to help. Please thank her!!!*
- *I would like to thank our librarians! Pleasant, fast, and helpful service always!*
- *The staff is professional, with a good service culture. The library is one of the most pleasant places in the building.*

According to the respondents, there are sometimes problems in keeping the library quiet. It was also pointed out that the walls of the group workrooms are not soundproof, the temperature is cold, the stairs can be dangerous, and there should be more power sockets. The lack of necessary documents hinders the progress of the study process, and greater separation is also desired in the reading rooms, e.g. with the help of individual tables with walls. The complexity of independently locating literature was also highlighted:

- *Perhaps it would be better for the librarian (not me as a fellow student) to invite monitors to enforce peace and quiet for the students in the library, like what is arranged in the National Library.*
- *Visitor behavior, often background noise (phone calls, chatter, noise,) is too loud and I am unable to focus on my activities. A library employee could also take care of order, not just sit down at their desk.*
- *Books are old*
- *There are only a few copies of some documents (compulsory literature) that are needed for my subjects. This has a negative effect on my learning process.*
- *More recent literature. Old handbooks cannot be used in literature references*
- *The general atmosphere is inviting and pleasant, the staff is kind, polite, and helpful. If I could have access to the databases I need, I would not complain at all*

Conclusions

Some critical issues related to the College library were most evident during COVID. The library's weak points, as well as its strengths, became apparent. Although the library was unable to provide contactless document lending, the library continued to offer remote services during closure by offering access to digital materials. In conclusion, the COVID emergency pushed for a transformation of the library toward a new vision of service,

which focuses on new relationships with the College's community. We understood that if the library must be closed, there was no option to use e-materials because of the missing VPN network connection. For that reason, the library employees started to search and expand to offer information about Open Access e-books databases which could help the final theses writers get resources for their references.

Users of Tallinn Health Care College's library were highly satisfied with services, opening hours, and the working environment. The results showed that users prefer to visit the library premises more than to utilize remote services. Users were concerned about the availability of necessary e-resources and professional literature and had difficulty finding e-theses in the library catalog. The availability of printed documents for distance learning students was also a large concern and requires a solution in the future. Many of the users' answers in the spring survey were based on the hope that the closure of the library would be temporary, and that users would soon be able to come again, either for study or borrowing purposes. When we started summarizing the survey in late autumn 2020, we already knew that the library and the College would probably be closed again soon. Therefore the answer, "I really hope that I don't have to use the parcel machine service because I prefer to go to the library myself," was given in the hope that life would return to normal.

Certainly, the library should improve the clarity of the information it offers and increase its visibility on the website. An individual online reference service is not well established among students and lecturers. Although e-mail is used to extend loan periods and get answers to some quick questions, Skype, as one of the available counseling services, is not used. This service absolutely needs to be promoted, especially to help researchers, final-year students, and postgraduates find relevant literature. So that the quality of theses and master's projects will not decline in a crisis.

Many hybrid learners outside the Tallinn and Kohtla-Järve units are ready to buy necessary books themselves if they are not available in the library or their place of residence. Many comments left by respondents praised the librarians' great work in adding many open-access collections of e-books to the website when the library was closed.

In a small College, such as Tallinn Health Care College, users usually know their library and librarians well. The survey revealed that people are most satisfied with the quality of service in the library, and our librarians have a key role in offering and providing information about new services. In particular, the comments highlighted the expertise, professionalism, customer focus, friendliness, and courtesy of the librarians. The role of the staff has not disappeared due to the development of e-services, and it is still among the most important aspects of the library. The

satisfaction that was indicated can be considered an expression of the library's influence.

Users have approved and accepted innovations made in the library building and have expressed their satisfaction with the new amenities. The library's opening hours take user needs into account to the fullest extent. There is also a library in the structural units of Tallinn and Kohtla-Järve and check-in boxes are available. These allow books to be returned during non-working hours, as well as the possibility to extend return dates and terms via an electronic catalog system.

The results of the current feedback survey showed that users are generally satisfied with the library's services, despite specific problems with some aspects. However, the results of the survey confirm that the library still needs to make an effort to achieve maximum user satisfaction with the library services provided. The library must maintain its strengths, which include its quality of service (particularly all indicators related to the staff) and comfortable working conditions in the library building. And meanwhile, it must improve the availability of professional literature, preferably in electronic form, for hybrid learning students. This goal was achieved. At the beginning of the 2020/2021 academic year, the new "order book via parcel machine" service has now been introduced and implemented and the VPN network connection was created.

Further discussion

Librarianship is, in a sense, currently a matter of contention; one trend supports the changes taking place and the other holds them back. We live in an era of systemic change, wherein the library is moving from traditional forms toward digital, with all the characteristics of a transitional period. As the current study shows, some users are excited about all the new services and ideas offered by the library, and some would like the library to carry on with traditional values. It is necessary to ask users for feedback from time to time. The feedback not only helps the library to obtain a better understanding of their users' needs, but can have a positive effect on users as well, as they understand that they have an important role to play in improving services.

However, by all assumptions, the library itself also has an important role to play in these processes. We must not just wait and see how life around us changes and affects us. Libraries have learned from the COVID experience that they should not be limited to lending paper documents, but that they should provide online access to documents. Are users who are used to online services ready to return to traditional services? Can this experience change the way communication is held between the library and its users?

No research has been done yet in Estonia to evaluate user needs during a pandemic. As highlighted by Tammaro (2020), what libraries need now is a digital strategy that goes beyond eBooks. The goal of a digital strategy should be to transform libraries into an innovative vision of services and to develop new digital paradigms for libraries (Tammaro, 2020, p. 219). E-learning services, on the one hand, democratize, unite, and, on the other hand, divide society around the world. The focus is to improve the quality and effectiveness of learning, promote regional development and life-long learning, and make it more diverse, cheaper, and more accessible.

The author of the current article agrees with the opinion of Thompson et al. (2007) that health libraries should consider collaborative assessment with other special or academic libraries. This academic year, we plan to conduct a new user satisfaction survey with library remote and on-site services as well as a benchmarking survey among library users in all Estonian universities of applied sciences. It offers the possibility to find out how the satisfaction with library services has changed after the lockdown and how the new virtual private network or VPN connection has influenced the satisfaction with remote services. The benchmarking study allows comparing the results to those determined here, as well as the ability to draw summary conclusions to submit a justified application for funding to the Ministry of Education, and research toward the development of new services and acquiring scholarly e-resources.

Conflict of interest

The authors have no conflicts of interest to report.

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