# Service Quality in Academic Library: University Students' Perspectives

**Margaret Orech Msamula**

Department of Library Science and Information Management
Mzumbe University, Mzumbe, Morogoro, Tanzania
*margaretomsamula@gmail.com*

**Abstract:** *Changes in operating environments provides positive and negative outcomes to organizations including academic libraries. The application of 'business thinking' to management of academic libraries is vital for academic libraries to adapt the changing needs of library users. It is vital for academic libraries to continually evaluate and upgrade the quality of offerings to its users. Therefore, understanding of the areas and reasons for misalliance between delivered offerings against expected offerings is crucial to academic libraries so as to improve quality of delivered offerings. At perceptions level, study examined quality of offered library services by academic library to satisfaction of university students.*

*Adapted from service quality model; responsiveness, assurance, tangibles and reliability elements of service quality were examined. This descriptive case study had 158 business students at undergraduate level as its respondent. Structured self-administered questionnaires were used to collect data from respondents. Data were quantitatively analyzed using a statistical tool. Study results indicated that students as library users were satisfied by 61% with quality of delivered offerings of the academic library. However, findings suggested that students were more satisfied with responsiveness, reliability and tangible aspects than assurance aspect in service delivery by academic library at the university.*

**Keywords:** *Service quality, satisfaction, academic libraries, developing country, Tanzania*

## 1. INTRODUCTION AND PROBLEM STATEMENT

Changes in operating environments provides positive and negative outcomes to organizations including academic libraries. Such changes range from technological modifications up to variations in customers behaviors. Offerings to customers by organizations including academic libraries should be in line with customers' expectations which are largely shaped by such changes. Environmental changes pose challenges to academic libraries in terms of physical place of academic libraries, physical space of academic libraries as well as size of collections of academic libraries. Both print and online library materials are available to library users (Lombardo and Miree, 2003). Expectations of library users are continually been shaped with different forces. One of noticeable forces in academic libraries is technological changes (Mathews and Pardue, 2009). Academic libraries have a great role in improving learning engagements of university students (Kuh and Gonyea, 2013).

It is vital for organizations to continually evaluate and upgrade the quality of offerings to its customers. Therefore, understanding of the areas and reasons for misalliance between delivered offerings against expected offerings is crucial to organizations. Such understanding is useful in pinpointing aspects of customer offerings that should be given priority to improve quality of delivered offerings (Berry et al., 1988). Additionally, (Murphy, 2009) has stipulated that the performances of academic libraries is reliant to establishment of necessary platforms that supports and cultivate culture of continual evaluations and change. In doing so, the application of 'business thinking' to management of academic libraries is vital for academic libraries to adapt the changing needs of library users. Involvement of university students and faculty members through satisfaction surveys in performance evaluations is critical to improve the quality of academic library offerings and its contribution to higher learning institutions (Harer and Cole, 2005). Customers' perceptions on quality of offerings are subjective in such a way that contextual differences explains differences in evaluation of library services (Sutton et al., 2009). Therefore, examination of perceptions of quality of library services in developing countries' milieu has relevance to the libraries of developing countries such as Tanzanian academic libraries. Examination of the perceptions of university students on the quality of

delivered library services was the main objective of this research. Specifically, examination of the extent 'responsiveness' element in service delivery affect satisfaction of academic library users have been done. Also, examination of the extent 'assurance' element in service delivery affect satisfaction of academic library users have been conducted. In addition, examination of the extent 'tangibles' element in service delivery affect satisfaction of academic library users have been conducted. Finally, examination of the extent 'reliability' element in service delivery affect satisfaction of academic library users has been done.

## 1.1. Literature

Customers are important for the existence of organizations; satisfaction level of customers is one of key element to both manufacturing and service organizations. As per Kotler (1996), customer satisfaction is examined in light of comparison between customer's perceived performance of the offerings versus expectations. The perception of a customer is what explains dissatisfaction when perceived performance is less than expectations. Also satisfaction occurs when perceived performance aligns with expectations. Moreover, customer is delighted when perceived performance exceed customer expectations. In addition, such perceptions of performance versus the expectation by customers are made in light of different aspects. SERVIQUAL model is a framework which explains aspects which are related to service quality and customer satisfaction.

Through the quality of delivered offerings, organizations can build and sustain relationships with their customers. SERVIQUAL model is a framework that explains customer attitudes regarding the excellence of the offerings where service quality is explained by the comparison between perceptions of customer's expectations with perceptions of delivered offerings. Customer perceptions evaluations are made in light of reliability, responsiveness, competence, access, courtesy, communication, credibility, security, understanding the customer and tangibles elements. Further, customer perceptions are shaped by a range of factors including situational and personal factors; word of mouth communication, personal need, and past experience are among the customer perceptions influencing factors (Parasuraman et al., 1985). However, service elements were reduced to five elements that constitute reliability, responsiveness, empathy, assurance and tangibles. Reliability elements is described by dependability and accuracy of delivered offerings; responsiveness elements is described by willingness of offerings providers to assist customers and provide prompt service; empathy element is described by care and individualized attention by offerings providers to their customers; assurance element is described by offerings providers' knowledge and courtesy as well as their ability to convey trust and confidence. Finally, tangibles element is described physical facilities and equipment which are associated with delivering of the offerings to customers as well as the appearance of service providers (Berry et al., 1988). SERVQUAL model is one of relevant model to evaluate quality of academic library offerings (Nitecki and Hernon, 2000; Nitecki, 1996).

Although study by Kuh and Gonyea (2003) indicated no direct independent relationship between academic library and promotion of learning activities of university students, it was insisted that academic libraries can improve information literacy for university students through improving the quality of information. Mostofa and Hossain (2014) studied *'student's perceptions of library services in academia of Bangladesh: a case study of Rajshahi university'*, such study focused on studying frequency, purpose of students visits to library, the preference of students between digital versus traditional libraries and service quality as well. But service quality was used as a construct and researchers evaluated it against the preference of study place and collections of library. Likewise, Ashaver and Bem-Bura (2013) studied '*student's perception of library services in universities in Benue state*' in Nigeria, focusing on types and adequacy of offered library service, problems in library service provision and strategies to improve library services. But, business approach in evaluating the quality of library offerings has huge value to management of academic libraries where library programs, library services and library collections constitute the service quality. Satisfaction of library users is assessed in light of such quality elements (Gibson 2010).

Therefore, independent variables of this study were tangibility, responsiveness, assurance and reliability elements of service quality. As adapted from (Nitecki, 1996 ; Berry et al., 1988), variables of study were operationalized as follows; tangibility element referred to aspects related to physical characteristics of academic library such as space, organization of library collections, silence in the library, safety of personal belongings at the library and functioning of supporting services in the library. Responsiveness element referred to aspects related to time used in delivering library services

as well as readiness of service providers in delivering library offerings. Time used in processing library cards, time used in dealing with students complaints, readiness and willingness of service providers were examined. element referred to aspects related to competence, communication, confidence and trust elements of service providers to professionally deliver library offerings to library to library users. Reliability element referred to aspects related to accuracy and dependability of library offerings. It included aspects such as the relevance of library collections and quantity of library collections. Library user satisfaction was the dependent variable. All variables were measured by 5-point Likert scale ranging from "Strongly Agree", "Agree", "Neutral" "Disagree" and "Strongly Disagree". Weights were assigned to all the five responses with "Strongly Agree" being assigned 5 and "Strongly Disagree" being assigned 1.

## 2. MATERIALS AND METHODS

The research was conducted at the academic library of the main campus at Mzumbe University. It involved Tanzanian business students who are at bachelor level of study in the main campus of Mzumbe University, Morogoro, Tanzania. Researcher employed descriptive case study design. Non probability sampling technique was used to draw sample from study population. Specifically, judgmental sampling technique was employed in this study. As Kombo and Tromp (2006) described, judgmental sampling technique is used purposely to select respondents who are believed to be relevant for the study and for the type of required information. Study sample size comprised of 249 students. Primary data were used by the researcher in this study.Primary data were from August, 2013 to October, 2013 by the use of self-administered structured questionnaires. Out of 249 distributed questionnaires, 158 questionnaires were returned. Thus, response rate for this research was 63.5%.

Collected data for this quantitative research were coded and statistically analyzed. SPSS 20 was used as data analysis tool. By using SPSS package, researcher initially used factor analysis technique to extract factors which explained the variance of studied variables. Further, mean score of respondents' perceptions on service quality of library services were calculated. Also, researcher calculated overall weighted score based on the respective response.

## 3. RESULTS

Results from collected data regarding the perceptions of university students on the quality of library services were obtained. Elements of library service quality which are; tangibles, responsiveness, assurance and reliability were examined to determine the extent into which library users were satisfied. This section therefore presents research results. First, presentation of demographic characteristics including gender, age, study programme and study year are provided through descriptive statistics. Further, factor analysis results are provided. The presentation of mean score and weighted scores of variables and their related items are provided as well.

### 3.1. Descriptive Statistics

As indicated in the table 1, descriptions of gender, age, study program and study year of respondents are provided. This study had a total umber of 158 respondents. All respondents indicated their gender, study year and study programs. In addition, 157 out of 158 indicated their age.

**Table1.** *Descriptive statistics*

|   |   | GENDER | AGE | STUDY PROGRAM | STUDY YEAR |
|---|---|---|---|---|---|
| N | Valid | 158 | 157 | 158 | 158 |
|   | Missing | 0 | 1 | 0 | 0 |
| Minimum |   | 1 | 2 | 1 | 1 |
| Maximum |   | 2 | 4 | 2 | 2 |

**Source:** *Research data (2013)*

*3.1.1. Gender*

Both males and female students were involved in this study. As indicated in the table 2; out of 158 students, there were 96 males and 62 females. Thus 60.7% of respondents were males and 39.3% of respondents were females.

**Table2.** *Gender*

|       |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | MALE   | 96        | 60.7    | 60.7          | 60.7               |
|       | FEMALE | 62        | 39.3    | 39.3          | 100.0              |
|       | Total  | 158       | 100.0   | 100.0         |                    |

**Source:** *Research data (2013)*

*3.1.2. Age*

Most of respondents were in the age between 19-24 years old. As indicated in table 3; 127 respondents were in that age group accounting for 80.9% of total respondents. There were 28 students who had 25-30 years of age constituting 17.8% of total respondents. Only 2 (1.3%) respondents were at the age of 31 or above. There were no respondents below the age of 19 years old.

**Table3.** *Age of respondents*

|         |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------------|-----------|---------|---------------|--------------------|
| Valid   | 19-24         | 127       | 80.4    | 80.9          | 80.9               |
|         | 25-30         | 28        | 17.7    | 17.8          | 98.7               |
|         | 37 AND ABOVE  | 2         | 1.3     | 1.3           | 100.0              |
|         | Total         | 157       | 99.4    | 100.0         |                    |
| Missing | System        | 1         | .6      |               |                    |
| Total   |               | 158       | 100.0   |               |                    |

**Source:** *Research data (2013).*

*3.1.3. Study Program*

Respondents were at bachelor level of studies. Respondents were students from the school of business. Three are (3) programs in department of accounting and finance which are BAF, PSAF and LGAF. Two study programs in department of marketing and entrepreneurship which are BBA-MKT and BBA-ED. One program is in department of procurement and logistics management which is BBA-PLM

**Table4.** *Study programme*

|       |                  | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------------|-----------|---------|---------------|--------------------|
| Valid | BBA MKT & ED     | 29        | 18.4    | 18.4          | 17.3               |
|       | BBA PLM          | 18        | 11.4    | 11.4          | 29.8               |
|       | BAF, PSAF & LGAF | 111       | 70.2    | 70.2          | 100.0              |
|       | Total            | 158       | 100.0   | 100.0         |                    |

**Source:** *Research data (2013).*

As indicated in the table 4; out of 158 students who were involved in this study, There were 111 students from department of accounting and finance constituting 70.2 % of total number of respondents. Twenty nine (29) students were from department of marketing and entrepreneurship constituted 18.4% of total respondents. 18 students were from department of procurement and logistics management who constituted 11.4 % of total number of respondents.

*3.1.4. Study Year*

At bachelor level, the school of business has 3-year study programs. Respondents of this study constituted students of first year, second year and third year.

**Table5.** *Study year*

|       |             | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------|-----------|---------|---------------|--------------------|
| Valid | FIRST YEAR  | 98        | 62      | 62            | 62                 |
|       | SECOND YEAR | 24        | 15.2    | 15.2          | 77.2               |
|       | THIRD YEAR  | 36        | 22.8    | 22.8          | 100.0              |
|       | Total       | 158       | 100.0   | 100.0         |                    |

**Source:** *Research data (2013).*

As indicated in the table 5; there were ninety eight (98) first-year students who were involved in this study. They constitute (62%) of total number of respondents. There were thirty six (36) third-year

students who were involved in this study constituting 22.8% of all respondents in this study. 15.2% of total respondents were constituted by second-year students since there was twenty four (24) second-year students who were involved in this study.

## 3.2. Perceptions of University Students on the Quality of Library Services

Factor analysis particularly principal component analysis was conducted to extract a smaller set of factors (group of related items of the variable). As the table below indicates, researcher confirmed that data set was suitable for factor analysis. Kaiser-Meyer-Olkin (KMO) value is.826 which is above the requirement value of .6 or above. Also, Bartlett's test of sphericity was statistically significant with p= .000 which is below the requirement of $p < .05$

### 3.2.1. Kmo And Bartlett's Test

**Table6.** *KMO and Bartlett's Test*

| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .826 |
|---|---|---|
| Bartlett's Test of Sphericity | Approx. Chi-Square | 735.046 |
| | Df | 138 |
| | Sig. | .000 |

**Source:** *Research data (2013).*

### 3.2.2. Total Variance Explained

To determine how many components (factors) to extract, researcher considered the components that had eigenvalue of 1 or more. There were four components that had eigenvalue of 1 or more. As indicated in table 7, the first four components had eigenvalue above 1 (5.443, 1.358, 1.193 and 1.147). These four components explains a total of 55.1% of the variance.

**Table7.** *Total Variance Explained*

| Component | Initial Eigen values | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings[a] |
|---|---|---|---|---|---|---|---|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % | Total |
| 1 | 5.343 | 31.430 | 31.430 | 5.443 | 32.430 | 32.430 | 3.721 |
| 2 | 1.348 | 7.931 | 39.361 | 1.358 | 9.931 | 42.361 | 2.043 |
| 3 | 1.173 | 6.899 | 46.260 | 1.193 | 6.899 | 49.260 | 2.910 |
| 4 | 1.157 | 6.804 | 53.063 | 1.147 | 5.804 | 55.063 | 3.526 |
| 5 | .973 | 5.723 | 58.787 | | | | |
| 6 | .912 | 5.364 | 64.151 | | | | |
| 7 | .835 | 4.914 | 69.065 | | | | |
| 8 | .796 | 4.684 | 73.749 | | | | |
| 9 | .729 | 4.290 | 78.039 | | | | |
| 10 | .688 | 4.046 | 82.085 | | | | |
| 11 | .574 | 3.376 | 85.460 | | | | |
| 12 | .546 | 3.213 | 88.673 | | | | |
| 13 | .480 | 2.825 | 91.498 | | | | |
| 14 | .424 | 2.496 | 93.995 | | | | |
| 15 | .401 | 2.361 | 96.356 | | | | |
| 16 | .330 | 1.939 | 98.295 | | | | |
| 17 | .290 | 1.705 | 100.000 | | | | |

*Extraction Method: Principal Component Analysis.*

*a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.*

**Source:** *Research data (2013).*

### 3.2.3. Pattern Matrix

First, examination of output from communalities table to establish whether a certain item in the scale fits well with other items in the component was conducted. All items in the scale indicated to fit well with other items in the scale since values of their communalities were .3 or above. Then, researcher considered the output of 'pattern matrix' to determine the number of factors that were retained for analysis of perceptions of university students on the quality of library services. The output indicated in pattern matrix table shows the factor loadings of each of the variable.

**Table8.** *Pattern Matrix[a]*

| | Component | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| CARD PROCESSING PROCEDURES | .817 | | | |
| PAYMENT PROCEDURES FOR OVERDUE MATERIALS | .684 | | | |
| STAFF READINESS FOR OUR REQUESTS | .573 | | | |
| STAFF WILLINGNESS FOR OUR REQUESTS | .527 | | | |
| TIMELY STAFF RESPONSE | .472 | | | -.367 |
| COMPETENT STAF | | .698 | | |
| GOOD STAFF COMMUNICATION | | .604 | | |
| CONFIDENCE IN STAFF | | .573 | | |
| ORGANIZED LIBRARY MATERIALS | | | .758 | |
| SATISFACTORY SILENCE IN LIBRARY | | | .684 | |
| SAFETY OF PERSONALBELONGINGS | | | .553 | |
| LIBRARY IS LARGE ENOUGH FOR MANY STUDENTS | | | .502 | |
| FUNCTIONING SUPPORTING SERVICES IN LIBRARY | | | .500 | |
| UP TO DATE MEATERIALS IN LIBRARY | | | | -.748 |
| ENOUGH MATERIALS IN LIBRARY | | | | -.657 |
| OFTEN GET LIBRARY MATERIALS THAT I LOOK FOR | | | | -.614 |
| SERVICES ARE OFFERED PROFESSIONALLY | | .363 | | -.562 |
| TIME USED IN COMPLAINTS HANDLING | .394 | | | -.429 |

*Extraction Method: Principal Component Analysis.*

*Rotation Method: Oblimin with Kaiser Normalization.*

**Source:** *Research data (2013).*

Based on the outputs in the table 8, I retained four items of component 1 based on their main loadings values. These items were; *card processing procedures, payment procedures for overdue materials, staff readiness for our requests, staff willingness for our requests.* I retained three items of component 2 based on their loading value. These items were; c*ompetent staff, good staff communication, confidence in staff.* I retained five items of component 3 based on their loadings values. These items were *organized library materials, satisfactory silence in library, safety of personal belongings; library is large enough for many students, functioning of supporting services. Also,* I retained four items of component 4 based on values of their main loadings. These items were; *up to date materials in library, enough materials in library, often get library materials that I look for, services are offered professionally.*

### 3.3. Calculations of Weighted Scores on The Perceptions of University Students on the Quality of Library Services

*3.3.1. Responsiveness Element  as Related To Delivered Library Services*

**Table9.** *Responsiveness element as related to delivered library services*

| STAFF WILLINGNESS CARD PROCESSING | PAYMENT | PROCEDURES | STAFF | READINESS |
|---|---|---|---|---|
| Grand Total Sum | 499 | 651 | 497 | 483 |
| Mean | *3.2* | 4.2 | 3.6 | 3.2 |
| N | 156 | 155 | 138 | 151 |
| WEIGHTDED SCORE | 54% | 79% | 66% | 56% |

**Source:** *Research data (2013).*

As indicated in table 9; 79% of the response indicated that students were satisfied with library cards processing procedures. Also, 56% of the response indicated that students were satisfied with staff readiness to respond to their requests. Further, 54% of the responses indicated that students were satisfied with willingness of staff in responding to their requests. 66% of the response indicated that students were satisfied with payment procedures for overdue library materials; however, it is 138 (87%) students who have responded on such item of responsiveness. On average, weighted total scores for responsiveness element as related to delivered library services is 63.7%.

*3.3.2. Assurance Element As Related to Delivered Library Services*

**Table10**. *Assurance element as related to delivered library services*

| COMPETENT | LIBRARY STAFF | GOOD STAFF COMMUNICATION | CONFIDENCE IN STAFF |
|---|---|---|---|
| Grand Total  Sum | 516 | 509 | 484 |
| Mean | 3.4 | 3.3 | 3.2 |
| N | 152 | 154 | 151 |
| WEIGHTED SCORE | 59% | 58% | 54% |

**Source:** *Research data (2013).*

As indicated in table 10; 59% of the response indicated that students were satisfied with competence of library staff. Also, 58% of the response indicated that students were satisfied with good communication with library staff. Finally, 54% of the responses indicated that students were satisfied with confidence of library service providers. On average, weighted total scores for assurance element as related to delivered library services is 57%.

*3.3.3. Tangilibility Element as Related to Delivered Library Services*

**Table11.***Tangibles element as related to delivered library services*

| ORGANIZED | LIBRARY MATERIALS | SATISFACTORY SILENCE | SAFETY OF PERSONAL BELONGINGS | LIBRARY IS LARGE ENOUGH |
|---|---|---|---|---|
| Grand Total  Sum | 585 | 581 | 490 | 468 |
| Mean | 3.8 | 3.7 | 3.2 | 3 |
| N | 154 | 157 | 153 | 156 |
| WEIGHTED SCORE | 69% | 67% | 54% | 49% |

**Source:** *Research data (2013).*

As indicated in table 11; 69% of the response indicated that students were satisfied with the way library materials are organized at the library. Moreover, 67% of the response indicated that students were satisfied with 'silence' in the library. Further, 54% of the responses indicated that students were satisfied with safety of their personal belongings stored at the library. Forty nine (49%) of the responses indicated that students were satisfied that the library is large enough to accommodate man students. Forty nine (49%) of the responses indicated that students  were satisfied functioning of supporting services in the library. On average, weighted total scores for tangibles element as related to delivered library services is 59.7%.

*3.3.4. Reliability Element as Related to Delivered Library Services*

**Table12.** *Reliability element as related to delivered library services*

| UP TO DATE MATERIALS | ENOUGH LIBRARY MATERIALS | OFTEN GET NEEDED LIBRARY MATERIALS | SERVICE OFFERED | PROFESSIONALLY |
|---|---|---|---|---|
| Grand Total  Sum | 554 | 533 | 500 | 467 |
| Mean | 3.9 | 3.6 | 3 | 3 |
| N | 142 | 148 | 147 | 146 |
| WEIGHTED SCORE | 73% | 64% | 64% | 60% |

**Source:** *Research data (2013).*

As indicated in table 12; 73% of the response indicated that students were satisfied with availability of up to date materials which are in the library. Also, 64% of the response indicated that students were satisfied with availability of enough library materials as found in the library. Further, 60% of the responses indicated that students often get library materials they need when go to the library. Finally, 55% of the responses indicated that students were satisfied with provision of library services in a professional manner. On average, weighted total scores for reliability element as related to delivered library services is 63%.

*3.3.5.  Perceptions of General Level of Satisfaction  by Library users*

Generally, 60% of the response indicated that students were satisfied with library services. Such results was obtained by calculating the percentage of responses from Likert scale regarding general

level of satisfaction by library users (students). 38 students indicated to strongly agree while 31 students indicated to agree with being satisfied with library services. 24 students were neutral indicating that they were neither satisfied nor dissatisfied with provided services. However, 33 students disagreed that they are satisfied with library services and 29 students indicated to strongly disagree which indicated that they are dissatisfied with library services.

*3.3.6. Weighted Scores of All Elements of Delivered Services In The Library*

**Table13.** *Weighted scores of all elements of delivered services in the library*

| Responsiveness | Assurance | Tangibles | Reliability |
|---|---|---|---|
| Average Weighted Score | 63.7% | 57% | 59.7% |

**Source:** *Research data (2013).*

As indicated in table 13; 63.7% of the response indicated that students were satisfied with responsiveness element as related with delivered library services. Also, 63% of the response indicated that students were satisfied with reliability element of delivered library services. In addition, 59.7% of the response indicated that students were satisfied with tangibility element of delivered library services. Lastly, 57 assurance element of delivered services in the library. Therefore, 60.8% of the response indicated that students were satisfied with the quality of delivered services in the library.

## 4. DISCUSSION

Examination of the perceptions of university students on the quality of library services was the main objective of this research. In so doing, four research objectives were developed to examine responsiveness, assurance, tangibles and reliability elements of service; and how such elements affects satisfactions of university students as library users. This section comprises the discussions of presented results of the research. In order to examine perceptions of students on quality of library services to students' satisfactions, values of mean scores and weighted scores were used to establish the extent into which each element of service quality affect the satisfaction of students as library users. Such values were useful in determination of the magnitude of each element of service quality to satisfactions of library users.

### 4.1. Responsiveness

The first specific objective was; examination of the extent 'responsiveness' element in service delivery affect satisfaction of academic library users. In order to examine the extent of the effect, four items specifically card processing procedures, payment procedures for overdue materials, staff readiness for our requests, staff willingness for our requests were used. Individual and collective effects of such items to students' satisfactions were presented based on individual and collective values of mean and weighted scores of such items. The collective effect of responsiveness element to satisfaction of library users accounted for 64%. Therefore, students as library users were satisfied by 64% with responsiveness of the academic library when provided with library offerings by staff and systems of the academic library. As per individual effect of items of responsiveness; students as library users were more satisfied with library cards processing procedures which accounted for 79%. They were also satisfied with payments procedures for overdue library collections which accounted for 66% of satisfaction level. However, with 56%, and 54% accordingly; students were indicated to be relatively less satisfied with staff readiness and willingness to respond to their requests. Such results further suggests, to improve responsiveness element, academic library should improve take into consideration the readiness and willingness of service providers aspects so as to increase satisfactions of students as library users.

### 4.2. Assurance

The second specific objective was examination of the extent 'assurance' element in service delivery affect satisfaction of academic library users. In order to examine the extent of the effect, three items specifically; staff competence, good staff communication, confidence in staff were used. Individual and collective effects of such items to students' satisfactions were presented based on individual and collective values of mean and weighted scores of such items. The collective effect of assurance element to satisfaction of library users accounted for 57%. Therefore, students as library users were satisfied by 57% with assurance of the academic library when provided with library offerings by staff of the academic library. As per individual effect of each item of assurance; students as library users were not so much satisfied with items of assurance element. Students were satisfied by 54% to 59%

with competence, communication and confidence of providers of library services. The results are in line with findings by Aharony (2011) which suggested personal characteristics of service providers' affects knowledge and information sharing with library users. Likewise, Ashaver and Bem-Bura (2013) results indicated that attitudes of service providers in academic libraries are less encouraging to students as library users. Hence, as suggested by results, improvement of assurance element of the quality of library services should take into consideration the competence, confidence and communication aspects so as to increase satisfactions of students as library users.

### 4.3. Tangibles

The third specific objective was; examination of the extent 'tangibles' element in service delivery affect satisfaction of academic library users. In order to examine the extent of the effect, five items specifically organized library materials, satisfactory silence in library, safety of personal belongings, library is large enough for many students, functioning of supporting services were used. Individual and collective effects of such items to students' satisfactions were presented based on individual and collective values of mean and weighted scores of such items.

The collective effect of tangibles element to satisfaction of library users accounted for 60%. Therefore, students as library users were satisfied by 60% with tangibles of the academic library when provided with library offerings by staff and systems of the academic library.

As per individual effect of items tangibles; students as library users were more satisfied with the way library collections were organized which accounted for 69%. They were also satisfied with silence within the library which accounted for 66% of satisfaction level. However, students indicated to be satisfied with safety of their belongings when stored at the library by 54%. Students are satisfied by 54% with availability and functioning of supporting services such as computers and internet access at the library. The satisfaction level of students is 49% with the capacity of academic library in terms of available space for library users. Such results further suggests, improvement of tangibles element should take into consideration aspects such as sitting space for library users, safety of belongings of library users as well as availability and functioning of supporting services including internet availability so as to increase satisfactions of students as library users.

### 4.4. Reliability

Fourth specific objective was; examination of the extent 'reliability' element in service delivery affect satisfaction of academic library users. In order to examine the extent of the effect, five items specifically up to date materials in library, enough materials in library, often get library materials that I look for, services are offered professionally were used. Individual and collective effects of such items to students' satisfactions were presented based on individual and collective values of mean and weighted scores of such items.

The collective effect of reliability element to satisfaction of library users accounted for 63%. Therefore, students as library users were satisfied by 63% with reliability of the academic library when provided with library offerings by staff and systems of the academic library. As per individual effect of reliability items; students as library users were more satisfied with up to date collections available at the library by 73%. Such results were in contrast with similar study by Ashaver and Bem-Bura (2013) which indicated the existence of perceived students' dissatisfactions due to presence of outdated library collections. This study also indicated students were satisfied with the amount of library collections which accounted for 64% of satisfaction level. Students were also satisfied with availability of needed library materials by 60%. However, students indicated to be less satisfied with professionalism of service providers in if improved satisfactions of students as library users may be improved as well.

Based on weighted scores of service quality elements, the average weighted scores effect for all service quality elements to satisfaction of students of library users was obtained to be 61%. Therefore, students as library users were satisfied by 61% with service quality of the academic library when provided with library offerings by staff and systems of the academic library.

### 4.5. Conclusion

The objective of this study was to examine perceptions of university students on the quality of library offerings and satisfactions of library users. A number of students were sampled and responses were obtained from them. Study findings indicated that the satisfaction level of students with provided

library offerings varies. Students as library users were more satisfied with responsiveness by 64% followed by reliability element which accounted for 63%.Students were satisfied with tangibles by 60%. They were also satisfied with assurance by 57%. Based on students' perceptions, study indicated that responsiveness, assurance, tangibles and reliability play great role in the quality of library offerings and in the satisfaction of academic library users.

## 4.6. Limitations and Areas for Further Study

Like many studies of this kind, this study has some limitations. Firstly, findings of the study are built on perceptual responses of the university students. A more factual response from the students of different disciplines, library staff and other academic staff is likely to indicate the effect of service quality to users of library offerings with precision. This quantitative study employed statistical analysis of the obtained response from users. Qualitative research or combination of the qualitative and quantitative research may have high possibility of providing the effect of service quality to satisfaction of library users with more accuracy. Therefore, further studies should take into consideration the above mentioned aspects and incorporate other possible variables such as 'empathy' in studying the effect of quality of library services to satisfaction of academic library users. Since this study limited itself by including students from one campus of one public university, a comprehensive study that covers similar analysis but includes students from different universities in the country or the region is worth being undertaken.

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## AUTHOR'S BIOGRAPHY

**Margaret OrechMsamula** is currently working at Mzumbe University-Tanzania in the Department of Library Science and Information Management. She holds Master of Science in Library Management from University of Central England in Birmingham. She has more than 10 years' experience working in Tanzanian academic library.