



**User Satisfaction in a University Library: Testing the Mediating Role of Staff Behavior**

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|                  |                                                                                                                                          |

**User Satisfaction in a University Library: Testing the Mediating Role of Staff Behavior**

**Purpose:**

This study investigates user satisfaction with library services and staff behavior at the University Library in Bangladesh, focusing on how staff behavior mediates the relationship between library services, resources, and overall user satisfaction.

**Design/Methodology/Approach:**

The research adopts a quantitative survey method, collecting data from library users through a structured questionnaire. The survey evaluates user satisfaction with the library's collections, facilities, environment, services, marketing strategies, and staff behavior.

**Findings:**

The majority of users expressed satisfaction with the library's physical collections, reference and circulation services, library catalog, and staff competence and attitude. Marketing strategies and the overall quality of library services received positive ratings, with users giving an average satisfaction score of 7 out of 10. However, users raised concerns regarding the library's seating capacity, internet access, and printing and photocopying services. The findings also indicate that staff behavior and skills significantly mediate user satisfaction by influencing perceptions of library resources, environment, and services.

**Practical Implication:**

To improve user satisfaction, the study recommends enhancing the library's academic and research collections, upgrading internet speed with Wi-Fi access, and addressing infrastructure-related issues such as seating and printing facilities. The findings emphasize the need for regular staff training to ensure effective interaction with users and optimal service delivery.

**Originality/Value:**

This study contributes to the literature by identifying the mediating role of staff behavior in enhancing user satisfaction in academic libraries. The findings provide practical recommendations for improving library services and ensuring user satisfaction, particularly in resource-constrained environments like the University.

**Keywords:** Academic library, Library resources and services, Staff behavior, Library modern technology, User satisfaction. Performance Measurement

## Introduction

Academic libraries serve as the intellectual hub of universities, playing a pivotal role in facilitating learning, research, and knowledge dissemination (Chandra et al., 2019). In an era where digital resources are increasingly dominant, the quality of library services remains a critical factor in determining user satisfaction and institutional success (Riyanto, 2023). Prior research has established that students and faculty rely heavily on libraries not only for access to physical and digital resources but also for a conducive learning environment and expert assistance (Alam, 2020; Hermansyah et al., 2022). However, the extent to which users perceive these services as satisfactory often depends on multiple interrelated factors, including the availability of resources, the functionality of facilities, and most critically, the behavior and competence of library staff (Xu & Du, 2018). While infrastructure and collections are tangible elements of library quality, the human aspect of staff interactions significantly influences user experiences, particularly in institutions facing resource constraints (Dolai & Shenmare, 2022). This study seeks to explore this dynamic by investigating how staff behavior mediates the relationship between library services and overall user satisfaction at a university, a setting where budgetary limitations may amplify the importance of effective staff engagement.

Existing literature on library user satisfaction has extensively examined dimensions such as service quality, resource accessibility, and physical environment (Alam & Mezbah-ul-Islam, 2022; Montano et al., 2022). For instance, studies have consistently highlighted challenges related to seating capacity, internet reliability, and printing services as common pain points for users (Hinsey, 2023; Zaki et al., 2023). However, while these infrastructural and technological factors are undeniably important, the role of library staff in mitigating or exacerbating user dissatisfaction remains understudied (Mehroliya et al., 2021). Staff behavior encompassing aspects such as responsiveness, professionalism, and willingness to assist can profoundly shape how users perceive even well-resourced libraries (Emu, 2023). Conversely, in settings with limited infrastructure, positive staff interactions may compensate for material shortcomings, yet this mediating effect has not been sufficiently explored (Indriyani, 2023).

Methodologically, this study employs a quantitative survey design, collecting data from 190 library users at the University Library through a structured questionnaire. The survey instrument, adapted from prior validated studies (Xu & Du, 2018; Alam, 2020), assesses user perceptions of: Collections (e.g., adequacy of academic and research materials), Facilities (e.g., seating, internet access, printing services), Staff behavior (e.g., competence, attitude, responsiveness). Data were analysed using mediation analysis techniques (Chen et al., 2022) to determine whether staff behavior serves as a significant mediator between service quality and satisfaction. This approach ensures robust, empirically grounded findings that can inform practical improvements.

The implications of this study are both theoretical and practical. Theoretically, it contributes to the growing body of literature on library service quality by empirically validating the mediating role of staff behavior, a dimension often overlooked in favor of infrastructural or technological factors (Luo et al., 2021). By demonstrating how staff interactions influence user perceptions, this research bridges a critical gap in understanding the human elements of library service delivery (Komalasari, 2023). From a practical standpoint, the findings offer actionable insights for library administrators, particularly in resource-constrained environments. For instance, if results confirm that staff behavior significantly mediates satisfaction, investments in targeted training programs (Abiola et al., 2023) or customer service workshops (Sridhar, 2022) may yield higher returns than costly infrastructure upgrades alone. Additionally, the study's focus on the University provides a case study for similar institutions in developing regions, where budget limitations necessitate strategic prioritization of service improvements (Trianisfi et al., 2021). Ultimately, this research underscores the need for a balanced approach to library management, one that addresses both material and human resource challenges to optimize user satisfaction.

The purpose of a library is defeated if its users are not satisfied with the resources and services it provides to its users, and the staff behavior towards users. This survey examines users' satisfaction with University Library services. This study is set to find out if users of the University Library are satisfied with the staff behavior and services the library renders.

**Objectives of the Research**

The study aims to evaluate user satisfaction with library services and identify factors influencing this satisfaction. Key objectives include:

- 1. To assess the level of user satisfaction with library services.
- 2. To explore the relationship between library collections, services, and staff behavior in influencing user satisfaction.
- 3. To measure the staff behavior at the University Library.

**About University Library**

The University Library serves as a pivotal academic hub, providing resources for students, faculty, and researchers to support their education and research activities (Kiran, 2010). Situated centrally on campus, the University Library is housed in a three-story structure combining elegant

architecture and functionality. The ground floor is designated for lending and storage, the first floor features well-designed reading rooms, and the second floor accommodates administrative, automation, and cataloguing tasks.

As one of Bangladesh's largest and oldest libraries, operating for over 60 years, the University Library boasts a collection of over 350,000 books, 40,000 journal volumes, and 40,000 periodicals, covering diverse fields of knowledge. Its services include circulation, reference, information, document delivery, and reserve services, ensuring access to essential academic resources. The University Library plays a critical role in education by meeting the knowledge needs of its users. Figure 1 shows the entrance and front view of the university library.

**Figure 1: University Central Library**

### **Library Services and Related Aspects**

Libraries are crucial in connecting users to resources and information, with staff offering essential guidance and support. To enhance the value of library services, it is critical to understand and meet user needs effectively. Academic libraries provide key services like document delivery, literature search, and information alerts, which significantly impact user satisfaction (Sriram & Rajev, 2014). However, improving areas like photocopying, electronic information services, and staff training can enhance service delivery and resource expansion (Gyau et al., 2021).

### ***Key Library Services***

- **Circulation Services:** These services are fundamental to libraries, enabling the efficient borrowing and returning of materials, and are among the most visible to users (Jahangir et al., 2021).
- **Information Services:** Reference work involves individualized assistance in information retrieval, including ready reference, extensive investigations, and referrals (Bunge, 1999).
- **Document Delivery:** This involves modern technologies like Email, photocopy, WhatsApp, and Instant Relay Chat to facilitate access to documents (Maluleke et al., 2021).

- **Library Promotion:** Effective marketing helps educate users on available resources and enhances their expertise (Patil & Pradhan, 2014).

**Modern Technology in Libraries:** Automation using tools like Koha software and DSpace is becoming common, allowing libraries to handle user registration and more (Adeoye & Olanrewaju, 2019). Modern technologies such as telecommunication and integrated applications improve service delivery but face challenges in adoption due to limited infrastructure and expertise (Masenya, 2020).

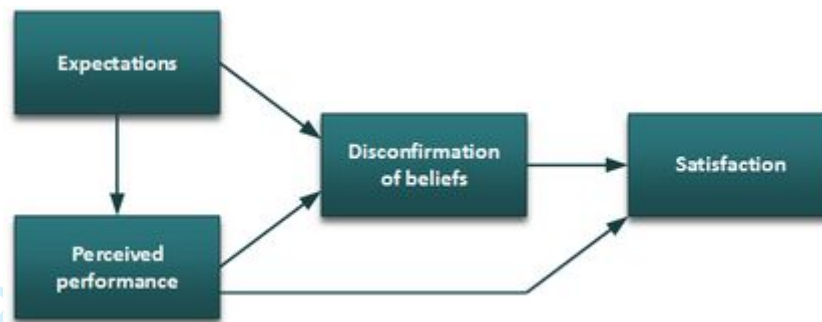
**Professional Behavior and User Interaction:** Library staff behavior significantly influences user satisfaction. Positive and prompt assistance builds loyalty, while unhelpful attitudes can discourage users (Jamshaid et al., 2012). Staff must treat patrons as valued guests and deliver high-quality service to foster positive experiences (Parasuraman et al., 2006).

**User Satisfaction:** Key factors affecting satisfaction include access to current information, staff helpfulness, and the library’s environment. Satisfaction arises when services meet or exceed user expectations, involving aspects like collection quality, reference and circulation services, and user-centric facilities (Mairaj & Naseer, 2013). Users often recommend improvements like enhanced electronic services, better connectivity, and more comfortable spaces to meet evolving needs.

**Theoretical Framework**

A theoretical framework, in other words, is a reflection of the work done by the researcher to employ a theory in a study (Varpio et al., 2020) This theoretical framework aims to investigate the relationship between library user satisfaction and the mediating role of staff behavior and skills. It will examine the relevant theories and literature that can clarify this relationship.

**Integration of Expectation Confirmation Theory (ECT):** The Expectation Confirmation Theory (ECT) in Figure 2, initially proposed by Oliver (1980), is a well-established framework widely applied in consumer behavior and information systems research to explain customer satisfaction and post-purchase behavior. According to ECT, user satisfaction arises when there is a positive confirmation between prior expectations and perceived performance of services or products. If the actual performance of the service exceeds or meets user expectations, it results in satisfaction; conversely, if performance falls short of expectations, it leads to dissatisfaction.



**Figure 2: Expectation Confirmation Theory (Oliver, 1980)**

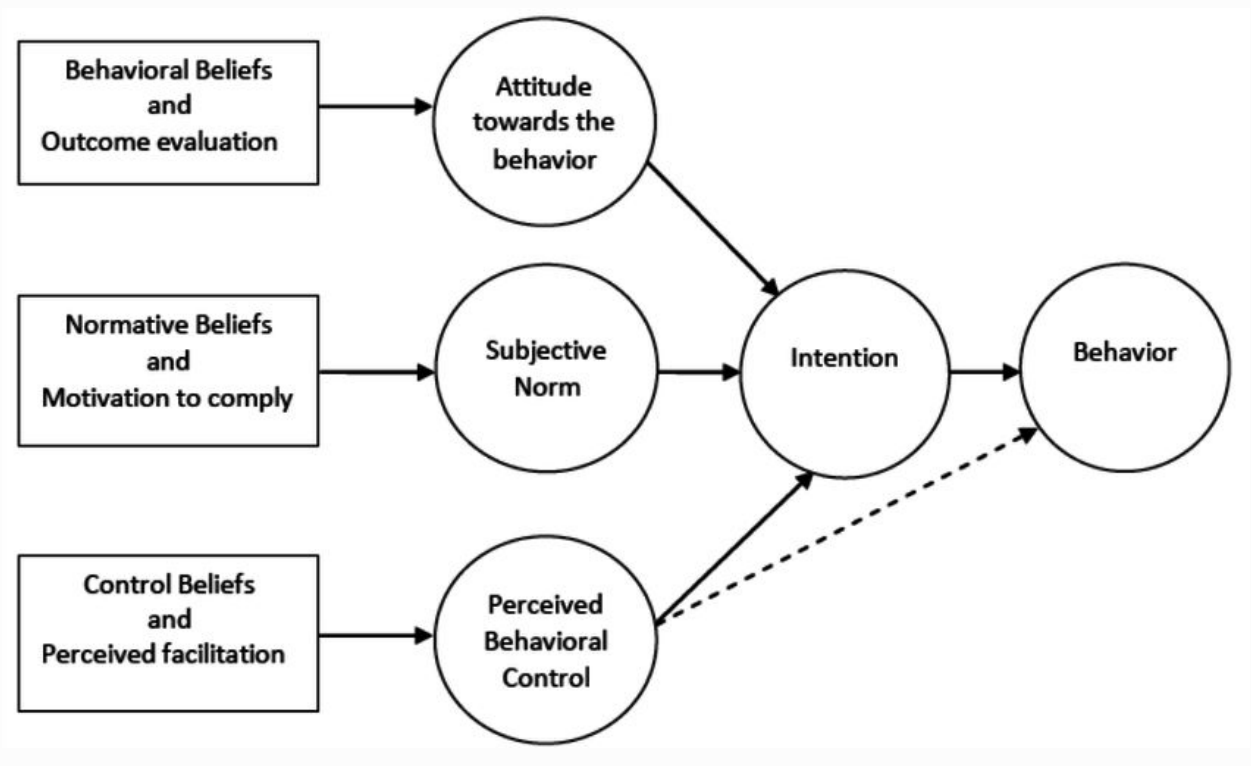
In the context of this study, which examines user satisfaction in the University Central Library, ECT provides a valuable lens to understand how users' initial expectations regarding library collections, services, technological infrastructure, and staff behavior are confirmed or disconfirmed by their actual experiences. The alignment between what users expect and what they experience directly influences their satisfaction levels with the library services.

The key constructs of ECT can be mapped onto the existing conceptual framework as follows:

- **User Expectations:** These stem from users' assumptions about the availability and quality of library collections, services, environment, staff expertise, and technological support.
- **Perceived Performance:** Captured through the actual experiences users have with CL's offerings, as measured by items in the questionnaire addressing collections, services, environment, technology, and staff behavior.
- **Confirmation/Disconfirmation:** The mediating role of staff behavior in the framework reflects the service delivery aspect, which plays a critical role in confirming or disconfirming user expectations.
- **User Satisfaction:** This is the primary outcome variable in the framework, influenced by the extent to which the library's performance confirms users' initial expectations.

By integrating ECT, the study gains a robust theoretical foundation to explain how perceived quality across various service dimensions and the behavioral responsiveness of staff influence overall user satisfaction. Furthermore, ECT complements the Theory of Planned Behavior (TPB) by adding a post-experience evaluative perspective, enriching the explanatory power of the conceptual model.

**Theory of Planned Behavior and Customer Satisfaction Theory:** The theory of planned behavior is a practical model to describe human behavior that is extensively used in a range of disciplines, such as health, marketing, and education (Ajzen, 1991). It serves as the other crucial foundation of this study. To comprehend how people behave on public transportation, (Fu & Juan, 2017) merged the theories of planned behavior and customer satisfaction. They discovered that subjective norms and PBC have an impact on satisfaction and perceived quality. They also demonstrated how attitudes are impacted by service satisfaction and quality (Bakti et al., 2020). Figure 3 depicts the layers of the TPB.



**Figure 3: Theory of Planned Behavior (TPB). (Warrington & Derrick, 2010)**

Moreover, Westbrook and Oliver (Westbrook & Oliver, 1991) contend that customer satisfaction reveals the type of motivation that makes them more or less likely to repeat the goal behavior, given the repetition of the circumstance in which it was first carried out. This idea makes a clear reference to the importance of satisfaction in the early stages of the development of behavioral purpose and habit. According to Fu and Juan, understandability, which includes information's clarity and ease of comprehension, has an impact on online customers' satisfaction in business-to-consumer transactions (Fu & Juan, 2017).

This study has adopted the theory of planned behavior. The variables are the following –

1. **Independent variables** – Collection, Library services, Environment, Modern technology, Newspaper Journals and databases, Marketing strategy.
2. **Mediating variables** – Staff expertise and behavior.
3. **Dependent variables** – User satisfaction.

*Conceptualization of User Satisfaction:* The topic of user satisfaction has several facets and has been well-researched in the literature. Westbrook & Oliver (Westbrook & Oliver, 1991) defined user satisfaction as the measurement of a user's total experience with a service or product. The user's expectations, the product or service's functionality, and the perception of its worth all have an impact on this judgment. User satisfaction in the context of library services refers to the overall evaluation of a user's experience with library services.

*Mediating Role of Staff Behavior and Skills:* Research has shown that the quality of staff interactions with users can directly impact user satisfaction levels. For instance, a study by Rogers et al. highlights the importance of leadership styles and job satisfaction among academic staff, suggesting that positive staff behavior can enhance organizational commitment and, consequently, user satisfaction (Rogers et al., 2020). This relationship underscores the need for libraries to invest in staff training and development, focusing on enhancing interpersonal skills and fostering a user-centric approach to service delivery. Furthermore, the findings from Westbrook et al. indicate that unprofessional behaviors among staff can detrimentally affect user experiences in healthcare settings, which can be extrapolated to library environments (Westbrook et al., 2020). Moreover, the impact of staff behavior on user satisfaction is further supported by the work of Dobbins et al., which illustrates how knowledge translation strategies can enhance staff skills and behaviors, leading to improved user experiences in public health settings (Dobbins et al., 2018). In addition, the role of staff behavior as a mediator in the relationship between library services and user satisfaction is crucial. For instance, effective communication and interpersonal skills among library staff can enhance the perceived quality of library services, leading to higher user satisfaction levels. This is particularly relevant in academic libraries, where user engagement and support are essential for fostering a positive learning environment. As highlighted by Urwin, staff training programs that focus on developing communication skills can significantly reduce instances of unprofessional behavior and improve overall user satisfaction (Urwin, 2023). Finally,

the mediating role of staff behavior and skills is vital for enhancing user satisfaction in academic libraries. By prioritizing staff training and fostering a culture of professionalism, libraries can improve user experiences and satisfaction levels. The evidence presented underscores the importance of investing in staff development as a strategic approach to enhancing library services and meeting the evolving needs of users.

*Collection:* The term "library" originates from the Latin "liber," meaning a collection or container for books. Libraries play a critical role in sharing knowledge and meeting users' information needs. Collections in university libraries include printed materials like books and journals, and non-printed resources such as e-resources, CDs, and digital media (Adam, 2017). Library collections consist of materials like books, databases, and equipment, all organized for easy access. Adequate collections attract and satisfy users by meeting their diverse needs.

*Library Services & Accessibility:* Libraries support knowledge generation, teaching, and research (Choshaly & Mirabolghasemi, 2019; Kiran, 2010). They provide resources, reference services, and training for information literacy. User satisfaction depends on service quality, staff understanding of user expectations, and active feedback processing (Parasuraman et al., 2006). High-quality, user-centered services ensure users remain engaged with the library.

*Environment:* A conducive library environment fosters learning and lifelong information literacy. Libraries should offer adequate, clean, and well-organized spaces for study and collaboration. Enhancements such as better lighting, air circulation, and guides improve user satisfaction (Clee & Maguire, 1993). A suitable library environment encourages users to utilize its resources.

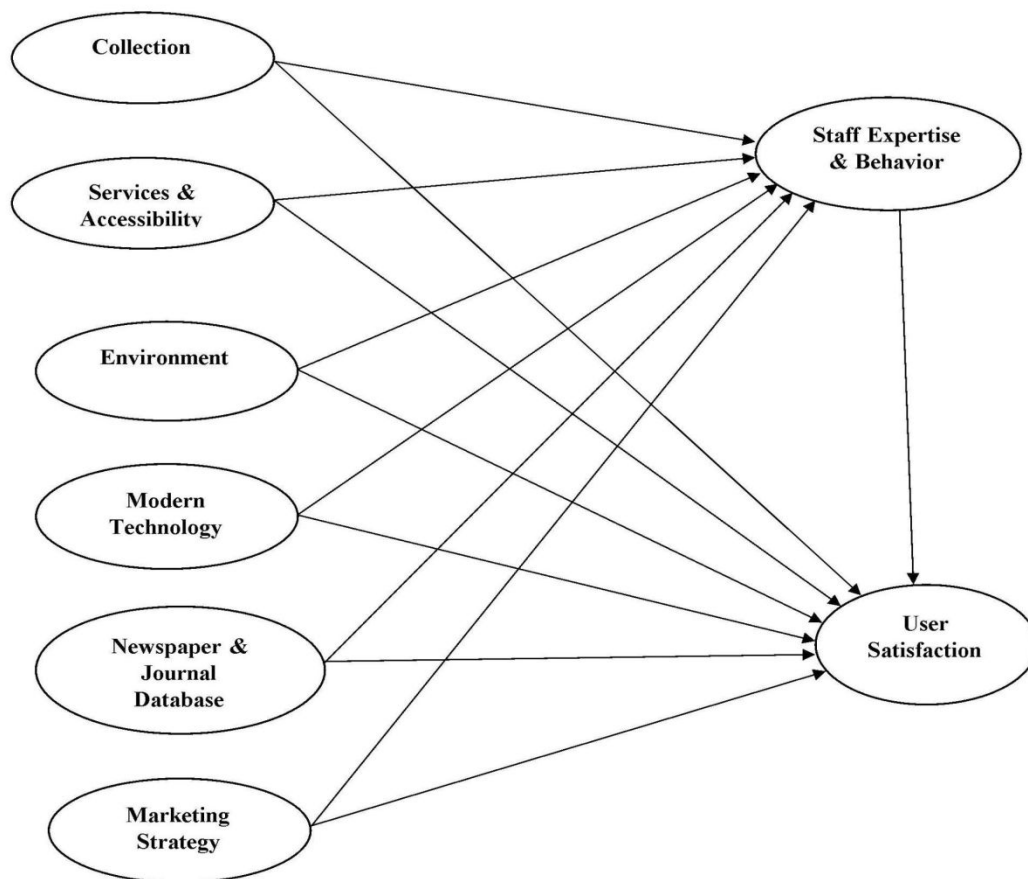
*Modern Technology:* Technological advancements have transformed libraries, introducing digital resources and improving efficiency (Atkinson, 2020). ICT enables quick access to high-quality, secure information 24/7, reduces workload, and supports modern academic goals (Kaur & Gaur, 2017). Libraries must integrate digital and print materials to meet evolving user demands.

*Newspaper & Journal Database:* Newspapers and journals are essential for timely, accurate information and academic research. Newspapers reflect societal changes, while academic journals promote scholarly communication and document new knowledge (Conley, 2012). Effective management of these resources attracts and satisfies users.

*Marketing Strategy:* Library marketing enhances service awareness and user engagement (Patil & Pradhan, 2014). Strategies like events, social media, and promotional materials help libraries reach target audiences (Yi, 2016). Well-executed marketing boosts library usage and satisfaction.

*Staff Expertise & Behavior:* Library staff play a crucial role in user satisfaction through effective service, knowledge sharing, and responsiveness (Tijjani, 2019). Proper training, professionalism, and prompt assistance foster user trust and enhance experiences (Soltani-Nejad et al., 2021). Supportive staff interactions positively impact user satisfaction.

The theoretical framework for this study is presented in Figure 4. This framework illustrates the relationship between user satisfaction and library services and the mediating role of staff expertise and behavior.



**Figure 4: Theoretical framework**

The concept claims that user satisfaction is directly impacted by library services. Nevertheless, the behaviors and skills of library employees serve as a mediator in this interaction. User satisfaction with library services is influenced by staff satisfaction, which is in turn influenced by employee behaviors and competence. Hence, in order to increase user satisfaction with library services, library managers and supervisors should concentrate on developing the attitudes and abilities of library employees.

The Expectation Confirmation Theory (ECT) aligns well, as it evaluates user satisfaction based on the confirmation (or disconfirmation) of prior expectations. If the library services meet or exceed expectations (in areas like environment, accessibility, or marketing), user satisfaction is likely enhanced, making both theories well-suited to interpret the relationships in this model. Similarly, the Theory of Planned Behavior (TPB) is appropriate for this framework as it explains how users' attitudes, perceived control, and subjective norms influence their satisfaction and behavioral intentions in using library services. Each factor (e.g., collection, technology, staff behavior) can shape these perceptions, thereby affecting satisfaction.

This theoretical framework proposes that staff behaviors and skills mediate the relationship between user satisfaction and library services. The framework suggests that library managers and supervisors should focus on improving the behaviors and skills of library staff to improve user satisfaction with library services. This theoretical framework provides a basis for further research into the relationship between user satisfaction and library services.

**Hypothesis**

Based on the above discussion, the following hypotheses can be proposed:

*Hypothesis 1 (H1):* Staff expertise & behavior mediate the relationship between library collections and user satisfaction.

*Hypothesis 2 (H2):* Library collection has a positive relationship and is significantly related to user satisfaction.

*Hypothesis 3 (H3):* Staff expertise & behavior mediate the relationship between library services and user satisfaction.

*Hypothesis 4 (H4):* Library service has a positive relationship and is significantly related to user satisfaction.

*Hypothesis 5 (H5):* Staff expertise & behavior mediate the relationship between the environment of the library and user satisfaction.

*Hypothesis 6 (H6):* Environment has a positive relationship and is significantly related to user satisfaction.

*Hypothesis 7 (H7):* Staff expertise & behavior mediate the relationship between the modern technology of the library and user satisfaction.

*Hypothesis 8 (H8):* Modern technology has a positive relationship and is significantly related to user satisfaction.

*Hypothesis 9 (H9):* Staff expertise & behavior mediate the relationship between the newspaper and journal services of the library and user satisfaction.

*Hypothesis 10 (H10):* The newspaper and journal services of the library have a positive relationship and are significantly related to user satisfaction.

*Hypothesis 11 (H11):* Staff expertise & behavior mediate the relationship between the marketing strategy and user satisfaction.

*Hypothesis 12 (H12):* Marketing strategy has a positive relationship and is significantly related to user satisfaction.

*Hypothesis 13 (H13):* Staff expertise & behavior have a significant relationship with user satisfaction.

## **Methodology**

This study employed a quantitative research strategy, using a structured questionnaire based on an adapted scale to evaluate eight key variables: collections, services, environment, modern technology, newspapers & journals, marketing strategy, Staff expertise & behavior, and user satisfaction. Respondents rated their experiences with library services and staff behavior on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The target population comprised university students from various academic levels. A simple random sampling technique was employed to ensure each student had an equal chance of being selected, thereby minimising selection bias. The questionnaire was administered via an anonymous Google Forms survey distributed through the University Library. Data collection occurred between May and November 2024, resulting in 190 valid responses. Of these, 42.63% were female and 57.37% male. Most respondents (87.8%) were between 18 and 25 years old, and Master's students represented the largest academic group (28.43 %) in Table 1. Quantitative data were analysed using Smart PLS 4

and the Partial Least Squares Structural Equation Modeling (PLS-SEM) technique, which is suitable for small sample sizes, complex models, and non-normal data distributions.

**Table 1. Characteristics of the respondents**

| Variables      | Category             | Frequency | Percentage |
|----------------|----------------------|-----------|------------|
| Gender         | Male                 | 109       | 57.37 %    |
|                | Female               | 81        | 42.63 %    |
| Age            | 18-25                | 167       | 87.8 %     |
|                | 25-30                | 21        | 11.14 %    |
|                | 30-40                | 2         | 1.06 %     |
| Class Standard | 1 <sup>st</sup> year | 38        | 20.02 %    |
|                | 2 <sup>nd</sup> year | 45        | 23.68 %    |
|                | 3 <sup>rd</sup> year | 16        | 8.42 %     |
|                | 4 <sup>th</sup> year | 36        | 18.97 %    |
|                | Master's             | 54        | 28.43 %    |
|                | PhD                  | 1         | 0.53 %     |

**Data Analysis and Findings**

**Measurement Model:** The evaluation of the measurement model ensures the reliability and validity of the constructs and their associated dimensions. Two key measures, Cronbach's Alpha (CA) and Composite Reliability (CR), were calculated to assess internal consistency. While Cronbach's Alpha is sensitive to the number of items in a construct, Composite Reliability is considered more appropriate for Partial Least Squares (PLS) analysis, as it weights indicators based on their reliability (Ringle et al., 2015). According to Hair et al. (2019), Cronbach's Alpha values above 0.60 to 0.70 are acceptable for exploratory research, and CR values between 0.70 and 0.90 indicate satisfactory reliability. Additionally, indicator loadings above 0.60 are considered acceptable (Chin, 1998). The Average Variance Extracted (AVE) values for all constructs exceeded 0.50, further confirming good convergent validity. In Table 2, the Construct Reliability and Convergent Validity are shown.

**Table 2. Construct Reliability and Validity**

| Variables  | Items | Factor Loadings | Cronbach's alpha | Composite reliability (rho_a) | Composite reliability (rho_c) | Average variance extracted (AVE) |
|------------|-------|-----------------|------------------|-------------------------------|-------------------------------|----------------------------------|
| Collection | C1    | 0.758           | 0.855            | 0.858                         | 0.892                         | 0.579                            |
|            | C2    | 0.779           |                  |                               |                               |                                  |

|                                                 |       |         |       |       |       |       |
|-------------------------------------------------|-------|---------|-------|-------|-------|-------|
|                                                 | C3    | 0.765   |       |       |       |       |
|                                                 | C4    | 0.713   |       |       |       |       |
|                                                 | C5    | 0.764   |       |       |       |       |
|                                                 | C6    | 0.786   |       |       |       |       |
| <b>Environment</b>                              | E1    | 0.709   | 0.85  | 0.854 | 0.886 | 0.527 |
|                                                 | E2    | 0.727   |       |       |       |       |
|                                                 | E3    | 0.727   |       |       |       |       |
|                                                 | E4    | 0.749   |       |       |       |       |
|                                                 | E5    | 0.621   |       |       |       |       |
|                                                 | E6    | 0.778   |       |       |       |       |
|                                                 | E7    | 0.761   |       |       |       |       |
| <b>Library Services<br/>&amp; Accessibility</b> | LSA1  | 0.632   | 0.902 | 0.945 | 0.901 | 0.471 |
|                                                 | LSA2  | 0.747   |       |       |       |       |
|                                                 | LSA3  | 0.588   |       |       |       |       |
|                                                 | LSA4  | 0.758   |       |       |       |       |
|                                                 | LSA5  | 0.761   |       |       |       |       |
|                                                 | LSA6  | 0.74    |       |       |       |       |
|                                                 | LSA7  | 0.676   |       |       |       |       |
|                                                 | LSA8  | 0.554   |       |       |       |       |
|                                                 | LSA9  | 0.671   |       |       |       |       |
|                                                 | LSA10 | 0.73    |       |       |       |       |
|                                                 | LSA11 | 0.674   |       |       |       |       |
|                                                 | LSA12 | 0.705   |       |       |       |       |
|                                                 | LSA13 | 0.711   |       |       |       |       |
|                                                 | LSA14 | Removed |       |       |       |       |
| <b>Marketing<br/>Strategy</b>                   | MS1   | 0.782   | 0.874 | 0.878 | 0.909 | 0.666 |
|                                                 | MS2   | 0.798   |       |       |       |       |
|                                                 | MS3   | 0.86    |       |       |       |       |
|                                                 | MS4   | 0.804   |       |       |       |       |
|                                                 | MS5   | 0.834   |       |       |       |       |

|                              |       |         |       |       |       |       |
|------------------------------|-------|---------|-------|-------|-------|-------|
| Modern Technology            | MT1   | 0.771   | 0.869 | 0.873 | 0.902 | 0.605 |
|                              | MT2   | 0.802   |       |       |       |       |
|                              | MT3   | 0.821   |       |       |       |       |
|                              | MT4   | 0.78    |       |       |       |       |
|                              | MT5   | 0.765   |       |       |       |       |
|                              | MT6   | 0.725   |       |       |       |       |
| Newspaper & Journal Database | NJD1  | 0.766   | 0.852 | 0.868 | 0.89  | 0.577 |
|                              | NJD2  | 0.806   |       |       |       |       |
|                              | NJD3  | 0.83    |       |       |       |       |
|                              | NJD4  | 0.6     |       |       |       |       |
|                              | NJD5  | 0.798   |       |       |       |       |
|                              | NJD6  | 0.736   |       |       |       |       |
| Staff Expertise & Behavior   | SEB1  | 0.714   | 0.931 | 0.964 | 0.954 | 0.637 |
|                              | SEB2  | 0.785   |       |       |       |       |
|                              | SEB3  | 0.847   |       |       |       |       |
|                              | SEB4  | 0.865   |       |       |       |       |
|                              | SEB5  | 0.834   |       |       |       |       |
|                              | SEB6  | 0.797   |       |       |       |       |
|                              | SEB7  | 0.759   |       |       |       |       |
|                              | SEB8  | 0.853   |       |       |       |       |
|                              | SEB9  | 0.801   |       |       |       |       |
|                              | SEB10 | 0.839   |       |       |       |       |
|                              | SEB11 | 0.758   |       |       |       |       |
|                              | SEB12 | Removed |       |       |       |       |
| User Satisfaction            | US1   | 0.713   | 0.929 | 0.931 | 0.94  | 0.587 |
|                              | US2   | 0.815   |       |       |       |       |
|                              | US3   | 0.744   |       |       |       |       |
|                              | US4   | 0.738   |       |       |       |       |
|                              | US5   | 0.83    |       |       |       |       |

|  |      |       |  |  |  |  |
|--|------|-------|--|--|--|--|
|  | US6  | 0.775 |  |  |  |  |
|  | US7  | 0.789 |  |  |  |  |
|  | US8  | 0.802 |  |  |  |  |
|  | US9  | 0.766 |  |  |  |  |
|  | US10 | 0.64  |  |  |  |  |
|  | US11 | 0.795 |  |  |  |  |

### ***Construct Reliability and Validity***

Construct reliability and validity are crucial for assessing the quality of research tools. Validity refers to the accuracy of a measure and how well it captures the intended concept, while reliability refers to the consistency of that measure across time and items.

***Indicator Reliability:*** For indicators to be considered reliable, their outer loadings should exceed 0.70. However, indicators with loadings between 0.40 and 0.70 can be retained if their removal does not improve the composite reliability (CR) or average variance extracted (AVE) beyond recommended thresholds.

***Convergent Validity:*** This is typically assessed through correlation coefficients. A strong convergent validity is indicated by an average correlation coefficient close to +1, with +0.70 generally regarded as the minimum acceptable threshold.

***Internal Consistency:*** Internal consistency evaluates how well items within a scale measure the same construct. This is typically measured using Cronbach's alpha ( $\alpha$ ). The study found the following alpha values: Collection scale: 6 items ( $\alpha = 0.855$ ), Library Services & Accessibility: 14 items ( $\alpha = 0.902$ ), Environment: 7 items ( $\alpha = 0.85$ ), Modern Technology: 6 items ( $\alpha = 0.869$ ), Marketing Strategy: 5 items ( $\alpha = 0.874$ ), Newspaper & Journal Database: 6 items ( $\alpha = 0.852$ ), Staff Expertise & Behavior: 12 items ( $\alpha = 0.931$ ), User Satisfaction: 11 items ( $\alpha = 0.929$ ). These values indicate a high level of internal consistency across all constructs.

***Composite Reliability and AVE:*** As shown in Table 2, the composite reliability (CR) and average variance extracted (AVE) for all constructs exceeded the recommended thresholds of 0.70 and 0.50, respectively, supporting both reliability and convergent validity.

**Discriminant Validity:** A key aspect of construct validity, discriminant validity ensures that constructs meant to measure different concepts are indeed distinct. This was evaluated using the HTMT (Heterotrait-Monotrait) ratio in Table 3, confirming that the constructs are not excessively correlated with each other, thereby supporting discriminant validity.

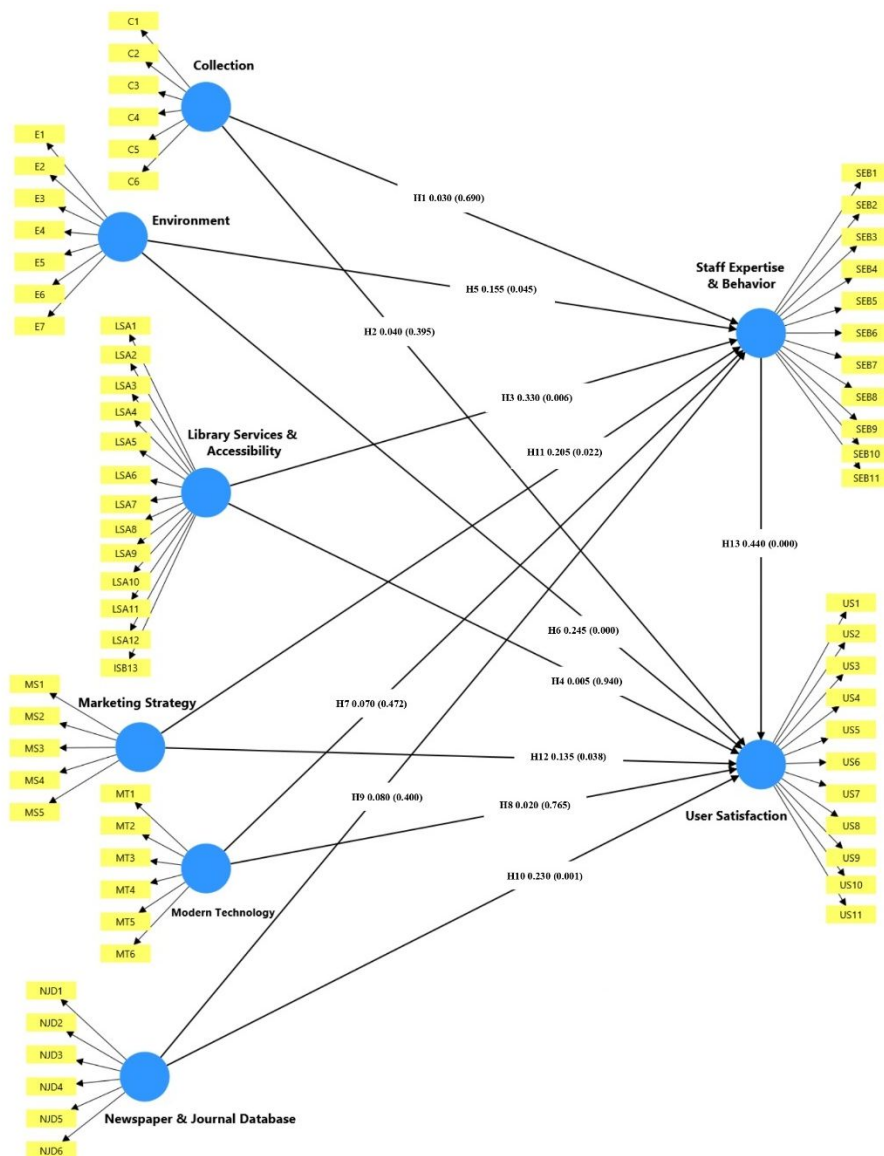
Table 3. HTMT

| Variables                        | Collection | Environment | Library Services & Accessibility | Marketing Strategy | Modern Technology | Newspaper & Journal Database | Staff Expertise & Behavior | User Satisfaction |
|----------------------------------|------------|-------------|----------------------------------|--------------------|-------------------|------------------------------|----------------------------|-------------------|
| Collection                       |            |             |                                  |                    |                   |                              |                            |                   |
| Environment                      | 0.653      |             |                                  |                    |                   |                              |                            |                   |
| Library Services & Accessibility | 0.78       | 0.675       |                                  |                    |                   |                              |                            |                   |
| Marketing Strategy               | 0.573      | 0.48        | 0.72                             |                    |                   |                              |                            |                   |
| Modern Technology                | 0.69       | 0.62        | 0.84                             | 0.815              |                   |                              |                            |                   |
| Newspaper & Journal Database     | 0.735      | 0.73        | 0.805                            | 0.79               | 0.81              |                              |                            |                   |
| Staff Expertise & Behavior       | 0.621      | 0.615       | 0.74                             | 0.67               | 0.7               | 0.69                         |                            |                   |
| User Satisfaction                | 0.693      | 0.785       | 0.76                             | 0.74               | 0.75              | 0.83                         | 0.835                      |                   |

**Heterotrait-monotrait ratio (HTMT)- Matrix:** The Heterotrait-Monotrait Ratio (HTMT) is a widely used technique for assessing discriminant validity in structural equation modelling (SEM). However, the traditional HTMT assumes reflective measurement models, though it does not require strict tau-equivalence, making it more applicable in empirical research where loadings often vary. To address this limitation, researchers have proposed a modified version of HTMT tailored for congeneric measurement models, where indicator loadings can vary. This revised approach accounts for heterogeneous loading patterns, offering more accurate and less biased estimates of correlations between latent variables compared to the original HTMT. Therefore, in the context of congeneric models, where measurement indicators have unequal loadings, the modified HTMT is recommended over the traditional HTMT for evaluating discriminant validity.

**Structural Model**

**Path Coefficients:** To relate correlation coefficients among variables to their functional relationships within complex systems, Wright (1918, 1920, 1921) introduced the concept of path coefficients. This method has since been widely applied in various contexts. However, due to occasional misunderstandings about both its purpose and procedure, it is valuable to revisit the foundational theory and clarify its practical applications.



**Figure 5: Path Coefficient and P Values Relative Path**

When different components of a composite variable (such as a total or average score) hold varying degrees of importance across different relationships, treating the composite as a single, uniform unit can lead to significantly misleading results. While the individual elements of a composite variable often show strong correlations in values or behavior, making approximate analysis possible, it's important to recognise that the method's strict validity relies on the assumptions of fully specified linear systems, with certain accepted extensions. Path coefficient analysis is particularly valuable in this context, as it helps to identify both direct and indirect

sources of correlations between variables. The path coefficients ( $\beta$  values) presented in Figure 5 illustrate the strength and direction of the relationships between independent variables and their respective dependent variables. These  $\beta$  values are crucial in interpreting the structural model. For example, a strong positive relationship is evident between "Staff Expertise & Behavior" and "User Satisfaction" ( $\beta = 0.438$ ), indicating that improvements in staff performance significantly enhance user satisfaction. Similarly, "Environment" shows moderate positive effects on both "Staff Expertise & Behavior" ( $\beta = 0.160$ ) and "User Satisfaction" ( $\beta = 0.248$ ), suggesting its influential role. "Library Services & Accessibility" positively affects "Staff Expertise & Behavior" ( $\beta = 0.326$ ) but has a negligible effect on user satisfaction ( $\beta = 0.002$ ). "Marketing Strategy" influences both "Staff Expertise & Behavior" ( $\beta = 0.202$ ) and "User Satisfaction" ( $\beta = 0.129$ ), albeit to a lesser degree. Conversely, variables like "Modern Technology" and "Collection" have weak or even negative  $\beta$  values, indicating minimal or no significant impact on the dependent constructs. Hence, the discussion should explicitly integrate these coefficients to clarify which relationships are statistically and practically meaningful in the model.

Table 4.  $\beta$ , Mean, SD, T Value, P Value

| Hypothesis                                                         | $\beta$ | Sample Mean | Standard Deviation | T Statistics | P Values | Decision  |
|--------------------------------------------------------------------|---------|-------------|--------------------|--------------|----------|-----------|
| H1: Collection -> Staff Expertise & Behavior                       | 0.030   | 0.038       | 0.075              | 0.400        | 0.690    | Rejected  |
| H2: Collection -> User Satisfaction                                | 0.040   | 0.040       | 0.047              | 0.850        | 0.395    | Rejected  |
| H3: Library Services & Accessibility -> Staff Expertise & Behavior | 0.330   | 0.320       | 0.120              | 2.750        | 0.006    | Supported |
| H4: Library Services & Accessibility -> User Satisfaction          | 0.005   | 0.006       | 0.066              | 0.075        | 0.940    | Rejected  |
| H5: Environment -> Staff Expertise & Behavior                      | 0.155   | 0.162       | 0.077              | 2.015        | 0.045    | Supported |
| H6: Environment -> User Satisfaction                               | 0.245   | 0.249       | 0.050              | 4.900        | 0.000    | Supported |
| H7: Modern Technology -> Staff Expertise & Behavior                | 0.070   | 0.073       | 0.097              | 0.722        | 0.472    | Rejected  |
| H8: Modern Technology -> User Satisfaction                         | -0.020  | -0.023      | 0.067              | -0.299       | 0.765    | Rejected  |
| H9: Newspaper & Journal Database -> Staff Expertise & Behavior     | 0.080   | 0.087       | 0.095              | 0.852        | 0.400    | Rejected  |
| H10: Newspaper & Journal Database -> User Satisfaction             | 0.230   | 0.227       | 0.072              | 3.200        | 0.001    | Supported |
| H11: Marketing Strategy -> Staff Expertise & Behavior              | 0.205   | 0.198       | 0.089              | 2.300        | 0.022    | Supported |
| H12: Marketing Strategy -> User Satisfaction                       | 0.135   | 0.126       | 0.063              | 2.100        | 0.038    | Supported |
| H13: Staff Expertise & Behavior -> User Satisfaction               | 0.440   | 0.440       | 0.062              | 7.100        | 0.000    | Supported |

Hypothesis Testing and Structural Model Evaluation

In evaluating the structural model, the guidelines suggested by Hair et al. (2019) were followed. The assessment began with a collinearity check, followed by the computation of the model's predictive power through the coefficient of determination ( $R^2$ ), as shown in Table 5. These  $R^2$  values and path coefficients indicate how well the observed data align with the proposed model

(Chin, 1998). The significance and strength of the path coefficients, which represent the research hypotheses, were evaluated using the bootstrapping technique with 5000 subsamples (Hair et al., 2019). The path coefficients, along with t-values, p-values, and levels of significance, are presented in Table 4, and in Figure 5 graphical presentation of the hypotheses, along with  $\beta$  and  $P$  values, is shown. Based on the results, 7 hypotheses were supported, while 6 were rejected. Specifically, hypotheses H3, H5, H6, H10, H11, H12, and H13 showed significant positive influence on user satisfaction, with notable results such as: H6:  $\beta = 0.245$ ,  $p = 0.000$ ,  $t = 4.900$ ; H13:  $\beta = 0.440$ ,  $p = 0.000$ ,  $t = 7.100$ . These findings highlight critical factors contributing to user satisfaction. In contrast, hypotheses H1, H2, H4, H7, H8, and H9 did not reach statistical significance ( $p > 0.05$ ) and were thus not supported. To evaluate the overall model fit, the Standardised Root Mean Square Residual (SRMR) was used. Following Hu and Bentler (1999), SRMR values below 0.08 are considered acceptable. The SRMR value in this study was 0.07, indicating a good model fit.

### ***Quality Criteria***

The quality of the research was assessed based on four key criteria: credibility, transferability, dependability, and confirmability, which are essential standards in qualitative research. Additionally, the researcher's critical self-reflection is vital in maintaining research integrity and rigor.

### ***R<sup>2</sup> Value and Model Explanation***

The  $R^2$  statistic (presented in Table 5) measures the proportion of variance in the endogenous variables explained by the structural model. A higher  $R^2$  indicates stronger explanatory power of the independent variables in predicting the dependent variable.

**Table 5. Quality Criteria**

| Variables                  | R-square | R-square adjusted |
|----------------------------|----------|-------------------|
| Staff Expertise & Behavior | 0.554    | 0.541             |
| User Satisfaction          | 0.790    | 0.800             |

***f-square:*** The condition that each element appears exactly once in each row and column is substituted for the requirement that each element appears exactly once in each row and column. These squares are known as *f-squares*. There are two ways to support the value of introducing and studying the features of *f-square* in Table 6.

Table 6. f-square

| Variables                        | Staff Expertise & Behavior | User Satisfaction |
|----------------------------------|----------------------------|-------------------|
| Collection                       | 0.001                      | 0.003             |
| Environment                      | 0.030                      | 0.160             |
| Library Services & Accessibility | 0.060                      | 0                 |
| Marketing Strategy               | 0.035                      | 0.030             |
| Modern Technology                | 0.004                      | 0.001             |
| Newspaper & Journal Database     | 0.005                      | 0.080             |
| Staff Expertise & Behavior       | 0.001                      | 0.430             |

Discussion

The findings of this study both align with and diverge from prior research on library user satisfaction. The significant positive effect of Staff Expertise & Behavior on User Satisfaction is consistent with previous studies highlighting the critical role of staff attitudes, communication skills, and supportiveness in enhancing the library experience (Merga, 2021; Hardie et al., 2022). Likewise, the impact of Marketing Strategy on Staff Expertise & Behavior and User Satisfaction supports findings by Rosário and Raimundo (2021), who emphasised the importance of promotional strategies and visibility in improving service perception. The positive contribution of Newspaper & Journal Database to User Satisfaction aligns with studies underscoring the growing demand for academic digital content in higher education (Alzoubi et al., 2022). However, the insignificant influence of Collection and Modern Technology on User Satisfaction diverges from earlier research (Almaghrabi et al., 2024; Almufarreh, 2024), which found that robust collections and digital tools were strong predictors of satisfaction. This contrast suggests that resources alone are insufficient without effective user facilitation and engagement by staff.

These findings are well explained through Expectation Confirmation Theory (ECT) and the Theory of Planned Behaviour (TPB). ECT suggests that satisfaction results when users' expectations are confirmed by actual service performance (Oliver, 1980). In the study, the rejection of hypotheses involving Collection and Modern Technology implies that user expectations related

to these resources were not fulfilled, likely due to limited accessibility or inadequate staff facilitation, which led to lower satisfaction, mirroring findings by Owolabi et al. (2022) and Rosman et al. (2022). Conversely, the strong support for the impact of Staff Expertise & Behavior confirms that when staff interactions exceed expectations, satisfaction increases, as echoed in research by Hernon and Altman (2010). From the TPB perspective (Ajzen, 1991), users' positive attitudes toward helpful and skilled staff, perceived ease of access to services (behavioral control), and social influences (subjective norms shaped by peer feedback or institutional culture) all play a crucial role in forming satisfaction judgments. This underscores the importance of staff development and human-centric engagement strategies, especially in resource-limited academic environments where reliance on human service delivery often outweighs technological investments (Ajani & Buraimo, 2022).

**Challenges Identified:** Respondents identified several critical challenges affecting the University Library's effectiveness. Limited seating in the reading spaces hampers user comfort, while insufficient academic and research materials fail to meet user needs. A shortage of staff delays assistance, and limited IT expertise among employees restricts the adoption of modern, technology-driven services. Infrastructure issues, such as unreliable electricity, poor ventilation, and inadequate sanitation facilities, further diminish the library experience. Additionally, inefficient acquisition and processing procedures lead to delays in resource availability and frustrating users. Disruptions caused by loud staff conversations also compromise the library's study environment.

**Recommendations for Improvement:** To address these challenges, the University Library should prioritise expanding its collections by including academic, research, and general interest materials, such as Bangla fiction and job-related books. Service enhancements are also crucial, including improving internet bandwidth, publishing user guides, and streamlining operations for quicker service delivery. Investing in technology, such as advanced IT tools, email-based services, and upgraded infrastructure, will further enhance resource accessibility. Facility upgrades, including expanded reading spaces, improved ventilation, and better water, sanitation, and toilet facilities, are essential to improving the library environment. Additionally, promoting resources through effective marketing strategies, organising workshops on information literacy, and maintaining an

updated website will increase user engagement. Staff training programs should also be implemented to enhance technical expertise and foster more user-friendly interactions.

**Conclusion**

This study investigated user satisfaction levels regarding the services, resources, and environment provided by the University Library. Drawing on direct user feedback obtained through a survey, the research highlights several critical factors influencing users' perceptions of library services. The investigation specifically measured user satisfaction with library services at the University Library, emphasising the mediating role of staff behavior and expertise. Based on a quantitative analysis of 190 user responses, the research pursued three primary objectives: (1) assessing the overall level of user satisfaction, (2) exploring relationships among library collections, services, environment, marketing, technology, and user satisfaction, and (3) testing the mediating influence of staff behavior and expertise.

The findings confirm that user satisfaction is a multi-dimensional construct influenced not only by tangible factors such as the physical environment and access to journals and databases but, more critically, by the competence, behavior, and responsiveness of library staff. Out of 13 hypotheses tested, 7 were supported (H3, H5, H6, H10, H11, H12, and H13), highlighting the significant mediating effect of staff behavior in the relationship between services and user satisfaction. Conversely, hypotheses related to collections, library services, and modern technology (H1, H2, H4, H7, H8, and H9) were not supported, indicating that these elements alone do not significantly influence satisfaction unless effectively supported by capable and user-oriented staff. This suggests that user satisfaction is not merely a function of service availability but is deeply shaped by how these services are delivered and communicated. Notably, even when collections and technology were present, users did not report higher satisfaction unless guided effectively by knowledgeable and approachable staff. This underscores a service delivery gap that should be addressed through targeted staff development.

These findings are well explained through the lens of Expectation Confirmation Theory (ECT), which posits that satisfaction arises when perceived performance meets or exceeds initial expectations. In this context, unmet expectations regarding technology or resources may have contributed to dissatisfaction, while exceptional staff interactions positively influenced satisfaction

outcomes. Similarly, the Theory of Planned Behavior (TPB) reinforces that users' attitudes, perceived behavioral control, and social norms, shaped by staff interaction, play pivotal roles in shaping satisfaction and future usage intent. Practically, the study identifies key areas for strategic enhancement: investing in user-centric staff training, expanding academic and research collections, improving digital infrastructure and internet bandwidth, and implementing dynamic marketing strategies to increase awareness and engagement. These improvements align directly with the study's objectives and the needs expressed by users. From a theoretical perspective, the research bridges conceptual models and real-world data by confirming the mediating role of staff behavior in user satisfaction. This contributes to the broader academic discourse by filling a critical gap in the literature, particularly in resource-constrained contexts like Bangladesh, where human interaction plays a greater role than digital abundance in shaping library user experiences.

In essence, the study highlights the importance of adopting a user-centred and staff-empowered approach to library service evaluation and improvement. User satisfaction should be viewed not as a static endpoint but as a continuous, adaptive process driven by responsive services and professional engagement. Future research could explore longitudinal assessments, incorporate qualitative methods for deeper insights, and examine multi-site comparisons to broaden the applicability of findings. Furthermore, integrating AI-enabled service tools alongside human interaction may provide innovative pathways for enhancing academic library services in the evolving digital era.

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Appendix

Survey Questionnaire on  
"User Satisfaction in a University Library: Testing the Mediating Role of Staff Behavior"

Respondents Identity

1. Gender

☐ Male ☐ Female

2. Age

☐ 18-25 y/o ☐ 25-30 y/o ☐ 30-40 y/o

3. What is your level of study?

☐ 1st year ☐ 2nd year ☐ 3rd year ☐ 4th year ☐ Masters ☐ MPhil Students ☐ PhD Fellow

4. Do you use the University Central Library?

☐ Yes ☐ No

Please indicate your level of agreement with each of the following statements by selecting the appropriate number: "1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree"

1. Collection

| Statements                                                | 1 | 2 | 3 | 4 | 5 |
|-----------------------------------------------------------|---|---|---|---|---|
| CL has a variety of collections.                          |   |   |   |   |   |
| Academic books are available here.                        |   |   |   |   |   |
| Academic course-related foreign books are available here. |   |   |   |   |   |
| Research-related resources are available.                 |   |   |   |   |   |
| The collection of CL is well organized.                   |   |   |   |   |   |
| Based on the collection it is possible to attract me.     |   |   |   |   |   |

## 2. Library Services & Accessibility

| Statements                                                         | 1 | 2 | 3 | 4 | 5 |
|--------------------------------------------------------------------|---|---|---|---|---|
| The services of the library are sufficient.                        |   |   |   |   |   |
| It provides document delivery services.                            |   |   |   |   |   |
| It provides Internet facilities.                                   |   |   |   |   |   |
| It provides Current Awareness Services.                            |   |   |   |   |   |
| It provides reference services.                                    |   |   |   |   |   |
| It provides reserve services.                                      |   |   |   |   |   |
| It has well circulation services (borrowing & lending).            |   |   |   |   |   |
| It has photocopy services.                                         |   |   |   |   |   |
| It provides Inter Library Loan services.                           |   |   |   |   |   |
| It provides Indexing and Abstracting services.                     |   |   |   |   |   |
| It provides service at the promised time.                          |   |   |   |   |   |
| The overdue notices and fine notices are informed timely to users. |   |   |   |   |   |
| CL books are well catalogued and classified.                       |   |   |   |   |   |
| The CL membership fee is reasonable.                               |   |   |   |   |   |

## 3. Environment

| Statements                                                   | 1 | 2 | 3 | 4 | 5 |
|--------------------------------------------------------------|---|---|---|---|---|
| The number of reading rooms for users is sufficient.         |   |   |   |   |   |
| CL has adequate and quiet space for individual activities.   |   |   |   |   |   |
| The physical condition of the CL building is good.           |   |   |   |   |   |
| The condition of ventilation, light, and heat is good.       |   |   |   |   |   |
| The facility of drinking water and toilet is available here. |   |   |   |   |   |
| CL is neat and clean.                                        |   |   |   |   |   |
| The security system of CL is strong.                         |   |   |   |   |   |

## 4. Modern Technology

| Statements                                                                                  | 1 | 2 | 3 | 4 | 5 |
|---------------------------------------------------------------------------------------------|---|---|---|---|---|
| CL has modern and functional equipment that allows easy access to information.              |   |   |   |   |   |
| CL provided enough computers to its users to access the internet and the right information. |   |   |   |   |   |
| CL uses competent software to organize resources.                                           |   |   |   |   |   |
| CL has email and SMS facilities.                                                            |   |   |   |   |   |

|                                    |  |  |  |  |  |
|------------------------------------|--|--|--|--|--|
| CL has audio audio-visual section. |  |  |  |  |  |
| It provides a CD-ROM facility.     |  |  |  |  |  |

5. Newspaper & Journal Database

| Statements                                                                      | 1 | 2 | 3 | 4 | 5 |
|---------------------------------------------------------------------------------|---|---|---|---|---|
| I obtain current research/e-resource materials for my study and research.       |   |   |   |   |   |
| Update information materials are available.                                     |   |   |   |   |   |
| Electronic resources in CL are accessible.                                      |   |   |   |   |   |
| It has a good number of daily newspapers.                                       |   |   |   |   |   |
| CL has covered almost all aspects of academic journals.                         |   |   |   |   |   |
| CL provides weekly/ monthly magazines on different subjects/areas of knowledge. |   |   |   |   |   |

6. Marketing Strategy

| Statements                                                                               | 1 | 2 | 3 | 4 | 5 |
|------------------------------------------------------------------------------------------|---|---|---|---|---|
| New arrivals are updated on the website of CL.                                           |   |   |   |   |   |
| New books are displayed by poster/board.                                                 |   |   |   |   |   |
| Information literacy programs are arranged regularly to make information literate users. |   |   |   |   |   |
| Reading-based award programs are undertaken sometimes.                                   |   |   |   |   |   |
| CL informs the users about the new arrivals, seminars, and conferences through email.    |   |   |   |   |   |

7. Staff Expertise & Behavior

| Statements                                                                        | 1 | 2 | 3 | 4 | 5 |
|-----------------------------------------------------------------------------------|---|---|---|---|---|
| Library professionals are skilled in doing their work in the digital environment. |   |   |   |   |   |
| They are expert in doing their work manually.                                     |   |   |   |   |   |
| Library professionals pay attention to individual user's needs.                   |   |   |   |   |   |
| Library professionals are capable of resolving user issues.                       |   |   |   |   |   |
| Library professionals are always willing to help users.                           |   |   |   |   |   |
| They help to find the required materials.                                         |   |   |   |   |   |
| They are always ready to respond to users' questions.                             |   |   |   |   |   |
| They are very friendly and helpful.                                               |   |   |   |   |   |

|                                                                              |  |  |  |  |  |
|------------------------------------------------------------------------------|--|--|--|--|--|
| Library staff has respect for all classes of users.                          |  |  |  |  |  |
| Library professionals provide spontaneous services while providing services. |  |  |  |  |  |
| Library professionals are always not too busy to help.                       |  |  |  |  |  |
| The library employees are sometimes slow when attending to users.            |  |  |  |  |  |

## 8. User Satisfaction

| Statements                                                                          | 1 | 2 | 3 | 4 | 5 |
|-------------------------------------------------------------------------------------|---|---|---|---|---|
| I am satisfied with the overall collection of CL.                                   |   |   |   |   |   |
| I am satisfied with the services offered by CL.                                     |   |   |   |   |   |
| I am satisfied with the environment of CL.                                          |   |   |   |   |   |
| I am satisfied with the Internet facility which I access for the right information. |   |   |   |   |   |
| I am satisfied with the efficiency of the library employees.                        |   |   |   |   |   |
| I get cooperation from CL employees.                                                |   |   |   |   |   |
| CL fulfils my expectations.                                                         |   |   |   |   |   |
| I am satisfied with the marketing strategy of CL.                                   |   |   |   |   |   |
| I feel comfortable spending my free time in CL rather than outside.                 |   |   |   |   |   |
| I feel secure and relaxed when interacting with the library professionals.          |   |   |   |   |   |

## Your Opinion

How do you rate your experience in the University Central Library?

.....

.....

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