

# Perceptions and Level of Service Quality in Central University Libraries in India: A Study

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## Abstract

*The main objectives of the study is to investigate the level service quality in central university libraries of India and to measures the perception of users as they relate to quality of information products and services. Survey among library users was administered and data was collected with the help of questionnaire. The questionnaire designed for the investigation of service quality in central university libraries among research scholars and faculty members were administered. The questionnaire comprises the modified SERVQUAL instrument developed by Parasuraman, et.at, (1998). It contains six dimensions of quality services, i.e., reliability, responsiveness, assurance, access, communications and tangibles. The scope of the research is limited to only seven central university libraries of India. The mean score of each dimension shows that the perception of users about the service quality dimensions in Central Reference Library of DU was highest as compare with other libraries. It shows that research scholars and faculty member are very much satisfied with the services quality dimensions*

**Keywords:** : Quality Management, Service Quality, University Library

## 1. Introduction

The concept of Service quality has emerged as a key strategic issue in management. Quality Management in the context of libraries is to provide the right information to the right user at the right place and time and also at the right cost. The objectives of libraries keeps on changing and these changes affect the manpower, products, user and environment in the library. In order to cope up with these changes libraries need to change their strategy, leadership, structure, and human resource management. The service quality is very essential to be practices in library services because the users satisfaction in based on the quality of service that

they received. The concept of service quality in library was defined as the difference between library user's expectations and perceptions towards service performance (Nejati and Nejati, 2008). Based on this definition, the service quality is about what library users received from library that leads to their behavior and satisfactory towards the services whether it is good or bad. While library practice is changing, it remains based on a commitment to services. Librarians in all types of libraries work to ensure that their organizations provide high quality service in support of goals of libraries parent institutions.

The University Grant Commission, The National Assessment Accreditation Council (NAAC), All India Council of Technical Education (AICTE), and National Board of Accreditation (NBC), have



succeeded in promoting and encouraging quality in all elements of higher education institutions in the country. There are number of institutions in India that are granted status of accreditation by the NAAC. The gap between accreditation and non-accredited institutions will affect the quality of education. The assessment bodies use many criteria for evaluating the quality of the educational institutions. The NAAC is adopting its new methodology of assessment for accreditation from April 2007. Recently the NAAC provided a set of Guide Lines on quality indicators in LIS to improve the quality of the learning resource center in colleges and universities. All these show that the quality of library and information services offered in higher education institution is an important and the authorities of library and information professionals in higher education institution must consider its seriousness. The NAAC has viewed that the main objective of the higher educational institutions should always be total user satisfaction. It is opined that the functioning of the library should be user focused and the librarian should be the interpreter of thought and content and user satisfaction should guide the libraries. It shows that there should be a user-based assessment of the quality LIS being offered in higher education institutions in India.

There are certain reliable tools such as SERVQUAL, LibQUAL, WebQUAL etc, for understanding the expectation and perception of user with regard to higher educational institutions and the library services and thereby assess its quality. The LIS professional understand what the user actually expects from the library. It will also help the LIS professionals to improve or switch over the library. It will also help to improve the quality of services.

Therefore, this study is an attempt in this direction to exploit the application and level of service Quality in the central university Libraries in India.

## 2. Objectives of the Study

The main objectives of the study is to investigate the service quality in central university libraries of India and to measure the perception of users as they relate to quality of information products and services and to determine how far the library has succeeded in delivering such services to its users.

- ❖ To find out the existing level of service quality management in different Central University Libraries of India
- ❖ To compare the quality of services and facilities of different Central University Libraries of India.
- ❖ To measure the user perception of service quality in seven respective central university libraries.
- ❖ To examine the application of QM in libraries with particular reference to users satisfaction and perceptions of library quality services.

## 3. Hypotheses of the Study

- ❖ There is no significant difference in the perception of service quality dimensions of the seven central universities libraries of India.
- ❖ All the seven central university libraries are maintaining the level of quality management standards and services.
- ❖ There is no significant difference in the perception of services quality dimensions among research scholars and faculty member's with central university libraries of India.

#### 4. Scope and Limitations of the Study

The scope of the research is limited to only seven central university libraries in India included namely: Maulana Azad Library, Aligarh Muslim University,(Aligarh); Sayaji Rao Gaekwad Central Library, Banaras Hindu University,(Banaras); Central Reference Library, University Of Delhi, (New Delhi); DrZakir Husain Central Library, JamiaMilliaIslamia, (New Delhi); Central Library, Jawaharlal Nehru University,(New Delhi); Central library, North-Eastern Hill University,(Shillong); and Central Library, Visva Bharti University,(Bolpure, Shanti Niketan).The selected seven universities have been chosen carefully from different state/location irrespective of the geo-political scenarios. The responses have been taken only from research scholars and faculty members those who have been using library services and are regular users of libraries.

#### 5. Research Design

For this study the investigator used questionnaire method for the collection of data.The questionnaire designed for the investigation of service quality in central university libraries among research scholars and faculty members were administered. The questionnaire contains the modified SERVQUAL instrument developed by Parasuraman, et.at, (1998) to measure the outcome performance and perceptions of quality services through users. It includes 33 open ended and closed-ended questions referring to different aspects of service quality reflected six dimensions of quality services, i.e., Reliability, Responsiveness, Assurance, Access, communication and Tangibles.

#### 6. Service Quality Dimensions

The Quality Services attributes to six dimensions which are as follow;

##### 6.1. Reliability

This service quality dimension of reliability consists of five questions (attributes), it refers to the delivery service as it relates to dependability and accuracy. It includes;

- ❖ Giving correct answers to reference questions;
- ❖ Making relevant information available;
- ❖ Keeping records consistent with actual holdings/status;
- ❖ Keeping computer databases up and running;
- ❖ Making sure that overdue notices and fine notices are accurate;

##### 6.2. Responsiveness

The service quality dimension of Responsiveness consists of six questions (attributes), Responsiveness measures the willingness of library staff in providing service. It includes,

- ❖ Making new information available;
- ❖ Timeliness delivery of information;
- ❖ Re-shelving of books;
- ❖ Effective ILL System;
- ❖ Familiarity with OPAC;
- ❖ Recency of journals and newspapers;

##### 6.3 Assurance

The service quality dimension of assurance consists of five questions (attributes),it measures the

knowledge and courtesy of the library staff and their ability to convey confidence. This includes:

- ❖ Appearance of staff;
- ❖ Through understanding of the collections;
- ❖ Familiarity of CD- ROM System;
- ❖ Providing individual attention to users;
- ❖ Recognizing the regular users by the library staff;

#### 6.4. Access

The service quality dimension of access consists of five questions (attributes), Access measures the ability to reach out for something and finding or getting it as and when it is needed. It includes:

- ❖ Availability of staff at reverence desk;
- ❖ Availability of Xerox facility;
- ❖ Availability of computer terminals;
- ❖ Library opening hours;
- ❖ Time spent at circulation desk;

#### 6.5 Communications

The service quality dimension of communication consists of five questions (attributes), Communications measures the ability to keep clients informed in a language they understand and the ability to listen to them:

- ❖ Awareness of library facilities and services;
- ❖ Provision of user education;
- ❖ Availability, clarity, easy in uses of OPAC User manual;

- ❖ Availability, clarity, easy in uses of CD- ROM user manual;

- ❖ Assuring the users that her/his Problem will be handled;

#### 6.6 Tangibles

The service quality dimension of tangibles consists of four questions (attributes), this service quality dimension of Tangibles consists of four questions, to measure the maintenance of physical facilities its includes

- ❖ Library furniture;
- ❖ Temperature setting in library;
- ❖ Proper illuminate in the library;
- ❖ Maintenance of Silence in study hall;

#### 7. Sample and Population Design

It is not feasible to collect large quantities of data having each and every library users in seven different central university libraries in India, therefore, samples were selected by using stratified random sampling method. The questionnaires were distributed among the research scholars, faculty members.

A total of 1700 questionnaires were distributed to the user community, i.e., research scholars (830) and faculty members (870) of seven central university libraries of India, of which 1507 (89%) were received back. 763 (90%) responses were received from faculty members and 744(89%)responses were received from the research scholars. The investigator selected only 1425(84%) questionnaires for the analysis of data as 82 questionnaires were rejected because of incomplete responses from the respondents.

### 7.1. University Wise Distribution of Sample

**Table 1: Sample of Distribution**

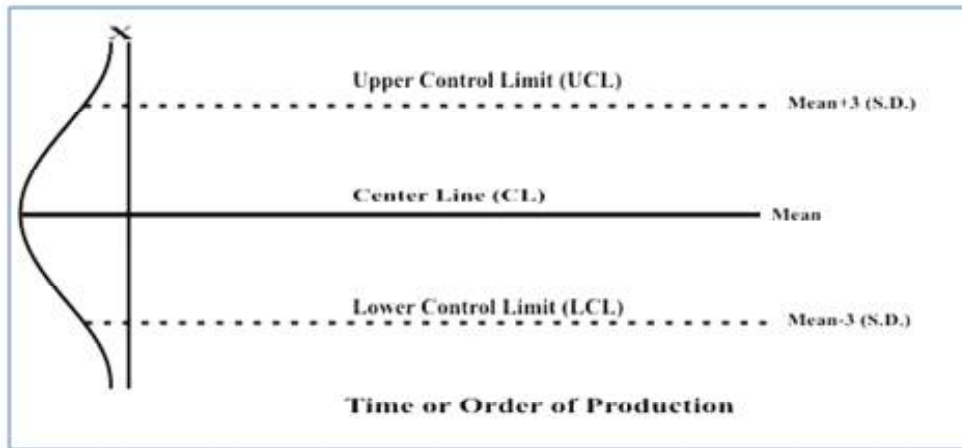
Name of Lib.	Sampling			Response			Response%			Questionnaires Analyzed		
	Faculty	Research Scholar	Total	Faculty	Research Scholar	Total	Faculty	Research Scholar	Total	Used	Rejected	%Used
A.M.U	160	200	360	140	180	320	87.5	90	88.9	303	17	84
B.H.U	200	100	300	175	94	269	87.5	94	89.7	254	15	85
DU	120	130	250	108	112	220	90	86	88	211	9	84
J.M.I.U	150	100	250	147	98	245	98	98	98	233	12	93
J.N.U	120	160	280	98	140	238	80.65	87.5	85	225	13	80
NEH.U	45	90	135	30	80	110	66.67	88.89	81.5	102	8	76
V.B.U	75	50	125	65	40	105	86.67	80	84	97	8	78
<b>Total</b>	<b>870</b>	<b>830</b>	<b>1700</b>	<b>763</b>	<b>744</b>	<b>1507</b>	<b>88</b>	<b>90</b>	<b>89</b>	<b>1425</b>	<b>82</b>	<b>84</b>

### 8. Data Analysis Method

The quantitative and qualitative data collected through questionnaire were organized and tabulated by using statistical methods, tables and percentage, mean and average mean. After gathering the questionnaires, the survey data was keyed in Excel file. Before transferring to SPSS version 16.0, the procedures of data treatment were set to validate the data for further analysis. After data treatment, the data was transferred to SPSS Version 16.0 for statistical analysis. For the analysis the users perception score each item in the all dimensions were calculated in the form of means, average mean and SD. Further to substantiate the data, statistical tests have been conducted namely t-test, ANOVA and Control chart for mean for measuring of quality levels.

### 9. Data Analysis and Interpretation

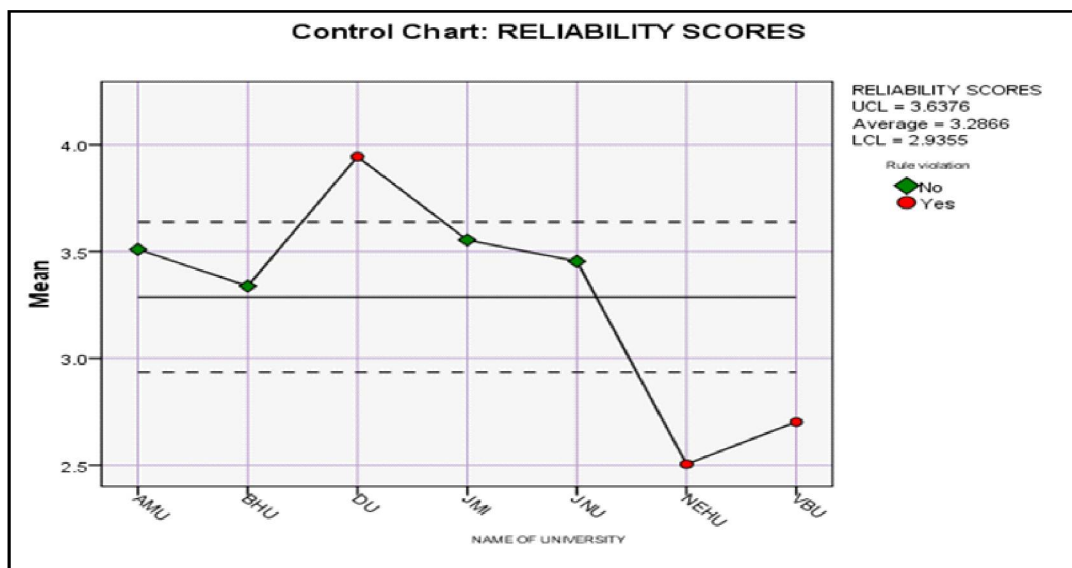
Researcher used univariate control charts for the purpose of analyzing the level of quality dimension in central university libraries. The control chart contains a center line that represents the mean value for the in-control process. (Desired level of quality dimension). Two other horizontal lines, called the upper control limit (UCL) and the lower control limit (LCL) are also shown on the chart. These control limits are chosen so that almost all of the data points will fall within these limits as long as the process remains in-control. If the chart indicates that the process is currently under control then it can be used with confidence to predict the future performance of the process. If the chart indicates that the process being monitored is not in control, the pattern it reveals can help determine the source of variation to be eliminated to bring the process back into control.



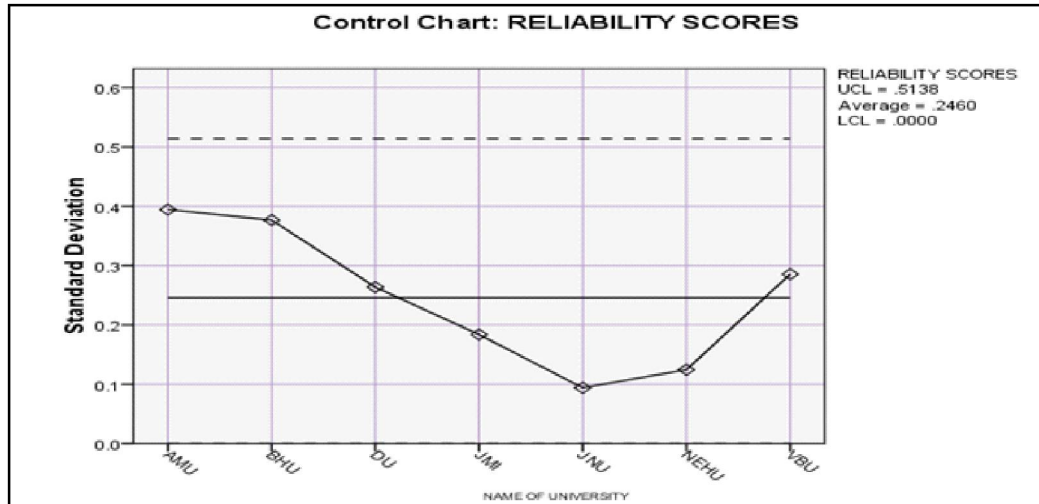
**Figure 1: Theoretical Basis for a Control Chart**

Standard level of quality is being measured by taking the average of values (responses) obtained for particular dimensions.

**8.1. Control Charts of Mean: Reliability Dimension**



**Figure 2.**



**Figure-3.**

From the above mean-chart Fig. 2, it is observed that three points related to DU (3.94), NEHU (2.50) and VBU (3.33) libraries are going outside the control limits. The points of Delhi University (3.94) is going above the upper control limit (UCL) is a good sign but the points related to NEHU (2.50) and VBU (2.70) are going below the lower control limit is a sign of lacking in service quality at these two libraries. The other four points related to AMU (3.51), BHU (3.33), JMI (3.55) and JNU (3.45) are lying within the control limits. Further, all these four points are above the central line, which is a good sign. Thus as far as the

dimension 'Reliability' is concerned, Delhi University library is best in maintaining the quality of services. AMU, BHU, JMI and JNU libraries are also at good position as they are having standards above the desired level of service quality.

From the above S-Chart, it is observed that the two points, i.e., DU and VBU library are nearest to the central line. The next nearest point is JMI. The above two charts shows that the DU is best in maintaining level of service quality as far as the 'Reliability' dimension is concerned. AMU, BHU, JMI and JNU are also good in maintaining service quality.

8.2. Control Charts of Mean: Responsiveness Dimension

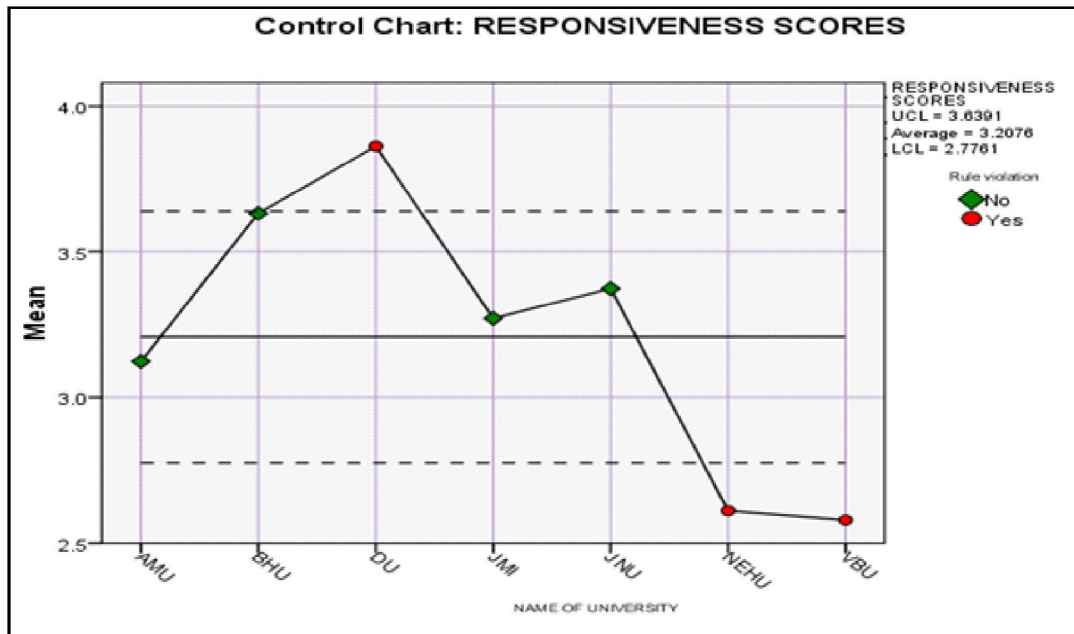


Figure-4

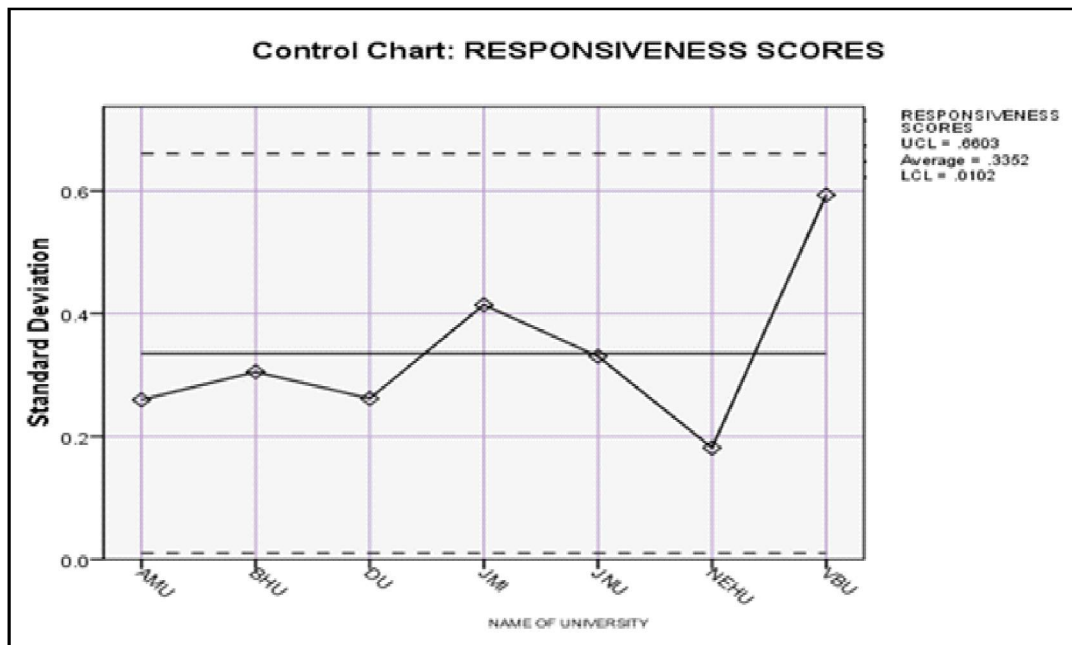


Figure-5



The Mean-chart Fig.4 indicates that three points related to DU (3.86), NEHU (2.61) and VBU (2.58), libraries are going outside the control limits. The points of Delhi University (3.86) is going above the upper control limit (UCL) is a good sign but the points related to NEHU (2.61) and VBU (2.58) are going below the lower control limit is a sign of lacking in service quality at these two libraries. The other four points related to AMU (3.12), BHU (3.63),

JMI (3.27) and JNU (3.37) are lying within the control limits.

.S-Chart also indicates that the three points, i.e. AMU, BHU and JNU libraries are nearest to the central line. The next nearest point is JMI. DU is best in maintaining service quality as far as the Responsiveness Dimension is concerned.

**8.3. Control Charts of Mean: Assurance Dimension**

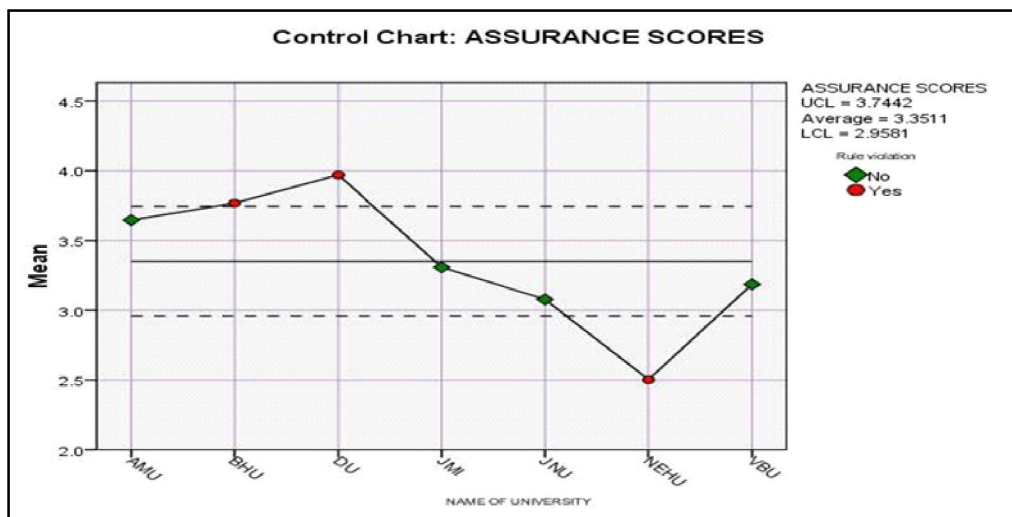


Figure-6

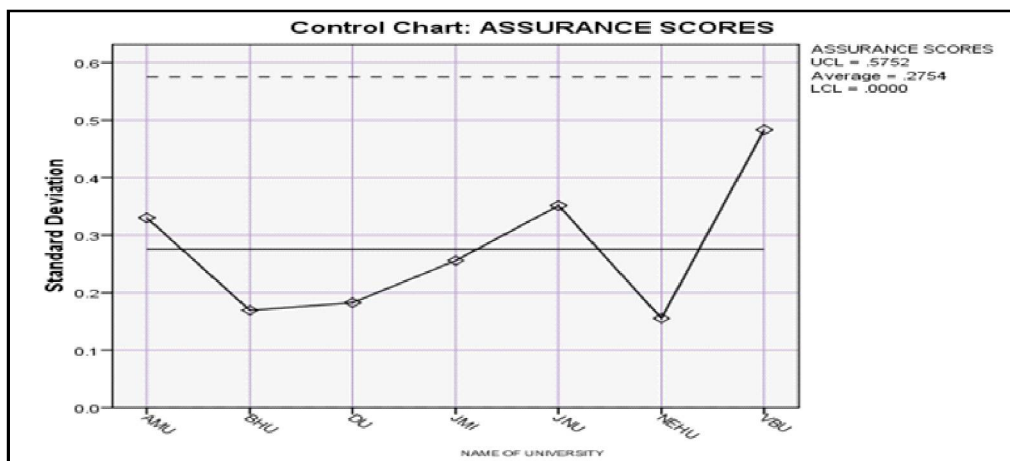


Figure-7

It can be observed from the above mean-chart Fig.6 that two points related to DU (3.97) and NEHU (2.50) libraries are going outside the control limits. The points of Delhi University (3.97) is going above the upper control limit (UCL) is a good sign but the points related to NEHU (2.50) is going below the lower control limit is a sign of lacking in service quality at these libraries. The other four points related to AMU (3.65), BHU (3.76), JMI (3.31), JNU (3.08) and VBU (3.18) are lying within the control limits. Further, AMU and BHU points are above the

control line, which is a good sign and JNU, VBU and JMI libraries are below control line but under limit.

From the above S-Chart, it is observed that the three points, i.e., AMU, JMI and JNU libraries are nearest to the central line. The next nearest point are BHU and DU. it can be concluded that DU is best in maintaining service quality as far as the Assurance dimension is concerned. AMU, BHU, JMI and JNU are also good offering service quality to the users.

**8.4. Control Charts of Mean: Access Dimension**

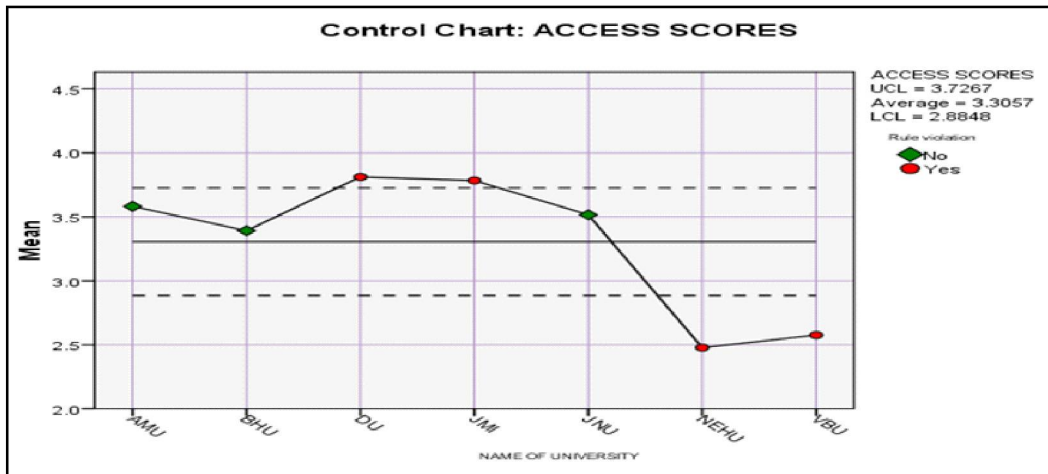


Figure-8

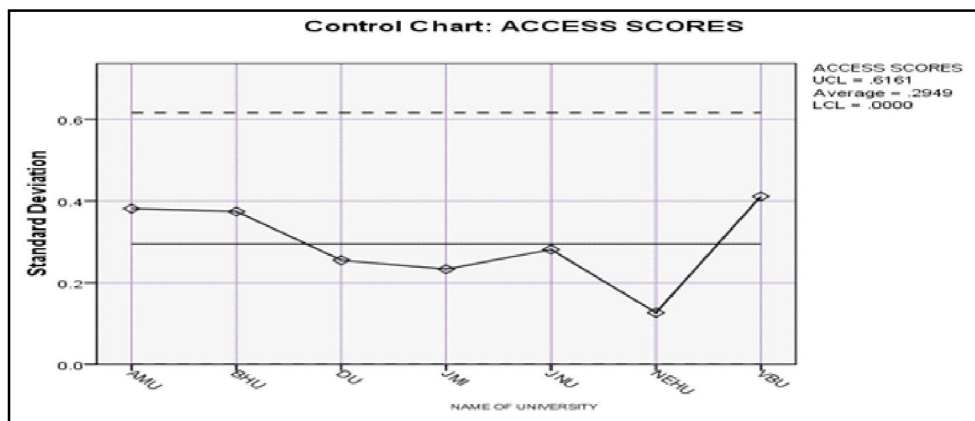


Figure-9

Fig.8 of the mean-chartreveled that three points related to DU (3.81), JMI (3.78), NEHU (2.47) and VBU (2.57), libraries are going outside the control limits. The points of DU (3.81) and JMI (3.78) are going above the upper control limit (UCL) is a good sign but the points related to NEHU (2.47) and VBU (2.57) are going below the lower control limit is a sign of lacking in service quality at these two

libraries. The other points related to AMU (3.58), BHU (3.39) and JNU (3.45) are lying within the control limits. Further, all these four points are above the central line is a good sign. Thus as far as the Access dimension is concerned, DU and JMI university libraries are providing Standard service quality to users.

**8.5. Control Charts of Mean: Communications Dimension**

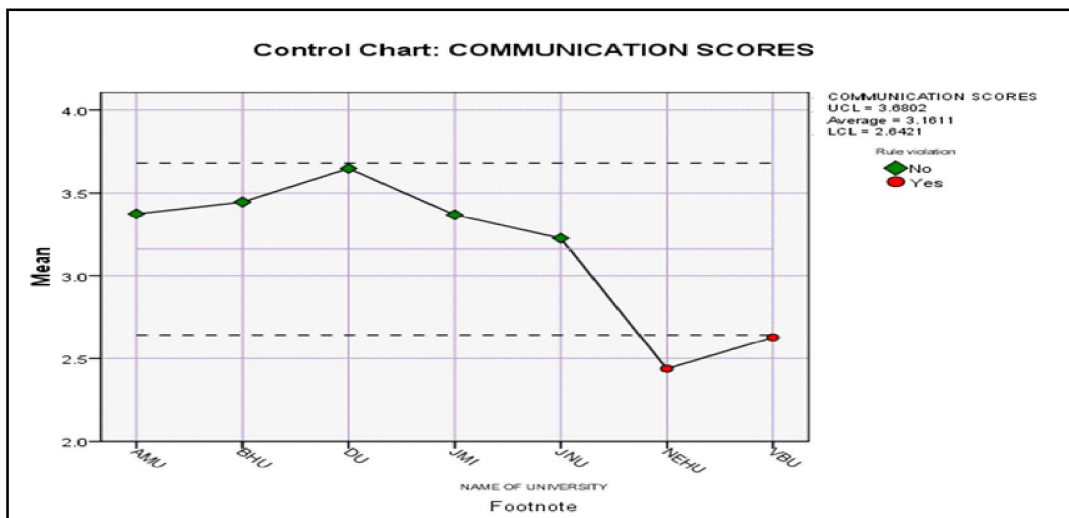


Figure-10

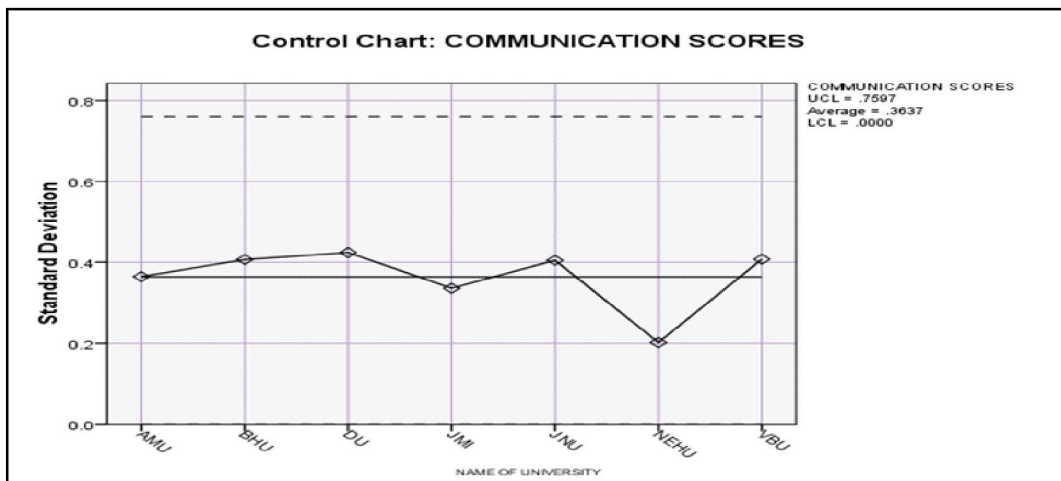


Figure-11

Fig.10 indicated that two points related to NEHU (2.44) and VBU (2.62) libraries are going outside the control limits. The point of Delhi University (3.64) has highest score but under the control limit. The points related to NEHU (2.44) and VBU (2.62) are going below the lower control limit is a sign of lacking in service quality at these two libraries. The other four points related to AMU (3.37), BHU (3.44), JMI (3.36) and JNU (3.23) are lying within the control

limits. Further, all these four points are above the central line is a good sign.

Thus as far as the Communications dimension is concerned, Delhi University library is providing service quality. AMU, BHU, JMI and JNU libraries are at good position as they are having standards above the desired level of service quality.

**8.6. Control Charts of Mean: TangibleDimension**

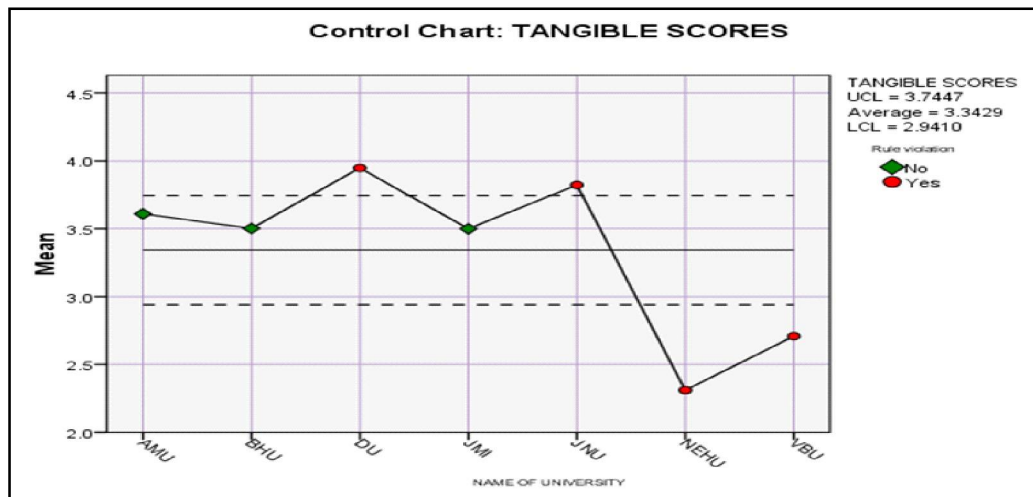


Figure-12

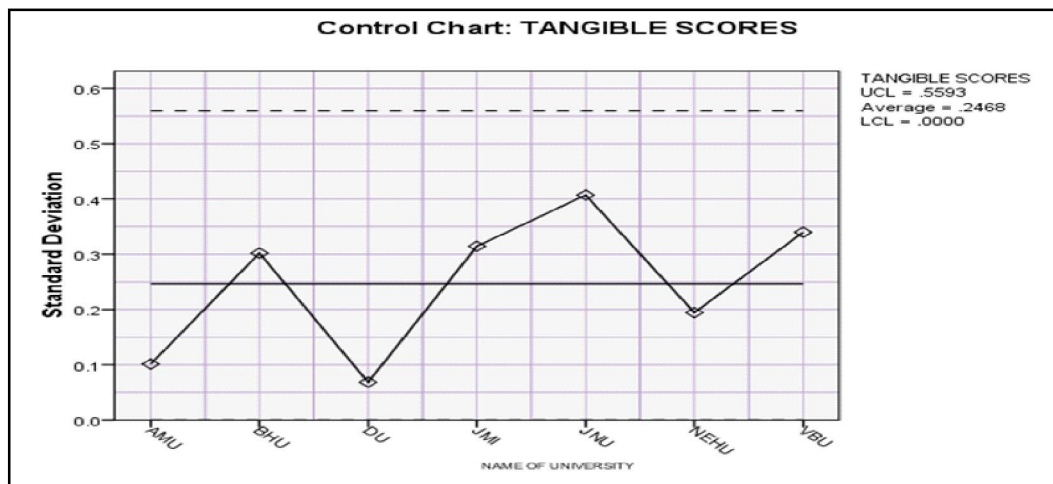


Figure-13

From the above mean-chart, Fig.12 it can be observed that four points related to DU (3.94), JNU (3.87), NEHU(2.31) and VBU(2.70) libraries are going outside the control limits. The points of Delhi University (3.94) and JNU (3.82) are going above the upper control limit (UCL) is a good sign but the points related to NEHU (2.31) and VBU (2.70) are going below the lower control limit is a sign of lacking in service quality at these two libraries. The other four points related to AMU (3.61), BHU (3.50) and JMI (3.55) are lying within the control limits. Further, all these four points are above the central line having good sign.

## 9. Tenability of Hypotheses

### Hypotheses-1

There is no significant difference in the perception of service quality dimensions of the seven central universities libraries of India.

The service quality was considered in terms of the six dimensions, i.e., tangibles, reliability, responsiveness, assurance, communications and tangibles. The results of the tests of hypotheses showed that the perceptions of service quality in central university libraries. The null hypotheses were tested using the ANOVA test. The hypotheses were accepted at level of significance 0.05.

#### 9.1. Reliability Dimension

The result of ANOVA indicates that F value is significant as the calculated value is greater than the tabulated value. The calculated value of  $F=17.73$  with (6, 28) degree of freedom is significant at 0.05 level of significance, (Tabulated Value  $F_{(6,28)}(0.05)=2.4453$ ). Therefore null hypothesis is rejected.

It can be concluded that there is a significant differences in perceptions level of users of seven central university libraries for the service quality dimension of Reliability.

#### 9.2. Responsiveness Dimension

It indicates that F value is highly significant as the calculated value is greater than the tabulated value. The tabulated value  $F=10.92$  with (6,35) degree of freedom is significant at the 0.05 level of significance (Tabulated Value  $F_{(6,35)}(0.05)=2.3782$ ).

Therefore null hypothesis is rejected. It implies that there is a significant difference in perceptions level of users of the seven central university libraries for the service quality dimension of Responsiveness.

#### 9.3. Assurance Dimension

ANOVA test indicates that F value is highly significant as the calculated value is greater than the tabulated value. The calculated value  $F=13.88$  with (6,28) degree of freedom is significant at the 0.05 level of significance (Tabulated Value  $F_{(6,28)}(0.05)=2.4453$ ). Further, it highlights that there is a significant difference in the perception level of users of seven central university libraries for the quality dimension 'Assurance'. Therefore null hypothesis is rejected.

#### 9.4. Access Dimension

The result of ANOVA test shows that F value is highly significant as the calculated value is greater than the tabulated value. The calculated value  $F=15.94$  with (6,28) degree of freedom is significant at the 0.05 level of significance, (Tabulated Value  $F_{(6,28)}(0.05)=2.4453$ ). It can be highlights that there is a significant difference in the perception level of users between seven central university libraries for

the quality dimension Access is concern. Therefore null hypothesis is rejected

### 9.5. Communications Dimension

It is evident from the result of ANOVA F value is highly significant as the calculated value is greater than the tabulated value. The tabulated value  $F=7.38$  with (6, 28) degree of freedom is significant at the 0.05 level of significance, (Tabulated Value  $F_{(6,28)}(0.05) = 2.4453$ ).

It may be conclude that there is a significant difference in the perceptions level of users of the seven central university libraries for the quality dimension of 'Communications'. Therefore, null hypothesis is rejected.

### 9.6. Tangible Dimension

It can be observed that F value is highly significant as the calculated value is greeter then the tabulated value of the result of ANOVA. The calculated value  $F=19.48$  with (6,21) degree of freedom is significant at the 0.05 level of significance (Tabulated Value  $F_{(6,21)}(0.05) = 2.5727$ ). Therefore null hypothesis is rejected. It can be summarised that there is a significant differences in the perceptions level of users of seven central university libraries as far as quality dimension Tangible is concern.

### Hypotheses-2

All the seven central university libraries are maintaining the level of quality management standards and services

The investigator used mean chart and standard deviation chart for analyzing the service quality level in the seven central university libraries of India. Mean chart shows the variation/deviation in standard (desired) quality level. Standard level of quality is being measured by taking the average of values (responses) obtained for a particular dimension. The Mean-chart and SD chats reveals that DU is best in maintaining service quality in all dimensions. AMU, BHU, JMI and JNU Libraries are also providing good service quality standard in all dimensions.

### Hypotheses-3

There is no significant difference in the perception of services quality dimensions among research scholars and faculty member's with central university libraries of India.

The investigator used 't'-test to test the significant difference in the perception of service quality dimensions among the faculty members and research scholars of central university libraries of India.

**Table 2: Group Statistics (AMU)**

Category	N	Mean	Std. Deviation	Std. Error Mean
Faculty	6	3.3617	.18563	.07578
Research Scholar	6	3.6533	.26703	.10902

**Table 3: Independent Samples Test (AMU)**

AMU	Levine's Test for Equality of Variances		Student's t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.456	.255	-2.197	10	.053	-.29167	.13277	-.58749	.00416
Equal variances not assumed			-2.197	8.917	.056	-.29167	.13277	-.59243	.00910

Above table 2,3 shows that calculated value of statistic t is (0.53) which is less than the tabulated value (2.2280). The null hypothesis may be accepted at 5% level of significance. Hence it can be concluded that there is no significant difference between the perceptions of research scholar and faculty members of AMU.

**Table 4: Group Statistics (BHU)**

Category	N	Mean	Std. Deviation	Std. Error Mean
Faculty	6	3.7383	.14634	.05974
Research scholar	6	3.2917	.32720	.13358

**Table 5: Independent Samples Test (BHU)**

BHU	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	8.101	.017	3.052	10	.012	.44667	.14633	.12062	.77271
Equal variances not assumed			3.052	6.924	.019	.44667	.14633	.09988	.79346



Above table 4,5 reveals that the calculated value of statistic t is (.012) which is less than the tabulated value (2.228). The null hypothesis may be accepted at 5% level of significance. Hence it can be concluded that there is no significant difference between perceptions of research scholar and faculty members of BHU.

**Table 6: Group Statistics (DU)**

Category	N	Mean	Std. Deviation	Std. Error Mean
Faculty	6	3.8667	.11827	.04828
Research scholar	6	3.8567	.17512	.07149

**Table 7: Independent Samples Test (DU)**

DU	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.612	.233	.116	10	.910	.01000	.08627	-.18222	.20222
Equal variances not assumed			.116	8.776	.910	.01000	.08627	-.18592	.20592

Above table 6,7 indicates that calculated value of statistic t is (.910) which is less than the tabulated value (2.228). The null hypothesis may be accepted at 5% level of significance. Hence it can be concluded that there is no significant difference between the perception of research scholar and faculty members of DU.

**Table-8 Group Statistics (JMI). Calculations**

Category	N	Mean	Std. Deviation	Std. Error Mean
Faculty	6	3.5167	.18981	.07749
Research scholar	6	3.4067	.34431	.14056



**Table 9: Independent Samples Test (JMI)**

JMI	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	2.741	.129	.685	10	.509	.11000	.16051	-.24763	.46763
Equal variances not assumed			.685	7.782	.513	.11000	.16051	-.26194	.48194

Above table 8,9 reveals that the calculated value of statistic t is (.509) which is the less than the tabulated value (2.228). The null hypothesis may be accepted at 5% level of significance. Hence, it can be concluded that there is no significant difference between the perceptions of research scholar and faculty members of JMI.

**Table 10: Group Statistics (JNU)**

Category	N	Mean	Std. Deviation	Std. Error Mean
Faculty	6	3.3333	.32506	.13271
Research scholar	6	3.4900	.28390	.11590

**Table-11 Independent Samples Test (JNU)**

JNU	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.000	.992	-.889	10	.395	-.15667	.17619	-.54925	.23592
Equal variances not assumed			-.889	9.822	.395	-.15667	.17619	-.55022	.23688

Above table 10.11 reveals that the calculated value of statistic t is (.395) which is less than the tabulated value (2.228). The null hypothesis may be accepted at 5% level of significance. Hence it can be concluded that there is no significant difference between the perceptions of research scholar and faculty members of JNU.

**Table 12: Group Statistics (NEHU)**

Category	N	Mean	Std. Deviation	Std. Error Mean
Faculty	2.4650	.11023	.04500	2.4650
Research scholar	2.4817	.20508	.08372	2.4817

**Table 13: Independent Samples Test (NEHU)**

NEHU	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	3.512	.090	-.175	10	.864	-.01667	.09505	-.22845	.19512
Equal variances not assumed			-.175	7.666	.865	-.01667	.09505	-.23752	.20419

Table 12,13 reveals that the calculated value of statistic t is (.864) which is less than the tabulated value (2.228). The null hypothesis may be accepted at 5% level of significance. Hence it can be concluded that there is no significant difference between the perceptions of research scholar and faculty members of NEHU.

**Table 14: Group Statistics (VBU)**

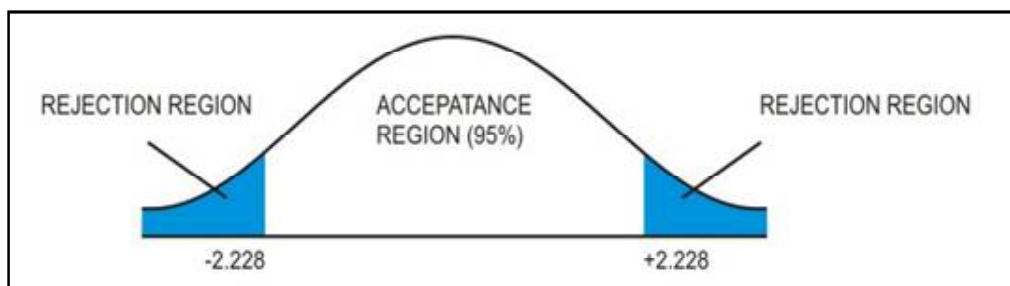
Category	N	Mean	Std. Deviation	Std. Error Mean
Faculty	6	2.7033	.31462	.12844
Research scholar	6	2.7550	.27105	.11066

**Table 15: Independent Samples Test (VBU)**

VBU	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.127	.729	-.305	10	.767	-.05167	.16954	-.42942	.32609
Equal variances not assumed			-.305	9.786	.767	-.05167	.16954	-.43054	.32721

Table 14.15 reveals that the calculated value of statistic t is (.767) which is less than the tabulated value (2.228). The null hypothesis may be accepted at 5% level of significance. Hence, it can be concluded that there is no significant difference between the perceptions of research scholar and faculty members of VBU.

service in university library. The mean score of each dimension reveals that the perception of users about the service quality dimensions in Central Reference Library of DU is highest as compared with other libraries. It demonstrates that the research scholars and faculty member are very much satisfied with

**Figure: 14**

### Conclusion and Suggestions

The study find out the existing level of quality based services and facilities in seven Central University Libraries and perceptions about the service quality management. The aim of the research was to measures the user's perceptions about quality

their quality based services provided by library. They were providing good quality of services for its users. All respondents were satisfied with different dimension of quality services. The table of mean standard charts indicated that AMU, BHU, JMI and JNU Libraries also good in maintaining service

quality of standard but the others libraries should try to improve the standard and services.

On the basis of aforesaid mentioned studies, conclusions were drawn and recommendations were made for providing quality based services in all libraries under study. Most of the central university libraries have good collection of all kinds of documents in book and non-book forms. They have almost the same automated operational infrastructure facilities in their libraries. It is necessary that all groups of people in an organization are included in the process and there must be support at the very top and commitment at all levels.

Finally researcher concluded that Information is now considered as an important resource for socio-economic development of a society. So value added information service can only provide the conformance to the requirement of the users and their satisfaction. Libraries adopt management techniques to give their best in the form of service and products to its users. User's requirements are not restricted to the needs of functionality of a product or service, but may relate to ease of use, availability, delivery method, familiarity, reliability, time effectiveness, reputation, enjoyment, etc. It is necessary to understand what the users actually need and design the service and deliver them to satisfy the expectations of users. This is necessary for the successful implementation of service quality management in libraries .So, satisfaction of the needs and requirements of these users are very important.

The librarian should be committed to the users, profession, basic human value and excellence and this has to be communicated to lower level properly and clearly. The librarian should have a clear vision about the performance and quality of the library

services provided and it must be recorded properly. It will equip the library staff with sense of purpose, confidence, determination and committed effort to produce good results. This study will be helpful to libraries planning to implement a system to improve its quality service and increase user's satisfaction.

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