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(MAN 400)**

GRADUATION PROJECT

“SERVICE QUALITY IN NEU LIBRARY”

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ABSTRACT

Service quality is an industry, which is only dependent on student and their flow and satisfaction. Satisfaction is virtual term getting importance day by day. As this sector is going to mature the student knowledge are being more responsive to choose and visit any destination. In the NEU is getting more priority as a secure and subjective destination for service quality maker especially for foreign student. For this reason customer, who consumes the service in NEU (student) satisfaction is a vital factor for the sustainable sociol-economic development of NEU. This is why to measure student satisfaction is very important for this destination.

In this project I tried to represent some information related with student's satisfaction on NEU and those information was collected from a face to face survey among the service quality industry.

Key words: service quality, satisfaction, industry, NEU student.

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SECTION I

TERMS OF REFERENCE

1.1 Introduction

Every new subject requires new patterns of thought; every intellectual discipline calls for new ways of thinking about the world. After all, that is what makes it a discipline: a discipline that allows people to think about a subject in some new way. Service quality is no exception.

Service quality is a science but not a natural science. The subject's of service quality study- people- have minds of their own, and think ahead. Thus in service it is common for the (expected) future to influence the past and chains of causation can get very tangled. Service might have developed as descriptive science, like social or political science. It didn't quality, instead, developed as an abstract, simplifying, and model -oriented discipline.

In a way, learning an intellectual discipline like service quality is similar to learning a new language or being initiated into a club. Studying service allows us to see the quality more sharply and clearly than we could in other ways.

Service quality is the sub-discipline of service in which "quality" is, after all, nothing but a prefix for 'large'. Thus service quality is that branch of economics related to not the individual market but the economy as a whole. So service quality deals with overall economic activity rises and falls. It's also trying to measure the total value of all quality, the total satisfy of student and properly owners, and the total number of student and the unemployment rate of consumer satisfaction (higher or low) in some years than in others.

Service quality also includes attempt to explain what determines the level and rate of change of overall satisfaction. Subsequently the proportional rate of change in the satisfy level has a name we have undoubtedly heard thousands of times.

Implicitly, study of service quality, exhibits some other important variables--- such as degree cost, where the student live far or nor the library ---that plays a major role in determining the overall levels of study, how many books in the library for satisfy the student and teachers.

1.2 Aim of the Project

The aim of this project is to understand the customer (studying) choice by giving emphasizes on consumer behaviour theory. Student's desires are virtually unlimited but their resources are finite. In the point of service quality, this project will be helpful to understand student behaviour and how this behaviour affects societal outcome of Near East University (NEU). The main objective of this project is to understand customer (student) satisfaction in the studying industry of NEU by analysing customer (student) choice.

1.3 Importance of the Project

People are not delighted with their studying position. Naturally they want to get or consume more by paying less, that mean always more than what we can find. Choice varies person to person but for satisfaction everybody's attitude is nearly same which maximum satisfaction is-. In fact, student satisfaction measurement is the main importance of this project. Not only has this project had different aspects in the consumer goods (studying) market and service quality of the NEU.

1.4 Objectives

When trying to write this research of graduation project, my process of thinking tells me to search some objectives, which will be helpful and gives ornamented opportunities to find out a fantastic assumption and as well it will be clearly understandable for others. So by using the information available through this project will be helpful to understand the following objectives, which are as follows:

- To understanding the service quality in NEU.
- Profile student interests.
- Provide information and intelligence on travel attitude and opinions.
- Detail travel planning, trip, expenditure and accommodation pattern.
- Profile visitation patterns to NEU library.
- Assess the overall impact and return on investment of service quality.

1.5 Methods

As trying to find out assumption related to customer satisfaction (student) in NEU and get a statistical analysis, some instrument were chosen. To accomplish the objectives of this project it was necessary to interview visitors from the past few years. But me got only three months to collect information and the interview had been took place in a specific place but that's not enough. The questioners were developed by me with the help of my respectable teacher, by identifying key performance indicators applicable to customer satisfaction in the service industry, especially on Turkish Republic of Northern Cyprus. The help was gotten from reference books related with university, which provide me statistical data of service quality measurement in NEU.

1.6 Limitation

Time constraint is a big limitation but to do this research that, tried to collect information, but unfortunately could not do the best because the first time for student, they saw like NEU library in TRNC. So interview was unable to lots of foreign student and this was the biggest limitation of my project. I searched Internet to collect the latest data but there no information about student satisfaction in the web site of TRNC even the school's Association had not any structure to collect data related with customer satisfaction (student). But if I would get more time then it would be an opportunity to represent a better graduation project.

1.7 The Organisation of the Project

The organisation of this project is as follows:

- ❖ Chapter Two summarises the two main streams of literature, service quality, which is central to the research topic and SERVQUAL model.
- ❖ Chapter Three describes theoretical framework which is related to service gap model adapted for library services.
- ❖ Chapter Four describes the research methodology employed in this study, which includes research design, data collection procedures, questionnaire

development, measures used, data preparation procedures, the proposed statistical analysis..

❖ Chapter Five Research Findings and Discussion.

❖ Chapter Six Conclusions and Recommendations.

1.8 Conclusion

The first section depicted the topic area, the aims and importance of the project, objectives, and methods used for this project. The next section will reveal the literature review carried out.

SECTION II

SERVICE QUALITY: LITERATURE REVIEW

2.1 Definition of a Product

A product is anything that can be offered to a market for attention, acquisition, use, or consumption that might so satisfy a want or need. It includes physical objects, services, persons, places, organizations, and ideas. We also need to define product item, which is a distinct unit that is distinguishable by size, price, appearance, or some other attribute. An item is sometimes called a stock keeping unit or product variant. (Kotler, 1986).

A product is a narrow definition of the word product focuses on the physical or functional characteristics of a good or service. A product is a bundle of physical, service, and symbolic attributes designed to enhance consumer want satisfaction. (Boone & Kurtz, 1992).

A product is a set of tangible and intangible attributes, including packaging, colour, price, quality, and brand, plus the seller's services and reputation. A product may be a good, service, place, person, or idea. In essence, then, consumers are buying want satisfaction in the form of the benefits they expect to receive from the product. (Stanton, Etzel and Walker, 1994).

In general in marketing, a product is anything that can be offered to a market that might satisfy a wants or needs of the consumers. However it is much more than just a physical object. It is the complete bundle of benefits or satisfaction's that buyers perceive they will obtain if they purchase the product. It is the sum of all physical, symbolic, and service attributes. A product is similar to goods. In accounting, goods are physical objects that are available in the marketplace. This differentiates them from a service, which is a nonmaterial product. Primarily those that wish to abstract from the details of a given product use the term's goods. As such it is useful in accounting and economic models. Primarily those that wish to examine the details and richness of a specific market offering use the term

product. As such it is useful to marketers, managers, and quality control specialists.

2.1.1 Classifying of Products

We can classify products into five variables:

1. Replacements rate (how frequently is the product purchase?)
2. Gross margin (how much profit is obtained from each product?)
3. Buyer goal adjustment (how flexible are the buyers' purchasing habits with regard to this product?)
4. Duration of product satisfaction (how long will the product produce benefits for the user?)
5. Duration of buyer search behaviour (how long will they shop for the product?)

2.1.2 Types of Products

There are several types of products:

- **Specialty goods:** extensive comparisons with other goods and a lengthy information search. Specialty goods are generally items that would fall into another category, but the seller of these goods has chosen a specific niche market and is extremely narrowly focused. An example would be a cigarette and tobacco shop, or a shop that only sold items with owl pictures on, or a shop that only sells books and magazines.
- **Unsought goods:** eg, cemetery plot insurance. These are products that we need but which we do not actively seek out to buy. They usually require a hard sell approach the seller. Example (what will happen to your family if you die and do not have life assurance?). The fear of leaving the family destitute makes us buy almost against our will, even though we know that it is the intelligent thing to do. Certain legal services such as drawing up a will also fall into this category.
- **Perishable goods:** goods that will deteriorate quickly even without use.
- **Durable goods:** goods that survive multiple use occasions, often further subdivided into 'white goods' (refrigerators and cookers, for example) and brown goods' (such as furniture, as well as electrical/ electronic devices).
- **Capital goods:** such as installations, equipments, and buildings.

- **Parts and materials:** goods that go into a finished product.
- **Supplies and services:** goods that facilitate production.
- **Commodities:** undifferentiated goods (eg, wheat, gold, and sugar).
- **By _ products:** a product that results from the manufacture of another product.

2.2 Definition of services

A service is any activity or benefit that one party can offer to another that is essentially intangible and does not result in the ownership of anything. Its production may or may not be tied to a physical product. (Kotler, 1986).

Services are products ... that are intangible, or at least substantially so. If totally intangible, they are exchanged directly from producer to user, cannot be transported or stored, and are almost instantly perishable. Service products are often difficult to identify since they come into existence at the same time they are bought and consumed. They are composed of intangible elements that are inseparable, they usually involve customer participation in some important way, cannot be sold in the sense of ownership transfer, and have no title. This definition can be generalized as follows: services are intangible tasks that satisfy consumers and business user needs. (Boone & Kurtz, 1995,).

Services are a form of product that consists of activities, benefits, or satisfaction offered for sale those are essentially intangible goods and do not result in the ownership of anything. Examples are banking, hotel, tax preparation, and home repair services. (Kotler & Armstrong, 1999).

2.2.1 Characteristics of services

There are six characteristics of services that distinguish it from products: (Boone & Kurtz, 1992)

1. Services are intangible.
2. Services are inseparable from the service provider.
3. Services are perishable.
4. Standardization of services is difficult.
5. Buyers often are involved in the development and distribution of services.
6. Services quality is highly variable.

2.3 Differences between product and service

1. Tangibility versus Intangibility:

First, services unlike goods have intangibility; that is, the service can be marketed, but they cannot be physically examined beforehand. Customers can see and drive a car (a good), but they can't see and use an airline trip (a service) before buying. If customers can't use their sense (touch, taste, etc.) to examine services, they can't easily try before they buy or judge value and quality in advance (Nickles & Wood, 1997).

Services unlike physical products, that cannot be seen, tasted, felt, heard, or smelled before they are purchased. If we are going to buy a car, we can take it for a test drive; if we are going to buy a meal at a restaurant, we do not know what will receive until we have experienced the food and service. To reduce uncertainty caused by service intangibility, buyers look for tangible evidence that will provide information and confidence about the service. (Kotler, Bowen & Makens, 2003,). We conclude that services are intangible that we can't see it, whereas products are tangible that u can smell or taste the goods.

2. Inseparability:

Physical goods are produced, then stored, later sold, and still later consumed. In contrast, services are first sold, then produced and consumed at the first time. Service inseparability means that service cannot be separated from their providers, whether the providers are people or machines. If a service employee provides the service then the employee is a part of the service. Because the customer is also present at the service is produced, provider customer interaction is a special feature of services marketing. Both the provider and the customer affect the service outcome. (Boone & Kurtz, 1995).

In general there are two factors that separate services from goods, which are:

First, the satisfaction criterion is different. With a good, the consumer can access the product (a car, washing machine, etc) and see or test it. A consumer will never know how well the service until after he gets it! This can be unsettling for the consumer.

Second, with a service, the consumer is, essentially, (in the factory) watching production all along way. It is very important for a service provider or consultant

to carefully manage the (production process) as the client is able to observe it and make judgments about quality and value.

3. Perishability:

Services cannot be stored, however product can be stored. Some doctors charge patients for missed appointments because the service value existed only at the point. The perishability of service is not problem when demand is steady. When demand fluctuates, service firms have problems. For example, public transportation companies have to own much more equipments because of rush-hour demand than if demand were even throughout the day. (Kotler, 2000).

In general those companies can't store service for the future use. When a client misses an appointment with their attorney, that time can never be recaptured. For example empty hotel rooms, unsold theatres ticket, the value has vanished. It's supply and demand.

4. Difficulty of standardization:

It is often impossible to standardize offerings among sellers of the same service or even to standardize the service of a single seller. (Boone & Kurtz, 1992). Where the product is much more standardized, the service is tailor-made. Companies differentiate in offering products and services, but the variations between similar products of different producers are less prominent than the variations between services. That we can count products in the same way as we can count our money. A service is not countable, but is (leveled) better than the best service is not possible. There is a limit in what a service can offer.

5. Buyer Involvement:

The buyer often plays a major role in the marketing and production of services. For tangible goods, the only major examples of buyer involvement are the specifications for major capital items like installations. By contrast, the interaction of buyer and seller at the production and distribution stages is a common feature of services. (Boone & Kurtz, 1992).

6. Variability:

Services are highly variable. Their quality depends on who provides them and when and where they are provided. There are several causes of service variability. Services are produced and consumed simultaneously, which limits quality control. Fluctuating demand makes it difficult to deliver consistent products during periods of peak demand. The high degree of contact between the service provider and the

guest means that product consistency depends on the service provider's skills and performance at the same time of the exchange. (Kotler, Bowen & Makens, 2003). Sometimes variability called (heterogeneity) service quality and consistency is subject to great variability, because they are delivered by people and human behavior is difficult to control. Because services are people based, quality can vary of time of day (people get tired), experience, attitude, knowledge, style, etc.

2.3.1 Important of the Service Sector

Expenditures for services have increased considerably during the past decade. For most service firms, marketing is emerging as a significant activity for two reasons. First, the growth potential of the service market represents a vast marketing opportunity. Second, increased competition is forcing traditional service industries to emphasize marketing in order to be able to compete in the marketplace. (Boone & Kurtz, 1992).

The important of services can be generalized, that services important for economy of every country that playing role in developing economy. For example in North of Cyprus services playing role in the economy such as education, tourism, and also services contribute with competition between firms, this is advantage for consumers and performance of product that satisfy consumer needs and business user needs.

2.4 Quality

Quality has always been important to consumers, for marketers, the best measure of quality is customer satisfaction. In a competitive environment, the ultimate indication of satisfaction on is whether or not the customers returns to buy a product a second, third, or fourth time. However, a firm can't offer to gamble that its marketing decisions are correct and then wait for repeat purchase to confirm or reject e those judgments. Instead, managers realize that satisfaction is determined by how closely experience with a product meets or exceeds a customer's expectations. Therefore, marketers must do two things: (Stanton, Etzel & Walker, 1994).

1. Ensure that all marketing activities, such as the price of a product, the claims made for it in advertising and the places in which it is sold, contribute to creating reasonable expectations on the part of the customers.
2. Eliminate variations in customers' experiences in purchasing and consuming the product.

2.4.1 Instilling Quality

As managers have become more concerned about quality, a variety of quality improvements programs have been developed. Though the programs have some differences, they typically involve: (Stanton, Etzel & Walker, 1994)

- Studying competitors and non-competitors to identify the high standards of performance in such areas as delivery delays and eliminating defects. This process is called benchmarking.
- Management and labor working closely together in an atmosphere of trust and cooperation to improve performance.
- All employees making a commitment to constantly search for better ways of performing their functions.
- Forming partnerships with suppliers and customers so that their inputs for improvements can be incorporated into the operation.
- Measuring quality and the resulting customer satisfaction.

2.4.2 Performance product of quality

Most products are established at one of four performance levels, low, average, high, or superior performance quality is the level at which the product's primary characteristics operate. Quality's link to profitability does not mean that the firm should design a performance level appropriate to the target market and competitor's performance levels. A Company must manage performance quality through time. (Kotler, 2003).

We conclude that quality itself has been defined as fundamentally relational, quality is the ongoing process of building and sustaining relationships by assessing, anticipating and fulfilling stated and implied needs, and quality is the customer's perception of the value of the suppliers' workout put. In general quality is important for customers and firms. This means that for example many

firms show their services to customers, but the important thing is the quality of service that can be offered, in this case good quality playing role for customers to attract and consumed the product. Therefore, the quality of services and products is necessary for companies that satisfied consumer needs and business user needs. For example, two restaurants have same services but one has good quality of services and the other has less so consumers choose the restaurant which has good quality, therefore, quality of both product and service is important.

2.4.3 Perceived quality by consumers

Consumers often judge the quality of a product or service on the basis of informational cues that they associate with the product. Some of these cues are intrinsic to the product or service, whereas others are extrinsic. Either singly or in composite, such cues provide the basis for perception of product and service quality. (Schiffman & Kanuk, 2004). This mean that only consumers are able to judge the quality of a product or service that they can distinguish between several product or service if there is good or poor quality and perceive it.

2.4.4 Perceived quality of product

Cues that are intrinsic concern physical characteristics of the product itself, such as size, color, flavor, or aroma. In some cases, consumers use physical characteristics (eg. the flavor of ice cream or cake) to judge product quality. Consumers like to believe that they base their evaluations of product quality on cues, because that enables them to justify their product decisions (either positive or negative) as being rational or objective product choices. More often than not, however, they use extrinsic characteristics to judge the quality. For example, though many consumers claim they buy a brand because of its superior taste, they are often unable to identify that brand in blind taste test. Consumers often evaluate quality on the basis of cues that are external to the product itself, such as price, brand image, manufacture's image, retail store image, or even the country of origin. (Schiffman & Kanuk, 2004,). Therefore perceived quality of product that consumers are able to judge the quality, and concern physical characteristic of each product, such as size, taste, etc.

2.4.5 Perceived quality of services

It is more difficult for consumers to evaluate the quality of services than the quality of products. This is true because of certain distinctive characteristics of services. They are intangible, they are variable, they are perishable, and they are simultaneously produced and consumed. Because the actual quality of services can vary from day to day, and from customer to customer. Unlike products, which are first produced, then sold, and then consumed, most services are first sold and then produced and consumed simultaneously. Whereas a defective product is likely to be detected by factory quality control inspectors before it ever reaches the consumer, an inferior service is consumed as it is being produced; thus, there is a little opportunity to correct it. (Schiffman & Kanuk, 2004).

We conclude that perceived quality of service by consumers is more difficult than perceived quality of product. This means that perceived quality of product easy for consumers that products are tangible which are first produced, then sold, then consumed, whereas services its difficult to perceived and judge the quality of it, that is services are intangible, variable, perishable, and simultaneously produced and consumed, and also services offering can vary from time to time, from customer to customer, and from place to place.

2.5 Definition of service quality

Service quality refers to the expected and perceived quality of a services offering. It is the primary determinant of consumer satisfaction or dissatisfaction. Many firms make it a priority to enhance service. (Boone & Kurtz, 1992).

In general service quality can be defined as the difference between customers' expectations for service performance prior to the service encounter and their perceptions of the service received. Service quality theory predicts that clients will judge that quality is low if performance does not meet their expectations and quality increases as performance exceeds expectations. Hence, customers' expectations serve as the foundation on which service quality will be evaluated by customers. In addition, as service quality increases, satisfaction with the service and intentions to reuse the service increase.

2.5.1 Determinants of service quality

Five variables have been identified as determine service quality: tangibles, reliability, responsiveness, assurance, and empathy. These determinants can be described as follows: (Boon & Kurtz, 1992).

1. Tangibles: Are the physical evidence of the service. The décor of an attorney's office, a flight attendant's uniform, and a detailed monthly statement from Smith Barney are examples.
2. Reliability: refers to the consistency of performance and dependability. GM's (Mr. Goodwrench) advertising campaign emphasizes this determinant in promoting dealership service facilities.
3. Responsiveness: involves the willingness and readiness of employees to provide service. The immediate handling of an emergency at a medical center, the prompt recording of frequent flyer mileage, and an attorney who does not wait until the end of the day to return a phone call are examples.
4. Assurance: refers to the confidence communicated by the service provider. A physician with a friendly (beside manner), H & R Block's guarantee, and the warranty provided by Terminex are examples.
5. Empathy: refers to the service provider's efforts to understand the customer's needs and then individualize the service delivery. A stockbroker completing a personal profile of a new client is an example.

2.5.2 Important of service quality for organization

Quality describes the degree of excellence or superiority of an organization's goods and services. It is a broad term that encompasses both tangible and intangible characteristics of a good or service. In a technical sense, quality can refer to physical traits, such as durability and reliability. Quality also includes the intangible component of customer satisfaction, the ability of a good or service to meet or exceed buyer needs and expectations. The true measure of quality is whether a business has satisfied its customers. Quality is more than just something nice that a company does for its customers: quality and customer satisfaction directly affect company profitability. (Boone & Kurtz, 1992). Service quality also have benefits for organizations that managers need to recognize that operational processes, however important, are basically just a means to an end. For marketers,

the key is to have a clear understanding of the specific benefits that a service provides for its users. By identifying the target of the service and then examining how its (modified) or changed by a specific service process, we can develop a better understanding of the nature of the core service product and the primary benefits that it offers to customers. These insights are key to answering the fundamental question: (what business are we in?). (Lovelock, 1996). Service quality playing role in improving customer service in response to competitive pressures. As business in general and the service sector in particular becomes more competitive, the need for meaningful competitive differentiation is sharpened. Increasingly, this differentiation includes a search for superior performance not only on the core product but also on each of the supplementary service elements. Achieving such differentiation requires formalizing and integrating customer service activities into professionally managed function. The management process necessary for integrating customer service activities consists of five tasks: (Lovelock, 1996).

1. Conducting ongoing research to determine customer needs, wants and satisfaction levels concerning each of their service encounters.
2. Identifying the key sources of customers' satisfaction (or dissatisfaction) and relating them to current service elements.
3. Setting service level standards for each element with the reference to how they relate to each other.
4. Designing jobs and technological systems to meet these standards.
5. Periodically revising standards and delivery systems in the light of changing customer preferences, technological innovation, and competitive activities.

So we conclude that service quality is important for many organizations and playing role in profitability.

2.5.3 Measuring of service quality

Service quality is difficult to measure because it is often unclear what the consumer expects, yet quality is a matter of meeting customer expectations. In other words it depends on consumer perceptions, which in turn is determined by the following: (Terpstra & Sarathy, 2000).

- The person doing the service.

- The technical outcome of the service.
- The overall image of the company whose employee is carrying out the service.

Technical quality may be amenable to traditional quality control approaches borrowed from a manufacturing setting, but only if the service process is standardized. If corporate image affects the perception of quality, the firm must decide whether the same corporate image is needed in all countries. Should all employees wear the same uniforms? Should the physical facilities look the same in all national markets?

Consumer dissatisfaction may result from unrealistic expectations. Other reasons for the gap between desired quality and perceived quality include not understanding what consumers expect from a service, inability, or unwillingness to meet customer expectations, problems with the service delivery and communication gaps when the firm fails to communicate realistic expectations about what service quality will be offered. (Terpstra & Sarathy, 2000).

2.5.4 Managing service quality

It makes sense to suggest that improving service quality will increase customer satisfaction leading to higher sales and profits. In deed, it has been shown that companies that are rated higher on service quality perform better in terms of market share growth and profitability. For many companies high standards of service quality remain elusive. There are four causes of poor perceived quality (see fig. 1). These are the barriers that separate the perception of service quality from what customers expect. Barriers to the matching of expected and perceived levels: (Jobber, 1995).

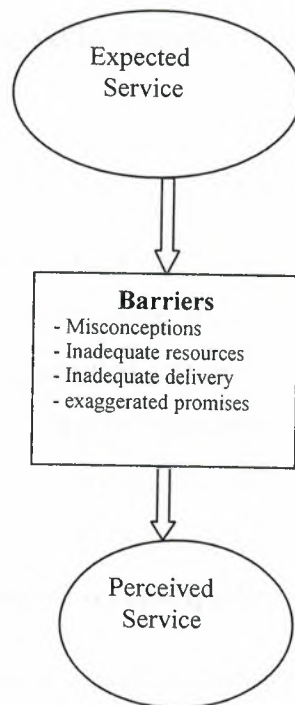


FIGURE 1: Barriers to the matching of expected and perceived

Source: David Jobber. (1995) "Principles and Practice of Marketing" Page 667.

- Misconceptions barrier: this arises from management's misunderstanding of what the customer expect. Lack of marketing research may lead managers to misconceive the important service attributes that customers use when evaluating a service, and the way in which customers use attributes in evaluation. For example a restaurant manager may believe that shortening the gap between courses may improve customer satisfaction, when the customer actually values a pause between eating.
- Inadequate resources barrier: manager may understand customer expectations but be unwilling to provide the resources necessary to meet them. This may arise because of a cost reduction or productivity focus, or simply because of the inconvenience it may cause.
- Inadequate delivery barrier: manager may understand customer expectations and supply adequate resources but fail to select, train and reward staff

adequately, resulting in poor or inconsistent service. This may manifest itself in poor communication skills, inappropriate dress, and unwillingness to solve customer problems.

- Exaggerated promises barrier: even when customer understanding, resources, and staff management are in place, a gap between customer expectations and perception can still exist. Advertising and selling messages that build expectations to a pitch that cannot be fulfilled may leave customers disappointed even when receiving a good service.

2.5.5 Conceptual model of service quality

A widely used model of service quality is known as the five gap model (figure 2). This model defines service quality as meeting. In the words of those who developed the model, (knowing what customers expect is the first and possibly the most critical step in delivering service quality. Stated simply, providing service that customers perceive as excellent requires that a firm know what customers expect.). This model is closely linked to marketing because it is customer based. The model has five models. (Nickles & Wood, 1997).

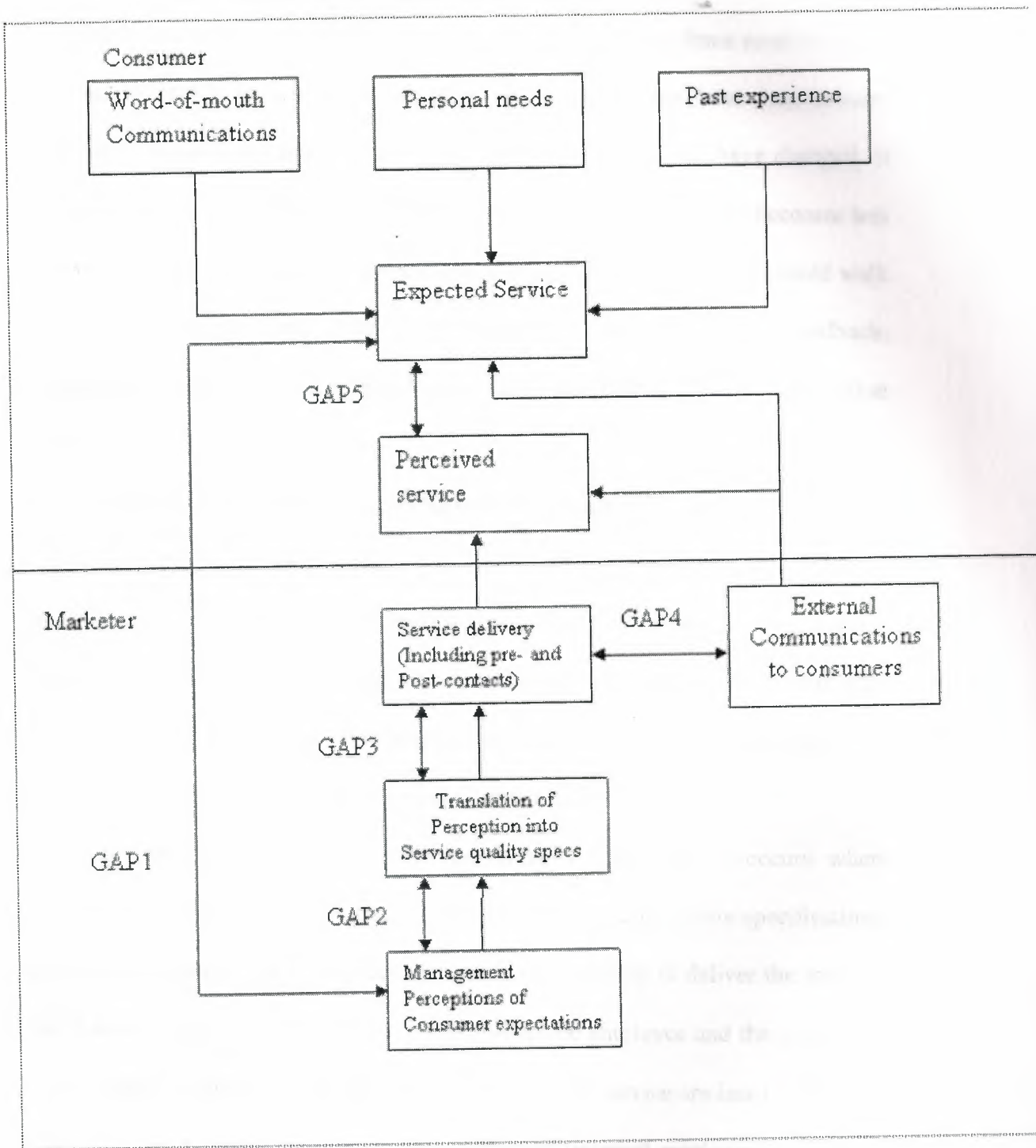


Figure 2: Conceptual Model of Service Quality

SOURCE: Reprinted from Valarie A. Zeithaml, Leonard L. Berry, and A. Parasuraman, "Communication and Control Processes in the Delivery of service Quality," Journal of Marketing (April 1988), p. 36.

Gap 1: consumer expectations versus management perception.

Firms may fail to understand what customers expect in a service and which features are needed to deliver high quality service. When management does not

understand what their customers want, a gap 1 exists. Many firms conduct initial studies to satisfy to find out what their market wants, but later they become internally focused and oblivious to the fact that customers' needs have changed. If customer needs change but the product does not, the marketing mix becomes less attractive to the target market, and the gap 1 has increased. Managers should walk around their operations, talk with customers, and encourage feedback. Management can also gain information on customers from marketing information systems.

Gap 2: management perception versus service quality specifications.

Gap 2 occurs when managers know what their customers want but are unable or unwilling to develop systems that will deliver it. Several reasons have been given for gap 2: (1) inadequate commitment to service quality, (2) lack of perception of feasibility, (3) inadequate task standardization, and (4) absence of goal setting.

Gap 3: service quality specifications versus service delivery.

Gap 3 is referred to as the service performance gap. Gap 3 occurs when management understands what needs to be delivered and appropriate specifications have been developed but employees are unable or unwilling to deliver the service. Gap 3 errors occur during moments of truth when the employee and the customers interact. Service operations that use machines to deliver service are less to have gap 3 errors. Gap 3 errors can be minimized through internal marketing programs. Management of the human resources functions (hiring, training and developing reward systems) is important in reducing gap 3 errors. Gap 3 errors are also the result of customer contact employees being overworked.

Gap 4: service delivery versus external communication.

Gap 4 is created when the firm promises more in its external communications than it can deliver. Marketers must make sure that operations can deliver what they promise.

Gap 5: expected service versus perceived service.

Gap 5 is a function of the others. As any of the other gaps increase in size, gap 5 also increases. It represents the difference between expected quality and perceived quality. The expected quality is what the customer expected to receive from the company.

The five gap service model provides insights into the delivery of quality service. By studying this model, we can develop an understanding of the potential problem areas related to service quality. This insight will help to close any gaps that may exist in our operations.

2.5.6 How customers judge service quality

The customers make the purchase with an expectation of service quality that's formed by previous experiences, individual needs, and word of mouth recommendations, as well as by the marketer's communications. After buying and consuming the service. The customer compares the actual quality of the service to the expected quality. At this point a discrepancy, or service gap, may be noticed between the service provider's performance and the customer's expectations. Service gap may occur in these five areas of service delivery: (Nickles & Wood, 1997, p. 322_323)

1. Misunderstanding of customer expectations. Although the service marketer may have provided what it believe customers expected, customer's perceived gap because their actual expectations weren't met. That is why it is important for service marketers to carefully research consumers' wants and needs.
2. Inadequate standards for service delivery. Customers saw a gap because the marketer's standards didn't support an adequate level of performance.

3. Failure to deliver service according to the expected standards. Here customers identified a gap between their understanding of the expected service standards and the marketer's actual performance.
4. Failure to communicate service benefits accurately and realistically. Customers saw a gap between the actual service benefits and expectations they had developed based on communications from the marketer.
5. Over promising of results in integrated marketing communications. Because the delivery fell short of what the service marker promised, customers noticed a gap between their expectations and the marketer's performance.

2.6 SERVQUAL

Is the designed to measure the gap between customers' expectations of services and their perceptions of the actual service delivered, based on the following five dimensions: reliability, responsiveness, assurance, empathy and tangibility. These dimensions are divided into two groups: the outcome dimension (which focuses on the reliable delivery of the core service) and the process dimension (which focuses on how the core service is delivered, that is, the employees' responsiveness, assurance, and empathy in handling customers and the service's tangible aspects). The process dimension offers the service provider a significant opportunity to exceed customer expectations. SERVQUAL sale has been used in numerous studies, though not all of its empirical findings correspond precisely to the five dimensions that the scale designed to measure. (Schiffman & Kanuk, 2004).

The SERVQUAL is a technique that can be used for performing a gap analysis of an organization's service quality performance against customer service quality needs. SERVQUAL was developed in the mid of eighties, and it is an empirically derived method that may be used by a services organization to improve service quality. The method involves the development of an understanding of the perceived service needs of target customers. These measured perceptions of service quality for the organization in question, are then compared against an organization that is (excellent). The resulting gap analysis may then be used as a driver for service quality improvements.

SERVQUAL dimensions for measuring service quality are: (Schiffman & Kanuk, 2004).

1. Reliability: providing the service as promised, at the promised time and doing it right the first time; handling customer problems in a dependable manner and keeping customers informed.
2. Responsiveness: prompt service, willingness to help customers, and readiness to respond to customer requests.
3. Assurance: instilling confidence in customers and making them feel safe in their transactions; consistently courteous employees with the knowledge to answer customers' questions.
4. Empathy: employees who deal with customers in a caring fashion and understand their needs; giving customers individual attention and having their best interests at heart.
5. Tangibility: modern equipment visually appealing facilities and materials related to the service, employees with professional appearance, and convenient operating hours.

2.6.1 Measurement service quality by SERVQUAL

- SERVQUAL has been developed to aid measurement of service quality. Based upon five criteria: reliability, responsiveness, courtesy, competence and tangibles. It is a multiple scale that aims to measure customer perceptions and expectations so the gap can be identified. The scale is simple to administer with respondents indicating their strength of agreement or disagreement to a series of statements about service quality using a likert scale. (Jobber, 1995).SERVQUAL is essentially method that involves conducting a sample survey of customers so that their perceived service needs are understood. And for measuring their perceptions of service quality for the organization in question. Customers are asked to answer numerous questions within each dimension that determines:
 - The relative importance of each attribute.
 - A measurement of performance expectations that would relate to an excellent company.

- A measurement of performance for the company in question.
- This provides an assessment of the gap between desired and actual performance, together with a ranking of the importance of service criteria. This allows an organization to focus its resources. To maximize service quality whilst costs are controlled.

Therefore SERVQUAL is important for measuring service quality. As competition become more intense and environment factors become more hostile, the concern for service quality grows. If service is to become the cornerstone of marketing strategy, the marketer must have the means to measure it. The most popular measure of service quality is SERVQUAL, an instrument developed by Parasuraman et al. (1985; 1988).

SERVQUAL has benefits or advantage and disadvantage; strengths or benefits of SERVQUAL that most users would agree that a comprehensive and through examination of service needs and service quality provides an invaluable approach to improving service quality. SERVQUAL provides detailed information about:

- Customer perceptions of service (a bench mark established by your own customers).
- Performance levels as perceived by customers.
- Customer comments and suggestions.
- Impressions from employees with respect to customers' expectations and satisfaction.

Whereas, disadvantage of SERVQUAL, that there have been a number of studies that doubt about the validity of the five dimensions. And uniform applicability of the method for all services sector. It appears that the use of the differences scores in calculating SERVQUAL contributes to problems with the reliability, discriminant validity, convergent validity, and predictive validity of the measurement. These findings suggest that caution should be exercised in the use of SERVQUAL scores and that further work is needed in the development of measures for assessing the quality information services.

2.6.2 The SERVQUAL Instruments: Problems Identified In the Literature

The difficulties associated with the SERVQUAL measure that are identified in the literature can be grouped in four main categories: (1) The use of difference or gap scores, (2) poor predictive and convergent validity, (3) the ambiguous definition of the (expectations) construct, and (4) unstable dimensionality.

- **Problems with the Use of Difference or (Gap) scores**

A difference score is created by subtracting one measure from another in an attempt to create a third measure of a distinct construct. For example, in scoring the SERVQUAL instrument the expectations score is subtracted from the perceptions score to create such a gap measure of service quality. Several problems with the use of difference scores make them a poor choice as measures of psychological constructs. The described difficulties related to the use of difference measures include low reliability, poor discriminant validity, spurious correlations, and variance restrictions.

- **Reliability Problems with Gap Scores**

Many studies demonstrate that Cronbach's (1951) alpha, a widely used method of estimating reliability, is inappropriate for difference scores (e.g., Lord, 1958; Wall & Payne, 1973; Johns, 1981; Prakash & Loundsbury, 1983; Peter, Churchill, & Brown, 1993). This is because the reliability of a difference score is dependent on the reliability of the component scores and the correlation between them. As the *correlation of the component scores increases, the reliability of the difference score is decreased*. Therefore, Cronbach's alpha tends to overestimate the reliability of the difference scores when the component scores are highly correlated. Such is the case of the SERVQUAL instrument (Peter et al.)

- **Validity Issues**

Another problem with the SERVQUAL instruments concerns the poor predictive and convergent validities of the measure. Babakus and Boller (1992) reported that perceptions_only SERVQUAL scores had higher correlations with an overall service quality measure and with the compliant resolution scores than did the perception minus_expectations scores typically used by SERVQUAL.

Parasuraman et al. (1991) reported that the SERVQUAL perception_only scores produced higher adjusted R^2 values (ranging from .72 to .81) compared to the SERVQUAL gap scores (ranging .51 to .71) for each five dimensions. Bremsinger and Lambert (1991) found evidence of the poor predictive validity of SERVQUAL, and Cronin and Taylor (1992, 1994) confirmed the superior predictive and convergent validity of perception_only scores. Their results indicated higher adjusted R^2 values for perception_only scores across four different industries. The perception component of the perception_minus_expectations scores perform better as a predictor of perceived overall quality than the difference score itself (Parasuraman et al., 1988; Cronin & Taylor, 1992, 1994; Babakus & Boller, 1992; Boulding, Kalra, Staelin, & Zeithaml, 1993).

- **Ambiguity of the (Expectations) Construct**

Teas (1994) noted that SERVQUAL expectations have been variously defined as desires, wants, what a service provider should possess, normative expectations, ideal standards, desire service, and the level of service a customer hopes to receive (eg, Parasuraman, Zeithaml, & Berry, 1988, 1991, 1994b; Zeithaml, Berry & Parasuraman, 1993). These multiple definitions and corresponding operationalizations of expectations in the SERVQUAL literature result in a concept that is loosely defined and open to multiple interpretations (Teas, 1994). Different interpretations of expectations include a forecast or prediction, a measure of attribute importance, classic ideal point, and vector attribute (Teas, 1993; Parasuraman et al., 1994b). These various interpretations can result in potentially serious measurement validity problems. For example, the classic ideal point interpretations results in an inverse of the relationship between SERVQUAL calculated as perceptions minus expectations (P-E) and perceived SERVQUAL (P only), for all values when perception scores are greater than expectations scores (i.e, $P > E$).

- **Unstable Dimensionality of the SERVQUAL Instruments**

The results of several studies have demonstrated that the five dimensions claimed for the SERVQUAL instrument are unstable dimensionality of SERVQUAL demonstrated in many domains including information services, is not just a statistical curiosity. The scoring procedure for SERVQUAL calls for averaging

the P-E gap scores within each dimension (Parasuraman et al., 1988). Thus, a low expectation and high perception for another item within would cancel a high expectation coupled with a low perception for one item within the same dimension. This scoring method is only appropriate if all of the items in that dimension are interchangeable. However, given the unstable number and pattern of the factor structures, averaging groups of items to calculate scores for each dimension cannot be justified.

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2.6.3 SERVQUAL Methodology

Clearly, from a best value perspective the measurement of service quality in the service sector should take into account customer expectations of service as well as perceptions of service. However, as Robinson (1999) concludes: (It is apparent that there is little consensus of opinion and much disagreement about how to measure service quality). One service quality measurement model that has been extensively applied is the SERVQUAL model developed by Parasuraman et al. (1985, 1986, 1988, 1991, 1993, 1994; Zeithaml et al., 1990). SERVQUAL as the most often used approach for measuring service quality has been to compare customers' expectations before a service encounter and their perceptions of the actual service delivered (Gronroos, 1982; Lewis and Booms, 1983; Parasuraman et al., 1985). The SERVQUAL instrument has been the predominant method used to measure consumers' perceptions of service quality. It has five generic dimensions or factors and are stated as follows (van Iwarren et al., 2003):

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1. Tangibles:Physical facilities, equipment and appearance of personnel.
2. Reliability: Ability to perform the promised service dependably and accurately.
3. Responsiveness: Willingness to help customers and provide prompt service.
4. Assurance: (including competence, courtesy, credibility and security).Knowledge and courtesy of employees and their ability to inspire trust and confidence.
5. Empathy: (including access, communication, understanding the customer). Caring and individualized attention that the firm provides to its customers.

In the SERVQUAL instrument, 22 statements (Appendix 1) measure the performance across these five dimensions, using a five point likert scale measuring both customer expectations and perceptions (Gabbie and O'neill, 1996). It is important to note that without adequate information on both quality of services expected and perceptions of services received then feedback from customer surveys can be highly misleading from both a policy and an operational perspective.

2.6.4 How Consumers are likely to judge the quality of business

- **Qualitative use of SERVQUAL**

The SERVQUAL definition and concept of quality can aid the managers by providing general knowledge of how consumers are likely to judge the quality of business. Recall that in judging the quality of a service consumers consider categories of service attributes such as reliability and responsiveness. In addition, consumers take into consideration the level of performance that they think service firms should achieve on the service attributes, that is, consumers have quality expectations. Consumers also compare service_firm performance on the attributes to their expectations, and performance short of expectations signals low quality to the consumer. Recall that our review has suggested that the SERVQUAL dimensions are likely to be industry specific. A first step for practitioners is to see if their industry (hereafter: focal industry) has been included in the studies reviewed that SERVQUAL work that identified dimensions. If so, the dimensions are known. If not, a decision must be made either to spend some time and money identifying dimensions or to select the industry that provides the best match and use those dimensions. With knowledge of the dimensions, the second basic step is to judge the expectations of customers on each dimension and how well the firm performs on the dimensions. Information both on expectations and performance may be obtained by talking to customers and service contact employees who have direct experience in dealing with customers. Customer complaints and other communications with managers can be another source of qualitative data. A third step is to compare performance with expectations to identify weakness, dimensions in which performance is short of expectations, where improvement is

needed. Also strengths, those dimension where performance meets or exceeds expectations, should be identified. Plan can be made to reduce weakness and use strengths to gain a competitive edge. Employees can be educated on what service quality consists of and how they can help to improve quality.

- **Quantitative use of SERVQUAL**

The quantitative use of SERVQUAL can employ the same generic steps as outlined above:

1. Determine the dimensions for the local industry based on the literature or perform a study in which the dimensions are identified;
2. Measure for the firm customer expectations and performance on the dimensions;
3. Compare expectations with performance to identify strengths and weakness in service quality; and
4. Take action to correct weaknesses and capitalize on strengths.

In addition, a fifth step is to add a framework for judging quality data over time and in comparison with other firms. Measuring quality over time is useful in order to see if improvements have been made or if expectations have changed.

Comparable data could be obtained for competing firms in order to see how the focal firm is doing relative to competitors. The steps we have just mentioned will be of more value to managers to the extent that SERVQUAL measures are reliable and valid. Our review has discussed those properties of SERVQUAL in some detail. Recall that a reliable measure is one of that is consistent, that is, if quality did not change, the measure of quality would not change. The reliability of SERVQUAL has been reported for a wide set of industries and as an overall measure of service quality. Reliability has been consistently quite high suggesting that any change over time in the overall quality score is not likely to be just fluctuations in measurement. Reliability on most dimensions has been lower than for the entire set of items, but general reliability has been high enough to provide useful insights. However, if reliability is questionable for certain dimensions for the manager's industry, a fresh attempt to measure reliability may be warranted.

2.6.5 Future SERVQUAL-related research

One fruitful and critical area for future research is the measurement of expectations and the related issue of computing perceptions minus expectations gap scores. Carman (1990) and Babakus and Boller (1992) discuss the subject and make several useful suggestions that are worthy of additional research. There are theoretical aspects to the pros and cons of measuring expectations and perceptions separately and then computing gap scores. From a theoretical standpoint, the appropriateness of using difference scores in multivariate analyses has been questioned on the grounds that such scores might suffer from low reliability and validity. Carman (1990) and Babakus and Boller (1992) echo this concern. However, the findings from various studies indicate the gap scores along the five SERVQUAL dimensions possess adequate reliability as measured by Cronbach's alpha. Moreover, the studies that examined SERVQUAL concurrent validity are barely supportive of the gap scores. The major inconsistencies across studies pertain to the factor structures of the gap scores. While the Breen and Lambert (1990) study is similar to Parasuraman et al. (1988) in this regard, the other studies are not. Therefore support for gap scores' discriminant validity and, to some extent, convergent validity is not mixed (Parasuraman et al., 1990; 1991). Although the SERVQUAL dimensions represent five conceptual distinct facets of service quality, they are also related, as evidenced by the need for oblique rotations in the various studies to obtain the most interpretable factor patterns (Pere et al., 1993). Another fruitful area for future research is to explore the nature and causes of these interrelationships among the dimensions can potentially contribute to our understanding of service quality.

SECTION III

THEORETICAL FRAMEWORK

3.1 Introduction for managing service quality in Library

To identify the extent to which an individual can have an impact on service quality requires thoughtful examination of the environment in which we operate and the assumptions we make, together with imaginative consideration of currently available tools for systematic analysis of service design and delivery. We talk about service quality as if we know what it is, but it is a construct that is neither easy to explicate nor easy to assess. Library service quality is not an absolute. Largely it is a construct of the individual user because most libraries favor the constituency satisfaction model of organization effectiveness and therefore regard service quality to be whatever users are satisfied with. But user satisfaction and the quality of outcome is impacted by user competence in specifying information needs and in adding value of the information received. When the library uses information objects and staff skills to respond to a user requirement, the library's proportionate intellectual output is wholly dependent on the proportionate intellectual input of the library user. When the library provides information to a user, that user adds value by evaluating the information presented in the context of his or her personal knowledge, experience, and judgment. User competencies impact on user satisfaction, and user perceptions directly determine evaluation of the services users consume. Users judge whether service quality is appropriate, but it is the perceptions of library staff that most directly affect service design and service delivery.

Library user and library worker input and competencies are not only factors that affect service quality. The quality of the library service a user experiences derives also from three complex sets of interacting variables. These three sets of variables can be broadly categorized as environmental, technical and attitudinal.

- Environmental variables, which include both the narrower (library) and wider (community), comprise external environmental conditions, internal management style and organizational culture.

- Technical variables, which play a critical role in facilitating or hindering quality service delivery, comprise the quality information technology, library infrastructure and facilities, and performance measurement regime.
- Attitudinal variables, which comprise the assumptions, values, beliefs and expectations of every library worker and every library user.

The interaction between environmental and technical variables has a profound impact on our capacity to design and deliver services in both virtual and the face to_ face modes, and our on our capacity to understand the contradictions inherent in our attempts to provide personal service in a virtual service age. In addition, the interaction between environmental and technical variables impacts on our capacity to understand the structures of our thought and our ways of perceiving reality. Hence interaction between these two sets of variables has a profound impact on the third, the attitudinal variables. In turn, attitudinal variables impact on our perception of what we are in the business of, what we do, and of our capacity to deliver high quality service within existing environmental and technical constraints. A library technical probably has little or no control over technical variables and no capacity to influence the wider environment. But we all have the capacity to examine our own attitudes and to examine, understand and contribute to the library's response to these variables and to user needs.

3.2 Gap model of the library's service quality

The gap model is a conceptual model that highlights four gaps in the control of the library that may affect service quality as perceived by the user. It is predicated on the assumption that users use basically similar criteria in evaluating service quality and that their assessment of your service will depend on a comparison between users' expectations and their perceptions of the service actually delivered. It highlights four gaps in the control of the library that may affect service quality as perceived by the user. There are two ways of defining expectations. The satisfaction literature views expectations as predictions made by users about what is likely to happen during an impending transaction. The service quality literature views expectations as desires or wants of consumers, what they feel a service provider should, rather than would, offer. In delivering library services we need to understand both, hence the importance of the observations,

knowledge and input of the staff. So, using a Gaps model to examine the perceptions of both parties involved in the service encounter allows a more through understanding of service quality. In particular, as well as the service quality gap, we need to examine gaps between user expectations and our perceptions of those expectations, and user experience and our perceptions of those experiences. This combination of perspectives can provide valuable additional insights into areas where changed is needed. All gaps impact on service quality. The four gaps on the library side of the equation highlight deficiencies and issues in design, implementation and marketing of services, issues which every library worker has a responsibility to monitor, and to address by bringing them to the attention of management. Obviously, library workers require appropriate tools and an environment conducive to effective service delivery, but personal performance is also crucial to quality service. Being conscious of your performance and willing to deliberately use what use what u observe in influencing management, is what makes the difference. The gap model also provides a framework for self_ assessment against user surveys. When the library conducts a use survey fill out one yourself from the point of view of how you think the users will respond. Then compare with your responses with the survey results and plot them against the various types of gap to identify your own assumptions.

- Personal performance measurement:

One of the most powerful tools any individual worker can develop is a personal performance measurement regime. I emphasize that this is a personal tool and not something that you need to share with any one unless you choose to. What is important is that you assess your performance and take action to remedy deficiencies. Organizational level performance measurement assesses system performance and therefore cannot assist your own performance, cannot ensure that you personally are delivering value, and cannot ensure that your delivery of service has positive impact on library users. There are also two types of performance measurement: workload or flow performance measurement, and value and impact performance measurement. In the former the quantity of transaction is the measure of success, in the latter quantity is less important than ensuring the rights information gets to the right people at the right time because the library's value judged according to perception of actual or potential benefit.

On a personal level, the motivation for performance measurement is to be the best you can be by asking, and answering, a number of questions on regular basis:

- What would my performance look like if it were optimized?
- What is my current performance?
- What is the cost to my library and its users if my performance is suboptimal?
- What are the possible causes of sub-optimal performance and therefore what do I need to measure?
- What do I have to do to close the gap?
- To answer these questions you need to gather performance data. The best kind of performance data has a number of characteristics:
- It is ongoing, so you need to constantly assess your own performance and document and contribute your personal observations of user requirements.
- It is specific. (You're wonderful) may make us feel good, but it is not usable.
- It is timely. Daily transaction data needs to be documented, accumulated and reported frequently.
- It is focused, so you need a clear idea about what is important to know.
- It is weighted, so you need to understand what your library believes about how its activities add value for its intended beneficiaries.

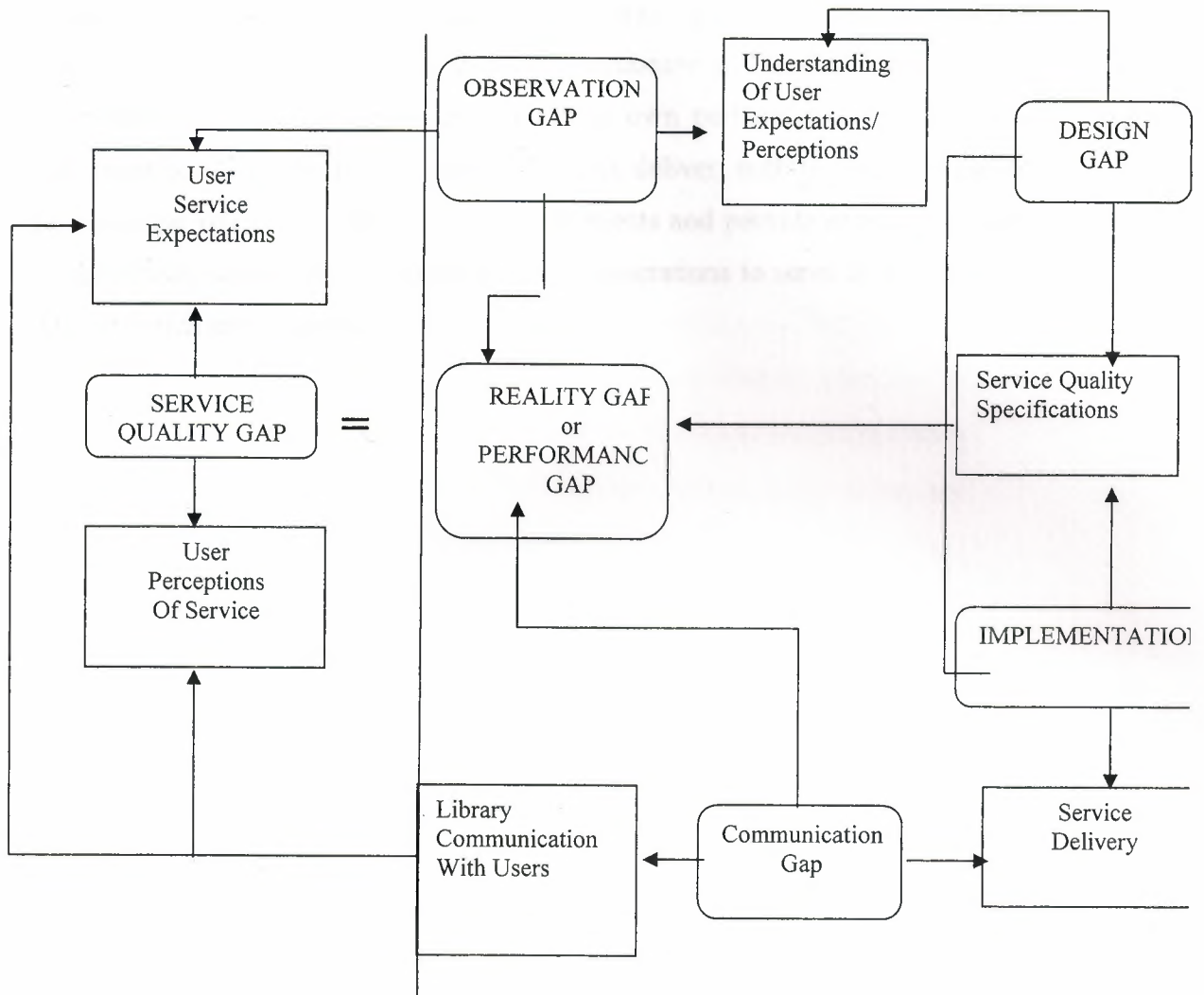


Figure 3: Service Gap Model Adapted for Library services.

3.3 Conclusion

You cannot change your system if you do not understand it. What can measure can be understood. What can be understood can be altered? It is important to understand and, where necessary, adapt individual performance we need also to understand the communities of practice or interest we serve. It is also necessary to understand the role of personal knowledge in our perception of library service quality and alignment with user needs, to put the content back into library practice and to understand that the precise nature of the environmental and technical variables applying in a particular library impacts on service quality. We cannot achieve those goals without tools and a framework within which to systematically identify and address quality issues. Of necessity management focuses on strategic capabilities and resource transferabilities. To succeed management needs to capture

individual capabilities and motivate the entire organization to respond co-operatively to a complicated and dynamic environment. The data you gather by observing user behaviors and measuring your own performance can contribute significantly to the quality of a library's service deliver, both face-to-face and on line because you can emphasize user requirements and provide experience-based norms which may be more appropriate than expectations to serve as a benchmark against which user experiences are compared.

2.2 Research Design

2.2.1 Research Approach

Research approach refers to the overall strategy that you choose to follow in order to answer your research question. It describes the logic behind the choice of the research design, sampling frame, data collection procedure and statistical analysis. There are two main research approaches: quantitative and qualitative. Quantitative research is based on the collection and analysis of numerical data. It is used to test hypotheses and to make generalizations about a population. Qualitative research is based on the collection and analysis of non-numerical data. It is used to explore the meanings and experiences of individuals and to develop a deeper understanding of a phenomenon. The choice of research approach depends on the research question, the nature of the data, and the resources available.

2.2.2 Research Design

Research design refers to the specific plan or blueprint that you use to collect and analyze data. It describes the methods and procedures that you will use to answer your research question. There are two main types of research design: experimental and non-experimental. Experimental research involves the manipulation of one or more independent variables and the measurement of the effect on a dependent variable. Non-experimental research involves the measurement of variables without manipulation. The choice of research design depends on the research question, the nature of the data, and the resources available.

SECTION IV

RESEARCH METHODOLOGY

4.1 Introduction

The objective of this chapter is to describe the methods by which the stated research question, are tested using a survey of NEU students (consumers). The chapter involves research design, including research design, sampling frame, sampling method, sample size, unit of analysis, data collection procedure and survey instruments, including all measures used.

4.2 Research Design

4.2.1 Research Approach

The cross_sectional study design was used in this research, because a study can be done in which data gathered just once, perhaps over a period of days or weeks or months, in order to answer research question (Sekaran, 2003). A correlation study is conducted in the natural environment of the organization (in this case, students) with the minimum interference by the researcher with the normal flow of work (Sekaran, 2003). This investigation is done in firm's own place so that study is focused field study. Correlation studies done in organizations are called field studies (Sekaran, 2003). The unit of analysis will be students, because this study will try to identify the consumer (students) that how they perceived the quality of service in NEU library. And finally, the time horizon of this study was one_shot design (Sekaran, 2003).

4.2.2 Sampling Frame

Foreign students were chosen for our sample for the following reasons, how to see the quality of service in NEU, how they perceived it and how library satisfy expectations of students. According to SERVQUAL questionnaires were used, total students are 40 that gender is 100% male, nationality as follow; 52.5% palestinians, 35% jordinians, 7.5 Pakistanis and 5% Oman's, age 18-25 is 95%

and 26-32 is 5%, faculties which are two as follows; faculty of engineering which are five departments; computer is 37.5%, mechanical is 20%, electrical is 15%, civil is 10%, and architecture is 7.5%; and faculty of economics and administrative sciences, which are one department, business is 10%.

4.2.3 Sampling Method

Due to limitation of time and in order to collect data with questionnaire as quickly as possible, convenience sample was used, Sekaran (2003) explain that convenience sampling refers to the collection of information from members of the population who are conveniently available to provide it. The major advantage of convenience sampling is most often used during the exploratory phase of research project and is perhaps the best way of getting some basic information quickly and efficiently.

4.2.4 sample size

Data of this study were collected during summer 2006 from a convenience sampling of 40 students who are studying in NEU. Because the convenience sampling is nonprobability sampling design in which information or data for the research are gathered from members of population conveniently accessible to the researcher.

4.2.5 Unit of Analysis

Unit of analysis will be students, because this study was tried to identify how students perceived the quality of service in NEU.

4.3 Data Collection Procedure

In this research, it was aimed to reach 40 samples, and 40 questionnaires were distributed in NEU by using convenience sampling as mentioned in section 4.2.3, but 40 of them were collected and all of them were filled by students, so 40 of them were useful for our investigation. And also its response rate was 100%.

4.4 The survey instrument

A structured questionnaire (SERVQUAL model), was used in this research, which is the most popular measure of service quality, and an instrument developed by

Parasuraman et al. (1985; 1988). The actual survey questionnaire is included in Appendix. The questionnaire was divided into three (3) sections. The first section of the survey aimed to identify the expectations of the quality of service in NEU library by students. And the second section aimed to determine the actual performance of NEU library. And the third section to classify profile of the respondent (demographic profiles). The instrument contained 5 likert_scaled items scored from 1 (strongly disagree) to 5 (strongly agree).

SECTION V

FINDINGS AND DISCUSSION

5.1 introduction

This section includes research findings and its discussion by using results of the questionnaires.

5.2 Findings and Discussion

Table.1 shows that demographic profile of the respondents, that all of the respondents are male. The respondents are mainly under the age of 23 are 72.5%, and the other respondents are above the age of 23 which are 27.5%. the respondents are from faculty of engineering are 90% and the rest from faculty of economics and administrative sciences are 10%. The departments of the respondents are as follow; computer engineering is 37.5%, mechanical engineering is 20%, electrical engineering is 15%, civil engineering is 10%, architecture is 7.5, and the rest are from business administration which are 10%. The nationality of the respondents are as follow; 52.5% the respondents are from Palestine, 35% from Jordan, 7.5% from Pakistan and the rest of the nationality of respondents are from Oman which are 5%.the class study of the respondents are as follow; first class of the respondents are 15%, second class of the respondents are 30%, third class are 42.5%, and the rest of respondents are four class which are 12.5%.

Table 1: Profile of the Respondents

Demographic Factors	n	%
<u>Gender</u>		
Female	-----	-----
Male	40	100
<u>Age</u>		
18-20	7	17.5
21-23	22	55
24-26	10	25
More than 26	1	2.5
<u>Nationality</u>		
Palestinian	21	52.5
Jordanian	14	35
Pakistani	3	7.5
Omani	2	5
<u>Faculty</u>		
Engineering	36	90
Economics & Administrative Sciences	4	10
<u>Department</u>		
Computer Engineering	15	37.5
Electrical Engineering	6	15
Mechanical Engineering	8	20

Civil Engineering	4	10
Architecture Engineering	3	7.5
Economics & Administrative sciences	4	10
<u>Class Study</u>		
English Prep. School	-----	-----
First	6	15
Second	12	30
Third	17	42.5
Fourth	5	12.5

Table 2 shows that gap analysis of the quality of service in NEU library by finding expected (mean) and actual (mean) of each 22 statements and calculating the gap (Expected minus Actual). As the results shown (Table.2), in statement (1), (library should have up to date, books, computers, etc...), $Q=4.33$, $P=3.50$, and $P-Q=0.83$, therefore $Q>P$, this means, there is a huge gap, so students dissatisfied with the service provide by NEU library. In statement (2), (library's physical facilities should be visually appealing.), $Q=3.65$, $P=3.40$, and $Q-P=0.25$, therefore $Q>P$, this mean, there is a gap, so students dissatisfied with the service provide by NEU library. In statement (3), (staff should be well dressed and appear neat), $Q=3.33$, $P=2.83$, and $Q-P=0.50$, therefore $Q>P$, this means that there is a gap and students dissatisfied. In statement (4), (the appearance of the physical facilities of libraries should be in keeping with the type of services provided.), $Q=3.40$, $P=2.88$, and $Q-P=0.52$, therefore $Q>P$, there is a gap and students dissatisfied. In statement (5), (when staff promises to do something by a certain time, they do so.), $Q=3.08$, $P=3.00$, and $Q-P=0.08$, therefore $Q>P$, so there is a gap and students dissatisfied. In statement (6), (when student have problems, library staff should be sympathetic and reassuring.), $Q=3.30$, $P=2.95$, and $Q-P=0.35$, therefore $Q>P$, so there is a gap and students dissatisfied. In statement (7), (library should be dependable), $Q=3.28$, $P=3.30$, and $Q-P=-0.02$, therefore $Q<P$, so there is no gap and students satisfied with the service provide by NEU library. In statement (8), (staff should provide their services at the time they promise to do so.), $Q=3.00$, $P=2.98$, and $Q-P=0.02$, therefore $Q>P$, so there is a gap and students dissatisfied. In statement (9), (staff should keep their records accurately.), $Q=3.25$, $P=3.03$, and $Q-P=0.22$, therefore $Q>P$, that is students dissatisfied and there is exist a gap. In statement (10), (staff shouldn't be expected to tell students exactly when services will performed.), $Q=2.73$, $P=2.55$, and $Q-P=0.18$, therefore $Q>P$, that is students dissatisfied and there is a gap. In statement (11), (it is not realistic for students to expect prompt services from staff of libraries), $Q=3.10$, $P=2.38$, and $Q-P=0.72$, therefore $Q>P$, so there is a gap and students dissatisfied. In statement (12), (staff do not always have to help students), $Q=3.53$, $P=2.70$, and $Q-P=0.83$, therefore $Q>P$, that is students dissatisfied and there is a huge gap. In statement (13), (it is okay if staff are too busy to respond to students request promptly.), $Q=2.98$, $P=2.40$, and $Q-P=0.58$, therefore $Q>P$, there is a gap and students dissatisfied. In statement (14), (students should be able to trust staff of library), $Q=2.63$, $P=2.98$, and $Q-P=-0.35$, therefore $Q<P$, so there is no gap and students are

satisfied. In statement (15), (students should be able to feel safe in the transactions with library staff.), $Q=2.83$, $P=3.25$, and $Q-P=-0.42$, therefore $Q < P$, so there is no gap and student satisfied. In statement (16), (staff of library should be polite.), $Q=3.25$, $P=3.08$, and $Q-P=0.17$, therefore $Q > P$, so there is a gap and students dissatisfied. In statement (17), (staff should get adequate support from library management to do their jobs well), $Q=3.63$, $P=3.20$, and $Q-P=0.43$, therefore $Q > P$, so there is a gap and students dissatisfied. In statement (18), (library should not expected to give students individual attention.), $Q=3.13$, $P=2.60$, and $Q-P=0.53$, therefore $Q > P$, so there is a huge gap and students dissatisfied. In statement (19), (staff of library cannot be expected to give students personal attention.), $Q=2.73$, $P=2.48$, and $Q-P=0.25$, therefore $Q > P$, so there is a gap and students dissatisfied. In statement (20), (it is unrealistic to expect staff to know what needs of students.), $Q=3.08$, $P=2.78$, and $Q-P=0.30$, , therefore $Q > P$, so there is a gap and students dissatisfied. In statement (21), (it is unrealistic to expect library to have their students best interest at heart.), $Q=2.95$, $P=2.85$, and $Q-P=0.10$, therefore $Q > P$, so there is a gap and students dissatisfied. In statement (22), (staff shouldn't be expected to have operating hours convenient to all their student.), $Q=2.78$, $P=2.03$, and $Q-P=0.75$, therefore $Q > P$, so there is a huge gap and students dissatisfied.

Table 2 summarized the results of questionnaires respond by students, that is statements which have no gap and students are satisfied with the service provide by NEU library, scores with star (7, 14,15), and the rest there is a gap and students dissatisfied with the service provide by NEU library.

Statement	Expected(mean)Q	Actual(perceived mean)P	Gap(Expected-Actual)=Q-P
1. Library should have up to date, books, computers, etc.....	4.33	3.50	0.83
2. Library's physical facilities should be visually appealing.	3.65	3.40	0.25
3. Staff should be well dressed and appear neat.	3.33	2.83	0.50
4. The appearance of the physical facilities of libraries should be in keeping with the type of services provided.	3.40	2.88	0.52
5. When staff promises to do something by a certain time, they do so.	3.08	3.00	0.08
6. When students have problems, library staff should be symapthetic and reassuring.	3.30	2.95	0.35
7. Library should be dependable.	3.28	3.30	*0.02
8. Staff should provide their services at the time they promise to do so.	3.00	2.98	0.02
9. Staff should keep their records accurately.	3.25	3.03	0.22
10. Staff shouldn't be expected to tell students exactly when services will be performed.	2.73	2.55	0.18
11. It is not realistic for students to expect prompt services from staff of libraries.	3.10	2.38	0.72
12. Staff do not always have to help students.	3.53	2.70	0.83
13. It is okay if staff	2.98	2.40	0.58

are too busy to respond to students requests promptly.			
14. Students should be able to trust staff of library.	2.63	2.98	*0.35
15. Students should be able to feel safe in the transactions with library staff.	2.83	3.25	*0.42
16. Staff of library should be polite.	3.25	3.08	0.17
17. Staff should adequate support from library management to do their jobs well.	3.63	3.20	0.43
18. Library should not be expected to give students individual attention.	3.13	2.60	0.53
19. Staff of library cannot be expected to give students personal attention.	2.73	2.48	0.25
20. It is unrealistic to expect staff to know what needs of students are.	3.08	2.78	0.30
21. It is unrealistic to expect library to have their students best interest at heart.	2.95	2.85	0.10
22. Staff shouldn't be expected to have operating hours convenient to all their students.	2.78	2.03	0.75

Table 2: Gap Analysis

5.3 Conclusion

This section handled the results of the questionnaires that were analyzed and the research findings were discussed.

SECTION VI

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This section aims to provide research conclusions, recommendations for further research.

6.2 Conclusions and Recommendations

As finding the results of the questionnaires survey of NEU library by respondents (students), that is 3 statements are satisfied students by NEU library, and the rest of the statements are dissatisfied.

In general, service quality refers to the expected and perceived quality of service offering. It is the primary determinant of consumer satisfaction or dissatisfaction, (Boone & Kurtz, 1992).

Consumer satisfaction is the individual's perception of the performance of the product or service in relation to his or her expectations. The concept of customer satisfaction is a function of customer expectations. This means that when expectation fall, that will dissatisfied, however when the expectation exceeds, that will be satisfied.

According to the results of questionnaires of 22 statements; 3 of them are satisfied, there is exist no gap, that the actual scores are greater than the expected scores. This means that students are quite satisfied with the service provided by NEU library.

However, the rest of the statements, there is exist a gap, that the actual scores are less than expected scores (see Table 2), this means that student are dissatisfied with the service provided by NEU library.

In this chapter we are going to give some recommendations about; how to close the gap and how to improve the service quality of NEU library by analysing of each statement that has a gap.

In statement (1), (library should have up to date, books, computers, etc..), this statement has a huge gap, to overcome on it; NEU library should be able to increase the equipments. Such as, computers, books; which are using in the library, and improving the arrangements and classifications of the books on the shelves to become easy for students to find the books when they search of it.

In statement (12), (staff do not always have to help students.), this statement has also a huge gap, to close it; staff do always have to help student in any time they want without fumbling around.

In statement (22), (staff shouldn't be expected to have operating hours convenient to all their students), this statement has also a huge gap, so to close it; staff should be expected to have operating hours convenient to all their students by opening the library 24 hours and providing well services to all the students in NEU.

In statement (11), (it is not realistic for students to expect prompt services from staff of libraries.), to close this gap; students should be expected prompt services from staff of libraries, and staff should be willingness to provide students prompt services and respond quickly with care and seriousness.

In statement (13), (it is okay if staff are too busy to respond students requests promptly.), this statement has a gap, to close it; NEU library staff should not refrain from acting busy or being rude when students ask questions, and should be observe the consideration property and value of the students, staff should know their work for providing well services to the students.

In statement (4), (the appearance of the physical facilities of libraries should be in keeping with the type of services provided.), this statement has a gap; to close it, NEU library should make the level of services same at all times of day of the appearance of physical facilities and types of service provided to students by all members of staff.

In statement (18), (library should not be expected to give students individual attention.), this statement has a gap; to overcome on it, library should be expected to give students individual attention, and library should be able to listen the problems of the students in library with care and seriousness.

In statement (3), (staff should be well dressed and appear neat.), this statement has a gap, so overcome on this gap; NEU library staff should be well dressed appropriately and uniform.

In statement (17), (staff should get adequate support from library management to do their jobs well.), in this statement there is a gap, so to overcome on this gap, NEU library management to evaluate the performance and providing incentives to motive and encourage staff to improve the services in library and making them providing well services to the students by supporting the management of library and giving rewards to the staff.

In statement (6), (when students have problems, library staff should be sympathetic and reassuring.), this statement has a gap, to close it; NEU library staff should be able willingness to help students when they have a problems , and trying to solve their problems without fumbling around , and of course staff should be sympathetic and reassuring.

In statement (20), (it is unrealistic to expect staff to know what needs of students are.), this statement has a gap, and to overcome on this gap; of course stff should expect to know what needs of students are. NEU library staff should able to listen and keeping informed in a language they can understand, so staff should know how to communicate with students who are foreigners and do not know Turkish , this means that staff should know English language, staff aslo have to know the needs of students from library; that they are working in library for achieve services to the students.

In statement (2), (library's physical facilities should be visually appealing.), this statement has a gap; to close it; NEU library should able to make facilities attractive by written materials easy to understand, for example using english language in the library for everything, and technology looks modern.

In statement (19), (staff of library cannot be expected to give students personal attention.), this statement has a gap and close it, certainly NEU library should expected to give students their personal attention, so staff have to know what they are doing for behaving with students, and contact with them when students have questions and they should be able to answer and respond quickly.

In statement (9), (staff should keep their records accurately.), in this statement there is a gap and to close it, of course staff should keep their records dependably and accurately, that students reliable of staff for their records, for example when students get books, staff should keep their records accurately, date of get back of books that students reliable on the staff to do not make mistakes of their records; and if they make mistakes this means that students have to pay money for late, that's why staff should keep their records accurately.

In statement (10), (staff shouldn't be expected to tell students exactly when services will be performed.), this statement there is a gap and to close it; staff should tell students exactly when services will be performed.

In statement (16), (staff should be polite.), this statement has a gap and to close it, staff should be polite and friendly when they providing services to the student, and staff member should have not be rude when students needs to ask questions.

In statemen (21), (it is unrealistic to expect staff to have their students best interest), this statement has a gap and to close it; staff should be expected to have their students at heart ; this means that staff must to provide services to the students as the center who get the services.

In statement (5), (when staff promises to do something by a certain time, they do so.), this statement has a gap and to close it; staff should be able to do their services by a certain time as they promised, and do their services accurately and dependably.

In statement (8), (staff should provide their services at the time they promise to do so.), this statement has the lowest gap and to close it; staff should provide their services at the time as they promised to do so with care and seriousness.

In conclusion, that service quality in NEU library should be improve by management to overcome on the gaps, as the results 3 items are satisfied students with the services provided by NEU library and there is no gap, however 19 items are dissatisfied with the services provided by NEU library and there is exist gaps.

This means that service quality of NEU library should improve the level of services.

6.3 Conclusions

This section handled the main points to be investigated, analysing each statements, how to improve service quality in NEU library and how to close the gaps by giving some recommendations.

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APPENDIX 1

PART 1:

Please indicate the level of your agreement for each of the 22 items by using the scale provided.

1=Strongly disagree

2=Disagree

3=Neither agree nor disagree

4=Agree

5=Strongly Agree

1. Library should have up to date, books, computers, etc.....	(1)	(2)	(3)	(4)	(5)
2. Library's physical facilities should be visually appealing.	(1)	(2)	(3)	(4)	(5)
3. Staff should be well dressed and appear neat.	(1)	(2)	(3)	(4)	(5)
4. The appearance of the physical facilities of libraries should be in keeping with the type of services provided.	(1)	(2)	(3)	(4)	(5)
5. <i>When staff promises to do something by a certain time, they do so.</i>	(1)	(2)	(3)	(4)	(5)
6. When students have problems, library staff should be symapthetic and reassuring.	(1)	(2)	(3)	(4)	(5)
7. Library should be dependable.	(1)	(2)	(3)	(4)	(5)
8. Staff should provide their services at the time they promise to do so.	(1)	(2)	(3)	(4)	(5)
9. <i>Staff should keep their records accurately.</i>	(1)	(2)	(3)	(4)	(5)
10. Staff shouldn't be expected to tell students exactly when services will be performed.	(1)	(2)	(3)	(4)	(5)
11. It is not realistic for students to expect prompt services from staff of libraries.	(1)	(2)	(3)	(4)	(5)
12. Staff do not always have to help students.	(1)	(2)	(3)	(4)	(5)
13. It is okay if staff are too busy to respond to students requests promptly.	(1)	(2)	(3)	(4)	(5)
14. Students should be able to trust staff of library.	(1)	(2)	(3)	(4)	(5)
15. Students should be able to feel safe in the transactions with library staff.	(1)	(2)	(3)	(4)	(5)
16. Staff of library should be polite.	(1)	(2)	(3)	(4)	(5)
17. Staff should adequate support from library management to do their jobs well.	(1)	(2)	(3)	(4)	(5)

18. Library should not be expected to give students individual attention.	(1)	(2)	(3)	(4)	(5)
19. Staff of library cannot be expected to give students personal attention.	(1)	(2)	(3)	(4)	(5)
20. It is unrealistic to expect staff to know what needs of students are.	(1)	(2)	(3)	(4)	(5)
21. It is unrealistic to expect library to have their students best interest at heart.	(1)	(2)	(3)	(4)	(5)
22. Staff shouldn't be expected to have operating hours convenient to all their students.	(1)	(2)	(3)	(4)	(5)

PART 2 :

Please indicate the level of your agreement for each of the 22 items by using the scale provided.

- 1=Strongly disagree
2=Disagree
3=Neither agree nor disagree
4=Agree
5=Strongly Agree

1. NEU Grand Library has up to date, books, computers, etc.....	(1)	(2)	(3)	(4)	(5)
2. NEUs' Grand Library physical facilities are visually appealing.	(1)	(2)	(3)	(4)	(5)
3. NEU Grand Library staff are well dressed and appear neat.	(1)	(2)	(3)	(4)	(5)
4. The appearance of the physical facilities of NEU Grand Library is in keeping with the type of services provided.	(1)	(2)	(3)	(4)	(5)
5. <i>When NEU Grand Library promises to do something by a certain time, it does so.</i>	(1)	(2)	(3)	(4)	(5)
6. When you have problems NEU Grand Library is sympathetic and reassuring.	(1)	(2)	(3)	(4)	(5)
7. NEU Grand Library is dependable.	(1)	(2)	(3)	(4)	(5)
8. NEU Grand Library provides its services at the time, it promises to do so.	(1)	(2)	(3)	(4)	(5)
9. <i>NEU Grand Library keeps its records accurately.</i>	(1)	(2)	(3)	(4)	(5)
10. NEU Grand Library does not tell students exactly when services will be performed.	(1)	(2)	(3)	(4)	(5)
11. Students do not receive prompt service from NEU Grand Library.	(1)	(2)	(3)	(4)	(5)
12. Staff of NEU Grand Library are not always willing to help students.	(1)	(2)	(3)	(4)	(5)
13. Staff of NEU Grand Library are too busy to respond to student requests promptly.	(1)	(2)	(3)	(4)	(5)

14. Students can trust staff of the NEU Grand Library.	(1)	(2)	(3)	(4)	(5)
15. Students feel safe in transactions with the NEU Grand Library staff.	(1)	(2)	(3)	(4)	(5)
16. Staff of the NEU Grand Library are polite.	(1)	(2)	(3)	(4)	(5)
17. Staff get adequate support from library management to do their jobs well.	(1)	(2)	(3)	(4)	(5)
18. NEU Grand Library doesn't give students individual attention.	(1)	(2)	(3)	(4)	(5)
19. Staff of NEU Grand Library do not give students personal attention.	(1)	(2)	(3)	(4)	(5)
20. Staff of NEU Grand Library do not know what students needs are.	(1)	(2)	(3)	(4)	(5)
21. NEU Grand Library does not give bes interests of students at heart.	(1)	(2)	(3)	(4)	(5)
22. NEU Grand Library does not have operating hours convenient to all their students.	(1)	(2)	(3)	(4)	(5)

PART 3: Demographic Questions.

Gender : Female_____ Male_____

Age : _____

Nationality: _____

Faculty: _____

Department: _____

Class Study: First_____ Second_____ Third_____ Fourth_____

English Prep. School_____