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Kajian Kualitatif Terhadap Kaedah Perkongsian Untung Kepada Peserta Dalam Takaful
Md Azmi Abu Bakar dan Nuradli Ridzwan Shah Mohd Dali

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THE INFLUENCE OF SERVICE FAIRNESS ON STUDENTS' SATISFACTION TOWARDS LIBRARY SERVICES

(PENGARUH KEADILAN PERKHIDMATAN KE ATAS KEPUASAN PELAJAR TERHADAP PERKHIDMATAN PERPUSTAKAAN)

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Abstract

The goal of this study is to look at the fundamental causes of students' satisfaction with library services. The primary objectives of this study are to examine how students' satisfaction with library services at a public university in Malaysia is impacted by interactional, procedural, informational, and distributive fairness. Utilizing the Statistical Package for Social Science (SPSS), 391 responses obtained from undergraduate and graduate students at a public university in Malaysia using convenience sampling were examined. The findings indicate that students' satisfaction with library services strongly correlates with interactional, procedural, informational, and distributive fairness. Based on the findings, the library's administration must continue to focus on the perceptions of service fairness to enhance students' satisfaction with library services.

Keywords: Service Fairness, Satisfaction, Library, Student.

Abstrak

Matlamat kajian ini adalah untuk melihat punca asas kepuasan pelajar terhadap perkhidmatan perpustakaan. Objektif utama kajian ini adalah untuk mengkaji bagaimana kepuasan pelajar terhadap perkhidmatan perpustakaan di universiti awam di Malaysia dipengaruhi oleh keadilan interaksi, prosedural, maklumat dan pengedaran. Menggunakan Statistical Package for Social Science (SPSS), sebanyak 391 maklum balas yang diperolehi daripada pelajar prasiswazah dan siswazah menggunakan persampelan mudah di sebuah universiti awam di Malaysia telah diperiksa. Dapatan kajian menunjukkan bahawa kepuasan pelajar terhadap perkhidmatan perpustakaan berkait rapat dengan keadilan interaksi, prosedural,

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maklumat dan pengedaran. Berdasarkan dapatan kajian, adalah penting bagi pihak pentadbiran perpustakaan terus menumpukan perhatian kepada persepsi keadilan perkhidmatan bagi meningkatkan kepuasan pelajar terhadap perkhidmatan perpustakaan.

Kata kunci: *Keadilan Perkhidmatan, Kepuasan, Perpustakaan, Pelajar.*

Introduction

Service providers and researchers are interested in studying the underlying factors that influence customer satisfaction because satisfied customers will return and be loyal to the same service or organization (Harazneh et al. (2020), will spread positive word-of-mouth (Zhong & Zhong, 2024) as well as will recommend to others. Among other variables, perceived service fairness has been considered an essential factor influencing satisfaction. According to Bhatt (2020), customers will assess the fairness of their experiences, which substantially impacts their opinion and level of happiness with the service providers. Generally, users are satisfied when they believe the treatment they receive from the service provider is fair. Based on Seiders and Berry (1998), service fairness is the customer perception of the degree of justice in a service firm's behavior. It implies that in service encounters, service consumers compare how service resources are distributed among the various consumers and feel dissatisfied if they receive fewer resources than others.

Studies on perceived service fairness and satisfaction have been well-established in various settings. Notably, many past studies on perceived service fairness have been conducted in the context of the hotel (Sia & Tan, 2016; Kwortnik & Han, 2011; Gumussoy & Koseoglu, 2016), hospital/health center (Ting & Yu, 2010), restaurant (Namkung & Jang 2010; Nibkin et al., 2016), financial services (Sekhon et al., 2016; Chen et al., 2012), banking services (Bhatt, 2020) and city tourism (Su et al., 2016). However, studies on perceived service fairness have yet to be conducted in the context of library services. Most studies on library services have investigated the influence of service quality on users' satisfaction (Kassim, 2017; Kiran, 2010; Wantara, 2015; Tan, Chen & Yang, 2017). In addition, past studies on perceived service fairness also focus on fairness after service failure and recovery (Namkung, 2007) while neglecting the influence of perceived service fairness in the context of ordinary services. In other words, only a small number of research have examined the relationship between satisfaction and fairness in ordinary service delivery (Dwidienawati et al., 2018). Therefore, considering the importance of library services among students in the higher education industry, this study aims to investigate the influence of perceived service fairness on students' satisfaction in the context of ordinary service. Specifically, this study aims to examine:

1. The relationship between interactional fairness and students' satisfaction towards university's library services.
2. The relationship between informational fairness and students' satisfaction towards university's library services.
3. The relationship between procedural fairness and students' satisfaction towards university's library services.
4. The relationship between distributive fairness and students' satisfaction towards university's library services.

Literature Review

Satisfaction

Marketing literature views consumer satisfaction as an initial consequence of the consumption experience (Abdinagoro et al., 2019) that becomes a critical factor in maintaining customer loyalty, repeat business, and positive word-of-mouth. Studies have shown that satisfied customers are more likely to repurchase and recommend products to others, making satisfaction a key determinant of customer retention (Setiawan et al., 2023). Oliver's (1980) Expectancy-Disconfirmation Theory posits that satisfaction is determined by comparing pre-consumption expectations with post-consumption perceptions. If experiences exceed expectations, satisfaction is achieved; if not, dissatisfaction occurs. In other words, satisfaction increases when perceived performance meets or exceeds customer expectations (Zeithaml & Bitner, 2000). In the context of this study, it assumes that students will be satisfied with the library services when they perceive the treatment they receive from the staff and management is fair in terms of interactional, informational, procedural, and distributive fairness.

Service Fairness and Satisfaction

Service fairness enhances customer satisfaction (Han et al., 2019; Fernandes & Calamote, 2016) and loyalty (Rusydi et al., 2024). Service fairness is based on justice theory, which argues that people are motivated when they compare the ratio of their inputs to received effects with that of the others. Customers want the procedures to be unbiased, not slightly preferring individuals or groups to allocate service resources. Su and Hsu (2013) show that in justice theory, a customer evaluates a service as just or unjust. Service fairness is a distinctive concept, and individuals are motivated by comparison to others. According to Carr (2007), no matter how good the service is, one will be more satisfied if they get the same level of service as other customers.

Previous authors (e.g., Alexander & Ruderman, 1987; Bies, 1987; Bies & Moag, 1986; Bies & Shapiro, 1987) have conceptualized perceived fairness as a broad and

multi-dimensional. Hence, in the context of this study, perceived service fairness has been regarded as a multi-dimensional construct consisting of interactional, informational, procedural, and distributive fairness (Carr, 2007; Masitenyane & Mokoena, 2023). Generally, interactional fairness is an outcome of interaction quality between the consumer and the service personnel (Masitenyane & Mokoena, 2023) that involves the extent to which an individual perceives they are treated with polite, honest, respectful, courtesy by service personnel during service delivery process (Karkoulian et al., 2016; Jung et al., 2017). Furthermore, interactional fairness is defined by Ghasi et al. (2020) as the explanation and consideration of individuals to explain the fairness of processes and outcomes. For some customers, interactional fairness is fundamental in evaluating service fairness, especially for those who involve solid personal interaction with the firm's employees (Dwidienawati et al., 2018). This is because, even though the customer might perceive that the outcomes and procedures used to reach an outcome are fair, employees' negative behavior, such as rudeness or discourtesy, will decrease their level of service fairness and satisfaction with the service provider.

According to Hadi and Supardi (2020), informational fairness provides people with perceived adequacy and truthfulness of the information and explanations for the methods or tactics used to achieve the results. In this study, the students will perceive informational fairness when they believe the library's staff provides them with open, rational, and on-time communication. As for procedural fairness, Kashyap and Sivadas (2012) refer to procedural fairness as an open process that indicates that every consumer will receive equitable treatment, such as fairness of rules, procedures, and routines applied during service delivery. Perceive positive procedural fairness occurs when customers can offer input and have several controls on service interactions and when the interaction is directed in a flexible, timely, and suitable approach (Tax et al. 1998). Lastly, distributive fairness refers to the fairness of service exchanges or how the outcomes are distributed equitably (Kandul, 2016). Adams (1965) stated that in every transaction, an individual evaluates the inputs against the outcomes and makes a comparison with others in similar conditions.

Past studies have supported the relationship between perceived service fairness and satisfaction. Han et al. (2019) show that distributive, procedural, and interactional fairness have a positive and direct relationship with customer satisfaction. Informational fairness, on the other hand, affects customer satisfaction indirectly via psychological empowerment. Similarly, a study by Dwidienawati et al. (2018) found that interactional fairness, procedural fairness, and distributive fairness were significantly related to customer satisfaction and intention to pay insurance premiums. Kocoglu and Kalem (2020), who studied the impact of perceived service fairness on the complaining behavior of restaurant customers, also found that perceived service fairness has a significant negative effect on complaint behavior. In another way, customers will be satisfied if they receive courteous treatment and proper employee

service. Therefore, based on the above discussion, the following hypotheses were proposed:

H1: There is a positive relationship between informational fairness and student satisfaction with public library university services

H2: There is a positive relationship between procedural fairness and student satisfaction with public library university services

H3: There is a positive relationship between interactional fairness and student satisfaction with public library university services

H4: A positive relationship exists between distributive fairness and student satisfaction toward public library university services.

Methodology

The study's target population comprises undergraduate and postgraduate students at Universiti Malaysia Terengganu, Kuala Nerus, Terengganu. The respondents were selected based on the convenience sampling technique. In other words, the data of this study were collected among undergraduate and postgraduate students who were cooperative and willing to complete the questionnaire. With permission from the library management, the respondents were approached at the entrance and while in the library. The questionnaire took about 10 minutes to complete. After two months of data collection, this the study collected 410 returned questionnaires, and only 391 were usable to proceed with the subsequent analysis.

There are three main sections of the questionnaire. Section A consists of questions on the respondents' demographic profile, Section B comprises 30 questions on service fairness, and Section C consists of 10 questions on satisfaction. All the items were adapted from previous studies by Chen (2012), Ohbuchi and Imazai (1998), and Colquitt (2011). Items for service fairness and satisfaction were measured using a 5-point Likert scale ranging from "Strongly disagree" (1) to "Strongly agree" (5). Based on Table 1, the reported Cronbach's alpha for all variables ranges from .883 to .947, which indicates that all the items used are reliable and stable (Nunnally, 1978).

Data were analyzed using the Statistical Package for Social Science (SPSS). Descriptive analysis was used to provide an overview of the respondents' backgrounds. Meanwhile, the Pearson correlation approach was used to find the relationship between the independent and dependent variables.

Table 1: Reliability test

Variables	No of Items	Cronbach's Alpha (α)
Interactional Fairness	6	0.909
Informational Fairness	7	0.886
Procedural Fairness	6	0.883
Distributive Fairness	7	0.927
Satisfaction	10	0.947

Findings and Discussions

Respondents' Profile

In this research, 420 undergraduate and graduate students received the questionnaires at Universiti Malaysia Terengganu (UMT) in Kuala Nerus Terengganu. Out of the total number of questionnaires distributed, 410 were returned. Only 391 of the 410 questionnaires could be used for further SPSS analysis.

Based on Table 2, most respondents were female at 275 (70.3%) and aged between 21 and 25 (288, 73.7%). In terms of ethnicity, most of them are Malay (78.8%) and in the 3rd year of study (227, 58.1%), followed by 2nd year of study (101, 25.8%). Besides, most of them are Bachelor students (87.5%), followed by Diploma (9%), Master's (3.1%), and PhD (0.5%).

Table 2: Respondents' Profile

Statement	Frequency	Percent
Gender		
Male	116	29.7
Female	275	70.3
Age		
18-21	62	15.9
22-25	288	73.7
26-29	41	10.5
Ethnicity		
Malay	308	78.8
Indian	37	9.5
Chinese	46	11.8
Others	0	0

Table 2 (continues)

Statement	Frequency	Percent
Year of study		
Year 1	40	10.2
Year 2	101	25.8
Year 3	227	58.1
Year 4	23	5.9
Education level		
Diploma	35	9
Bachelor	342	87.5
Master	12	3.1
PhD	2	0.5

Descriptive Analysis

Table 3 presents the descriptive analysis of the variables. Based on the Table, Interactional Fairness has the highest mean score (3.89) with a standard deviation of 0.657. The second highest was Informational Fairness, with an average score of 3.87 and a standard deviation of 0.640. Procedural Fairness (3.85) and Satisfaction (3.79) followed, with standard deviations of 0.681 and 0.660, respectively. The lowest was Distributive Fairness (3.73), with a standard deviation of 0.693.

Table 3: Mean and Standard Deviations (N=391)

Variable	Mean Score	Std Deviation
Interactional Fairness	3.89	0.657
Informational Fairness	3.87	0.640
Procedural Fairness	3.85	0.681
Distributive Fairness	3.73	0.693
Satisfaction	3.79	0.660

Relationship Between Variables

From Table 4, it shows that there is a positive and significant relationship between all dimensions of service fairness and satisfaction. Specifically, the correlation value of ($r=0.756$; $p=0.000$) shows a positive and strong relationship between interactional fairness and students' satisfaction with library services. This result suggests that the greater the interactional fairness, the higher the level of students' satisfaction. Therefore, H1 is accepted. Similarly, the finding shows a significant positive relationship between informational fairness and students' satisfaction with library services ($r=0.754$; $p=0.000$). Hence, H2 is also accepted. In addition, the findings also supported that there is a positive and significant relationship between procedural fairness, distributive fairness, and students' satisfaction with library services. Their

correlation values are (r=0.795; p=0.000) and (r=0.874; p=0.000) respectively. It indicates that the higher the informational and distributive fairness they receive from the library's management, the higher their satisfaction with library services. Thus, H3 and H4 were also accepted.

Table 4: Correlation Analysis's Results

Hypothesis	Statement of Hypothesis	Pearson correlation (r-value)	Significant (p-value)	Decision
H1	IF → S	0.756	0.000	Supported
H2	IMF → S	0.754	0.000	Supported
H3	PF → S	0.795	0.000	Supported
H4	DF → S	0.874	0.000	Supported

Note: IF = Interactional Fairness, IMF = Informational Fairness, PF = Procedural Fairness, DF = Distributive Fairness, S = Satisfaction.

Discussion and Conclusion

This study investigates the relationship between service fairness and students' satisfaction with library services. Specifically, this study examines the relationship between interactional fairness, informational fairness, procedural fairness, and distributive fairness and students' satisfaction with library services. All the hypotheses were supported based on Table 4 and the discussion above. This is consistent with the earlier studies that show interactional fairness, informational fairness, procedural fairness, and distributive fairness have a direct influence on satisfaction (Han et al., 2019; Dwidienawati et al., 2018; Sia & Tan, 2016; Kocoglu & Kalem, 2020; Gumussoy & Koseglu, 2016).

Specifically, Hypothesis 1 shows that the staff's politeness, kindness, and respect for all students positively contribute to student's satisfaction with the library services. This result was consistent with the results by Tan (2014), Kau and Loh (2006), and Setiawan et al (2023). Regarding Hypotheses 2, this hypothesis was also accepted. Based on the findings, students were more satisfied when they perceived that they had received timely and detailed information from the staff, and the staff had the knowledge and knew the procedure for the library services when they asked. This result was in line with the result from Hassan and Hashim (2011).

As for procedural fairness, the finding indicated that Hypothesis 3 was accepted by showing a positive relationship between procedural fairness and student satisfaction with library service. In other words, students will be satisfied with library services when they feel they were treated fairly by the staff, when the staff uses consistent procedures across students, and when the library procedure is applied consistently

and follows upheld ethical and moral standards. This result was supported by Dwidienawati et al. (2018).

Lastly, the relationship between distributive fairness and students' satisfaction is also positive and significant. Therefore, Hypothesis 5 was supported, and based on the result of correlation analysis, distributive fairness was shown to have the highest correlation with students' satisfaction compared to other service fairness dimensions. According to the results, students are more satisfied with the library services when they believe they receive fast services from library staff, the staff shows a sincere interest in solving a student problem, and the staff gives the outcome fair for all students. This finding is also similar to the findings of previous studies. For example, a study by Dwidienawati et al. (2018) shows that respondents consider the input and outcome distribution fair and satisfying.

Research Implications, Limitations, and Recommendations

Theoretically, this study enhances the existing knowledge of the underlying factors influencing students' satisfaction with public university library services in Malaysia. Stated differently, in the context of ordinary service, all dimensions of service fairness, interactional fairness, informational fairness, procedural fairness, and distributive fairness are all essential factors that contribute to the student's satisfaction and happiness with library services. This study also supports previous studies on service fairness. From a managerial perspective, this study can help the management of the library to ensure that their staff will deliver a fair service without bias to all students. By focusing on all dimensions of service fairness discussed above, students' satisfaction with the university library service will be increased, encouraging them to return to the library.

Several factors limit this study. Firstly, this study only considers public university libraries; therefore, to refine the proposed framework, it is suggested that future studies consider library services at private universities or compare public universities and private university libraries in Malaysia. Secondly, this study also considers the influence of service fairness and satisfaction as the main variables. It is proposed that the subsequent study consider the influence of service fairness, service quality, and satisfaction in one study. It is also suggested that another researcher test the moderator and mediator variables on the framework proposed in this study.

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