# **REPORT**

# PUSTAKA NEGERI SARAWAK CUSTOMER SATISFACTION SURVEY (CSS) 2010

# PREPARED BY

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30 August 2010

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# A. Background of Survey

Pustaka Negeri Sarawak has migrated to MS ISO 9000 version 2008 on 1 April 2009 and was certified on 18 May 2010. Since then Pustaka has implemented the customer satisfaction survey based on the requirements of the standard.

This survey was carried out in efforts to gauge the opinions of the general public on our services. Public opinions and suggestions will be used to enhance our current service quality along side its effort to achieve organizational objectives.

This survey was carried out based on the requirements of ISO 9001:2008, that addresses the following clauses:

- 5.2 Customer focus
- 7.2.3 Customer communication
- 8.2.1 Customer satisfaction

### B. Scope of survey

This survey was conducted among the users of the library which includes active members and walk in customers of Pustaka Negeri Sarawak which is located in Kuching (being the head office and covering the southern region of Sarawak) and Pustaka Miri (being the branch covering the northern region of Sarawak).

# C. Objectives of survey

The objective of this survey is:

- a. To assess customers' perceptions on its services
- To provide information in understanding users' expectations and perceptions as a mean to recommend ways to improve/ sustain its service quality

# D. Methodology

### 1. Questionnaire

Principles of LibQUAL(Cook & Heath, 2001) was applied in this survey. LibQUAL has four components of 25 items which comprised of the following:

- i. Information Access an assessment of the adequacy of the collections themselves and the ability to access needed information on a timely basis regardless of the location of the user or the medium of the resource in question.
- ii. **Service Affect** the human side of the organization, encompassing traits of empathy, accessibility, and personal competence.
- iii. **Library as a Place** utilitarian space for study and collaboration, a sanctuary for contemplation and reflection, or an affirmation of the primacy of life.
- iv. **Personal Control** the extent to which users are able to navigate and control the information universe that is provided.

The questionnaire is divided into the following areas:

- Demographic factors
- LibQUAL four components twenty five questions
- User-perceived usefulness (one question), user-satisfaction (two questions) and loyalty (three questions)
- Library services factors (opinion) three questions

All items were measured with a 7-point Likert scale, which ranged from strongly disagree (1) to strongly agree (7).

# 2. Sampling

A non-probability sampling was used. The number of respondents targeted was, as required under Customer Satisfaction Survey Quality Procedure (QP/CM/015) minimum of 100 for Kuching and 50 for Miri.

# 3. Period of survey

This survey was conducted for 14 days which began on 26 April to 10 May 2010 and was conducted concurrently in Kuching and Miri.

# E. Analysis and Findings of survey

The findings and analysis of this survey is deliberated further here. An analysis on respondents' demographic profile, customer's perceived service quality of Pustaka Negeri Sarawak and user satisfaction and user loyalty was done. The data is further interpreted by applying Percentage Distribution, Frequency, Cross tabulation and Descriptive analysis.

# a. Questionnaire rate of return

|   | Kuching    | Miri       |
|---|------------|------------|
| Total distributed questionnaires              | 200        | 100        |
| Questionnaires received back from respondents | 170        | 60         |
| 3. Rejected questionnaires                    | 0          | 0          |
| 4. Usable questionnaires                      | <u>170</u> | <u>60</u>  |
| 5. Overall response rate                      | <u>85%</u> | <u>60%</u> |

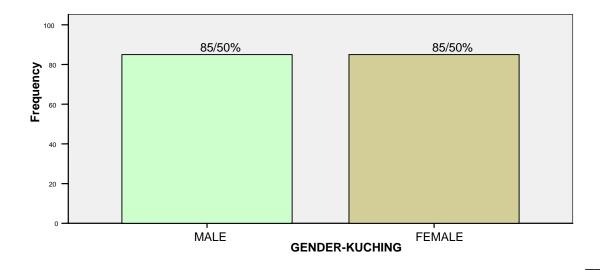
Overall response rate was at 85% for Kuching and 60% for Miri.

# A. Demographic Factors

Table 1 Demographics Profile of Respondents (n = 170-Kuching, n=60-Miri)

|                               | KUCHII    | NG          | MIRI      |      |
|-------------------------------|-----------|-------------|-----------|------|
| DEMOGRAPHIC FACTORS           |           |             |           |      |
| 4 OFNIDER                     | FREQUENCY | (%)         | FREQUENCY | (%)  |
| 1. GENDER Male                | 85        | 50.0        | 27        | 45.0 |
| Female                        | 85        | 50.0        | 33        | 55.0 |
| i emale                       | 65        | 30.0        | 33        | 33.0 |
| 2. AGE                        |           |             |           |      |
| < 17 years old                | 11        | 6.5         | 30        | 50.0 |
| 18-20 years old               | 25        | 14.7        | 12        | 20.0 |
| 21-30 years old               | 64        | 37.6        | 7         | 11.7 |
| 31-40 years old               | 39        | 22.9        | 7         | 11.7 |
| 41-50 years old               | 25        | 14.7        | 4         | 6.7  |
| >50 years old                 | 6         | 3.5         | -         | -    |
| 3. EDUCATION LEVEL            |           |             |           |      |
| SPM                           | 62        | 36.5        | 17        | 28.3 |
| STPM                          | 13        | 7.6         | 1         | 1.7  |
| DIPLOMA                       | 42        | 24.7        | 10        | 16.7 |
| DEGREE                        | 37        | 21.8        | 7         | 11.7 |
| POSTGRADUATE                  | 6         | 3.5         | -         |      |
| OTHERS                        | 10        | 5.9         | 25        | 41.7 |
| 4. OCCUPATION                 |           |             |           |      |
| STUDENT                       | 51        | 30.0        | 42        | 70.0 |
| UNEMPLOYED                    | 2         | 1.2         | 1         | 1.7  |
| HOUSEWIFE                     | 2         | 1.2         | 2         | 3.3  |
| BUSINESSMAN                   | 11        | 6.5         | 2         | 3.3  |
| GOVERNMENT SERVANT            | 60        | 35.3        | 6<br>6    | 10.0 |
| PRIVATE SECTOR PENSIONER      | 35<br>3   | 20.6<br>1.8 | О         | 10.0 |
| OTHERS                        | 6         | 3.5         | 1         | 1.70 |
| OTHERS                        | 0         | 3.5         | I         | 1.70 |
| 4. JOB POSITION               |           |             |           |      |
| CLERICAL                      | 43        | 25.3        | 3         | 5.0  |
| SUPERVISORY                   | 30        | 17.6        | 7         | 11.7 |
| MANGERIAL                     | 42        | 24.7        | 2         | 3.3  |
| OTHERS                        | 55        | 32.4        | 48        | 80.0 |
| 5. FREQUENCY OF LIBRARY USAGE |           |             |           |      |
| 1 OR LESS                     | 41        | 24.1        | 11        | 18.3 |
| 2-5 times                     | 84        | 49.4        | 28        | 46.7 |
| 6-10 times                    | 25        | 14.7        | 5         | 8.3  |
| >10 times                     | 20        | 11.8        | 15        | 25.0 |
| OTHERS                        | -         | -           | 1         | 1.7  |
|                               |           |             |           |      |

# i. Gender



33 / 55%

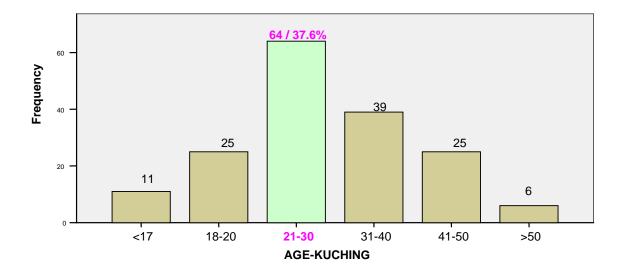
27/45%

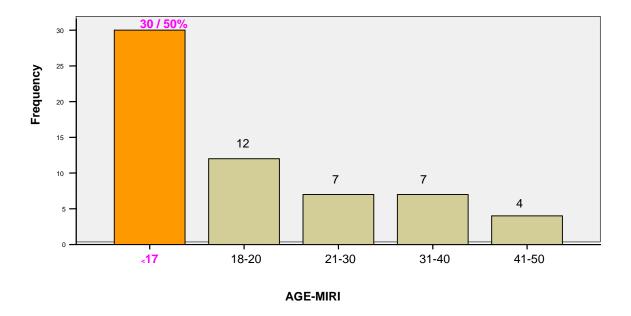
MALE

GENDER-MIRI

The above bar charts showed that respondents in Kuching were a balanced group of male and female, however in Miri 55% of respondents were female. Therefore generally library users were more female than male in Miri as compared to Kuching.

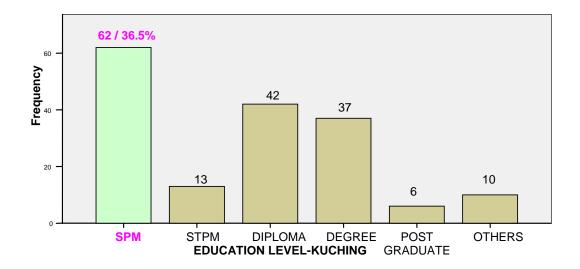
# ii. Age

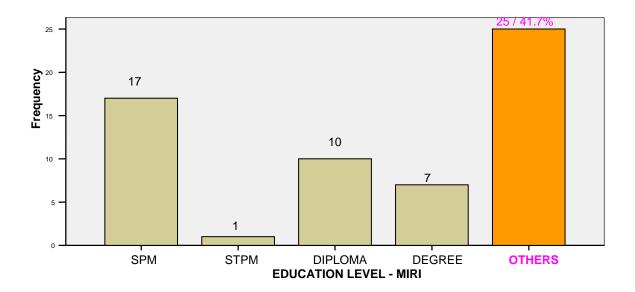




The above bar charts reflected that 37.6%(64) respondents in Kuching were between the age of 21-30 years old. In Miri half (30) of the respondents were aged 17 years and below. It can be concluded that most of the library users in Kuching and Miri may come from the category of university students and school children.

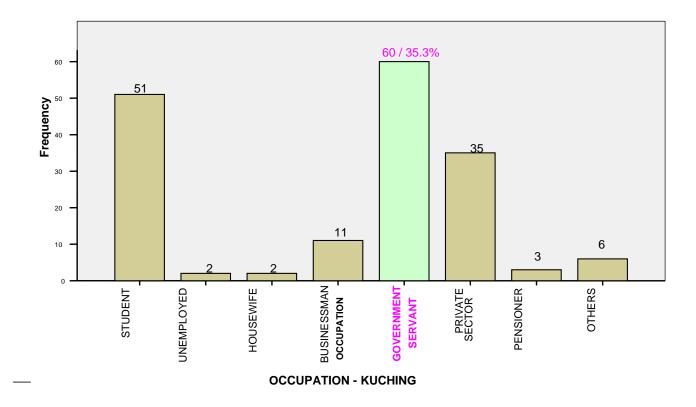
# **Education Level**

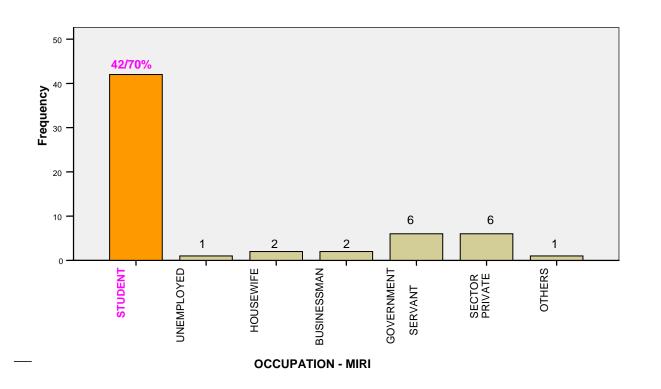




Based on the bar charts above, 36.5% (62) of the respondents in Kuching were SPM holders whereas, 41.7 %(25) respondents in Miri did not specify their education background. This finding concurs with the age level of the respondents who were mainly school children and the remainder was perhaps university students in general. Therefore, it is concluded that generally most library users are students.

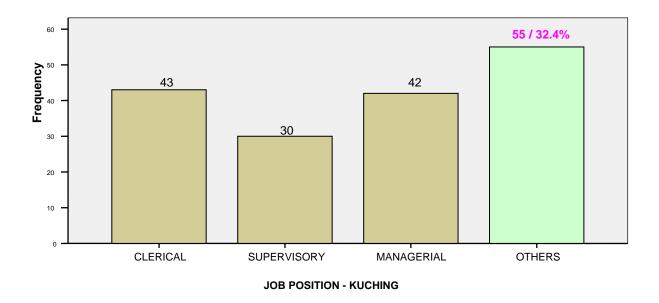
# iii. Occupation

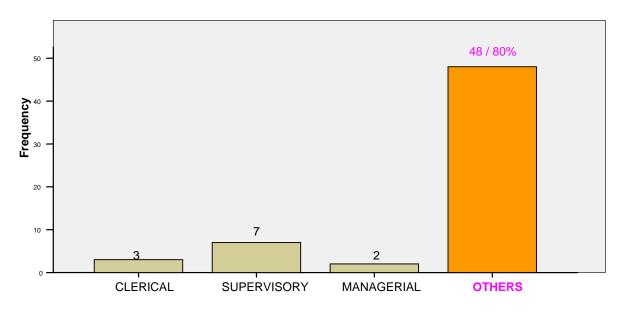




Based on the bar charts above, 35.3 %( 60) of the respondents in Kuching were mostly comprised of government servants while in Miri majority of the respondents 70% (42) were students. Therefore we can conclude that most library users in Kuching comprised of government workers whereas in Miri, most users are students.

# iv. Job Position

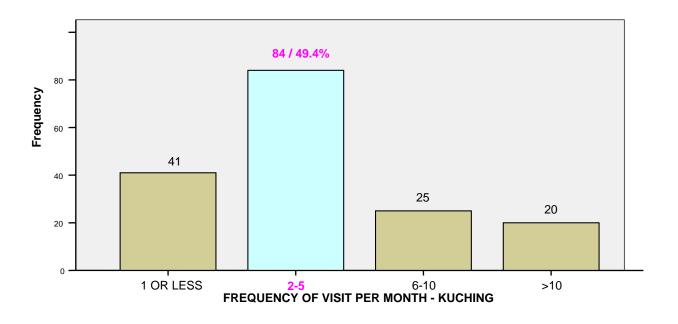


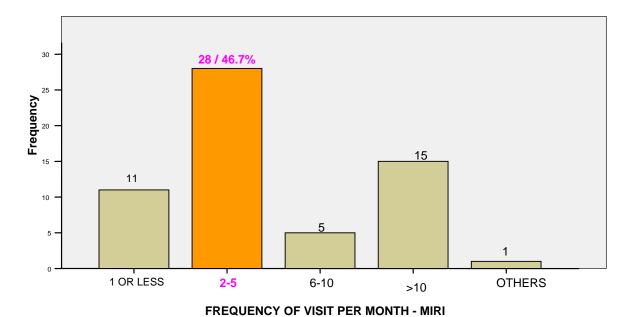


JOB POSITION- MIRI

The above bar charts reflects that 32.4% (55) of the respondents in Kuching and a majority of respondents in Miri did not specify their designation of work or perhaps they belong to different levels of job position.

# v. Library visit per month





The bar charts above indicated that in Kuching 49.4% (84) of the respondents and

46.7% (28) of the respondents in Miri had visited the library between 2 to 5 times in a

month. Therefore, it is concluded that on average a public may frequent the library only once a week.

# **B.** Descriptive Analysis: Mean and Standard Deviations

# 1. Perceived Service Quality

Table 1(a) shows the descriptive statistic on the degree of service quality performed by Pustaka Negeri that was evaluated by respondents in Kuching. From the scale of 1 to 7 (1 is strongly disagree and 7 is strongly agree), the average mean score for all dimensions are only at satisfactory level. Among the four dimensions; Library as a Place scored the highest average mean which is 5.38, followed by Service Affect (5.26); Personal Control (5.22) and Information Access scored the lowest average mean of 4.95. Therefore based on this result, it is concluded that among the four dimensions, Library as a place is one of the main factor that contributes to customers' satisfaction in Kuching as compared to the rest of the aspects of Perceived Service Quality.

Table 1(a) Perceived Service Quality evaluation among respondents (n=170)

| Items  | N   | Mean   | Std. Deviation |
|--|-----|--------|----------------|
| Place  |     |        |                |
| 1. Cleanliness of the place  | 170 | 5.7118 | 1.12759        |
| Physical outlook (eg: infrastructure and surroundings)                           | 170 | 5.5647 | 1.16097        |
| 3. Safety of the place (inside the library building)                             | 170 | 5.5176 | 1.19280        |
| 4. A one-stop place to get relevant information                                  | 170 | 5.4765 | 1.11048        |
| 5. Conducive environment for research and reference                              | 170 | 5.4118 | 1.19955        |
| Conducive environment that inspire me to study and learn                         | 170 | 5.4000 | 1.22788        |
| 7. Conducive place for group learning and group study                            | 170 | 5.2647 | 1.25243        |
| 8. Quietness of the place  | 170 | 5.1176 | 1.37097        |
| 9. Safety of the place (outside the library building)                            | 170 | 5.0000 | 1.43085        |
| Average  |     | 5.385  | 1.230          |
| Service Affect   |     |        |                |
| 10. Politeness of library staff  | 170 | 5.4471 | 1.21632        |
| 11. Willingness of library staff to help me                                      | 170 | 5.4000 | 1.20845        |
| 12. Library staff made me feel confident   | 170 | 5.3647 | 1.22930        |
| 13. Library staff understand my needs  | 170 | 5.3176 | 1.26127        |
| 14. Caring attitude of library staff   | 170 | 5.3118 | 1.21255        |
| 15. Readiness of library staff to respond to my questions                        | 170 | 5.2941 | 1.12343        |
| 16. Knowledge of library staff to answer my questions                            | 170 | 5.2471 | 1.13477        |
| 17. Ability of the library staff to handle library service-related problems well | 170 | 5.2412 | 1.14383        |
| 18. Individual attention from library staff                                      | 170 | 5.1294 | 1.21420        |

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| Average                                  |     | 5.262  | 1.198   |
|--|-----|--------|---------|
| 19. Adequate staff to attend to my needs | 170 | 4.8706 | 1.23354 |

| Items  | N   | Mean   | Std. Deviation |
|--|-----|--------|----------------|
| Personal Control   |     |        |                |
| 20. User-friendly access tools for me to find things on my own                 | 170 | 5.2941 | 1.06946        |
| 21. Access to the library collection   | 170 | 5.3059 | 1.12554        |
| 22. Website that enables me to locate the information on my own                | 170 | 5.2000 | 1.18970        |
| 23. Modern equipment that facilitates the access of information                | 170 | 5.2706 | 1.17053        |
| 24. Easy access of information for independent use                             | 170 | 5.2059 | 1.09813        |
| 25. Accessibility of electronic resources from my home/office                  | 170 | 5.1235 | 1.20749        |
| 26. Signage that facilitates me to use the library independently               | 170 | 5.1000 | 1.20477        |
| 27. Shelving of books for easy accessibility                                   | 170 | 5.2882 | 1.09565        |
| 28. User friendliness of the online services                                   | 170 | 5.2059 | 1.16607        |
| Average  |     | 5.222  | 1.147          |
| Information Access   |     |        |                |
| 29. Clear guidelines for me to use the library facilities and services         | 170 | 5.1647 | 1.27653        |
| 30. Provision of virtual library services (i.e: through online/telephone)      | 170 | 5.0647 | 1.11549        |
| 31. Quality of print and / or electronic books                                 | 170 | 5.0294 | 1.22801        |
| 32. Quality of print and / or electronic journal collections                   | 170 | 5.0000 | 1.11472        |
| 33. Quality of other print and / or electronic reading materials               | 170 | 4.9824 | 1.19404        |
| 34. Sufficient number of other print and / or electronic reading materials     | 170 | 4.9765 | 1.15104        |
| 35. Timeless of document delivery / interlibrary loans (i.e. on time delivery) | 170 | 4.9000 | 1.15462        |
| 36. Sufficient number of print and / or electronic books.                      | 170 | 4.8824 | 1.17077        |
| 37. Convenience of opening hours   | 170 | 4.8706 | 1.41662        |
| 38. Sufficient number of print and / or electronic journal collection          | 170 | 4.7118 | 1.23287        |
| Average  |     | 4.958  | 1.205          |

Table 1(b) shows that, from the scale of 1 to 7 (1 is strongly disagree and 7 is strongly agree), the average mean score for dimensions of perceived service quality for Pustaka Miri shows only at satisfactory level. Among the four dimensions; Library as a Place scored the highest average mean of 5.60, followed by Personal Control (5.36), Service Affect (5.21) and Information Access (5.06) which scored the lowest average mean. Therefore based on this result, it is concluded that among the four dimensions, similar to the findings in Kuching, Library as a place is one of the main factor that contributes to customers' satisfaction in Miri as compared to the rest of the aspects of Perceived Service Quality.

Table 1(b) Perceived Service Quality evaluation among respondents (n=60)

| Items  | N  | Mean   | Std. Deviation |
|--|----|--------|----------------|
| Place  |    |        |                |
| 1. Cleanliness of the place  | 60 | 5.9000 | 1.08456        |
| 2. Conducive environment that inspire me to study and learn                      | 60 | 5.7500 | 1.22992        |
| 3. Safety of the place (inside the library building)                             | 60 | 5.6833 | 1.46706        |
| 4. Conducive place for group learning and group study                            | 60 | 5.6667 | 1.23050        |
| 5. Conducive environment for research and reference                              | 60 | 5.5667 | 1.21246        |
| 6. Physical outlook (eg: infrastructure and surroundings)                        | 60 | 5.5500 | 1.15605        |
| 7. Quietness of the place  | 60 | 5.5333 | 1.43168        |
| 8. A one-stop place to get relevant information                                  | 60 | 5.5000 | 1.09699        |
| 9. Safety of the place (outside the library building)                            | 60 | 5.3167 | 1.30827        |
| Average  |    | 5.607  | 1.246          |
| Personal Control   |    |        |                |
| 10. Shelving of books for easy accessibility                                     | 60 | 5.4667 | 1.12697        |
| 11. User friendliness of the online services                                     | 60 | 5.4667 | 1.24147        |
| 12. Website that enables me to locate the information on my own                  | 60 | 5.4167 | 1.19734        |
| 13. Modern equipment that facilitates the access of information                  | 60 | 5.4167 | 1.01333        |
| 14. Easy access of information for independent use                               | 60 | 5.3667 | .93820         |
| 15. Signage that facilitates me to use the library independently                 | 60 | 5.3667 | .99092         |
| 16. User-friendly access tools for me to find things on my own                   | 60 | 5.3500 | .93564         |
| 17. Accessibility of electronic resources from my home/office                    | 60 | 5.2333 | 1.14042        |
| 18. Access to the library collection   | 60 | 5.2167 | 1.30308        |
| Average  |    | 5.367  | 1.099          |
| Service Affect   |    |        |                |
| 20. Library staff understand my needs  | 60 | 5.4333 | 1.49991        |
| 21. Ability of the library staff to handle library service-related problems well | 60 | 5.3167 | .99986         |
| 22. Willingness of library staff to help me                                      | 60 | 5.2167 | 1.36657        |
| 23. Politeness of library staff  | 60 | 5.2167 | 1.26346        |
| 24. Individual attention from library staff                                      | 60 | 5.2000 | 1.21850        |
| 25. Knowledge of library staff to answer my questions                            | 60 | 5.2000 | 1.28617        |
| 26. Library staff made me feel confident   | 60 | 5.1667 | 1.43995        |
| 27. Readiness of library staff to respond to my questions                        | 60 | 5.1667 | 1.31699        |
| 28. Adequate staff to attend to my needs   | 60 | 5.1333 | 1.38352        |
| 29. Caring attitude of library staff   | 60 | 5.0667 | 1.47138        |
| Average  |    | 5.212  | 1.325          |
| Information Access   |    |        |                |
| 30. Clear guidelines for me to use the library facilities and services           | 60 | 5.5500 | 1.18501        |
| 31. Sufficient number of other print and / or electronic reading materials       | 60 | 5.1000 | 1.29798        |
| 32. Provision of virtual library services (i.e: through online/telephone)        | 60 | 5.1000 | 1.33658        |
| 33. Quality of print and / or electronic journal collections                     | 60 | 5.0667 | 1.27381        |
| 34. Convenience of opening hours   | 60 | 5.0333 | 1.50667        |
| 35. Quality of print and / or electronic books                                   | 60 | 5.0167 | 1.29525        |
| 36. Quality of other print and / or electronic reading materials                 | 60 | 5.0167 | 1.35911        |
| 37. Sufficient number of print and / or electronic journal collection            | 60 | 4.9667 | 1.27514        |

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| 38. Timeless of document delivery / interlibrary loans (i.e. on time delivery) | 60 | 4.9333 | 1.35129 |
|--|----|--------|---------|
| 39. Sufficient number of print and / or electronic books.                      | 60 | 4.8833 | 1.34154 |
| Average  |    | 5.067  | 1.322   |

### 2. Overall Evaluation

# 2.1 Pustaka Negeri

Table 2, shows the descriptive analysis of the overall evaluation on Pustaka Negeri. From the scale of 1 to 7 (1 strongly disagree and 7 strongly agree), the average mean score shows only satisfactory level at 5.54. Among the elements are; ' *I will recommend this library to others*' scored 5.79, while '*I will like to continue using the library services*' is at 5.62, and ' *The overall quality of the library services is good*' scored 5.53, whereas '*I am satisfied with the services provided by the library*' is at 5.52, and 'The services provided by the library meet my expectation' is at 5.40, finally '*I am not disappointed with the services provided by the library*' is at 5.38.

Table 2 Overall Evaluation on Pustaka Negeri (n=170)

| Items |   | N   | Mean   | Std. Deviation |
|-------|---|-----|--------|----------------|
| 1.    | I will recommend this library to others                         | 170 | 5.7941 | 1.18620        |
| 2.    | I would like to continue using the library services             | 170 | 5.6235 | 1.30067        |
| 3.    | The overall quality of the library services is good             | 170 | 5.5353 | 1.05552        |
| 4.    | I am satisfied with the services provided by the library        | 170 | 5.5235 | 1.07804        |
| 5.    | The services provided by the library meet my expectation        | 170 | 5.4000 | 1.10620        |
| 6.    | I am not disappointed with the services provided by the library | 170 | 5.3824 | 1.19205        |
|       |   |     |        |                |
|       | Overall Service Quality/Average                                 |     | 5.543  | 1.153          |

# 2.2 Pustaka Miri

Table 3 shows the overall evaluation for the service quality in Pustaka Miri. From the scale of 1 to 7 (1 strongly disagree and 7 strongly agree), the average mean scored for all elements was at 5.69 which is only satisfactory. Among the elements are: 'I will recommend this library to others' scored at 6.01, while 'I would like to continue using the library services' is at 5.98, and 'The overall quality of the library services is good' is at 5.61, where as 'The services provided by the library meet my expectation' is at 5.60, 'I am not disappointed with the services provided by the library' is at 5.50, finally 'I am satisfied with the services provided by the library' is at 5.45.

Table 3 Overall Evaluation on Pustaka Miri (n=60)

| Items |   | N  | Mean   | Std. Deviation |
|-------|---|----|--------|----------------|
| 1.    | I will recommend this library to others                         | 60 | 6.0167 | 1.15702        |
| 2.    | I would like to continue using the library services             | 60 | 5.9833 | 1.18596        |
| 3.    | The overall quality of the library services is good             | 60 | 5.6167 | 1.34154        |
| 4.    | The services provided by the library meet my expectation        | 60 | 5.6000 | 1.22405        |
| 5.    | I am not disappointed with the services provided by the library | 60 | 5.5000 | 1.30838        |
| 6.    | I am satisfied with the services provided by the library        | 60 | 5.4500 | 1.25448        |
|       | Overall Service Quality/Average                                 |    | 5.694  | 1.245          |

### C. CROSS TABULATION ANALYSIS

# Gender versus Information Access

Table 4(a) GENDER \* INFORMATION ACCESS Cross tabulation

|        |        | Disagree | In<br>Slightly<br>Disagree | formation<br>Neutral | Access<br>Slightly<br>Agree | Agree | Strongly<br>Agree | Total |
|--------|--------|----------|----------------------------|----------------------|-----------------------------|-------|-------------------|-------|
| GENDER | MALE   | 1        | 3                          | 20                   | 31                          | 28    | 7 tgicc 2         | 85    |
|        | FEMALE | 0        | 5                          | 24                   | 28                          | 23    | 5                 | 85    |
|        |        |          |                            |                      |                             |       |                   |       |
| Total  |        | 1        | 8                          | 44                   | 59                          | 51    | 7                 | 170   |

### Table 4(b) GENDER \* INFORMATION ACCESS Cross tabulation

| Information Access |        |          |                      |         |                   | Total |                   |    |
|--------------------|--------|----------|----------------------|---------|-------------------|-------|-------------------|----|
|                    |        | Disagree | Slightly<br>Disagree | Neutral | Slightly<br>Agree | Agree | Strongly<br>Agree |    |
| GENDER             | MALE   | 1        | 0                    | 4       | 8                 | 10    | 4                 | 27 |
|                    | FEMALE | 0        | 2                    | 8       | 17                | 6     | 0                 | 33 |
| Total              |        | 1        | 2                    | 12      | 25                | 16    | 4                 | 60 |

Table 4(a) and 4(b) showed that out of 59 respondents in Kuching 31 male had rated 'slightly agree' while in Miri out of 25 respondents, 17 female had the same opinion on the information access of the library. Based on the 7-point Likert Scale, this is only average. Therefore, it is concluded that generally, male users in Kuching and female users in Miri believed that the assessment of the adequacy of the collections currently available in the library as well as the ability of users in accessing the needed information on a timely basis regardless of their location or medium of the resource in question is only average.

# Gender versus Service Affect

Table 5(a) GENDER \* SERVICE AFFECT Cross tabulation

|        |        |                      |          | Ser                  | vice Affect |                   |       |                    |       |
|--------|--------|----------------------|----------|----------------------|-------------|-------------------|-------|--------------------|-------|
|        |        | Strongly<br>Disagree | Disagree | Slightly<br>Disagree | Neutral     | Slightly<br>Agree | Agree | Strongl<br>y Agree | Total |
| GENDER | MALE   | 1                    | 1        | 0                    | 14          | 23                | 40    | 6                  | 85    |
|        | FEMALE | 0                    | 0        | 5                    | 15          | 31                | 25    | 9                  | 85    |
|        |        |                      |          |                      |             |                   |       |                    |       |
| Total  |        | 1                    | 1        | 5                    | 29          | 54                | 65    | 15                 | 170   |

Table 5(b) GENDER \* SERVICE AFFECT Cross tabulation

|        | Service Affect |   |   |   |    |                   |       |    |  |
|--------|----------------|---|---|---|----|-------------------|-------|----|--|
|        |                |   |   |   |    | Strongly<br>Agree | Total |    |  |
| GENDER | MALE           | 0 | 0 | 4 | 9  | 8                 | 6     | 27 |  |
|        | FEMALE         | 2 | 2 | 4 | 13 | 10                | 2     | 33 |  |
| Total  |                | 2 | 2 | 8 | 22 | 18                | 8     | 60 |  |

Table 5(a) and 5(b) showed that, out of 65 in Kuching, 40 male and 13 female respondents out of 22 in Miri, had rated 'slightly agree' on this element. Based on seven-point Likert scale, this is average. Therefore, it is concluded that generally the female users perceived that the employees of Pustaka Negeri Sarawak is displaying empathy and personal competence especially on the part of instilling confidence in users, readiness to respond to users, willingness to help, ability to handle problems, knowledgeable, courteous and caring however is still short of meeting their expectation.

### Gender versus Personal Control

Table 6(a) GENDER \* PERSONAL CONTROL Cross tabulation

| Personal Control  Slightly Slightly Slightly Disagree Disagree Neutral Agree Agree Agree |        |   |   |    |    |    |    | Total |
|--|--------|---|---|----|----|----|----|-------|
| GENDER   | MALE   | 1 | 1 | 15 | 26 | 36 | 6  | 85    |
|  | FEMALE | 0 | 3 | 21 | 31 | 20 | 10 | 85    |
|  |        |   |   |    |    |    |    |       |
| Total  |        | 1 | 4 | 36 | 57 | 56 | 16 | 170   |

Table 6(b) GENDER \* PERSONAL CONTROL Cross tabulation

|        |        | Neutral | Slightly Agree | Agree | Strongly<br>Agree | Total |
|--------|--------|---------|----------------|-------|-------------------|-------|
| GENDER | MALE   | 4       | 8              | 11    | 4                 | 27    |
|        | FEMALE | 6       | 17             | 9     | 1                 | 33    |
| Total  |        | 10      | 25             | 20    | 5                 | 60    |

Table 6(a) and 6(b) showed that out of 57 respondents in Kuching, 31 female and 17 out of 25 respondents in Miri who are also female had rated 'slightly agree' to the element of Personal Control. On the seven-point Likert Scale, this is average.

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Therefore, it is concluded that generally female users perceived that Pustaka's access tools, access to collections, web-sites, modern equipments and remote accessibility is only moderate. Therefore further attention should also be given to improve these areas especially remote access, web-site user-friendliness, signages and shelving system.

# Gender versus Place

Table 7(a) GENDER \* PLACE Cross tabulation

|        |        |          |                      | Pla     | ice               |       |                   |       |
|--------|--------|----------|----------------------|---------|-------------------|-------|-------------------|-------|
|        |        | Disagree | Slightly<br>Disagree | Neutral | Slightly<br>Agree | Agree | Strongly<br>Agree | Total |
| GENDER | MALE   | 1        | 2                    | 8       | 27                | 41    | 6                 | 85    |
|        | FEMALE | 0        | 3                    | 13      | 26                | 31    | 12                | 85    |
| Total  |        | 1        | 5                    | 21      | 53                | 72    | 18                | 170   |

Table 7(b) GENDER \* PLACE Cross tabulation

|        |        |          |         | Place          |       |                   |       |
|--------|--------|----------|---------|----------------|-------|-------------------|-------|
|        |        | Disagree | Neutral | Slightly Agree | Agree | Strongly<br>Agree | Total |
| GENDER | MALE   | 0        | 2       | 6              | 15    | 4                 | 27    |
|        | FEMALE | 1        | 4       | 10             | 16    | 2                 | 33    |
| Total  |        | 1        | 6       | 16             | 31    | 6                 | 60    |

Based on Table 7(a) and 7(b), 72 respondents in Kuching, out of which 41 male and 31 respondents in Miri, out of which 16 female had rated 'agree' on Place. On the seven-point Likert Scale, this is good. Therefore, it is concluded that in general, both male and female users perceived that both libraries are a place conducive for their learning needs.

# Age versus Information Access

Table 8(a) AGE \* INFORMATION ACCESS Cross tabulation

|       |       |          |                      | Information | Access            |       |                   |       |
|-------|-------|----------|----------------------|-------------|-------------------|-------|-------------------|-------|
|       |       | Disagree | Slightly<br>Disagree | Neutral     | Slightly<br>Agree | Agree | Strongly<br>Agree | Total |
| AGE   | <17   | 0        | 0                    | 0           | 2                 | 6     | 3                 | 11    |
|       | 18-20 | 0        | 4                    | 6           | 9                 | 5     | 1                 | 25    |
|       | 21-30 | 1        | 0                    | 20          | 24                | 19    | 0                 | 64    |
|       | 31-40 | 0        | 2                    | 14          | 11                | 10    | 2                 | 39    |
|       | 41-50 | 0        | 2                    | 3           | 11                | 9     | 0                 | 25    |
|       | >50   | 0        | 0                    | 1           | 2                 | 2     | 1                 | 6     |
| Total |       | 1        | 8                    | 44          | 59                | 51    | 7                 | 170   |

Table 8(b) AGE \* INFORMATION ACCESS Cross tabulation

|       |       |          |                      | Information | n Access          |       |                   | Total |
|-------|-------|----------|----------------------|-------------|-------------------|-------|-------------------|-------|
|       |       | Disagree | Slightly<br>Disagree | Neutral     | Slightly<br>Agree | Agree | Strongly<br>Agree |       |
| AGE   | <17   | 0        | 2                    | 8           | 12                | 7     | 1                 | 30    |
|       | 18-20 | 0        | 0                    | 2           | 3                 | 7     | 0                 | 12    |
|       | 21-30 | 0        | 0                    | 2           | 2                 | 1     | 2                 | 7     |
| ĺ     | 31-40 | 0        | 0                    | 0           | 7                 | 0     | 0                 | 7     |
| ĺ     | 41-50 | 1        | 0                    | 0           | 1                 | 1     | 1                 | 4     |
| Total |       | 1        | 2                    | 12          | 25                | 16    | 4                 | 60    |

Based on Table 8(a) and 8(b), 59 respondents in Kuching out of which 24 of them are between the age of 21-30 years old and in Miri a total of 25 respondents of which 12 of them are at the age of below 17 years old had rated 'slightly agree' on Pustaka's Information Access. On the seven-point Likert Scale, this is average. Therefore, it is concluded that generally users aged between 21 to 30 year (old most likely university students) perceived that the information access in the library is barely meeting their expectation. Similarly in Miri, users at the age below 17 years old (most likely secondary school children) perceived that the information access in the library is also barely meeting their needs.

# Age versus Service Affect

Table 9(a) AGE \* SERVICE AFFECT Cross tabulation

|       |       |                      |          |                      | Service Affect |                   |       |                   | Tatal |
|-------|-------|----------------------|----------|----------------------|----------------|-------------------|-------|-------------------|-------|
|       |       | Strongly<br>Disagree | Disagree | Slightly<br>Disagree | Neutral        | Slightly<br>Agree | Agree | Strongly<br>Agree | Total |
| AGE   | <17   | 0                    | 0        | 0                    | 0              | 4                 | 1     | 6                 | 11    |
|       | 18-20 | 0                    | 0        | 2                    | 6              | 7                 | 10    | 0                 | 25    |
|       | 21-30 | 0                    | 1        | 2                    | 15             | 21                | 21    | 4                 | 64    |
|       | 31-40 | 0                    | 0        | 0                    | 3              | 17                | 15    | 4                 | 39    |
|       | 41-50 | 1                    | 0        | 1                    | 5              | 4                 | 13    | 1                 | 25    |
|       | >50   | 0                    | 0        | 0                    | 0              | 1                 | 5     | 0                 | 6     |
| Total |       | 1                    | 1        | 5                    | 29             | 54                | 65    | 15                | 170   |

Table 9(b) AGE \* SERVICE AFFECT Cross tabulation

|       |       |          |                      | Service A | ffect             |       |                   | Total |
|-------|-------|----------|----------------------|-----------|-------------------|-------|-------------------|-------|
|       |       | Disagree | Slightly<br>Disagree | Neutral   | Slightly<br>Agree | Agree | Strongly<br>Agree |       |
| AGE   | <17   | 1        | 2                    | 3         | 14                | 7     | 3                 | 30    |
|       | 18-20 | 0        | 0                    | 4         | 2                 | 4     | 2                 | 12    |
|       | 21-30 | 1        | 0                    | 0         | 3                 | 1     | 2                 | 7     |
|       | 31-40 | 0        | 0                    | 1         | 2                 | 4     | 0                 | 7     |
|       | 41-50 | 0        | 0                    | 0         | 1                 | 2     | 1                 | 4     |
| Total | -     | 2        | 2                    | 8         | 22                | 18    | 8                 | 60    |

Based on Table 9(a) and 9(b), 65 respondents in Kuching of which 21 of them at the age between 21-30 years old most likely university students had rated 'agree' on the library service affect. On the seven-point Likert Scale, this is good. Therefore it is concluded that generally, users between the age of 21-30 years old perceived that the library is displaying empathy and personal competence especially on the part of instilling confidence in users, readiness to respond to users, willingness to help, and ability to handle problems, knowledgeable, courteous and caring. Whereas in Miri, 22 respondents of which 14 of them at the age below 17 years old (most likely secondary school children) had rated 'slightly agree'. On the seven-point Likert Scale, this is only average. On the other hand, in Miri, users at the age below 17 years old perceived that the service affect performed in Miri is barely meeting their expectation.

# Age versus Personal Control

Table 10(a) AGE \* PERSONAL CONTROL Cross tabulation

|       |       |          | Slightly | Personal Co | ntrol<br>Slightly |       | Strongly | Total |
|-------|-------|----------|----------|-------------|-------------------|-------|----------|-------|
|       |       | Disagree | Disagree | Neutral     | Agree             | Agree | Agree    |       |
| AGE   | <17   | 0        | 0        | 0           | 0                 | 5     | 6        | 11    |
|       | 18-20 | 0        | 1        | 7           | 11                | 4     | 2        | 25    |
|       | 21-30 | 0        | 0        | 18          | 23                | 23    | 0        | 64    |
|       | 31-40 | 0        | 3        | 7           | 14                | 11    | 4        | 39    |
|       | 41-50 | 1        | 0        | 4           | 7                 | 10    | 3        | 25    |
|       | >50   | 0        | 0        | 0           | 2                 | 3     | 1        | 6     |
| Total |       | 1        | 4        | 36          | 57                | 56    | 16       | 170   |

Table 10(b) AGE \* PERSONAL CONTROL Cross tabulation

|       |       |         | Personal (     | Control |                   |       |
|-------|-------|---------|----------------|---------|-------------------|-------|
|       |       | Neutral | Slightly Agree | Agree   | Strongly<br>Agree | Total |
| AGE   | <17   | 7       | 13             | 8       | 2                 | 30    |
|       | 18-20 | 3       | 2              | 7       | 0                 | 12    |
|       | 21-30 | 0       | 5              | 0       | 2                 | 7     |
|       | 31-40 | 0       | 4              | 3       | 0                 | 7     |
|       | 41-50 | 0       | 1              | 2       | 1                 | 4     |
| Total | ,     | 10      | 25             | 20      | 5                 | 60    |

Based on Table 10(a) and 10(b), 57 respondents in Kuching out of which 23 of them between the ages of 21-30 (mostly likely university students) had rated 'slightly agree' on personal control element. Similarly in Miri, 25 respondents out of which 13 of them aged below 17 years old (mostly likely secondary school children) had rated 'slightly agree'. On the seven-point Likert Scale this only reflects average. Therefore, it is concluded that generally users in Kuching between the ages of 21-30 years old perceived that the access tools, access to collections, web-sites, modern equipments and remote accessibility is still only moderate. However in Miri, users at the age below 17 years old had also reflected the same opinion.

# Age versus Place

Table 11(a) AGE \* PLACE Cross tabulation

|       |       |          |                      | PI      | ace               |       |                   |       |
|-------|-------|----------|----------------------|---------|-------------------|-------|-------------------|-------|
|       |       | Disagree | Slightly<br>Disagree | Neutral | Slightly<br>Agree | Agree | Strongly<br>Agree | Total |
| AGE   | <17   | 0        | 0                    | 0       | 2                 | 4     | 5                 | 11    |
|       | 18-20 | 0        | 2                    | 5       | 6                 | 11    | 1                 | 25    |
|       | 21-30 | 0        | 1                    | 9       | 21                | 27    | 6                 | 64    |
|       | 31-40 | 0        | 2                    | 4       | 16                | 14    | 3                 | 39    |
|       | 41-50 | 1        | 0                    | 3       | 6                 | 12    | 3                 | 25    |
|       | >50   | 0        | 0                    | 0       | 2                 | 4     | 0                 | 6     |
| Total |       | 1        | 5                    | 21      | 53                | 72    | 18                | 170   |

Table 11(b) AGE \* PLACE Cross tabulation

|       |       |          |   | Place |                   |       |    |
|-------|-------|----------|---|-------|-------------------|-------|----|
|       |       | Disagree | Disagree Neutral Slightly Agree Agree Agree Agree |       | Strongly<br>Agree | Total |    |
| AGE   | <17   | 1        | 4   | 11    | 13                | 1     | 30 |
|       | 18-20 | 0        | 2   | 2     | 6                 | 2     | 12 |
|       | 21-30 | 0        | 0   | 1     | 4                 | 2     | 7  |
|       | 31-40 | 0        | 0   | 1     | 6                 | 0     | 7  |
|       | 41-50 | 0        | 0   | 1     | 2                 | 1     | 4  |
| Total |       | 1        | 6   | 16    | 31                | 6     | 60 |

Based on Table 11(a) and 11(b), 72 respondents in Kuching of which 27 of them at the age of between 21-30 years old (most likely university students) had rated 'agree' on the element of place, whereas 31 respondents in Miri of which 13 of them age below 17 years old (most likely secondary school children) had also rated 'agree'. Therefore, it is concluded that generally users in Kuching and Miri believed that the library is a place conducive for their learning activities.

# **Education versus Information Access**

Table 12(a) EDUCATION LEVEL \* INFORMATION ACCESS Cross tabulation

|                 |          | Information Access   |         |                   |       |                   |       |  |  |  |
|-----------------|----------|----------------------|---------|-------------------|-------|-------------------|-------|--|--|--|
| EDUCATION LEVEL | Disagree | Slightly<br>Disagree | Neutral | Slightly<br>Agree | Agree | Strongly<br>Agree | Total |  |  |  |
| SPM             | 1        | 4                    | 13      | 22                | 20    | 2                 | 62    |  |  |  |
| STPM            | 0        | 0                    | 2       | 2                 | 9     | 0                 | 13    |  |  |  |
| DIPLOMA         | 0        | 2                    | 14      | 17                | 8     | 1                 | 42    |  |  |  |
| DEGREE          | 0        | 2                    | 11      | 14                | 9     | 1                 | 37    |  |  |  |
| POSTGRADUATE    | 0        | 0                    | 4       | 2                 | 0     | 0                 | 6     |  |  |  |
| OTHERS          | 0        | 0                    | 0       | 2                 | 5     | 3                 | 10    |  |  |  |
| Total           | 1        | 8                    | 44      | 59                | 51    | 7                 | 170   |  |  |  |

Table 12(b) EDUCATION LEVEL \* Information Access Cross tabulation

|                 |          |          | Information | n Access |       |          | Total |
|-----------------|----------|----------|-------------|----------|-------|----------|-------|
| EDUCATION LEVEL |          | Slightly |             | Slightly |       | Strongly |       |
|                 | Disagree | Disagree | Neutral     | Agree    | Agree | Agree    |       |
| SPM             | 1        | 0        | 2           | 8        | 5     | 1        | 17    |
| STPM            | 0        | 0        | 0           | 1        | 0     | 0        | 1     |
| DIPLOMA         | 0        | 0        | 1           | 4        | 3     | 2        | 10    |
| DEGREE          | 0        | 0        | 3           | 3        | 1     | 0        | 7     |
| OTHERS          | 0        | 2        | 6           | 9        | 7     | 1        | 25    |
| Total           | 1        | 2        | 12          | 25       | 16    | 4        | 60    |

Table 12(a) and 12(b) shows that 59 respondents in Kuching of which 22 of them are at SPM level and had rated 'slightly agree' on information access element, while 9 out of 25 respondents in Miri with other education level had also rated 'slightly agree'. On a seven-point Likert Scale this indicates average. Therefore, it is concluded that generally most secondary school students in Kuching perceived that the assessment of the adequacy of the collections currently available in the library as well as the ability of users in accessing the needed information on a timely basis regardless of their location or the medium of the resource in question is barely meeting their requirements. However, users from other education background in Miri also have similar opinion.

# **Education Level versus Service Affect**

Table 13(a) EDUCATION LEVEL \* SERVICE AFFECT Cross tabulation

|                 |                      |          |                      | Service |                   |       |                   |       |
|-----------------|----------------------|----------|----------------------|---------|-------------------|-------|-------------------|-------|
| EDUCATION LEVEL | Strongly<br>Disagree | Disagree | Slightly<br>Disagree | Neutral | Slightly<br>Agree | Agree | Strongly<br>Agree | Total |
| SPM             | 0                    | 1        | 1                    | 7       | 21                | 27    | 5                 | 62    |
| STPM            | 0                    | 0        | 2                    | 0       | 2                 | 8     | 1                 | 13    |
| DIPLOMA         | 0                    | 0        | 2                    | 8       | 13                | 17    | 2                 | 42    |
| DEGREE          | 1                    | 0        | 0                    | 11      | 12                | 10    | 3                 | 37    |
| POSTGRADUATE    | 0                    | 0        | 0                    | 3       | 3                 | 0     | 0                 | 6     |
| OTHERS          | 0                    | 0        | 0                    | 0       | 3                 | 3     | 4                 | 10    |
| Total           | 1                    | 1        | 5                    | 29      | 54                | 65    | 15                | 170   |

Table 13(b) EDUCATION LEVEL \* SERVICE AFFECT Cross tabulation

|                 |          | Service              |         |                   |       |                   |    |  |  |  |
|-----------------|----------|----------------------|---------|-------------------|-------|-------------------|----|--|--|--|
| EDUCATION LEVEL | Disagree | Slightly<br>Disagree | Neutral | Slightly<br>Agree | Agree | Strongly<br>Agree |    |  |  |  |
| SPM             | 0        | 0                    | 2       | 5                 | 8     | 2                 | 17 |  |  |  |
| STPM            | 0        | 0                    | 0       | 1                 | 0     | 0                 | 1  |  |  |  |
| DIPLOMA         | 0        | 0                    | 2       | 3                 | 2     | 3                 | 10 |  |  |  |
| DEGREE          | 1        | 0                    | 1       | 3                 | 2     | 0                 | 7  |  |  |  |
| OTHERS          | 1        | 2                    | 3       | 10                | 6     | 3                 | 25 |  |  |  |
| Total           | 2        | 2                    | 8       | 22                | 18    | 8                 | 60 |  |  |  |

Table 13(a) and 13(b) show that 65 respondents in Kuching with SPM background of which 27 of them had rated 'agree' on service affect, based on seven-point Likert Scale this indicate 'good'. Whereas, 22 respondents in Miri of which 10 with other education background had rated 'slightly agree' on the same element, on a seven-point Likert Scale, this indicate 'average'. Therefore, it is concluded that most secondary school children perceived that the library is displaying empathy and personal competence especially on the part of instilling confidence in users, readiness to respond to users, willingness to help, and ability to handle problems, knowledgeable, courteous and caring. On the other hand users from other education background in Miri do not have similar opinion on the service affect performed by the library.

# **Education Level versus Personal Control**

Table 14(a) EDUCATION LEVEL \* PERSONAL CONTROL Cross tabulation

|                 |          |                          | Personal C | ontrol            |       |                   |       |
|-----------------|----------|--------------------------|------------|-------------------|-------|-------------------|-------|
| EDUCATION LEVEL | Disagree | Slightly<br>Disagre<br>e | Neutral    | Slightly<br>Agree | Agree | Strongly<br>Agree | Total |
| SPM             | 0        | 2                        | 10         | 22                | 20    | 8                 | 62    |
| STPM            | 0        | 0                        | 1          | 5                 | 6     | 1                 | 13    |
| DIPLOMA         | 0        | 1                        | 12         | 15                | 12    | 2                 | 42    |
| DEGREE          | 1        | 1                        | 10         | 11                | 12    | 2                 | 37    |
| POSTGRADUATE    | 0        | 0                        | 3          | 3                 | 0     | 0                 | 6     |
| OTHERS          | 0        | 0                        | 0          | 1                 | 6     | 3                 | 10    |
| Total           | 1        | 4                        | 36         | 57                | 56    | 16                | 170   |

Table 14(b) EDUCATION LEVEL \* PERSONAL CONTROL Cross tabulation

|           |         |         | Personal Control |       |                   |       |  |  |  |  |
|-----------|---------|---------|------------------|-------|-------------------|-------|--|--|--|--|
|           |         | Neutral | Slightly Agree   | Agree | Strongly<br>Agree | Total |  |  |  |  |
| EDUCATION | SPM     | 2       | 5                | 7     | 3                 | 17    |  |  |  |  |
| LEVEL     | STPM    | 0       | 1                | 0     | 0                 | 1     |  |  |  |  |
|           | DIPLOMA | 2       | 3                | 3     | 2                 | 10    |  |  |  |  |
|           | DEGREE  | 1       | 4                | 2     | 0                 | 7     |  |  |  |  |
|           | OTHERS  | 5       | 12               | 8     | 0                 | 25    |  |  |  |  |
| Total     |         | 10      | 25               | 20    | 5                 | 60    |  |  |  |  |

Based on Table 14(a) and Table 14(b), 57 respondents in Kuching of which 22 of them with SPM background had rated 'agree' on personal control element, on a seven-point Likert Scale this indicate 'good'. On the other hand, 25 respondents in Miri of which 12 of them with other education background had rated 'slightly agree' on the same element. Based on the seven-point Likert Scale this indicates 'average'. Therefore, it concluded that, most secondary school children in Kuching perceived that the library's access tools, access to collections, web-sites, modern equipments and remote accessibility is good. However, in Miri, users from other education background do not hold similar opinion on this element.

# **Education Level versus Place**

Table 15(a) EDUCATION LEVEL \* PLACE Cross tabulation

|                 |          | Place                |         |                   |       |                   |       |  |  |
|-----------------|----------|----------------------|---------|-------------------|-------|-------------------|-------|--|--|
| EDUCATION LEVEL | Disagree | Slightly<br>Disagree | Neutral | Slightly<br>Agree | Agree | Strongly<br>Agree | Total |  |  |
| SPM             | 0        | 3                    | 5       | 26                | 23    | 5                 | 62    |  |  |
| STPM            | 0        | 0                    | 0       | 1                 | 11    | 1                 | 13    |  |  |
| DIPLOMA         | 0        | 1                    | 9       | 11                | 15    | 6                 | 42    |  |  |
| DEGREE          | 1        | 1                    | 5       | 9                 | 19    | 2                 | 37    |  |  |
| POSTGRADUATE    | 0        | 0                    | 2       | 3                 | 0     | 1                 | 6     |  |  |
| OTHERS          | 0        | 0                    | 0       | 3                 | 4     | 3                 | 10    |  |  |
| Total           | 1        | 5                    | 21      | 53                | 72    | 18                | 170   |  |  |

Table 15(b) EDUCATION LEVEL \* PLACE Cross tabulation

|           |         |          | Place   |                            |    |       |    |  |  |  |  |
|-----------|---------|----------|---------|----------------------------|----|-------|----|--|--|--|--|
|           |         | Disagree | Neutral | Slightly Agree Agree Agree |    | Total |    |  |  |  |  |
| EDUCATION | SPM     | 0        | 1       | 3                          | 12 | 1     | 17 |  |  |  |  |
| LEVEL     | STPM    | 0        | 0       | 0                          | 1  | 0     | 1  |  |  |  |  |
|           | DIPLOMA | 0        | 1       | 2                          | 4  | 3     | 10 |  |  |  |  |
|           | DEGREE  | 0        | 1       | 1                          | 4  | 1     | 7  |  |  |  |  |
|           | OTHERS  | 1        | 3       | 10                         | 10 | 1     | 25 |  |  |  |  |
| Total     |         | 1        | 6       | 16                         | 31 | 6     | 60 |  |  |  |  |

Based on Table 15(a) and 15(b), 72 respondents in Kuching of which 23 of them with SPM background had rated 'agree' to Place, while 31 user in Miri with similar education background also gave the same rating. On a seven-point Likert Scale, this indicates 'good'. Therefore, it is concluded that most secondary school children perceived that the library as a place conducive for their learning activities.

# Occupation versus Information Access

Table 16(a) OCCUPATION \* INFORMATION ACCESS Cross tabulation

|                    |          |                          | Information | n Access          |       |                   |       |
|--------------------|----------|--------------------------|-------------|-------------------|-------|-------------------|-------|
| OCCUPA'TION        | Disagree | Slightly<br>Disagre<br>e | Neutral     | Slightly<br>Agree | Agree | Strongly<br>Agree | Total |
| STUDENT            | 0        | 4                        | 10          | 18                | 15    | 4                 | 51    |
| UNEMPLOYED         | 0        | 0                        | 0           | 1                 | 0     | 1                 | 2     |
| HOUSEWIFE          | 0        | 0                        | 1           | 1                 | 0     | 0                 | 2     |
| BUSINESSMAN        | 0        | 0                        | 5           | 2                 | 4     | 0                 | 11    |
| GOVERNMENT SERVANT | 1        | 3                        | 12          | 21                | 23    | 0                 | 60    |
| PRIVATE SECTOR     | 0        | 1                        | 14          | 12                | 6     | 2                 | 35    |
| PENSIONER          | 0        | 0                        | 1           | 2                 | 0     | 0                 | 3     |
| OTHERS             | 0        | 0                        | 1           | 2                 | 3     | 0                 | 6     |
| Total              | 1        | 8                        | 44          | 59                | 51    | 7                 | 170   |

Table 16(b) OCCUPATION \* INFORMATION ACCESS Cross tabulation

|                    |          | Information Access |         |          |       |          |       |  |  |  |
|--------------------|----------|--------------------|---------|----------|-------|----------|-------|--|--|--|
| OCCUPATION         |          | Slightly           |         | Slightly |       | Strongly | Total |  |  |  |
|                    | Disagree | Disagree           | Neutral | Agree    | Agree | Agree    |       |  |  |  |
| STUDENT            | 0        | 2                  | 9       | 16       | 13    | 2        | 42    |  |  |  |
| UNEMPLOYED         | 0        | 0                  | 0       | 1        | 0     | 0        | 1     |  |  |  |
| HOUSEWIFE          | 0        | 0                  | 0       | 1        | 1     | 0        | 2     |  |  |  |
| BUSINESSMAN        | 0        | 0                  | 1       | 0        | 1     | 0        | 2     |  |  |  |
| GOVERNMENT SERVANT | 1        | 0                  | 0       | 4        | 0     | 1        | 6     |  |  |  |
| PRIVATE SECTOR     | 0        | 0                  | 1       | 3        | 1     | 1        | 6     |  |  |  |
| OTHERS             | 0        | 0                  | 1       | 0        | 0     | 0        | 1     |  |  |  |
| Total              | 1        | 2                  | 12      | 25       | 16    | 4        | 60    |  |  |  |

Based on Table 16(a) and 16(b), 59 respondents in Kuching of which 21 of them were government servant had rated 'slightly agree' on the information access element. On the other hand, 25 respondents in Miri of which 16 of them were students also had given the same rating on the element. On a seven-point Likert Scale, this indicates 'average'. Therefore, it is concluded that generally in Kuching, the government servants perceived that the assessment of the adequacy of the collections currently available in the library as well as the ability of users in accessing the needed information on a timely basis regardless of their location or the medium of the resource in question is barely meeting their requirements. In the case of Pustaka Miri, generally students gave the same opinion.

# Occupation versus Service Affect

Table 17(a) OCCUPATION \* SERVICE AFFECT Cross tabulation

|                       |                      |          | Serv                 | vice Affect |                   |       |                   |       |
|-----------------------|----------------------|----------|----------------------|-------------|-------------------|-------|-------------------|-------|
| OCCUPATION            | Strongly<br>Disagree | Disagree | Slightly<br>Disagree | Neutral     | Slightly<br>Agree | Agree | Strongly<br>Agree | Total |
| STUDENT               | 0                    | 0        | 3                    | 9           | 14                | 18    | 7                 | 51    |
| UNEMPLOYED            | 0                    | 0        | 0                    | 0           | 0                 | 2     | 0                 | 2     |
| HOUSEWIFE             | 0                    | 0        | 0                    | 1           | 1                 | 0     | 0                 | 2     |
| BUSINESSMAN           | 0                    | 0        | 0                    | 2           | 5                 | 4     | 0                 | 11    |
| GOVERNMENT<br>SERVANT | 1                    | 1        | 1                    | 6           | 18                | 28    | 5                 | 60    |
| PRIVATE SECTOR        | 0                    | 0        | 1                    | 9           | 13                | 11    | 1                 | 35    |
| PENSIONER             | 0                    | 0        | 0                    | 2           | 1                 | 0     | 0                 | 3     |
| OTHERS                | 0                    | 0        | 0                    | 0           | 2                 | 2     | 2                 | 6     |
| Total                 | 1                    | 1        | 5                    | 29          | 54                | 65    | 15                | 170   |

Table 17(b) OCCUPATION \* SERVICE AFFECT Cross tabulation

|                       |          |          | Service | e Affect |       |          |       |
|-----------------------|----------|----------|---------|----------|-------|----------|-------|
| OCCUPATION            |          | Slightly |         | Slightly |       | Strongly | Total |
|                       | Disagree | Disagree | Neutral | Agree    | Agree | Agree    |       |
| STUDENT               | 1        | 2        | 5       | 17       | 11    | 6        | 42    |
| UNEMPLOYED            | 0        | 0        | 0       | 0        | 1     | 0        | 1     |
| HOUSEWIFE             | 0        | 0        | 0       | 0        | 2     | 0        | 2     |
| BUSINESSMAN           | 0        | 0        | 0       | 1        | 1     | 0        | 2     |
| GOVERNMENT<br>SERVANT | 0        | 0        | 1       | 3        | 1     | 1        | 6     |
| PRIVATE SECTOR        | 1        | 0        | 1       | 1        | 2     | 1        | 6     |
| OTHERS                | 0        | 0        | 1       | 0        | 0     | 0        | 1     |
| Total                 | 2        | 2        | 8       | 22       | 18    | 8        | 60    |

Based on Table 17(a) and 17(b), 65 respondents in Kuching of which 28 of them were government servant had rated 'agree' on service affect element and on the seven-point Likert Scale this indicates 'good'. On the other hand, 22 respondents in Miri of which 17 of them were students had rated 'slightly agree' on the same element and on the seven-point Likert Scale this indicates 'average'. Therefore, it is concluded that most government servant in Kuching perceived that Pustaka is displaying empathy and personal competence especially on the part of instilling confidence in users, readiness to respond to users, willingness to help, and ability to handle problems, knowledgeable, courteous and caring. On the other hand students in Miri perceived that Pustaka Miri's service affect is barely meeting their expectation.

# Occupation versus Personal Control

Table 18(a) OCCUPATION \* PERSONAL CONTROL Cross tabulation

|                    |          |                      | Personal ( | Control           |       |                   |       |
|--------------------|----------|----------------------|------------|-------------------|-------|-------------------|-------|
| OCCUPATION         | Disagree | Slightly<br>Disagree | Neutral    | Slightly<br>Agree | Agree | Strongly<br>Agree | Total |
| STUDENT            | 0        | 1                    | 10         | 15                | 18    | 7                 | 51    |
| UNEMPLOYED         | 0        | 0                    | 0          | 2                 | 0     | 0                 | 2     |
| HOUSEWIFE          | 0        | 0                    | 0          | 2                 | 0     | 0                 | 2     |
| BUSINESSMAN        | 0        | 0                    | 3          | 4                 | 3     | 1                 | 11    |
| GOVERNMENT SERVANT | 1        | 0                    | 11         | 19                | 24    | 5                 | 60    |
| PRIVATE SECTOR     | 0        | 3                    | 10         | 12                | 8     | 2                 | 35    |
| PENSIONER          | 0        | 0                    | 2          | 0                 | 1     | 0                 | 3     |
| OTHERS             | 0        | 0                    | 0          | 3                 | 2     | 1                 | 6     |
| Total              | 1        | 4                    | 36         | 57                | 56    | 16                | 170   |

Table 18(b) OCCUPATION \* PERSONAL CONTROL Cross tabulation

|            |                    |         | Personal (     | Control |                   |       |
|------------|--------------------|---------|----------------|---------|-------------------|-------|
|            |                    | Neutral | Slightly Agree | Agree   | Strongly<br>Agree | Total |
| OCCUPATION | STUDENT            | 8       | 16             | 15      | 3                 | 42    |
|            | UNEMPLOYED         | 0       | 1              | 0       | 0                 | 1     |
|            | HOUSEWIFE          | 0       | 0              | 2       | 0                 | 2     |
|            | BUSINESSMAN        | 1       | 0              | 1       | 0                 | 2     |
|            | GOVERNMENT SERVANT | 0       | 3              | 2       | 1                 | 6     |
|            | PRIVATE SECTOR     | 0       | 5              | 0       | 1                 | 6     |
|            | OTHERS             | 1       | 0              | 0       | 0                 | 1     |
| Total      |                    | 10      | 25             | 20      | 5                 | 60    |

Based on Table 18(a) and 18(b), 57 respondents in Kuching of which 19 of them were government servant had rated 'slightly agree' on personal control element. Similarly in Miri, 25 respondents of which 16 of them were students had given the same rating on the element. On a seven-point Likert scale, this indicates 'average'. Therefore, it is concluded that, generally government servants in Kuching and students in Miri perceived that the library's access tools, access to collections, websites, modern equipments and remote accessibility is barely meeting their expectations.

# Occupation versus Place

Table 19(a) OCCUPATION \* PLACE Cross tabulation

|                       | Place    |                      |         |                   |       |                   |       |  |  |
|-----------------------|----------|----------------------|---------|-------------------|-------|-------------------|-------|--|--|
| OCCUPATION            | Disagree | Slightly<br>Disagree | Neutral | Slightly<br>Agree | Agree | Strongly<br>Agree | Total |  |  |
| STUDENT               | 0        | 2                    | 7       | 11                | 23    | 8                 | 51    |  |  |
| UNEMPLOYED            | 0        | 0                    | 0       | 1                 | 1     | 0                 | 2     |  |  |
| HOUSEWIFE             | 0        | 0                    | 0       | 1                 | 0     | 1                 | 2     |  |  |
| BUSINESSMAN           | 0        | 0                    | 4       | 3                 | 4     | 0                 | 11    |  |  |
| GOVERNMENT<br>SERVANT | 1        | 0                    | 4       | 23                | 26    | 6                 | 60    |  |  |
| PRIVATE SECTOR        | 0        | 2                    | 5       | 12                | 14    | 2                 | 35    |  |  |
| PENSIONER             | 0        | 1                    | 1       | 1                 | 0     | 0                 | 3     |  |  |
| OTHERS                | 0        | 0                    | 0       | 1                 | 4     | 1                 | 6     |  |  |
| Total                 | 1        | 5                    | 21      | 53                | 72    | 18                | 170   |  |  |

Table 19(b) OCCUPATION \* PLACE Cross tabulation

| OCCUPATION            |          |         | Place<br>Slightly |       | Strongly | Total |
|-----------------------|----------|---------|-------------------|-------|----------|-------|
|                       | Disagree | Neutral | Agree             | Agree | Agree    |       |
| STUDENT               | 1        | 4       | 13                | 21    | 3        | 42    |
| UNEMPLOYED            | 0        | 0       | 0                 | 1     | 0        | 1     |
| HOUSEWIFE             | 0        | 0       | 0                 | 2     | 0        | 2     |
| BUSINESSMAN           | 0        | 1       | 0                 | 1     | 0        | 2     |
| GOVERNMENT<br>SERVANT | 0        | 0       | 2                 | 3     | 1        | 6     |
| PRIVATE SECTOR        | 0        | 0       | 1                 | 3     | 2        | 6     |
| OTHERS                | 0        | 1       | 0                 | 0     | 0        | 1     |
| Total                 | 1        | 6       | 16                | 31    | 6        | 60    |

Based on Table 19(a) and 19(b), 72 respondents in Kuching of which 26 were government servants had rated 'agree' on the element of place. Similarly, 31 respondents in Miri of which 21 of students had given the same rating, on a seven-point Likert Scale this indicate 'good'. Therefore, it is concluded that generally government servants in Kuching and students in Miri believed that the libraries are a place conducive for their learning activities.

# Job Position versus Information Access

Table 20(a) JOB POSITION \* INFORMATION ACCESS Cross tabulation

| Information Access |          |                      |         |                   |       |                   |       |  |  |
|--------------------|----------|----------------------|---------|-------------------|-------|-------------------|-------|--|--|
| JOB POSITION       | Disagree | Slightly<br>Disagree | Neutral | Slightly<br>Agree | Agree | Strongly<br>Agree | Total |  |  |
| CLERICAL           | 0        | 2                    | 11      | 11                | 19    | 0                 | 43    |  |  |
| SUPERVISORY        | 0        | 0                    | 6       | 17                | 7     | 0                 | 30    |  |  |
| MANAGERIAL         | 1        | 3                    | 16      | 12                | 8     | 2                 | 42    |  |  |
| OTHERS             | 0        | 3                    | 11      | 19                | 17    | 5                 | 55    |  |  |
| Total              | 1        | 8                    | 44      | 59                | 51    | 7                 | 170   |  |  |

Table 20(b) JOB POSITION \* INFORMATION ACCESS Cross tabulation

| LOD DOOLTION | Information Access |                      |         |                   |       |                   |       |  |  |
|--------------|--------------------|----------------------|---------|-------------------|-------|-------------------|-------|--|--|
| JOB POSITION | Disagree           | Slightly<br>Disagree | Neutral | Slightly<br>Agree | Agree | Strongly<br>Agree | Total |  |  |
| CLERICAL     | 0                  | 0                    | 0       | 2                 | 1     | 0                 | 3     |  |  |
| SUPERVISORY  | 0                  | 0                    | 0       | 5                 | 0     | 2                 | 7     |  |  |
| MANAGERIAL   | 0                  | 0                    | 1       | 0                 | 1     | 0                 | 2     |  |  |
| OTHERS       | 1                  | 2                    | 11      | 18                | 14    | 2                 | 48    |  |  |
| Total        | 1                  | 2                    | 12      | 25                | 16    | 4                 | 60    |  |  |

Table 20(a) and 20(b) show that 59 respondents in Kuching of which 19 users of different job position had rated 'slightly agree' on the element of information access. Similarly, in Miri, 25 respondents of which 18 of them from different job position had given the same rating. Based on a seven-point Likert Scale, this indicates 'average'. Therefore, it is concluded that generally users of different job position perceived that the assessment of the adequacy of the collections, accessing the needed information on a timely basis regardless of their location or the medium of the resource is barely meeting their requirements.

# Job Position versus Service Affect

Table 21(a) JOB POSITION \* SERVICE AFFECT Cross tabulation

|              | Service Affect       |          |                      |         |                   |       |                   |       |  |  |
|--------------|----------------------|----------|----------------------|---------|-------------------|-------|-------------------|-------|--|--|
| JOB POSITION | Strongly<br>Disagree | Disagree | Slightly<br>Disagree | Neutral | Slightly<br>Agree | Agree | Strongly<br>Agree | Total |  |  |
| CLERICAL     | 0                    | 0        | 2                    | 4       | 16                | 17    | 4                 | 43    |  |  |
| SUPERVISORY  | 0                    | 0        | 0                    | 5       | 10                | 15    | 0                 | 30    |  |  |
| MANAGERIAL   | 1                    | 1        | 0                    | 11      | 13                | 12    | 4                 | 42    |  |  |
| OTHERS       | 0                    | 0        | 3                    | 9       | 15                | 21    | 7                 | 55    |  |  |
| Total        | 1                    | 1        | 5                    | 29      | 54                | 65    | 15                | 170   |  |  |

Table 21(b) JOB POSITION \* SERVICE AFFECT Cross tabulation

|              | Service Affect |                      |         |                   |       |                   |       |  |  |
|--------------|----------------|----------------------|---------|-------------------|-------|-------------------|-------|--|--|
| JOB POSITION | Disagree       | Slightly<br>Disagree | Neutral | Slightly<br>Agree | Agree | Strongly<br>Agree | Total |  |  |
| CLERICAL     | 0              | 0                    | 0       | 2                 | 1     | 0                 | 3     |  |  |
| SUPERVISORY  | 0              | 0                    | 1       | 1                 | 3     | 2                 | 7     |  |  |
| MANAGERIAL   | 1              | 0                    | 0       | 0                 | 1     | 0                 | 2     |  |  |
| OTHERS       | 1              | 2                    | 7       | 19                | 13    | 6                 | 48    |  |  |
| Total        | 2              | 2                    | 8       | 22                | 18    | 8                 | 60    |  |  |

Based on Table 21(a) and 21(b), 65 respondents in Kuching of which 21 were of other job position had rated 'agree' on the element of service affect and on a seven-point Likert Scale, this shows 'good'. On the other hand in Miri, 22 respondents of which 19 also from other job positions had rated 'slightly agree' on the same element and on the seven-point Likert Scale this indicates 'average'. Therefore, it is concluded that users of other job positions in Kuching perceived that the service affect performed by the library is good however, in Pustaka Miri, users from other category of work thought otherwise.

# Job Position versus Personal Control

Table 22(a) JOB POSITION \* PERSONAL CONTROL Cross tabulation

|              |          | Total                |         |                   |       |                   |     |
|--------------|----------|----------------------|---------|-------------------|-------|-------------------|-----|
| JOB POSITION | Disagree | Slightly<br>Disagree | Neutral | Slightly<br>Agree | Agree | Strongly<br>Agree |     |
| CLERICAL     | 0        | 3                    | 9       | 14                | 13    | 4                 | 43  |
| SUPERVISORY  | 0        | 0                    | 6       | 9                 | 14    | 1                 | 30  |
| MANAGERIAL   | 1        | 0                    | 12      | 18                | 8     | 3                 | 42  |
| OTHERS       | 0        | 1                    | 9       | 16                | 21    | 8                 | 55  |
| Total        | 1        | 4                    | 36      | 57                | 56    | 16                | 170 |

### Table 22(b) JOB POSITION \* PERSONAL CONTROL Cross tabulation

|              |         | Personal Control |       |                   |    |  |  |  |  |
|--------------|---------|------------------|-------|-------------------|----|--|--|--|--|
| JOB POSITION | Neutral | Slightly Agree   | Agree | Strongly<br>Agree |    |  |  |  |  |
| CLERICAL     | 0       | 3                | 0     | 0                 | 3  |  |  |  |  |
| SUPERVISORY  | 0       | 2                | 3     | 2                 | 7  |  |  |  |  |
| MANAGERIAL   | 0       | 1                | 1     | 0                 | 2  |  |  |  |  |
| OTHERS       | 10      | 19               | 16    | 3                 | 48 |  |  |  |  |
| Total        | 10      | 25               | 20    | 5                 | 60 |  |  |  |  |

Table 22(a) and 22(b) show that 57 respondents in Kuching of which 18 of them from the managerial category had rated 'slightly agree' on personal control element and on the seven-point Likert Scale this indicates 'average'. However, 19 out of 25 respondents in Miri from other category of work had rated 'slightly agree' on this element which indicates only average on the Likert Scale. Therefore, it is concluded that generally the managerial category perceived that Pustaka Negeri's access tools, access to collections, web-sites, modern equipments and remote accessibility is barely meeting their expectations. Similarly, the other category of work had the same opinion pertaining to the element of personal control in Pustaka Miri.

# Job Position versus Place

Table 23(a) JOB POSITION \* PLACE Cross tabulation

| JOB POSITION | Disagree | Slightly<br>Disagree | Neutral | Slightly<br>Agree | Agree | Strongly<br>Agree | Total |
|--------------|----------|----------------------|---------|-------------------|-------|-------------------|-------|
| CLERICAL     | 0        | 2                    | 4       | 16                | 17    | 4                 | 43    |
| SUPERVISORY  | 0        | 1                    | 2       | 11                | 13    | 3                 | 30    |
| MANAGERIAL   | 1        | 0                    | 10      | 13                | 17    | 1                 | 42    |
| OTHERS       | 0        | 2                    | 5       | 13                | 25    | 10                | 55    |
| Total        | 1        | 5                    | 21      | 53                | 72    | 18                | 170   |

Table 23(b) JOB POSITION \* PLACE Cross tabulation

| JOB POSITION | Disagree | Neutral | Slightly<br>Agree | Agree | Strongly<br>Agree | Total |
|--------------|----------|---------|-------------------|-------|-------------------|-------|
| CLERICAL     | 0        | 0       | 0                 | 2     | 1                 | 3     |
| SUPERVISORY  | 0        | 0       | 1                 | 4     | 2                 | 7     |
| MANAGERIAL   | 0        | 0       | 0                 | 2     | 0                 | 2     |
| OTHERS       | 1        | 6       | 15                | 23    | 3                 | 48    |
| Total        | 1        | 6       | 16                | 31    | 6                 | 60    |

Base on Table 23(a) and 23(b), 72 respondents in Kuching of which 25 of them from other category of work had rated 'agree' on the element of place. Similarly in Miri, 23 out of 31 respondents of other category of work had also given the same rating on this element. On the seven-point Likert Scale this indicates 'good'. Therefore it is concluded that other category of work also believed that the library is a good place conducive for their learning activities.

## D. FREQUECY ANALYSIS

## Frequency of usage versus Gender

Table 24(a) FREQUENCY OF LIBRARY USAGE \* GENDER Cross tabulation

| FREQUENCY OF LIBRARY USAGE PER MONTH | GEN  | DER    | Total |
|--------------------------------------|------|--------|-------|
| SOME TERMONTT                        | MALE | FEMALE |       |
| 1 OR LESS                            | 15   | 26     | 41    |
| 2-5                                  | 44   | 40     | 84    |
| 6-10                                 | 16   | 9      | 25    |
| >10                                  | 10   | 10     | 20    |
| Total                                | 85   | 85     | 170   |

Table 24(b) FREQUENCY OF LIBRARY USAGE \* GENDER Cross tabulation

| FREQUENCY OF LIBRARY USAGE | GEN  | DER    | Total  |
|----------------------------|------|--------|--------|
| OUNGE                      | MALE | FEMALE | . 5.6. |
| 1 OR LESS                  | 7    | 4      | 11     |
| 2-5                        | 11   | 17     | 28     |
| 6-10                       | 2    | 3      | 5      |
| >10                        | 7    | 9      | 16     |
| Total                      | 27   | 33     | 60     |

Based on frequency analysis on library usage versus gender as shown on Table 24(a) and 24(b), 44 out of 85 male respondents in Kuching frequent the library at least 2 to 5 times per month as compared to their female counterparts. However, in Miri, 17 out of 33 female respondents use the library at least 2 to 5 times per month.

## Frequency of usage versus Age

Table 25(a) FREQUENCY OF LIBRARY USAGE \* AGE Cross tabulation

| FREQUENCY OF LIBRARY |     | AGE   |       |       |       |     |     |  |  |
|----------------------|-----|-------|-------|-------|-------|-----|-----|--|--|
| USAGE PER MONTH      | <17 | 18-20 | 21-30 | 31-40 | 41-50 | >50 |     |  |  |
| 1 OR LESS            | 3   | 4     | 16    | 12    | 5     | 1   | 41  |  |  |
| 2-5                  | 7   | 14    | 31    | 18    | 11    | 3   | 84  |  |  |
| 6-10                 | 1   | 4     | 12    | 2     | 6     | 0   | 25  |  |  |
| >10                  | 0   | 3     | 5     | 7     | 3     | 2   | 20  |  |  |
| Total                | 11  | 25    | 64    | 39    | 25    | 6   | 170 |  |  |

Table 25(b) FREQUENCY OF LIBRARY USAGE \* AGE Cross tabulation

| FREQUENCY OF LIBRARY |     | AGE   |       |       |       |       |  |  |
|----------------------|-----|-------|-------|-------|-------|-------|--|--|
| USAGE                | <17 | 18-20 | 21-30 | 31-40 | 41-50 | Total |  |  |
| 1 OR LESS            | 6   | 0     | 2     | 2     | 1     | 11    |  |  |
| 2-5                  | 15  | 9     | 2     | 2     | 0     | 28    |  |  |
| 6-10                 | 2   | 1     | 0     | 1     | 1     | 5     |  |  |
| >10                  | 7   | 2     | 3     | 2     | 2     | 16    |  |  |
| Total                | 30  | 12    | 7     | 7     | 4     | 60    |  |  |

Frequency analysis on library usage versus age as shown on Table 25(a) and 25(b), 31 out of 64 respondents in Kuching between the ages of 21-30 years old had visited the library at least 2 to 5 times per month. However, in Pustaka Miri 15 out of 30 respondents age less than 17 years old had visited the library at least 2 to 5 times per month.

## Frequency of usage versus Education Level

Table 26(a) FREQUENCY OF LIBRARY USAGE \* EDUCATION LEVEL Cross tabulation

| FREQUENCY OF<br>LIBRARY USAGE PER |     |      | EDUCAT  | ION LEVEL |                   |        |       |
|-----------------------------------|-----|------|---------|-----------|-------------------|--------|-------|
| MONTH                             | SPM | STPM | DIPLOMA | DEGREE    | POST-<br>GRADUATE | OTHERS | Total |
| 1 OR LESS                         | 17  | 3    | 6       | 10        | 2                 | 3      | 41    |
| 2-5                               | 28  | 7    | 23      | 18        | 2                 | 6      | 84    |
| 6-10                              | 12  | 2    | 6       | 4         | 0                 | 1      | 25    |
| >10                               | 5   | 1    | 7       | 5         | 2                 | 0      | 20    |
| Total                             | 62  | 13   | 42      | 37        | 6                 | 10     | 170   |

Table 26(b) FREQUENCY OF LIBRARY USAGE \* EDUCATION LEVEL Cross tabulation

| FREQUENCY OF EDUCATION LEVEL LIBRARY USAGE |     |      |         |        |        | Total |
|--|-----|------|---------|--------|--------|-------|
| LIBRARY USAGE                              | SPM | STPM | DIPLOMA | DEGREE | OTHERS |       |
| 1 OR LESS                                  | 3   | 0    | 0       | 2      | 6      | 11    |
| 2-5  | 6   | 0    | 5       | 3      | 14     | 28    |
| 6-10                                       | 1   | 0    | 2       | 0      | 2      | 5     |
| >10  | 7   | 1    | 3       | 2      | 3      | 16    |
| Total                                      | 17  | 1    | 10      | 7      | 25     | 60    |

Frequency analysis on library usage versus education level as shown on Table 26(a) and 26(b), 28 out of 62 respondents in Kuching with SPM qualification had visited the library at least 2 to 5 times a month. For Pustaka Miri, 14 out of 25 respondents with other education background had visited the library at least 2 to 5 times per month.

## Frequency of usage versus Occupation

Table 27(a) FREQUENCY OF LIBRARY USAGE \* OCCUPATION Cross tabulation

| FREQUENCY<br>OF LIBRARY |              | OCCUPATION      |                |                  |                  |                   |                |        |       |
|-------------------------|--------------|-----------------|----------------|------------------|------------------|-------------------|----------------|--------|-------|
| USAGE PER<br>MONTH      | STUD'<br>ENT | UN-<br>EMPLOYED | HOUSE-<br>WIFE | BUSINESS-<br>MAN | GOV'T<br>SERVANT | PRIVATE<br>SECTOR | PEN-<br>SIONER | OTHERS | Total |
| 1 OR LESS               | 9            | 0               | 0              | 1                | 12               | 19                | 0              | 0      | 41    |
| 2-5                     | 30           | 2               | 1              | 5                | 30               | 12                | 1              | 3      | 84    |
| 6-10                    | 8            | 0               | 0              | 4                | 7                | 2                 | 2              | 2      | 25    |
| >10                     | 4            | 0               | 1              | 1                | 11               | 2                 | 0              | 1      | 20    |
| Total                   | 51           | 2               | 2              | 11               | 60               | 35                | 3              | 6      | 170   |

Table 27(b) FREQUENCY OF LIBRARY USAGE \* OCCUPATION Cross tabulation

| FREQUENCY           |         | OCCUPATION |       |          |                |         |        |    |  |  |
|---------------------|---------|------------|-------|----------|----------------|---------|--------|----|--|--|
| OF LIBRARY<br>USAGE | OTUDENT | UN         | HOUSE | BUSINESS | GOVERN<br>MENT | PRIVATE | OTUEDO |    |  |  |
|                     | STUDENT | EMPLOYED   | WIFE  | MAN      | SERVANT        | SECTOR  | OTHERS |    |  |  |
| 1 OR LESS           | 6       | 1          | 0     | 0        | 1              | 3       | 0      | 11 |  |  |
| 2-5                 | 25      | 0          | 0     | 1        | 1              | 0       | 1      | 28 |  |  |
| 6-10                | 3       | 0          | 0     | 0        | 1              | 1       | 0      | 5  |  |  |
| >10                 | 8       | 0          | 2     | 1        | 3              | 2       | 0      | 16 |  |  |
| Total               | 42      | 1          | 2     | 2        | 6              | 6       | 1      | 60 |  |  |

Frequency analysis on library usage versus occupation is shown on Table 27(a) and 27(b), 30 out of 65 respondents in Kuching were government servant who had visited the library at least 2 to 5 times in a month. At Pustaka Miri, 25 out of 42 respondents were student who has visited the library at least 2 to 5 times per month.

## Frequency of usage versus Job Position

Table 28(a) FREQUENCY OF LIBRARY USAGE \* JOB POSITION Cross tabulation

| FREQUENCY OF LIBRARY |          | JOB POSITION    |            |        |     |  |  |
|----------------------|----------|-----------------|------------|--------|-----|--|--|
| USAGE PER MONTH      | CLERICAL | SUPER<br>VISORY | MANAGERIAL | OTHERS |     |  |  |
| 1 OR LESS            | 13       | 7               | 13         | 8      | 41  |  |  |
| 2-5                  | 19       | 14              | 19         | 32     | 84  |  |  |
| 6-10                 | 5        | 4               | 6          | 10     | 25  |  |  |
| >10                  | 6        | 5               | 4          | 5      | 20  |  |  |
| Total                | 43       | 30              | 42         | 55     | 170 |  |  |

Table 28(b) FREQUENCY OF LIBRARY USAGE \* JOB POSITION Cross tabulation

| FREQUENCY OF  |          | JOB POSITION |            |        |    |  |  |
|---------------|----------|--------------|------------|--------|----|--|--|
| LIBRARY USAGE | CLERICAL | SUPERVISORY  | MANAGERIAL | OTHERS |    |  |  |
| 1 OR LESS     | 1        | 1            | 1          | 8      | 11 |  |  |
| 2-5           | 0        | 2            | 1          | 25     | 28 |  |  |
| 6-10          | 0        | 1            | 0          | 4      | 5  |  |  |
| >10           | 2        | 3            | 0          | 11     | 16 |  |  |
| Total         | 3        | 7            | 2          | 48     | 60 |  |  |

Frequency analysis on library usage versus job position is shown on Table 28(a) and Table 28(b), 32 out of 55 respondents in Kuching from other category of work had visited the library at least 2 to 5 times per month. In Pustaka Miri, 25 out of 48 respondents from other category of work also had the same frequency in terms of library usage.

## **E. ANALYSIS ON OPEN-END QUESTION**

## **KUCHING**

Question 1 - How can the quality of Pustaka Negeri Sarawak be improved? (Answers were taken verbatim)

| Areas | Suggested   | Respondents |
|-------|---|-------------|
| POLIC | Υ   |             |
| 1.    | by revising the current service in order to improve it in the future  | 1           |
| 2.    | improve the opening hour and make it's longer   | 1           |
| 3.    | improve the silent hour better exspecially during weekends where there are lot of kids  | 1           |
| 4.    | it posible to operate early   | 1           |
| 5.    | library opening and closing hours   | 1           |
| 6.    | more proper signage to use facilities   | 1           |
| 7.    | more survey from customer and we can no what we can improve   | 1           |
| 8.    | open early  | 1           |
| 9.    | operating hour, should open early at 10am   | 1           |
| 10.   | the opening hours to start at 10 am or earlier during peak hours( exam time for universities & school and to exterd closing hours up to 7pm | 1           |
| 11.   | the service can be improve by implement the flexible hours of operating including public holidays and after office hour                     | 1           |
|       | Total   | 11          |
| CUSTO | DMER SERVICE/STAFF  |             |
| 1.    | educated the staff to be more friendly, open-minded, well mnner and do more good funtions that are entertaining the youngers                | 1           |
| 2.    | more counter staff  | 1           |
| 3.    | staff to be more friendly   | 1           |
| 4.    | the staff must be good in public relationship   | 1           |
| 5.    | they need to train their staff in term of giving the good hospitality and try to  | 1           |

|             | calabrate with education institutions ands schools to need of student  |              |
|-------------|--|--------------|
| 6.          | to improve on customer service   | 1            |
| 7.          | to relocate staff counter based on services  | 1            |
| 8.          | to train more good staff   | 1            |
| 9.          | upgrade service and train library staff more off them  | 1            |
| 10          | . upgrading of the counter service   | 1            |
|             | Tot  | tal 10       |
| FACIL       | ITIES  |              |
| 1.          | free wi-fi   | 1            |
| 2.          | menambah banyak lagi kemudahan   | 1            |
| 3.          | more facilities  | 1            |
| 4.          | to provide more facilities   | 1            |
| 5.          | to provide part facilities   | 1            |
| 6.          | use modern tool and technologi to improve the library section  | 1            |
|             | more auto chekout machines, more book on music art and craft   | 1            |
|             | to located security guard outside the library building   | 1            |
|             | to provie more parking space   | 1            |
|             | . to provide sport facilities  | 1            |
| 14          | To   | <u> </u>     |
| ACTIV       |  | iai 10       |
| 1.          |  | 1            |
|             | by making a lot aktivities for the teenager or the adult   | 1            |
| 2.<br>3.    | by making more activities for the youth and old people create awareness among the staff through attend course about quility, | l            |
| Э.          | seminar, and so as   | 1            |
| 4.          |  | 1            |
| 5.          | I think pustaka can be organized more activities and completation to attract   | •            |
| 0.          | more reader comes  | 1            |
|             | Tot  | tal 5        |
| PROM        | OTION ON ACTIVITIES  |              |
| 1.          |  | 1            |
| 2.          |  |              |
|             | buat kuiz buat pengunjung serta iklankan setiap aktiviti yang diadakan   |              |
|             | pustaka  | 1            |
| 3.          | more promoion and more program inside  | 1            |
| 4.          | put more information   | 1            |
| 5.          | to provide more activities   | 1            |
| -           | Tot  | tal <b>5</b> |
| <b>EDUC</b> | ATING PUBLIC   |              |
| 1.          | for this time, user needsome basic how to find a book  | 1            |
| 2.          | p  |              |
|             | before we go to the place my self  | 1            |
| 3.          | more information   | 1            |
|             | Tot  | tal 3        |
| STAF        | COMPETENCY   |              |
| 1.          |  |              |
|             | knowledge& understanding of the field at information   | 1            |
|             | Tot  | tal <b>1</b> |

| WEB S | SITE  |   |
|-------|---|---|
| 1.    | should have less cluttered homepage but with clear info on what acteractive |   |
|       | available and probly letter media quitly an facilities exist.               | 1 |
|       | Total   | 1 |

Based on the analysis on the open-ended questions, generally users in Kuching had suggested that in order to improve Pustaka Negeri's service quality; firstly, the library opening hours should be lengthened and made convenient to users. This involves policy matters. Secondly, customer service or staff treatment of users should be improved, as it is often commented that Pustaka's employees need to be further trained in order to improve public relations. Thirdly, the library facilities need to be enhanced and increased such as parking space, free wi-fi services and others. Fourthly, emphasis is given to having more activities for the youth. Fifthly, to intensify promotional efforts especially on Pustaka's activities. Sixthly, the need to educate the public on how to use the library system to search for library items. Finally, the need to increase staff competency in the library field and to enhance the current website to be more organized and not cluttered.

Question 2: What do you <u>like</u> the most about Pustaka Negeri Sarawak? (Answers were taken verbatim)

| PLACE |   |   |
|-------|---|---|
| 1.    | I like the scenary and landskaping around the building, it's is very nice and interesting | 1 |
| 2.    | persekitaran yang mendamaikan dan menyediakan kemudahan internet                          |   |
|       | kepada setiap pengunjung  | 1 |
| 3.    | the serrounding is beautiful,clear & refreshing   | 1 |
| 4.    | tempat persekitaran yang mendamaikan dan ketenangan                                       | 1 |
| 5.    | very enviroment   | 1 |
| 6.    | enviroment  | 1 |
| 7.    | the environment and the condusive of the place make me comfortable in doing               |   |
|       | my research and my study  | 1 |
| 8.    | nice place  | 1 |
| 9.    | the environment   | 1 |
| 10.   | comfortable enviroment  | 1 |
| 11.   | the view of the outside door  | 1 |
| 12.   | I like the service and the environment, many information we can get there                 | 1 |
| 13.   | landskap, beautiful building and good facilities  | 1 |
| 14.   | enviroment  | 1 |
| 15.   | the environment that unspire me to study a dequate reference book                         | 1 |
|       | nice places   | 1 |
|       | enviroment  | 1 |
|       | I like the view of it's lake.about its surrounding so peaceful                            | 1 |
|       | I like that PNS has a environment for a student to study                                  | 1 |

| 20. memenuhi segala keperluan harian seperti ilmu, tempat makan dan beribadat                        | 1        |
|--|----------|
| 21. firstly the surrounding and the good facilities  | 1        |
| 22. persekitaran yang nyaman dan selesa untuk mengulangkaji pelajaransama                            |          |
| ada induvidu mahupun   | 1        |
| 23. nice place   | 1        |
| 24. the amblance   | 1        |
| 25. the enviroment   | 1        |
| 26. strategic location and peaceful sorrounding  | 1        |
| 27. strategic location and peaceful sorrounding  | 1        |
| 28. the news paper reading room and the peaceful lake view   | 1        |
| 29. the enviroment   | 1        |
| 30. the surounding   | 1        |
| 31. infrastucture of building  | 1        |
| 32. good enviroment  | 1        |
| 33. good place   | 1        |
| 34. the enviroment   | 1        |
| 35. enviroment   | 1        |
| 36. the building and enviroment  | 1        |
| 37. it is a condusive place for study  | 1        |
| 38. cleanliness  | 1        |
| 39. keadaan persekitaran yang aman dan tenteram  | 1        |
| 40. the environment  | 1        |
| 41. the environment  |          |
|  | 1        |
| 42. suasana yang bersih 43. the most that I dislike is surounding that make me easy to study and get | 1        |
| information.   | 1        |
| 44. the environment of this place very peacful   | 1        |
| 45. kebersihan   | 1        |
|  | 1        |
| 46. the very quiet and clear environment   |          |
| 47. nice scenary and inspirising environment to read and learn                                       | 1        |
| 48. the environment  | 1        |
| 49. the lake   | 1        |
| 50. the view of the outside door   | 1        |
| 51. the beautiful view   | 1        |
| 52. spacius and conducsive enviroment creat the thrue hospitaliy of the obsesy itself                | 1        |
| 53. the surrounding & convinient place to go   | 1        |
| 53. The surrounding a convinient place to go  54. I like the green images of pustaka negeri sarawak  | 1        |
| 55. the environment  | 1        |
| 56. conducsive environment to relax  | 1        |
|  |          |
| 57. very tidy  | 1        |
| 58. the conductsive enviroment for study   | 1        |
| 59. nice landskap  | 1        |
| 60. the enviroment   | 1        |
| 61. tempatnya sunyi,ada kolam, sesuaiuntuk belajar   | 1        |
| 62. nice place   | 1        |
| 63. the conducsive enviroment  | 1        |
| 64. the view of the outside door   | 1        |
| 65. the enviroment   | 1        |
| 66. I like enviroment  | 1        |
| 67. the enviroment   | 1        |
| 68. conducsive enviroment to relax   | 1        |
| 69. pond   | 1        |
| 70. place and enviroment   | 1        |
| re. place and environment  | <u>'</u> |

| 71. quite.   | 1  |
|--|----|
| 72. cleanliness  | 1  |
| 73. quite  | 1  |
| 74. provide a comfortable place for study                                      | 1  |
| 75. the way to getting information   | 1  |
| 76. comfortable area for study   | 1  |
|  | 76 |
| FACILITIES   |    |
| good facilities and quiet enviroment while studying which is following my      |    |
| needs  | 1  |
| recording cornes   | 1  |
| 3. researh deparment   | 1  |
| weekend facilities for children  | 1  |
| 5. facilities, information and location  | 1  |
| 6. PNS have a good in terms of facilities provide and comfortable to public or |    |
| users  | 1  |
| 7. service   | 1  |
| 8. available online coverage   | 1  |
| 9. wi-fi   | 1  |
| 10. interner service   | 1  |
| 11. kemudahan yang lengkap   | 1  |
| 12. dedicated room for discussion  | 1  |
| 13. activities for children and parent   | 1  |
| 14. make more parkig space   | 1  |
| 15. library facilities and service   | 1  |
| 16. easy access of information   | 1  |
| 17. many room,big space  | 1  |
| 18. easy access of information   | 1  |
| 19. access to the internet   | 1  |
| 20. the facilities   | 1  |
| 21. the facilities   | 1  |
| 22. the air conditioner is very effectly                                       | 1  |
| 23. the facilities   | 1  |
|  | 24 |
| LIBRARY COLLECTIONS  |    |
| resources and information  | 1  |
| the linchon's corner with it's book, tapes ,cd,etc                             | 1  |
| 3. any collection  | 1  |
| 4. all book  | 1  |
| 5. all book  | 1  |
| 6. reference book  | 1  |
| 7. bahan bacaan dan rujukan  | 1  |
| 8. I like read book in library   | 1  |
| more online journal for graduete research                                      | 1  |
| 10. the book   | 1  |
|  | 10 |
| CUSTOMER SERVICE/STAFF   |    |
| friendly staff   | 1  |
| friendly staff   | 1  |
| 3. frienly staff   | 1  |
| staff and the enviroment   | 1  |
| 5. friendly staff  | 1  |
| 6. friendly staff  | 1  |
|  | 6  |

| GENE | RAL                                 |   |
|------|-------------------------------------|---|
| 1.   | wedding                             | 1 |
| 2.   | noise and no case attitude of users | 1 |
| 3.   | read the news                       | 1 |
| 4.   | many type f book                    | 1 |
| 5.   | every perfect                       | 1 |
| 6.   | everything                          | 1 |
| 7.   | all thing in pustaka                | 1 |
| 8.   | so far is very good                 | 1 |
| 9.   | I like it                           | 1 |
|      |                                     | 9 |

Analysis on question pertaining to what users like about Pustaka Negeri shows that firstly, most of them like Pustaka because it is a place conducive for learning, its building surrounded by nature, the cleanliness, ambience and quietness of the place. Secondly, its facilities such as Internet services, access to information and public facilities during week end among others, thirdly, the available library collections, and finally its friendly employees.

Question 3: What do you <u>dislike</u> the most about Pustaka Negeri Sarawak? (Answers were taken verbatim)

| FACILITIES  |    |
|---|----|
| no public phone - not funtion -                                     | 1  |
| 2. no parking space - not enoughh -                                 | 1  |
| 3. no parking space - not enough                                    | 1  |
| 4. no free wifi here  | 1  |
| 5. canteen (food ) not to much choice                               | 1  |
| 6. available for parking areas, limited parking for motocycle users | 1  |
| 7. canteen (food) not to much choice                                | 1  |
| 8. kantin   | 1  |
| 9. parking space so limited   | 1  |
| 10. parking space so limited and not safe                           | 1  |
| 11. the quality of food and service of the café                     | 1  |
| 12. parking not enough  | 1  |
| 13. the parking lot is not enough                                   | 1  |
| 14. the parking lot is not enough                                   | 1  |
| 15. can't borrow some book from arkib                               | 1  |
| 16. I thought that dislike café because lake of food that cheaper   | 1  |
| 17. parking area  | 1  |
| 18. the limited online service                                      | 1  |
| 19. the cafeterai   | 1  |
| 20. limited parking space   | 1  |
| 21. limited parking space   | 1  |
| 22. parking   | 1  |
| 23. only member can use internet                                    | 1  |
|   | 23 |

## (Answers were taken verbatim)

| 1.<br>2.   | a bit too far to reach unless you have transport because there is no public   |                                      |
|--|---|--------------------------------------|
|  | transport available   | 1                                    |
|  | jarak jauh perlu kenderaan awam untuk ke perpustakaan   | 1                                    |
| 3.   | expensive fuel  | 1                                    |
| 4.   | far from town   | 1                                    |
| 5.   | located far away from my lworking place   | 1                                    |
| 6.   | locatin,too far   | 1                                    |
| 7.   | quite a distance from my house  | 1                                    |
| 8.   | I don't like the tranparent stairscase  | 1                                    |
| ,  |   | 8                                    |
| ENVIR  | ONMENT  |                                      |
| 1.   | noise   | 1                                    |
| 2.   | the visitor and user the always make noise  | 1                                    |
| 3.   |   | 1                                    |
| 4.   |   | 1                                    |
| 5.   |   | 1                                    |
|  | of the room is too cold temperature   | 1                                    |
|  | ·   | 6                                    |
| OLIC'  | Υ   |                                      |
|  | i dislike that the PNS only open for 8 hours when I want study longer   | 1                                    |
| 2.   | the bussiness hour and the café. Its need to be improve in future   | 1                                    |
| 3.   | opening time is limited 11-7 only   | 1                                    |
| 4.   | · · · · · · · · · · · · · · · · · · ·   | 1                                    |
| 5.   | cannot bring food inside  | 1                                    |
|  | -   | 5                                    |
| IBRAI  | RY COLLECTIONS  |                                      |
| 1.   | I dislike having no up to date newspaper  | 1                                    |
| 2.   | kekurangan bahan bacaan yang tidak lengkap  | 1                                    |
| 3.   | no enough book on bahasa melayu   | 1                                    |
|  |   | 3                                    |
|  |   |                                      |
| SAFET  | bad safety outside of the building (Pustaka)  |                                      |
| <b>SAFET</b> 1.  | bad safety outside of the building (Fusiaka)  | 1                                    |
| <b>SAFET</b><br>1.<br>2.   | security of parking   | 1                                    |
| 1.   | security of parking   | 1                                    |
| 1.<br>2.   | security of parking   | 1                                    |
| 1.<br>2.<br>3.   | security of parking no security past  RAL   | 1                                    |
| 1.<br>2.<br>3.   | no security past  RAL  no komen,tiada yang tidak menyueronokkan kerana di sini semua kemudahan disediakan   | 1                                    |
| 1.<br>2.<br>3.   | security of parking no security past  RAL  no komen,tiada yang tidak menyueronokkan kerana di sini semua kemudahan disediakan fhotographer  | 1<br>1<br>3                          |
| 1.<br>2.<br>3.<br><b>GENEF</b><br>1.<br>2.<br>3.                         | security of parking no security past  RAL no komen,tiada yang tidak menyueronokkan kerana di sini semua kemudahan disediakan fhotographer certain deparment and place very good   | 1<br>3<br>3<br>1<br>1                |
| 1.<br>2.<br>3.<br><b>BENEF</b><br>1.<br>2.<br>3.                         | security of parking no security past  RAL no komen,tiada yang tidak menyueronokkan kerana di sini semua kemudahan disediakan fhotographer certain deparment and place very good the caferia   | 1 3 3                                |
| 1.<br>2.<br>3.<br><b>GENEF</b><br>1.<br>2.<br>3.                         | security of parking no security past  RAL  no komen,tiada yang tidak menyueronokkan kerana di sini semua kemudahan disediakan fhotographer certain deparment and place very good the caferia the transport stairs   | 1<br>3<br>1<br>1<br>1<br>1           |
| 1.<br>2.<br>3.<br>GENER<br>1.<br>2.<br>3.<br>4.<br>5.<br>6.              | security of parking no security past  RAL  no komen,tiada yang tidak menyueronokkan kerana di sini semua kemudahan disediakan fhotographer certain deparment and place very good the caferia the transport stairs nothing yet since everything well organise, thanks  | 1<br>3<br>1<br>1<br>1                |
| 1.<br>2.<br>3.<br>GENER<br>1.<br>2.<br>3.<br>4.<br>5.<br>6.<br>7.        | RAL  no komen, tiada yang tidak menyueronokkan kerana di sini semua kemudahan disediakan fhotographer certain deparment and place very good the caferia the transport stairs nothing yet since everything well organise, thanks its very perfect  | 1<br>3<br>3<br>1<br>1<br>1<br>1      |
| 3.  GENER 1. 2. 3. 4. 5. 6.  | no security past  RAL  no komen, tiada yang tidak menyueronokkan kerana di sini semua kemudahan disediakan  fhotographer  certain deparment and place very good  the caferia  the transport stairs  nothing yet since everything well organise, thanks  its very perfect  people inside the building at main lobby sometimes cannot behave  | 1<br>3<br>1<br>1<br>1<br>1<br>1<br>1 |
| 1.<br>2.<br>3.<br><b>GENEF</b><br>1.<br>2.<br>3.<br>4.<br>5.<br>6.<br>7. | security of parking no security past  RAL  no komen, tiada yang tidak menyueronokkan kerana di sini semua kemudahan disediakan fhotographer certain deparment and place very good the caferia the transport stairs nothing yet since everything well organise, thanks its very perfect people inside the building at main lobby sometimes cannot behave themselves when enter PNS | 1<br>3<br>1<br>1<br>1<br>1<br>1<br>1 |
| 1.<br>2.<br>3.<br>GENEF<br>1.<br>2.<br>3.<br>4.<br>5.<br>6.<br>7.<br>8.  | security of parking no security past  RAL  no komen, tiada yang tidak menyueronokkan kerana di sini semua kemudahan disediakan fhotographer certain deparment and place very good the caferia the transport stairs nothing yet since everything well organise, thanks its very perfect people inside the building at main lobby sometimes cannot behave themselves when enter PNS | 1<br>3<br>1<br>1<br>1<br>1<br>1<br>1 |

(Answers were taken verbatim)

Analysis on questions on what users dislike about Pustaka Negeri in general shows firstly, facility was most voted as inadequate. Users dislike the fact that there is insufficient parking space at the library and the quality of the food and services provided by the cafeteria does not meet their expectation. Secondly, the distance of the library is too far from their homes or working place, thirdly, users dislike the noisy environment that the library can have at times, fourthly is on the library opening hours which does not meet their convenience. This is again to do with policy matter, fifthly is lack of Bahasa Malaysia books as part of the existing library collections. Finally users also expressed their dislikes on safety issues, whereby outside the library is not safe for them.

MIRI
Question 1 - How can the quality of Pustaka Negeri Sarawak be improved?
(Answers were taken verbatim)

| LIBRARY COLLECTIONS   |          |
|---|----------|
| Can be improved by adding more books related to the studies of<br>PMR/SPM/STPM which is relevant  | 1        |
| Adding more books   | 1        |
| It can be improved by adding more reference books so that it will easy for the second se | •        |
| do reference  | 1        |
| Please supply more magazines  | 1        |
| Need to place more book for information   | 1        |
| 6. Import more books  | 1        |
| 7. More books   | 1        |
| 8. More books   | 1        |
| More tradisional books and need some music  | 1        |
| 10. Get more book   | 1        |
| 11. Provide more reference books for students   | 1        |
| 12. Provide do more reference books and computer  | 1        |
|   | 12       |
| FACILITY  |          |
| <ol> <li>It can be improved by makings us easily connect to Internet in order to look</li> </ol>  | k for    |
| information and the staff must be more friendly and up to   | 1        |
| More easy way to borrow the library books   | 1        |
| Need to place more table and chair  | 1        |
| Need to place more table and chair for study purpose  | 1        |
| Improve the internet connection speed   | 1        |
| 6. Pustaka Sarawak must remove all of the speaker on Computer. Because r  |          |
| people use the computer with very noise sound. Please keep attention for problem  | tnis   1 |
| Need more table and chairs especially when schools exams are near   | 1        |
| Need more table and chairs especially when schools exams are near     Upgrade the computer and the internet speed   | 1        |
| So opprate the computer and the internet speed     Improve the speed of internet to search for information  | 1        |
| Thiprove the speed of internet to search for information  10. Provide user latest information and facilities  | 1        |
| 10. I TOVIGE GOEF IGLEST INIOTHIGHOUT AND TACHRIES  | 10       |

## (Answers were taken verbatim)

| POLIC    | Υ   |   |
|----------|---|---|
| 1.       | Operating hours include Public Holiday  | 1 |
| 2.       | Increase the number of books  | 1 |
| 3.       | Change business hours (10am - 8pm/9pm)  | 1 |
| 4.       | Move air cond   | 1 |
| 5.       | More bigger space to study  | 1 |
| 6.       | Open to public @ 9.00am instead of 11.00am  | 1 |
| 7.       | Do exten longer hour of Service   | 1 |
| 8.       | More books and let us bring our buys and water in   | 1 |
| 9.       | More book let us bring our bags abd water in  | 1 |
|          |   | 9 |
| ACTIV    | ITIES   |   |
| 1.       | Make more activity  | 1 |
| 2.       | Make more activity  | 1 |
| 3.       | Make more effective events to make people love to fo her  | 1 |
|          |   | 3 |
| CUSTO    | DMER SERVICE/STAFF  |   |
| 1.       |   |   |
|          | place for everyone to study and more table in library to students who do their  |   |
|          | work there  | 1 |
| 2.       |   | 1 |
| 3.       | More friendly Staff   | 1 |
|          |   | 3 |
|          | OTION/ACTIVITIES  |   |
| 1.       | Go to the secondary school give them awareness about reading  | 1 |
| 2.       | Promotion   | 1 |
|          |   | 2 |
| SAFET    |   |   |
| 1.       | Pustaka Negeri Sarawak should being take notes on these gangstars which will being disturbing the students or users inside Pustaka. | 1 |
|          | being disturbing the students of users made r ustaka.   | 1 |
| GENEI    | 2ΔΙ   | • |
| 1.       | 1st time at Pustaka   | 1 |
|          | The bigger the library the better   | 1 |
| 3.       | Just improved   | 1 |
| 4.       | Can find the information by using the computer  | 1 |
| 5.       | Everything  | 1 |
| 6.       | Improved from the feedback and comment  | 1 |
| 7.       | Nothing. The service is perfect. Thumbs up!   | 1 |
| <b>.</b> | Trouming. The service is periodi. Thumbs up:  | 7 |
| L        |   |   |

(Answers were taken verbatim)

For Pustaka Miri, generally users had suggested that in order to improve its service quality; foremost, the existing library collections need to be increased and variety be added. Secondly, facilities in terms of computers need to be upgraded and Internet connections need speed-up at the same time more tables and chairs be made available to meet demands during peak hours. Thirdly, the current library opening hours need to be changed to meet their convenience, which involves Pustaka's

policy. Fourthly, Pustaka's staff needs to be more friendly and approachable. Finally, promotion on the library activities needs to be intensified, other than that public safety inside the library need to be enhanced.

Question 2: What do you <u>like</u> the most about Pustaka Negeri Sarawak? (Answers were taken verbatim)

| ENVIRONMENT  |     |
|--|-----|
|  | 1   |
| A quite place to study     Convenient Close Quiet  | 1   |
| 2. Convenient, Clean, Quiet  | 1   |
| 3. It clean and col  | 1   |
| Quiet and easy to study  | 1   |
| 5. Quiet environment   | 1   |
| 6. Quiet place for study   | 1   |
| 7. Quietness of the place  | 1   |
| 8. Quietness, cleanliness, spacious, accessible  |     |
| Quiety study environment   | 1   |
| 10. Quiteness and cleanliness  | 1   |
| 11. The cleanliness and good service   | 1   |
| 12. The environment is suitable for studying and doing   | 1   |
| 13. The quiet environment  | 1   |
| 14. The situation and the feeling of peace, quiet place  | 1   |
| 15. The suasana yang quiet and not very hot  | 1   |
| 16. Very quiet   | 11  |
| 17. Very quiet, clean and the information is clear   | 1   |
|  | 15  |
| FACILITY   |     |
| Air cond, the quitness   | 11  |
| Air conditioned, internet access   | 1   |
| 3. Aircond and the surrounding*  |     |
| Building & facilities  | 1   |
| <ol><li>Can surf internet and borrow boks</li></ol>  | 1   |
| <ol><li>Can use the discussion room with a cheap price and the internet connection not bad</li></ol> | 1   |
| 7. Can use the discussion room with a cheap price per now  | 1   |
| Do teach the learning of computer  | 1   |
| 9. I can online free and as long as I want when I be a member  | 1   |
| 10. I can online free of charge when I be the member   | 1   |
| 11. I can surf the internet  | 1   |
| 12. It's facility was equipped with modern technology  | 1   |
| 13. Quietness, cleanliness, spacious, accessible*  |     |
| 14. Reference Books  | 1   |
| 15. The cleanliness and good service*  | ·   |
| 16. The internet shut down   | 1   |
| 17. Very quiet, clean and the information is clear*  | · · |
|  | 13  |
| PLACE  |     |
| A proper place to Study  | 1   |
| Good place to do the group learning and group study  | 1   |
| Aircond and the surrounding*   |     |
| Good infrastructure  | 1   |

| 5. Good place to do the group learning and group study                                       | 1  |
|--|----|
| 6. Good place to study   | 1  |
| 7. It clean  | 1  |
| 8. It clean and col*   |    |
| 9. It is a peaceful place like no other  | 1  |
| 10. It looks modern  | 1  |
| 11. Quietness, cleanliness, spacious, accessible*  | 1  |
| <ol> <li>The conducive surrounding. A great surrounding for students<br/>to study</li> </ol> | 1  |
| 13. The library  | 1  |
| 14. Very peaceful and charming   | 1  |
| 15. Very peaceful place for relaxing   | 1  |
|  | 12 |
| GENERAL  |    |
| 1. Everything  | 1  |
| 2. Feel comfortable  | 1  |
| 3. friends   | 1  |
| 4. I like you  | 1  |
| 5. Noisy situation when manu person in Pustaka   | 1  |
| PNS have everything that can hels student to do revision and study                           | 1  |
| 7. The have all we need it   | 1  |
|  | 7  |

(Answers were taken verbatim)

Analysis on question pertaining to what users like about Pustaka Miri shows that firstly, the library environment was voted the most significant factor and the fact that the library is quiet, peaceful and clean, makes the library conducive for learning. Secondly, the library facility is chosen because of the free Internet connection for members, and cheaper rate for non-members as well as the pleasant cool environment inside the library makes them comfortable. Finally, users in Miri believed that the library is a place conducive for their learning needs because of its building infrastructure, cleanliness and peacefulness of its surroundings.

# Question 3: What do you <u>dislike</u> the most about Pustaka Negeri Sarawak? (Answers were taken verbatim)

| FACILI | тү  |               |
|--------|---|---------------|
| 1.     |   | 1             |
| 2.     | Not enough books on cooking and we are not allowed to bring our bags and water in which is veri inconvenient* |               |
| 3.     | Insufficient study tables and chairs  | 1             |
|        | Intenet line and some of the books are outdated   | 1             |
|        | Lagging of the computer   | <u>'</u><br>1 |
| 6.     | No revising book for the students (form 1-form 5), the internet sometimes lagging                             | <br>1         |
| 7.     | Not enough novels and we cannot bring our bags and water which is very inconvenient                           | 1             |
| 8.     | Not enough table and chair provide in the library   | 1             |
| 9.     | Poor internet connection speed  | 1             |
|        | Sometimes, it is full and some location do not have the socket to plug my computer                            | 1             |
| 11.    | The internet speed is slow  | 1             |
| 12.    | The toilet, upgrade it  | 1             |
| 13.    | Too crowded sometimes. Insufficient of seats  | 1             |
| 201.10 | ,   | 12            |
| POLIC  | Cannot begs sometimes upstairs eventhough I don't bring any unsafety  |               |
| ١.     | stuff   | 1             |
| 2.     | Cannot bring our belongings such as bags and water bottles to the library                                     | 1             |
| 3.     | Cannot bring the drinking bottle  | 1             |
| 4.     | Everything must make a member to do it and member fee so expensive to children                                | 1             |
| 5.     | Food Access here  | 1             |
| 6.     | I can't bring food inside   | 1             |
| 7.     | I have to be member to use the facility. I don't like being a member to any organisation especially library   | 1             |
| 8.     | Inability to bring food inside but I actually understand why food is forbidden inside Pustaka                 | 1             |
| 9.     | Not enough books on cooking and we are not allowed to bring our bags and water in which is veri inconvenient  | 1             |
| 10.    | It has to be a member to use the facilities   | 1             |
| 11.    | Not allowed to bring bags into the library  | 1             |
| 12.    | Not enough novels and we cannot bring our bags and water which is very inconvenient*                          |               |
|        |   | 11            |
|        | ONMENT  |               |
| 1.     | A bit noisy   | 1             |
| 2.     | Noisy situation when manu person in Pustaka   | 1             |
| 3.     | Some people are too noisy   | 1             |
| 4.     | To boring   | 1             |
| 5.     | To Quiet  | 1             |
| 6.     | When the group or gangster being "lepak" org talking around in  | 1             |

| Pustaka, noisy |   |   |
|----------------|---|---|
|                |   | 6 |
| EMPLOYEES      |   |   |
| 1.             | The staff are a a bit too When it comes to helping its customers and the users of the library | 1 |
|                |   | 1 |
| GENERAL        |   |   |
| 1.             | Do more promotion especially to students  | 1 |
| 2.             | I dislike you also  | 1 |
| 3.             | Invite more people/Student  | 1 |
| 4.             | Receptionist  | 1 |
|                |   | 4 |

(Answers were taken verbatim)

Analysis on questions on what users dislike about Pustaka Miri in general shows firstly, facility was most voted as inadequate. Users dislike the fact that there are insufficient tables and chairs, overcrowded and poor Internet connection among others. Secondly, is the library's policy, users are not permitted to bring their bags, food and drinks into the library. Thirdly, noisy environment in the library irritate users. Finally, unfriendly employees affected users' judgment about the library.

#### 4. Conclusion and Recommendations

#### 4.1 Conclusion

Overall, the service performance of Pustaka Negeri in Kuching as perceived by users of the library is found to be satisfactory across the four dimensions of library service quality. The values range from 4.95 (Information Access) to 5.38 (Place) on a seven-point Likert Scale. The level of service quality performed by the library concurs with the findings of annual customer satisfaction survey carried out in May 2009.

In Pustaka Miri, generally users perceived that the service performance of the library is also satisfactory across the four dimensions with values range from 5.06 (Information Access) to 5.60 (Place) on a seven-point Likert Scale. However, in comparison with a study conducted in December 2008, the service performance of Pustaka Miri was at an acceptable level of (mean score) 5.69-Information Access to 6.02 for Place. Therefore, it is reflected that the service quality for Pustaka Miri has not shown much improvement.

## 4.1.1 Perception

In general, the mean score for the performance of services as perceived by users for the four dimensions are at a satisfactory level both for Kuching and Miri. With Kuching the most preferred element is library as a Place at mean score of 5.38 and Information Access at 4.95 as the least preferred. For Miri, the highest rating was on Place with mean score of 5.60 and the least favoured was Information Access at 5.06.

#### 4.2 Recommendations

The recommendations for both libraries to improve the quality of service performed are given based on the following findings:

- Quantitative analysis done on the questionnaire which constitutes of closeended questions for every element to ascertain the level of service quality performed by the library.
- ii. Analysis on the open-ended questions of the questionnaire, taking into consideration the negative and positive suggestions and comments given by all respondents.

**Table 29 Average Mean Score for all dimensions** 

| Kuching               |      | Miri                  |      |  |
|-----------------------|------|-----------------------|------|--|
| 1. Place              | 5.38 | 1. Place              | 5.60 |  |
| Service Affect        | 5.26 | 2. Personal Control   | 5.36 |  |
| Personal Control      | 5.22 | Service Affect        | 5.21 |  |
| 4. Information Access | 4.95 | 4. Information Access | 5.06 |  |

The overall user's perception on service performed by Pustaka Negeri and Pustaka Miri is only satisfactory in meeting the multi level of users. Both Pustaka Negeri and Pustaka Miri are preferred as a *place* conducive for users' learning activities as shown on Table 29. However users still expects the library to provide adequate parking space, to improve the services of existing cafeteria in terms of food quality and price and the issue on safety outside the library which needs to be addressed seriously. Sufficient tables and chairs be made available especially during peak periods and a more friendly employees in Pustaka Miri are still demanded by users.

Further, both also scored low rating for *Information access*. Therefore, serious consideration should be given to the adequacy of library collections, improvement to the system to enable users to access information on a timely basis whether onsite or off-site as well as the format they can be acquired. The variety and depth of library collections made available and how they can be easily accessed by the users are among the key factors that can increase users' satisfaction. Users still expect the

library opening hours to be extended. As such review on the acceptable opening hours should be considered.

With regards to *service*, both received average rating. Therefore it is recommended that front liners should portray a more friendly service and to intensify the existing customer service efforts. Perhaps refresher customer service courses should be reintroduced, taking into considerations turnover of front liners, being deployed and changed work stations over the years.

On the element of *personal control*, both also received average rating. It is therefore recommended for Pustaka to enhance its online system to enable offsite access and to improve its singages for Kuching as perceived by users to be only average. The same was also required by users of Pustaka Miri.

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