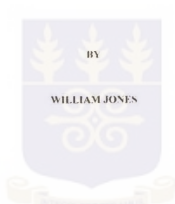


UNIVERSITY OF GHANA  
DEPARTMENT OF INFORMATION STUDIES

PERFORMANCE MEASUREMENT OF UNIVERSITY LIBRARIES: A CASE STUDY  
OF THE UNIVERSITY OF EDUCATION, WINNEBA (UEW) LIBRARY



A DISSERTATION SUBMITTED TO THE DEPARTMENT OF INFORMATION  
STUDIES, UNIVERSITY OF GHANA, LEGON, IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF THE MASTER OF ARTS DEGREE IN  
LIBRARY STUDIES

JUNE, 2010

DECLARATION

I hereby declare that except for references to other people's work, which have been duly acknowledge, this work is the result of my own research and that it has been not submitted elsewhere for another degree


I take responsibility for any inaccuracies and shortcomings, which may be detected in this project work



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To the Almighty God and members of my family namely Mr. and Mrs. Jones, Rexford and Erick Nketia Jones. They are the best family one could ever have and I thank God for their lives

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UGS:.....Undergraduate students

PGS:.....Postgraduate students

NTAS:.....Non-teaching academic staff

TAS:.....Teaching academic staff

PQSL:.....Perceived service quality level

DSQL:.....Desired service quality level

MSQL:.....Maximum service quality level

This study focused on the performance of the University of Education, Winneba (UEW) library. The study tested the theory of service quality as proposed by Zeithaml et al (1985) who explains the gaps between the ~~gaps between~~ an organization and its customers and their perception and expectation in relation to service quality. They make the point that "only customers can judge quality all other judgments are irrelevant.

To achieve this aim, the survey methodology was used to survey one hundred and fifteen (115) users of the UFW library. The respondents were made up of fifty - two undergraduate students, twenty nine graduate students, nineteen teaching, and fifteen non - teaching staff.

The study revealed that, while most of the users rated their perception of library services as either moderate or moderately high, these were not meeting in most cases their desired or maximum service quality levels. The results further indicated that, the users were not satisfied with the physical facilities, the accuracy and dependability and willingness of staff to provide prompt services. Further, even though the employees had a moderately high rating for knowledgeability, users perceived staff courteousness to be below their desired and maximum service quality levels. The same applied to the individualized attention that the various user categories received when they access library services.

In addition the results further indicated a bias by the UEW library in their services to the various user groups. The teaching and the non - teaching academic staff gave better rating than mostly the undergraduate and sometimes the post graduates students.

The study concluded that generally the performance of the UEW library was not meeting the users' desired and maximum service quality levels and that does not facilitate quality academic services

Therefore, in order to enhance the performance of the UEW library there is a need for the UEW authorities as a whole and the library in particular to create awareness on the importance of and benefit to be derived from service quality performance measurement, the institution of formal performance measurement that seeks the views of users on how well the library is performing. Also, UEW library should ensure that this formal performance measurement should be carried out on a regular basis just as done for employee performance appraisal and finally, the UEW library should process and made aware of the results and its implications. This will ensure that not only will staff embrace the results and see it as a challenge to overcome but will also make the necessary adjustments to improve upon their services.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the study

High quality of library performance is crucial for each library to survive. Wide on-line access to information makes researchers and students demand the highest quality library services. It is the quality of library service that decides on the perception of the library within its parent institution on the society comparable quality measures (which refers not only to library services but to all aspect of library performance) are of vital importance for efficient and effective library management. A library needs to both satisfy its users and to prove to its funding bodies that it is worth investment (Lancaster 1978).

Historically the quality of an academic library has been described in terms of its collection and measures by the size of the libraries holdings and various counts of its use. This traditional orientation no longer offers s attainable goals for addressing successfully the campus' of the communities demands for information. Identifying new ways to conceive of quality and to monitor its attainment are current challenges for academic libraries. Quality is an elusive construct. Although many agree that quality can be declared as absent or present no single definition is commonly accepted. Application of the concept of quality to libraries is rooted, in large part in a libraries relationship with its governing origination. Traditionally the quality of an academic library for example has been associated with its collection, accessed in terms of size and breadth of subject coverage. Traditionally, higher education has adopted a similar concept of quality. In applying total quality management to academic library for example Seymour (1992) cites the size of the library as holding among the

technical terms by which colleges and universities define quality. At a higher education system faced with funding cutbacks and more competition to recruit and to retain tuition paying students, every unit within its organization is valued and proportioned to its contribution to the quality and success of the campus. Universities cannot build library collection large enough, locally all demands for information to support campus teaching and research. The number of publications increases at dramatic rate of growth, as to the cost to purchase them. But the resources to acquire and maintain sources of information clearly are not increasing. A measure of library quality based solely on collection has therefore become obsolete (Lancaster (1978). Linking users with information sources enables the library to meet the institutions mission. Academic libraries on many campuses are witnessing greater pressure for new assessment measures of quality and accountability. Further there is increasing pressure to access the degree to which their services demonstrate criteria of "quality". The emphasis on these measures and services provided to library clientele requires librarians not to equate quality merely with collection size, diversity or comprehensiveness.

There is an extensive amount of literature examining library performance measures but these measures are rarely correlated with how performance is perceived by the customer. The problem is a library maybe meeting its own standards of performance, but failing to meet that of the customers. Bitner (1990) and Hermon and Altman (1996) stress the need for libraries to evaluate service quality from the customers perspective. Herman and Altman (1996) point out that library's have traditionally evaluated quality in terms of efficiency but have neglected perspective of the customer. Such an attitude is dangerous because new technology especially the internet has made it possible for people to seek other sources of

information besides the local library. This position does not imply that libraries should not measure performance but rather that performance measure alone may not be sufficient. In order to determine how well a library is actually performing, performance measures can only be placed in complete perspective by including customer's perception of performance.

Service quality is the most research topic in service marketing to date, and the pioneering work of Parasuraman, Berry and Zeithaml, (1988) has influenced most of the recent research. Their research consist of a series of qualitative (focused groups and individual interviews) and quantitative (customer surveys) studies. A major outcome of their work is a conceptual framework (the gaps model of service quality) and a measurement instrument (SERQUAL) for assessing service quality. Parasuraman, Berry, and Zeithaml (1988) conceptualize service quality as perceived quality which is the customers judgment about an entities overall excellence or superiority. Their work extends one of the themes they identified in earlier literature in service quality, that "quality evaluations are not made solely on the outcome of a service; they also involve evaluations on the process of service delivery.

Most measurement that take place in the Ghanaian academic environment are in the form of performance appraisal of staff and most often than not these are necessary routines that are not used in management decision making. This is especially evident in the public organizations and institutions. University of Education, Winneba conducted its performance appraisal of staff last two months. Investigation as to whether the same was done for the library as a whole revealed that management of the library had no formal means of assessing the quality of service provision from users' point of view. This is confirmed by Lancaster (1978) who says "performance measurements undertaken in libraries are in the form of

employee performance appraisal. Other performance measurements undertaken “concentrate on input or technical services”.

Now with customer satisfaction being the focus of the service industry the question libraries have to contend with is: How much good does this library do in terms of positive impact and outcomes for customers and value to customers and stakeholders (Hiller and Kyrillidou, 2008).

For these to be achieved by any institution with particular reference to University of Education, there is the need for attention to be drawn to measurements that describes outcomes in terms quality of service and value from the user’s perspective.

### **1.2 Statement of the problem**

Library services at the UEW library appears to be poor. In a couple of visits to the UEW library the researcher noticed that some members of staff had a half hearted approach to service delivery. Further investigation revealed that members of staff saw the library work as a stepping stone and therefore did not give off their best. Members of staff after giving users a direction or two become irritated when the users return with more questions. In a particular instance a member of staff clearly stated to the researcher that “if you can not find the book then we don’t have it”, but a check in the library’s catalogue indicated that the material was available. In addition especially at the south campus most of the materials were either outdated or could not be located. Furthermore the facilities were not conducive for learning, the chairs were uncomfortable to use, ventilation was poor and due to lack of space anytime another user passes by you will be required to move your chair to make room for the user to pass. This was very distracting. These encounters got the researcher wondering

whether UEW library management was aware that they were duty bound to provide optimum service to users, whether users are aware that they deserve and should demand optimum service from members of staff and if they do to what extent are these needs been met. It is in the light of these questions and the fact that the university has no formal system to appraise staff from the perspective of users that the researcher wants to conduct this study.

### 1.3 Purpose of the Study

The purpose of this study was to investigate the performance measurement practices at the UEW library in rendering quality services to its users using the SERVQUAL model. The SERVQUAL methodology introduced by Parasuraman et al (1985) is based on the premise that only customers can judge quality, and that all other measures are irrelevant. The concept defines service quality as the difference between customers' (library users') expectation and perceptions of service performance by a particular institution.

### 1.4 Specific objectives

The following were the specific objectives of the study:

- i. To investigate users views on the appearance of physical facilities, equipment, personnel, and communication materials (Tangibles).
- ii. To investigate users view of the library in its ability to perform its promised services dependably and accurately (Reliability).
- iii. To investigate the extent to which employees are willing to help customers and to provide prompt services (Responsiveness).

- iv. To investigate whether employees are knowledgeable about their work and courteous to users (Assurance).
- v. To find out the extent to which the information centre provides individualized attention to users and whether they are caring (Empathy).
- vi. To make recommendations on the need for regular performance measurements on the services been provided by staff.

### 1.5 Theoretical framework

This part of the study intends to discuss the theory has was applied to the investigation of the problem. A theory provides a simple conceptual framework for organizing knowledge and for providing a blueprint to help guide a researcher toward his goals.

As noted by Brophy (2006), "Performance measurement is central to library management, since without a firm grasp on what is actually being achieved it is impossible to move forward to improved service". Performance measurement in the service industry is therefore a measure of service quality. The SERVQUAL model as proposed by Zeithmal, Parasuraman and Berry (1985) was therefore adopted as the conceptual framework for the study. There is no single, unequivocally accepted definition of service quality. The concept has been perceived from several perspectives. Reeves and Bednar (2000) identify four dimensions of quality:

- i. Excellence - This is the "mark of uncompromising standards and high achievement." but this they note may present measurement difficulties, since the

"attributes of excellence may change, and a sufficient number of customers must be willing to pay for excellence."

- ii. Value - this "incorporates multiple attributes," it is difficult to extract "individual components of value judgment." Besides, value and quality are not synonymous.
- iii. Conformance to specifications - Conformance is based on reducing errors, defects, or mistakes to improve quality. It "facilitates precise measurement" and "leads to increased efficiency."
- iv. Meeting and/or exceeding expectations - This perspective focuses on expectations and evaluates service from the customer's perspective.

In addition to those four dimensions, Kroon (1995) suggests two other dimensions namely Market perception - which "is the market evaluation or ranking of how well you are doing compared to your competitors;" and Strategic quality - which "is the combination of price and quality the company wants to provide to the market."

For research purposes Ramaswamy (1996) identifies three sets of measures namely service performance measures, Customer measures and financial measures that a researcher can use. This fact is also confirmed by Hernon & Altman (1996).

The service performance measures that are primarily internally focused and evaluate the current performance of the service and ensure that it is continuing to reliably meet the design specifications. The customer measures, which are both internal and externally focused and aimed at assessing the impact of the service performance on customers whilst financial measures, were indicators of the financial health of the organization.

Since the researcher is measuring performance from the view point of the external customer in relation to service quality, the customer measures were in this research. To this end the disconfirmation model, where service is deemed of high quality when customers (users) expectation are confirmed, was used. Pre-eminent amongst these is the work of Parasuraman, Zeithaml and Berry who are strong advocates for the need of services organizations to learn more about their customers through rigorous marketing-research-oriented approach that focuses on the expectations and perception of customers. They make the point that only customers can judge quality-all other judgments are considered to be essentially irrelevant. Their findings have culminated in the technique for measuring service quality known as SERVQUAL.

The SERVQUAL method from Zeithaml, Parasuraman, and Berry (1985) is a technique that is used for performing a gap analysis of an organization's service quality performance against customer service quality needs.

SERVQUAL is an empirically derived method that can be used by a services organization to improve service quality. The method involves the development of an understanding of the perceived service needs of target customers. These measured perceptions of service quality for the organization in question, are then compared against an organization that is "excellent". The resulting gap analysis may then be used as a driver for service quality improvement.

SERVQUAL takes into account the perceptions of customers of the relative importance of service attributes. This will allow an organization to prioritize and to use its resources to improve the most critical service attributes.

The methodology was originally based around five key dimensions:

- i. Reliability-This indicates that the information centre should deliver its service reliably. Customers expect that service will be accurately and dependably delivered. There is the need for the information centre to realize that users will visit information centres that keep their promises. Hence information centres that fail to keep their promises must be aware that they are not providing quality service, their customers may switch if they had the an alternative
- ii. Responsiveness- this refers to the information centres ability and willingness to attend to their customers by giving them prompt service and help. The information centre must ensure that service delivery is prompt and flexible so as to reduce customers waiting time for the service provided. Responsiveness is therefore communicated to customers by the centre's ability to provide prompt services, to attend to customer complaints, reduce bureaucracy and waiting time for services, assistance and attention given to customer complaints, questions and problems.
- iii. Assurance - for information centre to provide quality service its employee must be empowered with knowledge and courtesy of the service so much that they can inspire the trust and confidence in their customers.
- iv. Empathy- customers need to be treated as individual's with requisite attention to their needs and issues and the offering more customizes services. When customers are treated as such they perceive quality in service

- v. **Tangibles-** this is the physical facilities, equipment, personnel, the general surrounding and its cleanliness. These send signals to the customer to evaluate quality. Therefore when these tangibles are used as a strategy it enhances the image of the institution, it provides continuity and creates the atmosphere for the service delivery to be congenial (Parasuraman et al. 1990).

### 1.5.2 Usage of SERVQUAL

- i. SERVQUAL is widely used within service industries to understand the perceptions of target customers regarding their service needs. And to provide a measurement of the service quality of the organization.
- ii. SERVQUAL may also be applied internally to understand employees' perceptions of service quality. With the objective of achieving service improvement.

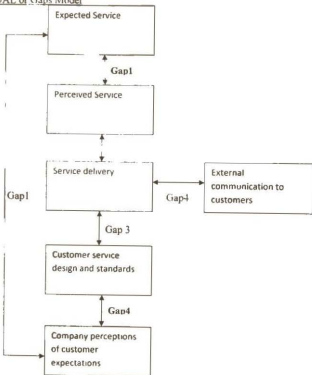
### 1.5.3 Steps in SERVQUAL.

The method essentially involves conducting a sample survey of customers so that their perceived service needs are understood. And for measuring their perceptions of service quality for the organization in question. Customers are asked to answer numerous questions within each dimension that determines:

- i. The relative importance of each attribute.
- ii. A measurement of performance expectations that would relate to an "excellent" company.
- iii. A measurement of performance for the company in question.

This provides an assessment of the gap between desired and actual performance, together with a ranking of the importance of service criteria. This allows an organization to focus its resources to maximize service quality whilst costs are controlled. The service quality methodology identifies five gaps where there may be shortfalls between expectations and perceptions of the actual service delivery

Fig.1 SERVQUAL or Gaps Model



Source: Zeithaml, Parasuraman and Berry (1985), *Delivering Quality Service: Balancing Customer Perceptions and Expectation.*

Gap 1 is between consumer expectation and management perception. Management may think that they know what consumers expect and proceed to deliver this when in fact consumers may expect something different.

Gap 2 is between management perception and service quality specification. Management may understand what customers expect, but fail to set appropriate specifications or may not set them clearly. Alternatively, management may set clear quality specifications but these may not be achievable.

Gap 3 is between service quality specifications and service delivery. Unforeseen problems or poor management can lead to a service provider failing to meet service quality specifications. This may be due to human error but also to mechanical breakdown of facility or support goods.

Gap 4 is between service delivery and external communications. There may be dissatisfaction with a service due to the excessively heightened expectations developed through the service providers communication efforts. Dissatisfaction occurs where actual delivery does not meet up with expectations held out in the company's communications.

Gap 5 is between perceived service quality and expected service. This gap occurs as a result of one or more of the previous gaps. The way in which customers perceive actual service delivery does not match up with their initial expectation (Parasuraman et al, 1990).

The gaps model is useful as it will allow for analytical assessment of the cause of poor quality service being rendered at the UEW library and the users' view of such services.

#### 1.6 Scope and Limitation of the Study

The study was restricted to the two main libraries of the UEW campuses at Winneba (south and north campus) to facilitate detailed exploration of the services quality practices being administered. The study focused on the maximum, desired and perceived quality service level of the users with regard to the five dimensions of the service quality model.

#### 1.7 Significance of the study

The research is important for the following reasons:

The study aims at determining the effectiveness of libraries in this age of technological advancement and scarce resources with special reference to UEW library.

The study is significant to the UEW Library since it will create awareness on the importance of service quality performance measurements. Also the staff of the UEW Library would be enlightened to see the need to be actively engaged in such performance measurement activities.

The study will add to existing literature on performance measurement. It will provide useful information to students who may want to carry out further research into the area.

It will also be useful to general academia, business organizations, government agencies, and schools. It will bring to fore the reasons why they need to undertake performance measurement from the users view point in the libraries of their various institutions, know users perception of the services being provided and how best to assist the libraries address user demands if there are any.

It will also be useful to the general public in enriching their knowledge on the topic and also make significant contribution to knowledge based organisations in general, particularly academic libraries.

### 1.8 Description of chapters

The study has been organized and presented in five (5) chapters.

**Chapter one** is the introductory chapter. It contains the background information to performance measurement in university libraries, statement of the problem, purpose statement, specific objectives, theoretical framework, literature about the problem, significance of the study and the description of the chapters.

**Chapter two** reviewed the literature on service quality performance measurement, performance measurement in libraries, performance measurement in academic libraries and performance measurement in academic libraries in Ghana.

**Chapter three** deals with the methodology employed in the research. This includes the research design, selection of the case study, brief history of the UEW library, selection of subjects, the population, sampling technique, sample size, and methods used for data collection, data analysis and the presentation of results.

**Chapter four** looked at the analysis of the data and the resultant findings

**Chapter five** touched on the discussions, conclusion and the recommendations based on the findings.

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45.

## LITERATURE REVIEW

### 2.1 Introduction

Literature review according to Borg, Gall and Gall (1993) help a researcher to get information related to a well-defined problem that is recent and relevant and also helps the researcher to achieve a depth of understanding of the problem.

The literature has been reviewed under the following themes:

1. Performance measurement
2. Performance measurement in academic libraries
3. Performance measurement in academic libraries in Ghana

### 2.2 Performance measurement

Performance measurement also known as performance evaluation is one of the important steps in the administrative process. In brief it consist of the comparison of performance with the objective of the agency in order to determine

- i. whether there has been any change for a given time period
- ii. if so whether the change is in the desired direction and
- iii. if so to what extent

The theory of performance measurement is simple; there is a need to have specific and clear objectives and also the need to have measurement tools which are easy to apply and adequate for the purpose.

Neely et al. (2002) defines performance measurement as “the process of quantifying the efficiency and effectiveness of past actions”. Yet another definition is “evaluating how well organizations are managed and the value they deliver to customers and other stakeholders” (Moullin, 2002). The definition of Moullin (2002) gives much more guidance to people involved in performance measurement. In particular, it encourages the consideration of the extent to which organizations measure the value they deliver to their customers and whether it covers the main aspects of how performance is managed. It tells institutions something important about their products, services, and the processes that produce them. They are a tool to help institutions understand, manage, and improve what the organizations do. They provide an organization with the information necessary to make intelligent decisions about what they do.

In practice, the process of evaluating services is usually difficult and often completely lacking precisely because the requirements in theory are almost never met. Most libraries as well as other institutions have no clearly defined, up-to-date, and well thought out objectives to govern their policies and determine their practices. Sometimes libraries espouse traditional clichés, such as serve the curricular needs of students and the research interest of the faculty or to meet the educational informational and recreational interest of the general public. All too often libraries continue doing whatever it is they have traditionally done without taking a long hard look to determine whether a particular activity should be discontinued or whether new activities should be added (Lancaster, 1978).

### **2.2.1 Types of Performance Measurement**

One of the types of performance measurement is the objective-oriented approaches. The emphasis in this approach is on specifying goals and objectives and determining the extent

to which they have been achieved. An evaluator gathers evidence of program outcomes and compares the actual performance against the program objectives. The work on performance measures in libraries emphasizes this approach. Most work on performance measures in libraries stresses the need to develop performance measures within the context of strategic planning and the library's mission and its goals and objectives Lynch (1998).

Another type of performance measurement identified by Lynch (1998) is management-oriented approaches. The emphasis is on identifying and satisfying the information needs of managerial decision-makers. An evaluator provides information and alternatives to the decision-maker. This method of evaluation usually is conducted by external evaluators. Management makes known to the evaluators what they are to examine and the kinds of outcomes that could be expected.

A related approach, which is gaining in favour in library evaluation, is the use of benchmarking to guide management decisions. In the business literature and particularly in the total quality management (TQM) literature, a benchmark means a standard of excellence against which other similar outcomes are measured or judged. A library, seeking to improve a particular service or process, will identify another institution which it decides has an exemplary service or process. It then measures its own against the exemplary one and determines the necessary changes which have to be made so as to improve its own. This use of benchmarking is essentially comparative evaluation Lynch (1998).

An expertise-oriented approach is also one of the types of performance measurement. In this approach, the emphasis is on the direct application of professional expertise to judge quality. The judgments are made using standards and practices accepted by the professional community. This approach has guided the development of the standards for public libraries historically and is the approach being used by most states in the U.S.

Unfortunately this approach is being driven out since there is a strong movement toward the individual library determining its own goals and objectives and deciding what resources were required to achieve them.

In naturalistic and participant-oriented approach to performance measurement, the emphasis is on the involvement of participants or stakeholders in determining values, criteria, needs, and data. An evaluator works with stakeholders, and facilitates and interacts with the stakeholders and their interests. This approach is guiding current research activities in the evaluation of digital library projects. It also has been emphasized in much of the literature on performance measurement in libraries Lynch (1998).

As Powell (1998) observed in his review of public library use studies and the use of performance measures, "...the movement in librarianship has been towards judging library effectiveness from the point of view of the user". The variations in approach lead us to recognize that values and judgments play an important part in library evaluations.

Nine important benefits of performance measurements have been identified. This includes:

1. To identify whether an institution is meeting customer requirements.
2. to help an institution understand its processes

3. to ensure decisions are based on fact, not on emotion
4. to reveal problems that bias, emotion, and longevity cover up
5. to show where improvements need to be made
6. to show if improvements actually happened
7. to identify the Relevancy of current services and resource
8. to compare performance with other information centres in terms of how well an institution is doing and
9. Accountability and justification (Pritchard, 1996).

### **2.3 Performance measurement in Academic Libraries**

Providing quality services in academic libraries is now a major issue among academic librarians; they see the library more in terms of the provision of and access to service quality than as just a physical place. Technology and automation have also changed the way people perceive libraries. As a result, the role of libraries and librarians is also changing. Librarians themselves have been re-evaluating their role as reflected in many discussions and papers. They emphasize the provision of good library service as more important to the user than the mere physical library building. This perspective is evident in several studies (Edwards & Browne, 1995; White & Abels, 1995; Heron & Calvert, 1996; Nitecki, 1996; Coleman et al., 1997). Access to information provided by libraries is seen as more important than the materials physically available in a library. According to Birdsall (1994) "The electronic library operates within an electronic collaborative environment with an emphasis on access to information regardless of its location".

In a research conducted by Sherikar and Jange (2006) on "Performance measurement of service quality in academic and research libraries in India" with the objective of investigating deeper into the realm of quality assessment of academic and research libraries in rendering their quality service and more specifically identify the quality dimension in the SERVQUAL viz, reliability, responsiveness, assurance, access, communication, tangibles, empathy and security, they realised during the data analysis and interpretation that in the case of the professional staff ( using a four point scale ) it was very clear that none of them were fully satisfied with the work culture in their library . However, they were satisfied to a greater extent with respect to performance targets of library professionals, prompt reshelving of books, and processing of newly acquired books within a month. The study further highlights that; most of the professional staff had expressed their neutrality towards feeling proud to be part of the library profession. In the case of the user community, it was observed that, on the quality dimensions of reliability concerned with library and information service (LIS), the average mean of faculty (3.12) was slightly higher than research scholar (3.02) and postgraduate students (3.01) in different university libraries of Karnataka. The total average mean of user group concerned to reliability dimensions of LIS was just 3.05 which indicates that the faculty, research scholars and postgraduate students of different universities in Karnataka were of the opinion that the dimensions of reliability was satisfactory to some extent ranging from level 3 and upwards and thus the university libraries are just moving towards the concept of total quality management (TQM). On the other hand, the questions falling under reliability dimensions of LIS revealed that the different user groups of various university libraries in Karnataka opines that, the collection of information services in the form of books (3.8) had the highest mean followed by

Reference Services (3.72), while the collection of microfilm/microfiche (1.95) had the least mean followed by audio-video sources (2.04).

To test the service quality dimensions of responsiveness, the obtained average mean of users groups related to responsiveness quality dimension in LIS was 3.17 which clearly depicted that the faculty, research scholars and postgraduate students were satisfied to some extent rating at level 3 plus. Under the service quality dimension of assurance, five questions were posed to the library customer the average mean was 3.24 indicating the satisfaction to some extent for the user group of various university libraries in Karnataka.

In relation to the service quality dimension of access the average mean of user group taken together comes to 3.32, which is higher when compared with quality dimension of assurance, responsiveness and reliability and thus the user group are satisfied to some extent. Concerning the tangibles service dimension the total average mean of all the three groups of users comes to 3.04 mean which is least mean among the other eight dimensions of service quality in the university libraries in question.

The study used the total quality management approach to service quality and even though it was an in-depth study it was limited to India and also had elements of input or technical services examples include prompt re-shelving of books, processing newly acquired materials within a month, effective supervision and performance of subordinates of staff etc. this element as has been noted earlier does not have no relation to how users view service quality.

Other performance measurements are based on the impact the library services have on their users. An example is that of Wells (1995). Her article dealt mostly with library usage of

undergraduate students and their academic achievements. She examined the number of times each student visited the library and whether there was any correlation between the library visit, the grades achieved, and the diversity of resources the student used in the library. Her study does not ask the students why they use and their view on the services been provided the library, but what resources and services they used in the library, and the impact these had on their academic success.

Nitecti (1996) conducted a research on a "test library exploration to the applicability of the SERVQUAL" model in academic Library. After mailing 564 questionnaires to randomly selected persons who had used one of the three services (Inter-library loan {ILL}, reference, and reserve services) during an eight week sample period with data gathering lasting over a six weeks and a second mailing sent to non respondents. A total of 351 usable questionnaires were returned, resulting in an overall response rate of nearly 64%, she was able to draw this conclusion from the analysis of data. "The data collected support the validity and reliability of the SERVQUAL scale and its application to the academic library services of ILL, reference, and reserve. The majority of respondents indicated that the 22 statements and the five stated dimensions are essential to their evaluation of the quality of library services, and that there are no other factors important to such an evaluation. A frequently used index for a scale's reliability is the Cronbach's alpha score, with a recommended minimum score of 0.80 for high internal consistency. As in other settings, the Cronbach's alpha scores in this study (with a combined library sample score of 0.84 indicate that the five SERVQUAL dimensions are parallel measurements of the same concept. Furthermore, the SERVQUAL quality score correlates positively with the single overall measure of quality, regardless of library service group considered. Patterns of relationships

between library users' perceived service quality and four other variables relevant to library service quality were also established. Higher average SERVQUAL ratings of service quality were found among library users who: (a) have not experienced a service problem within the past year, (b) were satisfied with the resolution of problems experienced, (c) indicated a willingness to recommend the library service they experienced to a friend, or (d) suggested that the information they obtained from the service experience was more valuable to them than the information found among those users with opposite experiences".

She further stated that "the SERVQUAL, with modification, is a recommended diagnostic tool for use by academic librarians to begin to understand the nature of their users' expectations and perceptions of specific services. Data drawn by the instrument, analyzed at the item level, are rich with practical implications for a service manager to consider and to direct energies to improve the service for users. The data, when utilized within an environment conducive to quality improvement, can suggest strategic priorities for staff training and for creative solutions to problems stemming perhaps from failing traditions or inaccurate staff assumptions about what users expect".

Whiles Nitecki is hailing the SERVQUAL protocol and its numerous advantages for the library environment, Cook, Health and Thompson (2000) think that the model is not enough and they propose factor analysis. A study they conducted confirmed that a single second-order factor is associated with the delivery of high quality library services in the research library environment. In addition a hierarchical factor analysis also demonstrated that research library users simultaneously think about quality at multiple levels. They concur with the fact that various studies have shown that indeed it is not only possible but necessary to benchmark perceptions. However various studies have shown clearly demonstrate that

- The five SERVQUAL dimension are not recoverable in the library context and
- Additional dimensions of quality not measured by SERVQUAL are necessary (Cook, Thompson, 2000, Andaleeb and Simmonds, 1998)

An alternative to the SERVQUAL protocol they suggest is the hierarchical model. They are of the view that users simultaneously think about quality at multiple levels within a hierarchical model. Hierarchical model are useful because perspective taking at different levels allow researchers to see different dynamism. They use Thompson's (1990) analogy to further explain their point 'The first-order analysis is a close-up view that focuses on the details of the valleys and the peaks in mountains. The second-order analysis is like looking at the mountains at a greater distance, and yields a potentially different perspective on the mountains as constituents of a range'. At the first-order lower level, we may see trees and streams but not recognize the mountain range. At the second-order level, we lose sight of details but gain the global perspective of the range".

The purpose of their study was to investigate what hierarchical structure underlay library service perceptions of 3,987 participants. Using the SERVQUAL as an instrument, which in their view does not capture all the relevant aspects of users perceptions of library service quality, additional nineteen items that emerged out of their qualitative interview at nine institutions were added. The forty-one items were administered. Promax rotating criterion was used in the data analysis since its results in correlated factors. They then factor analyzed the first-order factor correlation matrix. To complete the analysis the researchers evoked a useful interpretation aid proposed by Schmid and Leiman (1960). This solution 'orthogonalizes' the two levels of analysis to each other by removing from the first-order factors any information that also is present at the second-order level. This solution also

allows interpretation of both levels of analysis in terms of the observed variables. The results indicated that a single dimension does dominate user thinking about library service quality and that users perceive library services at a global level but also simultaneously evoke nuanced view involving specific elements. They concluded by noting that ongoing efforts to evaluate library service quality would do well to invoke both levels of characterizing service and that as performance measurement moves beyond collection counts in measuring service quality, it will be critical that the final measures be ecologically grounded in ways that honor the users' frames of mind when they think about library services.

Towing the same path but from a different angle Quinn (2007) is of the view that the SERVQUAL methodology which is used in most libraries should be adapted and not wholeheartedly used in the library environment since the methodology was developed for the commercial environment. He makes the point that proponents of service quality assume that a model which works in one environment will readily translate into another. This he believes is not so and goes ahead to give reasons to support his claim.

One problem he noted is the difficulty of defining the customer in a non-profit setting. He states "academic libraries would appear to have not one, but many customers, including students, faculty, university administrators, and indirectly, parents of students. The situation is further complicated by the fact that these various constituencies may compete for library services, and make contradictory demands on the library. In the case of public universities, the library may have indirect or "hidden" customers, such as state governing bodies, and ultimately the public itself. In some instances, the library must decide whether it risks offending immediate customers such as students in order to fulfill its obligations to other

less visible customers. These indirect customers complicate and challenge the validity of more simplistic notions of customer satisfaction and instruments used to measure it that might otherwise be perfectly adequate in commercial environments. He gives the example that in many states the university and, indirectly, the library, are responsible to a governing body such as a board of regents. Board members who are often appointed by the governor or the state legislature, with the purpose of making sure that the public's needs and interests in higher education are being considered in the university's decision-making process, will have different expectations for quality educational experience and how best to achieve it and this may not necessarily be the same as those of the students. Nonetheless, the library has to satisfy both, to some extent. Thus, he continues "while many of the planning, organizing, marketing, budgeting, and related administrative activities and procedures in the business sector may have much in common with those in the nonprofit sector, there are also important differences".

A second he adds problem lies in the area of goals. In a commercial environment, the goal is to maximize profits, which provides a relatively simple basis for decision making. In a non-profit setting, many different goals may diverge from or even conflict with one another. University administrators, for example, may have a goal of increasing or maintaining enrollments in a competitive educational marketplace and may refer to students as customers. Faculty members, on the other hand, may view students as a resource that they are developing to meet a different goal-improving society as a whole. But the presence of employees with strong professional values and training who may have different ideas about the library's priorities and how best to go about achieving them will make implementing service quality potentially more difficult. They may insist on making autonomous value

judgments and decisions with regard to how they conduct their work. Many may have strong convictions about their work, and this sense of professionalism may conflict with management initiatives that are based on consumerism or commercialism.

A third problem he further states is as the reason for not wholeheartedly implementing the SERVQUAL model stems from the differing definitions of the basic concepts like "quality", "service" and "customers". He makes the point that while advocates of the service quality model believe that quality service means surveying what the customer expects and finding the best way to meet those expectations, Critics on the other hand define quality service as providing customers with what trained professionals (i.e., librarians) think they need. On the issue of "customers" he makes the point that "critics have claimed that this debases the librarian's relationship to the user by suggesting that the knowledge which the librarian transmits is sold, as it might be in an information brokerage". The word has also been criticized for implying that the user is a passive consumer of information, rather than be actively engaged in the learning process. It may seem trivial to argue over language, he notes, but it is not only the language that is important but the concepts behind the language- what the language implies and how it is interpreted. No matter how high the cost of higher education rises, it does not follow that it can be reduced to a commodity. To refer to a student as a "customer" may misinterpret the nature of the librarian/user relationship to the degree that it suggests a student can "buy" an education, without some degree of personal effort as well as assistance from the librarian. The process of acquiring a college education, part of which involves learning to use the library, can be hard work that involves sustained concentration and exertion that is not always comfortable or pleasant, and certainly not passive. This sometimes arduous process may conflict with the service quality goal of

customer satisfaction without some sort of adaptation of the model to an educational setting.

Looked at in another way, the students may have different expectations of what they want from an education than the librarian. Perhaps the term "customer" might be better used to describe the nature of the relationship between the special librarian and the user. In a special library environment, the straightforward provision of information that the user wants appears to be much closer to the ethos of the service quality model. In a more complex environment such as academia, the librarian may have to interpret, to some extent, what is best for the user's needs-which is different from simply reducing the gap between the customer's expectations or wants and reality.

Wehmeyer, Auchter, and Hirshon (1996) believe that for service quality to really work there is the need for commitment from all members of the library setup and therefore propose the establishment of a customer service plan. A customer service plan they note can improve customer relations and internal operations, and empower the frontline staff to meet customer needs. It will help position the library as the supplier of choice for information services. In the university setting, the "customers" are chiefly students, faculty, and staff, often referred to as "patrons." Although any commonly understood term is acceptable, they use the term "customer" because of its greater association with economic support and also the fact that it reminds staff that the client is not just altruistically "patronizing" the library, but also expects and deserves good service. They further states that "University libraries may fall into the trap of believing that they are operating within a captive market. It is important to realize that the absence of a direct competitor does not mean that customers automatically will develop loyalty for the library. The library must establish its reputation within the university community as being responsive, user friendly, and efficient if it is to

win allies among the faculty and student body. Service planning concentrates the energy of the organization on the delivery of services to the customer, and redirects the focus of internal operations on customer needs. A customer service pledge they asset is "only one part-but a vital part of an overall customer service plan. The plan includes the entire spectrum of customer service improvement efforts, such as the means to derive customer input and satisfaction (surveys, focus groups, etc.), staff customer-service training programs, and organizational response mechanisms. The customer service pledge is a published statement, prepared after consultation with all staff, which articulates the intentions of the organization to provide meaningful and measurable levels of quality services. The pledge may contain both broad services, as well as specific and objective criteria by which to judge how adequately the organization is meeting those goals. A customer service plan is an outline of the internal operations necessary to support the services offered by the organization. The plan includes standards for measuring the level of achievement. It is customer driven and results-oriented". They continue by saying that "the literature about customer service plans comes to a consensus on the following underlying thoughts:

- i. Frontline staffs are the vital link- Front line staff have the most direct contact with the customers, and must have a genuine commitment to customer service. To fulfill their responsibilities, staff must be empowered with the knowledge and authority to address a wide variety of customer needs, and must have adequate materials and resources to carry out their jobs.
- ii. Service is a product- Service not only has a tremendous impact on the perceptions about an organization, but it also adds value to the organizational resources by enabling customers to use those resources effectively.

- iii. **Understand your customer-** Only through formal research such as surveys and focus groups can the organization determine which services are important to the customers.
- iv. **There is no quick fix-** Employee pep-rallies, smile training, and snappy slogans will not result in the establishment of long-term, reliable, and effective customer service. A thorough review of procedures, careful planning and employee training are vital to lasting improvements in customer service.

Albrecht (1988) emphasize this point by advising that the traditional organizational pyramid should be "turned upside-down. For the organization to commit fully to putting the needs and convenience of the customers first, customers must be at the peak of the pyramid. The concerns of the frontline employees should receive next consideration. As frontline employees are often the only staff whom the customers see, the quality of service hinges on their skills. These staff must have the necessary training and equipment to take care of the customers, with the customer receiving as little runaround as possible. Staff must develop ownership of the customer's problems, with no option to "pass the buck" to someone else. With such high expectations of the frontline staff, the rest of the organizational structure should be geared towards their needs. To achieve these ends, frontline staff should be an integral part in establishing the service plan. They will have many valuable insights into the procedural issues, possibilities, and limitations of the organization. Perhaps even more importantly, staff involved in the planning process becomes invested in the program. This is vital for the plan to succeed. No customer service plan can work if the individuals who have the most contact with the customer do not have a genuine commitment to the principles of

service, as well as the familiarity with the actual procedures to carry out their job.

Participation in the development of the plan will help in both areas.

The focus of a customer service plan is on the internal operations. Albrecht recommends breaking the service plan into segments by department. Each department must evaluate its services, determine a realistic level of expectation, and define its objectives. These departmental objectives become the basis for the service plan of the entire organization. By requiring each department to evaluate its role in customer service, the organization avoids the trap of placing the entire burden for customer relations on the frontline staff or on a separate "customer relations" supervisor. Inefficiencies that adversely affect customer service often lie deep within the organization, and frontline employees must mediate these situations with the public. In the absence of procedural reviews to remedy these problems, any "solutions" implemented by the frontline staff may merely be a quick fix. There are some quick fixes that do have valid purposes, such as customer surveys, suggestion or complaint boxes, and slogans. However, when these solutions are used in isolation from a complete customer service plan, they can become outlets for customers to channel their frustrations, but will bring little concrete improvement in the lasting reliability, responsiveness, and quality of the organization. When preparing a customer service plan the process must include a major evaluation of both the customer's needs and the organizational procedures. It often will be discovered that existing procedures had been established by "common law," otherwise known as undocumented policies created in response to particular problems or crises. Such practices rarely take the entire organization into consideration, and they may linger long after the problem for which they were developed disappeared. A major benefit of customer service planning is the weeding-out of such policies and practices.

Albrecht (1988) further goes ahead to outline sixteen reasons why some libraries may resist undertaking service quality “as an examination of the literature, and as informal discussions with various library staff members, have revealed”.

First, teaching faculty and librarians might not regard students as customers, and they might dismiss the value of knowing about student satisfaction and expectations regarding the service performance of the college or university.

Second, for some library staff, the very word customer and a focus on customer service are seen as a drift away from core values . . . .

Third, a library staff might resist the adoption of a program or attitude of quality improvement because they think that a focus on improvement implies an initial baseline of inferior or substandard service. Or, they may believe that they already provide high quality service and that an emphasis on assessment detracts from completing their regular tasks, duties, and routines.

Fourth, there may be a perception that service quality only applies to public services and that it does not apply to other units of the library.

Fifth, in a climate of organizational downsizing and restructuring, libraries may increase staff workload and responsibilities, and decrease the importance of service or at least the time to which staff feel they can devote to service. Service, thereby, becomes a lesser priority to production tasks such as those related to acquisitions or cataloging.

Sixth, some libraries and librarians may resist improving the quality of service because they are concerned about being able to cope with increased demands for service, especially if there is no corresponding increase in resources to meet those demands.

Seventh, the library administration may not support a drive to achieve higher service quality, may not want to empower staff to satisfy customer expectations, and may be uncertain about how to implement service quality on a broad scale. There may be an unwillingness to re-define staff duties, roles, and responsibilities to meet customer expectations better. Customer service and service quality represent "a significant change for many library organizations and, like all change, it can produce many different reactions and very real tensions. A complete acceptance is likely to take some time.

Eighth, if the library already assumes that it knows what customers want, need, and expect, there may be an unwillingness to set outcomes and to engage in benchmarking and assessment. Ninth, staff may not embrace the concept of customer service or service quality, because, as already noted, they claim that the concepts apply only to the private sector and businesses. Tenth, library staff may think that customers lack the expertise and judgment about what resources or information is good for them.

Eleventh, there may be a belief that libraries do not face competition or that libraries need not be concerned about competition, because institutions will always have libraries in some form. Twelfth, some librarians believe that service is not critical to the library's survival or growth.

Thirteenth, some resistance might be inferred from two questions: 1) If libraries develop a service will customers come in sufficient numbers to justify the continuance of that service?

2) If they do not come (or if they seldom do), do librarians really care? If the answers to these questions generate a negative response, librarians may be favoring the status quo at a time when electronic universities offer vast opportunities for Internet-delivered distance education programs and downplay the significance of the library as a physical entity and of printed information.

Fourteenth, the library may prefer to focus on data collection only for those activities reflecting the volume of business performed and the resources expended in offering service. In effect, the staff seems to be saying "Let us show the administration, accrediting bodies, and others how busy we are." The assumption is that the busier the library is, the more customers served and the more effective and efficient the library becomes.

Fifteenth, as Budd (1993) has expressed concern about library service being equated with "customer and commodity." He sees the library on a higher plane than commercial or retail establishments, and decries the assessment of basic services, functions, and processes as pedestrian and unsuitable....." and

Sixteenth, some staff may believe that catering to customer expectations makes them appear less professional, especially if customers expect staff to place high, singular priority on ensuring that the items they need are in their proper location when they want them.

In summary, there are at least 16 reasons for resistance to service quality. These reasons sort into four general categories:

1. Association of service quality concepts only with commercial service settings (reasons four, nine, and fifteen);

2. Libraries underestimate customers (reasons one, eight, and ten).
3. The administration/management of a library does not have a place for service quality concepts (reasons two, five, six, seven, and fourteen); and
4. Service quality implications suggest an inferior or different library status than librarians envision exists (three, eleven, twelve, thirteen, and sixteen).

#### **2.4 Performance Measurement in Academic Libraries in Ghana**

There are quite a number of researches relating to performance measurement in Ghanaian academic institutions. But unfortunately most of these researches are skewed towards employee performance appraisal and not the institution as a whole. As noted by Beveridge (1975), Price (1975) and Child (1980) even though these measurements are administered annually, the system is characterized by numerous flaws. Typical among them are

1. Untrained supervisors used in the administration of performance appraisals
2. Socio-cultural tendencies referred to as "particularistic" used as criteria
3. Kinship and ethnicity
4. Un-applicable performance indicators
5. Results not used in administrative decision making (Child, 1980).

In line with the above Martey (2002) notes that as in the case of many modern university libraries that face resource challenges and the need to serve an increasing diverse customer base, the Balme library has implemented numerous initiative. One such initiative is a performance management system. However, several of the components of the performance management process at the Balme library are in need of improvement. First, there is no

evidence that a systematic job analysis was conducted for any of the jobs at the library. Second, the forms that the employees are rated on contain vague items such as "general behaviour". The forms include no specific definition of what "general behaviour" is or examples explaining to employees (or managers) what would lead to a high or a low rating in this category. In addition, all library employees are rated on the same form, regardless of their job responsibilities. Third, there is no evidence that managers have worked with employees in setting mutually agreed-upon goals. Fourth, there is no formal or informal discussion of results and needed follow-up steps after the subordinate and managers complete their form. Not surprisingly, an employee survey revealed that more than 60% of employees have never discussed their performance with their managers. Finally, employees are often rated by different people. For example, sometimes it is the case that the head of the library rates an employee, even though he may not be in direct contact with the employee.

## **2.5 conclusion**

The library is an intellectual part of our lives. They are the wardrobes of literature, whence men properly informed, might bring something forth for ornament, much for curiosity and for use. The library is seen as an "open door to the wisdom and experience of mankind". The university library has a positive obligation to educate. To do this to the satisfaction of all involved requires evaluation on a regular basis.

The literature touched on the various definitions of performance measurement and the fact that various writers use different definitions. One of the most useful definitions was offered by Moullin which says "evaluating how well organizations are managed and the value they

deliver for customers and other stakeholders". It was also noted that most organizations especially in Africa do not undertake performance measurement and the few that are taken lay emphases on employee performance appraisal. As noted by Beveridge (1975), Price (1975) and Child (1980) even though these measurements are administered annually, the system is characterized by numerous flaws. Typical among them are the use of untrained supervisors in the administration of performance appraisals, socio-cultural tendencies referred to as "particularistic" used as criteria, kinship and ethnicity, un-applicable performance indicators and results not used in administrative decision making Child.

The literature also highlighted the various types of performance measurement. This included Objective-oriented approaches, naturalistic and participant-oriented approaches, expertise-oriented approaches management-oriented approaches. Objective-oriented approaches specifies goals and objectives and determines the extent to which they have been achieved and the fact that most work on performance measures in libraries stresses the need to develop performance measures within the context of strategic planning and the library's mission and its goals and objectives.

Management-oriented approach is aimed at satisfying the information needs of managerial decision makers. It lays emphasis on identifying and satisfying the information needs of managerial decision-makers. A related approach is the use of benchmarking to guide management decisions. Benchmark means a standard of excellence against which other similar outcomes are measured or judged. A library, seeking to improve a particular service or process identifies another institution which it decides has an exemplary service or process. It then measures its own against the exemplary one and determines the necessary changes which have to be made so as to improve its own. Expertise-oriented approach lays

emphasis is on the direct application of professional expertise to judge quality. The judgments are made using standards and practices accepted by the professional community. Finally the naturalistic and participant-oriented approach relies on the involvement of participants or stakeholders in determining values, criteria, needs and data. An evaluator facilitates and interacts with the stakeholders and their interests. This approach has been emphasized in much of the literature on performance measurement in libraries.

The literature also laid bare some benefits on undertaking performance measurement. Among the benefits that stand to be gained if performance measurements are employed in organizations includes enabling institutions to determine whether they are meeting customer requirements in and helps an institution understand its processes. Further it ensures that decisions are based on fact and not on emotion, reveals problems that bias, emotion, and longevity cover up, shows where improvements need to be made and whether improvements actually happened. In addition it reveals the Relevancy of current services and resource and can be used as a bases for accountability and justification Lynch (1998).

Among the various studies that have been conducted in libraries it has been noted that most users are not satisfied with the services they receive from libraries. In a research conducted by Sherikar and Jange (2006) on performance measurement of service quality in academic and research libraries in India it was noted that most user were not satisfied with the services they were receiving.

The SERQUAL model introduced by Parasuraman et al for the commercial industry has had wide application in other industries with good results. It is noteworthy that whilst some researchers are asking for adaptation of the model in the library environment, (Nitecti, 1996

(Quinn, 2007) since in their view not all the elements in the model apply to the library environment and especially so when libraries are non profit based organizations, other writers also suggest other models since in their view the model is inadequate and propose the use of hierarchical model. (Cook, Health and Thompson 2002). They are of the view that the model is not enough since in their view the five SERVQUAL dimension are not recoverable in the library context and that additional dimensions of quality not measured by SERVQUAL are necessary (Cook, Thompson, 2000, Andaleeb and Simmonds, 1995). They therefore propose factor analysis. Wehmeyer, Aucter, and Hirshon (1996) on the other hand are of the view that no matter the method being used to evaluate quality, for it to really work there is the need for commitment from all members of the library setup and therefore propose the establishment of a customer service plan. A customer service plan they note can improve customer relations and internal operations and empower the frontline staff to meet customer needs. It will help position the library as the supplier of choice for information services.

Valid reasons were also propounded as to why management and staff may resist the implementation of service quality. For some library staff, the very word customer and a focus on customer service are seen as a drift away from core values. Also a library staff might resist the adoption of a program or attitude of quality improvement because they think that a focus on improvement implies an initial baseline of inferior or substandard service. Or, they may believe that they already provide high quality service and that an emphasis on assessment detracts from completing their regular tasks, duties, and routines.

further some libraries and librarians may resist improving the quality of service because they are concerned about being able to cope with increased demands for service, especially if there is no corresponding increase in resources to meet those demands (Soete, 1994).

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## METHODOLOGY

### 3.1 Introduction

The methodology of a research includes all the techniques employed by a researcher to examine a phenomenon. Markwei (2001) citing Leedy (1993) defined methodology as a way of accomplishing an end result. It stands to reason that a methodology is therefore an effective way of solving a problem or reaching an objective in getting a job done.

This chapter explains how the study was conducted, the research design, selection of the case study, selection of subjects, history of the UEW library and steps used in gathering and analysing data. This included the population, the sampling technique, sampling size, and the instruments used in collecting the data.

### 3.2 Research Design

The researcher adopted the survey methodology. Survey research is one of the most important areas of measurement in applied social research. The broad area of survey research encompasses any measurement procedures that involve asking questions of respondents. A "survey" can be anything from a short paper-and-pencil feedback form to an intensive one-on-one in-depth interview (Trochim, 2006).

Surveys can be divided into two broad categories: the questionnaire and the interview. Questionnaires are usually paper-and-pencil instruments that the respondent completes. Interviews are completed by the interviewer based on the respondent says. Among the

Advantages of the survey method are it allows the respondent to work on the instrument in private. The interviewer makes personal contact with the respondent and the respondent can ask questions about the study and get clarification on what is to be done. The interviewer has the opportunity to probe or ask follow-up questions. Interviews are generally easier for the respondent, especially if what is sought is opinions or impressions. Questionnaires have the disadvantage of precluding personal contact with respondents and most often response rate could be very discouraging however Kumekpor (1999) indicated that, the use of questionnaires as a choice of research instrument for data collection has a special advantage over other methods of data collection especially in quantitative studies.

### **3.3.1 Selection of the case study**

The UEW library was selected due to the fact that most users are educationist and therefore would have had past experience with the use of information centre and its services. Their past experience with information centre services will aid in a better evaluation. The researcher sought the permission of the university authorities before conducting the research.

### **3.3.2 History of UEW Library**

UEW Library consists of four libraries at the South, North, (in Winneba) Kumasi, and Mampong campuses. The seating capacity is 200, 75, 78 and 100 respectively. These libraries in addition to the departmental libraries, SACOST and IEDE Libraries provide access to useful and relevant information. The University Library has a rich collection of resources on Education, with a collection of over 81,373 books, 962 serials, mostly on Education and Education related subjects. The University Library has Internet connectivity and also access to over seven thousand (7,000) journals under the Programme for the

Enhancement of Research Information (PERI) and CD ROM Databases (UEW strategic plan,2003- 2008).

The main Libraries at UEW are the following: South Campus Library /Osagyefo Library, North Campus Library, the Kumasi Campus Library and Mampong Campus Library/ Nana Afua Serwah Kobi Ampem II Library

The South Campus Library then known as Osagyefo Library, when the institution was called The Kwame Nkrumah Ideological Institute is situated at the South Campus. The library was then equipped with books on African History, Ideological books from the socialist world e.g. Marxism, Leninism, Nkrumaism. The library had to be restocked when the Institute was converted to Advanced Teacher Training College (ATTC) to train teachers in History, Geography, Mathematics, Science and Education. The History Department of St. Francis Training College and Holy Child Training College, Takoradi, were transferred to Winneba. The Geography and Mathematics Departments of Wesley College, Kumasi and Peki Training College were also transferred to Winneba. The library stock in the training colleges accompanied all these transfers. Then in 1975/76 History and Geography were phased out of the curriculum and replaced by Social Studies in line with the governments' new educational programme (UEW strategic plan,2003- 2008).

Books had to be procured for the library to cater for the new subject. At the inception of UCEW therefore the Departments formed out of ATTC were Education, Social Studies, English, French, Science, and Mathematics Education and the library became the main library of the university (UEW strategic plan,2003- 2008).

### 3.4 Selection of subjects

The population of the study is made of students (under-graduates and post-graduates) and staff (teaching and non-teaching staff). The student population is 9090. This is made of 3,636 males and 5,454 females. The population of the staff is 428. Out of this total population, 300 are males and the remaining 128 are females.

In picking a sample size when undertaking a survey, Alreck and Settle (1985) propose 10% as representative of the entire population. The population of the study was made up of the students and staff of the university. The researcher used stratified sampling. A stratified sample is a sample obtained by dividing the population into subgroups, called strata, according to various homogeneous characteristics and then selecting members from each stratum for the sample (Trochim, 2006). The easily identifiable subgroups were students and staff. These two groups can be further divided into under-graduate and post-graduate and teaching and non-teaching staff respectively. The staff did not include workers of the library.

Out of the total population of 428 teaching staff, 45 of them were served with the questionnaire. A list of regular users was obtained with permission from library management and from this list 45 members of staff were randomly selected. The 45 is approximately 10% of the teaching staff. One hundred students out of the total student population of 9090 were also be selected to participate in the study. Because an examination of service quality requires input from current readers, the researcher rejected any technique that investigated the entire population (or drew a probability sample) of students and faculty members. Some of these individuals might not use the libraries. The purposive sampling

was used. Therefore only students visiting and using the library were served with questionnaires and this was done randomly within a period of two weeks. The researcher made arrangement to enable later visitation and collection of questionnaires at the various halls of residence. Most users completed the questionnaire within an hour or two after administration and left them at the reference desk when leaving the library. Currently the staff strength stands at 60. This consists of 17 senior members, 13 senior staff and 30 junior staff.

Table: 3.1: Distribution of users

Category	Students	Staff
Male	5454	300
Female	3636	128
<b>Total</b>	<b>9090</b>	<b>428</b>

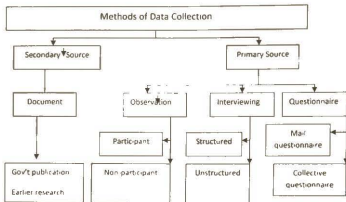
### 3.5 Instrumentation

There are two major approaches to gathering information about a situation, persons, problems or phenomenon. These are categorised as:

- Secondary data and
- Primary data

Primary sources provide first-hand information and secondary sources provide second-hand data. Figure 2 shows the various methods of data collection. In this study both primary and secondary methods of data collection were used.

Fig. 3.1: Methods of Data Collection



### 3.5.1 Primary Data

Primary data refers to new data collected for the purposes of analysis. There are several methods that can be used to collect primary data (see figure 3.1). The choice of a method depends upon the purpose of the study, the resources available and the skills of the researcher.

This study used questionnaires. Questionnaire is one of the methods or instrument for data collection. It is a document that contains questions to be used in a research. It is a proven social science instrument for primary data collection, and may be defined as specific questions that have been purposely organized to solicit information from a person. According to Kumekpor (1999), it is a document that consists of a number of questions

organized systematically and sequentially around a specific theme, problem or opinion which needs to be investigated. Similarly, Asante (2000) emphasized that it is vital research tool used to search for "less observable characteristics of human behaviour such as values, goals, opinions, attitudes, preferences and intentions among others". It is a tool that is often used to obtain information from a sample of people on specific issues.

According to Mann (1985) all questions that qualify for inclusion must earn their keep. He therefore, sees the criterion of relevance to be very fundamental in questionnaire construction. The questions, normally, are expected to be answered by subjects (sample units) who are to be knowledgeable about or concerned with the responses to the questions. Questionnaires were therefore used as the data collection instrument for this research. The questionnaire was adopted.

The same questionnaire was administered to both university staff (teaching and non-teaching) and the student population (under-graduates and post-graduates). The questionnaire was administered by the researcher with the assistance of a research assistant within a period of three weeks and the completed form was collected at the end of the designated period. A second set of the same questionnaire was administered to the staff after the low return rate during the initial administration. The questionnaires were administered to staff who records indicated that questionnaires were not received from. In addition both verbal and written appeal was made to staff to participate since this will enable the researcher draw valid conclusions which when acted on by the university authorities and library managers will result in a better service being rendered

### 3.5.3 Secondary Data

According to *Sunders, Lewis and Thornhill (1997)*, secondary data refers to data that has already been collected for some other purpose. Secondary data include both raw and published summaries and they provide sources from which some of the questions set in the objectives will be answered.

This study made good use of secondary data such as books and journal articles (for literature review) as well as annual reports, manuals and brochures of the UEW library. Literature review helped to identify, locate and synthesise completed research reports, articles, books and other materials which are relevant to the research problem. It also enabled the researcher to gain insight into the most suitable approach to use in identifying users' view of the services being provided in the UEW Library. The manuals from the UEW Library helped the researcher to study which policies the library has in place regarding service quality performance measurement of the library.

### 3.6 Response Rate

A total of one hundred and seventy – five copies of the questionnaires were administered to the various user groups. An initial number of one hundred and forty – five copies were administered; thereafter an additional thirty was also administered especially to staff made of teaching and non-teaching staff. Their initial response was very low. Out of the total of forty-five that was administered only twelve was returned which represented 27%. In all one hundred and forty two completed questionnaires were returned representing a response rate

of eighty-one percent (81%). Out of this thirty three were non-usable. This was because they did not complete the questionnaire well or failed to indicate their user group category. This brought the total valid returned questionnaires to one hundred and fifteen representing sixty-six percent (66%). In discussing response rate in survey, Babbie (1992), pointed out that the overall response rate was one's guide to the representation of the sample respondent. He was of the view that a response rate of at least 50% was adequate for analysis and reporting. He further stated that a response rate of at least 60% was good while that of 70% was very good. Since the total valid response was 66%, it can be said that the response rate was almost very good.

Table 3.2 Response Rate

CATEGORY	Copies of questionnaire distributed	Copies of questionnaire completed	Response rate
Students	100	81	81
Staff (1 <sup>st</sup> Administration)	45	12	27
Staff(2 <sup>nd</sup> Administration)	30	22	73
<b>TOTAL</b>	<b>175</b>	<b>115</b>	<b>66</b>

Source: Field survey, 2009.

### 3.7 Data analysis and presentation of results

The responses that were received from the various user groups were analyzed using the statistical package for social sciences (SPSS). This method was chosen because, according to Healey (1993), it is the most popularly used statistical software in the social sciences and also because it is to define variables, enter data and generate output. The results have been presented in tables.

The analysis of the data involved:

1. First, sorting completed questionnaire into different user group categories namely undergraduate students, graduate students, teaching and non teaching academic staff.
2. Serial numbering of the questionnaire to help in easy identification.
3. Responses to each item were assigned values or codes, for example 1 for "very low", 2 for "low", 3 for "moderately low", 4 for average, 5 for "moderately high", 6 for "high" and 7 for "very high".
4. Step 3 was repeated for all the questionnaires.
5. The coded responses been defined and captured using the Statistical Package for Social Sciences (SPSS, version 13)
6. Data generated from entries in SPSS were used for all statistical analysis (Dzandu, 2007).

### 3.8 Problems encountered

A number of problems were encountered. Prominent among them was the time of questionnaire administration, during the period most students had completed their term exams and were therefore either preparing to write their next exams or to go home. This

mean library users visiting the library were very limited. Another problem was the low

initial response rate by members of staff which was overcome with a second administration.

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## CHAPTER FOUR

### DATA ANALYSIS AND DISCUSSION OF FINDINGS

#### 4.1 Introduction

This chapter is a presentation of the results obtained from the study as well as its analysis and discussions for internal validation. Section one sought users' views in relation to the appearance of physical facilities, equipment, personnel, and communication materials. The second section covered the reliability of the information centre in terms of ability to perform the promised service dependably and accurately. Section three dealt with responsiveness, that is, willingness of staff to help customers and provide prompt service. Section four of staff to the extent that they inspire the trust and confidence. Section five asked users as to whether they were given requisite attention to meet their needs. Section six asked users to give additional comments and the last section asked user to identify their user group category. Data was analyzed using the SPSS for Windows (version 16) and the results were presented using tables.

#### 4.2 Background Information of Respondents

The characteristics of the respondents that would help to better appreciate their responses are the user grouping in which they fall into.

##### 4.2.1 Category of respondents by users

The various user groups were proportionally represented in the sample. Out of the one

hundred and fifteen valid questionnaires that were received, thirty-four (34) were members of staff representing 79% of the total sample population. Out of the thirty-four members of staff nineteen (19) identified themselves as teaching staff while the remaining fifteen (15) were non-teaching members of staff. For the student, one hundred (100), eighty-one (81) valid questionnaires were received. Out of the eighty-one respondents, fifty two were under-graduate students and the remaining twenty-nine were post-graduate students.

#### **4.2.2 Overall Views of Respondents on Service Quality**

This section sought to determine users perception of the services been rendered by the UEW library as to whether they meet their desired and maximum quality levels. The results have been group under five main headings namely: Tangibles, responsiveness assurance, reliability and empathy.

### **4.3 Tangibles**

The various user groups of the UEW library responded to questions under the tangibles service quality dimension which according to Zeithmal et al (1990) included the physical facilities, equipment, personnel, the general surrounding and its cleanliness.

#### **4.3.1 Modern looking equipment**

The results in Table 4.1 show the perceptions and expectations of the various user group with regard to the library having modern equipment.

Table 4.1 Modern looking equipment

SERVICE VARIABLE	Status (Means)				N=114	Average mean
	UGS	PGS	TAS	NTAS		
Max modern equipment	5.19	3.86	4.53	5.19	4.69	
Desired modern equipment	5.70	4.50	5.00	5.44	5.16	
Perceived modern equipment	5.26	4.14	4.65	4.44	4.62	
Modern equipment	5.38	4.17	4.73	5.02	4.82	

Source: Field Survey, 2009.

It can be observed that the undergraduate students had the highest mean with an average mean of 5.38, followed by the non-teaching staff with a mean of 5.02. In all instances when it comes to the library having modern equipment the various users were of the view that the equipment offered by the UEW library does not meet their desired service quality level (DSQL).

The undergraduate students had a desired mean of 5.70 and their average perceived modern equipment mean was 5.26.

The postgraduate had the lowest desired mean of 4.50 and their perceived modern equipment mean was 4.14. In both instances as with the other user groups their desired service quality for modern equipment was not met. The above notwithstanding the maximum service for modern equipment for the undergraduates students, Postgraduate students and the teaching staff were exceeded. The means were 5.19, 3.86, and 4.53

respectively.

### 4.3.2 Visually appealing physical facilities

Table 4.2.1 Library having visually appealing facilities

SERVICE VARIABLE	Status (Means)				Average mean
	UGS	PGS	TAS	NTAS	
Max visually appealing physical facilities	4.43	4.45	4.94	3.94	4.57
Desired visually appealing physical facilities	5.60	5.18	5.53	5.63	5.49
Perceived visually appealing physical facilities	5.21	4.32	4.82	4.44	4.70
Visually appealing physical facilities	5.25	4.65	5.10	4.67	4.92

Source: Field Survey, 2009.

On the users view in response to the question of visually appealing physical facilities, the undergraduate students had the highest mean of 5.25 (moderately high) with the lowest mean recorded by the non-teaching staff. Their mean was 4.67. Taking a closer look, in this instance also, the desired service levels of the various users were not met. The undergraduate had the highest desired service level of 5.60 and the lowest was recorded by the postgraduate students. Their perceived service levels were 5.21 and 4.32 respectively.

### 4.3.3 Staff appears neat

The results obtained from the various users of the UEGW library with regard to neat library staff is displayed in the Table 4.3

Table 4.3: Staff appears neat

SERVICE VARIABLE	Status (Means)				Average mean	
	N=114					
	UGS	PGS	TAS	NTAS		
Max neat library staff			6.05	6.06	6.31	4.00
Desired neat library staff	6.51		5.82	5.88	6.25	
Perceived neat library staff	6.40		5.64	5.53	6.44	5.96
Neat library staff	6.23		5.83	5.82	6.33	6.09
	6.38					

Source: Field Survey, 2009.

It can be observed that the non-teaching staff had the highest perceived mean of 6.44. This mean was higher than their desired service level for neat library staff of 6.25 and their maximum desired service level of 6.31. The desired and maximum service quality level for non teaching staff under this component of tangibles was exceeded by the U/EW library. But the same cannot be said for the other users of the U/EW library in that even though the undergraduate students had the second highest perceived service level mean of 6.23, this did not match up to their desired and maximum service quality level mean. Their desired quality service level was 6.40 and their maximum service level mean was 6.51

#### 4.3.4: Materials appears neat

The various user groups were also required to answer questions on their perceptions relating to the neatness of the materials available at the U/EW library.

Table 4.4 Neat library materials  
SERVICE VARIABLE

SERVICE VARIABLE	Status (Means)				Average mean
	UGS	PGS	TAS	NTAS	
Max neat materials	5.37	4.73	4.94	4.63	4.92
Desired neat materials	5.63	5.32	5.12	5.88	5.48
Perceived neat materials	5.44	4.55	4.59	4.94	4.88
Neat materials	5.48	4.86	4.88	5.15	5.09

Source: Field Survey, 2009

The undergraduate students had the highest mean of 5.48 followed by non-teaching staff with a mean of 5.15. The means of the post-graduate and teaching staff were almost equal, 4.86 for the post-graduate students and 4.88 for the teaching staff. That being said, closer inspection indicates that none of the users had the desired service level being met. The desired level of the post-graduate students was 5.32 and their maximum service level was 4.73. None of these was met by the UfEw library with a perceived service level of 4.55 (a "moderate" rating). The teaching academic staff also had the same rating. Their perceived service quality level is 4.59, which is lower than their desired service quality level of 5.12 and maximum service level of 4.94. Overall the perceived service quality level of the various users sampled with regard to modern equipment, visually appealing facilities, neat library staff and library materials did not measure up to the users desired and maximum service level.

#### 4.4 Responsiveness

Responsiveness is communicated to customers by an institutions ability to provide prompt services, attend to customers' needs, reduce waiting time for services, providing assistance and attending to customers' complaints, questions and problems (Zeithmal, 1990). The various user groups of the UFW library were asked to respond to questions under the responsive service quality dimension. The questions boarded on staff ability to inform users when services will be available, staff giving prompt services, staff willing to help users and never too busy to attend to users' needs.

##### 4.4.1 Staff tell patrons when services will be performed

When the various user groups were asked to rate the UEW library with regard to staff telling when services will be available, the following results in Table 4.5.

Table 4.5: Staff tells when services will be performed

SERVICE VARIABLE	Status (Means)				N=112	Average mean
	UGS	PGS	TAS	NTAS		
	Max staff tell when services will be available	5.51		4.82		
Desired staff tell when services will be available	5.51		5.14	4.88	4.50	5.01
Perceived staff tell when services will be available	5.42		4.95	4.76	5.00	5.03
Staff tell when services will be available	5.48		4.97	4.75	4.48	4.92

Source: Field Survey, 2009

From Table 4.5 it can be observed that the highest mean was recorded by the

undergraduate student with a mean of 5.48, this was followed by the post-graduate of 4.97 with the non-teaching staff recording the lowest mean of 4.75. On the other hand, the under-graduate students are of the view that their maximum and desired service level mean which is 5.51 on both count were not met. Their perceived service level mean was 5.42. In the case of the postgraduate students, only their maximum service level was exceeded with a mean of 4.82. Their DSQL of 5.14 was not met since their perceived service quality level was 4.95. With a perceived service level of 5.00, the non-teaching staff had their maximum and desired service level being exceeded by the UEW library. Their maximum service level was 3.92 with a desired service level 4.50 which are both lower than the perceived service level mean of 5.00. In all whilst the UEW was able to meet the maximum and desired service quality of postgraduate, teaching and non-teaching staff it was not able to meet that of the undergraduate students.

#### **4.4.2 Staff gives prompt service to patrons**

The various user groups were also asked to respond to questions on whether staff gave prompt services. The results in the Table 4.6 clearly depict a generally positive perception by most of the users regarding the staff's ability to give prompt services.

Table 4.6: Staff gives prompt services

SERVICE VARIABLE	Status (Means)				Average mean	
	UGS	PGS	TAS	NTAS		
Max staff give prompt services			5.12	4.17	5.00	4.95
Desired staff give prompt services	5.50		5.54	4.56	5.79	5.38
Perceived staff give prompt services	5.65		5.12	4.50	5.71	5.21
Staff give prompt services	5.53	5.26	4.41	5.50		5.18

Source: Field Survey, 2009

From Table 4.6, it can be observed that, the various users had their desired service level being exceeded. The undergraduate students had a desired service level of 5.65 which is higher than their perceived level of 5.53. That of the teaching staff is 4.56 against a perceived service level of 4.50. The same applies to the non-teaching staff. They recorded a desired service quality mean of 5.79 which is higher than their perceived service quality level of 5.71.

On the other hand, apart from the post-graduates students whose maximum quality level for prompt services was met with a mean of 5.12, the other user groups were of the view that their maximum service quality level was not being met. The maximum service level for undergraduate students was 5.50, that of the teaching staff was 4.17 and that of the non-teaching was 5.00. These were all higher than their perceived service quality level (PSQL) mean of 5.53, 4.50, and 5.71 respectively.

#### 4.4.3 Staff willing to help patrons

In an attempt to ascertain the views of the various users with regard to staff willing to help, the users were asked to rate the UEW library on this service quality dimension, the results obtained are shown in Table 4.7

Table 4.7: Staff willing to help

SERVICE VARIABLE	Status (Means)				Average mean	
	UGS	PGS	TAS	NTAS		
Max staff willing to help			5.00	4.72	5.21	5.11
Desired staff willing to help	5.50		5.54	4.94	5.71	5.51
	5.83		4.92	4.94	5.57	5.28
Perceived staff willing to help	5.68		5.15	4.87	5.50	5.30
Staff willing to help	5.67					

Source: Field Survey, 2009

It can be observed that for the post-graduate students, the UEW library was not able to meet their maximum and desired service quality level. The mean for their maximum and DSQI are 5.00 and 5.54 which are higher than their PSQI of 4.92. On the other hand, the other users had mix rating. The non-teaching staff had a perceived mean of 5.57 which is lower than their DSQI mean of 5.71 but higher than their maximum service level mean of 5.21. The same applies to the under graduates who recorded a PSQI mean of 5.68 which is lower than their DSQI mean of 5.83 but higher than their maximum Service quality level

mean of 5.50. Also the teaching staff had their DSQI being met but not their maximum service level. Their DSQI mean was 4.94 which is the same as their PSQI mean. Their maximum service level mean was 4.7

#### 4.4.4 Staff never too busy

The opinions of the various user categories were also sought on whether staff were never too busy to respond to users' need. The responses obtained are shown in Table 4.8

Table 4.8: Staff never too busy

SERVICE VARIABLE	Status (Means)				Average mean
	UGS	PAS	TAS	NTAS	
Max staff never too busy	5.20	4.92	5.00	4.71	4.96
Desired staff never too busy	5.43	5.23	5.17	5.14	5.24
Perceived staff never too busy	5.60	5.42	4.78	5.64	5.36
Staff never too busy	5.41	5.19	4.98	5.17	5.19

Source: Field Survey, 2009

It can be observed that, both undergraduate students and post graduate students and teaching staff had their DSQI being exceeded. On the other hand, that of teaching staff was not met. The means for undergraduate, postgraduate and non-teaching staff are as follows: 5.43, 5.23, and 5.14 against a PSQI mean of 5.60, 5.42 and 5.64 respectively. Apart from the undergraduate students whose maximum DSQI mean of 5.20 which was not met and teaching staff with a mean of 5.00 which was also not met, the other user group categories had their DSQI being exceeded; 5.42 against 4.92 for post graduate students and 5.64 against 4.71 for non-teaching staff.

## 4.5 Assurance

Another component of the service quality (SERVQUAL) model is assurance. Every institution needs to provide quality service in this era of globalization and the resultant increase in competition. For this to be achieved employees must be empowered with the knowledge and courtesy of service to an extent that they can inspire trust and confidence in their customers. The undergraduate and post graduate students in addition to the staff of the University of Education, Winneba responded to questions on assurance of the library in terms of staff behaviour, patrons feel safe, courteousness of staff and the knowledge of staff about library services.

## 4.5.1 Staff behaviour instils confidence

The various user groups of the UEW library were asked to indicate DSQL and PSQL with regard to staff behaviour instilling confidence, the results in Table 4.9 were obtained.

Table 4.9: Staff behaviour instils confidence

SERVICE VARIABLE	Status (Means)				Average mean
	UGS	PGS	TAS	NTAS	
Max staff behaviour instils confidence	5.43	5.15	4.94	4.79	5.08
Desired staff behaviour instils confidence	5.78	5.35	5.17	5.43	5.43
Perceived staff behaviour instils confidence	5.73	5.38	5.06	5.43	5.40
staff behaviour instils confidence	5.64	5.29	5.06	5.21	5.30

Source: *Eti's Survey 2009*

Careful observation shows clearly that apart from the non-teaching staff who had their DSQI being met, the other users are of the view that their DSQI was not met. The undergraduate students recorded a DSQI of 5.78 that of the post graduates is 5.35, with the non-teaching staff having a mean of 5.17. These are all higher than their PSQI means. Also noteworthy is the fact that all the various user group categories had their MSQI for staff behaviour instils confidence being exceeded. The undergraduate students had a maximum service level mean of 5.43 against PSQI mean of 4.73 that of the post graduate students is 5.15 against a PSQI mean of 5.38.

#### 4.5.2 Patrons feel safe

The opinion of the various user groups was also sought on how safe they feel their transactions. In response as to whether they feel safe in their transactions, the results in Table 4.10 were obtained.

Table 4.10: Patrons feel safe

SERVICE VARIABLE	Status (Means)				N=113	Average mean
	UGS	PGS	TAS	NTAS		
Max patrons feel safe	5.75	5.15	4.50		5.21	5.15
Desired patrons feel safe	5.95	5.35	4.72		5.64	5.42
Perceived patrons feel safe	5.70	5.38	5.00		6.00	5.52
Patrons feel safe	5.80	5.29	4.74		5.62	5.36

Source: Field Survey, 2009.

It is clearly evident that the post-graduate students, teaching and non-teaching staff had both their maximum and DSQI being exceeded. The teaching staff recorded a PSQI mean of 5.00 which is higher than their MSQI of 4.50 and their DSQI mean of 4.72. The non-teaching staff had a mean of 6.00 (a high rating) against a MSQI of 5.21 and DSQI of 5.64

#### 4.5.3 Staff consistently courteous with patrons

The users also responded to a question on how consistently staffs were courteous to patrons (see Table 4.11)

Table 4.11: Staff courteous with patrons

SERVICE VARIABLE	Status (Means)				N	115	Average mean
	UGS	PGS	TAS	NTAS			
Max staff courteous with patrons	5.18	5.65	4.89	4.93		5.16	
Desired staff courteous with patrons	5.83	5.88	5.11	5.57		5.60	
Perceived staff courteous with patrons	5.85	5.62	4.78	5.57		5.45	
staff courteous with patrons	5.62	5.72	4.93	5.36		5.40	

Source: Field Survey, 2009

The results in Table 4.11 show that only the under graduate students had their max and DSQI being exceeded by the U.E.W library. The under graduate students recorded a PSI mean of 5.85 which is higher than the max SL of 5.18 and a Desired staff are consistently courteous with patrons' DSQI of 5.83.

The post graduate and teaching staff were of the view that when it comes to staff

consistently courteous with patrons, the services by UFW does not meet their maximum and DSL. Their PSQL is 5.62 and 4.78 respectively against a maximum service level of 5.65 and DSL of 5.88 for post graduate students and 4.89 and 5.11 for teaching academic staff. In effect, the majority of the users are of the view that staff courteousness does not meet their desired or maximum service quality levels

#### 4.5.4 Staff have knowledge

In response to the question as to whether staff in the UFW library have knowledge to answer patrons, the results in Table 4.12 were obtained.

Table 4.12: Staff have knowledge

SERVICE VARIABLE	Status (Means)				Average mean
	UGS	PAS	TAS	NTAS	
Max staff have knowledge	5.90	5.24	4.63	4.90	5.17
Desired staff have knowledge	6.26	5.57	4.94	5.50	5.57
Perceived staff have knowledge	6.19	5.43	4.31	6.10	5.51
Staff have knowledge	6.12	5.41	4.63	5.50	5.41

Source: Field Survey, 2009

The undergraduate students had the highest mean of 6.12 followed by the non-teaching with a mean of 5.50, with the lowest mean being recorded by teaching staff with a mean of 4.63. Their PSL mean for staff having knowledge to answer patrons could not exceed their max SL mean of 4.63 and 4.94.

On the whole, the sample population had a mix reaction to the service quality dimension of assurance being practiced by the UEW library. Even though on a few occasions, the various users had their DSL being exceeded, on the whole, the services being rendered by the UEW library in relation to staff behaviour instil confidence, patrons feel safe, courteous with staff and having knowledge to answer patrons questions does not meet or surpass the users' maximum or desired service quality levels.

#### 4.6 Reliability

Institutions the whole world over, for the sake of continuous existence deems it necessary to provide reliable service. Customers expect that services are accurately and dependably delivered. There is the need for organisations therefore to realise the fact that customers will only patronise their services if they keep their promises. Hence organisations and institutions that fail to keep their promises must be aware that are not providing quality service. Their customers are likely to switch if they have the opportunity.

The various user groupings of the UEW library were asked to indicate their perception with regard to the services they are receiving at the UEW library as to whether the UEW library was able to fulfil its promises, whether staff displayed genuine interest in user problems, whether services they receive were right the first time, whether this was within the promised time of delivery and also whether these services were error free.

## 4.6.1 Library fulfil its promise

Table 4.13: library fulfil its promise

SERVICE VARIABLE	Status (Means)				N :114	Average mean
	UGS	PGS	TAS	NTAS		
Max fulfil its promise	4.94	4.24	4.25	4.00	4.36	
Desired fulfil its promise	5.39	5.14	4.56	5.20	5.07	
Perceived fulfil its promise	5.10	4.29	4.63	5.20	4.80	
Fulfil its promise	5.14	4.56	4.48	4.80	4.74	

Source: Field Survey, 2009

Table 4.13 shows the response of the various users as to whether when the library promises to do something at a certain time it did it.

The highest mean for this question was recorded by under graduate students with a mean of 5.14. The lowest mean was recorded by the post graduate students with a mean of 4.56. Both students had their DSL not being met and their max SL being exceeded. The PSL for undergraduate is 5.10 against a DSL of 5.39 and a max SL of 4.94. In the case of the post graduate students, their PSL mean was 4.29 which is less than their DSL of 5.14 but higher than their max SL of 4.24.

## 4.6.2 Genuine interest in solving problems

In response to the question as to whether when they have problems the library shows genuine interest in solving them, this data was gathered (Table 4.14).

Table 4.14: Genuine interest in user problems

SERVICE VARIABLE	Status (Means)				Average mean
	UGS	PGS	TAS	NTAS	
Max genuine interest in user problems	5.42	4.90	4.56	4.70	4.90
Desired genuine interest in user problems	6.10	5.43	4.94	5.20	5.42
Perceived genuine interest in user problems	5.61	4.57	4.69	5.20	5.02
Genuine interest in user problems	5.71	4.97	4.73	5.03	5.11

Source: Field Survey, 2009.

The postgraduate students with a perceived mean of 4.57, a MSQI mean of 4.90 and a DSQI mean of 5.43 show clearly that the services they are receiving in relation to the library showing genuine interest in solving their problem fall far below the maximum and desired service quality levels. Both the undergraduate and teaching staff recorded DSQI means of 6.10 and 4.94 respectively, which is higher than their perceived service level mean of 5.61 and 4.69. They also both had the maximum service level being exceeded. This indicates that whilst the U-W library was able to exceed the maximum service quality levels of the undergraduate and teaching staff it was not able to meet or exceed the DSQI of the postgraduate students.

#### 4.6.3 The library performs its services right the first time

In response to the question on library performs its service right the first time, the results in Table 4.15 were obtained

Table 4.15: library performs services right first time

SERVICE VARIABLE	Status (Means)				N=114	Average mean
	UGS	PGS	TAS	NTAS		
Max performs services right 1st time	5.39	4.90	4.44	4.80	4.88	
Desired performs services right 1st time	5.97	5.05	4.69	5.30	5.25	
Perceived performs services right 1st time	5.61	4.95	4.63	5.40	5.15	
Performs services right 1st time	5.66	4.97	4.58	5.17	5.09	

Source: Field Survey, 2009

It is obvious from the table that, with the exception of the non-teaching staff that had their desired performance level exceeded with mean 5.30, none of the other user groups had their DSQI being met. The undergraduate students recorded a PSQI mean of 5.61 which is lower than their desired performance level mean of 5.97. That of the postgraduate students is 4.95 against a desired service level mean of 5.05. On the other hand, the various means on Table 4.15 indicate that, the various user groups had their maximum desired performance being exceeded by UEG library. The result therefore indicates that the library is not meeting the users' desired service quality level but able to exceed their maximum service quality level.

#### 4.6.4 Service provision at promise time

For any institution to provide services which is seen of being of high quality that a situation must ensure that these services are provided within their located time frame. The undergraduate, postgraduates, teaching and non-teaching who are the core users of the

UEW library when asked their view as to whether the library was able to perform its

services at the time it promises to do so, gave the results obtained in Table 4.16.

Table 4.16: Service provision at promised time

SERVICE VARIABLE	Status (Means)				Average mean
	UGS	PGS	TAS	NTAS	
Max promised time	5.58	4.67	4.44	4.80	4.87
Desired promised time	5.81	5.33	4.69	5.60	5.36
Perceived promised time	5.55	5.00	4.31	5.50	5.09
Promised time	5.65	5.00	4.48	5.30	5.11

Source: Field Survey, 2009

The under graduates had a highest mean of 5.65 followed by the non-teaching staff with a mean of 5.30, post graduates had 5.00 and the teaching staff had a lowest mean of 4.48. A closer observation indicates that the undergraduate students and teaching academic staff had both their max and desired service level not being met by the UEW library. The PSQL mean for the undergraduate students is 5.55 which is less than 5.81 and 5.58 desired and maximum service level mean respectively. The postgraduate students and non-teaching staff had only their maximum service level being exceeded but not their DSQ. In effect, the indications are that apart from the undergraduate students and the teaching staff who had both maximum and desired service quality being exceeded, the other user groups are of the view that their desired service quality level was not being met

## 4.6.5 Error-free services

The results in Table 4.17 show the responses of the customers when it comes to whether the library insists on error-free services.

Table 4.17: Error free services

SERVICE VARIABLE	Status (Means)				Average mean
	UGS	PGS	TAS	NTAS	
Max error free services	4.74	5.00	4.50	5.20	4.86
Desired error free services	4.94	5.33	4.88	5.50	5.16
Perceived error free services	4.74	4.90	4.69	5.30	4.91
error free services	4.81	5.08	4.69	5.33	4.98

Source: Field Survey, 2009.

From the table, whilst the UEW library was not able to meet the max and DSL of the post graduate students with a PSL of 4.90 which is less than 5.00 and 5.33 maximum and DSL means, the undergraduate students, teaching and non-teaching academic staff had only their DSL being met. The undergraduate students were of the view that, the services being rendered by the UEW library meet their maximum service level. Their perceived and max service level mean was 4.74.

On the whole, when the PSQL is compared to that of the DSQL, it is evident that, in sixteen (16) out of the twenty (20) instances that the users were asked, they were of the view that, their desired service level was not being met. In two (2) other instances the PSQL was equal to their DSQL. This indicates that the users are of the view that, in most

instances, the UEW library is able to exceed their MSQI level but not their DSQI.

#### **4.7 Empathy**

For customers to perceive service of being high quality the organisation or institution providing that service will need to recognise the customers as individuals. To this end the services that are offered should be tailored to meet the customers' needs and issues. The service quality of empathy aims at measuring users view on the personalized approach of library staff towards the user community. In line with this, the users of the UEW library responded to questions. Under the SERVQUAL dimension in respect of this study as proposed by Zeithmal et al (1990) empathy is described as individualized attention given to users, convenient opening hours of the library, personalized attention given to users, library having patrons best interest at heart and staff of the library understanding the specific needs of its patrons.

##### **4.7.1 Individualized attention**

The results in Table 4.18 is the record of the rating of the undergraduates, postgraduates, teaching and non-teaching staff of the UEW library in response to the question as to whether the library give it patrons individualize attention.

Table 4.18: individualized attention

SERVICE VARIABLE	Status (Means)				Average mean
	UGS	PGS	TAS	NTAS	
Max individualized attention			4.48	4.63	4.84
Desired individualized attention	5.68		5.10	4.75	5.28
Perceived individualized attention	6.06		4.71	4.50	5.14
Individualized attention	5.77		4.76	4.63	5.09
	5.84			5.13	

Source: Field Survey, 2009.

On the other hand, the teaching staff are of the view that their max DSQI was not being met by the UEW library. The perceived service quality level mean for teaching staff is 4.50 which is less than 4.63 MSQI and 4.75 DSQI. Thus even though the library was providing individualized attention that exceeds most users' maximum service quality, their desired service quality was not being met.

#### 4.7.2 Convenient opening hours

Table 4.19: Convenient opening hours

SERVICE VARIABLE	Status (Means)				Average mean
	UGS	PGS	TAS	NTAS	
Max convenient opening hours	4.29		4.50	5.60	5.14
Desired convenient opening hours	6.19		5.06	5.06	5.50
Perceived convenient opening hours	5.65		4.43	4.69	5.07
convenient opening hours	5.37		4.66	5.12	5.24

Source: Field Survey, 2009.

In relation to the question on the convenience of the opening hours of the UEW library, the users were unanimous with the fact that, the UEW library's opening hours does not meet their max or desired service level. Only the undergraduate students with a max DSQI mean of 4.29 being exceeded. The rest of the mean from the various users indicate that the opening hours of UEW library was not convenient.

#### 4.7.3 Personalized attention

The users were also ask to indicate their view on the question of receiving personalized attention from staff, the results in Table 4.20 show the users view in relation to the above question.

Table 4.20: Personalized attention

SERVICE VARIABLE		Status (Means)				Average mean
		UGS	PGS	TAS	NTAS	
Max attention	personalized	5.00	4.62	4.50	4.80	4.73
Desired attention	personalized	5.48	4.81	5.00	5.40	5.17
Perceived attention	personalized	5.26	4.62	4.56	5.40	4.96
Personalized attention		5.25	4.68	4.69	5.20	4.95

Source: Field Survey, 2009.

From Table 4.20 it is clear that the users had a mix reaction. The maximum service quality level of teaching staff (4.50) and non-teaching staff with a mean 4.80 were exceeded but not DSQI. of the teaching staff with a mean of 5.00 was met. The PSQI. mean of the teaching staff is 4.56 and of the non-teaching staff is 5.40. The PSQI. for undergraduate students which is 5.26 was below the maximum service level mean of 5.00 and DSQI.

mean of 5.48. In effect therefore the library is providing personalized attention to some user groups while not meeting or exceeding that of the other users groups

#### 4.7.4 Patrons' best interest at heart

The "customers" also responded to question relating to whether the library had their interest at heart, the results obtained are presented in Table 4.21

Table 4.21: Patrons' best interest at heart

SERVICE VARIABLE	Status (Means)				Average mean
	UGS	PGS	TAS	NTAS	
Max patrons best interest	5.29	4.52	4.63	5.20	4.91
Desired patrons best interest	5.74	5.29	5.25	6.00	5.57
Perceived patrons best interest	5.26	4.48	5.00	5.30	5.01
Patrons best interest	5.43	4.76	4.96	5.50	5.16

Source: Field Survey, 2009.

The highest mean for this question was recorded by the non-teaching staff with a mean of 5.50 followed by the undergraduate students with a mean of 5.43. The post graduate students recorded the mean of 4.76 which is the lowest mean. The undergraduate students and postgraduate students were of the view that when it comes to the question of the UEW library having best interest at heart, their maximum and DSQI were not being met. The teaching academic staff with a maximum service quality level mean of 4.63 was exceeded by the UEW library but not their desired service quality level (5.25). The PSQI for the teaching academic staff was 5.00. In effect therefore the UEW library is not meeting any of the users groups desired service quality level but was exceed the teaching and non-teaching

#### 4.7.5 Patrons specific needs

Table 4.22: patrons' specific needs

SERVICE VARIABLE	Status (Means)				Average mean
	UGS	PGS	TAS	NTAS	
Max patrons specific needs	5.42	4.86	5.13	5.00	5.10
Desired patrons specific needs	6.03	5.19	5.38	5.50	5.52
Perceived patrons specific needs	5.55	4.90	5.00	5.40	5.21
patrons specific needs	5.67	4.98	5.17	5.30	5.28

Source: Field Survey, 2009

The staff of the library understood the specific need of its patron was another question that undergraduates, postgraduates, teaching and non-teaching were asked to share their views on, in relation to the UEW library and its service provision. The results in Table 4.22 clearly show that the various user groups are of the view that their DSL was not being met. The PSI for the undergraduate students was 5.55 which is less than 6.03 for DSL. That of the postgraduate students was 4.90 which is also less than the DSL mean 5.19. For the teaching academic staff, their PSL was 5.00 and the DSL was 5.38. On the other hand, apart from the teaching staff whose maximum service level mean of 5.13 was met, the other users; that is, undergraduate students, postgraduate students and non-teaching staff are of the view that the services they are receiving exceed their maximum service level.

Overall, under the service quality dimension of empathy, the records indicated that, only the non-teaching staff had their desired service level being exceeded by the UEW library in

relation to the question of library giving its patrons individualized attention. The rest of the users are of the view that, under the service quality dimension of empathy the library is not meeting their DSL which implies that their library is not performing well under this service quality dimension.

Under the first category forty nine (49) of the respondents representing 56.82 % of the total respondents were of the view that the UfW library has inadequate facilities. Another twenty-two (22) representing 25.29% of the total respondents of the were of the view that the staff of the UfW library were doing very well while another two (2) respondent took exactly the opposite view that is the staff were not performing that well. The two respondents represented 2.30% of the total respondents. A further Seven (7) respondents were of the view that the library as a whole was doing well and the last seven (7) respondents stated simply "no comments". These both represented 8.05% and 8.05% of the total respondents respectively. The distribution of the responses is presented in Table 4.7 and 4.8 below

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## CHAPTER FIVE

### DISCUSSION, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

Performance measurement is a viable means through which academic libraries could use to know the needs of its user community and therefore help to improve on their services been provided to these user community in a world where other stakeholders are providing the same services that the library is providing. This can be achieved through creating an organizational culture of regular performance measurement within the library.

The purpose of this study was to explore service quality activities in the UEW Library and to determine the extent to which the services been provided meet user needs. A questionnaire was designed and administered to a sample of one hundred undergraduate and postgraduate students and forty-three teaching and non-teaching staff. Out of the total of one hundred and fifty questionnaires that was administered one hundred and fifteen were retrieved. Below is the summary of findings, and recommendations.

#### 5.2 Discussion of Findings

Through the analysis of data collected for the study, certain observations were made. This section presents discussion of the findings of the study as per the objectives stated in chapter one. The discussion relates to the findings to the objectives.

The discussion has been grouped under the following headings

- I. Tangibles
- II. Reliability
- III. Responsive
- IV. Assurance
- V. Empathy

### **5.2.1 Tangibles**

The study revealed that the various patrons of the library had a low perception of the visual appeal of the U'EW library since in most cases their desired and maximum service quality levels were not met. In an era where customers are conscious and want to be associated with institutions and organizations that have nice facilities, a library that is not physically appealing is a non-starter. Users tend to associate quality with nice and beautiful facilities. Lack of the aforementioned facilities are seen or interpreted as a corresponding lack of regular servicing of materials in the library. In most cases dust, dirt and filth on library materials cloud the beauty of these materials (Dzandu, 2007). For example sections of the library that are not regularly patronized by the users are not regularly cleaned. This has a high probability of marring the appearance of the books and other documentary materials robbing them of visual appeal.

### **5.2.2 Reliability**

The low perception ratings of the various user groups in relation to their desired and maximum service quality level with regard to the library fulfilling its promises and showing interest in user problems in addition to providing error free services are

indications of the unreliable nature. The low perception rating of the under graduate students in response to the library providing its services at the time its promises to do so was to some extent corroborated by the teaching academic staff who rated the U'EW library as moderate in terms of library providing its services at the time it promises to do so. This means that the U'EW library was not meeting fully the provision of accurate and dependable services to its users. This did not meet the definition of reliability by Zeithmal et al (1990) who described it as consistency, accuracy, promptness and relevance to need.

To address this issue Wehmeyer, Aucher and Hirshon (1996) advice on the need for customer service plan which include major evaluations of both the customers' (users') needs and organisational procedures. In the absences of such procedural review, they continue, any solution that is implemented will only be a quick fix. There are some quick fixes that have some valid purpose, they admit, but when these solutions are used in isolation from complete customer service plan, they can become outlets for customers to channel their frustrations, but will bring little improvements in lasting reliability, responsiveness and quality of the organisation, they conclude

### 5.2.3 Responsiveness

Responsiveness is a measure of promptness and how fast the library responds to users' request. The study revealed that that the various categories of the U'EW library even though they gave a moderately high rating for the service quality dimension of responsiveness that were still not satisfied with the services being rendered by the library since the services did not meet in most cases their desired and in some cases their maximum service level. This indicates that the services being rendered by the library does not meet up with the

definition of promptness by Evans and Lindsay (1999) as cited by Daniel (1987), as extending a greeting to customers within a few seconds of approaching a library.

#### 5.2.4 Assurance

The various users gave a moderate to moderately high rating for the service quality dimension of assurance which requires that employees are knowledgeable about their work and courteous to users. This is an indication that to an extent, the UFW library is meeting users' perception of assurance as defined by Zeithaml et al (1985). That notwithstanding the library even though exceeding users' maximum service quality, they are not able to meet the desired service quality of the users. Wehmeyer et al (1996) are of the view that for staff to be able to meet users desired service quality it is important that staff are empowered with knowledge and authority to address the wide variety of customer needs and must have adequate materials and resources to carry out their job. In addition the library UFW should have genuine commitments to customer service

#### 5.2.5 Empathy

Performance measurement using the service quality model requires organizations and institutions that render services to provide customers with individualised attention to customers with their specific needs and with their best interest at heart. The perception rating of the users of the UFW library indicates that, the quality level of services they are receiving is low as per their maximum and their desired service quality level. The study revealed that the users apart from not having access to the library at convenient hours, they were also not receiving services that were specific to their needs. This a clear indication

Therefore that the UEW library was not able to meet the definition of empathy as defined by the proponents of the service quality model as the library providing individualized attention to its users, being caring to their needs Zeithmal et al (1985). As noted by Wehmeyer et al (1996) to address such issues, there is the need for thorough review of procedures, careful planning and employee training since this is the only way lasting improvement in customer service can be achieved

Even though it was not part of the objectives to compare this study to other related library performance measurement using the service quality model, similar patterns appeared in comparisons with other studies (Zeithmal et al, Coleman et al, Edwards & Browne, Niteckie, He'bert) customers rated reliability highly or as the most important service quality dimension. Unlike like most studies (Zeithmal et al, Coleman et al, Edwards & Browne, Niteckie, He'bert) where tangibles is rated as the least most important service quality dimension, the average mean for the various service quality dimension from this study indicates that users rated empathy as the least important service quality dimension. This result is comparable to the studies conducted by Niteckie and Hernon (2000) at the Yale University which also saw the users choosing empathy as the least important service quality dimension.

### 5.3 Summary of findings

The major findings of the study are summarized as follows:

1. The study revealed that the various user groups of the UEW library are of the opinion that when it come to the appearance of the physical facilities, equipment

and the appearance of the personnel the library was performing moderately high with a n average mean of 5.0 their desired and maximum service quality was not being met

- ii. The study revealed that the users were of the view that the library was performing moderately high under the service quality dimension of responsiveness even though mostly their desired and sometimes their maximum service quality was not being met.
- iii. Under the service quality dimension of assurance the study revealed that most of the users were of the perception that their maximum and in most cases their desired service quality was being exceeded by the UEW library
- iv. On the reliability dimension the study revealed that the users were of the view that the library was mostly exceeding and sometimes meeting their maximum service quality but not their desired service quality.
- v. The study revealed that the various users groups especially the undergraduate, postgraduate and the teaching academic staff were of the view that their desired service quality level was not being met by the UEW library in relation to empathy.

#### **5.4 Conclusions**

The various responses indicate that the UEW library is doing well in certain aspects e.g.

patrons feel safe with a perceived average of 6.00 among the non-teaching staff and staff have knowledge with an average of 6.19 for the undergraduate students. These areas should be looked at and at least maintained. The other areas e.g. modern looking equipment and library fulfil its promise where the performance was relatively low could be closely looked at and as soon as possible improved. This could be possible through one of two ways. The first is through focus group interviews of users to seek their views on how they want the services to be rendered. Another is the training of staff on specific abilities. This will ensure that the next time performance measurement is undertaken most of the scores will range between 6 and 7 that is, high and very high.

Research outside library and information science indicates that an individual receiving what that person considers "bad service" tells approximately 10 others of that experience. The success and sustenance of libraries in future depends therefore upon their capability to be more dynamic and continually to prove their value in academic and research endeavour. The only alternative left to the academic libraries is to adopt service quality performance measurement in all the integrated library activities and services and thereby contribute to the productivity and accomplishments of the customer expectations. The academic library systems have a variety of reasons for implementing and promoting service quality performance measurement. due to increase demands for quality service from the customers, impact of information technology and rising costs of books and non-book information sources. Greater efficiency, improved service and optimum utilization of resources are the reasons for undertaking Service quality performance measurement in the academic library systems. The importance of quality has been in the past and this will march into the future and remain as key strategic importance to librarianship. But the ultimate goal in obtaining

highest quality products and services remain an integral part of the library profession's ethos; no matter what modern management tools we apply in search of 'Quality'.

### 5.5 Recommendations

Based on the findings of this study, the researcher wishes to make the following recommendations:

1. The need for the UEW authorities as a whole and the library in particular to implement measures that will ensure that members of staff are able to meet and exceed users' desired and maximum service quality levels by empowering them with knowledge and courtesy which will enable them inspire confidence in their service delivery. This can be achieved through regular staff education and reminders in the form of seminar and workshop.
2. That the UEW library takes immediate measure to improve upon the appearance of the physical facilities, equipment and the personal appearance of personnel.
3. The UEW library should ensure that members of staff are in a position to attend promptly to users and this should be done in a flexible manner since different users have different needs.
4. The UEW library should ensure that members of staff are ~~be~~ involved in the formal performance measurement process and made aware of the results and its implication. This will ultimately ensure that not only will staff embrace the results

and see it as a challenge to overcome but will also make the necessary adjustments to improve upon their services.

5. Other libraries aside the U'EW library should engage in service quality performance measurement to know the view of their users. This will allow for benchmarking. Benchmarking allows a library seeking to improve a particular service or process to identify another library which it decides has an exemplary service or process. It will then compare its measures against the exemplary institution and determine the necessary changes which have to be made so as to improve its services.
6. The management of the U'EW library should use the results gathered from the measurement in their decision making activities since it will enable the U'EW library to meet users' desires for quality services.
7. Finally further research should be carried out to see how the service quality dimensions can be adapted to suite the Ghanaian academic environment.

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5. Staffs at the library were able to tell patrons exactly when services will be performed
6. Staff at the library give prompt service to patrons
7. Staff at the library, are always willing to help patrons
8. Staff at the library, are never too busy to respond to patrons
9. Behaviour of staff at the library, instils patrons with confidence
10. Patrons at the library, feel safe in the transactions
11. Staff at the library are consistently courteous with patrons
12. Staff at the library have knowledge to answer patrons

	My Maximum Service Level Is		My Desired Service Levels		Perceived Service Performance Is		
	Low	High	Low	High	Low	High	
5. Staffs at the library were able to tell patrons exactly when services will be performed	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
6. Staff at the library give prompt service to patrons	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
7. Staff at the library, are always willing to help patrons	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
8. Staff at the library, are never too busy to respond to patrons	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
9. Behaviour of staff at the library, instils patrons with confidence	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
10. Patrons at the library, feel safe in the transactions	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
11. Staff at the library are consistently courteous with patrons	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
12. Staff at the library have knowledge to answer patrons	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7

13. When the information centre promised to do something at a certain time it did it
14. When users have a problem the library shows a genuine interest in solving them
15. The library performs its services right the first time
16. The library provides its services at the time it promises to do so
17. The library insist on error-free services
18. The library gives patrons individualized attention
19. The library has opening hours convenient to all of its patrons

	My Maximum Service Level is							My Desired Service Level is							Perceived Service Performance is						
	Low						High	Low						High	Low						High
13. When the information centre promised to do something at a certain time it did it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. When users have a problem the library shows a genuine interest in solving them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. The library performs its services right the first time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. The library provides its services at the time it promises to do so	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. The library insist on error-free services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. The library gives patrons individualized attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19. The library has opening hours convenient to all of its patrons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

20. The library has staff who give its patrons personalized attention

My Maximum Service Level Is	My Desired Service Level Is							Perceived Service Performance Is														
	Low			High				Low			High				N							
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

21. The library has the patron's best interest at heart

My Maximum Service Level Is	My Desired Service Level Is							Perceived Service Performance Is														
	Low			High				Low			High				N							
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

22. The staff of the library understands the specific needs of its patron

My Maximum Service Level Is	My Desired Service Level Is							Perceived Service Performance Is														
	Low			High				Low			High				N							
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

23. Additional comments

24. Please tick which of the following applies to you:

- a. Student: undergraduate
- b. Student: postgraduate
- c. Academic staff: Teaching staff

THANK YOU