Influence of reliability dimension on service performance for USM library

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ABSTRACT

Academic libraries which are under the jurisdiction of the Ministry of Education have owned their roles and contributions either to the surrounding community or to the academicians (Zaiton, Goon & Wan Hajrah, 1998: 426). Realizing the utmost importance of the academic library to each research university, it is essential to inspect the service quality implementation in the respective academic library. Therefore, this study, in particular, examines the user acceptance of the service quality implementation in research universities' libraries, taking Universiti Sains Malaysia (USM) as the sample. One of the objectives of this study is to measure the quality service performance in academic libraries using the reliability dimension. The reliability dimension measures the ability to deliver service as it relates to dependability and accuracy. It includes information on whether the library is reliable in providing services as promised, whether it is reliable in performing services right the first time, whether it is reliable in providing accurate services, whether it is dependable in handling user's service problems, whether it is maintains free-error record, whether OPAC is reliable in providing accurate information and also whether the library is reliable in keeping users informed about when services will be performed. The results of correlation showed that there is a significant relationship between all independent variables. Finally, this study found that the reliability dimension meets the standard of the high quality scores given by the users at the academic library in USM.

Introduction

Academic library which is under the jurisdiction of the Ministry of Education, has it is own role and contribution either to the community surrounding or to the academician (Zaiton, Goon & Wan Hajrah, 1998: 426). Acting as a knowledge depository for the university, the academic library captures, organizes and disseminates information for the university's community to conduct research (Junaida, Mahadir, Sharunizam. Siti Hajjar & Kamarunzaman, 2009: 113). All levels of researchers, be it a Professor, a lecturer, or even a student, will benefit from the academic library.

In general, service quality can be described as the process of minimising the performance gap between actual delivery and customer expectation. Performance of an academic library is evaluated from the annual report statistics presented to the university administration. The report normally focuses on the number of collections, the number of staff and the number of users. Apart from these, the report includes the effectiveness of the service delivery by the library in meeting the users' needs (Awan, M.U.; Azam. S. and Asif. M. (2008). Amstrong (1991) describe several criteria that can measure the service quality performance which are;
• Accessibility
• Responsiveness or timeliness
• Reliability or accuracy, up-to-date ness, relevance
• Security or non-threatening behaviour, friendliness, helpfulness
• Communications or easy to use
• Assurance or reliability, consistence
• Affordability, tangibility or within price range as cited in (Thapisa & Gamini, 1999: 373)

Therefore, this study will particularly examine the influence reliability dimensions on the service quality implementation of the academic library at Universiti Sains Malaysia. The Reliability dimension measures the ability to delivery service as it relates to dependability and accuracy. It includes, the library is reliable in providing services as promised, it is reliable in performing services right the first time, it is reliable in performing the accurate services, it is dependability in handling user's service problems, it is maintains free-error record, OPAC is reliable in providing accurate information and it is reliable in keeping users informed about when services will be performed.

Service providers such as academic libraries should determine and understand the definitions of quality. It is because the customers always change their direction, character and need on the service required depending on the demand. As a research university the library such the one in as USM is responsible to provide and fulfill the needs and demands of their customers such as researchers, lecturers and students. The owner of the academic library should have good understanding on the issues of quality and the customer's needs, since directly this will encourage the loyalty of the customers and increase their levels of expectations on the services given by the research universities academic libraries. Furthermore, the standard of research universities providing a good service or as a center of depository could be achieved.

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Methodology

This research was carried out among the students of the research university library in Universiti Sains Malaysia (USM), Pulau Pinang Malaysia. This research was carried out with the total number of sample on 348 students. The research objective is to determine the significant relationship between the reliability dimensions and the service quality provided in research university library.

Data Collections

Generally, this study implemented the hypothetical-deductive design. The stratified random sampling method has been applied. Thus, the results analyzed the student and the faculty and draw certain conclusions from each category of respondents. The samples were randomly selected among regular users of the research university library at Universiti Sains Malaysia.

The questionnaire was administered to a sample of students to collect data on their perceptions towards the service quality provided by the research university library. The questionnaire is divided into two (2) sections. The first asked about the demographic information, faculties as well the frequency of using the research university library. The second section covered five (5) main instruments of the service quality at research university library; the aspects relating to the library as a place, empathy, reliability, responsiveness and access rated by 5 point-scale.

Data Analysis

Morgan, G.A. dan Leech, N.L., dan Barret, K.C. (2005) defined data analysis as a process of classification, summarizing, organizing and manipulating data that has been received from respondents (Junaida, Mahadir, Sharunizam, Siti Hajjar & Kamaruzaman Jusof, 2009: 114). The data analysis focuses on the Cronbach's Coefficient Alpha, Descriptive Analysis, Correlation Analysis and Regression. Implementation of the Hypothetical-deductive method helps in answering the research questions, research hypothesis and also research objectives.

Results

Cronbach Coefficient Alphas (Pre-test of Questionnaire)

To test the reliability and whether respondents can fully understand the content of the questionnaire, a pre-test was performed with 48 questionnaires issued. Reliability analysis of questionnaire showed high internal consistency and reliability for both dependent variable and independent variable scale of questionnaire. As show in Table 1, the Cronbach coefficient value is 0.972 for the dependent variable and the value for each independent variable is: (0.562 for place; 0.679 for collections; 0.717 for access; 0.777 for reliability and 0.759 for empathy).

Descriptive Analysis

The number of respondents used in this study is 348 consisting of 116 (33.3%) male respondents and 232 (66.7%) female respondents (Table 2). Illustrate in Table 3, the respondents come from different category of age namely; < 20 years old, 65 (18.7%), 21 - 25 years old, 231 (66.4), 26 - 30 years old, 28 (8%), 31 - 35 years old 18 (5, 2%), 36 - 40 years old 5 (1.4%) and > 40 years 1 (0.3%). Table 4 shows the mode of study among respondents. Full-time students are 321 (89.7%)

and 36 (10.3%) respondents were part-time students. The respondents also come from different levels of study. Table 5 shows, 140 (40.2%) came from post graduate, 207 (59.5%) undergraduate and 1 (0.3%) certificate. Table 6 shows the respondent is from which school or faculty. It is combining 16 School. The top 5 school of respondents are School of Mathematical Sciences 55 (15.8%), School of Educational Studies 53 (15.2%), School of Humanities 46 (13.2%), School of Social Sciences 43 (12.4%) and School of Management 21 (6%) of respondents. Majority of the respondents comes form Year 1, 130 (37.4%) respondents, Year 2, 102 (29.3) respondents, Year 3 is 85 (24.4%), Year 4, 26 (7.5%) and other 5 (1.4%) of respondent (Table 7). Table 8 shows the frequency of library use, the higher is sometime is 154 (44.3%), follow by often usage were 95 (27.3%), Rarely 53 (15.2%), very often 40 (11.5%) and never with 6 (1.7%) respondents.

Correlation analysis

This study confirmed that the reliability dimension has shown strong significant relationship in determining the service quality in USM. Table 9 shows that the result has a positive relationship with the service quality provided with the significant level of 0.000 and p value of 0.777. The finding is consistent with the study conducted by Junaida et. al., (2009). Both studies proved that the reliability dimension is the most dominant factor in service quality performance.

Conclusions

After two studies were conducted on the service quality in academic library and both studies show that the reliability dimension is strongly related to the quality of services. This indicates the customers require high service performance. They want the service provider to give priority to every single service. It is also shown that the reliability dimension give a big impact in deriving the satisfaction among the user of academic libraries. As a guideline each academic library should emphasize the level of reliability while providing the services. It is can create the loyalty among their customer and also ensuring their customers level of satisfaction.

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Table 1: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.972	0.972	48

Table 2: Gender of Respondents

Sex	Frequency	Percent
Make	116	33.3
Female	232	66.7
Total	348	100.0

Table 3: Ages of Respondents

Ages	Frequency	Percent
< 20 years old	65	18.7
21 - 25 years old	231	66.4
26 - 30 year sold	28	8.0
31 - 35 years old	18	5.2
36 - 40 years old	5	1.4
> 40 years	1	.3
Total	348	100.0

Table 4: Modes of Study

Modes	Frequency	Percent
Full-time Students	312	89.7
Part-time Students	36	10.3
Total	348	100.0

Table 5: Levels of Study

Levels	Frequency	Percent
Postgraduate	140	40.2
Undergraduate	207	59.5
Certificate	1	.3
Total	348	100.0

Table 6: School of Respondents

Schools	Frequency	Percent
School of Communication	7	2.0
School of Languages, Literacy and Translation	2	.6
School of Physics	20	5.7
School of Humanities	46	13.2
School of Educational Studies	53	15.2
School of Distance Education	2	.6
School of Management	21	6.0
School of Housing, Building and Planning	16	4.6
School of Pharmacy	17	4.9
School of Biological Sciences	19	5.5
School of Social Sciences	43	12.4
School of Chemical Sciences	19	5.5
School of Computer Sciences	6	1.7
School of Mathematical Sciences	55	15.8
School of Art	6	1.7
School of Industrial Technology	16	4.6
Total	348	100.0

Table 7: Years of Study

Years	Frequency	Percent
Year 1	130	37.4
Year 2	102	29.3
Year 3	85	24.4
Year 4	26	7.5
Other	5	1.4
Total	348	100.0

Table 8: Frequency of Library use

Frequency	Frequency	Percent
Very Often	40	11.5
Often	95	27.3
Sometime	154	44.3
Rarely	53	15.2
Never	6	1.7
Total	348	100.0

Table 9: Correlation Analysis

Reliability	Pearson Correlation	0.777
	Sig. (2-tailed)	0.000
	N	348