

Research Question Examples: Library & Information Science

About this document

This PDF contains 121 **library & information science research question examples**, each quoted word for word from one of 40 completed dissertations and theses (2010–2025), grouped into 5 sections. Each question links to the thesis that asked it, so you can read how it was answered. Use them to see what a well-formed library & information science research question looks like, then adapt the shape to your own study.

By [Derek Jansen](#) (MBA) · Reviewed by [Eunice Rautenbach](#) (DTech) · Grad Coach · October 2026

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How to adapt a question to your own study	15

Descriptive questions

These questions ask what is happening: how much, how often, or what kinds. They describe a situation rather than explain it.

1. What types of problems do they encounter and what assistance does Unisearch provide?

Asked in: "It's a bit daunting until you know what you're doing" : a usability study of the discovery tool Unisearch · Foldevi, Petter · University of Borås · 2016

2. What role does leisure reading play in participants' lives in immigration?

Asked in: "The Psychosocial Portrait of Immigration through the Medium of Reading": Leisure Reading and Its Role in the Lives of Russian-speaking Immigrants in Toronto · Dali, Keren · University of Toronto · 2012

3. What are the advantages and disadvantages of 1177 direkt, a non-human-like chatbot?

Asked in: 1177, 24/7? User perceptions of human elements in the chatbot "1177 direkt" in Region Uppsala · Luo, Sally · Uppsala University · 2024

4. What changes do users suggest in regards to the human element of 1177 direkt?

Asked in: 1177, 24/7? User perceptions of human elements in the chatbot "1177 direkt" in Region Uppsala · Luo, Sally · Uppsala University · 2024

5. What is the extent of adoption and use of electronic instructional media in selected Nigerian universities?

Asked in: Adoption and use of electronic instructional media among academics in selected universities in South West Nigeria. · Alabi, Adefunke Olanike. · University of KwaZulu-Natal · 2016

6. What challenges are faced in the adoption and use of electronic instructional media by academics in selected Nigerian universities?

Asked in: Adoption and use of electronic instructional media among academics in selected universities in South West Nigeria. · Alabi, Adefunke Olanike. · University of KwaZulu-Natal · 2016

7. What are the potential effects (of Bibliotherapy) for Public Libraries and what effects are stated from the people using it?

Asked in: Bibliotherapy at a Public Library : a qualitative study · Hjul, Christina · Uppsala University · 2020

8. What are 'archives' and 'recordkeeping' in the digital context and the developing e-government?

Asked in: Closer Together or Further Apart? : Public administration and archives in the digital age · Klareld, Ann-Sofie · Mid Sweden University · 2017

9. What are the indications of current and future challenges regarding the cooperation between public administration and archives?

Asked in: Closer Together or Further Apart? : Public administration and archives in the digital age · Klareld, Ann-Sofie · Mid Sweden University · 2017

10. What kinds of data do provosts find most effective when considering library funding requests and how do they want to receive this data?

Asked in: Closing The Loop: An Examination of University System of Georgia Provosts' and Academic Library Deans' or Directors' Preferences for Communication and Attitudes Concerning the Contribution of the Academic Library to the University's Mission · Michael Otis Holt · Valdosta State University · 2019

11. What kinds of data are academic library deans or directors including with funding requests made to the provost's office and how are they providing it?

Asked in: [Closing The Loop: An Examination of University System of Georgia Provosts' and Academic Library Deans' or Directors' Preferences for Communication and Attitudes Concerning the Contribution of the Academic Library to the University's Mission](#) · Michael Otis Holt · Valdosta State University · 2019

12. What role do academic library deans or directors see the library playing in campus-wide retention and student success initiatives and is this perception based on anecdotal or documented evidence, or a mixture of both?

Asked in: [Closing The Loop: An Examination of University System of Georgia Provosts' and Academic Library Deans' or Directors' Preferences for Communication and Attitudes Concerning the Contribution of the Academic Library to the University's Mission](#) · Michael Otis Holt · Valdosta State University · 2019

13. What are the attitudes of distance learners regarding information literacy?

Asked in: [Developing Student Competencies in Information Literacy Sessions Through Web-Based Instruction for Distance Learners](#) · Williams, Paula A · Nova Southeastern University · 2015

14. To what extent are distance learners able to identify and cite sources correctly?

Asked in: [Developing Student Competencies in Information Literacy Sessions Through Web-Based Instruction for Distance Learners](#) · Williams, Paula A · Nova Southeastern University · 2015

15. What positions in the organisation structure and competencies are available for coordinating eResearch?

Asked in: [eResearch support : an exploratory study of private university libraries in Nairobi County, Kenya.](#) · Anduvare, Evelyn M'mbone. · University of KwaZulu-Natal · 2019

16. What problems of data management, organisation, dissemination, and preservation exist and how can they be addressed?

Asked in: [eResearch support : an exploratory study of private university libraries in Nairobi County, Kenya.](#) · Anduvare, Evelyn M'mbone. · University of KwaZulu-Natal · 2019

17. What procedures, tools, and policies are used to promote eResearch?

Asked in: [eResearch support : an exploratory study of private university libraries in Nairobi County, Kenya.](#) · Anduvare, Evelyn M'mbone. · University of KwaZulu-Natal · 2019

18. What is the inclination of library and academic staff towards eResearch?

Asked in: [eResearch support : an exploratory study of private university libraries in Nairobi County, Kenya.](#) · Anduvare, Evelyn M'mbone. · University of KwaZulu-Natal · 2019

19. What are the key factors affording or constraining value generation in predictive analysis within e-retail?

Asked in: [Generating Value Using Predictive Analysis in E-retail : A Case Study on How Predictive Analysis Affords Value-Generating Actions](#) · Emitslöf, Isak · Linnaeus University · 2023

20. What are the information needs of medical doctors and professional nurses in the five selected district hospitals?

Asked in: [Information behaviour of medical doctors and professional nurses in selected hospitals of OR Tambo Health District, Eastern Cape Province, South Africa.](#) · Chitha, Nombulelo · University of KwaZulu-Natal · 2017

21. What are the channels and sources of information preferred by the medical doctors and professional nurses in the five selected district hospitals?

Asked in: [Information behaviour of medical doctors and professional nurses in selected hospitals of OR Tambo Health District, Eastern Cape Province, South Africa](#). · Chitha, Nombulelo · University of KwaZulu-Natal · 2017

22. What factors facilitate or hinder information seeking by medical doctors and professional nurses in the five selected district hospitals?

Asked in: [Information behaviour of medical doctors and professional nurses in selected hospitals of OR Tambo Health District, Eastern Cape Province, South Africa](#). · Chitha, Nombulelo · University of KwaZulu-Natal · 2017

23. What is the information behaviour of rural women involved in SMEs?

Asked in: [Information behaviour of rural women involved in small and medium enterprises \(SMEs\) in Chamwino and Manyoni Districts of Central Tanzania](#). · Manyerere, Juliana James · University of KwaZulu-Natal · 2015

24. What channels of communication are used by women to seek and satisfy their information needs?

Asked in: [Information behaviour of rural women involved in small and medium enterprises \(SMEs\) in Chamwino and Manyoni Districts of Central Tanzania](#). · Manyerere, Juliana James · University of KwaZulu-Natal · 2015

25. How is the information sought by women involved in SMEs used?

Asked in: [Information behaviour of rural women involved in small and medium enterprises \(SMEs\) in Chamwino and Manyoni Districts of Central Tanzania](#). · Manyerere, Juliana James · University of KwaZulu-Natal · 2015

26. What are the teachers' perceptions about the need for information literacy skills in the implementation of secondary school subjects' instruction?

Asked in: [Information literacy skills and personal abilities of Secondary School teachers in Lagos, Nigeria and Durban, South Africa](#) · Durodolu, Oluwole Olumide · University of Zululand · 2016

27. What is the frequency of use of various information resources by secondary school teachers?

Asked in: [Information literacy skills and personal abilities of Secondary School teachers in Lagos, Nigeria and Durban, South Africa](#) · Durodolu, Oluwole Olumide · University of Zululand · 2016

28. What information search strategy is being exploited by teachers in using online information resources?

Asked in: [Information literacy skills and personal abilities of Secondary School teachers in Lagos, Nigeria and Durban, South Africa](#) · Durodolu, Oluwole Olumide · University of Zululand · 2016

29. What is the information self-concept level of teachers in secondary schools?

Asked in: [Information literacy skills and personal abilities of Secondary School teachers in Lagos, Nigeria and Durban, South Africa](#) · Durodolu, Oluwole Olumide · University of Zululand · 2016

30. What are the metacognitive abilities of teachers in the use of information resources in classroom instruction?

Asked in: [Information literacy skills and personal abilities of Secondary School teachers in Lagos, Nigeria and Durban, South Africa](#) · Durodolu, Oluwole Olumide · University of Zululand · 2016

31. What conceptual model mechanisms can be used to ensure information literacy skills of teachers in Lagos and Durban?

Asked in: [Information literacy skills and personal abilities of Secondary School teachers in Lagos, Nigeria and Durban, South Africa](#) · Durodolu, Oluwole Olumide · University of Zululand · 2016

32. How to analyse IT service delivery based on ITIL in order to determine its current situation?

Asked in: [IT Service Delivery in Nicaraguan Internet Service Providers : analysis and Assessment](#) · Will Johnny Flores Delgadillo · KTH Royal Institute of Technology · 2010

33. What is the extent of knowledge sharing in University Libraries in KwaZulu-Natal Province?

Asked in: [Knowledge sharing strategies in university libraries in KwaZulu-Natal Province of South Africa.](#) · Ndakasharwa Muchaonyerwa · University of KwaZulu-Natal · 2015

34. What mechanisms and infrastructure are used for knowledge sharing in university libraries in Malawi?

Asked in: [Knowledge sharing strategies in university libraries of Malawi.](#) · George Theodore Chipeta · University of KwaZulu-Natal · 2018

35. What role does the librarian play within the library space to ensure its functionality?

Asked in: [Open Doors, and Open Minds : A Literature Review Over the Library Space as a Part of Public Discourse](#) · Thunnissen, Saskia · Uppsala University · 2024

36. What is the role of the library as a place when users do not need to visit the building to access its services and resources?

Asked in: [Open Doors, and Open Minds : A Literature Review Over the Library Space as a Part of Public Discourse](#) · Thunnissen, Saskia · Uppsala University · 2024

37. To what extent, if any, is there political will for implementation and institutionalization of the [Access to Information (ATI)] regime in Kenya?

Asked in: [Preparedness of the public sector for the implementation of the access to information act \(2016\) in Kenya.](#) · Victor Kabata · University of KwaZulu-Natal · 2019

38. What is the level of awareness of public officers (duty bearers) of their responsibilities as outlined in the [Access to Information (ATI)] Act 2016?

Asked in: [Preparedness of the public sector for the implementation of the access to information act \(2016\) in Kenya.](#) · Victor Kabata · University of KwaZulu-Natal · 2019

39. What structures, processes and systems are in place in public bodies in Kenya to facilitate handling of access to information requests?

Asked in: [Preparedness of the public sector for the implementation of the access to information act \(2016\) in Kenya.](#) · Victor Kabata · University of KwaZulu-Natal · 2019

40. What recommendations for improvement can be made from the areas of strengths or weaknesses identified?

Asked in: [Preparedness of the public sector for the implementation of the access to information act \(2016\) in Kenya.](#) · Victor Kabata · University of KwaZulu-Natal · 2019

41. How are records created, accessed and used, stored and maintained, appraised and disposed of, and preserved?

Asked in: [Records management readiness for open government in the Kenyan judiciary](#) · Elsebah Jepkemboi Maseh · University of KwaZulu-Natal · 2015

42. What skills and competencies do the records management staff have?

Asked in: [Records management readiness for open government in the Kenyan judiciary](#) · Elsebah Jepkemboi Maseh · University of KwaZulu-Natal · 2015

43. What is the level of awareness about records and attitude of staff towards sound records management practices?

Asked in: [Records management readiness for open government in the Kenyan judiciary](#) · Elsebah Jepkemboi Maseh · University of KwaZulu-Natal · 2015

44. What records management strategies is the Kenyan judiciary using to achieve openness?

Asked in: [Records management readiness for open government in the Kenyan judiciary](#) · Elsebah Jepkemboi Maseh · University of KwaZulu-Natal · 2015

45. What kinds of data do Web Archive Studies researchers generate and work with?

Asked in: [Research Data Management and Sharing Practices in the Digital Humanities with a Focus on Publisher Support: A Case Study in the Field of Web Archive Studies](#) · Truter, Victoria Zea · University of Cape Town · 2022

46. What [Research Data Management] and data sharing practices do Web Archive Studies researchers tend to use?

Asked in: [Research Data Management and Sharing Practices in the Digital Humanities with a Focus on Publisher Support: A Case Study in the Field of Web Archive Studies](#) · Truter, Victoria Zea · University of Cape Town · 2022

47. What challenges and limitations do Web Archive Studies researchers encounter when collecting, managing, and sharing data?

Asked in: [Research Data Management and Sharing Practices in the Digital Humanities with a Focus on Publisher Support: A Case Study in the Field of Web Archive Studies](#) · Truter, Victoria Zea · University of Cape Town · 2022

48. What is the level of awareness of library professionals in university libraries in Tanzania about the role of information ethics in promoting [Library and Information Services] professional practice?

Asked in: [Role of information ethics in the provision of library and information services in university libraries in Tanzania](#) · Ndumbaro, Rehema · University of KwaZulu-Natal · 2018

49. What is the attitude and perception of library professionals in University libraries in Tanzania towards information ethics?

Asked in: [Role of information ethics in the provision of library and information services in university libraries in Tanzania](#) · Ndumbaro, Rehema · University of KwaZulu-Natal · 2018

50. What is the perception of faculty and postgraduate students about ethical conduct of library staff in providing library and information services?

Asked in: [Role of information ethics in the provision of library and information services in university libraries in Tanzania](#) · Ndumbaro, Rehema · University of KwaZulu-Natal · 2018

51. What characterizes the discourses about the intern in relation to reading and the prison library?

Asked in: [Skilled reader, library novice or criminal? : The reading prisoner – A discourse analysis](#) · Rebecka Virgin · University of Borås · 2019

52. What kinds of scholarly content are generated and used in universities in Kenya?

Asked in: [Strategies for managing scholarly content at universities in Kenya](#) · Moseti, Irene Moraa · University of KwaZulu-Natal · 2015

53. How is the scholarly content generated and/or acquired in universities in Kenya preserved and archived for current and future use?

Asked in: [Strategies for managing scholarly content at universities in Kenya](#) · Moseti, Irene Moraa · University of KwaZulu-Natal · 2015

54. How do Kenyan scholars communicate amongst themselves in the various stages of their research work?

Asked in: [Strategies for managing scholarly content at universities in Kenya](#) · Moseti, Irene Moraa · University of KwaZulu-Natal · 2015

55. To what extent do Kenyan scholars participate in local and/or international professional social networks?

Asked in: [Strategies for managing scholarly content at universities in Kenya](#) · Moseti, Irene Moraa · University of KwaZulu-Natal · 2015

56. To what extent do existing institutional facilities in the universities support scholars' research and communication needs?

Asked in: [Strategies for managing scholarly content at universities in Kenya](#) · Moseti, Irene Moraa · University of KwaZulu-Natal · 2015

57. How effective is the provision of [Electronic Information Resources] in university libraries in North Central Nigeria?

Asked in: [Strategies for sustaining the provision of electronic information resources services in university libraries of North Central Nigeria](#) · Njideka N. Charlotte Ojukwu · University of KwaZulu-Natal · 2020

58. How sustainable and efficient are sources of funding for [Electronic Information Resources]?

Asked in: [Strategies for sustaining the provision of electronic information resources services in university libraries of North Central Nigeria](#) · Njideka N. Charlotte Ojukwu · University of KwaZulu-Natal · 2020

59. What strategic planning and policies are implemented to impact on sustainable provision of [Electronic Information Resources]?

Asked in: [Strategies for sustaining the provision of electronic information resources services in university libraries of North Central Nigeria](#) · Njideka N. Charlotte Ojukwu · University of KwaZulu-Natal · 2020

60. To what extent have the libraries applied economic, social, and environmental strategies in sustaining [Electronic Information Resources] services in their libraries?

Asked in: [Strategies for sustaining the provision of electronic information resources services in university libraries of North Central Nigeria](#) · Njideka N. Charlotte Ojukwu · University of KwaZulu-Natal · 2020

61. What are the Web 2.0 tools used by academic libraries in South-South Nigeria?

Asked in: [The effectiveness of web 2.0 in marketing academic library services in Nigerian universities: a case study of selected universities in South-South Nigeria.](#) · Faith Ashinedu Okite-Amugboro · University of KwaZulu-Natal · 2017

62. To what extent do academic libraries in South-South Nigeria use Web 2.0 tools to market their services?

Asked in: [The effectiveness of web 2.0 in marketing academic library services in Nigerian universities: a case study of selected universities in South-South Nigeria.](#) · Faith Ashinedu Okite-Amugboro · University of KwaZulu-Natal · 2017

63. What policies do academic libraries in South-South Nigeria have to guide the implementation of Web 2.0 tools for effective marketing of their services?

Asked in: [The effectiveness of web 2.0 in marketing academic library services in Nigerian universities: a case study of selected universities in South-South Nigeria.](#) · Faith Ashinedu Okite-Amugboro · University of KwaZulu-Natal · 2017

64. What are the attitude and perception of librarians in South-South Nigeria towards the use of Web 2.0 tools to market their services?

Asked in: [The effectiveness of web 2.0 in marketing academic library services in Nigerian universities: a case study of selected universities in South-South Nigeria.](#) · Faith Ashinedu Okite-Amugboro · University of KwaZulu-Natal · 2017

65. Which are the most important functions and tasks of the patient library, according to users and librarians?

Asked in: [The Healthy Part of the Hospital : A Qualitative Interview Study on Users and Librarians' Views on Patient Libraries](#) · Kristin Karlsson · Uppsala University · 2018

66. What competencies are required by academic librarians to deliver information literacy training using online meeting platforms?

Asked in: [The use of online meeting platforms for information literacy training by academic librarians: the case of a private higher education institution academic library](#) · Rumbidzai Mambo · University of Cape Town · 2025

67. What competencies do the academic librarians of the selected higher education institution currently possess for delivering information literacy training via online means?

Asked in: [The use of online meeting platforms for information literacy training by academic librarians: the case of a private higher education institution academic library](#) · Rumbidzai Mambo · University of Cape Town · 2025

68. What challenges (if any) are the academic librarians of the selected higher education institution facing in providing postgraduate students with online information literacy training to meet their information needs?

Asked in: [The use of online meeting platforms for information literacy training by academic librarians: the case of a private higher education institution academic library](#) · Rumbidzai Mambo · University of Cape Town · 2025

69. What are the Information Quality (IQ) dimensions of Twitter posts in major incidents?

Asked in: [Towards an online information quality model for major incidents: a naturalistic decision-making study](#) · Planella Conrado, Silvia · University College Cork · 2020

70. What steps are followed by experts to use Twitter in their decision-making process in major incidents?

Asked in: [Towards an online information quality model for major incidents: a naturalistic decision-making study](#) · Planella Conrado, Silvia · University College Cork · 2020

71. What are the perceptions of faculty and postgraduate students towards service quality in the use of the [University of Swaziland] [Institutional Repository]?

Asked in: [Usability of the Institutional Repository by Faculty and Postgraduate Students at the University of Swaziland.](#)
· Nokuphila Rene Saulus · University of KwaZulu-Natal · 2018

72. What is the level of usage of [University of Swaziland]'s institutional repository by faculty and postgraduate students?

Asked in: [Usability of the Institutional Repository by Faculty and Postgraduate Students at the University of Swaziland.](#)
· Nokuphila Rene Saulus · University of KwaZulu-Natal · 2018

73. What are the challenges of service quality facing faculty and postgraduate students in the use of [University of Swaziland] [Institutional Repository]?

Asked in: [Usability of the Institutional Repository by Faculty and Postgraduate Students at the University of Swaziland.](#)
· Nokuphila Rene Saulus · University of KwaZulu-Natal · 2018

74. What is the role of librarians in promoting service quality of the [University of Swaziland] [Institutional Repository]?

Asked in: [Usability of the Institutional Repository by Faculty and Postgraduate Students at the University of Swaziland.](#)
· Nokuphila Rene Saulus · University of KwaZulu-Natal · 2018

75. What kinds of Web 2.0 technologies are used by academic staff and students, and for what purposes?

Asked in: [Use of web 2.0 technologies for teaching and learning in selected Federal Universities in Southwest Nigeria.](#)
· Ayooluwa, Kolawole Priscilla · University of KwaZulu-Natal · 2016

76. To what extent are Web 2.0 technologies integrated into [teaching and learning] in Nigerian universities?

Asked in: [Use of web 2.0 technologies for teaching and learning in selected Federal Universities in Southwest Nigeria.](#)
· Ayooluwa, Kolawole Priscilla · University of KwaZulu-Natal · 2016

77. What net benefits can be derived from the use of Web 2.0 technologies for [teaching and learning] purposes?

Asked in: [Use of web 2.0 technologies for teaching and learning in selected Federal Universities in Southwest Nigeria.](#)
· Ayooluwa, Kolawole Priscilla · University of KwaZulu-Natal · 2016

78. Which bibliotherapeutic activities, if any, are pursued in public libraries in Sweden, and how do they look upon bibliotherapy?

Asked in: [Biblioteket - själens läkehus? : En studie om biblioterapi på folkbibliotek](#) · Åkerman, Pia · Linnaeus University · 2014

79. What are the standards for healthcare interoperability and what are the benefits of their introduction?

Asked in: [Rakenteisen hoitosuunnitelman integraation määrittäminen FHIR-standardin avulla](#) · Leevi Leppälä · University of Jyväskylä · 2020

Exploratory questions

These questions ask how or why something happens, usually where little research exists yet. They are common in qualitative studies built on interviews or observation.

80. How does the presence/absence of human elements affect user perceptions of the chatbot's a) reliability, b) functionality, and c) effectiveness?

Asked in: [1177, 24/7? User perceptions of human elements in the chatbot "1177 direkt" in Region Uppsala](#) · Luo, Sally · Uppsala University · 2024

81. How does the task-technology fit influence team performance and team affective outcome?

Asked in: [An organizational framework for the use of web-based tools in ""Virtual"" project teams](#) · Weimann, Peter · University of Cape Town · 2012

82. How does the use of a certain tool influence team dynamics and socio-emotional factors?

Asked in: [An organizational framework for the use of web-based tools in ""Virtual"" project teams](#) · Weimann, Peter · University of Cape Town · 2012

83. How do team dynamics and socio-emotional factors influence the team performance and the team affective outcome?

Asked in: [An organizational framework for the use of web-based tools in ""Virtual"" project teams](#) · Weimann, Peter · University of Cape Town · 2012

84. Why and how do the Public Libraries choose to work with Bibliotherapy?

Asked in: [Bibliotherapy at a Public Library : a qualitative study](#) · Hjul, Christina · Uppsala University · 2020

85. How and why do people choose to participate in Bibliotherapy?

Asked in: [Bibliotherapy at a Public Library : a qualitative study](#) · Hjul, Christina · Uppsala University · 2020

86. How do the organisation structures of the university libraries support eResearch?

Asked in: [eResearch support : an exploratory study of private university libraries in Nairobi County, Kenya](#) · Anduvare, Evelyn M'mbone. · University of KwaZulu-Natal · 2019

87. How is curation, analysis, and provenance (Metadata) of both basic data and information produced by research achieved?

Asked in: [eResearch support : an exploratory study of private university libraries in Nairobi County, Kenya](#) · Anduvare, Evelyn M'mbone. · University of KwaZulu-Natal · 2019

88. How do [Information Systems] users' adaptation tactics and strategies evolve over time when dealing with a disruptive IT event?

Asked in: [Investigating the link between users' IT adaptation behaviours and individual-level IT use outcomes using the coping model of user adaptation: A Case study of a work system computerisation project](#) · Armin Kashefi · Brunel University London · 2014

89. How do alterations in users' coping strategies subsequently influence their IT use outcomes and overall performance?

Asked in: [Investigating the link between users' IT adaptation behaviours and individual-level IT use outcomes using the coping model of user adaptation: A Case study of a work system computerisation project](#) · Armin Kashefi · Brunel University London · 2014

90. How does organisational culture promote or hinder knowledge sharing among academics in the universities?

Asked in: [Knowledge sharing among academics in selected universities in Tanzania](#) · Zakayo Bernard Maiga · University of KwaZulu-Natal · 2017

91. How are the academics leveraging knowledge assets in their core functions of teaching, research and consultancy?

Asked in: [Knowledge sharing among academics in selected universities in Tanzania](#) · Zakayo Bernard Maiga · University of KwaZulu-Natal · 2017

92. What is the rationale for knowledge creation and sharing by university libraries in Malawi?

Asked in: [Knowledge sharing strategies in university libraries of Malawi](#) · George Theodore Chipeta · University of KwaZulu-Natal · 2018

93. Can the public library space be defined as part of the public sphere, where communicative action is practiced through the free exchange of ideas?

Asked in: [Open Doors, and Open Minds : A Literature Review Over the Library Space as a Part of Public Discourse](#) · Thunnissen, Saskia · Uppsala University · 2024

94. How do the patrons describe the changes in their browsing behaviour in relation to the specificity of their information need?

Asked in: [Opportunist, wanderer or grab and go? : A study of browsing behaviours in two public libraries](#) · Aghed, Elin · University of Borås · 2023

95. How do the patrons describe that their behaviours and choices are influenced by the libraries' marketing of resources in the physical library room, for example book displays and themed shelves?

Asked in: [Opportunist, wanderer or grab and go? : A study of browsing behaviours in two public libraries](#) · Aghed, Elin · University of Borås · 2023

96. How might differing definitions of social justice influence the importance of social justice texts in public libraries?

Asked in: [Perceptions of Social Justice Education in Rural Nevada Public Libraries](#) · Catherine E. Polley · University of Nevada, Reno · 2024

97. How does perceived demand of social justice texts impact the availability of these types of texts in public libraries?

Asked in: [Perceptions of Social Justice Education in Rural Nevada Public Libraries](#) · Catherine E. Polley · University of Nevada, Reno · 2024

98. How do the libraries think when it comes to different language groups and their needs?

Asked in: [Public libraries and multilinguality : An interview study on public libraries in Malmö's work with multilingual literature](#) · Flodin, Pontus · University of Borås · 2018

99. How can publishers better support Web Archive Studies researchers with regard to data management and data sharing?

Asked in: [Research Data Management and Sharing Practices in the Digital Humanities with a Focus on Publisher Support: A Case Study in the Field of Web Archive Studies](#) · Truter, Victoria Zea · University of Cape Town · 2022

100. How is information ethics integrated in the library professional practice in university libraries in Tanzania?

Asked in: [Role of information ethics in the provision of library and information services in university libraries in Tanzania](#) · Ndumbaro, Rehema · University of KwaZulu-Natal · 2018

101. How does the connection to different cultural institutions, such as the library and the hospital, affect users' and librarians' views on the patient library?

Asked in: [The Healthy Part of the Hospital : A Qualitative Interview Study on Users and Librarians' Views on Patient Libraries](#) · Kristin Karlsson · Uppsala University · 2018

102. In what ways is the patient library regarded as an asset for health care?

Asked in: [The Healthy Part of the Hospital : A Qualitative Interview Study on Users and Librarians' Views on Patient Libraries](#) · Kristin Karlsson · Uppsala University · 2018

103. How can a structured health care plan be modified to form a standardized care plan model that can be used in a variety of systems?

Asked in: [Rakenteisen hoitosuunnitelman integraation määrittämisen toteuttaminen FHIR-standardin avulla](#) · Leevi Leppälä · University of Jyväskylä · 2020

Causal questions

These questions ask whether one thing causes a change in another. Answering them usually takes an experiment or a careful design that rules out other explanations.

104. What factors influence adoption and use of electronic instructional media?

Asked in: [Adoption and use of electronic instructional media among academics in selected universities in South West Nigeria](#) · Alabi, Adefunke Olanike · University of KwaZulu-Natal · 2016

105. How do media literacy skills influence adoption and use of electronic instructional media?

Asked in: [Adoption and use of electronic instructional media among academics in selected universities in South West Nigeria](#) · Alabi, Adefunke Olanike · University of KwaZulu-Natal · 2016

106. What is the moderating effect of gender, age and teaching experience on adoption and use of electronic instructional media?

Asked in: [Adoption and use of electronic instructional media among academics in selected universities in South West Nigeria](#) · Alabi, Adefunke Olanike · University of KwaZulu-Natal · 2016

107. How do different organisational roles affect the actions taken on information from predictive analysis in e-retail?

Asked in: [Generating Value Using Predictive Analysis in E-retail : A Case Study on How Predictive Analysis Affords Value-Generating Actions](#) · Emitslöf, Isak · Linnaeus University · 2023

108. Do semantic auditory distractions reduce the efficiency of a blood glucose tracking mobile application used by diabetic seniors?

Asked in: [Seniors with Diabetes-Investigation of the Impact of Semantic Auditory Distractions on the Usability of a Blood Glucose Tracking Mobile Application](#) · Jose A. Rivera Rodríguez · Nova Southeastern University · 2015

109. Do semantic auditory distractions reduce the effectiveness of a blood glucose tracking mobile application used by diabetic seniors?

Asked in: [Seniors with Diabetes-Investigation of the Impact of Semantic Auditory Distractions on the Usability of a Blood Glucose Tracking Mobile Application](#) · Jose A. Rivera Rodríguez · Nova Southeastern University · 2015

110. Do semantic auditory distractions reduce the user satisfaction of a blood glucose tracking mobile application used by diabetic seniors?

Asked in: [Seniors with Diabetes-Investigation of the Impact of Semantic Auditory Distractions on the Usability of a Blood Glucose Tracking Mobile Application](#) · Jose A. Rivera Rodríguez · Nova Southeastern University · 2015

111. What quality factors influence the usability of [University of Swaziland]'s institutional repository by faculty and postgraduate students at [University of Swaziland]?

Asked in: [Usability of the Institutional Repository by Faculty and Postgraduate Students at the University of Swaziland](#) · Nokuphila Rene Saulus · University of KwaZulu-Natal · 2018

112. How does system quality, information quality and service quality influence attitude towards the use of Web 2.0 technologies for [teaching and learning] in the federal universities?

Asked in: [Use of web 2.0 technologies for teaching and learning in selected Federal Universities in Southwest Nigeria](#) · Ayooluwa, Kolawole Priscilla · University of KwaZulu-Natal · 2016

113. How does attitude influence intention to use Web 2.0 technologies for [teaching and learning] in the federal universities?

Asked in: [Use of web 2.0 technologies for teaching and learning in selected Federal Universities in Southwest Nigeria](#) · Ayooluwa, Kolawole Priscilla · University of KwaZulu-Natal · 2016

114. How does media synchronicity influence intention to use Web 2.0 technologies for [teaching and learning] in the federal universities?

Asked in: [Use of web 2.0 technologies for teaching and learning in selected Federal Universities in Southwest Nigeria](#) · Ayooluwa, Kolawole Priscilla · University of KwaZulu-Natal · 2016

Relational questions

These questions ask whether two things tend to go together, such as study time and exam results, without claiming that one causes the other.

115. Is there a statistically significant relationship between attending library instruction and first-time, full-time freshman retention?

Asked in: [Library Instruction's Relationship to Student Success](#) · Laura Bell Wright · Valdosta State University · 2019

116. Is there a statistically significant relationship between attending library instruction and GPA for first-time, full-time freshman?

Asked in: [Library Instruction's Relationship to Student Success](#) · Laura Bell Wright · Valdosta State University · 2019

117. Is there a statistically significant relationship between GPA and first-time, full-time freshman retention?

Asked in: [Library Instruction's Relationship to Student Success](#) · Laura Bell Wright · Valdosta State University · 2019

118. What are the current records management practices in the public sector and to what extent do they facilitate or undermine access to information?

Asked in: [Preparedness of the public sector for the implementation of the access to information act \(2016\) in Kenya](#). · Victor Kabata · University of KwaZulu-Natal · 2019

119. What are the factors that influence information ethics practice by library professionals in University libraries in Tanzania?

Asked in: [Role of information ethics in the provision of library and information services in university libraries in Tanzania](#). · Ndumbaro, Rehema · University of KwaZulu-Natal · 2018

Comparative questions

These questions compare two or more groups or settings, such as two schools or two teaching methods, to see whether they differ.

120. What is information literacy in the contexts of Lagos, Nigeria and Durban, South Africa?

Asked in: [Information literacy skills and personal abilities of Secondary School teachers in Lagos, Nigeria and Durban, South Africa](#) · Durodolu, Oluwole Olumide · University of Zululand · 2016

121. Is the difference between the retention rate of first-time, full-time freshmen who attend one library instruction session and the retention of first-time, full-time freshmen who attend multiple (>1) library instruction sessions statistically significant?

Asked in: [Library Instruction's Relationship to Student Success](#) · Laura Bell Wright · Valdosta State University · 2019

How to adapt a question to your own study

Every question here was asked by someone else, about their own setting. These four steps turn one into a question that is yours.

- 1. Pick the shape, not the wording.** Notice whether the question compares, explores, explains or measures. That shape is what transfers to your study.
Recommended reading: [How to write a research question](#)
- 2. Swap in your own population and setting.** Change who, where and when, and check the question still makes sense.
Recommended reading: [How to find a research gap](#)
- 3. Check it fits your method.** A "how" or "why" question usually points to qualitative work; "how much" or "is there a relationship" to quantitative.
Recommended reading: [Qualitative vs quantitative research](#)
- 4. Line up your aims, objectives and questions.** Your committee will check that they agree.
Recommended reading: [Research aims, objectives and questions](#)

Do this with two or three questions and compare them: the one you can actually answer with the time and access you have is usually the right one.