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Complaining Behavior of Library Users of Saint Louis University Libraries, Baguio City, Philippines

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ABSTRACT

Satisfaction of library users is of paramount in libraries. Attaining this requires the library dimensions of service, personnel and infrastructure to be all excellent. <u>Library services</u> entail first and foremost a collection that is both in print and non-print formats and that supports the curricular offerings of the university. To ensure that these materials are maximized by the users, <u>library personnel</u> are needed. Comfortable <u>infrastructure</u> that includes furniture and equipment facilitates the library's role as partner in the university's offering for quality education.
As users are now the focal point of library work, feedback mechanisms must be in place. Satisfaction-survey must be done regularly, covering the three dimensions. A complaint handling program must also be in place to enable librarians to dutifully, speedily and uniformly respond to user complaints. The presence of complaint handling program in Saint Louis University libraries would make its librarians better trained and be more adept in handling complaints. The librarians can positively look at user complaint as a manifestation of a user's dissatisfaction and as a form of positive feedback to improve performance. This would make users look at the library truly as a "heart" that every student couldn't live without, not as an "addendum" to their academic life.

Keywords: Complaining Behavior, User Satisfaction/Dissatisfaction; Library dimensions; Complaint handling

INTRODUCTION

A society is composed of groups of people working together to achieve common aims and satisfy basic needs. Just as human beings need information for making decisions, so do the social agencies that implement the aims and objectives of institutions. They need libraries for information, for recording decisions and solving problems. Libraries are seen as safe and friendly places. They are embedded in communities and are easily accessible to all. People enjoy staying in a library especially if it is a well-guided one where the serendipity factor plays a rewarding part in human learning; better still, if this learning takes place in a structured, secure and aesthetically pleasing environment (Feather & Sturges 2003).

Traditionally, libraries center on the acquisition, collection, organization, and storage of library materials making size as the dominant value. For example, focusing on how large is the library collection, how large is the library building, how large is the population of library staff, and how large is the library budget. Very clearly, the focus is not on the

users. With the ushering of the 21st century, there is now a paradigm shift from pre-occupation with the housekeeping of information packages to the concern for the users of information.

The paradigm shift in libraries and information profession aims to bring contentment or user satisfaction. User satisfaction according to Miller (2004) simply means how good users feel after dealing with a library which may include their likelihood to return to that library when they next need information. It also includes their perception of how well the experience answers their information problem, improves their productivity or the quality of their own output.

LITERATURE REVIEW

On the other end of the spectrum is user dissatisfaction evidenced by a complaining behavior, described by Day (1980) as motivated by a desire to affect the future behavior of a seller or the intention to dissuade other consumers from purchasing from the seller. Babin and Harris (2016) elaborate that complaining behavior occurs when a consumer actively seeks out someone (supervisor, service provider, etc.) with whom to share an opinion regarding a negative consumption event. According to Crie (2003), consumer complaint behavior consists of all potential consumer responses to dissatisfaction in a purchase encounter. The source of dissatisfaction could originate before, during or after the purchase of a product or service.

User dissatisfaction in libraries are usually a result of service failures and can be viewed as a direct or indirect request for service recovery and improvement (Su 2012). Suki (2010) adds that users' complaints can be a powerful resource for the library management to use in making strategic and tactical decisions that can prevent users from switching services or abandoning the library and stop utilizing library services.

User dissatisfaction has likewise been documented by different libraries in the international scene. Most students often complain about shortage of group study spaces or lack of workspace in the university library hall during busy periods, or demand for more quiet spaces and comprehensive access to more full-text articles (Messengale, Piotrowski & Savage 2016; Imamoglu & Gurel 2016; Yelinek, Neyer, Magolis, & Bressler 2005; Fagan 2014).

Oh (2004) and Su (2012) describe the complaint attitudes and behavior of academic library users in South Korea and Taiwan respectively. Oh (2004) points out that the complaining ratios of the university library users are lower than those of users of commercial services and products. Su (2012) on the other hand reports that users are tolerant of library failures and do not normally complain unless they are highly dissatisfied with the service.

According to Nguyen (2015) academic librarians in Vietnam say that user's complaints are on the noise in the university libraries. And in a similar research, in the Federal Territory of Labuan in Malaysia, library users' complaints are due to the dissatisfaction of services such as time and effort in filling out forms, no set complaint procedures and guidelines, and personnel maltreatment (Suki, 2010).

From the foregoing statements, complaints are normal occurrences in service organizations like libraries. As presented by Oh (2003) complaining behavior in the commercial world may likewise be applicable in the context of library services where it is subdivided into "exit", "negative word-of-mouth", "voice complaints" which was subdivided into direct and indirect, and "third party complaints." These complaining behaviors identify which library services the library users will most likely complain about should they encounter service failure or dissatisfaction. This then requires handling complaints to be an integral part of the library's service program since complaints are inevitable and that patrons have all the right to complain. More importantly a complaint-handling program does not identify who is at fault but clarifies the cause/s of dissatisfaction and eventually leads to the elimination of the cause. According to Woodward (2009) the best approach for the 21st-century library is to focus on the total experiences of users and to find ways to enhance them. In this way the library would be able to provide the highest possible satisfaction to users.

Knowing customers' needs is a vital step in satisfying customers. Needs of users can be known through surveys, or through complaints, more so when complaints are viewed as feedbacks to help solve service problems and improve performance and service quality. Treating complaints as such does not only improve customer satisfaction but also secures customer loyalty to the library. In the words of Suki (2010), knowledge of consumer complaining behavior and complaint handling can be useful in determining ways to increase customer commitment to the library, building and maintaining customer loyalty, and finally, satisfying customers.

A very good way of asking feedback from library users as presented by Todaro and Smith (2006): a) print or online customer response cards which offer the ability to gather data from a large number of customers at all times or specific times; b) follow-up surveys (phone, print, and online) that are direct, personally asking customers their opinion of the service they received in order to capture the immediacy of the reaction, record longer answers, capture specific interaction and assessment and have the opportunity to ask follow-up questions; c) workers' (in break rooms) and customer suggestion boxes invite comments, both signed and anonymous, that presumably make respondents more willing to be honest in their appraisals; d) customer and staff complaint form is necessary for situations when the user wants to challenge a library policy or procedure and that concern must be routed up the chain of command; e) in-person "clipboard" surveys for exiting customers; f) focus groups for library workers or customers where users can relay information about needed services and how to improve existing services; g) public service/worker dialogue to include requests for customers to participate in response programs like in-depth interview to assess their levels of satisfaction with the customer service they received; h) forms and processes for public service staff to systematically capture verbal customer comments in online or print, by writing/response or by fax or telephone.

Though library complaints are often times brought out in fora and conferences, the present study was pushed by the dearth in literature and empirical studies about this in the Philippines. The results of the study would be beneficial not only to the cause of research, and to the SLU libraries, but also to other libraries who intend to maintain a

high level of user satisfaction. Specifically the findings would promote a sense of seriousness of librarians in inculcating a culture of assessment among their services. The findings will also provide a platform for library users to voice their complaints in a systematic manner and be assured that their concerns for the improvement of the library services will be addressed properly. And lastly, the findings will provide an avenue for libraries to create or enhance existing complaint behavior programs.

RESEARCH DESIGN

The study aims to determine what SLU libraries' users satisfied/dissatisfied about and what their complaint responses are. It also sought to find out how librarians respond to these complaint behavior. The concepts of Oh (2003) on complaining behavior and the LibQUAL+ theory are the bases of this research. These two bring out the very essence of the study i.e. classification of complaining behavior and areas in libraries where users' satisfaction/dissatisfaction are based (Affect of service, Information control and Library as place).

SLU have an average of 26,364 student population. The respondents of the study were the top actual library users who have the highest circulation count for the past three academic years and the librarians of the reader services of the SLU libraries.

The library users as respondents indicate the areas of their satisfaction/dissatisfaction (Library services, Library personnel, and Library infrastructure) and their complaint responses: Exit, Negative word-of-mouth, Direct voice, Indirect voice, and Third-party complaints. The librarians as respondents indicate their manner of complaint handling according to the complaint responses indicated in the latter.

RESULTS

What library users are satisfied/dissatisfied about
There is a need to identify the SLU libraries' users level of satisfaction based on three (3) dimensions namely library services, library personnel, and library infrastructure.

Library services as used in this paper pertains to the provision of resources in a different format and the tools for easy access to the said resources.

The library users say that they are very satisfied with the services of the SLU libraries, as indicated by their over-all mean of 3.30. This implies that the libraries can provide sufficient and outstanding services to the library users. The result can be attributed to the voluminous collection of the libraries that complements the course offerings of the university. As of date, the university libraries house 111,633 titles of books, 249 journal titles, 366 complimentary journals, 130 research publication exchanges, fifteen (15) subscribed to major electronic databases with corresponding remote access, and an approximately 4000 multimedia collections. The university libraries likewise maintain its website and social media platform where patrons can post queries and access the latest update about the services and the university libraries as a whole.

User Satisfaction Survey: a case study of library users of Saint Louis University Libraries, Baguio City, Philippines

Table 1. Level of Satisfaction of Library Users on the Library Services

NO.	ITEMS	MEAN	INTERPRETATION
1	The libraries' electronic resources are accessible even outside the campus	3.14	SATISFIED
2	The Library website enables me to locate information on my own	3.35	VERY SATISFIED
3	The library has print materials I require for my studies	3.40	VERY SATISFIED
4	The library has electronic journal collections I require for my studies	3.23	SATISFIED
5	The library has enough electronic and print materials I need for my studies	3.13	SATISFIED
6	The library resources are easily accessible	3.49	VERY SATISFIED
7	The library has easy-to-access tools for independent study	3.43	VERY SATISFIED
8	The library has modern equipment that lets me easily access needed information	3.25	VERY SATISFIED
	OVERALL	3.30	VERY SATISFIED

However, among the items, three (3) of which garnered an interpretation of satisfied only, these are items 1, 4 and 5 respectively. As found by Ambloza (2015) low usage of e-journals is due to lack of awareness about the e-resources or due to the ineffective channels of communication in the campus. It can likewise be associated with what Price and Havergal (2011) say the influx of the internet a platform of full texts and reports are disseminated freely. Coupled with this are documents enhanced with graphical, audio and video elements. Students can easily access them for free and within the comforts of their homes. The satisfied rating of item 1 may be due to the users' lack of skills in using such resources. They are either not interested enough or might have neglected to acquire these skills when these were possible. Another implication of the satisfied rating of this item is the librarians' failure to link the e-resources with the library users. The librarians are unable to provide sufficient training and instructions of the accessibility of the electronic resources the university libraries are subscribing to (Cloonan & Sanett 2005). It is also possible that marketing of the said resources is insufficient. The satisfied rating of having enough electronic and print materials they need for their studies can be due to the imbalance of the libraries' collection. The libraries have more print materials than e-resources. But it must be remembered that the print materials have been in existence long before the introduction of e-resources. Another reason is due to the print exposure of most of the library users. That is, many still prefer print materials over the non-print materials. It is also an indication of the expectations of a hybrid library. Library users expect that their information needs are met through an equal combination or mixture of print and e-resources. This further implies that the university should have more budget allocation for e-resources, as this is now the trend.

Library personnel refers to the workforce in the university libraries that work hand in hand to provide quality service to the library users and to achieve the vision-mission of the university. Library personnel are normally categorized as either professional or nonprofessional workers.

Table 2. Level of Satisfaction of Library Users on the Library Personnel

NO	ITEMS	MEAN	INTERPRETATION
1	The library personnel instill confidence in users	3.30	VERY SATISFIED
2	The library personnel give users individual attention	3.13	SATISFIED
3	The library personnel are consistently courteous	3.39	VERY SATISFIED
4	The library personnel are ready to respond to user's questions	3.43	VERY SATISFIED
5	The library personnel have a knowledge to answer user questions	3.35	VERY SATISFIED
6	The library personnel deal with users in a caring fashion	3.30	VERY SATISFIED
7	The library personnel understand the needs of their users	3.32	VERY SATISFIED
8	The library personnel are willing to help users	3.44	VERY SATISFIED
9	The library personnel are dependable in handling users' problems	3.29	VERY SATISFIED
	OVERALL	**3.33**	**VERY SATISFIED**

Professional workers are the librarians defined as an individual who is a bona fide holder of a Certificate of Registration and Professional Identification Card issued by the Professional Regulatory Board for Librarians and by the Professional Regulation Commission (R.A. 9246) of the Philippines. The professional librarian performs the professional tasks such as selection and acquisition of library materials in varied formats, cataloging and classification, development of information systems, the establishment of library systems and procedures, dissemination and rendering of information, reference and research assistance among others. The non-professional workers include the clerks and library working scholars. They normally perform repetitive tasks that usually do not require decision making and supervisory acumen.

The library users say that they are very satisfied with the library personnel which indicates that the library personnel are helpful to the users in meeting their needs. There are fifteen (15) library personnel and thirty-eight (38) student assistants referred to in SLU as library working scholars. These library working scholars are selected due to their academic standing and dire economic needs. Their cultural background, gender, course, age, or religious and political views are not taken into account. Since the library working scholars are of the same age as those of the library users, they bring comfort to the library users. It is also possible that since they speak the same language as the library users, they are not somebody to be feared or who lord over the library users. They likewise have the direct establishment of positive relationships with users of library services as they are the first individuals seen by the library users. This may be due to the strategic location of the library personnel. They are visible to the library users and their proximity requires not much difficulty in users approaching them. It is also indicative of the effort of library personnel in establishing a positive relationship with the users.

Though *Library Personnel* dimension has an overall qualitative interpretation of 'Very Satisfied' item 2 has a qualitative interpretation of 'Satisfied'. Although visible, librarians are often seen seated on their desk, concentrated on their computer or engrossed with paper and technical works accumulated on their table. This sight hampers the library

users from further inquiry, convinced of little attention to be given to them. The barriers such as big tables and cabinets may also be attributed to the lower degree of satisfaction of users on item 2. These become an obstruction for the library users to feel that their inquiry may be too trivial that individual attention is quite impossible to reach. Another implication might be because of the limited number of librarians. Currently, there are fifteen (15) library personnel, but there are only thirteen (13) professional librarians who are deployed as librarians in different libraries. From these pool of professionals, two (2) are assigned at the Technical Section performing the acquisitions and technical processing of library materials and two (2) perform administrative and management work (Director of Libraries and Assistant Director of Libraries) leaving only nine (9) to do the reference work as librarians in-charge of the "Reader Services." Their number does not suffice to meet the needs of the 20,000+ population of SLU.

Library infrastructure in the context of this research refers to the basic physical and organizational structures and facilities needed for the operation of the library services. This includes the reading room, innovation lab, digital hub, architectural design, and lighting.

Table 3. Level of Satisfaction of Library Users on the Library Infrastructure

NO	ITEMS	MEAN	INTERPRETATION
1	The library provides discussion room/place for group learning and group study	3.31	VERY SATISFIED
2	The library reading area inspire study and learning	3.44	VERY SATISFIED
3	The library has cubicles for individual activities	2.77	SATISFIED
4	The library is centrally located	3.21	SATISFIED
5	The library is well lighted and conducive for study learning and research	3.49	VERY SATISFIED
	OVERALL	3.24	SATISFIED

The library users say they are just satisfied with the physical environment of the libraries. This suggests that there is something lacking in the library infrastructure. Maybe there is something that the students are looking for that the physical structure of the SLU libraries does not have. Items 1, 2 and 5 garnered a very satisfactory interpretation. This can be attributed to the combination of artificial lights and natural lights coming from the wide panel of glass windows surrounding each floor of the libraries' building. Montgomery (2017) points out that thermal comfort among students where extreme temperature and lack of ventilation make them feel tired, unmotivated, negative about the space and overall not conducive for learning. It can also be surmised that because of the wide panel windows proper lighting does not worry students, during summer and the rainy seasons when days are shorter or days are longer. A well organized and well-distributed library furniture gives an impression of a well balance space and lighting. The libraries' shelves are distributed around the perimeter of the windows with at least a meter of space from each other and from the window panel to have an improved equal lighting from natural and artificial lights. Tables in the reading areas are likewise well distributed giving the impression of more spaces and allowing

light to come in. Khan (2009) stipulates that as a general rule, readers like to work in natural light and that some options should be considered like placing reading tables in well-lit areas, avoid air conditioning if possible because of environmental considerations, and maximize natural ventilation in public areas. The university libraries likewise provide a wide study space at the mezzanine floors and the main reading areas. As pointed out by Gonzalez (2013), there is a greater demand for study spaces conducive to individual learning and studying as well as group study following the changing library landscape. The evolution and availability of library space are brought about by the transformation of collection due to the change in the library user's needs. Users need quiet space, collaborative space and comfortable space (Montgomery 2017). Space planning is essential in library design and contributes to the success of the efficiency of library services. The SLU libraries are able to meet this need by providing discussion rooms that are situated near the libraries' collection for students' easy access to resources should they need them in their group work. The discussion rooms provided have a productive atmosphere where students collaborate as they work as a team.

Considering the overall result, the students are satisfied with items 4 and 3. The library building is centrally located as it could be accessed from any point of entry from the different buildings. But the towering six-story library building may have contributed to the "satisfied" only rating of this item. Moreover, that the elevators are no longer operational. Hence, students who are intimidated by the flight of stairs have to traverse to consult, borrow or read books and other library materials, would definitely not give a rating of "very satisfied." Cubicles offer a sort of blinder to block out anything else going on in the library so the library users can focus on their research or library works (Wignall 2018). But the cubicles in SLU libraries are not high enough to visually isolate users from the surroundings, likewise with its limited number, can be a reason for the "satisfied" rating. Students want that if they would like to do individual study and reading, a study carrel is available. This need has a basis as more and more academic libraries are now offering individual study carrels or individual study offices (Bordonaro 2014; Staines 2012).

Library user complaint responses
Library dimensions of which users normally complain about are library services, library personnel, and library infrastructure. Complaint responses could either be exit, negative word-of-mouth, direct voice, indirect voice, and third-party complaints (Oh 2003). Table 5 presents the complaint responses of the SLU Libraries' users. This table is not a contradiction of the earlier tables where the SLU Libraries' users indicated that they are either very much satisfied or satisfied with the dimensions of library service, library personnel, and library infrastructure. As Oh (2003) cites not all dissatisfied users complain and some users who are not dissatisfied may complain.

Table 4 shows that when students have complaints about either the library services, library personnel or library infrastructure, they would rather write down and use the suggestion box to bring this out. In other words, they would use indirect voice. This is when patrons register their complaints via telephone call, email, complaining cards via feedback receptor, etc.

Table 4: SLU Library Users Complaint Responses

LIBRARY DIMENSIONS	RESPONSES	RANK
SERVICES	Exit	*4*
	Negative word-of-mouth	3
	Direct voice	**2**
	Indirect voice	**1**
	Third-party complaints	*5*
PERSONNEL	RESPONSES	RANK
	Exit	*4*
	Negative word-of-mouth	3
	Direct voice	**2**
	Indirect voice	**1**
	Third-party complaints	*5*
INFRASTRUCTURE	RESPONSES	RANK
	Exit	*4*
	Negative word-of-mouth	3
	Direct voice	**2**
	Indirect voice	**1**
	Third-party complaints	*5*

This reaction of students may be culture-bound. That is, a typical culture of the Filipinos is not being confrontational. Filipinos fear that to directly confront someone is to put themselves in an embarrassing situation. This is supported by the blog Diversify (2013) when it states that as with the rest of Asia, the concept of saving face is very important to the Filipinos.

Filipinos are generally very patient and tolerant. Thus poor or wanting library services, library personnel's lack of attention or uncomfortable library facilities are tolerable to them. But to criticize, reprimand or scold a Filipino in front of others is intolerable. They can retaliate and be the worst critic. Filipinos are likewise fond of complaining anonymously. They would not want to reveal their names or identity when they raise certain issues. This finding is similar to the finding of Su (2012) where most users are concerned about privacy, accountability, and transparency of complaint patron handling, fearing that once their identity is exposed complaint handling will not be favorable to them. Similarly in the study of Badghish, Stanton, and Hu (2015) where they compared the complaining behavior of Saudi Arabians with Filipinos. It is found out that Saudis are characterized as notably more aggressive as they impose strength of confidence in social and economic advancement and that being aggressive can effect change. While Filipinos consider themselves soft, quiet, calm, polite, and considerate. Such behavior is born out of respect for others which is part of Filipino culture and values.

The above statements could be in furtherance of the Filipino being Asiatic. In the studies of North (2000) and Araki and Wiseman (1996) on the complaining culture of Japanese and the Americans, they say that "the United States is a culture of complaint while Japan is a culture of restraint. In Japan's culture of empathy, people are obliged to put

themselves in the position of those to whom they would complain. But Americans are quick to complain at the first hint of unfairness and demand immediate solution with a directness that Japanese find unsettling. Americans generally are more reactive and verbally expressive with their emotions than Japanese's respectively." Being Asian, a tinge of Filipino can be seen in the complaining behavior of Japanese.

The user respondents rank direct voice second in their complaint response. Confidence in the complaint may be attributed to this. If the patron has confidence that the complaint is essential for the general improvement of the libraries' operations, he/she will directly voice out his/her complaints. Another reason is, if the patron believes that the service, attention or library environment are unsatisfactory and can be corrected or improved by immediately making a complaint. More so if they are to bring out the issue that they are paying for the library services. Library users who directly voice out their complaints should be valued by the library personnel. Another option of the users is the negative word-of-mouth where they will just tell friends about their bad experience in the services of the libraries, the manner by which they are treated by the personnel and even the "poor" facilities of the libraries. They will convince their friends not to use the same service again, not to trust the library personnel or spread rumors about the library personnel's behavior and magnify poor library facilities that they see. By so doing, they would feel that they are not alone with the unhappy experience. After all, peer influence determines the ideas, values, and behavior of students. As Merrick and Omar (2007) state "this evolved out of peer networks pressuring individuals to conform." The negative word of the mouth as a third complaint behavior response of the SLU Libraries' users is attributed to the tendency of Filipinos to sour grape. Instead of clearing an issue like whose fault is the failure of the service, they conclude that if they cannot have their way with the library service, it must be bad. "Never mind going back, it is not worth it anyway," this is what the attribution theory says as the locus dimension.

Exit is ranked fourth in the complaint response behavior of the SLU Libraries' users. This is actually a very negative complaint response, since it entails a vow never to use the "offending" library nor its services. The lower rank given by the SLU Libraries' users imply a positive trait of Filipino users. As pointed out earlier, they are tolerant, hence they could give a second chance to an "offending" library. Though they may talk ill about the "offending" library, they will not totally abandon it. This finding reminds the SLU librarians that users have choices to stay or leave the libraries for their information needs. It further implies that the SLU libraries need to constantly study user needs and complaints to better serve and deliver their services. In the words of Suki (2010) "knowledge of consumer complaining behavior and complaint handling can be useful in determining ways to increase customer commitment to the library, build customer loyalty and finally consistently satisfy customers. They must also be constantly aware that they project the image of the library, an image that should reflect courteous, friendly, and helpful service.

Item 5 is ranked last. This item speaks of the library users' response of publishing their complaints in the newspaper/social media about the bad experience they had with the library services, personnel and infrastructure. This can be interpreted as students do not exert effort in asserting their complaints so much so that they believe that publishing their complaints in the newspaper/social media is a pathetic gesture. Though social

media is a very ideal platform for complaints entailing shorter time and effort to post/publish one's complaints, there is still the possibility that the after effect of complaints is unpredictable. Though it is possible that the circumstance will be on the users' favor where their complaints will trend and be the voice of all, there is also a similar percentage of chance that they will earn bashers if other people find the complaints very trivial. Another reason why this is the last option of the users is because they are aware that SLU libraries do not answer or reply on a similar platform.

Librarians' manner of addressing user complaints

Episodes of service failure are inevitable but putting a solution to them is possible. It is essential that library personnel know how to deal with them. Just as there are varied needs of users, so do are the varied complaint responses. Librarians are asked how they address user complaints based on the five (5) complaint responses.

Table 5: Librarians' Manner of Addressing Complaints

COMPLAINT RESPONSES	MANNER OF ADDRESSING
Exit	Refer it immediately to the superior Talk it out with colleagues
Negative word-of-mouth	Talk it out with colleagues Refer it immediately to the superior
Direct voice	Deal with the issue without bias Focus on the problem and not the complainant
Indirect voice	Refer it immediately to the superior Apologize to the complainant
Third-party complaints	Refer it immediately to the superior Talk it out with colleagues

Among the manner of addressing the complaint responses of library users is a stand out of 'referring the matter immediately to the superior'. It confirms that the position of the leader/superior is very much important for they are the overall deciding body and that librarians do not have the power and authority to make decisions right away. This also shows that librarians are dependent on the decision and on how their superior will address such issues. This is probably because there is no complaint handling program being implemented as to what should be the appropriate action. Robinson (1984) once again reiterates that "the manager presents a role model of considerable importance. The manner in which the complaint is handled by managers, remarks made to colleagues and staff members, and the resolution of the complaint provide both crucial measure of interests and a series of cues which are likely to be known throughout the library and imitated by staff at all levels."

Another stand out is 'talking it out with colleagues'. Langley, Gray, and Vaughn (2003) declare that "teamwork often produces better results than trying to accomplish everything individually. Communication is also of the essence in receiving and understanding information from patrons and colleagues. It pays to heed the advice of colleagues, especially in matters dealing with patrons in handling office politics." Librarians likewise value their colleague's opinion and possible advices. It is reassuring

that they get sympathy and affirmation from colleagues if their decision fails or succeeds.

It can likewise be observed that the only complaint responses that they will not refer immediately to their superior is when the complaint is voiced out directly, This is so because they are left with no choice but to deal with the matter accordingly. Good to note that they will deal with the issue without bias.

For all the complaint responses, the solutions that the librarians take the least are: "Lift out the problem to God", "Put the blame on others who might have caused the behavior", and "will not do anything because I don't care." Given that SLU is a Catholic institution and that divine providence is deemed important, it is surprising that these are the least solutions to the complaint responses of users. But when taken in the context of reality, these are not the best actions of a rational, thinking 21st-century middle manager. For the 21st-century manager is pragmatic and realistic not fatalistic to leave everything to God. Putting blame on others is being unprofessional. This also connotes being tactless and undiplomatic in times of complaint handling. The librarians likewise say that they least take the action "Will not do anything because I don't care." This shows that even though librarians do not make decisions right away, they still care for their patrons and that they are affected by the dissatisfaction of library users. This supports the interpretation that librarians uphold themselves as professionals who are service oriented and that utmost care for their users is necessary to bring back trust and establish a positive relationship with them.

CONCLUSION

The adage that an academic library is the heart of the university comes into fruition when it gives full satisfaction to its users. Attaining this requires the library dimensions of service, personnel, and infrastructure to be all excellent. Library services entail first and foremost a collection that is both in print and non-print formats and that supports the curricular offerings of the university. To ensure that these materials are maximized by the users, library personnel are needed. Comfortable structure that includes furniture and equipment facilitates the library's role as partner in the university's offering for quality education and experience.

As users are now the focal point of library work, feedback mechanisms must be in place. A satisfaction-survey must be done regularly, covering the three dimensions. And librarians must be given more leeway to face complaints, and make decisions pertaining their sections. Aside from this, a complaint handling program must also be in place to enable librarians to dutifully, speedily and uniformly respond to user complaints. This complaint handling program, if drafted and implemented in Saint Louis University libraries, would make its librarians better trained and be more adept at handling complaints. Using all types of media to air complaints is to be encouraged. The librarians can positively look at user complaint as a manifestation of a user's dissatisfaction, and as a form of positive feedback to improve performance. When this happens, they would be part of the few librarians who try understanding their users and who attempt building a closer relationship with them. In essence, they would be building customer loyalty rather than debilitating draining away of users (Gorman 2013). More importantly, this

would make users look at the library truly as a "heart" that every student couldn't live without, not as an appendix that is just an "addendum" to their academic life.

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