Service Quality and User Satisfaction of the Reader's Advisory Desk Service: A Case Study of University Putra Malaysia Library

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Abstract: *This study identified what the users of the UPM library perceive to be the quality of the Reader's Advisory Desk Service, to establish the extent to which the reader advisor meets the users' satisfaction of the services provided, and to investigate the quality of the Reader's Advisory Desk Service and its relationship with satisfaction. This study was done in UPM library and 40 respondents were selected. SERVQUAL questionnaires were distributed as the research for the data gathering. Purposive sampling/judgment sampling was the sampling technique chosen to determine the size of respondents selected. Purposive sampling was chosen because it represents only the respondents who posed questions and problems to the Reader's Advisory Desk Service of the UPM Library or the respondents who have been identified as a frequent users of the Reader's Advisory Desk Service. Thereby, it is confined to the specific types of respondents or specific target groups who can provide the desired information. Overall, majority of the users were satisfied with Reader's Advisory Desk service offered based on the service parameters of "tangibles, responsiveness, reliability, assurance and empathy of service." Arising from these results, this study revealed that there is significant positive relationship between the effectiveness of the Reader's Advisory Desk service and users' satisfaction; and by further improving the quality of the service; it will lead to users' needs being met and their level of satisfaction being fulfilled. This study systematically examined a reference activity which is the effectiveness of Reader's Advisory Desk service views on the nature and practice in UPM library specifically.*

Keywords: *Service Assurance, Information Needs, Empathy, Quality Service, Reader Advisors, Reader's Advisory Desk Service, UPM Library, Reference Librarians, Reference Service, Reliability, Responsiveness, Users' Satisfaction, SERVQUAL, Service Quality, Tangible, Users*

INTRODUCTION

Reader's Advisory Desk Service is an important type of service that is available in most academic libraries. Typically, the staff on duty at the Reader's Advisory Desk Service were trained to help users with searching, downloading, saving, and answering the reference

questions. This service provided in the UPM Library can be conducted via face to face or by telephone, and users can either request for this service individually or in a small group. UPM Reader's Advisory Desk Service is staffed by the reference librarians as well as other librarians from various departments in the library. Its mission is to provide the best service and ≥85% of the users are satisfied with the service provided (Reference Service Manual Quality.UPM/PSAS/MK, 2008). The mission of the UPM Library to provide excellent resources, services and facilities to support the learning, teaching, research and consultancy activities of UPM, is strengthened with the following objectives: (i) to fulfill the university's information needs in facilitating learning, teaching, research and consultancy, (ii) to optimize usage of various information resources and facilities and (iii) to reinforce customers learning program towards lifelong learning. The Reader's Advisory Desk Service is the frontline that represents the library.

In the UPM library, all the librarians (grades S41/S44), head of reference department (grade S48) and all assistant library officers (grade S27) are involved in the duties at the Reader's Advisory Desk Service. Table 1 shows the frequencies of the duties of reader advisor in one month.

Table 1: Frequencies of Duties of Reader Advisor in One Month.

Status	Frequencies of Duties
Head of reference department (grade S48)	2 times a month
Reference Librarian (grade S41)	- 2 or 3 times a week - 1 times a month for night duty/ weekend
Reference assistant library officers (grade S27)	- 1 or 2 times a week - 1 times a month for night duty/ weekend
Librarian (grade S41/S44)	1 or 2 times a month for night duty/weekend
Assistant library officers (grade S27)	1 or 2 times a month for night duty/weekend

Not all reader advisors in UPM Library possess appropriate professional qualification in library and information management. Some reader advisors are only the assistant library officers, who are holders of the Sijil Pelajaran Malaysia (SPM), Sijil Tinggi Pelajaran Malaysia (STPM), or the equivalent Malaysian Certificate of Education, and diploma. As part of the library's exercise for quality improvement, through the Customer's Feedback on Reference Service Form, statistics have shown that the readers' advisor is also commented upon by the library users from various aspects, such as information/ knowledge/ skills that should be possessed in order to provide good services, as well as the warmth, approachability and friendly nature of the officers when dealing with their library customers. SERVQUAL dimensions were used in this study as a measure to evaluate the effectiveness of the Reader's Advisory Desk Service offered with the following parameters of reliability, responsiveness, assurance, empathy and tangible of service.

LITERATURE REVIEW

The literature on SERVQUAL is very wide as it has been used for measuring service quality that is usually measured and used in many industries such as marketing, hotel industry, retail industry, library service, and others. SERVQUAL was introduced in 1988 by A. Parasuraman, Valarie A. Zeitham and Leonard L. Berry. It is an instrument for assessing customer perceptions of service quality in service and retailing organizations (Parasuraman, A. et al., 1988). Many studies have established that service quality and user satisfaction are interrelated. According to Wang, Ming-I and Sheih, Chich-Jen (2006), in their study of the relationship between service quality and customer satisfaction, it was found that generally service quality has significantly positive effects on the overall user satisfaction. Therefore, an effort undertaken to improve service quality is to provide service that meet user's expectations and satisfy their needs.

Zaherawati Zakaria, et al. (2009), study found that there is significant relationship between service quality and reliability, as well as responsiveness, i.e. dimensions of service quality measures which have strong positive relationship; and tangible dimension which has fairly strong positive relationship. Besides that they also found that the attitudes and willingness of librarians have indeed significant relationship with the service quality. According to Bicknell (1994), many previous reference studies have assumed that a user's primary need is to receive an accurate answer. "An accurate answer" is also included in the reliability dimension in SERVQUAL. Bicknell said that there are four main aspects in assessing the quality of reference work, that is, i) user needs and expectations, ii) staff behaviors and communication skills, iii) the reference environment, and iv) staff morale and workload.

Zabed Ahmad and Mohd Zahid Hossain Shoeb (2009) had used a SERVQUAL-based questionnaire to evaluate the public university library in Bangladesh, which is the Dhaka University Library. The findings revealed that the attitudes of the librarians during the user-librarian consultation session contributes to the user satisfaction and the extent of the frequency of the consultations between the user and the reference librarians. The findings confirmed that overall user satisfaction is based on the quality of services offered to and received by the users, as well as the perception of users' satisfaction towards the performance of the librarians offering the services.

METHODOLOGY

Study Population and Sampling Design

Since the objective of the study is to identify the effectiveness of the Reader's Advisory Desk Service practice in the UPM Library, the study population consisted of the users who have posed the enquiries (i.e. reference questions and problems) to the reader's advisor on duty at the Reader's Advisory Desk Service, or the persons/users who have been identified as frequent users of the Reader's Advisory Desk Service. The purposive sampling / judgment sampling is confined to specific types of people or specific target groups who can provide the desired information.

Data Collection Instrument

The structured questionnaire applied in this research consisted of 4 sections with 30 questions. Section "A" dealt with the demographic characteristics of respondents, such as gender, age group, academic status, faculty and year of study. Section "B" listed questions, meant to collect data on the reader's advisory desk service, while Section "C" collected data on the SERVQUAL measures that include reliability, responsiveness, assurance and empathy of reader's advisory desk service, and finally, section "D" aimed to gather data on the overall users' perceptions of the reader's advisory desk service. Most of the questions were open-ended with the option of using a measurement scale, such as nominal scale and interval scale.

RESULTS

Demographic (Gender, Age, Years of Study, Status, and Faculty)

Majority of the respondents are female representing 62.5% while, males respondents represent 37.5%. As for the respondents' ages, 55% are in the less than 30 year old range, 35% are in the 31-40 year old range, and only 10% are in the 41-50 year old range. 32.5% of the respondents are first year students, 30% of the respondents are second and third year students, while only 5% of them are fourth year students.

Majority of the respondents status are postgraduate students, either master or PHD students, which represent 72.5%, and the rest are undergraduate students, either diploma or degree students, which represent 27.5%. Most of the respondents who often pose their enquiries (questions or problems) are from the Agriculture Faculty and the Faculty of Educational Studies, which represents 22.5%, followed by the Agricultural Tropical & Product Institute, which represents 10%, while 7.5% is from the Food Science & Technology, Graduate School of Management, and Modern Language & Communication. 5% represented other faculties such as the Faculty of Human Ecology and the Faculty of Science, while 2.5% represented the Medicine and Health Science, the Faculty of Environmental Study and the Institute of Mathematical Research.

Users of Reader's Advisory Desk Service

Most of the respondents can be termed as Occasional Users (at leas once or more the once a week) which is represented by 42.5%, while 22.5% of the respondents can be termed as Frequent Users (regularly at least daily), while 17.5% can be termed as Infrequent Users (less than once a week) as well as those respondents that very rarely used (at least monthly) the service. The frequency of enquiries posed (questions or problems) that are considered not very often is 40%, often is 32.5% and very often is 27.5%.

The reasons cited by the respondents for making enquiries (questions or problems) is related to the use of online databases in areas of requiring assistance in using the databases or e-journals which representing 27.5% (n=11), followed by help finding articles 12.5% (n=5), wanted to save time 7.5% (n=3), item was not on shelf 5% (n=2) and help finding books 2.5% (n=1). Only 7.5% (n=3) provided response to all of the items stated in the questionnaire, and

2.5% (n=1) responded to others. Meanwhile 10% (n=4) of the respondents who chose more than one responses said that they always ask for help finding articles/help using databases or e-journals / wanted to save time. Only 5% (n=2) chose the response of help finding articles / help using databases or e-journal, while 2.5% (n=1) respondents each chose a combination of the items stated in the questionnaire.

Reliability of Reader's Advisory Desk Service

Reliability of service has a positively significant relationship with the quality of the Reader's Advisory Desk Service. The research findings showed that a majority of users are satisfied with the Reader's Advisory Desk Service which is considered to have been offered with reliability. All respondents perceived the effectiveness of the Reader's Advisory Desk Service by the positive response provided. As shown in figure 1, most of the respondents were able to find reliable information every time they pose enquiries (questions or problems) and this represents 57.5% (n=23), followed by all of them or 25% (n=10) were able to find reliable information every time they pose enquiries (questions or problems), while only some of them or 17.5% (n=7) were able to find reliable information every time they pose enquiries (questions or problems. The outcome of such findings was supported by the interest of the reader advisor in solving the enquiries posed (questions or problems). As indicated in figure 2, 60% (n=24) of the reader advisors were always able to answer most of the respondents' enquiries (questions or problems) correctly, followed by 37.5% (n=15) were often able to answer most of the respondents' enquiries (questions or problems) correctly, and only 2.5% (n=1) were not very often able to answer most of the respondents' enquiries (questions or problems) correctly.

Besides that, the reader advisors also correctly and accurately advised the students on how to get started with their research, and they were reliable in their teaching on how to access, evaluate and use information. 55% (n=22) of respondents responded that the reader advisors very often advised and teach them about access, evaluating and using information, followed by 35% (n=14) responded often that the reader advisors advise and teach them about access, evaluating and using information, and only 10% (n=4) of them responded not very often that the reader advisors advise and teach them about access, evaluating and using information.

Responsiveness of Reader's Advisory Desk Service

With regards to the aspect of the responsiveness of Reader's Advisory Desk Service, as shown in figure 3, respondents perceived that 62.5% (n=25) of the reader advisors are willing to help them, 32.5% (n=13) responded that most of the reader advisors are willing to help them, while only 5% (n=2) responded that some of the reader advisors have attended to their enquiries with a response time of within 1-15 minute. The higher percent of response time within 1-15 minutes is very much dependent on the kind of questions posed. UPM reader advisors have a high level of responsiveness, and this finding support the outcome that all users have positively responded that the reader advisors are active in providing the service.

As indicated in figure 4, 60% (n=24) of respondents strongly agreed and 32.5% (n=13) agree

that the reader advisors have the ability to answer all enquiries (questions or problems) posed to them, while 5% (n=2) have answered disagreed with 2.5% (n=1) answered not sure as their response. This is supported by the RUSA Reference Guideline (2004) which states that librarians who demonstrate a high level of interest in the inquiries of their patrons will generate a higher level of satisfaction among users. Accordingly, all reader advisors in the UPM library are active in provides services, and that this is supported by the correlation of coefficient which is significant at the 2-tailed. Only one attribute that is reliability: answer questions correctly significant at 1-tailed, which showed that even if a reader advisor does not answer questions correctly, but is friendly and willingly helpful, the users will still be satisfied and are most likely continue to use the Reader's Advisory Desk service.

Assurance and Reader's Advisory Desk Service

On the aspect of providing information material, the reader advisors are viewed as efficient in providing relevant materials from the library collection, as none of the respondents selected inefficient as their response. The majority of respondents i.e. 60% (n=24) held that the reader advisor is efficient in providing relevant materials from the library collection, followed by very efficient being the response of 40% (n=16) of the respondents. When approaching users with their information needs, the reader advisors are equipped with the necessary skills and ability to ask and probe the users with appropriate questions in order to get to the exact information they needed. It is found that 52.5% (n=21) of the reader advisors frequently ask questions to determine the exact information that the users need, followed by 42.5% (n=17) most frequently and only 5% (n=2) responded less frequently.

All users are satisfied with the Reader's Advisory Desk service that were offered with assurance because the majority of the reader advisors have the knowledge to answer the questions and possess the skills to find and retrieve the correct answers. Majority of the respondents i.e. 55% (n=22) responded very often to the aspect of the reader advisors' awareness of every service provided by the library, followed by often 40% (n=16), and only 5% (n=2) not very often and none responded not at all. This result indicates the knowledge that the reader advisors possess and the ability to answer the questions is significant to user satisfaction. This is proven in this study, that the positive responses are directly related with the knowledge of the reader advisors. A majority of them have the knowledge to answer the questions that were posed by the users to them. This was evidenced by 52.5% (n=21) of respondents who strongly agreed, with 42.5% (n=17) agreed that the reader advisors are knowledgeable and skillful thus leading to their satisfaction being fulfilled, while only 5% (n=2) disagree.

Empathy and Reader's Advisory Desk Service

50% (n=20) of the respondents know that the reader advisors are often available at the Reader's Advisory Desk while very often available was indicated by 47.5% (n=19) of the respondents and only 2.5% (n=1) of them are not sure, hence they did not need to be in long queues or wait for very long. This is supported by the findings which showed 50 % (n=20) of the respondents have not been kept waiting in the long queue at all, followed by not very often 32.5% (n=13). This is because at certain times the Reader's Advisory Desk may be staffed by two librarians, particularly during peak periods of use, for example in the

new semester, while only 17.5% (n=7) had responded often, and 2.5% (n=1) had responded not sure. Occasionally they still need to wait particularly when the response time is more than the expected, more over for the new students. Majority of the respondents agree the opening and closing hours of the Reader's Advisory Desk service is convenient and ideal for them, as evidenced by 55% (n=22) who responded agree, 35% (n=14) strongly agree, while 10% (n=4) disagree. Most of the respondents i.e. 52.5% (n=21) strongly agree that the reader advisors are never busy to respond to their information needs while 45% (n=18) agree with only 2.5% (n=1) disagree.

Tangible and Reader's Advisory Desk Service

Based on the results, majority of the respondents, representing 52.5%, (n=21) strongly agreed that the Reader's Advisory Desk in the UPM library are ready with modern facilities and equipment, followed by 47.5% (n=19) agreed while none of the respondents had responded disagreed and strongly disagreed. This result illustrates that they consider the facilities and equipment are well-suited and the chairs provided at the Reader's Advisory Desk to be comfortable with 55% (n=22) of them responded to very convenient, followed by 45% (n=18) convenient while none of them selected inconvenient.

Respondents' Perception of the Reader's Advisory Desk Service

With regards to the overall perception of the Reader's Advisory Desk service, most of respondents, representing 65% (n=26) are very satisfied and 35% (n=14) are satisfied, and none of them are dissatisfied with this service. Based on this result, it can be concluded that the Reader's Advisory Desk service of the UPM library has been successful in its delivery of this service to the users and able to achieve its mission of providing the best service at the Reader's Advisory Desk with ≥85% of the users who are satisfied with the services provided (Reference Service Manual Quality.UPM/PSAS/MK, 2008). Based on this finding also, it is evident that the SERVQUAL dimensions were implemented and applied to provide good quality service at the Reader's Advisory Desk of the UPM library. This demonstrates that the quality of the services that were offered with the added dimensions of reliability, assurance, responsiveness, empathy and tangible does have direct effect on user satisfaction.

On the question of future return visits to the Reader's Advisory Desk to ask for assistance about questions/problems, majority of respondents or 60% (n=24) responded that they would definitely return and 40% (n=16) would likely return, while none of them would not likely return or definitely would not return. This confirms that they like and happy with this service and they perceive this service as very helpful, very supportive, thus proving that the Reader's Advisory Desk service of the UPM library has been effective and efficient in providing the services.

DISCUSSION AND CONCLUSION

From the findings, more postgraduate students frequently and actively used the Reader's Advisory Desk Service with their questions and enquiries for information and relevant resources that were needed in preparing for their theses. Essentially, they need assistance to identify and locate current journal articles or research articles in areas related to their subject interests. Postgraduate students are found to be the more frequent users of this

service and this can be associated to their awareness of the functions of the Reader's Advisory Desk service. Besides that, their level of maturity as postgraduate students make them more likely to be informed users of the library and the services offered.

As for the first year and second year undergraduate users who frequent the Reader's Advisory Desk for its services, it can be deduced that being new students, they need to familiarize themselves with the library, its facilities and the various resources available. They need to be trained on how to access and retrieve the library resources and materials through the use of the WEBOPAC and various subscribed database.

Based on this study, it is found that the respondents always ask questions/ pose problems relating the use of online databases. For example, they need help, using the databases or e-journals to identify, locate and find relevant articles as they occasionally face such problems as accessing the full text documents, or downloading full text articles, or selecting appropriate databases to retrieve relevant articles for their work. They also need assistance to locate full text articles when the journals are not subscribed by the library, or to request for articles from other universities through the interlibrary loan service, or to obtain printed journals. Many students also face a common problem of remote access to online databases from off-campus locations, i.e. not being able to download full text articles. Majority of students request for information from online databases as their focus of attention is mainly on retrieving information from online databases or e-journals only since they are unaware that the library also subscribes to printed journals.

The number of users who asked questions or posed problems to, or required the services of the UPM Library Reader's Advisory Desk from January - December 2009, revealed that the highest number of questions are regarding use of the OPAC and online databases represented by 4855 enquiries for OPAC and 3532 enquiries for online databases. From January – December 2010, 5048 for OPAC and 3774 enquiries were for online databases. Overall 15, 080 users in year 2009 and 16, 173 users in year 2010 had asked questions or posed problems to, or had required the services, of the UPM Library Reader's Advisory Desk (Sultan Abdul Samad Library, 2010). Based on these statistics, it can be assumed that the user education programs were not effective in educating and training students in the use of the OPAC and online databases. As a result, users keep asking questions or problems at Reader's Advisory Desk service. On the other hand, the users themselves may not have attended all the user education programs provided by the library's Information Management Unit due to a clash of their class time table with the schedules of the user education programs; or due to other reasons. Furthermore, the lack of concerted efforts to promote these programs to users is a contributing factor as to why users did not/cannot attend these user education programs/training sessions which result in the users being uninformed of such activities. It suggested that library's Information Management Unit, need to critically think about designing an interesting, captivating and useful training module/program that enables the users to use the library effectively, allows them to be informed about various library services and facilities as well resources available, and improves on the users' information literacy skills including the use of the OPAC and online databases. Promotions should be aggressively carried out to ensure that all users are made aware of any program to be held so that they are able to fit these training programs into their schedules. This unit should also try their level best to align their training programs to assure maximum student attendance.

Reliability of service has positively significant relationship with quality of Reader's Advisory Desk service. Based on the findings, majority of users are satisfied with the Reader's Advisory Desk service offered with high level of reliability and the positive response from all respondents had indicated that they perceived the Reader's Advisory Desk service was effective. As shown in figure 1 and 2, 60% (n=24) of the respondents said that the reader advisors very often answered all the questions accurately and correctly and 57.5% (n=23) of them were able to get reliable information from the reader advisors. From the data analyzed, all reader advisors have been able to provide the advisory service to the satisfaction of the users, were able to answering questions accurately and correctly, were able to give them precise information that enabled the users to use the relevant sources of information. It showed that all the reader advisors were able to function as effective reference officers, even though some of them are just semi-professional level personnel.

On the question of responsiveness of the Reader's Advisory Desk service, the respondents perceived that the reader advisors were always willing to help users, with the higher percentage of response time within 1-15 minutes, depending on the level of difficulty of the questions asked/posed to them. As shown in figure 4, majority of the respondents strongly agreed as well as agreed that the reader advisors were very active in providing the service, and this shows that the reader advisors spent a great deal of time to ensure that their users get accurate, reliable and correct information to support their information needs. The reader advisors utilized a variety of approaches and multiple alternative ways to track the relevant information resources. For instance, the reader advisors may use A to Z full text e-journals, identify UPM library's subscribed journals and its coverage, search article titles using Scopus, check the library's OPAC to identify printed journals or other resources in the library's collections. In addition, they also check other libraries' OPACs to identify resources for inter-library loan purpose. Sometimes, the reader advisors are also required to explain the uses of certain reference tools, such as Refwork for preparing bibliographic citations, or Turnitin software for detecting plagiarism. One major problem that may affect the swiftness of the response time when the reader advisors respond to the users' information needs would be the Internet. Often times the Internet was slow and sluggish, and this affected the response time and the overall services.

Assurance of service has positively significant relationship with the quality of the Reader's Advisory Desk service. In the assurance of services, the reader advisors were efficient in providing relevant materials from the library collections, as none of the respondents chose inefficient in their response. The reader advisors showed their capability in handling their users' information needs by approaching and questioning them as to the exact nature of the information that they needed. It is found that 52.5% (n=21) of the reader advisors frequently asked questions regarding the exact information needed, followed by 42.5% (n=17) most frequently. The result for less frequently is only 5% (n=2) and, this could be attributed to some communication difficulties particularly involving the international students. Communication difficulties posed another major problem for the international students. The reader advisors experienced difficulty in comprehending these foreign students because of variations in their pronunciation or intonation. It could also be a result of the students' inability to express their information needs clearly due to their lack of fluency in the language with vocabulary limitations, or lack self-confidence in using the language and may be timid in the use of the language such as not being able to express

themselves adequately.

The UPM library Reader's Advisory Desk service is offered with assurance because majority of the reader advisors have the knowledge to provide resources as well as the answers to the users' questions, and they possess the required skills to obtain and retrieve the accurate resources and answers. This study also confirmed that the knowledge and skills of the reader advisors have a significant association to user satisfaction and the ability to answer the questions. This is similar to the finding's of study by Mendelsohn (1997) which found that reference librarians need to have knowledge on subject matter knowledge, need a broad general knowledge, need to have knowledge of the collections of the library they are employed in, knowledge of the catalog and subject headings, of reference tools, both specific sources and sources in a generic sense, need to have knowledge of how information in a particular field is organized and accessed, knowledge of what is happening library wide, knowledge of what is happening in the area of information technology within and outside the library, knowledge of faculty and knowledge of the courses being taught. Mendelsohn (1997) found that all these knowledge are deemed important for answering patrons' reference questions effectively toward user satisfaction. Similarly, it has been proven in this study, that the positive responses are related with the knowledge of the reader advisors, where majority of them have the knowledge to answer the questions that been asked or posed by the users since majority of the respondents selected strongly agree and agree to the question of the reader advisors in UPM Library having the knowledge to answer questions and lead to the user satisfaction being fulfilled.

Empathy of service also has a significant relationship with the user satisfaction. As demonstrated by the results of the response in the questionnaire, empathy of service is significantly related with the Reader's Advisory Desk user satisfaction with a correlation coefficient significant at the 2-tailed. However, only one attribute which is the correlation between overall perception and the long queue waiting showed a negative correlation (r = -.405**), with the two variables having a negative relationship (as one satisfied, the other dissatisfied). It can be seen that some of respondents were not happy being kept waiting in long queues before they could be served. Despite this, majority of the respondents or 52.5% (n=21) strongly agree and 45% (n=18) agreed that the reader advisors are never busy to respond to their needs, while only 2.5% (n=1) disagreed. This response of disagree about being kept waiting in long queues could be due to the reader advisors who give priority to respond to reference enquiries or requests by telephone. Even if the users are in front of them waiting to be served, the reader advisors will often answer the telephone calls promptly, thus making the users who are already there wait to be served. Users who approached the Reader Advisory Desk service in person may not understand that the act of promptly answering telephone calls is a sign of quality of response of service, which in turn conveys a good image of the library to all its users and the larger community. The Readers Advisory Desk service need to find a solution to this matter so that users who go to the Reference Advisory Desk service personally will not think that they are less important.

The findings revealed that the majority of the respondents strongly agreed that the Reader's Advisory Desk in the UPM library is equipped with modern facilities and equipment. The Reader's Advisory Desk is equipped with 3 computers plus 1 set of 2-sided computers. These 2-sided computers will ensure comfort for the users as the computer is

facing them. There is also a book shelf that holds quick reference tools, such as the Library of Congress Subject Headings, periodical title abbreviations, selected dictionaries and other selected guide books. All these reference materials are for use in the library only. The table of the Reader Advisory Desk service is uniquely shaped in a contemporary design and color with a set of three comfortable chairs for the users and two comfortable chairs for the reader advisors. The seating provided here at the Reader's Advisory Desk is unlike those that are found in the library study area. These chairs are much more suitable and comfortable so that the users will not only feel comfortable but they will also be at ease and feel relaxed during the waiting time or during their conversation at Reader's Advisory Desk service.

Most of the respondents also agreed that the materials associated with the service, such as pamphlets, notices, etc. were always available at the Reader's Advisory Desk. These pamphlets, notices, guide books and other services information were available at the Reader's Advisory Desk free for users. This will help guide the users especially the new students. These sources of information were provided by library's Support Division Unit and sometimes the Reader Advisory Desk runs out of these materials very quickly, and new information needs updating, so reprints need to be prepared often. Sometimes it took a bit of time to replenish these materials at the Reader Advisory Desk.

The overall scores are very positive, and the reader advisors offered the service with responsiveness, reliability, empathy, tangible and assurance of service which in turn have satisfied the users. From the ensuing discussion, it can be concluded that the reliability, empathy, tangible, and assurance of service have influences on the user satisfaction. These findings are similar to and supported with by the previous research by Zaherawati Zakaria, et al., (2009) and Norlin, Elaina (2000). According to Zaherawati Zakaria' s study, the attitude and willingness of the librarians have significant relationship with the service quality in the Sungai Petani public library, wherein the study noted a positively strong relationship. Norlin, Elaina's research found that most people consider that approachability and correct answers are equally important factors that relate significantly with user satisfaction.

One useful outcome of the evaluation of the UPM Reader's Advisory Desk Service was that a positive image of the reader advisors was highlighted. All reader advisors were able to satisfy the users regardless of their level, whether professional or semi-professional staff. The ability of the reader advisors to answer a majority of users' questions was confirmed by their knowledge and awareness of every service provided by the library and by the average response time. As an overall impression, the reader advisors were courteous and friendly towards the users, despite the occasional impolite patrons, or when several patrons were kept waiting for the service.

CONCLUSION

The Reader's Advisory Desk Service of the UPM library provided effective and efficient service to the clientele as none of the respondents were dissatisfied with this service. The reader advisors were effective in providing the service even though the reader advisors serving at the Reader's Advisory Desk come from various departments in the UPM library.

All users were happy with the quality of the Reader's Advisory Desk Service, and majority of them were satisfied or very satisfied with this service, and would likely or definitely return to the Reader's Advisory Desk Service again. In sum, it can be concluded that the Reader's Advisory Desk Service of the UPM library has successfully delivered the service to the users, thus achieving its mission that is to provide information or service needed by the users. This proves that the Reader's Advisory Desk Service of the UPM library has rightly implemented the SERVQUAL dimensions as a process to improve its services and to provide good service quality.

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