



UNIVERSITI TUNKU ABDUL RAHMAN

FACULTY OF ARTS AND SOCIAL SCIENCE

BACHELOR OF COMMUNICATION (HONS) PUBLIC RELATIONS

UAMP3013 FINAL YEAR PROJECT 2

LIBRARY AND STUDENTS' SATISFACTION

SUPERVISOR: MR.S MAARTANDAN A/L SUPPIAH

GROUP: P (23)

NAME	STUDENT ID
Chin Kai Wei	14AAB02360
Leow Sie Hue	14AAB02831
Lim Pui Shi	14AAB01681
Tan Jia Yi	14AAB05168
Wong Suet Ling	14AAB02151

TABLE OF CONTENTS

LIST OF FIGURES	I
LIST OF TABLES	I
ACKNOWLEDGEMENT	II
DECLARATION	III-VII
APPROVAL FORM	VIII
ABSTRACT.....	IX
CHAPTER 1: INTRODUCTION	1
1.1 Research Background.....	1
1.2 Problem Statement	3
1.3 Research Question.....	6
1.4 Research Objectives	6
1.5 Research Hypotheses.....	6
1.6 Research Significance	6
CHAPTER 2: LITERATURE REVIEW	10
2.1 Library Services, Facilities and Resources	10
2.1.1 Library Services.....	10
2.1.2 Library Facilities.....	11
2.1.3 Library Resources.....	12
2.2 Undergraduates' satisfaction	14
2.3 Undergraduates satisfaction on library resources, facilities, and services	17
2.4 Theoretical Framework	20
2.4.1 Expectation Disconfirmation Theory (EDT).....	20
2.4.2 Expectancy-value theory (EVT).....	22
CHAPTER 3: METHODOLOGY	24
3.1 Quantitative Research	24
3.2 Instrumentation.....	25
3.3 Sampling method.....	26
3.4 Data Analysis	28
CHAPTER 4: FINDINGS	30
CHAPTER 5: DISCUSSION.....	40

CONCLUSION, LIMITATIONS & RECOMMENDATIONS	45
REFERENCES	50
APPENDIX.....	64

LIST OF FIGURES

Figure	Title	Page
1	The relationship between Library Services, Library Facilities, Library Resources and Undergraduates' satisfaction level	23

LIST OF TABLES

Table	Title	Page
1	Gender	30
2	Course	30
3	Frequency of Visit Library	31
4	Reason of Visit Library	31
5	Test of Reliability on User Satisfaction	32
6	Mean Scores for Services	33
7	Mean Scores for Facilities	35
8	Mean Scores for Resources	37
9	Comparison of Satisfaction on Library Services, Facilities and Resources among Faculties	38

ACKNOWLEDGEMENT

This research has been one of the most notable academic challenges that we have ever faced in university. The success of the final outcome of this research required a lot of guidance, support and assistance from many individuals.

First and foremost, we would like to express our gratitude to Mr S Maartandan a/l Suppiah who is our Final Year Project 1's supervisor sincerely. We are able to complete our research as he shares a lot of precious and useful knowledge and information to us. His wisdom, guidance, supervision and commitment toward our research were the inspiration and motivation for us to complete our research.

Besides that, we would like to thank all the groupmates who are Chin Kai Wei, Leow Sie Hue, Lim Pui Shi, Tan Jia Yi and Wong Suet Ling for cooperating with each other in completing this research for Final Year Project 1.

Apart from this, our parents are also the most important inspiration and motivation for us to complete this research. Thus, we would like to convey our appreciation toward our beloved parents who always support and encourage us along the completion of the research.

Last but not least, we sincerely express our deep sense of gratitude to all the individuals who has encouraged, support and helped us along the completion of our research. We felt very lucky and thankful due to all the assistance, support and motivation that we obtained during the research. The main key of our success on this research is due to their inspiration, encouragement and guidance.

DECLARATION

I hereby declare that all the materials that contained in this research is the end result of my own original work. I have identified all the material in this research which is not my own work through appropriate acknowledgement and referencing. I have included all the sources in the references where I have quoted from others' work. I hereby confirm that this research has not been submitted previously for any other degree or at any other institutions.

Name: Leow Sie Hue

Student ID: 14AAB02831

Signature: _____

Date: 21st November 2017

DECLARATION

I hereby declare that all the materials that contained in this research is the end result of my own original work. I have identified all the material in this research which is not my own work through appropriate acknowledgement and referencing. I have included all the sources in the references where I have quoted from others' work. I hereby confirm that this research has not been submitted previously for any other degree or at any other institutions.

Name: Wong Suet Ling

Student ID: 14AAB02151

Signature: _____

Date: 21st November 2017

DECLARATION

I hereby declare that all the materials that contained in this research is the end result of my own original work. I have identified all the material in this research which is not my own work through appropriate acknowledgement and referencing. I have included all the sources in the references where I have quoted from others' work. I hereby confirm that this research has not been submitted previously for any other degree or at any other institutions.

Name: Tan Jia Yi

Student ID: 14AAB05168

Signature: _____

Date: 21st November 2017

DECLARATION

I hereby declare that all the materials that contained in this research is the end result of my own original work. I have identified all the material in this research which is not my own work through appropriate acknowledgement and referencing. I have included all the sources in the references where I have quoted from others' work. I hereby confirm that this research has not been submitted previously for any other degree or at any other institutions.

Name: Lim Pui Shi

Student ID: 14AAB01681

Signature: _____

Date: 21st November 2017

DECLARATION

I hereby declare that all the materials that contained in this research is the end result of my own original work. I have identified all the material in this research which is not my own work through appropriate acknowledgement and referencing. I have included all the sources in the references where I have quoted from others' work. I hereby confirm that this research has not been submitted previously for any other degree or at any other institutions.

Name: Chin Kai Wei

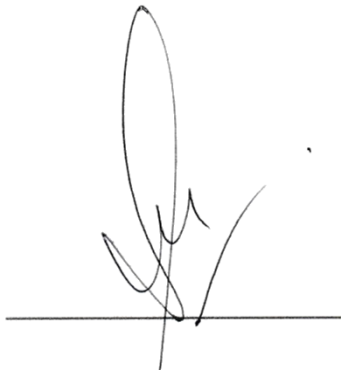
Student ID: 14AAB02360

Signature: _____

Date: 21st November 2017

APPROVAL FORM

This research paper entitled “What are the UTAR undergraduates’ satisfaction level toward the library services, resources & facilities?” was prepared and submitted by Chin Kai Wei, Leow Sie Hue, Lim Pui Shi, Tan Jia Yi and Wong Suet Ling in partial fulfillment for the Bachelor of Communication (Hons) Public Relations has been examined and hereby recommended for approval and acceptance.



Supervisor

S Maartandan a/l Suppiah

Date: 21st November 2017

S MAARTANDAN A/L SUPPIAH
LECTURER
FACULTY OF ARTS AND SOCIAL SCIENCE
UNIVERSITI TUNKU ABDUL RAHMAN (UTAR)
JALAN UNIVERSITI BANDAR BARAT
31900 KAMPAR, PERAK

ABSTRACT

A library is an indispensable place in every university. The library can be the key to success of the university and the undergraduates. With the change of times, the university will improve the library services, facilities, and resources in order to achieve undergraduate's satisfaction. The researchers have done a lot of researches to measure the satisfaction level of undergraduates, especially the undergraduates who often visit the library. The purpose of this study is to ascertain the quality of services, facilities, and resources of the UTAR library from undergraduates' perspective. Library services, facilities, and resources bring a large impact to the students in Malaysia, especially the students who are in tertiary education. However, the library services, facilities, and resources need to make necessary improvement in order to fulfill undergraduates' satisfaction. The survey research methods were adopted, employing the questionnaire as an instrument of data collection. The questionnaire was distributed among 393 undergraduates in UTAR library. Descriptive and inferential statistics were used in the analysis of data. A parametric test using the one-way analysis of variance (ANOVA) was used to compare the satisfaction scores amongst the respondents from the six faculties. The results of the study discovered that the respondents were only quite satisfied with the library services, facilities, and resources on the average. The respondents were relatively most satisfied with facilities ($M = 3.76$), followed by services and resources ($M = 3.51$). The results also showed no significant differences on the satisfaction on services, facilities, and resources among the respondents of the six faculties.

Keywords: Library services, facilities and resources, level of satisfaction, UTAR undergraduates.

CHAPTER 1

INTRODUCTION

1.1 Research Background

The academic library is a part of the structure in higher education. It plays a pivotal role in complementing the functions of tertiary education as it is a strategic place where students and academic staff conduct their research, acquire additional knowledge, enhance the teaching materials and extract the information easily to complete their tasks or assignments (Gunasekera, 2010; Teoh & Tan, 2011). Gunasekera (2010), defined that the academic library is the “heart” of academic life in the educational field. In earlier research, Heinstrom and Todd (2006) claimed that library is students’ comfort zone where students can concentrate on their work without any distraction (as cited in Lee & Finger, 2010). As a result, students tend to have higher productivity when they do their work in the library. Therefore, a quality library with well-equipped resources, facilities and good quality in services are essential as it strongly affects the students’ satisfaction toward the library as the education system is incomplete without an excellent library.

Every university in Malaysia has its own library which provided to their faculty members with information needed. Some of the libraries offer the training programs to the undergraduate with useful skills (Martzoukou & Elliott, 2016). In Universiti Tunku Abdul Rahman, the library’s services and facilities are providing to undergraduate, postgraduate, academic staff and also the administrative staff. The basic collections of the library are books, journals, theses, dissertations and media collections. The library also offered e-resources such as e-journals, e-databases, e-book, e-newspaper and citation indexes or reference service which the students and staff are able to access the

information at everywhere through online for teaching, learning and research purpose (Universiti Tunku Abdul Rahman [UTAR] Library, 2018).

Online Public Access Catalogue (OPAC) has changed the user access to assets of libraries in general and scholastic libraries specifically. Generally, it is concerned about hunting and for recovering bibliographic of records of information rather than full-content of the substance of assets. It has made seeking and recovery bibliographic records of materials uncomplicated and quicker (Fabunmi & Asubiojo, 2013). Library OPAC provided undergraduates an easier way to request, renew, reserve books from the library. Besides, the library also equipped with computers with internet access, wireless internet access, photocopy service as well as discussion room.

Universiti Tunku Abdul Rahman (UTAR) also provides a library catalogue which knew as online catalogue (OPAC) services to the undergraduates in both of the libraries which are the main library at Kampar campus and also Mary Kuok Pick Hoo library at Sungai Long campus. UTAR library catalogue called WEBPAC. It is a tool to help undergraduates to quest what is available and to locate what is available. Undergraduates of UTAR can use title or author name to search the resources (Universiti Tunku Abdul Rahman [UTAR], 2017). In Malaysia, there are 20 local universities were providing the OPAC services to the undergraduates such as Universiti Malaya (UM), Universiti Teknologi Malaysia (UTM), Universiti Sains Malaysia (USM) and etc. Additionally, Perpustakaan Negara Malaysia also provides the OPAC services to the public users (International Islamic University Malaysia, 2017). The library users can connect the internet to access library web-based OPAC whether at homes, workplaces, even using their smartphones to check the availability of the resources or materials. For instance, the

library users prefer to search resources and information that they needed in the fastest and easier way (Fabunmi & Asubiojo, 2013).

1.2 Problem Statement

There is an increased rate of important standard in measuring the success of the universities in terms of engagement and grades of students in a university. The ranking of a university and its power in influence funding will be affected by the success of a university. In order to track student progress in engagement and retention, the quantitative and qualitative method can be adopted (Haddow, 2013). The tracking progress is sole focus on engagement, grades, and continued enrolment. Research instrument of the tracking progress also included the services and resources of the university such as the academic library (Haddow, 2013). The elements regard as effective on the measure for control the quality was “numerous collection”, “material variations” and “users’ number” in traditional study methods. In recent years, “the perceptions and expectations of user” become the main factor in terms of measure the quality of service for the library (Pedramnia, Modiramani, & Ghanbarabadi, 2012). According to Shoeb (2011), it is significant to understand the expectation of library’s users on service and quality towards library in order to improve library’s management. Hence, researchers needed to investigate more on it due to the huge influence of good university’s library service and quality in student’s satisfaction (Nadiri & Mayboudi, 2010).

Even though research showed myriad of benefits of using the library, yet most of the students chose not to visit the library was simply because the unavailability of reading material needed (Khan, Akhtar, Wahid, & Begum, 2015). The further explanation of the finding revealed that students were complaining about there was no basic reading text

provided in the library. Researchers also found that students are lack of time to visit the library (Soria, Nackerud, & Peterson, 2015). Undergraduates who have part-jobs while in university or college that come from lower socioeconomic families they are facing substantial opportunity costs with respect to time available for other activities, such as library visits (Teoh & Tan, 2011; Soria et. al, 2015). They would not prefer to borrow books and use online materials or peer research consultants or utilize the workshops which offered by the library (Soria et. al, 2015).

Moreover, the two factors that obtain the lower ratings on the research in the University of Malaya Library were electronic resources such as e-journals, data files, and online databases and also printed books and journals needed for students' research. The users of library complained about the photocopy service, computers and printers' which available in the library were not enough for use (Kiran, 2010). According to the case study which conducted in Universiti Malaysia Pahang (UMP) Library, the findings shown that "Collection of Library's digital resources", "Accessibility of E-resource Portal (EZ Proxy)" and "Consistency of collection records" were the lowest score factors (Dahan, Taib, Zainudin, & Ismail, 2016). In addition, based on the study in Universiti Putra Malaysia, the research's result indicated that some of the library's resource have high usage amongst the user but there were still some resources were not fully utilize. For example, library's online database, full-text journal, EZ-Proxy, encyclopedia, statistical report, dictionaries, handbooks, textbooks, library OPAC, and project paper (Sahak & Masrek, 2014). Next, library environment was rated as most dissatisfied with 19.2% in Sunway Campus Library customer satisfaction survey 2016 (Chuah, 2016). Most of the negative comment received in the survey was about the environment (36.6%) such as

temperature (19.7%), noise (13.4%), poor lighting (3.0%), and odor in certain areas (0.6%) (Chuah, 2016).

Furthermore, students do not know the validity of academic journals and the way of using search engines in searching journals (Soria et. al, 2015). In such case, it can be said that they are not familiar enough with the resources and services which offered by the library (Teoh & Tan, 2011). Perhaps they did not realize of the significance of resources and services provided in the library for their studies (Gunasekera, 2010). The study conducted by Safahieh (2007) demonstrated that some students have difficulty in operating online catalogue when they use OPAC facilities for the first time. It is unclear and no instruction of using it and some of them have language barrier in English and Malay. Some students are more likely to use the online search engine, for instance, Google or Google scholar rather than library databases that linked them to the relevant search outlets due to familiarity (Soria et. al, 2015). Familiarity in using the library services is capable to help students in acquiring and using information which provided by the library and it will also lead to satisfaction of student towards library services, resources, and facilities. Therefore, through the case study from above, the researchers can summarize that most of the students were dissatisfied towards the library services, resources, and facilities.

In order to measure the level of satisfaction of undergraduates towards UTAR library, the researchers used the factors library services, resources, and facilities to expand the research of library user satisfaction.

1.3 Research Question

1. What is the UTAR undergraduates' satisfaction level towards the library services?
2. What is the UTAR undergraduates' satisfaction level towards the library facilities?
3. What is the UTAR undergraduates' satisfaction level towards the library resources?

1.4 Research Objectives

1. To measure the satisfaction level of UTAR undergraduates towards the services, facilities, and resources of UTAR library.

1.5 Research Hypotheses

1. The library services affect the satisfaction level of UTAR undergraduates.
2. The library facilities affect the satisfaction level of UTAR undergraduates.
3. The library resources affect the satisfaction level of UTAR undergraduates.

1.6 Research Significance

The main objective of this research is to ascertain the quality of services, facilities, and resources of UTAR library from undergraduates' perspective. Through this research finding, the library is able to make necessary improvement from the undergraduates' perspective to the library to fulfill their satisfaction as the library is a place where undergraduates do their research and enhance their knowledge in order to achieve their academic goal (Kiran, 2010). Also, a research found that students who engage to library services, interact with the librarians, and spend more time in using library tend to be more engaged with learning (Haddow & Joseph, 2010). An evaluation of library is extremely important in an institution as to understand the level or position of

the library as to maximize the benefit of the students (Ezeala & Yusuff, 2011). It is obvious that UTAR library needs to be re-evaluated in terms of their quality of the services and explore the ways to improve the undergraduates' satisfaction in the library. A fully furnished library will encourage the undergraduates to visit the library more frequent. In the meantime, it also creates an awareness of the importance of the library to UTAR undergraduates indirectly. According to Kim (2017), students would like to use a comfortable and well-equipped library although a myriad of electronic resources is available. The results suggested that a well-designed library is able to attract students to learn and socialize in that environment and they will use the library more often (Kim, 2017).

A study which conducted by King (2005) revealed that the feedback which given by the users are the most reliable sources to measure the effectiveness of any library as the expectations of students and information needs are actively changing time by time. The library needs to put some efforts to make some changes to the library from the feedbacks such as updating the collections, improve the services and facilities to ensure that the library can meet the satisfaction level of the users.

Some of the researchers adapted to the LibQUAL+™ as an instrument to determine the students' level of satisfaction in 3 aspects which were library as a place, service affect and information control (Pedramnia et. al, 2012); Some of the researchers would like to use SERVPERF questionnaire to examine the students' perception of the library services and facilities in terms of tangible, responsible, reliability, empathy and assurance (Sahu, 2007; Oluwunmi, Durodola, & Ajayi, 2016). However, in this research paper, the researchers will be using the correlations of the expectation and the actual

performance of the library services, facilities, and resources to determine the level of satisfaction of the undergraduates by using the Expectation Disconfirmation Theory (EDT) as well as Expectancy-value Theory (EVT).

Expectation Disconfirmation Theory (EDT) also known as Expectation Confirmation Theory (ECT). This theory explains that the customer will evaluate the product or services based on their expectations before they experience it. In EDT model, disconfirmation paradigm includes four stages which are expectations, performance, disconfirmation, and satisfaction. Through these four stages, the researchers can clearly identify did undergraduates expectation towards library services, facilities and resources attain the same level to the undergraduates' satisfaction towards library services, facilities, and resources. The key moment will occur in the third stages which is disconfirmation stage because it will affect the satisfaction level of the undergraduates. At disconfirmation stage, there will have three results: positive disconfirmation, negative disconfirmation and confirmation.

Expectancy-value Theory (EVT) determined that some judgments always made by the customer about the benefits and the possible outcomes of using the product or service. The two main factors: customer's beliefs and product or services attributes will affect the expectations of the customer towards a product or service. Through this theory, the researchers can clearly identify undergraduate expectations by combining the beliefs and values towards library services, facilities, and resources. The undergraduate will be able to compare the perceived performance and the expectation after they visit the library. There will have two outcomes which are the positive outcome and negative outcome. If is positive outcome the undergraduate will continue the behavior which is continuing to

visit the library and use the library's services, facilities, and resources; if is negative outcome the undergraduate will stop the behavior which means that the undergraduate will stop to visit the library and refuse to use library's services, facilities, and resources.

In short, to understand the quality of library in terms of services, facilities and resources will help in improving the effectiveness of the library to maximize the satisfaction of the user.

CHAPTER 2

LITERATURE REVIEW

2.1 Library Services, Facilities and Resources

2.1.1 Library Services

Library services provide both conventional and electronic resources and information. The digital data computing, storage, and communications technology are assembled in digital library service with specific software to procreate, imitate and extend the administration that offered by conventional libraries in light of paper and different materials implies gathering, classifying, storing, searching and spreading information (Gladney, 2004 as cited in Ekere, Omekwu, & Nwoha, 2016). There are four characteristics of service quality in libraries: excellence, value, conformance to detail and meeting and beyond the library users' desires (Hernon & Altman, 2006). The first step to provide excellent library services is to confluence the needs of library users.

In Malaysia, the user will often visit the library to use the library services. Therefore, the libraries must fulfill the user needs and wants by providing a variety of services such as borrowing and returning books, recommendation desk services, information services, library catalogue services and literacy program services (Pedramnia et. al, 2012). Additionally, in Malaysia the university libraries also strive to obtain the certification for quality management system (QMS). The certification designed for quality management system (QMS) is the affirmation of the library services and quality. The main function of the QMS is to recognize customer necessity and configuration various forms that tended to those necessities and continually collect the feedback from

the customer to measure customer satisfaction which can improve the services of the library (Kiran, 2010).

2.1.2 Library Facilities

According to the International Federation of Library Association (IFLA) (2001), the reading table, sitting seats, bookshelves, library space, computer, air-condition, lighting and other facilities that would make the users have a nice and comfortable place for reading are the basic criteria for library facilities (as cited in Iwhiwhu & Okorodudu, 2012). Moreover, it also includes facilities that emphasize on the e-learning. It includes the electronic media such as internet, radio, television, etc. Not only that, the electronic media also give wide exposure to the occasions, objects, logical discoveries, new product and new administrations (Chiemeke, Longe, Umar, & Shaib, 2007).

In Malaysia, the customer mainly focused on the facilities that provided by the library (Johari & Zainab, 2007). The library facilities are the most significant elements of the library. Apart from great services, great facilities are also a main input for the user satisfaction. Furthermore, the purpose of the library is to provide a variety of facilities that meet user need and wants and bring the convenience to the user (Amin & Shoid, 2017). The availability of pertinent facilities such as reading tables, chairs, bookshelves, and the computer will enhance the capacity of public libraries to render essential services to the library users.

Nurulhuda and Idris (2009) stated three kinds of facilities or service in a university library included the frontline services, the basic services and ancillary services (as cited in Okore, Asogwa, & Eke, 2009). The library webpage, user instructive

program, Online Public Access Catalogues (OPAC) are the frontline services. The basic services provided by libraries such as computer facilities, printing, library book borrowing and the services of the librarian will directly influence the students' readiness and retrieve the information to do their coursework and presentation. The ancillary services are the directions or label inside the library, operating hours of the library and the basic zones that giving light perusing materials.

2.1.3 Library Resources

Library resources are the merged content that consists of documents, database, e-books, journals and multimedia materials (Okore et. al, 2009). Information materials which transformed from other formats to digital formats are known as “digitized materials”. Some of the digital resources are permitted to provide the full-text information. Not only that, Islam (2001) stated some of the resources are openly available for everyone while others will be restrained to access this is because of the library’s approach, cost-related issues, and verification (as cited in Ekere, Omekwu, & Nwoha, 2016).

In Malaysia, the students use library resources to impose their academic programs. The students who have part-time or full-time jobs might confront the limited time to visit the library. According to Wolf (2005), the working students would like to use the e-resources more than the visit to the library (as cited in Okore et. al, 2009). The E-resources are very effective for the students because it contains a huge amount of information and convenience, which allow the students access at anywhere at any time (Okore et. al, 2009). The digital information resources provide the fastest and accessible way to the users. The users can access the information in various places such as school,

offices, homes and another workplace. Moreover, it also brings a lot of advantages for the user, such as it can share the information to many users at the same time, easy to store, and saving space (Iwehabura, 2009).

Due to the diversity of sources in the library, the students, staff, and researchers have the opportunity to recover the information from e-journals, e-books, newspapers, and databases. Additionally, it also provides the chance to the students to enhance their knowledge and helps them to quest the materials which relevant to their needs (Harley, 2007). In higher educational institutions, the use of digital information resources is simply for the educational purpose and the research activities. The electronic information resources are also known as internet resources. The internet resources such as e-books, e-journals, and the online databases, mostly used in the tertiary educational institutions to support teaching, research activities and academic purpose (Iwehabura, 2009).

In UTAR, the library provides the e-databases, e-journals, e-books, e-newspaper and UTAR institutional repository to the students and staff. The students must login to their students portal with their student's identification number and password; staff must log in the Web2 with their username and password in order to access the resources provided by the library (UTAR Library, 2018). The students and staff are able to conduct their research by searching information through the online resources provided by the UTAR library. For example, the final year students can get the e-journals from the digital library in assisting them to complete their final year projects.

In current trends, people are avoiding to visit the library to look for the information they needed. However, the digital library has become critical to the people

who want to seek information through online. The researchers need to discover whether the students are aware of the full range of library resources and the needs or desire of using library resources which will affect the student's satisfaction level towards the library resources (Jankowska, Hertel, & Young, 2006).

2.2 Undergraduates' satisfaction

Satisfaction can be explained as the accomplishment of self-desire or self-need and the happiness obtained after the accomplishment (Stoltenberg, 2011). Satisfaction was defined as the feeling of disappointment or delight after the accomplishment of the need, wish or appetency (Stoltenberg, 2011). Kotler mentioned "satisfaction" as the feeling of delight or disappointment that occurred after the fulfillment of the needs, wish and expectation after the users experience the product or service (as cited in Larson & Owusu-Acheaw, 2012).

The results of impact study from the Colorado Academic Library in 2005 found out that 53% of the undergraduates from 9 universities and colleges from Colorado love to spend their time at their respective campus library. Some of the most popular reasons that the undergraduates spend their time at the library are because of the availability of computers (computer access), availability of specific academic materials, electronic database, traditional print resources, and study space of library (Posey, 2009). The result of the impact study showed that all these library's facilities, services, and resources are able to fulfill undergraduates' need for academic purpose. When all the needs and requirements of undergraduates are being accomplished and the undergraduates feel that it is beyond their expectation, it will lead to high satisfaction of the undergraduates toward the resources, facilities, and services that provided by the library.

Wiers-Jenssen, Stensaker, and Groggaard (2002) delineated “student satisfaction” as students’ evaluation of performance toward the services, facilities, and resources that provided by the university or college. Elliot and Healy (2001) discovered “student satisfaction” as a short-term stance on how students evaluate and feel according to the experience of using the service, facilities, and resources from universities or colleges. Therefore, undergraduates’ satisfaction had become one of the important elements for the library to measure its performance.

Applegate (1997) explained user satisfaction as whether the users which are the undergraduates who visit library feel satisfied or disappointment toward the service, facilities, and resources that provided by the library or not (as cited in Larson & Owusu-Acheaw, 2012). Undergraduates satisfaction can be defined as whether the undergraduates experience their expected services, facilities and resources that provided by the library or not (Larson & Owusu-Acheaw, 2012). In another word, undergraduates will feel satisfied if the services, facilities, and resources of the library match their initial expectation after they experience it.

Undergraduates need a place whereby they can fulfill their need to look for academic information. Hence, the library was created to provide useful academic information to undergraduates through providing various helpful resources, facilities, and services in order to accomplish the need for academic information from the undergraduates (Adeniran, 2011). The ultimate goal of the library provides different types of services, resources, and facilities to undergraduates are to fulfill their need for academic information and also to make undergraduates satisfy toward the library (Larson & Owusu-Acheaw, 2012).

Undergraduates are able to gain satisfaction toward the library after they have favorable and positive experience with the resources, services, and facilities that library provided (Larson & Owusu-Acheaw, 2012). The undergraduates will feel delighted and satisfy if their needs and expectation are being fulfilled successfully after they use the library's resources, facilities, and services (Motiang, Wallis, & Karodia, 2014). Thus, it is very vital for the library to satisfy the need for academic information of undergraduates first before satisfies the undergraduates themselves (Larson & Owusu-Acheaw, 2012).

Based on the result of the user survey that has been studied at the Main Library University of Peradeniya in 2012, most of the undergraduates feel satisfied toward the library (Gunasekera, 2010). The result showed that more than 30% of the respondents of the survey visit library frequently because they have the need for reference of assignment, for borrowing books and do revision in the library (Gunasekera, 2010). 93% of the respondents explained that they used photocopy service and 96% of the respondents used borrowing facilities (96%) for their academic purpose which is to search for academic information (Gunasekera, 2010). The result of the survey is proving that the reason why undergraduates love to visit library is that library can accomplish and fulfill their need for academic purpose. Satisfaction among undergraduates occurred once library fulfills their expected needs and requirements.

Apart from this, it can be explained that undergraduates' satisfaction will result in the undergraduates to visit the library again. The undergraduates' satisfaction can also lead the undergraduates to fully utilize the library's services, facilities or resources (Motiang et. al, 2014). Besides that, the undergraduates will recommend their friends to use the library's services, resources, and facilities if they are satisfied toward all the

facilities, resources and services that provided by the library (Motiang et. al, 2014). Through word-of-mouth, the undergraduates will visit UTAR library to experience the services, resources, and facilities. Eventually, this will lead to an increment of the number of undergraduates who visit the library. Besides, the feedback from UTAR undergraduates after visiting the library is one of the best ways for UTAR library to know and understand the strength and weaknesses of the library. Thus, UTAR library can improve the library's services, resources, and facilities according to the satisfaction level of UTAR undergraduates.

2.3 Undergraduates satisfaction on library resources, facilities, and services

Within library context, user satisfaction can be defined as what the library provided had met the needs and wants of library users (Amin & Shoid, 2017). Tiemo and Ateboh (2016) also stated that dissatisfaction occurred if the products or services do not meet user's expectations. Satisfaction depends on the quality of information products received (resources), information system (facilities) and library services which provided to access the information product (Iwhiwhu & Okorodudu, 2012). The journal also stated that library resources will be utilized by users if relevant facilities are provided in the library which had meet user's expectations and consequently increases their satisfaction. Aderinan (2011) also proved that users will have higher satisfaction level when the library is well-equipped with properly arranged and relevant information reading materials, managed by qualified and competent staff compared to the library equipped with the non-qualified and rude staff and a favorable environment.

A research done by Saufi, Rusuli, Tasmin, Norazlin and Afifah (2012) discovered that library's space can influence users' behavior and mood. It can say that library

environment can actually affect users' satisfaction level. Respondents in Gunasekera's research (2010) suggested controlling the noise in the library. Respondents in another research also preferred a silent study area (Walton & Leahy, 2013). Studies proved library users demanded a quiet library environment and it will help to increase their satisfaction level. Dennis, Greenwood and Watson (2013) revealed that library should work out on the quietness and cleanliness of library since users prefer to work in there. Scholars said that people can deliver a message clearly when there is no noises interrupted in communicate process which can be assisted by a quiet environment. The study also indicated that communication is prominent for selection and retrieval of resources as the customer support services (Gunasekera, 2010). Nejati and Nejati (2008) proved time as a factor of service quality is actually affecting the satisfaction level. Hence, library staffs should be responsive and react quickly to request from library users. Result proved that users are satisfied with staff who delivered services with courteous behaviour, individual attention and confidence (Dahan et. al, 2016).

A study proved that there is a positive relationship between the adequacy of the collection, services, and perception of users (Mairaj & Naseer, 2013). They also stated that better reference services, participation in user's education programs, the involvement of users in material selection, convenient library location, and subject background of librarians are also affecting user satisfaction. Saikia and Gohain (2013) revealed that majority of the respondents visit the library for borrowing books (82.39%), access to e-journals (79.87%), and followed by reading the newspaper (75.47%). They were most satisfied with the collection of e-journals (39.63%) and textbook (37.74%) in the library. Studies revealed that library collections like reference collections, lending collections,

periodicals, archival materials, and electronic resources can determine user satisfaction (Iwhiwhu & Okorodudu, 2012; Sivathaasan, 2013). It can be concluded that undergraduates will satisfy with library resources if the collections in the library meet the needs of undergraduates. Abbasi, Malik, Chaudhry and Imdadullah (2011) found undergraduates are dissatisfied with the availability of research journals and current library facilities. Joy and Idowu (2014) also found that unavailable or outdated information materials and insufficient facilities would not reach maximum satisfaction level in users, or it can conclude as under undergraduates' expectations.

In accordance with the information technology advancement today, the users' needs also change from time to time (Mairaj & Naseer, 2013). Therefore, libraries need to improve their facilities, resources, and services to reach the user satisfaction so that they can survive longer. Song (2009) noticed changes in user needs and the need to introduce new services to users. Bhatti (2010) found out respondents used library for updating knowledge besides for their research. However, lacking journals in the library makes them dissatisfied as they do not expect such condition occurred in the library. Another research of him in 2013 showed that users are still dissatisfied with the information collections provided which are either insufficient or outdated. Respondents also not satisfied with the audiovisual materials as well as the internet services provided. This also showed user's requirement on the library is slightly changed and their expectations are not met. Hence, Parvathamma and Reddy (2009) encouraged library to be aggressive in motivating users in utilizing library facilities, resources and services. If library failed at providing good quality facilities, resources, and services, then users would not think that the library is effective and satisfied (Joy & Idowu, 2014). Utilization

level would be higher and eventually contribute to higher satisfaction level when expectations of users met. In another word, only if the library can fulfill users' needs or expectations, they will re-consume the facilities, resources, and services provided as well as to achieve a higher level of satisfaction (Amin & Shoid, 2017). Hence, it is essential for UTAR survey on the library consistently to fulfill expectations of undergraduates so that undergraduates are willing to utilize the facilities, resources, and services provided in library fully which can lead them to a re-consumption action and higher satisfaction level towards the library.

2.4 Theoretical Framework

2.4.1 Expectation Disconfirmation Theory (EDT)

Expectation Disconfirmation Theory (EDT) has become one of the main theories for study customer satisfaction for years (Cheung, Chan, & Limayem, 2005). Expectation Disconfirmation Theory (EDT) or also known as Expectation Confirmation Theory (ECT) explains that customer will compare the actual performance of a product or service with their expectation (Mill, 2011). It means that customer evaluates a product or service based on their expectation towards the product or service before they experience it, the pre-purchase behavior. The expectation will become the standard of measure the product or service. Disconfirmation paradigm is the model of EDT. In the EDT model, disconfirmation paradigm included four stages which are expectations, performance, disconfirmation, and satisfaction.

In the first stage, the expectation represents the pre-purchase expectation towards the product or service. The second stage, performance means the actual performance after the customer purchase the product or service. After going through the first two stages, it

will result in disconfirmation stage. The discrepancy between actual performance and expectation of a product or service is called disconfirmation (Mill, 2011). There are three results will occur, which are positive disconfirmation, negative disconfirmation, and confirmation. In another word, positive disconfirmation happens when the actual performance is better than the expectation. Conversely, negative disconfirmation appear is because the actual performance is poorer than the expectation. But there is another possible outcome which is confirmation, the actual performance of the product or service is as expected (Zehrer, Crotts, & Magnini, 2010). The last stage, satisfaction is affected by the first three stages. The satisfaction is combining from an assortment of satisfaction outcomes of the product or service (Mill, 2011).

Based on the Expectation Disconfirmation Theory (EDT), the researchers can assume that the UTAR undergraduates' satisfaction towards UTAR library facilities, resources, and services also can be explained by using the Expectation Disconfirmation Theory (EDT). Library in University usually responsible as a place to help undergraduates to complete their research and improve their knowledge by provided massive resources (Kiran, 2010). In this way, the researchers can imagine that undergraduate sure will emerging some expectation towards their university's library such as have numerous books and journals, good services and good environment and facility. Therefore, if undergraduate look forward to a book and walk into the library with the expectation that library sure will have that book. Then the undergraduate will experience the first stage, the expectation of Expectation Disconfirmation Theory (EDT). However, if in performance stage, the undergraduate met some unpleasant experience in the progress of finding the book such as the staff of library is not courtesy and the book is

only have one copy in the library but it already borrowed by another undergraduate. Then it will lead to negative disconfirmation occurs in stage three. In this case, the undergraduate will feel dissatisfaction towards UTAR library facilities, resources, and services at the last. Conversely, if in stage three, the undergraduate has a nice experience then the undergraduate will have positive disconfirmation and satisfied with the UTAR library facilities, resources, and services.

2.4.2 Expectancy-value theory (EVT)

Expectancy-value theory (EVT) is the theory that uses to justify customer's behavior. Expectancy-value theory (EVT) indicated that some judgment always made by customers about the benefits and the possible outcomes of using the product or service. Customer's beliefs and the product or service's attributes are the two main factors in this theory. The two main factors will then affect the expectation of the customer towards a product or service (Mill, 2011). In another word, the outcome is always influenced by the expectation towards a product or service and the value of the product or service.

This research will apply the Expectancy-value theory (EVT) which is UTAR undergraduates' satisfaction towards UTAR library facilities, resources, and services. Firstly, the undergraduate will generate some beliefs towards the UTAR library facilities, resources, and services before they visit the library. After that, the undergraduate will set the attribute to the UTAR library facilities, resources, and services based on the beliefs. The undergraduate will emerge some expectation by combining the beliefs and the values towards UTAR library facilities, resources, and services. Finally, the undergraduate will compare the perceived performance and the expectation after they visit the library. After evaluation, if there is a positive outcome, the undergraduate will continue the behaviour

which is continuing visit the library and use the library facilities, resources, and services. In contrast, if negative outcome generated, the undergraduate will stop the behaviour which means that the undergraduate will stop to visit the library and refuse to use library services, facilities, and resources.

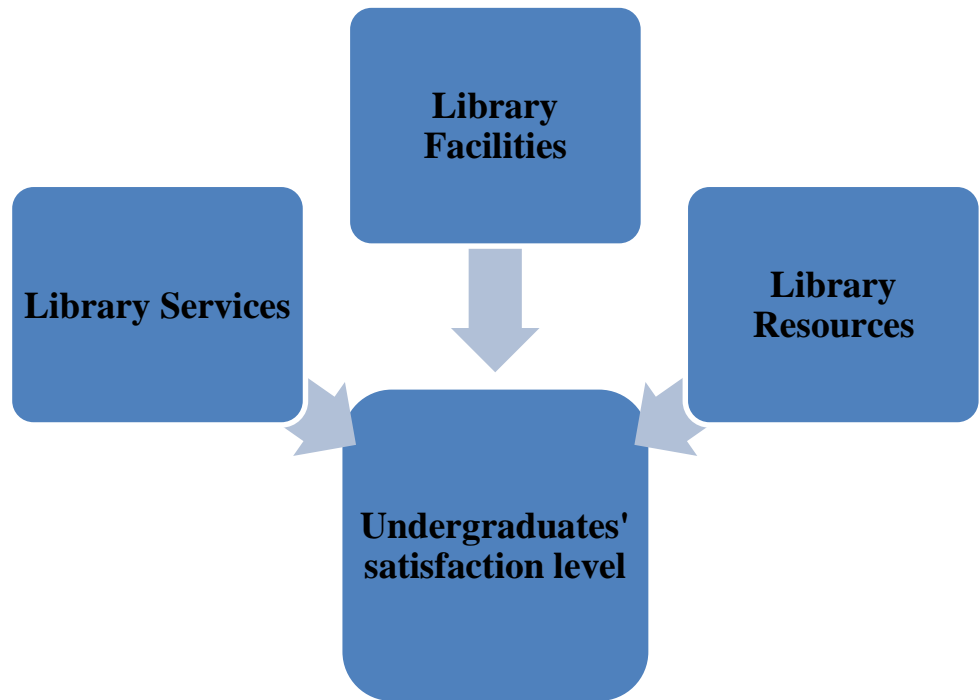


Figure 1. The relationship between Library Services, Library Facilities, Library Resources and Undergraduates' satisfaction level

CHAPTER 3

METHODOLOGY

3.1 Quantitative Research

The quantitative research method is accumulating the information in a numeric form through the mail survey, online internet survey and telephone survey (Kumar, 2011). There are several of quantitative research methods yet the researchers will apply survey research in this study. According to Check and Schutt (2012), survey research is well-defined as collecting the data or information from the sample through the answers they respond to the questions. In survey research, the information has been attained from the samples by using the pre-existing questionnaire. Basically, the questionnaire contained a few targeted questions which closely related to the behaviors and preferences of the respondents (Ponto, 2015).

In this study, the researchers are focusing on the UTAR undergraduates' satisfaction towards library services, facilities, and resources. The independent variables of this research are library services, facilities, and resources; the dependent variable is the satisfaction of UTAR undergraduates.

The reason why the researchers choose to conduct this research in a quantitative way is simply that they wanted to measure and report the exact results of satisfaction of UTAR undergraduates (high or low) towards the library services, facilities, and resources. By using quantitative research, the researchers are able to quantify the issue or phenomenon and test to confirm whether the UTAR undergraduates satisfy with the library services, facilities, and resources. Apart from that, they can show the relationship

between the undergraduates' expectation on library services, facilities and resources (independent variables) and UTAR undergraduates' satisfaction (dependent variable). Through this quantitative research, they are able to indicate the effect and linkage of every independent variable to the dependent variable clearly without any bias.

3.2 Instrumentation

In this study, the researchers will adapt to the pre-existing questionnaire, "Evaluating users' satisfaction on academic library performance" which developed by Norliya Ahmad Kassim in the year 2009 as the instrument. The questionnaire contained 54 questions with 4 sections which the first section is demographic profile of respondents; the second section is services to users, followed by infrastructure/space/place and information/collection. Through this section, the researchers are able to determine the satisfaction level of undergraduates towards UTAR library. Additionally, the researchers also added an open-ended question for the respondents to give comment or recommendations to the library in order to make improvement.

Five-point Likert scale with "Very dissatisfied" (1), "Quite dissatisfied" (2), "Quite satisfied" (3), "Satisfied" (4) and "Very satisfied" (5) will be used in section two, three and four. For section two, three and four, the respondents need to rate the degree of their satisfaction levels of library services, facilities and resources for each and every question.

By adapting to this questionnaire, the researchers will categorize the questionnaire into 4 sections which are the demographic profile, library services, library facilities and

library resources. In the section of the demographic profile, the respondents have to answer their gender, age, faculty, course, the frequency of visits library and the reasons for visiting the library. This will provide a better understanding of undergraduates' behavior towards the library which is strongly connected to the undergraduates' satisfaction. Additionally, the respondents are required to rate their satisfaction level towards the library in sections (library services, library facilities, and library resources) in five-point Likert scale. The data in these sections are able to generate UTAR undergraduates' satisfaction level towards the library. These sections will contribute some information about the efficacy of library to the undergraduates and their point of view. This will also help in improving UTAR Library accordingly.

3.3 Sampling method

There are 20080 of undergraduates from Universiti Tunku Abdul Rahman (UTAR) (Top Universities, 2017). In this research paper, the targeted sample will be UTAR undergraduates from ages of 18 to 24 years old. 393 UTAR undergraduates will be selected to be the samples in this study. This sample size is calculated by using Slovin's Formula (Guilford & Fruchter, 1973).

$$n = \frac{N}{(1 + Ne^2)}$$

Where,

n = sample size

N = total population

e = error tolerance/confidence level

So,

1. Confidence level

$$e = 100\% - 95\%$$

$$= 5\%$$

$$\approx 0.05$$

2. Sample size

$$n = \frac{20080}{(1 + (20080 \times 0.05^2))}$$

$$= 393$$

$$\approx 393 \text{ respondents}$$

Purposive sampling method will be applied to this research. This method is selecting a group of people which related to the research topic from a large population as the sample of the research (Kumari, 2008). The researchers will evaluate the possible samples who are library users and completing Foundation or Bachelor's Degree in

UTAR. These samples are able to provide outstanding information and better understanding to the researchers in order to accomplish this research objective.

3.4 Data Analysis

The data was analysed in both descriptive and influential statistics. Computer software “Statistical Package for the Social Science (SPSS)” was a tool to assist in data analysis process.

Reliability analysis, Cronbach’s alpha coefficient will be used to test the stability of the questionnaire and the truthfulness of the results in order to meet the standard reliability of the instrument which it can be used over and over in different places, samples and times (Winter, 2000; Wimmer & Dominick, 2004). The reliability test was used to test the undergraduates’ satisfaction level on library services, library resources and library facilities. The alpha value is compulsory to exceed or equal to 0.70 so that it can prove that the data is reliable.

Descriptive analysis is usually used to show the basic features of the data (Trochim, 2000). It provides a summary of the sample and the measures such as mean, median and standard deviation. In this study, it will be used to analyze the sections of demographic profile, undergraduates’ satisfaction level of library services, library resources and library facilities in order to determine the percentage, mean, median and standard deviation which it will be presented in a table form to make it clearer and easier to understand.

Besides, mean score which referred as “average” has been used to analyze the satisfaction level of undergraduates towards the library services, resources and facilities

with the scale “Very dissatisfied” (1.00-1.99), “Quite dissatisfied” (2.00-2.99), “Quite satisfied” (3.00-3.99), “Satisfied” (4.00-4.99) and “Very satisfied” (5.00). If the mean score is higher, it proves that the level of satisfaction is high; if there is a lower mean score, the level of satisfaction is low too. Median is collaborating with the mean score which it represents the middle answer of all the responses and it shows the equivalent number of the responses above and below that answer selection. Furthermore, the median is also used to check the validity of mean value. If there is a huge range between mean and median, it indicates that there is an extreme value (outliers) which is affecting the mean score and false assumptions will occur at this stage.

Influential analysis frequently used for the testing hypothesis with ranking data (Liang, Poon, & Lee, 2008). In this research paper, the researcher used one-way Analysis of Variance (ANOVA) to test the hypothesis. This test will be used to identify whether there is any relationship between the sole factor, “Faculties”, and the dependent variables “satisfaction of library services, resources and facilities” for confirming the pre-existing research which done by the previous researchers.

CHAPTER 4

FINDINGS

Background of Respondents

Gender	Frequency	Percentage (%)
Male	158	40.2
Female	235	59.8
Total	393	100.0

Table 1: Gender

Distribution of respondents by gender (Table 1) shows that female go to the library more often than male which is 59.8 % and 40.2% respectively.

Course	Frequency	Percentage (%)
FAS	119	30.3
FBF	165	42.0
FEGT	10	2.5
FICT	13	3.3
FSc	43	10.9
CFS	43	10.9
Total	393	100.0

Table 2: Course

In the chart of faculty, most of the respondents are from Faculty of Business and Finance (FBF) which is 41.98%, followed by Faculty of Arts and Social Science (FAS) (30.28%), Faculty of Science (FSc) and Centre of Foundation (CFS) (10.94%), Faculty of Information Communication Technology (FICT) (3.30%) and Faculty of Engineering and Green Technology (FEGT) (2.55%).

Frequency of visiting library	Frequency	Percentage (%)
>Once a week	103	26.2
Once a week	57	14.5
Twice a week	101	25.7
Once a month	58	14.8
Once a semester	74	18.9
Total	393	100.0

Table 3: Frequency of Visit Library

According to the frequency of library visits, the respondents who go to the library more than once a week contributed the most which are 26.21%. There are 25.7% of respondents go to the library twice in a week. There are 18.58% of respondents who go to the library once a semester. Respondents who go to the library once a week and a month are the same which is 14.76%.

Reason of visiting library	Frequency	Percentage (%)
Browse	52	13.2
Checkout/ Return Material	30	7.6
Specific info	19	4.8
Internet	56	14.2
Study	164	41.7
Reference	29	7.4
Use the discussion room	13	3.3
Ask reference	2	0.5
Others	28	7.1
Total	393	100.0

Table 4: Reason of Visit Library

The study found that majority of respondents visit the library for study (41.73%). 14.25 % of the respondents go to the library for accessing internet and respondents go to

the library for browsing materials contributed 13.23% and the respondents who visit the library for asking reference has the lowest percentage which is 0.51%.

User Satisfaction

Level of satisfaction for	Cronbach's Alpha	N of Items
Library services	.907	19
Library resources	.930	20
Library facilities	.921	12

Table 5: Test of Reliability on User Satisfaction

Before further analyze the data, reliability test has been tested to show the data collected is reliable. In this research, the reliability of all three dependent variables has exceeded 0.7, proven that the data is reliable. The table showed reliability of level of satisfaction for library services (0.907 >0.7), library resources (0.930 >0.7), library facilities (0.921 >0.7).

A) Satisfaction with Quality of Services

No	Statement	Median	Mean	Std. Deviation	Rank
1	Opening hours are suitable	4.00	3.9873	.79047	1
2	Has proper signage	4.00	3.7099	.73702	4
3	Operate an enquiry/ reference services	4.00	3.7455	.71883	3
4	Performing services right	4.00	3.8346	.76307	2
5	Willingness to help others	4.00	3.7023	.83018	5
6	Readiness to respond to user	4.00	3.6718	.79001	7
7	Deal with users in caring manner	4.00	3.5929	.82509	9
8	Provide photocopy services	3.00	2.9720	.99321	19
9	Provide inter-library loan services	3.00	3.2290	.90828	17
10	Self-check machine is usable	4.00	3.4656	.92277	12
11	Maintain error free records	3.00	3.4224	.79199	13
12	Reference staff are friendly	4.00	3.6489	.91688	8
13	Give access to theses in printed format	3.00	3.3282	.87286	14
14	Provide document delivery services	3.00	3.1094	.94531	18
15	Users' best interest in heart	3.00	3.3104	.86915	15
16	Provides long hours for Internet access	4.00	3.5573	.99867	10
17	Error free services	3.00	3.2748	.88399	16
18	Provide services for students with disabilities	4.00	3.5115	.89528	11
19	Books are available on shelves	4.00	3.6743	.92072	6
Overall		3.63	3.51	CV<1	

*CV: Coefficient of variation

Table 6: Mean Scores for Services

Table 6 shows the scores of median, mean and standard deviation of the satisfaction level of UTAR's undergraduate students on the services provided by UTAR's library. The overall median value of the result is 3.63 and the overall mean value is 3.51.

The difference between highest and the lowest in standard deviation is less than 1, proves that the collected data is precise.

Based on the **median** value that obtained in the result, the respondents are quite satisfied toward 7 aspects of library services offered by UTAR's library which are provides photocopy services, provide inter-library loan services, maintain error-free records, give access to the theses in printed format, provide document delivery services, users' best interest in heart, and error-free services. On the other hand, the respondents are satisfied with 12 aspects of library services offered by UTAR's library which are opening hours are suitable, has proper signage, operate an enquiry/ reference services, performing services right, willingness to help others, readiness to respond to user, deals with users in a caring manner, self-check machine is usable, reference staff are friendly, provides longer hour for Internet access, provide services for students with disabilities and books are available on the selves.

Based on the **mean** value that obtained in the result, the respondents feel almost reach the level of quite satisfied toward 1 aspect of library services offered by UTAR's library which provides photocopy services. The respondents are quite satisfied toward 7 aspects of library services offered by UTAR's library which provide inter-library loan services, self-check machine is usable, maintain error-free records, give access to the theses in printed format, provide document delivery services, users' best interest in heart, and error-free services. The respondents feel almost reach the level of satisfied toward 11 aspects of library services offered by UTAR's library which are opening hours are suitable, has proper signage, operate an enquiry/ reference services, performing services right, willingness to help others, readiness to respond to user, deals with users in a caring manner, reference staff are friendly, provides longer hour for Internet access, provide services for students with disabilities and books are available on the selves.

B) Satisfaction with Quality of Facilities

No	Statement	Median	Mean	Std. Deviation	Rank
1	Lighting is appropriate	4.00	3.9873	.76087	3
2	Washroom are available and clean	4.00	4.0636	.82284	1
3	A convenient location	4.00	3.8779	.89804	6
4	A secure and safe place	4.00	4.0102	.84207	2
5	A place for concentration	4.00	3.9338	.86349	5
6	Space for group/ individual study	4.00	3.8397	.99860	9
7	Space that facilitates quietness	4.00	3.8575	.96100	7
8	Safety features are available	4.00	3.7608	.86826	13
9	Centre for intellectual interaction	4.00	3.6438	.82704	16
10	Comfortable and inviting location	4.00	3.9593	.80075	4
11	Have links to library resources	4.00	3.8550	.82798	8
12	Reference desk is located strategically	4.00	3.7863	.90357	12
13	A heaven for relaxation	4.00	3.8397	.92430	9
14	A place for reflection	4.00	3.6718	.89308	15
15	Provide comfortable sitting workstation	4.00	3.8295	.88002	11
16	Temperature is just nice	4.00	3.6743	.98756	14
17	A good network ICT space	3.00	3.3842	1.01642	18
18	Provide facilities for distance learners (e.g: personal room)	3.00	3.3511	.98657	20
19	Provide research room	3.00	3.3562	.92600	19
20	Provide facilities for users with disabilities	3.00	3.4758	.90636	17
Overall		3.80	3.76	CV<1	

CV: Coefficient of variation

Table 7: Mean Scores for Facilities

Table 7 shows the scores of median, mean and standard deviation of the satisfaction level of UTAR's undergraduate students on the services provided by UTAR's library. The overall median value of the result is 3.80 and the overall mean value is 3.76. **The difference between highest and the lowest in standard deviation is less than 1, proves that the collected data is precise.**

Based on the **median** value that obtained in the result, the respondents are quite satisfied toward 4 aspects of library services offered by UTAR's library which are a good network ICT space, provide facilities for distance learners (e.g, personal room), provide research room and provide facilities for users with disabilities. On the other hand, the respondents are satisfied with 16 aspects of library services offered by UTAR's library which are lighting is appropriate, washroom is available and clean, a convenient location, a secure and safe place, a place for concentration, space for group/ individual study, space that facilitates quietness, safety features are available, centre for intellectual interaction, comfortable and inviting location, have links to library resources, reference desk is located strategically, a heaven for relaxation, a place for reflection, provide comfortable sitting workstation, and temperature is just nice .

Based on the **mean** value that obtained in the result, the respondents feel almost reach the level of quite satisfied toward 4 aspects of library services offered by UTAR's library which are a good network ICT space, provide facilities for distance learners (e.g, personal room), provide research room and provide facilities for users with disabilities. The respondents feel almost reach the level of satisfied toward 14 aspects of library services offered by UTAR's library which are lighting is appropriate, a convenient location, a place for concentration, space for group/ individual study, space that facilitates quietness, safety features are available, centre for intellectual interaction, comfortable and inviting location, have links to library resources, reference desk is located strategically, a heaven for relaxation, a place for reflection, provide comfortable sitting workstation, and temperature is just nice. On the other hand, the respondents feel satisfied washroom are available and clean, and a secure and safe place.

C) Satisfaction with Quality of Resources

No	Statement	Median	Mean	Std. Deviation	Rank
1	Past exam papers are available	3.00	3.0433	1.04279	12
2	OPAC stations are available	4.00	3.5165	.92326	9
3	User-friendly catalogue	3.00	3.4580	.85350	11
4	Comprehensive online databases	4.00	3.5674	.83980	5
5	Digital collection are accessible	4.00	3.5852	.85326	3
6	Library portal gives up-to-date information	4.00	3.6972	.83752	1
7	Comprehensive multimedia collection	4.00	3.5522	.82866	6
8	Comprehensive books collection	4.00	3.6031	.82387	2
9	Comprehensive theses collection	4.00	3.5751	.85421	4
10	Complete relevant journals	4.00	3.5191	.90929	8
11	Resources added to collection regularly	4.00	3.4758	.85419	10
12	Library kiosk information are up-to-date	4.00	3.5420	.85648	7
Overall		3.83333	3.51	CV<1	

CV: Coefficient of variation

Table 8: Mean Scores for Resources

Table 8 shows the mean scores of the 12 statements which shown the respondents satisfaction on the library resources. The overall median (3.83) indicate that respondents are satisfied with the library resources and overall mean scores (3.51) indicate that respondents are just quite satisfied with the library resources. Compared with the previous dimensions, the level of satisfaction towards library resources is second after library facilities and slightly better than the level of satisfaction towards library services. Based on the median scores of 4.0, the respondents are satisfied with the overall

resources that provided by the library. Yet, the respondents are only quite satisfied with the library resources such as past exam papers and user-friendly catalogue.

Differences in Satisfaction on Library Services, Facilities and Resources among Faculties

One-way ANOVA is carried out to analyze the differences in satisfaction on library services, facilities and resources amongst Faculties. The results are presented and discussed in sections.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Library Services	Between Groups	1128.044	5	225.609	1.816	.109
	Within Groups	48066.511	387	124.203		
	Total	49194.555	392			
Library Facilities	Between Groups	1284.446	5	256.889	1.426	.214
	Within Groups	69710.765	387	180.131		
	Total	70995.211	392			
Library Resources	Between Groups	165.458	5	33.092	.471	.798
	Within Groups	27178.547	387	70.229		
	Total	27344.005	392			

Table 9: Comparison of Satisfaction on Library Services, Facilities and Resources among Faculties

A) Comparison of Satisfaction on Library Services among Faculty

The value of **0.109 (p-value > 0.05)** in Table 9 generated by ANOVA test indicated that there is no significant differences in the level of satisfaction on the library services among the faculties of UTAR.

B) Comparison of Satisfaction on Library Facilities among Faculty

There are no significant differences in the level of satisfaction on the library facilities among the faculties of UTAR with the **0.214 value (p-value > 0.05)** which indicate in Table 5 by using the ANOVA test.

C) Comparison of Satisfaction on Library Resources among Faculty

Table 5 shown that the result which tested by ANOVA does not have significant differences in the level of satisfaction on the library resources among the faculty of UTAR with the value of **0.798 (p-value > 0.05)**.

CHAPTER 5

DISCUSSION

The average mean score of the satisfaction level of UTAR's undergraduate students toward UTAR library's services is 3.51. The opening hours of UTAR library are 8 am to 9 pm on weekdays, 9 am to 5 pm on Saturday and closed on Sunday and public holiday. Thus, the most satisfying aspect of library's services to UTAR undergraduate students is that the opening hours are suitable. This has been proven as the highest perceived mean score of satisfaction level of UTAR's undergraduate students toward UTAR library's services ($M = 3.9873$). Yet, there are still some students think that the opening hours of UTAR library is not suitable. Based on the recommendation from the open-ended question, there are respondents suggesting that UTAR library should extend the opening hour on Saturday and examination period. This is simply because undergraduates will make use of extended opening hours of library for the purposes such as studying or doing other activities that related to academic study (Hayman, 2015). Apart from this, the undergraduates will be able to have more time to study and prepare for exams under a quiet and ambience place if the library extend its operation hour (Ranaivo, 2005; Taylor's Library, 2017).

Besides that, the statistic result from the survey showed that UTAR undergraduates are not too satisfy toward few aspects of services that provided by UTAR library which are willingness to help others (Ranking = 5), reference staffs are friendly (Ranking = 8) and deal with users in caring manner (Ranking = 9). Based on the result of the survey conducted, some respondents suggested that UTAR library should hire a better quality librarian who has a good attitude and able to give a good and positive response

when facing inquiries. According to Metropolitan Library System (2012), well-trained library staffs to communicate and offer assistance to library users are more efficient than self-finding and self-browsing of library users.

The least satisfying aspect of library's services to UTAR undergraduate students is the photocopy service ($M = 2.9720$) that provided by UTAR library. Based on the responses from the open-ended question, the respondents recommended that UTAR library should provide a better quality of photocopy services to the library users. This showed that UTAR undergraduate students are not satisfied with the photocopy services that provided by UTAR library currently.

The most satisfying aspect of library's facilities toward UTAR undergraduate students is that washroom of UTAR library is available and clean ($M = 4.0636$). The reasons why the students feel satisfied with UTAR library is that the library provides more than 1 female and male washroom on the same floor. Furthermore, the cleanliness of UTAR library's washroom is up to standard as the workers will always clean the toilet to ensure the cleanliness of the washroom.

Apart from this, UTAR undergraduates are not too satisfied on few aspects whereby most of them think that UTAR library is not a good space that facilitates quietness (Ranking = 7) and also not a good space for group or individual study (Ranking = 9). A book is an effective way of communication between the author and readers (Harris, 2006). Thus, UTAR library should provide better space that can facilitate quietness and suitable for group or individual study for UTAR undergraduates so that the effective communication can take place between the book and readers.

The least satisfying aspect of library's facilities toward UTAR undergraduate students is the facilities for distance learners at UTAR library ($M = 3.3511$). The students are least satisfied with this aspect as UTAR library does not provide suitable facilities for distance learners such as the personal room. This is because distance learners need a quiet place to study as they need to focus on understanding and interpreting the message, information and knowledge that the author wanted to deliver to the readers when reading. If distance learners fail to focus during study or revision in the library, the learners will fail to understand the content and misunderstand of the content will occur. Thus, UTAR undergraduates suggested that the library should provide personal room for the distance learners to study. For example, UTAR library should provide a personal study room with better internet services such as strong Wi-Fi to the distance learners as distance learners able to obtain some extra knowledge through internet. Furthermore, UTAR library should always update the information from digital resources as the information is important to deliver a good message which is to spread knowledge to distance learners.

Moreover, the most satisfying aspect of library's resources toward UTAR undergraduate students is the library portal gives up-to-date information ($M = 3.6972$) and the least satisfying aspect is the unavailability of past exam papers ($M = 3.0433$). Library portal provides interactive services among librarians and library users such as e-mail, chat rooms and forums (Konnur & Kacherki, 2006). All UTAR undergraduates are able to receive and view the updated information at the library portal. This service enables UTAR undergraduates to have an opportunity to interact and communicate with the librarians through online. The least satisfying aspect of library's resources toward UTAR undergraduate students is the availability of past exam papers.

In addition, the findings show that there are no significant differences in the level of satisfaction on library services, facilities and resources among the faculty of UTAR. It means that three of the null hypotheses are accepted. However, based on “Evaluating users’ satisfaction on academic library performance”, the previous study in the year 2009 by Norliya Ahmad Kassim, it’s revealed that the results are all statistically significant. It can be interpreted that due to UTAR have provided more choices of study environment other than the library for undergraduates such as computer lab and study room. So, it makes UTAR undergraduates prefer to go another study environment as the library resources is not up-to-date and ICT facilities are not good based on the recommendation from the respondents.

The previous research “Library usage of medical students: A comparative analysis of first year and third year students in Universiti Putra Malaysia” by Mohd Dasuki Sahak and Mohamad Noorman Masrek (2014) expressed that significant differences were happened due to year 3 student have higher usage in all resources compared to year 1 student. This is because the more exposed of year 3 students to the libraries and caused the higher familiarity with the library resources (Sahak & Masrek, 2014). This research also stated that the usage of internet is 100% and caused the students favor to use the internet compared to another resource (Sahak & Masrek, 2014). In this modern era, people prefer to use the internet instead of the traditional way which is the books from the library. Undergraduates would rather use internet such as Google and other search engines as extra resources than the library (Ayub, Hamid, & Nawawi, 2014).

Although UTAR library also has provided OPAC services and e-database which the undergraduates able to access it at any time and anywhere yet OPAC services and e-

database only considered as a small part of the library services. It shows that the UTAR undergraduates are not fully utilizing the library resources. The more expose the library resources, the more familiar the library resources and it will lead to significant differences occurs. Based on the concept, there are no significant differences happened in this study is simply due to the UTAR undergraduate is not expose more and not familiar with UTAR library resources.

Eventually, the results of this study shows there was no influence on the level of satisfaction on library services, facilities and resources. Hence, the library services, facilities and resources are no relationship with the UTAR undergraduate. In short, this study in UTAR surprisingly shows that it is contradicting with most of the previous studies and showed the weak relationship between them. This has demonstrated that the previous study is not confirmed in UTAR but it might be confirmed in other universities in the future.

The quite satisfied outcomes in the research indicate that UTAR undergraduates are going through the process of confirmation in the second stage of Expectation Disconfirmation Theory (EDT) which means the actual performance of the UTAR library services, facilities and resources are just as their expected, but not higher than their expected. Moreover, based on the Expectancy-value theory (EVT), a positive outcome is generated as the UTAR undergraduates continue the behavior which is continuing visit the library and use UTAR library services, facilities and resources. This is shown in figure 3, the statistic illustrates that more than 66% of the respondents are visits to the library more than once a week. To conclude, the result of this study indicates that it was confirmed the two theories which are EDT and EVT.

CONCLUSION, LIMITATIONS & RECOMMENDATIONS

The implication of the result revealed the overall satisfaction of UTAR undergraduates on UTAR library services, facilities and resources are in the range of quite satisfied ($M = 3.51$ to 3.76) which achieved its objective: to measure the satisfaction level of UTAR undergraduates towards the services, facilities, and resources of UTAR library. Research proved its significance as UTAR library still has room for improvement on their services, facilities and resources in order to increase the satisfaction level of UTAR undergraduates on them. Researchers seek respondents' suggestions on improvement of UTAR library with an open-ended question included in the questionnaire. The results also confirm Expectation Disconfirmation Theory (EDT) and Expectancy-value Theory (EVT) because UTAR library services, facilities and resources are in the range of quite satisfied which means that library has not met the expectation of undergraduates. There are no significant differences in the satisfaction level of UTAR's library services, facilities and resources among its faculties which is contradicting to previous research. The result showed that faculty is not a variable in affecting the level of satisfaction on services, facilities and resources among UTAR undergraduates. Perhaps, the future researcher can investigate this topic.

It is interesting to states that the respondents of this study were not totally dissatisfied with the library services, resources and resources. In this research, the researchers used quantitative research to measure the level of satisfaction of library services, resources and facilities of UTAR undergraduates.

However, this study is unable to provide dissatisfaction of the library services, resources and facilities in details or which aspect. Future research can be done by

analyzing the data in a causal way to dig deeper into these results to discover the reasons why the level of satisfaction of undergraduates in UTAR towards the library are moderate but not satisfy. The researchers can also target a wider group of the audience which not only undergraduates to gain in-depth information of the satisfaction level.

In this research, assesses the importance of library and research activities were limited in certain aspects which were library services, resources and facilities. Future researchers are encouraged to discover more information which can be used to understand extensively on the importance of library such as library internet information.

Nowadays, the undergraduates' are relying more on the internet resources for getting their information that related to their study. This has raised the concerns about the flow of information obtained by the undergraduates as they can get the information through the alternative channel from the library. The future researchers need to discover more on the internet information resources in the library to enable the undergraduates to evaluate their satisfaction level towards the library internet information critically.

Based on the open-ended question from the questionnaire, there are some suggestions given by UTAR undergraduates to UTAR library for improvement. For library services, they suggested to provide better internet services or Wi-Fi (16.29%), adjust to a suitable temperature (either it is too hot or too cold in the library) (9.47%), extent library's operation hour (6.44%), provide pantry space (e.g. with self-service coffee machines) (2.65%), provide an indicator tool for those books which are hard to find (2.27%), provide more and good printing and photocopy services (1.52%), not setting limitation on dress code (1.52%), improve attitude and quality of staff (1.14%),

adjust the brightness of light (the light is dark) (0.76%), allow eating and drinking in library (0.76%), improve response to enquiries of staff (0.38%), not setting too many rules (0.38%), and allow bags in library (0.38%), increase library's hygiene (e.g. wipe table) (0.38%).

Communication is the most important thing in providing a good service and it helps to keep customers and establish a long-term relationship with them (Tucker-McLaughlin, 2017). Results and suggestion proved that there is a need to improve staff's attitude and quality, as well as their response towards the inquiries of UTAR undergraduates. Staffs are suggested to be more proactive, positive and efficient in working. Despite that, the library can seek UTAR undergraduates' requirements on what should they provide regularly. Here, the library can determine what are the problems, expectations and needs of UTAR undergraduates in using UTAR library so that they can make improvement and increase their satisfaction level. Moreover, the library can conduct various types of interesting and interactive workshops to promote usage of UTAR library services, facilities and resources. The research found students do not utilize library due to lack of awareness on it (Geetha, Shurpani, Kumar, & Supriya, 2016). Workshops on how to access to library various types of services, facilities and resources can help UTAR freshman to have a better understanding on the ease of use and the way to access to a various type of UTAR library services, facilities and resources. Engagement from customers can reflect their satisfaction level (Harper, 2018). Hence, it can help to increase engagement and satisfaction level of UTAR undergraduates in the library when they have no difficulties in accessing library services, facilities and resources after the workshop conducted. Good communication experience with library's

staff can develop long-term usage in the library and contribute to higher satisfaction level of undergraduates on library services, facilities and resources when their expectations reached.

For **library facilities**, UTAR undergraduates suggested to increase the number of personal place and discussion room (11.74%), provide more and better quality computer with updated software (8.33%), provide more comfortable seat and sofa (3.79%), provide toilet paper (1.89%), increase the number of plug (1.51%), provide and maintain a quiet environment (1.14%), provide a specific place to rest (e.g. gaming rooms) (1.14%), provide bean bag (0.38%), adjust the arrangement of the tables (0.38%), add soundproof to discussion rooms (0.38%), add blinds to windows (0.38%). Based on the results, researchers found that majority of UTAR undergraduates visit the library for study. They suggested library to provide and maintain a quiet environment, more personal place and discussion room and add soundproof to discussion rooms. A quiet environment can help undergraduates to communicate, exchange knowledge and receive information clearly without distortion among each other. This is consistent with the past researchers whereby the respondents also stated to favor a quiet environment and suggested noise controlling in the library so that they can do their work there.

For **library resources**, UTAR undergraduates suggested to provide updates on latest version and more collection of books and journals (16.67%), add more types of books (e.g. practical books, reference books, Japanese books, food science's books, novels) (3.79%), make more books and journals available (1.14%), provide a better access to library's server (1.14%), add more other resources (e.g. dictionaries and newspapers) (0.76%), make online textbook softcopy available (0.38%), increase number

of books to be borrowed at once (0.38%), show TV program for education (0.38%). Based on the result, respondents are quite satisfied with the information updated from library portal but still suggested library to provide updates on the latest version and more collection. The result also showed a relatively low satisfactory level in updates in library kiosk information. Therefore, staffs need to communicate the latest information that provided in library regularly through library portal or kiosk information system.

REFERENCES

- Abbasi, M. N., Malik, A., Chaudhry, I. S., & Imdadullah, M. (2011). A study on student satisfaction in Pakistani Universities: The case of Bahauddin Zakariya University, Pakistan. *Asian Social Science*, 7(7), 209-219. Retrieved from <http://dx.doi.org/10.5539/ass.v7n7p209>
- Adeniran, P. (2011). User satisfaction with academic libraries services: Academic staff and students perspectives. *International Journal of Library and Information Science*, 3(10), 209-216. DOI: 10.5897/IJLIS11.045
- Amin, N. N. B., & Shoid, M. S. M. (2017). Conceptualizing user satisfaction toward a library quality at Malaysia Nuclear Agency Library. *International Journal of Academic Research in Progressive Education and Development*, 6(3), 248-252. DOI: 10.6007/IJARPED/v6-i3/3250
- Ayub, A. F. M., Hamid, W. H. W., & Nawawi, M. H. (2014). Use of internet for academic purposes among students in Malaysian institutions of higher education. *TOJET: The Turkish Online Journal of Educational Technology*, 13(1), 232-241. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1018186.pdf>
- Bhatti, R. (2010). Information needs and information-seeking behaviour of faculty members at the Islamia University of Bahawalpur. *Library Philosophy and Practice (e-journal)*, 314, 1-10. Retrieved from <http://digitalcommons.unl.edu/libphilprac/314>

- Bhatti, R. (2013). A study of library usage and satisfaction by social scientists at Bahauddin Zakariya University, Multan. *Library Philosophy and Practice (e-journal)*, 963. Retrieved from <http://digitalcommons.unl.edu/libphilprac/963>
- Check, J., & Schutt, R. K. (2012). *Research methods in education*. United State of America: SAGE Publications, Inc
- Cheung, C. M., Chan, G. W., & Limayem, M. (2005). A critical review of online consumer behavior: Empirical research. *Journal of electronic commerce in organizations*, 3(4), 1. Retrieved from <https://pdfs.semanticscholar.org/9fcb/77ac6c3db43b7ffc557a3d8048b120f33583.pdf>
- Chiemeke, S., Longe, O. B., Umar, S. S., & Shaib, I. O. (2007). Users' perceptions of the use of academic libraries and online facilities for research purposes in Nigeria. *Library Philosophy and Practice (e-journal)*, 116, 1-13. Retrieved from <http://digitalcommons.unl.edu/libphilprac/116>
- Chuah, M. (2016). Sunway campus library customer satisfaction survey 2016. Retrieved from http://library.sunway.edu.my/?q=webfm_send/2224
- Dahan, S. M., Taib, M. Y., Zainudin, N. M., & Ismail, F. (2016). Surveying users' perception of academic library services quality: A case study in Universiti Malaysia Pahang (UMP) Library. *The Journal of Academic Librarianship*, 42(1), 38–43. Retrieved from <https://doi.org/10.1016/j.acalib.2015.10.006>

- Dennis, M., Greenwood, J., & Watson, A. (2013). LibQUAL revisited: Further analysis of qualitative and quantitative survey results at the University of Mississippi. *The Journal of Academic Librarianship*, 39(6), 512–516. Retrieved from <https://doi.org/10.1016/j.acalib.2013.08.009>
- Ekere, J., Omekwu, C. O., & Nwoha, C. M. (2016). Users' perception of the facilities, resources and services of the mtn digital library at the University of Nigeria, Nsukka. *Library Philosophy and Practice (e-journal)*, 1390. Retrieved from <https://digitalcommons.unl.edu/libphilprac/1390/>
- Elliott, K. M., & Healy, M. A. (2001). Key factors influencing student satisfaction related to recruitment and retention. *Journal of Marketing for Higher Education*, 10(4), 1-11. Retrieved from https://doi.org/10.1300/J050v10n04_01
- Ezeala, L. O., & Yusuff, E. O. (2011). User satisfaction with library resources and services in Nigerian Agricultural Research Institutes. *Library philosophy and practice (e-journal)*, 564. Retrieved from <https://digitalcommons.unl.edu/libphilprac/564/>
- Fabnumi, O. M., & Asubiojo, B. O. (2013). Awareness and use of online public access catalogue by students of Obafemi Awolowo University, Ile-Ife, Nigeria. *Library Philosophy and Practice (e-journal)*, 922, 1-18. Retrieved from <http://digitalcommons.unl.edu/libphilprac/922>

- Geetha, M., Shurpani, S., Kumar, S. G. B., & Supriya, A. S. (2016). Use of library resources and services by students of PESITM and JNN College of Engineering in Shivamogga: A comparative study. *Research Journal of Library Sciences*, 4(1), 1-10. Retrieved from <http://www.isca.in/RJLS/Archive/v4/i1/1.ISCA-RJLS-2015-030.pdf>
- Guilford, J. P., & Fruchter, B. (1973). *Fundamental statistics in psychology and education*. New York: McGraw-Hill.
- Gunasekera, C. (2010). Students usage of an academic library: A user survey conducted at the main library University of Peradeniya. *Journal of the University Librarians Association of Sri Lanka*, 14(1), 43-60. DOI: 10.4038/jula.v14i1.2687
- Haddow, G. (2013). Academic library use and student retention: A quantitative analysis. *Library & Information Science Research*, 35(2), 127-136. Retrieved from <https://doi.org/10.1016/j.lisr.2012.12.002>
- Haddow, G., & Joseph, J. (2010). Loans, logins, and lasting the course: Academic library use and student retention. *Australian Academic & Research Libraries*, 41(4), 233-244. Retrieved from https://espace.curtin.edu.au/bitstream/handle/20.500.11937/48020/216420_Student%20Retention%20AARL.pdf?sequence=2
- Harley, D. (2007). Why study users? An environmental scan of use and users of digital resources in humanities and social sciences undergraduate education. *First Monday*, 12(1). Retrieved from <http://firstmonday.org/ojs/index.php/fm/article/view/1423/1341>

- Harper, S. (2018). Why we don't try to engage our customers. Retrieved from <https://www.inc.com/young-entrepreneur-council/why-we-dont-try-to-engage-our-customers.html>
- Harris, T. (2014). Books as a means of communication. Retrieved from <https://talkaboutquality.wordpress.com/2006/05/09/books-as-a-means-of-communication/>
- Hayman, R. (2015). Students and libraries may benefit from late night hours. *Evidence Based Library and Information Practice*, 10(1), 85-88. Retrieved from <https://doi.org/https://doi.org/10.18438/B8H60G>
- Hernon, P., & Altman, E. (2006). *Service quality in academic libraries*. Norwood, NJ: Ablex publishing.
- International Islamic University Malaysia. (2017). IIUM Library. Retrieved from <http://www.iium.edu.my/lib/resource-centre-7>.
- Iwehabura, M. F. (2009). Skills and training needs for use of electronic information resources (EIRS) among students in four Tanzanian Universities. *Heartland Journal of Library and Information Science*, 2(1&2). Retrieved from <http://dx.doi.org/10.4314/udslj.v10i1-2.43412>
- Iwhiwhu, B. E., & Okorodudu, P. O. (2012). Public library information resources, facilities, and services: User satisfaction with the Edo State Central Library, Benin-City, Nigeria. *Library Philosophy and Practice (e-journal)*, 747. Retrieved from <http://digitalcommons.unl.edu/libphilprac/747>

- Jankowska, M. A., Hertel, K., & Young, N. J. (2006). Improving library service quality to graduate students: Libqual+ TM survey results in a practical setting. *Portal: Libraries and the Academy*, 6(1), 59-76. DOI: 10.1353/pla.2006.0005
- Johari, R., & Zainab, A. N. (2007). Identifying what services need to be improved by measuring library's performance. *Malaysian Journal of Library and Information Science*, 12(1), 35-53. Retrieved from <https://ajba.um.edu.my/index.php/MJLIS/article/view/6986>
- Joy, I. I., & Idowu, A. I. (2014). Utilization and user satisfaction of public library services in South-West, Nigeria in the 21st century: A survey. *International Journal of Library Science* 2014, 3(1), 1-6. DOI: 10.5923/j.library.20140301.01
- Khan, N., Akhtar, S. H., Wahid, F., & Begum, N. (2015). Usefulness of library resources utilization by B.Ed. students in private sector universities in Khyberpahtoonkhwa, Pakistan. *Language in India*, 15(8), 223-232. Retrieved from <http://www.languageinindia.com/aug2015/sajjadlibraryuse.pdf>
- Kim, J. A. (2017). User perception and use of the academic library: A correlation analysis. *The Journal of Academic Librarianship*, 43, 209-215. Retrieved from <https://doi.org/10.1016/j.acalib.2017.03.002>
- King, D. B. (2005). User surveys: Libraries ask, "Hey, how am I doing?". *Law library Journal*, 97(1), 103-115. Retrieved from https://scholarship.law.nd.edu/law_faculty_scholarship/119/

- Kiran, K. (2010). Service quality and customer satisfaction in academic libraries: Perspectives from a Malaysian university. *Library Review*, 59(4), 261-273. DOI 10.1108/00242531011038578
- Konnur, P. V., & Kacherki, U. (2006). Library portal: Role of librarian. *4th International Convention CALIBER*, 644-647. DOI: 10.1.1.610.845
- Kumar, R. (2011). *Research methodology: A step-by-step guide for beginners*. London, UK: SAGE Publications Ltd.
- Larson, G. A., & Owusu-Acheaw, M. (2012). Undergraduate students satisfaction with library services in a faculty library in University of Education, Winneba, Ghana. *Library Philosophy and Practice (e-journal)*, 1027, 1-26. Retrieved from <http://digitalcommons.unl.edu/libphilprac/1027>
- Lee, M., & Finger, G. (2010). *Developing a networked school community: A guide to realising the vision*. Retrieved from https://books.google.com.my/books?id=_6LVzv3Hd1EC&pg=PA331&lpg=PA331&dq=Uncertainty%20and%20guidance%3A%20School%20students%E2%80%99%20feelings%2C%20study%20approaches%2C%20and%20need%20for%20help%20in%20inquiry%20projects%E2%80%99&source=bl&ots=33aYHMP91f&sig=n7Bv96NiICVdU0_pWsApaIOj4nw&hl=en&sa=X&ved=0ahUKEwj3l9aYo4XaAhUX148KHe1XB3oQ6AEIMDAB#v=onepage&q=Uncertainty%20and%20guidance%3A%20School%20students%E2%80%99%20feelings%2C%20study%20approaches%2C%20and%20need%20for%20help%20in%20inquiry%20projects%E2%80%99&f=false

- Mairaj, M. I., & Naseer, M. M. (2013). Library services and user satisfaction in developing countries: A case study. *Health Information & Libraries Journal*, 30(4), 318–326. Retrieved from <https://doi.org/10.1111/hir.12038>
- Martzoukou, K., & Elliott, J. (2016). The development of digital literacy and inclusion skills of public librarians. *Communications in Information Literacy*, 10(1), 99-115. Retrieved from <http://www.comminfolit.org/index.php?journal=cil&page=article&op=viewArticle&path%5B%5D=v10i1p99>
- Mill, R. C. (2011). A comprehensive model of customer satisfaction in hospitality and tourism: Strategic implications for management. *International Business & Economics Research Journal (IBER)*, 1(6), 7-18. DOI: 10.19030/iber.v1i6.3942
- Motiang, I. P., Wallis, M., & Karodia, A. M. (2014). An evaluation of user satisfaction with library services at the University of Limpopo, Medunsa Campus (Medical University of Southern Africa). *Arabian Journal of Business and Management Review (Oman Chapter)*, 3(11), 41-58. Retrieved from [https://www.arabianjbmr.com/pdfs/OM_VOL_3_\(11\)/2.pdf](https://www.arabianjbmr.com/pdfs/OM_VOL_3_(11)/2.pdf)
- Nadiri, H., & Mayboudi, S. M. A. (2010). Diagnosing university students' zone of tolerance from university library services. *Malaysian Journal of Library & Information Science*, 15(1), 1-21. Retrieved from <https://ejournal.um.edu.my/index.php/MJLIS/article/view/6718>

- Nejati, M., & Nejati, M. (2008). Service quality at University of Tehran Central Library. *Library Management*, 29(6/7), 571-582. Retrieved from <https://doi.org/10.1108/01435120810894563>
- Okore, A. M., Asogwa, C. N., & Eke, H. N. (2009). Online resources and web research. In C. O. Omekwu, M. O. Okoye, & C. N. Ezeani (Eds), *Introduction to the use of the library and study skills* (pp. 105-117). Retrieved from https://www.researchgate.net/publication/282507225_Online_Resources_and_Web_Research
- Oluwunmi, A. O., Durodola, O. D., & Ajayi, C. A. (2016). Students' perceived quality of library facilities and services in Nigerian private universities. *Journal of Education and Training Studies*, 4(5), 41-50. DOI:10.11114/jets.v4i5.1396
- Parvathamma, N., & Reddy, S. (2009). Use of information resources and services in public libraries: a case of Bidar District, Karnataka State, India. *Annals of Library and Information Studies*, 56(4), 249-254. Retrieved from <http://nopr.niscair.res.in/handle/123456789/7263>
- Pedramnia, S., Modiramani, P., & Ghanbarabadi, V. G. (2012). An analysis of service quality in academic libraries using LibQUAL scale: Application oriented approach, a case study in Mashhad University of Medical Sciences (MUMS) libraries. *Library Management*, 33(3), 159-167. Retrieved from <https://doi.org/10.1108/01435121211217144>

- Ponto, J. (2015). Understanding and evaluating survey research. *Journal of the Advanced Practitioner in Oncology*, 6(2), 168–171. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4601897/>
- Posey, J. A. (2009). *Student perceptions and expectations of library services quality and user satisfaction at Walters State Community College*. (Doctoral dissertation). Retrieved from <https://dc.etsu.edu/etd/1836/>
- Ranaivo, Y. (2005). Extended library hours has benefits. Retrieved from http://www.dailyhelmsman.com/archives/extended-library-hours-has-benefits/article_ea2611d3-627e-5cca-9725-5860cfedcd9b.html
- Safahieh, H. (2007). *Information needs and information seeking behaviour of international students in Malaysia*. (Master dissertation). Retrieved from <http://repository.um.edu.my/231/1/Hajar%20Safahieh%20-%20Final.pdf>
- Sahak, M. D., & Masrek, M. N. (2014). Library usage of medical students: A comparative analysis of first year and third year students in Universiti Putra Malaysia. *Social and Behavioral Sciences*, 129, 127-132. Retrieved from <https://doi.org/10.1016/j.sbspro.2014.03.657>
- Sahu, A. K. (2007). Measuring service quality in an academic library: An Indian case study. *Measuring service quality*, 56(3), 234-243. Retrieved from <https://doi.org/10.1108/00242530710736019>

- Saikia, M., & Gohain, A. (2013). Use and user's satisfaction on library resources and services in Tezpur University (India): A study. *Library Philosophy and Practice (e-journal)*, 972. Retrieved from <https://digitalcommons.unl.edu/libphilprac/972/>
- Saufi, M., Rusuli, C., Tasmin, R., Norazlin, H., & Afifah, I. (2012). Library customer satisfaction (LCS) at library of Universiti Tun Hussein Onn Malaysia: A study of space, facilities and services. *Proceedings of International Conference on Active Learning (ICAL 2012) in UTeM, Melaka, 18-20 September 2012* (pp. 292-295). Retrieved from <http://eprints.uthm.edu.my/3303/>
- Sivathaasan, N. (2013). Impact of library collections on user satisfaction: A case study of undergraduate students of Faculty of Management Studies and Commerce, University of Jaffna, Sri Lanka. *European Journal of Business and Management*, 5(13), 141-146. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.866.170&rep=rep1&type=pdf>
- Song, Y. S. (2009). Designing library services based on user needs: new opportunities to reposition the library. *Proceedings of World Library and Information Congress: 75th IFLA General Conference and Council in Milan, Italy, 23-27 August 2009* (pp. 1-18). Retrieved from <https://www.ifla.org/past-wlic/2009/202-song-en.pdf>
- Soria, K. M. (2013). Factors predicting the importance of libraries and research activities for undergraduates. *The Journal of Academic Librarianship*, 39(6), 464-470. Retrieved from <https://doi.org/10.1016/j.acalib.2013.08.017>

- Soria, K. M., Nackerud, S., & Peterson, K. (2015). Socioeconomic indicators associated with first-year college students' use of academic libraries. *The Journal of Academic Librarianship*, 41(5), 636–643. Retrieved from <https://doi.org/10.1016/j.acalib.2015.06.011>
- Stoltenberg, G. (2011). *Investigating the concept of student' satisfaction: The case of international students at the UiO*. (Master thesis). Retrieved from <https://www.duo.uio.no/handle/10852/30621>
- Taylor's Library. (2017). Extended library operating hours in 2017. Retrieved from <https://taylorslibrary.taylors.edu.my/node/43>
- Teoh, Z. M., & Tan, A. K. G. (2011). Determinants of library use amongst university students. *Malaysian Journal of Library & Information Science*, 16(2), 21-31. Retrieved from <https://jice.um.edu.my/index.php/MJLIS/article/view/6694/4376>
- Tiemo, P. A., & Ateboh, B. A. (2016). Users' satisfaction with library information resources and services: A case study College of Health Sciences library Niger Delta University, Amassoma, Nigeria. *Journal of Education and Practice*, 7(16), 54-59. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1105267.pdf>
- Top Universities. (2017). Universiti Tunku Abdul Rahman. Retrieved from <https://www.topuniversities.com/universities/universiti-tunku-abdul-rahman-utar>
- Trochim, W. (2000). *The research methods knowledge base*. Cincinnati, OH. Atomic Dog Publishing.

Tucker-McLaughlin, M. (2017). The importance of communication in customer service.
Retrieved from <https://bizfluent.com/about-6747061-importance-communication-customer-service.html>

Universiti Tunku Abdul Rahman Library. (2018). Digital Library. Retrieved from
http://library.utar.edu.my/gw_2013_2_8/html/default/en/2014/e-Databases.html

Universiti Tunku Abdul Rahman. (2017). Universiti Tunku Abdul Rahman Library.
Retrieved from
http://library.utar.edu.my/gw_2013_2_8/html/default/en/2014/FAQ_OPAC.html.

Walton, G., & Leahy, F. (2013). Loughborough University Library Users' Satisfaction
Survey: 2012. Retrieved from
[http://www.lboro.ac.uk/media/wwwlboroacuk/content/library/downloads/surveyresults/Library%20general%20user%20survey%20\(2012\).pdf](http://www.lboro.ac.uk/media/wwwlboroacuk/content/library/downloads/surveyresults/Library%20general%20user%20survey%20(2012).pdf)

Wiers-Jenssen, J., Stensaker, B., & Groggaard, J. B. (2002). Student Satisfaction: towards
an empirical deconstruction of the concept. *Quality in Higher Education*, 8(2), 183-
195. Retrieved from <https://doi.org/10.1080/1353832022000004377>

Wimmer, R. D., & Dominick, J. R. (2004). *Mass media research: An introduction*.
Belmont, CA: Wadsworth Publishing Company.

Winter, G. (2000). A comparative discussion of the notion of 'validity' in qualitative and
quantitative research. *The qualitative report*, 4(3), 1-14. Retrieved from
<https://nsuworks.nova.edu/tqr/vol4/iss3/4/>

Zehrer, A., Crotts, J. C., & Magnini, V. P. (2011). The perceived usefulness of blog postings: An extension of the expectancy-disconfirmation paradigm. *Tourism Management*, 32(1), 106-113. Retrieved from <https://doi.org/10.1016/j.tourman.2010.06.013>

APPENDIX



Dear respondent,

We are Final Year Project students from Faculty of Arts and Social Science, pursuing Bachelor of Communication (HONS) Public Relations in the Universiti Tunku Abdul Rahman (UTAR), Kampar Campus. This survey's purpose is to study the satisfaction level of UTAR undergraduates towards the services, facilities, and resources of UTAR library. We are honoured to invite you to join this simple survey which would take roughly around 10 - 15 minutes. This survey will help us in gathering data of satisfaction level of UTAR undergraduates towards the UTAR library and we will use the data gathered from the survey to conclude our study.

Your participation and information provided in this survey is much appreciated. No identification will be taken in this survey and your information provided will be kept safely.

If you have any enquiries about this survey, please contact one of our group member, Wong Suet Ling via e-mail address or phone:

Email : celynn.515@utar.my

Phone : +6 0 17 5293826

Section I: Demographic Profile

You are required to respond to these questions.

1. Gender

- ☐ Male
- ☐ Female

2. Age

3. Faculty

4. Course

5. Frequency of visit library

- ☐ > Once a week
- ☐ Once a week
- ☐ Twice a week
- ☐ Once a month
- ☐ Once a semester
- ☐ Never

6. Reason of visit library

- ☐ Browse
- ☐ Checkout/ Return materials
- ☐ Specific info
- ☐ Internet
- ☐ Study
- ☐ Reference
- ☐ Use the discussion room
- ☐ Ask reference
- ☐ Other: _____

Please rate your satisfaction level in Section II, III and IV.

Section II: Library Services

No	Statement	Satisfaction level				
		Very dissatisfied	Quite dissatisfied	Quite satisfied	Satisfied	Very satisfied
1.	Opening hours are suitable	1	2	3	4	5
2.	Has proper signage	1	2	3	4	5
3.	Operate an enquiry/reference services	1	2	3	4	5
4.	Performing services right	1	2	3	4	5
5.	Willingness to help others	1	2	3	4	5
6.	Readiness to respond to user	1	2	3	4	5
7.	Deal with users in caring manner	1	2	3	4	5
8.	Provides photocopy services	1	2	3	4	5
9.	Provide inter-library loan services	1	2	3	4	5
10.	Self-check machine is usable	1	2	3	4	5
11.	Maintain error free records	1	2	3	4	5
12.	Reference staff are friendly	1	2	3	4	5
13.	Give access to theses in printed format	1	2	3	4	5
14.	Provide document delivery services	1	2	3	4	5
15.	Users' best interest in heart	1	2	3	4	5
16.	Provides longer hours for Internet access	1	2	3	4	5
17.	Error free services	1	2	3	4	5
18.	Provide services for students with disabilities	1	2	3	4	5
19.	Books are available on the shelves	1	2	3	4	5

Section III: Library Facilities

No	Statement	Satisfaction level				
		Very dissatisfied	Quite dissatisfied	Quite satisfied	Satisfied	Very satisfied
1.	Lighting is appropriate	1	2	3	4	5
2.	Washroom are available and clean	1	2	3	4	5
3.	A convenient location	1	2	3	4	5
4.	A secure and safe place	1	2	3	4	5
5.	A place for concentration	1	2	3	4	5
6.	Space for group/individual study	1	2	3	4	5
7.	Space that facilitates quietness	1	2	3	4	5
8.	Safety features are available	1	2	3	4	5
9.	Centre for intellectual interaction	1	2	3	4	5
10.	Comfortable and inviting location	1	2	3	4	5
11.	Have links to library resources	1	2	3	4	5
12.	Reference desk is located strategically	1	2	3	4	5
13.	A heaven for relaxation	1	2	3	4	5
14.	A place for reflection	1	2	3	4	5
15.	Provide comfortable sitting workstation	1	2	3	4	5
16.	Temperature is just nice	1	2	3	4	5
17.	A good network ICT space	1	2	3	4	5
18.	Provide facilities for distance learners (e.g., personal room)	1	2	3	4	5
19.	Provide research room	1	2	3	4	5
20.	Provide facilities for users with disabilities	1	2	3	4	5

Section IV: Library Resources

No	Statement	Satisfaction level				
		Very dissatisfied	Quite dissatisfied	Quite satisfied	Satisfied	Very satisfied
1.	Past exam papers are available	1	2	3	4	5
2.	OPAC stations are available	1	2	3	4	5
3.	User-friendly catalogue	1	2	3	4	5
4.	Comprehensive online databases	1	2	3	4	5
5.	Digital collection are accessible	1	2	3	4	5
6.	Library portal gives up-to-date information	1	2	3	4	5
7.	Comprehensive multimedia resources	1	2	3	4	5
8.	Comprehensive books collection	1	2	3	4	5
9.	Comprehensive theses collection	1	2	3	4	5
10.	Complete relevant journals	1	2	3	4	5
11.	Resources added to collection regularly	1	2	3	4	5
12.	Library kiosk information are up-to-date	1	2	3	4	5

Section IIV:

What would you like to see implemented or improved in the library to meet your needs better?
