

Customer service performance of a public university library in Bangladesh

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The study aims to identify the users' perceptions regarding customer service performance of Dhaka University Library. Questionnaire based survey was done to collect respondents' demographic information and their responses to items were based on 7-point Likert-type scale. The findings reveal that users are somewhat satisfied with the 'physical setup' only, and dissatisfied with the other dimensions. The study suggests customer service personnel of Dhaka University Library need to give personal attention to users' queries, accepting and redressing user complaints and communicate with the users about library services.

Keywords: Library customer service, Customer service performance, Dhaka University Library, Bangladesh.

Introduction

Service is a concept that is fundamental to libraries. Library users or customers are the center point of the library service. Libraries play a vital role in lifelong learning and it is important that libraries have high standards of customer service. Libraries of all types, therefore, must continue to market and prove their value to the communities that they serve. Excellent customer service is a critical component of such service. Providing excellent customer service entails making every effort to satisfy the customers' requests. Marketing of library services is the effective execution of all the activities involved in increasing satisfaction of users by providing maximum value to them¹.

In Bangladesh, there are 34 public (government) and 57 private (non-government) universities². The University of Dhaka established in 1921, is the oldest and largest public university in Bangladesh. It operates under 14 faculties, 67 departments, 8 institutions, 18 research centres, and is among the top universities of the country. The university currently has approximately 35,000 students and 1500 teachers. Cybermetrics Lab³ listed Dhaka University in their list of top 100 universities (61st position) in the Indian subcontinent based on research activities, visibility of the university nationally and internationally, volume of scholarly documents created and published, and size and impact of its web presence⁴. As the largest university in Bangladesh the Dhaka University

Library (DUL) has the largest collections of over 6,39,133 with accessibility to over 5000 online journals covering all academic subjects except engineering and medicine. Different types of services such as reading rooms, circulation, reference, photocopy, online catalogue search, internet search, etc. are currently provided by 242 library staffs. Nevertheless, DUL services are often criticized for being generally weak in customer service particularly regarding the poor service delivery.

The university library reaches out to its users and strives to meet their information needs by collecting information about users and defining their needs, segmenting them into groups, analyzing user needs and forecasting trends, formulating library objectives, making plans and implementing them, promoting library services and resources, and carrying out periodic evaluations.

All businesses have the common goal of serving and satisfying their customers. Academic libraries also need to meet the user needs.

Customer service in university libraries in Bangladesh has not received the necessary attention. While the success of the library depends on fulfilling the users' needs, the practices often don't support it. As it was stated, it is the exception and not the norm to receive wonderful customer service in today's environment⁵, which was supported by other study conducted by Massis⁶.

Effective customer feedback on service delivery improves employee performance level, achieves better results, and creates a more participatory working environment for service delivery, and thus increases sustainability. These assessments provide library staff with the information they need for making constructive changes in the design and execution of development programs. This information may also be shared with partners and library users as an element in a collaborative, ongoing relationship. In addition, customer service assessments provide input for reporting on results, allocating resources, and presenting the operating unit's development programs to external users.

The present paper is an initiative to discern the critical points associated with service delivery of DUL that lead to user complaints and dissatisfaction. Suggestions on how library personnel can manage customer services are given.

Review of literature

People who use the libraries are often called users, readers, patrons, or clients. Hernon and Altman⁷ referred to library users as "customers" and they supported the characterization of customer service given by Bitner and Hubert⁸, as "meeting the needs and expectations of the customers as defined by the customer"⁹. Customers have expectations and needs, and those expectations and needs must be translated into service in libraries. Customer service in library can be defined as a library's ability to consistently meet the needs and expectations of its users.

In the business sector, customers mean profit¹⁰; in libraries, highly satisfied customers mean highly valued library service¹¹. According to the marketing concept, an organization must determine what the customers want and use this information to create satisfying products and services. Providing excellent customer service entails making every effort to satisfy the customer requests^{12,13}. The library as a service organization has its customers that also tend to be satisfied. Gorman stated:¹⁴

"The library: it is also library service from the library user's point of view. Many of us too often see our library as being a discrete entity. To any library user, the question is not a building, or a collection, or an administrative structure. It is: Are the materials and services available to me, when I need them".

In this line of thinking, LeBoeuf¹⁵ described two distinct characteristics of library services: [1] Services that facilitate the access and retrieval of information resources; [2] Customer service - helping customers look for what they want in a manner that makes customers feel good about the whole interaction. Question may arise - "why the emphasis on customer service?" Service is a concept that is fundamental to libraries, and since library users are the focus point of library service, it is important that libraries incorporate high standards of customer service. This is also supported by Kaur and Singh⁹, who stated "[.....] there is clear substantiation that good quality customer service can boost library value".

Customers, who use the service, form an opinion when they interact with the system providing the service. These interactions are influenced by the delivery systems, and the people who manage these systems. It is good to remember that the academic library's role for customer service goes beyond helping customers "use" the product or service. A review of several customer charters of academic libraries reveal that the focus is mainly on:

- *Provision of convenient access to relevant, up-to-date information resources;*
- *Providing assistance and help to look for information;*
- *Have staffs that are trained, knowledgeable, courteous, approachable and ready to help;*
- *Give immediate response to queries;*
- *Facilitate customer feedback; and*
- *Create a welcoming and conducive information environment.*

An integral part of customer service is customer feedback. Customers need to know that their opinions are appreciated and services are managed with their best interest at heart. Of course customer feedback does not mean complaints only; it includes suggestions and comments of appreciation as well, which are equally important to library management for future planning.

Objectives of the study

- To identify the levels of user perceptions regarding customer service performance of Dhaka University Library;
- To compare the differences of perception level of respondents belonging to different faculties; and
- To make recommendations for rendering effective customer service.

Methodology

Research design

The data used for the research was based on a questionnaire survey using 7-point Likert-type scale, where “1” indicates the lowest, and “7” highest performance. The questionnaire design was based on content analysis of the literature on service quality and satisfaction, and customer service in libraries. For primary data collection, twenty (20) variables were selected, which were grouped into five categories based on affinity diagrams as follows.

- a. *Employee fitness (includes 4 items);*
- b. *Employee responsibilities (includes 5 items);*
- c. *Employee behavior (includes 3 items);*
- d. *Complaint management (includes 4 items); and*
- e. *Physical setup (includes 4 items).*

Affinity diagrams are a popular text clustering technique used to categorize a large number of seemingly disparate comments¹⁶⁻²⁰.

The data obtained were analyzed using Statistical Package for Social Science (SPSS). To check the internal consistency and reliability of the questionnaire items, the study used Cronbach's Alpha as recommended by Nunally and Bernstein (1994)²¹. A combination of descriptive and inferential statistics was used for data analysis. Mean ranking, median and standard deviation were performed to analyze the descriptive part of the analysis.

Data collection and measures

About 30834 (according to UGC report 2013) students are currently enrolled in Dhaka University (DU). The survey covered graduate and undergraduate students from different faculties of DU. A purposive random sampling was done where two hundred questionnaires were distributed randomly among the students of four faculties of DU who are using the library. A total of 176 questionnaires were received, from which 158 were accepted and used for the research. The questionnaire included perceptual measures that were rated on 7-point Likert-type scale. To understand users' observations of service delivery each variable was calculated with median, mean and standard deviation. To have the performance ranking of service delivery items, users' opinions were clustered with merit values based on 7-point scale as shown in Table 1.

Table 1—Merit values for performance evaluation

Merit value	Result
≥ 6.00	Very satisfactory (Very satisfied)
≥ 4.50 & < 6.00	Satisfactory (Satisfied)
≥ 3.50 & < 4.50	Somewhat satisfactory (Somewhat satisfied)
≥ 2.50 & < 3.50	Dissatisfactory (Dissatisfied)
< 2.50	Very dissatisfactory (Very dissatisfied)

Analysis

Respondents' background

Distribution of respondents by faculty (Figure 1) shows that almost half (46.8%) of the sample is made up of students from the Faculty of Arts, followed by those from the Faculty of Social Science (21.5%), from the Faculty of Business (15.8%), and students from the Faculty of Science and Technology (15.2%).

About the status of users, most (52.5%) of the respondents is from graduate level, followed by (46.2%) from undergraduate level. Regarding the frequency of library visits, most (63.3%) of the respondents go to the library whenever they need, while those who go daily make up 22.2 percent, and 2/3 days in a week make up 11.4 percent of the sample. Only a few (3.2%) has been at least once a week to the library at all.

Customer service performance constructs

The study evaluates the customer service performance through five dimensions: [1] Employee fitness; [2] Employee responsibilities; [3] Employee behavior; [4] Complaint management; and [5] Physical setup. The level of performance for each of the five dimensions is gauged using a group of statements on a seven-point Likert scale of '7 - highest' to '1 - lowest'. The number of statements under the five dimensions is vary from '4' for *employee fitness*; '5' for *employee responsibilities*; '3' for *employee behavior*; '4' for *complaint management*; and '4' for *physical setup*.

Reliability tests were performed on each dimension to determine their internal consistency, hence their reliability. The results in Table 2 show that the values of the Cronbach's alphas are all in excess of the standardized value of 0.70, indicating that all dimensions are reliable and can be used for further analysis. The table presents the summary statistics of each dimension along with the customer service items included in each of the five dimensions.

Evaluating customer service performance

To determine the variations of responses to the individual items in each dimension, Table 3 presents the median, the mean, and the standard deviation of the scores of the individual statements to evaluate respondents’ perceptions on customer service performance. Based on the mean and median scores for individual and overall measures, it can be concluded that the respondents are divided in their opinions on the customer service performance provided by Dhaka University Library. The mean scores of individual measures for whole service items

demonstrate that, majority of service items were below the average level (i.e., mean range between $M = 2.87$ to $M = 3.49$), indicating poor perceptions of users regarding the customer service performance. A small number of items were above the average level (i.e., mean range between $M = 3.55$ to $M = 4.32$), which means that they are somewhat better (2.87-3.49). Consecutively, the mean scores of overall measures for five dimensions, except “physical setup ($M = 3.80$)”, fell below the average level ($M = 3.05$ to $M = 3.36$) indicating the poor level of customer service performance.

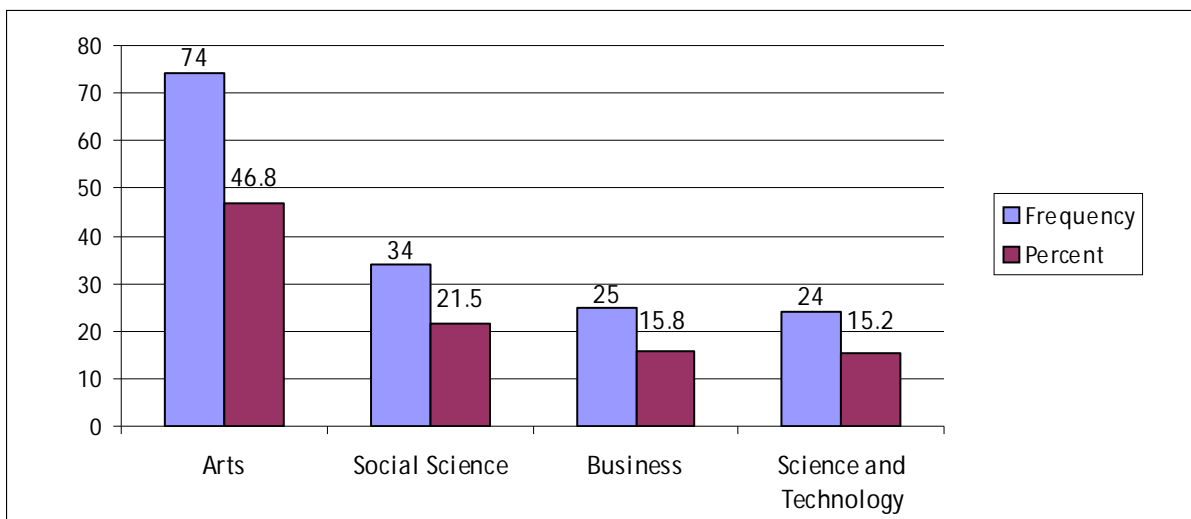


Fig 1—Distribution of respondents by Faculty

Table 2—Tests of reliability on customer service performance

Items’ no.	Category of items	Variables of items	Cronbach’s Alpha
01	Employee fitness	Knowledge of the employees Fitness for the job Guide the users properly Understand users’ problems	0.85
02	Employee responsibilities	Sincerity on the job Willingness to help Giving personal attention Providing service in-time Communicate users about the progress	0.91
03	Employee behavior	Courtesy and friendliness Faithfulness	0.80
04	Complaint management	Dedication to users Staffs’ availability Careful handling of users Taking quick solution Receiving users’ complaints	0.74
05	Physical setup	Appropriate environment for study Interior space is sufficient for study Documents are found at the right place Opening and closing hours of library	0.76

Among the twenty individual statements, 'giving personal attention' (md = 3.00, M = 2.87), 'communicate with users about the progress' (md = 3.00, M = 2.95) and 'willingness to help' (md = 3.00, M = 3.02) from *employee responsibilities* dimension; and 'receiving users' complaints' (md = 3.00, M = 2.99) and 'taking quick solution' (md = 3.00, M = 3.10) from *complaint management* dimension show relatively low performance than the items of other dimensions. Whereas, these are the core functions for effective customer service delivery at any service organization. With slight difference, the other items: [5] sincerity on the job (md = 3.00, M = 3.16), [14] careful handling of users (md = 3.00, M = 3.17), [4] understand users' problems (md = 3.00, M = 3.18), and [8] providing service in-time (md = 3.00, M = 3.20) show better performance than the earlier mentioned items, but not at all sound for the purpose. These are also crucial for effective customer service delivery.

Based on overall measure it can be concluded that, the 'physical setup' shows the highest level of

perception at md = 3.75, M = 3.80. On the other hand, the lowest perception is seen for 'employee responsibilities' dimension at md = 3.00, M = 3.05. The results also show that the opinions of the respondents are quite consistent across all the twenty individual items and five dimensions, as indicated by the small variation in the values of the standard deviations which range from 1.30 (staffs' availability; and careful handling of users) to 1.62 (interior space is sufficient for study) for individual items; and 1.03 (complaint management) to 1.26 (employee responsibilities) for customer service dimensions.

Levels of customer service performance

For the performance ranking of customer service items, the mean scores derived from users' opinions were clustered with merit values based on 7-point Likert scale, where: the mean value ≥ 6.00 indicated 'very satisfied'; ≥ 4.50 & < 6.00 meant 'satisfied'; ≥ 3.50 & < 4.50 meant 'somewhat satisfied'; ≥ 2.50 & < 3.50 meant 'dissatisfied'; and < 2.50 indicated 'very dissatisfied'.

Table 3—Customer service performance of DU library

Category of items		Statistics		
No. of Items	Variables	Median (md)	Mean (M)	Std. Deviation
01	Knowledge of the employees	3.00	3.40	1.43
02	Fitness for the job	4.00	3.49	1.38
03	Guide the users properly	3.00	3.29	1.33
04	Understand users' problems	3.00	3.18	1.39
Employee Fitness: <i>Overall performance</i>		3.25	3.30	1.13
05	Sincerity on the job	3.00	3.16	1.47
06	Willingness to help	3.00	3.02	1.45
07	Giving personal attention	3.00	2.87	1.39
08	Providing service in-time	3.00	3.20	1.51
09	Communicate users about the progress	3.00	2.95	1.52
Employee Responsibilities: <i>Overall performance</i>		3.00	3.05	1.26
10	Courtesy and friendliness	3.00	3.38	1.47
11	Faithfulness	3.00	3.47	1.34
12	Dedication to users	3.00	3.27	1.42
Employee Behavior: <i>Overall performance</i>		3.33	3.36	1.16
13	Staffs' availability	4.00	3.90	1.30
14	Careful handling of users	3.00	3.17	1.30
15	Taking quick solution	3.00	3.10	1.32
16	Receiving users' complaints	3.00	2.99	1.52
Complaint Management: <i>Overall performance</i>		3.25	3.29	1.03
17	Appropriate environment for study	4.00	3.78	1.51
18	Interior space is sufficient for study	4.00	3.60	1.62
19	Documents are found at the right place	4.00	3.55	1.47
20	Opening and closing hours of library	4.00	4.32	1.61
Physical Setup: <i>Overall performance</i>		3.75	3.80	1.18

Table 4 presents the individual statements in descending order of satisfaction based on mean scores, where '1' indicates the highest ranking of customer service performance. The individual measures indicate that the respondents are somewhat satisfied with only five aspects of the services offered by the library system, such as, (20) opening and closing hours of library; (13) staffs' availability; (17) appropriate environment for study; (18) interior space is sufficient for study; and (19) documents are found at the right place. On the other hand, users are dissatisfied with twelve aspects of library services which are generally perceived to be more important for library customer service. In descending order of ranking, these are: fitness for the job; faithfulness; knowledge of the employees; courtesy and friendliness; guide the users properly; dedication to users; providing service in-time; understand users' problems; careful

handling of users; sincerity on the job; taking quick solution; and willingness to help. The respondents were very dissatisfied with three aspects of the services, such as, (16) receiving users' complaints; (9) communicate users about the progress; and (7) giving personal attention.

The overall measures indicate that respondents are somewhat satisfied with only 'physical setup'; and are dissatisfied for the other dimensions. In descending order of ranking, these are: employee behavior, employee fitness, complaint management, and employee responsibilities.

Differences in perceptions

This section determines whether there are significant differences in the level of performance between respondents in the five dimensions of library customer service. Prior to conducting the appropriate statistical tests, a test of

Table 4—Performance ranking of DU library customer service

Category of Items		Performance ranking *	Result **
No.	Variables		
20	Opening and closing hours of library	1	Somewhat satisfied
13	Staffs' availability	2	Somewhat satisfied
17	Appropriate environment for study	3	Somewhat satisfied
18	Interior space is sufficient for study	4	Somewhat satisfied
19	Documents are found at the right place	5	Somewhat satisfied
02	Fitness for the job	6	Dissatisfied
11	Faithfulness	7	Dissatisfied
01	Knowledge of the employees	8	Dissatisfied
10	Courtesy and friendliness	9	Dissatisfied
03	Guide the users properly	10	Dissatisfied
12	Dedication to users	11	Dissatisfied
08	Providing service in-time	12	Dissatisfied
04	Understand users' problems	13	Dissatisfied
14	Careful handling of users	14	Dissatisfied
05	Sincerity on the job	15	Dissatisfied
15	Taking quick solution	16	Dissatisfied
06	Willingness to help	17	Dissatisfied
16	Receiving users' complaints	18	Very Dissatisfied
09	Communicate users about the progress	19	Very Dissatisfied
07	Giving personal attention	20	Very Dissatisfied
<i>Overall Performance Ranking</i>			
5	Physical setup	1	Somewhat satisfied
3	Employee behavior	2	Dissatisfied
1	Employees fitness	3	Dissatisfied
4	Complaint management	4	Dissatisfied
2	Employee responsibilities	5	Dissatisfied

* '1' indicates the highest ranking in existing performance; ** Based on merit value

normality (OneSample Kolmogorov-Smirnov Test) was carried out on the distribution of the respondents' scores, and the results are shown in Table 5.

It can be seen that the significant level for the five dimensions' scores is greater than 0.05, and therefore normality is assumed. The performance scores for employee fitness (p -value = 0.215 > 0.05), employee responsibilities (p -value = 0.332 > 0.05), employee behavior (p -value = 0.275 > 0.05), complaint management (p -value = 0.087 > 0.05), and physical setup (p -value = 0.282 > 0.05) are normally distributed. Therefore, the use of parametric test to compare the mean performance scores (One-way ANOVA) are justified.

Analysis on the differences in the level of performance on employee fitness, employee responsibilities, employee behavior, complaint management, and physical setup among the faculties was carried out using one-way analysis of variance (ANOVA) and Duncan Multiple Range Test (to determine among which groups the true differences

lie) based on the fact that the respective variables are normally distributed. The results are presented and discussed in the succeeding sections.

Comparison of perception on employee fitness among faculties

Table 6 presents the results of the comparison of means between faculties. The result shows that on the average, the levels of perception on the employee fitness between the respondents from four faculties are statistically not significant at the 5% level (p -value >0.05). The Duncan Multiple Range Test confirms that all the mean scores are significantly different from one another. On average, perception of students from social science faculty are relatively better (M = 3.52), followed by those from science and technology faculty (M = 3.40) and business studies faculty (M = 3.38). On the other hand, the perception of arts faculty students with the customer service performance (M = 3.13) is the lowest perception compared with that of respondents from the other three faculties.

Table 5—Test of Normality: One-Sample Kolmogorov-Smirnov Test

Performance for	Test statistics	<i>p</i> -value
Employee fitness	1.055	0.215
Employee responsibilities	0.946	0.332
Employee behavior	0.996	0.275
Complaint management	1.251	0.087
Physical setup	0.989	0.282

** Significant at: 0.01

Table 6—Comparison of performance on employee fitness among faculties

		ANOVA				
<i>Overall means for Employee fitness</i>		Sum of Squares	Df	Mean Square	F	Sig.
	Between Groups	3.815	3	1.272	.995	.397
	Within Groups	182.772	143	1.278		
	Total	186.588	146			
<i>Post Hoc Tests</i>						
<i>Overall means for employee fitness</i>						
Duncan ^{a, b}						
Name of Faculties	N			Subset for alpha = .05		
	1	2	3	4	5	
Arts (AS)	70	3.1321				
Business (BS)	25		3.3800			
Science and Technology (ST)	20			3.4000		
Social Science (SS)	32					3.5156
Sig.		0.241	0.241	0.241	0.241	0.241

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 29.513.

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

Comparison of perception on Employee responsibilities among faculties

The results of the comparison of mean perception scores between faculties are presented in Table 7. The result shows that, the levels of perception on employee responsibilities between the respondents from four faculties are also statistically not significant at the 5% level (p -value > 0.05). The Duncan Multiple Range Test confirms that all the mean scores are significantly different from one another. In particular, perceptions of respondents from social science faculty were found to be relatively better ($M = 3.33$) than the

respondents from science and technology faculty ($M = 3.32$) and business studies faculty (3.21) on employee responsibilities. Compared with other faculties, respondents from arts faculty ($M = 2.76$) shows the lowest perception rate.

Comparison of perception on employee behavior among faculties

Table 8 presents the mean scores of respondents' perceptions on employee behavior from four faculties of the university, and the results of the comparison of means test using ANOVA. The results show that there

Table 7—Comparison of performance on employee responsibilities among faculties

		ANOVA				
<i>Overall means for Employee responsibilities</i>		Sum of Squares	Df	Mean Square	F	Sig.
	Between Groups	10.821	3	3.607	2.350	.075
	Within Groups	222.537	145	1.535		
	Total	233.358	148			

Post Hoc Tests

Overall means for employee responsibilities

Duncan^{a, b}

Name of Faculties	N	Subset for alpha = .05			
	1	2	3	4	5
Arts (AS)	70	2.7571			
Business (BS)	25		3.2083		
Science and Technology (ST)	20			3.3226	
Social Science (SS)	32				3.3333
Sig.		0.098	0.098	0.098	0.098

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 30.798.

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

Table 8—Comparison of performance on employee behavior among faculties

		ANOVA				
<i>Overall means for Employee behavior</i>		Sum of Squares	Df	Mean Square	F	Sig.
	Between Groups	8.055	3	2.685	2.042	.111
	Within Groups	185.424	141	1.315		
	Total	193.479	144			

Post Hoc Tests

Overall means for employee behavior

Duncan^{a, b}

Name of Faculties	N	Subset for alpha = .05			
	1	2	3	4	5
Arts (AS)	68	3.1716			
Business (BS)	25		3.2533		
Science and Technology (ST)	20			3.4667	
Social Science (SS)	32				3.7604
Sig.		0.073	0.073	0.073	0.073

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 29.421.

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

are no significant differences in the level of perception on the employee behavior between respondents from the four faculties (p -value > 0.05). The Duncan Multiple Range Test confirms that the mean scores are all significantly different from one another. Based on the mean score for each faculty, it is concluded that respondents' perceptions from social science faculty were relatively better with the employee behavior ($M = 3.76$) compared with the respondents from science and technology faculty ($M = 3.47$) and business studies faculty ($M = 3.25$) in that order. On an average, perceptions of respondents from arts faculty ($M = 3.17$) were comparatively low than the respondents from other three faculties.

Comparison of perception on complaint management among faculties

The results of the comparison of mean perception scores on complaint management between four faculties are presented in Table 9. The results demonstrate that, the levels of perception on this dimension between the respondents are as well statistically not significant at the 5% level (p -value > 0.05). This indicates that there are no significant differences in the level of perception on the complaint management between respondents from the four faculties.

The Duncan Multiple Range Test confirms that the mean scores are significantly different from one another. Based on the mean score for each faculty, it is stated that respondents' perceptions from social

science faculty are relatively better with the complaint management ($M = 3.65$) compared to the respondents from science and technology faculty ($M = 3.36$) and business studies faculty ($M = 3.34$) in that order. On an average, perceptions of respondents from arts faculty ($M = 3.14$) are comparatively low than the respondents from other three faculties.

Comparison of perception on physical setup among Faculties

The comparison of mean perception scores between four faculties of the university on complaint management are presented in Table 10. The results illustrate that, the levels of perception on this dimension between the respondents of four faculties are not significant at the 5% level (p -value > 0.05).

The result of Duncan Multiple Range Test also confirms that the mean scores are significantly different from one faculty respondents to others. Based on the mean score for each faculty, it can be concluded that respondents' perceptions from social science faculty are relatively better for complaint management ($M = 4.17$) compared to the responses from science and technology faculty ($M = 3.95$) and business studies faculty ($M = 3.68$). On an average, perceptions of respondents from arts faculty ($M = 3.56$) are comparatively lower than the respondents from other three faculties.

The overview of Duncan Multiple Range Test results denotes that on the average, faculties' relative ranking is shown as arts faculty, business study faculty, science and technology faculty, and social

Table 9—Comparison of performance on Complaint management among Faculties

		ANOVA				
		Sum of Squares	Df	Mean Square	F	Sig.
<i>Overall means for Complaint management</i>	Between Groups	4.328	3	1.443	1.385	.250
	Within Groups	145.797	140	1.041		
	Total	150.125	143			
<i>Post Hoc Tests</i>						
<i>Overall means for Complaint management</i>						
Duncan ^{a, b}						
Name of Faculties	N			Subset for alpha = .05		
	1	2	3	4	5	
Arts (AS)	67	3.1381				
Business (BS)	32		3.3359			
Science and Technology (ST)	25			3.3600		
Social Science (SS)	20					3.6500
Sig.		0.081	0.081	0.081	0.081	0.081

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 29.374.

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

Table 10—Comparison of performance on Physical setup among Faculties

		ANOVA				
<i>Overall means for Physical setup</i>		Sum of Squares	Df	Mean Square	F	Sig.
	Between Groups	6.375	3	2.125	1.552	.204
	Within Groups	199.884	146	1.369		
	Total	206.259	149			
<i>Post Hoc Tests</i>						
<i>Overall means for Physical setup</i>						
Duncan ^{a, b}						
Name of Faculties	N	Subset for alpha = .05				
	1	2	3	4	5	
Arts (AS)	25	3.5600				
Business (BS)	70		3.6821			
Science and Technology (ST)	32			3.9531		
Social Science (SS)	23					4.1739
Sig.		0.060	0.060	0.060	0.060	0.060

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 31.004.

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

science faculty in an ascending manner for employee fitness, employee responsibilities, employee behavior, complaint management, and physical setup as depicted in Tables 6 - 10 in Post Hoc Tests. The result of comparison between respondents from different faculties regarding customer service performance for five dimensions shown in Duncan Multiple Test also describes that, respondents from social science are somewhat satisfied with employee fitness, employee behavior, complaint management, and physical setup; and they are dissatisfied with employee responsibilities. Exceptionally, the respondents from four faculties are somewhat satisfied with only one dimension 'physical setup'. Except these, respondents from arts faculty, business studies faculty and science and technology faculty are dissatisfied for the other dimensions employee fitness, employee responsibilities, employee behavior, and complaint management.

Conclusion

Customer satisfaction or dissatisfaction is derived from experience with a service encounter and the comparison of that experience to a given standard²². The library as a service organization has always aimed at fulfilling the information needs of its users. Service providers at all levels of the library must continuously reinforce customer service and motivate employees to make every effort to better serve the users. However, the study has presented information on the users' assessment of customer service

performance in DU library towards employee fitness, employee responsibilities, employee behavior, complaint management, and physical setup. It was found that on the average, the users are only somewhat satisfied with the physical setup. For other dimensions they are dissatisfied. The results of the comparison of means test using ANOVA show that the levels of customer service performance for five dimensions are not statistically significant, and differently all the mean scores shown in Duncan Multiple Test are significantly different from one another.

From the results of the study following recommendations are presented for the management of DU library to improve satisfaction levels regarding employee fitness, employee responsibilities, employee behavior, and complaint management.

The customer service personnel of the library need to offer more personal attention to users and communicate with them. To provide effective services to users, the study suggests that the management should provide appropriate training for its employees so that they can understand users' problems, guide them properly with appropriate knowledge, and can fulfill their duties and responsibilities.

Academic libraries as the heart of academic institution need to understand their users, the learners, and their requirements and expectations. They need to know how people learn and how the provision of information service contributes to learning. In order to

set up an effective program to focus on customer service, each library needs to know first how well the library serves its users. However, to promote good customer service the study recommends that, employees should be careful and sincere enough while handling user's problem, and also try to provide prompt solution when ever they need. A strategic focus on customer service can act as an effective tool in helping libraries to accomplish their mission of serving users in an improved way. Further, high standard of customer service creates higher visibility for the library services.

Excellent service is most frequently a measure of customer perception of the quality of the service. An academic library serves a community who is need of scholarly information. This requires reliability of service delivery. The study, therefore, suggests that, customer service employees should have willingness to serve their users in a courteous and friendly manner.

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