

Evaluating users' satisfaction on academic library performance

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ABSTRACT

This paper reports a part of a quantitative study that aims to evaluate the library's performance by measuring the users' satisfaction with (a) library services, (b) infrastructure/place/space and (c) collection/information provided by an academic library in Malaysia. A self-developed questionnaire was used to gauge the respondents' opinions on their satisfaction level on the statements regarding the three dimensions. The instrument was distributed to a sample of 650 final year students from three faculties of the university. Descriptive and inferential statistics were used in the analysis of data using the Statistical Product and Service Solutions. A parametric test using the one-way analysis of variance (ANOVA) was used to compare the mean satisfaction scores among the respondents from the three faculties. The results of the study revealed that on the average, the respondents were only quite satisfied with the library services, infrastructure/place/space, collection/information of the library as a whole. The respondents were relatively most satisfied with infrastructure/place/space (M= 3.41), followed by collection/information (M= 3.27), and library services to users (M= 3.18) in that order. The results also showed significant differences on the satisfaction on services, infrastructure/place/space, and libraries' collection/information among the respondents of the three faculties.

Keywords: Library performance; User satisfaction; Library services; Library infrastructure; Library collection

INTRODUCTION

Satisfying users' needs in the academic libraries has been the primary objective of libraries and librarians. Every year, new students come to the university with different needs and expectations. Furthermore, new technologies, databases, and more innovative systems for accessing information, have made the library more complicated and challenging for librarians and users alike. The abundance of resources available and the difficulty in being able to evaluate these resources also create problems for users. The inability to easily identify the specific use of a library's services because of the new technologies, and the difficulty to access information sources can all contribute to user dissatisfaction among academic library users.

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University libraries today are faced with challenges on several elements such as mega book stores, online information providers, e-learning and multimedia products, document delivery services, and other competitive sources of information that seem to be threatening the role of academic libraries (White and Abels 1995; Hernon and Altman 1996). As a result, university libraries may have to adopt a more strategic direction in which the creation and delivery of service satisfactions for their users play an important role. Hence, there is a need for university libraries to understand the user needs and satisfy their information and research needs, therefore support in an ongoing learning activities. In the following review, the study provides literature on user satisfaction of library services.

Each year new students enter the learning environment with different needs, expectations and information gathering skills. Millson-Martula and Menon (1995) state that one element of high quality service is “the incorporation of users’ personal needs and expectations into the development of programs and service”. The concept of user satisfaction in the library literature likewise has evolved to include a broader focus on the users’ perspective of the library. Applegate (1997) defines user satisfaction as “a personal, emotional reaction to a library service or product”. Bitner and Hubbert (1994) suggest that user satisfaction consists of service encounter satisfaction, “the consumer’s dis/satisfaction with a discrete service encounter,” and overall service satisfaction, “the consumer’s overall dis/satisfaction with the organization based on all encounters and experiences with that particular organization”. In addition, a characteristic of service delivery is the simultaneous nature of production and consumption (Zeithaml and Bitner 1996). Customers are usually involved in some (if not all) of the production processes and therefore have an impact on the outcomes of the service delivery and their satisfaction with it. Bowen (1986), Mills and Morris (1986), and Kelley, Donnelly and Skinner (1990), have shown that participation, or the use of customers as “partial employees”, can improve productivity for providers as well as improving service quality and customer satisfaction.

Gronroos (1990) proposes that service quality can be divided into two dimensions, namely technical quality and functional quality. Technical quality represents the outcome of the service, and functional quality relates to the service process. This study focuses on aspects of functional quality. The functional quality has a clear direct impact on technical quality and both have an impact on customer satisfaction and library productivity. The library’s environment can affect students’ perceptions of the manner in which they believe they can use the library, and therefore modification of the environment, in some cases, should lead to an increased usage of library resources by students (Watson 2001). Other studies also revealed that although they are related, the concept of “service quality” is different from satisfaction and has offered an alternative direction to assess library performance. Satisfaction is often a short-term measure whereas service quality evolves over time and relates to the customer’s developed attitude toward a service. Within the library science domain, reported research has accepted the concept from the gap theory of service quality, developed by the marketing research team of Parasuraman, Berry, and Zeithaml (1985). They define service quality in terms of reducing the gap between customers’ expectations for excellent service and their perceptions of services delivered. In the studies conducted by Coleman, Yi, Blair, and Chollet (1997), Edwards and Browne (1995), Hernon and Calvert

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(1996), Nitecki (1996), and White and Abels (1995), the five-dimensional SERVQUAL model and the twenty-two-item scale proposed by Parasuraman, Berry, and Zeithaml (1991) are prominent.

In a study by Norliya and Khasiah (2006), respondents were asked in what ways the libraries can serve users' learning and research needs. The researchers suggest that libraries must provide the latest collection and this appears to be the most common suggestion with about 40.0% of the respondents. This is followed by library should stay open longer (18.9%), there should be more PCs (16.1%), staff should be more friendly and knowledgeable (13.3%), the library should organize more workshops on how to find information (7.5%), it should provide guidance on consultation and research method (2.8%), and it should develop its own internet information (2.0%).

Norliya, Khasiah and Haslinda (2008) reported that a study on customer satisfaction reveal many things that the library can do in term of activities that would benefit library users. The results of the study by Norliya and Khasiah (2006) found that the largest proportion (91.7%) of the respondents think that the library should publish a guide on information searching skills. A large proportion (89.6%) of the respondents also thinks the library should publish library and information related journals. The percentages of respondents who identify other activities are also very high, ranging from 89.4 per cent (for publishing index and bibliographies) to 75.2 per cent (for conducting lifelong learning workshop). However, some of the suggested activities may not necessarily be under the responsibilities of the library. Examples of these are workshops on study methods, study skills, problem solving techniques, examination techniques, critical thinking and lifelong learning. If the survey on library users reflects the needs of the students in general, the library may take the initiative to organize activities with the collaborative effort of other relevant faculties or departments.

This paper attempts to describe the results of an exploratory quantitative study that investigates the library's performance on services, infrastructure/place/space and collection/information by measuring the users' satisfaction level on the three dimensions provided by a public university library in Malaysia.

OBJECTIVES

There are two objectives of this study; 1) to identify the satisfaction level of the users regarding the services, infrastructure/place/space and collection/information provided by the libraries, 2) to compare the differences on the satisfaction level of students from the three faculties at the university regarding the libraries' performance on services, infrastructure/place/space and collection/information.

METHODOLOGY

A survey research method was adopted to address the research questions. The study was distributed to a sample of 650 final year undergraduate students of a public university in Malaysia. The sample was stratified according to the actual student

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population of each faculty, but within each faculty, the respondents were selected among the final year students of the faculties. They were from the Faculty of Information Management (IS), Faculty of Administrative Science and Public Policy (AM), and Faculty of Law (LW). The samples were chosen based on the reason that they were the main users of two libraries in the university. The first library was the main library and the second was a library that served the Faculty of Administrative Science and Public Policy (AM), and Faculty of Law (LW). The research instrument in this study is a questionnaire. The response rate was 82% (534). A combination of descriptive and inferential statistics was used in analysing the data from this study. Mean ranking, median and standard deviation were performed to analyze the descriptive part of the analysis. For the inferential statistics, the one-way analysis of variance (ANOVA) tests were used.

FINDINGS

Background of Respondents

Distribution of respondents by faculty (Figure 1) shows that almost half (49.6%) of the sample is made up of students from the Faculty of Information Management (IS), followed by those from the Faculty of Administrative Science and Public Policy (AM) (29.3%), and students from the Faculty of Law (LW) (21.1%). Regarding the frequency of library visits, most (33.7%) of the respondents go to the libraries more than once a week, while those who go twice a month make up 20.5 percent of the sample. Only a few (0.4%) has never been to the library at all (Figure 2). The study also suggests that many of the respondents visit the library for more than one reason. The largest proportion (63.7%) of the respondents goes to library to browse materials while the smallest proportion (2.1%) of the respondents visits the library to attend a library programme (Figure 3).

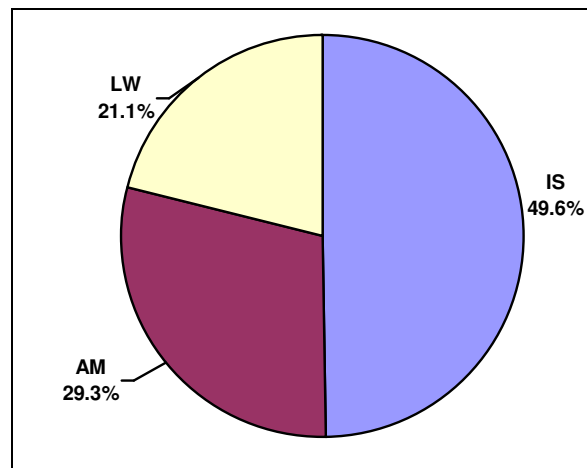


Figure 1: Distribution of Respondents by Faculty

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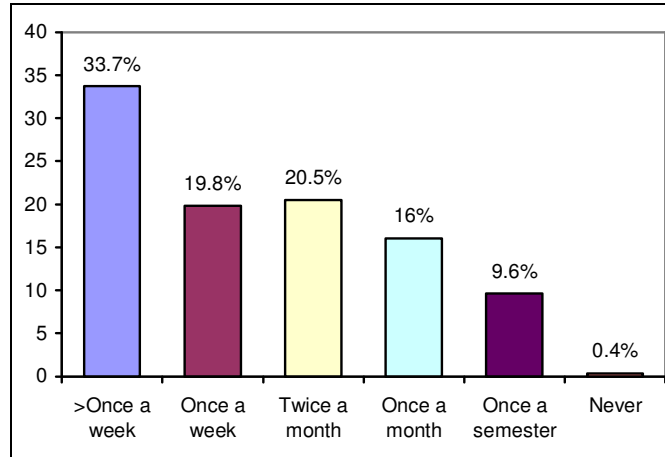


Figure 2: Distribution of Respondents by Frequency of Visits

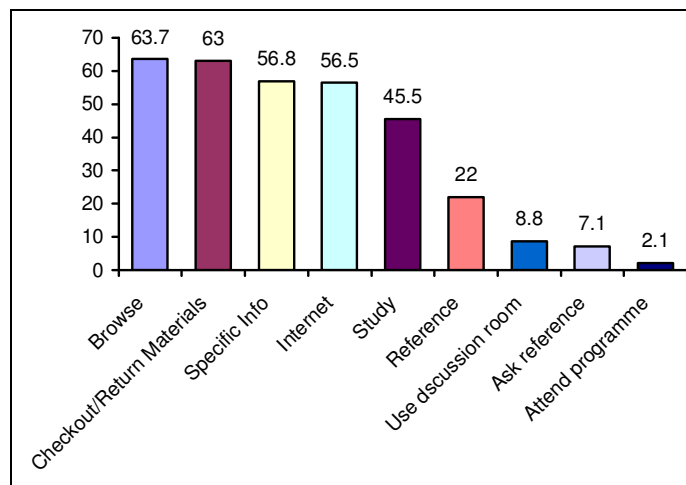


Figure 3: Distribution of Respondents by Reason for Library Visits

User Satisfaction

This paper reports user satisfaction through three dimensions: (a) Services to users; (b) Infrastructure/Place/Space; and (c) Collection/Information. The level of satisfaction for each of the three dimensions is gauged using a group of statements on a five-point Likert scale of 1 (Very dissatisfied), 2 (Quite Dissatisfied), 3 (Quite Satisfied), 4 (Satisfied) to 5 (Very satisfied). The number of statements under the three dimensions vary from 12 for *Collection/ Information*, 19 for *Services for Users*, to as many as 20 for *Infrastructure/ Place/ Space*.

Before the analysis proper, reliability tests were performed on each dimension to determine their internal consistency, hence their reliability. The results in Table 1 show that the values of the Cronbach's alphas are all in excess of 0.9 (a value in the range of 0.70 is reliable), indicating that all dimensions are reliable and can be used for further analysis.

Table 1: Tests of Reliability on User Satisfaction

Level of Satisfaction for	Number of Statements	Cronbach's Alpha
a) Services for users	19	0.95
b) Infrastructure, place and space	20	0.95
c) Collection and information	12	0.95

The following sections present the summary statistics of each item in each of the three dimensions of satisfaction. These summary statistics are presented to determine the variations of the responses to the individual items in each dimension.

a) Satisfaction on the Quality of Services

Table 2 presents the median, the mean, and the standard deviation of the scores of the individual statements to measure the satisfaction of respondents on services. Based on the overall mean of 3.18 and median of 3.24, it can be concluded that the respondents are divided in their opinion on the services provided by the libraries to users. The individual measures indicate that the respondents are satisfied with only two aspects of the services offered by the library system: (a) the opening hours are suitable (md= 4.0; M= 3.51); and (b) the library has proper signage (md = 4.0; M = 3.50). On the other hand, they are only quite satisfied with 16 aspects of library services which are generally perceived to be important. This conclusion is based on the median values of 3.0 and mean values between 3.0 and less than 3.5. In descending order of satisfaction, these are: operating an enquiry/reference service; performing services right; willingness to help users; readiness to respond to users; dealing with users in a caring manner; providing photocopy services; providing inter-library loan services, ensuring self-check machine usable; maintaining error-free records; the friendliness of reference staff; giving access to theses in print formats; providing document delivery service; having users' best interest at heart; providing longer hours for internet access; providing error free services; and providing services for students with disabilities.

The respondents are least satisfied with the availability of books displayed on shelves (md = 3.0; M = 2.91). It is presumed that this opinion is referring to the promptness of the staff in putting books back on the correct shelves, rather than leaving them lying around on tables or trolleys. The results also show that the opinions of the respondents are quite consistent across all the 19 items as indicated by the small variation in the values of the standard deviations which range from 0.780 (performing services right) to 1.134 (provide photocopying services).

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Table 2: Mean Scores for Services

Statement	Median	Mean	Std. Deviation
1. Opening hours are suitable	4.0	3.51	0.999
2. Has proper signage	4.0	3.50	0.881
3. Operate an enquiry/reference services	3.0	3.37	0.843
4. Performing services right	3.0	3.36	0.780
5. Willingness to help others	3.0	3.25	0.886
6. Readiness to respond to user	3.0	3.23	0.835
7. Deal with users in caring manner	3.0	3.20	0.843
8. Provides photocopy services	3.0	3.18	1.134
9. Provide inter-library loan services	3.0	3.16	0.977
10. Self-check machine is usable	3.0	3.14	1.019
11. Maintain error free records	3.0	3.12	0.828
12. Reference staff are friendly	3.0	3.11	0.936
13. Give access to theses in printed format	3.0	3.11	0.995
14. Provide document delivery services	3.0	3.09	0.927
15. Users' best interest in heart	3.0	3.04	0.874
16. Provides longer hours for Internet access	3.0	3.04	1.077
17. Error free services	3.0	3.02	0.884
18. Provide services for students with disabilities	3.0	3.01	1.007
19. Books are available on the shelves	3.0	2.91	0.997
Overall mean for services	3.24	3.18	0.614

b) Satisfaction with Infrastructure/Place/Space

Table 3 presents the mean scores of the 20 statements which collectively and individually manifest the respondents' satisfaction on the library's infrastructure, place and space. The overall median (3.44) and mean (3.41) indicates that the overall level of satisfaction towards the library's infrastructure/place/space is just average, but slightly better than for the quality of services discussed earlier (md = 3.24, M = 3.18). Next, the individual median and mean scores are examined and compared.

Based on the mean score of 3.50 and above, and a median of 4.0, we can conclude that on the average, the respondents are satisfied with five statements of the infrastructure/place/space aspects of the library. Specifically, they are satisfied with the lighting, the washrooms, its convenient location, and security/ safety. They also consider the library as a good place to concentrate on their studies and work.

The respondents are, however, divided in their opinions on the other 14 aspects of this dimension based on the scores between 3.00 to less than 3.50. The mean scores range from 3.48 (space for group/individual study) to 3.08 (the availability of research room). However, the median scores for three of the 14 items are 4.0, implying that the majority are satisfied with the space for group/individual study, space that facilitates quietness, and with the comfortable and inviting location. The lower mean scores are due to some extreme low scores in the respondents' responses.

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The item with the lowest mean score (2.82) is the facilities provided for users with disabilities. However, this response may not be reliable as only those with disabilities will be able to provide a more accurate evaluation of the situation. The responses across the 20 items are also consistent as indicated by the small variation in the values of the standard deviation. The values range from 0.777 (lighting is appropriate) to 1.092 (washroom are available and clean).

Table 3: Mean Scores for Infrastructure/Place/Space

Statement	Median	Mean	Std. Deviation
1. Lighting is appropriate	4.0	3.73	0.777
2. Washroom are available and clean	4.0	3.61	1.092
3. A convenient location	4.0	3.57	0.834
4. A secure and safe place	4.0	3.53	0.839
5. A place for concentration	4.0	3.50	0.944
6. Space for group/individual study	4.0	3.48	0.927
8. Space that facilitates quietness	4.0	3.46	0.950
7. Safety features are available	3.0	3.46	0.801
9. Centre for intellectual interaction	3.0	3.45	0.879
10. Comfortable and inviting location	4.0	3.43	0.917
11. Have links to library resources	3.0	3.40	0.929
12. Reference desk is located strategically	3.0	3.38	0.890
13. A heaven for relaxation	3.0	3.37	0.981
14. A place for reflection	3.0	3.36	0.910
15. Provide comfortable sitting workstation	3.0	3.35	0.874
16. Temperature is just nice	3.0	3.33	0.996
17. A good network ICT space	3.0	3.28	0.968
18. Provide facilities for distance learners (e.g., personal room)	3.0	3.15	1.004
19. Provide research room	3.0	3.08	1.010
20. Provide facilities for users with disabilities	3.0	2.82	1.081
Overall mean for infrastructure/place/space	3.44	3.41	0.642

c) Satisfaction with Collection/ Information

Table 4 shows the overall and individual mean scores of the 12 statements to measure the satisfaction of respondents on the library's collection/information. Overall, the level of satisfaction is also average as indicated by the median score of 3.33 and the mean score of 3.27. Compared with the previous two dimensions, collection/information is second after infrastructure/ place/ space, but better than for quality of services. Based on the median scores of 4.0, the majority of the respondents are satisfied with the availability of past exam papers (md = 3.48) and OPAC stations (M =3.40). They are only quite satisfied with the other aspects of collection/ information with mean scores ranging from 3.34 (user-friendly catalogue) to 3.05 (library kiosk information are up-to-date).

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Table 4: Mean Scores for Collection/Information

Statement	Median	Mean	Std. Deviation
1. Past exam papers are available	4.0	3.48	0.940
2. OPAC stations are available	4.0	3.40	0.942
3. User-friendly catalogue	3.0	3.34	1.021
4. Comprehensive online databases	3.0	3.32	0.946
5. Digital collection are accessible	3.0	3.29	0.931
6. Library portal gives up-to-date information	3.0	3.28	0.923
7. Comprehensive multimedia resources	3.0	3.25	0.879
8. Comprehensive books collection	3.0	3.25	0.948
9. Comprehensive theses collection	3.0	3.22	0.853
10. Complete relevant journals	3.0	3.16	0.971
11. Resources added to collection regularly	3.0	3.09	0.943
12. Library kiosk information are up-to-date	3.0	3.05	0.945
Overall mean for collection/information	3.33	3.27	0.740

Differences in Perceptions among Faculties

This section determines whether there are significant differences in the level of satisfaction between respondents of different faculties in the three aspects of the library. Prior to conducting the appropriate statistical tests, a test of normality (One-Sample Kolmogorov-Smirnov Test) was carried out on the distribution of the respondents' scores, and the results are shown in Table 5.

It can be seen that the significant level for the three satisfaction scores is greater than 0.05 therefore normality is assumed. The satisfaction scores for services (p -value = 0.148 > 0.05), infrastructure (p -value = 0.202 > 0.05) and collection/ infrastructure (p -value = 0.085 > 0.05) are normally distributed. Therefore, the use of parametric test to compare the mean satisfaction scores (one-way analysis of variance) are justified.

Table 5: Test of Normality

Satisfaction for	Test statistics	p -value
1. Services	1.142	0.148
2. Infrastructure/place/space	1.070	0.202
3. Collection/information	1.256	0.085

** Significant at 0.01

Differences in Satisfaction on Services, Infrastructure/Place/Space and Collection/Information among Faculties

Analysis on the differences in the level of satisfaction on services, infrastructure/place/space and collection/information among faculties is carried out using one-way analysis of variance (ANOVA) and Duncan Multiple Range Test (to determine among which groups the true differences lie) based on the fact that the

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respective variables are normally distributed. The results are presented and discussed in the succeeding sections.

a) Comparison of Satisfaction on Services among Faculties

Table 6 presents the results of the comparison of means between faculties. The result shows that on the average, the levels of satisfaction on the library services between the respondents from the three faculties are statistically significant at the 1% level (p -value < 0.001). The Duncan Multiple Range Test confirms that all the mean scores are different from one another. On the average, students from IS are relatively the most satisfied ($M = 3.34$), followed by those from AM ($M = 3.19$). On the average, the LW students are not satisfied with the services provided by the libraries ($M = 2.78$) and their level of satisfaction is significantly the lowest compared with that of respondents from the other two faculties.

Table 6: Comparison of Satisfaction on Services among Faculties

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Overall means for services	Between Groups	24.895	2	12.477	37.477	.000
	Within Groups	175.699	529	.332		
	Total	200.594	531			

Post Hoc Tests

Overall means for services

Duncan^{a,b}

faculty name	N	Subset for alpha = .05		
		1	2	3
Law (LW)	112		2.7787	
Administrative Sc. & Public Policy (AM)	156			3.1946
Information Management (IS)	264			3.3408
Sig.		1.000	1.000	1.000

Means for groups in homogeneous subsets are displayed.

a Uses Harmonic Mean Sample Size = 156.849.

b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

b) Comparison of Satisfaction on Infrastructure/Place/Space among Faculties

The results of the comparison of mean satisfaction scores between faculties are presented in Table 7. The levels of satisfaction are also significant between respondents from the three faculties (p -value < 0.001). The Duncan Multiple Range Test confirms that all the mean scores are significantly different from one another. In particular, respondents from IS who are found to have been relatively the most satisfied with the

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library services are also the most satisfied with the library's infrastructure (M = 3.53) compared with respondents from AM (M = 3.39) and those from LW (M = 3.17).

Table 7: Comparison of Satisfaction on Infrastructure/Place/Space among Faculties

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Overall means for infrastructure	Between Groups	10.053	2	5.027	12.704	.000
	Within Groups	208.915	528	.396		
	Total	218.968	530			

Post Hoc Tests

Overall means for infrastructure

Duncan^{a,b}

faculty name	N	Subset for alpha = .05			
		1	2	3	
Law (LW)	112		3.1744		
Administrative Sc. & Public Policy (AM)	155			3.3855	
Information Management (IS)	264			3.5291	
Sig.			1.000	1.000	1.000

Means for groups in homogeneous subsets are displayed.

a Uses Harmonic Mean Sample Size = 156.510.

b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

c) Comparison of Satisfaction on Collection/Information among Faculties

Table 8 presents the mean satisfaction scores on the library's collection/ information by faculty and the results of the comparison of means test using ANOVA. The results show that there are significant differences in the level of satisfaction on the library's collection/information between respondents from the three faculties (p -value < 0.001). The Duncan Multiple Range Test confirms that the mean scores are all significantly different from one another.

Based on the mean score for each faculty, it is concluded that respondents from IS are relatively the most satisfied with the library's collection/information (M = 3.52) compared with respondents from AM (M = 3.20) and LW (M = 2.76) in that order. The above conclusion also coincides with the first two comparisons discussed above. Also, on the average, respondents from IS and AM are relatively quite satisfied, but those from LW are not satisfied.

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Table 8: Comparison of Satisfaction on Collection/Information among Faculties

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Overall means for collection	Between Groups	45.445	2	22.722	48.834	.000
	Within Groups	245.214	527	.465		
	Total	290.659	529			

Post Hoc Tests

Overall means for collection

Duncan^{a,b}

faculty name	N	Subset for alpha = .05			
		1	2	3	1
Law (LW)	111		2.7613		
Administrative Sc. & Public Policy (AM)	155			3.2008	
Information Management (IS)	264				3.5161
Sig.			1.000	1.000	1.000

Means for groups in homogeneous subsets are displayed.

a Uses Harmonic Mean Sample Size = 155.856.

b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

CONCLUSION AND RECOMMENDATIONS

This study has presented information on the users' satisfaction towards the libraries' services, infrastructure/ place/ space and collection/ information. The study found that on the average, the library users are only quite satisfied with the services, infrastructure/ place/ space, and collection/ information of the library as a whole. Respondents are relatively most satisfied with infrastructure/ place/ space (M= 3.41), followed by collective/ information (M= 3.27), and lastly services to users (M= 3.18) in that order. The results of the comparison of means test using ANOVA show that the levels of satisfaction on the library services, infrastructure, and libraries' collection/ information among the respondents from the three faculties are statistically significant and all the mean scores are significantly different from one another.

The differences in satisfaction between faculties shows that on the satisfaction on services, infrastructure/ place/ space, collection/ information, on the average, students of IS are relatively more satisfied than students of AM and students of LW. Therefore, in all of the three aspects of the library, IS students are more likely to be satisfied than those from AM and LW, in that order.

From the results of the study, the following implications are presented. These implications can be recommendations for the management of the academic libraries and other university libraries to improve their libraries' services, infrastructure and collections. The practical implication of the study is that the libraries need to give serious attention in giving the best service ever. The findings suggest that libraries

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should improve their service, infrastructure and collections so as to serve users' learning and research needs. The findings also suggest the availability of books displayed on shelves. Staff must be prompt enough in putting books back on the correct shelves, rather than leaving them lying around on tables or trolleys.

To encourage a positive learning environment in the library, the management should encourage the librarians and staff to participate in a range of educational activities apart from their routine tasks, facilitate learning and encourage staff to share and give ideas as these attempts will help the libraries attain the best out of their staff. Most importantly, to merit the trademark of a quality library, more effort on the part of the management is required in granting encouraging incentives for staff who take the initiative to enhance their skills. Staff has to be involved in research activities so that they understand the needs of the library users when doing research. The role of the library as a place of learning and of access to information is as valid as ever.

The other implication is librarians should also do research on customer focus and user satisfaction. A university renowned for its research works is normally supported by the extensive and quality library services and activities. In order to understand research works, the librarians and staff must themselves be doing some kind of research projects. Research and analysis can always be done for the library. For example, library statistics are traditionally collected. The data can be turned into a continuous research for the improvement of the library. The facilities, infrastructure, collections, activities and services of the library can be upgraded and improved from time to time if research is being done continuously. The findings of the study can be an important input to the management of the library as decisions can be made based on research. The statistical information and analysis can be used to plan for improvement or for policy planning and development.

It is important that the library do benchmarking to compare the library's performance with that of other libraries, with the aim of improving the library's performance by adopting the best practices of its "benchmarking partners". Apart from that is having a customer service plan. The implementation of the plan helps create a customer service-focused library and includes mechanisms for customer input, such as surveys and focus groups. The goal is continuous improvement. Library staff has to be involved in the process of turning libraries into service organizations with the focus on users as customers, and programs and services that meet or exceed customer expectations. The elements that determine expectations are identified; the reasons for gaps between customer expectations and service performance are explored, and strategies for narrowing these gaps be made. Services and activities provided by university libraries must be oriented to become better customer supporter and address their problem-solving needs.

This study has presented information on the users' satisfaction towards the libraries' services, infrastructure/ place/ space and collection/ information. It is hoped that the information produced through this study will be of use to the improvement of library services and betterment of the library profession, and serve as a contribution to the body of knowledge in the area of user satisfaction on libraries' contribution and their services to users.

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