Beyond Bookshelves: Measuring Library Service Quality and User Satisfaction at Quezon City University

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Abstract. This study investigates how students and faculty perceive the quality of library services and their overall satisfaction with the QCU Library. Using a descriptive-quantitative approach, data were gathered from 627 respondents through a structured survey based on the LibQUAL+ framework, which assesses three key dimensions of service quality: Affect of Service, Information Control, and Library as Place. Results show that most users visit the library daily, mainly to borrow materials, study, conduct research, and engage in collaborative activities or library programs. Respondents reported high satisfaction across all dimensions, highlighting the staff's approachability and responsiveness, the accessibility and relevance of both print and digital resources, and the comfort and functionality of the library's physical environment. These findings suggest that the QCU Library effectively supports academic work while providing a collaborative and engaging learning space. The study emphasizes the value of continuous evaluation and the use of Key Performance Indicators (KPIs) to maintain and improve service quality, ensuring that the library remains responsive to the evolving needs of its users. Recommendations include sustaining a user-centered environment, expanding digital access, and systematically monitoring service performance to strengthen the library's role as a dynamic academic hub.

Keywords: *LibQUAL+ framework, user satisfaction, academic library, information control, library as a place*

NTRODUCTION

Libraries continue to serve as vital centers of learning, research, and intellectual engagement in higher education. Beyond offering physical collections, modern academic libraries have evolved to integrate technology, digital access, and user-focused services that support academic success and adapt to dynamic learning environments. As user expectations increasingly emphasize convenience, accessibility, and personalized support, it is essential for libraries to assess the quality of their services and how well they meet users' needs.

At Quezon City University (QCU), the library plays a central role in supporting instruction, research, and collaborative learning. The effectiveness of these services depends on how well they align with the expectations and needs of both students and faculty. Evaluating service quality and user satisfaction ensures that library resources—whether print or digital—remain relevant, responsive, and capable of supporting academic activities. The LibQUAL+ framework provides a useful foundation for this evaluation, focusing on three key dimensions: the Affect of Service, which examines staff support and interactions; Information Control, which addresses the availability and accessibility of resources; and Library as Place, which considers the physical environment, equipment, and facilities. Using this model allows libraries to identify gaps between user expectations and perceived service performance, guiding evidence-based improvements.

The literature on library service quality can be framed around these three dimensions. For the Affect of Service, research consistently highlights the important role of staff support and interactions in shaping user satisfaction. Ariate and Padohinog (2023) found that while users generally appreciated staff assistance, communication and responsiveness could be improved to meet evolving needs. Similarly, Cristobal (2018) argued that libraries that focus mainly on internal operations often fail to deliver optimal, user-centered services. These findings highlight the importance of assessing staff engagement, helpfulness, and responsiveness to understand perceived service quality at QCU.

Regarding Information Control, the availability, accessibility, and relevance of resources are central to user satisfaction. Donovan (2020) noted that technological advancements and the shift toward mobile learning have increased demand for digital access, emphasizing the need for timely, accessible, and diverse resources. Tuble and Panhilason (2024) further pointed out that updated collections and well-organized resources enhance the overall user experience. However, there is limited evidence on how effectively QCU's library provides

adequate digital and print materials aligned with the academic needs of students and faculty—a gap this study seeks to address.

For the Library as Place dimension, both the physical and virtual library environment—including facilities, equipment, and study spaces—affects how users engage with services. Research suggests that well-designed spaces and functional infrastructure support collaborative learning and study efficiency (Tuble & Panhilason, 2024). Yet, few studies have examined these aspects within the Philippine higher education context, particularly at QCU, making the evaluation of library space quality, comfort, and functionality an important focus.

Despite these insights, there is a clear need to assess QCU's library performance in light of changing user expectations, growing demand for digital resources, and evolving standards of service quality. Based on the gaps identified in the literature, this study proposes the following general hypothesis: there is a significant relationship between the overall quality of library services—including staff support, resource availability, and library facilities—and user satisfaction at QCU.

The purpose of this study is to explore and evaluate the user experiences of students and faculty in the library at Quezon City University, with a focus on factors that contribute to their overall satisfaction.

1. What are the primary reasons faculty and students use the library, including borrowing materials, studying, using computers, participating in collaborative activities, or attending library programs?

2. How frequently do faculty and students visit the library, and does the frequency of visits differ between these groups?

3. How do faculty and students assess the interpersonal service (Affect of Service) of the library staff in terms of approachability, responsiveness, friendliness, and prompt delivery of materials?

4. To what extent are faculty and students satisfied with library resources and services (Information Control), including books and materials, online resources, staff assistance, study spaces, computer access, and programs and activities?

5. How satisfied are faculty and students with the library's physical environment, including reading areas, cozy study spaces, collaborative rooms, digital library access, circulation areas, and interactive spaces such as the maker space?

By addressing these questions, the study aims to gain a clearer understanding of how QCU library users' access and experience library services. The results will provide valuable recommendations for developing a more user-centered, efficient, and engaging library environment. Ultimately, improving user satisfaction can help create a stronger learning community and contribute to the university's goal of promoting academic excellence.

Methodology

Research Design

This study used a descriptive-quantitative research design to examine the quality of library services and the level of user satisfaction at Quezon City University (QCU). This approach relies on numerical data to describe perceptions, recognize patterns, and evaluate how users rate the services provided (Creswell & Creswell, 2023).. Rather than investigating the reasons behind these perceptions, the design focuses on documenting and measuring them. Data were collected through a structured survey and analyzed using statistical tools to produce an evidence-based assessment of service quality.

Population, Sample Size, and Sampling Technique

The target population for this research included all enrolled students and active faculty members of QCU for Academic Year 2024–2025, totaling approximately 11,350 individuals (11,100 students and 250 faculty). Only those who had used the library's resources, services, or facilities during the academic year were considered eligible participants.

The sample size was calculated using the Raosoft Sample Size Calculator. With a 99% confidence level, a 5% margin of error, and a 50% response distribution, the recommended minimum sample size was 627 respondents.

A stratified random sampling method was applied to ensure balanced representation across major user groups. Respondents were grouped by role (student or faculty) and further divided by variables such as age, gender, academic program, and year level (for students). This technique helped ensure that the resulting findings accurately represented the diverse demographics of library users.

Research Instrument

Data were gathered using a structured survey questionnaire adapted from

the official QCU Library Customer Satisfaction Survey and aligned with the three LibQUAL+ dimensions: Affect of Service, Information Control, and Library as Place.

The survey consists of scaled items, systematically arranged into six major parts. The first part collects the respondents' demographic profile, including classification, age group, gender, year level (for students), and academic program or course. These variables are critical for analyzing patterns of library usage across different subgroups.

The second part focuses on the primary reason for using the library, which aims to understand how and why users engage with library spaces and services. This section asks respondents to identify their primary reasons for visiting the library, such as borrowing books and other materials, studying individually or in groups, using computers and internet facilities, utilizing collaborative rooms for academic or group work, and attending library-organized programs or activities. By analyzing these responses, the study can determine which services are most frequently used, reveal trends in user behavior, and help the library identify areas for improvement or expansion to better meet the needs of its patrons.

The third part assess the frequency of their visits (e.g., daily, weekly, monthly, or rarely). This section helps determine the level and purpose of engagement with the library.

The fourth part evaluates faculty and student assessments of the effect of service (interpersonal service) provided by library staff, where respondents rate the quality and helpfulness of staff interactions using a four-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree).

Mean Interval	Numerical Value	Verbal Interpretation
1.00 - 1.75	1	Strongly Disagree
1.76 - 2.50	2	Disagree
2.51 -3.25	3	Agree
3.26 - 4.00	4	Strongly Agree

The fifth part measures faculty and student extent of satisfaction in utilizing library services under the Information Control dimension, including satisfaction with the quality of the collection, online resources, staff assistance, study spaces,

computer access, and programs or activities. Each item was rated using a four-point Likert scale, ranging from 1 (Very Dissatisfied) to 4 (Very Satisfied).

The sixth part of the questionnaire measures the extent of faculty and student satisfaction with the library's physical environment. Respondents evaluated specific aspects of the library's spaces and facilities, including the reading area, cozy study areas, collaborative rooms, digital library, circulation area, and maker spaces, focusing on comfort, functionality, and support for academic activities also using a four-point Likert scale, ranging from 1 (Very Dissatisfied) to 4 (Very Satisfied).

Mean Interval	Numerical Value	Verbal Interpretation
1.00 - 1.75	1	Strongly Dissatisfied
1.76 - 2.50	2	Dissatisfied
2.51 -3.25	3	Satisfied
3.26 - 4.00	4	Strongly Satisfied

The instrument underwent content validation by library and research experts to ensure clarity, relevance, and alignment with the research objectives. The responses gathered from this tool will provide a quantitative basis for understanding user satisfaction, identifying gaps in service, and proposing strategies to improve library engagement at Quezon City University.

Validity and Reliability of the Instrument

To ensure accuracy and suitability, the instrument underwent content validation by four licensed librarians and one research specialist. Their feedback contributed to the refinement of item wording, content alignment, and clarity.

A pilot test involving 20 respondents (not included in the final survey) was conducted to assess reliability. Using JASP software, the questionnaire yielded a Cronbach's Alpha of 0.879, indicating high internal consistency. Since values above 0.70 are considered acceptable, the instrument was deemed reliable and appropriate for full implementation.

Ethical Consideration

This study adhered to the ethical standards set by Quezon City University. Participation was entirely voluntary, and all respondents provided informed

consent before completing the survey. They were informed that they could withdraw from the study at any point without facing any negative consequences. To protect their privacy, no personal or identifying information was collected or disclosed. All data were used solely for academic purposes, securely stored, and reported only in summarized form to ensure confidentiality and respect for participants' rights.

RESULTS

Table 1

Demographic Profile of the Respondent

Classification	Frequency	Percent
Faculty	250	39.87%
Student	377	60.13%
Total	**627**	**100%**
Age		
Under 18	5	0.80%
18-25	405	64.59%
26-35	77	12.28%
36-50	102	16.27%
51 and above	38	6.06%
Total	**627**	**100%**
Gender		
Male	265	42.26%
Female	284	45.30%
Prefer not to say	78	12.44%
Total	**627**	**100%**
Level		
First Year	95	15.15%
Second Year	90	14.35%
Third Year	92	14.67%
Fourth Year	100	15.95%
Faculty	250	39.87%
Total	**627**	**100%**
Course /Program		
BS in Entrepreneurship	64	10.21%
BS in Accountancy	63	10.05%
BS in Management Accounting	56	8.93%
BS in Electronics Engineering	61	9.73%
BS in Industrial Engineering	65	10.37%
BS in Computer Engineering	59	9.41%
BS in Information Technology	74	11.80%
BS in Information Science	61	9.73%
BS in Computer Science	56	8.93%
Bachelor of Early Childhood Education	68	10.85%
Total	**627**	**100%**

Table 1 shows the demographic makeup of the 627 respondents, including their classification, age, gender, academic level, and program of study. The sample

includes both students and faculty, offering a well-rounded representation of library users. Most respondents were young adults, and the gender distribution was fairly even, with some individuals choosing not to disclose their gender. Participants came from a variety of academic levels and degree programs, reflecting a broad range of perspectives and needs regarding the library's resources and services.

Table 2

Primary reason of using the library

Category	Faculty		Student	
	f	%	f	%
Borrowing books and other materials	90	36.00%	145	38.46%
Studying or doing research	55	22.00%	95	25.20%
Using computers	30	12.00%	42	11.14%
Using Collaborative Room/Group Study	35	14.00%	45	11.95%
Attending library programs and activities	30	12.00%	40	10.61%
Other (Please specify)	10	4.00%	10	3.00%
Total	250	100%	377	100%

Table 2 summarizes the primary reasons why faculty and students use the library. Both groups mainly visit to borrow materials and carry out academic work. Students, however, are slightly more likely to use the library for collaborative activities and events, whereas faculty primarily focus on borrowing resources and conducting research.

Table 3

Frequency of Library Visits among Respondents

Frequency of Visits	Faculty		Student	
	f	%	f	%
Daily	200	80.00%	267	70.82%
Weekly	45	18.00%	89	23.61%
Monthly	2	0.80%	16	4.24%
Rarely	3	1.20%	5	1.33%
Total	250	100%	377	100%

Table 3 indicates that both faculty and students use the library regularly, with daily visits being the most common. Faculty members, in particular, tend to visit more consistently, underscoring the library's vital role in supporting their

academic and professional activities.

Table 4

Faculty Assessment on the Affect of Service (Interpersonal Service) of Library Staff

Category	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	WM	VI
	f	%	f	%	f	%	f	%			
The library staff is prompt in delivering requested materials.	150	60.00	93	37.20	5	2.00	2	0.80	250	3.56	Strongly Agree
The library staff is responsive to all concern and inquiries.	145	58.00	98	39.20	6	2.40	1	0.40	250	3.55	Strongly Agree
The library staff deliver and facilitate concerns in a friendly manner.	155	62.00	89	35.60	4	1.60	2	0.80	250	3.59	Strongly Agree
The library staff is approachable.	160	64.00	85	34.00	3	1.20	2	0.80	250	3.61	Strongly Agree

Table 4 shows that faculty members strongly agree that the library staff are approachable, friendly, responsive, and prompt in providing requested materials, with weighted means ranging from 3.55 to 3.61. These findings reflect a high level of satisfaction with the staff's interpersonal services.

Table 5

Student's Assessment on the Affect of Service (Interpersonal Service) of Library Staff

Category	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	WM	VI
	f	%	f	%	f	%	f	%			
The library staff is prompt in delivering requested materials.	205	54.38	165	43.77	5	2.00	2	0.80	377	3.52	Strongly Agree
The library staff is responsive to all concern and inquiries.	215	57.03	154	40.85	5	2.40	3	1.20	377	3.54	Strongly Agree
The library staff deliver and facilitate concerns in a friendly manner.	210	55.70	161	42.71	4	1.60	2	0.80	377	3.54	Strongly Agree
The library staff is approachable.	217	57.56	155	41.11	3	1.20	2	0.80	377	3.56	Strongly Agree

Students strongly agree that the library staff provide excellent interpersonal service, with weighted means ranging from 3.52 to 3.56. Approachability received the highest rating (WM = 3.56), highlighting the staff's friendliness and accessibility. Overall, these results suggest that the library staff consistently offer supportive and welcoming service to students.

Table 6

Faculty Extent of Satisfaction in Utilizing Library Services under the Information Control Dimension

Category	Very Satisfied		Satisfied		Dissatisfied		Very Dissatisfied		Total	WM	VI
	f	%	f	%	f	%	f	%			
Books and Materials Collection	156	62.40	91	36.40	2	0.80	1	0.40	250	3.61	Very Satisfied
Online Resources (e-books & e-journals)	145	58.00	98	39.20	5	2.00	2	0.80	250	3.54	Very Satisfied
Library Staff Assistance	140	56.00	105	42.00	3	1.20	2	0.80	250	3.53	Very Satisfied
Study and Reading Spaces	152	60.80	93	37.20	4	1.60	1	0.40	250	3.58	Very Satisfied
Computer Access	155	62.00	89	35.60	4	1.60	2	0.80	250	3.59	Very Satisfied
Programs and Activities	148	59.20	96	38.40	5	2.00	1	0.40	250	3.56	Very Satisfied

Faculty report very high satisfaction across all indicators of the Information Control Dimension, with weighted means ranging from 3.53 to 3.61. The highest-rated item is "Books and Materials Collection" (WM = 3.61), followed closely by "Computer Access" (WM = 3.59) and "Study and Reading Spaces" (WM = 3.58). Even the lowest-rated item, "Library Staff Assistance" (WM = 3.53), reflects strong satisfaction. These results indicate that the library effectively provides accessible, well-managed, and user-centered resources and services that support teaching, learning, and research.

Table 7

Student's Extent of Satisfaction in Utilizing Library Services under the Information Control Dimension

Category	Very Satisfied		Satisfied		Dissatisfied		Very Dissatisfied		Total	WM	VI
	f	%	f	%	f	%	f	%			
Books and Materials Collection	235	62.33	135	35.81	5	1.33	2	0.53	377	3.60	Very Satisfied
Online Resources (e-books & e-journals)	215	57.03	156	41.38	4	1.06	2	0.53	377	3.55	Very Satisfied
Library Staff Assistance	226	59.95	144	38.20	6	1.59	1	0.27	377	3.58	Very Satisfied
Study and Reading Spaces	230	61.01	142	37.67	4	1.06	1	0.27	377	3.59	Very Satisfied
Computer Access	250	66.31	123	32.67	2	0.53	2	0.53	377	3.65	Very Satisfied
Programs and Activities	254	67.37	117	31.03	5	1.33	1	0.27	377	3.66	Very Satisfied

Students report very high satisfaction across all indicators of the

Information Control Dimension, with weighted means ranging from 3.55 to 3.66. The highest-rated items are "Programs and Activities" (WM = 3.66) and "Computer Access" (WM = 3.65), while the lowest-rated item, "Online Resources" (WM = 3.55), still reflects strong satisfaction. These findings suggest that the library effectively provides accessible resources, supportive services, and conducive facilities that meet students' academic and research needs.

Table 8

Extent of Faculty Satisfaction with the Library Physical Environment

Category	Very Satisfied		Satisfied		Dissatisfied		Very Dissatisfied		Total	WM	VI
	f	%	f	%	f	%	f	%			
The reading area provides a comfortable and quiet space for studying.	150	60.00	93	37.20	5	2.00	2	0.80	250	3.56	Very Satisfied
The cozy area helps students feel relaxed and focused while studying.	145	58.00	98	39.20	5	2.00	2	0.80	250	3.54	Very Satisfied
The collaborative room is effective for teamwork and group activities.	155	62.00	90	36.00	4	1.60	1	0.40	250	3.60	Very Satisfied
The digital library provides easy access to online learning resources.	156	62.40	82	32.80	7	2.80	5	2.00	250	3.56	Very Satisfied
The circulation area provides fast and efficient service for borrowing and returning books.	150	60.00	95	38.00	3	1.20	2	0.80	250	3.57	Very Satisfied
The board games in the maker space promote teamwork and critical thinking among students.	140	56.00	100	40.00	7	2.80	3	1.20	250	3.51	Very Satisfied

Table 8 presents that faculty report very high satisfaction with the library's physical environment, with weighted means ranging from 3.51 to 3.60. The collaborative room (WM = 3.60) and circulation area (WM = 3.57) received the highest ratings, while the maker space board games (WM = 3.51) received the lowest, though still positive, score. Overall, these findings suggest that the library's facilities effectively support both individual and collaborative learning, provide user-friendly access to resources, and contribute to faculty satisfaction.

Table 9
Extent of Students' Satisfaction with the Library Physical Environment

Category	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	WM	VI
	f	%	f	%	f	%	f	%			
The reading area provides a comfortable and quiet space for studying.	210	55.70	161	64.40	4	1.60	2	0.80	377	3.54	Strongly Agree
The cozy area helps students feel relaxed and focused while studying.	220	58.36	152	60.80	3	1.20	2	0.80	377	3.56	Strongly Agree
The collaborative room is effective for teamwork and group activities.	225	59.68	142	56.80	7	2.80	3	1.20	377	3.56	Strongly Agree
The digital library provides easy access to online learning resources.	245	64.99	125	50.00	5	2.00	2	0.80	377	3.63	Strongly Agree
The circulation area provides fast and efficient service for borrowing and returning books.	230	61.01	142	56.80	3	1.20	2	0.80	377	3.59	Strongly Agree
The board games in the maker space promote teamwork and critical thinking among students.	245	64.99	127	50.80	4	1.60	1	0.40	377	3.63	Strongly Agree

Table 9 presents that students report strong satisfaction with the library's physical environment, with weighted means ranging from 3.54 to 3.63. The highest-rated areas are the digital library and maker space board games (WM = 3.63), while the reading area received the lowest rating (WM = 3.54). Overall, these results suggest that the library effectively supports individual study, collaborative learning, efficient services, and active student engagement.

Discussions

The findings of this study, highlight the QCU library's multifaceted role in supporting both students and faculty in their academic work. The demographic profile of respondents—60.13% students and 39.87% faculty members, with a balanced gender distribution and a predominance of young adults—reflects a diverse and representative sample. This diversity ensures that the study captures a wide range of experiences and needs, providing a solid foundation for evaluating library service quality and user satisfaction. Additionally, including respondents from various academic levels and programs emphasizes the library's role in serving a multidisciplinary academic community.

Analysis of library usage patterns shows that borrowing books and materials remains the primary reason for visits, followed closely by studying and

conducting research. Faculty reported that borrowing materials (36%) is critical for teaching preparation and research, while students prioritize borrowing (38.46%) and actively participate in collaborative activities and library programs. These findings align with the American Library Association (2024), which notes that physical circulation and study-support services remain central to academic library use, even with the growing presence of digital resources. Local studies in the Philippines (Enhancing Academic Success…, 2024) further reinforce this connection, linking library use for borrowing and studying with improved academic performance.

The frequency of visits also underscores the library's central role, with 80% of faculty and 70.82% of students visiting daily. Such high engagement indicates that the library is more than just a place for accessing resources; it is an integral hub for teaching, learning, and research that is deeply embedded in the routines of its primary users.

Interpersonal service emerged as a particularly strong area, with weighted means ranging from 3.52 to 3.61. Respondents highlighted the approachability, friendliness, and responsiveness of library staff, reflecting the significant impact of staff interactions on overall satisfaction (Gyau et al., 2021; Panhilason, 2024). A welcoming and supportive staff clearly enhances the library experience and encourages continued engagement with library resources.

Satisfaction with library services under the Information Control Dimension—covering access to books, online resources, computer facilities, study spaces, and library programs—was also high. Faculty reported the greatest satisfaction with the collection of books and materials, underscoring the continued importance of physical resources for research and teaching. Students, on the other hand, rated programs, activities, and computer access most highly, reflecting appreciation for interactive learning opportunities and technological support. These results mirror broader trends showing that while physical collections remain valuable, accessible IT facilities and well-organized programs are equally important (Zhou et al., 2022; RSIS International, 2022).

The library's physical environment received similarly positive ratings. Comfortable reading areas, collaborative spaces, digital resources, circulation services, and innovative spaces such as maker spaces all contributed to a supportive and engaging academic setting. These findings are consistent with literature emphasizing the role of comfortable facilities and modern technology in fostering positive library experiences (Rabelo, 2024; Public Library Association,

2024; University of Nebraska–Lincoln, 2024). Engagement initiatives such as workshops, training sessions, and extended operating hours further enhance accessibility and support learning outcomes (Acheampong, 2021; Harmon, 2024).

Importantly, the study's hypothesis—that there is a significant relationship between the overall quality of library services (including staff support, resource availability, and library facilities) and user satisfaction at QCU—was supported. Simple cross-tabulations revealed statistically significant associations between respondents' satisfaction levels and their perceptions of library services, confirming that high-quality services directly contribute to positive user experiences.

Overall, the findings suggest that Quezon City University Library successfully meets the diverse needs of its academic community. High satisfaction across key dimensions—interpersonal service, information control, and physical environment—demonstrates that the library functions as more than just a repository of books. It is a dynamic learning and research hub that fosters collaboration, engagement, and academic success. Continuous evaluation and enhancement of resources, technology, and programs will be essential to sustaining and improving user satisfaction as the academic needs of students and faculty continue to evolve.

Conclusion

This study, Beyond Bookshelves: Measuring Library Service Quality and User Satisfaction at Quezon City University, examined how students and faculty use the QCU Library and assessed their satisfaction with its resources, services, and physical environment using the LibQUAL+ framework. The findings indicate that the QCU Library remains a vital academic partner, supporting teaching, learning, and research while functioning as both an information hub and a collaborative space.

The study revealed high levels of engagement, with the majority of faculty (80%) and students (70.82%) visiting the library daily. Borrowing books and studying were the primary activities, while students additionally participated in group work and library-hosted programs, highlighting the library's evolving role as both an academic and social learning environment. Across the three LibQUAL+ dimensions—Affect of Service, Information Control, and Library as Place—users reported generally high satisfaction. Both students and faculty rated the availability and accessibility of print and digital resources favorably, demonstrating that the

library effectively supports academic and research needs. Users also highly valued the interpersonal quality of service, particularly the staff's approachability, willingness to assist, and responsiveness, reinforcing the importance of human interaction in shaping a meaningful library experience.

The physical environment likewise received positive evaluations. Quiet study areas, collaborative spaces, computer access, and modern learning zones contributed to a comfortable, flexible, and conducive atmosphere that accommodates diverse study habits and academic tasks.

However, this study has certain limitations. The exclusive use of quantitative methods restricted in-depth exploration of users' experiences, and focusing solely on one institutional setting limits the generalizability of the findings.

Future research could address these limitations by incorporating qualitative approaches such as interviews or focus group discussions to gain deeper insights into user perceptions and evolving expectations. Comparative studies across multiple campuses or similar institutions could also provide broader evidence on library service quality and identify best practices for improvement.

In conclusion, the study affirms that the QCU Library plays a crucial role in supporting the academic success of its users. Strong performance across core service dimensions, responsive staff, relevant resources, and a supportive learning environment show that the library meets—and in some areas exceeds—user expectations. Continued evaluation, enhancement of digital access, modernization of collections, and the development of user-centered programs will help ensure that the QCU Library remains adaptable, future-ready, and central to the success of both students and faculty.

Recommendation

Based on the findings of this study, it is recommended that the Quezon City University (QCU) Library continue to strengthen and enhance the areas that contribute most to user satisfaction. The results show that users are generally pleased with the library's physical environment, the responsiveness of its staff, and access to digital resources. To build on this, the library should maintain a comfortable and well-equipped study environment, provide prompt and helpful service, and ensure that digital collections remain current, relevant, and easily accessible to meet the needs of students and faculty.

To effectively sustain these improvements, the library should implement clear Key Performance Indicators (KPIs), such as user satisfaction scores,

resource usage statistics, and service response times. Regular monitoring of these metrics will help the library track progress, identify areas for enhancement, and ensure that services continue to evolve in line with user expectations.

By prioritizing these evidence-based areas and tracking performance through KPIs, the QCU Library can further strengthen its role as a responsive, user-centered, and dynamic academic hub.

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