Library communication policy and ways to raise public awareness using new technologies. Case study: the academic library of Hellenic Mediterranean University (H.M.U.)

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Abstract Nowadays in the era of the sovereignty of the new technologies, academic libraries are called upon to adapt to technological developments. Digital media have penetrated levels of operation and action even in communicating with their potential audience. As a result, libraries have the ability to use applications provided by new technologies on the internet that offer comprehensive communication suggestions and help with the design and implementation of their chosen cultural actions. Most of the academic libraries are non-profit organisations and serve the institutions they belong to. In order to increase their service to the society, a good communication policy with an anthropocentric management is required so as libraries can play an active role and act as social inclusion areas. In this thesis, the academic library of the Hellenic Mediterranean University (H.M.U) is studied and a primary research is conducted by using a structured questionnaire based on librarians' tools and templates as Libqual of ARL, in order to identify the needs and aspirations of the users of the academic library of the H.M.U with supplementary questions related to new media communication practices. We will present the data aiming at a better communication policy in order to raise the user/reader's awareness using new technologies.

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1. Introduction

Communication policy is defined as the way of action of an organisation, the set of practical methods, procedures and handlings, to achieve the desired goal with the ultimate goal of communication. Nowadays, libraries are characterised by changes due to the development of Information and Communication Technologies, they expand their web applications so as to remain at the top of the educational institutions they belong, while internet relational management is precisely the tool that can help them retain existing users and attract new ones (Papie and Primorac, 2014).

In this paper and in the context of postgraduate thesis, the case of the Hellenic Mediterranean University (H.M.U.) academic library is studied. The organisation's profile is first presented and the existing communication policy is assessed with a SWOT analysis. In addition, a primary research was conducted with the title "An attempt to detect the needs, expectations and desires of the users H.M.U. Academic Library". The purpose of the research is to examine whether the physical space, the services provided and the existing collection of the library meet the educational, informational and research expectations and needs of the users of the academic community to which it belongs, and whether the communication policy followed by the library with its readers/users is achieved as well as the definition of the preferred media.

The data is analysed with the help of tables and graphs, conclusions are presented and suggestions are made.

2. The H.M.U. Academic Library

The academic library is an entity directly linked to the mission of the academic community and a partner in the educational function of the institution to which it belongs. It provides an obvious and physical image of the organisation to which it belongs and remains an important marketing tool in attracting students, professors and researchers. It is an important factor in the overall competitive aspect of the university and operates for the benefit and service of students and teaching staff (Bokos, 2002), while its role is to facilitate access to information (Katsirikou & Meletiou, 2006). Bokos has been referring to the "universal information space" since 1998, in the context of "a new information culture", which, especially in academia, will be applied with the "successful gradual integration of library and information services into the web of academic activities", not as a passive supportive element, but as an active component of a unified education system. He argues that the library should gradually move to a more active participation in the planning and implementation of academic activities (Kapidakis, Lazarinis & Toraki, 2015).

The academic library under study specialises in the subject units of the curriculum of the Departments of the University and has been operating since its establishment (1983). It is distributed geographically in six cities (Heraklion, Chania, Rethymno, Agios Nikolaos, Ierapetra and Sitia) throughout Crete, it is based in Heraklion and provides studies in Engineering and Informatics, Administration and Economics, Agriculture, Health and Welfare while it addresses the whole academic community.

It is housed in a two-storey building in the eastern part of the University and occupies an area of 1,400 m^2. Its premises include two reading rooms of 351 m^2 (250 seats), a seminar room (40 seats) equipped for workshops and remote connections, an electronic reading room, a reading room for the disabled and visually impaired users, equipped with workstations, reading software, visual reading machines, text-to-speech converting loggers and Braille signs. Moreover, it is accessible to the disabled, it has an elevator, a ramp and instructions in Braille. There is a printing and photocopying machine as well as a lending library (MODIP, 2016).

In addition, it has an abundant and fully automated/computerised printed and digital collection of 96,249 volumes (MODIP, 2016) of Science, Applied, Humanities, Social and Health Sciences as well as a digital repository for collecting, preserving and promoting the intellectual work of the University with 8,700 names. It is organised according to international library standards, while access to the library material is accomplished through an electronic catalogue.

The library hosts information education seminars during the academic year for students as well as specialised level courses in collaboration with teachers in special thematic areas. It seeks continuous education and training of its

personnel by participating in seminars for new standards, through the Lifelong Learning Programme as well as Erasmus programmes. It also conducts on-site training seminars for librarians working in regional academic and municipal libraries. (H.M.U. Official Website, Organisation, 2014).

The main goal of the library *is to serve the academic and research courses of the University, the teaching work of the instructional personnel and the research needs of all members of the academic community.*
The library objectives are to:
- *search, locate, evaluate and acquire new material,*
- *ensure access to informational resources necessary for the support of the academic and research activities of the University,*
- *organise the provided material in order to be searchable, traceable and easy to use,*
- *provide seminars for the use of the OPAC and of other electronic resources (databases, e-journals),*
- *participate in consortia (Hermes, Heal-Link) in order to ensure low expenses in acquisitions and to benefit from the provided resources and services in a national level,*
- *observe the developments in librarianship and information sciences and to adopt standards and acquisitions that will improve the provided services* (https://lib.hmu.gr/en/regulation).

Library users. SWOT analysis. Existing communication policy

Academic library users, according to Katsirikou (2009), are easily recognisable since they usually serve their academic community.

Regarding the users of the library in question, they are considered to be all those who enter its premises in order to use its material for educational and research purposes. It serves on the one hand the members of the academic community with free access, and on the other hand the general public (professors of other institutions, researchers, residents or businessmen and professionals of the area, etc.) who are given the opportunity to use the library material on the spot. Information and assistance services are provided to all users.

SWOT analysis was used to record the existing communication policy of the Organisation (Bateman & Snell, 2014). Its strengths and weaknesses are related more to its internal characteristics (functions, resources, capabilities) and the points that it outperforms or falls behind are its competitors and technological developments.

In terms of competitive advantages, the H.M.U. library is an innovative example among local libraries as it owns exemplary collections, offers services of differentiated value in a hospitable environment and places education at the forefront of its activities providing the user with an interesting experience that enhances visual education. It also promotes and achieves excellence through the diligent management of resources and collections, while the personnel reflect these values and embody them through the further use of technologies.

In our case, the SWOT analysis revealed strong points, including the talent and dedication of the personnel, the fact that it is an integral part of the University and therefore the exploitation of innovation through research and development, as well as the facilities and the growing power of the collections. Weaknesses include the need to set and follow clear priorities, as well as the inability to communicate internally. Some of the key opportunities that emerge are collaborations (both inside and outside the University), the use of new technologies as well as attracting public participation while an existing drawback is funding cuts[1].

Recent events are indicatively mentioned that develop in the context of specific communication practices for each audience category. Main communication media are used with investment in Web2.0 technologies: website, e-mail, Facebook social platform.

- Special guided tours: EPAL educational visit (February 2018).
- Focus groups with special needs: "AmeLib-Production and addition of digital items" (Conference February, 2018).
- Participations from the University of Crete (Heraklion-Rethymnon), FORTH, Vikelaia Library, I read for others, Heraklion Regional Association of the Blind.
- Event for the Academic community with pie cutting (February 2018).
- Special guided tours: Educational visit of Episkopi High School (March, 2018).
- "IoP Publishing updates: journals, e-books and Users services" Speech by Francesca Brazozorotto, IoP Regional Manager, (May, 2018). Participations from the University of Crete, FORTH, Regional Directorate of Secondary Education.
- Educational programmes and classes for ERASMUS students every Wednesday in the library seminar room.
- For the closing of the academic year: a musical event entitled "…the notes meet the books ..." (July 2018).

3. Primary audience research and methodology

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[1] Based on information obtained from H.M.U. Official Website (Essay on internal regulations, 2014 and MODIP, 2016).

Audience and potential audience analysis is defined as market research. It represents part of the actions of the organisations in their effort to fully understand the motivations, needs, expectations and personal benefit from the experience of the visit and to attempt to determine the possible level of penetration in the public (Black, 2014). It includes the purpose and objectives of the research, the preparation of a plan by selecting a methodology and the construction of a questionnaire, data gathering and processing, and finally the interpretation and communication of the results (Kotler & Keller, 2006).

i. **Problem definition and research objectives,**

Social research usually serves many purposes, three acceptable and useful of which are investigation, description and interpretation. Most studies seek to select more than one purpose (Babbie, 2011).

The purpose of this research is to examine whether the physical space, the services provided and the existing collection of the library meet the educational, informational and research expectations and needs of the users of the academic community to which it belongs and whether the communication policy pursued by the library with its readers/users is achieved. The aim of the research is to understand the public's profile, motivations, expectations and needs in order to build a relationship as stable as possible and to draw conclusions in favour of user satisfaction communication media.

ii. **Developing a research plan to gather all necessary data**

It presupposes decisions about data sources, research methods and tools, a sampling plan and contact methods.

Data sources, a collection of secondary or primary data by the researcher, or both. The starting point is to examine the existing secondary data to see if the problem can be partly solved without collecting primary data. Then, and in addition to the secondary data, we proceed to a primary research in order to record the needs of the users.

Research Tools,
In literature there are three main tools for collecting primary data: questionnaires, quality measurements and mechanical tools. Questionnaires are among the most popular and common tools for collecting primary data. They need to be carefully constructed and tested to correct any problems that arise before they can be used on a large scale (Kotler & Keller, 2006). For the present study, a sample survey is selected with primary observations in the form of a questionnaire with descriptive analyses, measurements and the sampling data is used for interpretive purposes (Babie, 2011; Tomaras, 2009a in Kavoura, 2016).

Sampling plan,

After selecting the survey, a sampling plan is drawn up which requires three decisions to be taken.

1) Sampling unit: who will be included in the survey. The population from which the sample will be selected is initially defined.

2) Sample size: how many people should be included in the sample. Although large samples give more reliable results, it is not necessary to use the whole population or even a large part of it as a sample in order to produce reliable results. Samples smaller than 1% of a population can often ensure consistency if a reliable sampling procedure is used.

3) Sampling procedure: how the respondents should be selected. Simple, random sampling is the most popular method for selecting a representative sample, as well as non-random such as the available sample method or convenience sample "due to time and money constraints" (Kotler & Keller, 2006; Kyriazi, 2011; Kavoura, 2016; Creswell, 2011).

In our case, all members of the academic community constitute the population under research, with a subset of the registered users of the library and with the geographical restriction of the city of Heraklion. The size of the population in question is approximately 12,000. A relatively small number was the sample of the population. 128 questionnaires were answered, while the method of available sample or otherwise convenience sample was followed by all categories of library users due to time and money constraints. An additional limitation - and because the sample is not random - is that we cannot generalise the conclusions of the sample to the population; however, it is a good guide and the sample can provide useful information on the subject under consideration. It is also a good starting point to use the conclusions to design a random sampling from which we will proceed to generalisation.

Contact Methods,

What follows is the definition of how to approach the sample: by post, by phone, in person, or online. Given that online research, although prone to technological problems and inconsistencies, has many advantages, such as being cheaper and faster to complete, people are usually more honest and also answering online questions, it is easier and more fun than on paper. And since many research methods can be used on the internet, such as posting the questionnaire on the organisation's website and/or social media page (Kotler & Keller, 2006), bias issues are limited thus the results are reliable (Kavoura, 2016).

The use of the electronic questionnaire was chosen as a sampling tool, which was available via computer and designed in Google forms with the aim of an easy and fast way of data collection. This was followed by sending it to the target sample by e-mail.

iii. Questionnaire: Design parametres

For the holistic approach of communication practice, the general impression and function of the space and the experience of the visit to the location, the use of methodology, tools and standard library space[2], the LibQUAL model was chosen which contains tested questions in the library space 5, among the expected and received services of the ServQual model.

The goal is the interest of "different people with different needs and what expectations they have from us so that we can convince them that it is worth visiting" (Pikopoulou-Tsolaki, 2002).

The basis of the questionnaire was therefore the ARL LibQUAL[3] standard in order to explore the expectations and experience of the users, which was enriched with additional questions of media preference and methods as well as suggestions and thoughts for the library.

The result is a structured questionnaire divided into six sections and consisting of 22 mostly closed-ended questions that predetermine all possible answers and are easy to interpret and classify, although many variables are given the option "Other", in order for the respondents to express their opinion if they do not agree with the above mentioned options *Qualitative questions through quantitative research*, (Tomaras, 2005).

However, open-ended questions are used in the end, especially useful when the researcher wants to know how people think, not just to measure how many people think in a certain way. "The combination of closed and open questions is the most effective and comprehensive way of approaching social reality" (Zafeiropoulos, 2015; Kyriazi, 2011).

The title "An attempt to detect the needs, expectations and desires of the users of the Academic Library of the Hellenic Mediterranean University" is given to the questionnaire, which appears in the first section and an introductory note follows which states the details of the researchers, the purpose of the research, anonymity issues, participation time and thanks for participating.

The next five sections are the main body of the questionnaire in which twenty-two numbered questions are distributed. According to Zafeiropoulos (2015), although the relevant literature has not concluded exactly what the order of the questions would be, we usually start from more general and continue to the

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[2] A common and safe technique is to use questions or scales that have been used in previous surveys and questionnaires, always referring to their original manufacturer. "It is permissible since the scales have been tested and used and in addition conclusions are produced that will be a continuation of the conclusions of the scientists who use or invent the questions for the first time, therefore there will be comparative data that in turn could lead to new ideas,research continues " (Zafeiropoulos, 2015: 95-96).

[3] LibQUAL. The survey instrument measures library users' minimum, perceived, and desired levels of service quality across three dimensions: Service Affect, and Library as a Place and Information Control.

more specific and focused ones because it strengthens the apparent validity and the predisposition to answer.

The second section, titled "Questionnaire Information/General Questions", is the most general section, in order to collect information with user characteristics, Q1: Age, Q2: Gender, Q3: Capacity, with simple choice scales, and Q4: School/Department, for the frequency (Q5), and the investigation of the expediency of the visit (Q6, Q7). Multiple choice scales are preferred and a filter question is used in the dichotomous question Q8 with variable the use or not of electronic services through the website and with the option of clicking "No".

At the end of this section, the evaluation of the electronic services in relation to importance (Q10A) is requested, using a scale of importance and then, in relation to quality (Q10B), with the same values and rating scale. There is a warm-up question in order to introduce the respondent to the spirit of the research and gain their cooperation (Tomaras, 2005).

The third section is titled "Services Affect", and layout scales are used that range from minimal to very large. They measure quality, relevance, interest, and satisfaction to the extent that something is true (Kotler & Keller, 2006) using the Likert cumulative valuing method (Tomaras, 2005),

1: Not at all, 2: A little, 3: Moderate, 4: A lot, 5: Very much, I do not know/I do not answer.

We used the library staff as a variable in order to first examine the expectations of the respondents (Q11A) and then the impression they gained after communicating with the library staff (Q11B). The aim was to study what the respondents expected and what final impression they got about the values of trust, willingness, ability to manage the user, the attention they give to the user, if they know the subject, if they behave politely, if they understand the user's needs and if they respond to the user's questions quickly. In short, we use the ServQual model to refute the expectations, with values and a LibQual model variable. They are demanding questions related to the purposes of the research (Tomaras, 2005).

In the fourth section, titled "Library as a Place", the same scale is used and it consists of three questions with a grid of multiple choice.

The purpose of the section is first to evaluate the library space (Q12) with values such as outdoor signage, security, noise, air conditioning/ventilation, lighting, cleanliness, space colours, smell, decoration and accessibility for the disabled. Values, which are part of the basic physiological needs, according to the Maslow pyramid (Black, 2014).

We, then, proceed to measure user expectations and experiences with original values and a variable of the LibQual standard, "Library space", (Q13A-Q13B).

Finally, to measure the satisfaction of basic or other user needs (Q14), such as security, they are asked not only about the sense of real danger but also for the space itself with values such as: comfort, tranquillity, confidence in finding the requested material and sense of familiarity, with measurable values, such as the feeling of "belonging" - warm welcome, participation, self-esteem, recognition, value of the public and the need of satisfaction (Black, 2014).

The fifth section is titled "Information Control". The purpose is to examine the satisfaction of expectations (Q15A) and the degree of actual experience (Q15B) gained by the user with variable services related to the search for material and with original values of LibQUAL standard for printed and electronic collections and the website, if there are easy-to-use access tools, if they need to be upgraded for easy access from home/office, with multiple grids and the same scale used in the current questionnaire.

Finally, the sixth section, titled "Communication and Library", consists of questions with control frames that investigate how to make the existence of the library known (Q16), the statement of media preferences (Q17), with possible predefined answers to the dichotomous question (Q18) about whether they know the existence of the official page of the library in the optional values "Yes" or "No" and the announcement of important reasons to "Follow" the page with the question (Q19) "for the new services, I follow the news, I am informed about events, better and direct communication with the library, contact with my peers, posting photos/experiences, ease of connection from a mobile device".

An open-ended question follows about the association of the words: "Library" and "Communication" (Kotler & Keller, 2006).

The sixth section concludes the questionnaire with "Suggestions/Improvements", to investigate two questions, the (Q21) closed type, with a control box and the (Q22) completely open, unstructured and optional one which the respondents can answer with an almost unlimited way.

iv. Data collection and analysis

Conducting the research,
A pilot survey was conducted prior to its implementation to check the completeness of the content and structure, the clarity of the questions and any errors. The test application was completed by a small number of respondents as well as by the researchers themselves (Tzortzakis & Tzortzaki, 2008).
The questionnaire was sent to fifteen users by e-mail after they were first informed by phone and asked to make comments and suggestions for the improvement of its final form. The main reservation was about how to deal with questions about grading expectations and experiences. In case of confusion, the idea was to proceed exclusively with the rating of an experience statement on how they experienced the visit and not the distance of experience and initial expectations. However, the result showed that the questions were fully

understood, some corrections were made, mainly syntactic ones, and the option "I do not know/I do not answer" was added in the selected scale so that it exists as an option for the respondents to make a measurable value.

Then we proceeded to its finalised form, it was sent by e-mail to the members of the academic community of the University on 13/5/2018 and remained open for completion until 04/06/2018. It is worth noting that in the first five days, 75% of the questionnaires were completed. There was no need to resend it or use any other media because the goal of collecting 100 questionnaires had been achieved.

Data collection,
Data was exported to a Google spreadsheet and then processed in Excel. Types of statistical functions such as AVERAGE were used to perform the mean values, DSTEV for the standard deviation, MIN for the minimum value and MAX for the highest value in order to appear in the numerical sizes of the tables.

v. Interpretation and presentation of results

The collected data was converted to an appropriate format in order to be interpreted and an extraction of findings and quantification of data to follow. Tables and frequency distributions were compiled, averages and dispersion of the main variables were calculated, while the most advanced measure of dispersion was the standard deviation. Statistical decision-making techniques and models were applied in the hope of discovering additional findings (Kotler & Keller, 2006; Babie, 2011).

General Information (Q1-Q10)

In summary, the majority of the population that participated in the research was women, the age majority being 18-28 while most belong to the category of undergraduate students. The main motivation for visiting the site is to study and work on a module. The young students belong to the generation called millennial, they are fully digitally connected, they have been introduced to new technologies since a young age and in high frequency while consuming content created in electronic media. Thus, they are users of new technologies and social media (Kavoura, 2016).

The population that uses the library does not seem to be casual, as 57.04% state that they visit it at least once a month, a week or every day. However, the fact that 20% declare they visit it once every six months shows there is a great potential of increasing the frequency of users. 69.5% choose to borrow books, 46.9% use the reading room, 33.6% the online/electronic services, 22.7% search material through catalogues and 21.9% use the electronic reading room.

The main means of communication with the library is its website, but 58.6% use its services through the website and those who do not use it primarily state that they prefer to visit the physical space, while a very significant percentage (39.6%) states that they are not aware of the existence of a Website. Commenting on the result, we observe a gap in the communication policy of the library and the need for corrective actions since it is rated as a very important service provided but there is a question for its quality. Therefore, there is a need to upgrade it. "Websites have many potentials to promote the organisation and both design and implementation must be based on long-term strategies of the organisation" (Bandimouridis, 2011).

The following is an assessment of the importance and quality of the online services provided by the library (Q10).

(with N: number of answers MO: Minimum Value, HV: Highest Value, A: Average and ST: Standard Deviation)

Table 1: Evaluation of Electronic Services											
	Significance of e-Services							Quality of e-Services			
Q10A	N	MV	HV	A	TS	Q10A-Q10 B	Q10 B	N	MV	HV	A	TS
Q10A1	121	1	5	4.36	0.87	0.72	Q10B1	108	1	5	3.64	0.92
Q10A2	117	1	5	4.38	0.90	0.57	Q10B2	107	1	5	3.81	0.88
Q10A3	113	2	5	4.27	0.83	0.48	Q10B3	100	2	5	3.79	0.86
Q10A4	112	1	5	4.33	0.92	0.60	Q10B4	96	1	5	3.73	0.90
Q10A5	113	2	5	4.36	0.85	0.59	Q10B5	98	2	5	3.77	0.83
Q10A6	101	1	5	3.93	0.97	0.40	Q10B6	88	1	5	3.53	0.80
Q10A7	92	1	5	3.47	1.13	0.34	Q10B7	77	1	5	3.13	0.86
Q10A8	111	1	5	4.30	0.89	0.37	Q10B8	102	2	5	3.93	0.87
Q10A9	96	1	5	4.36	0.82	0.33	Q10B9	95	1	5	4.03	0.96
Q10A10	90	1	5	4.56	0.78	0.72	Q10B10	75	1	5	3.84	1.07
Average Q10A				4.23		0.51	Average Q10B				3.72	

Comparison of importance and quality of electronic library services (Table 1). Resulting from the above, the total average evaluation of the two variables of the importance of electronic services is 4.23/5 and of quality 3.72/5 with the consequence that it reaches "Very Good".

Electronic library (library.hmu.gr) services: Q10A Significance -Q10B Quality
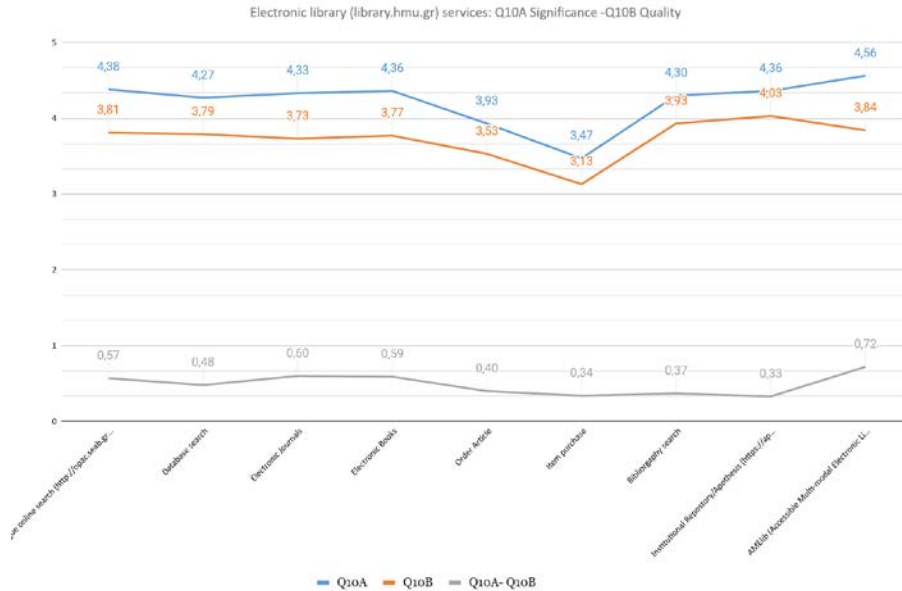
More specifically, looking at the graph and the corresponding table, it appears that: the values for the importance of electronic services are high, with the highest average value (4.56/5) given to the multimodal electronic library Amelib for print-disabled users, although there is a difference of 0.72 in relation to quality, a large percentage especially of students who are not aware of the existence of the multimodal library, a negative point that must be overcome, because ignorance is a big obstacle. Black advises to "inform as much as possible about what you have to offer" (2014). There is also a big difference in the value of the website (0.72) and the online magazines (0.60). The highest quality score is given to the institutional depository (Apothesis). At this value there is also the lowest difference in importance and quality (0.33).

Service Affect: staff (Q11) presents the expectations of the respondents for the library staff (Q11A) and the real impression they gained after visiting the site (Q11B),

(with N: number of answers MO: Minimum Value, HV: Highest Value, A: Average and ST: Standard Deviation).

Table. 2 Affect of Service											
Q11 Service Affect: Q11A-Expectations Q 11B-Real impression											
	Expectations							Real impression			
Q11.A	N	MV	HV	A	TS	Q11A-Q11B	Q11.B	N	MV	HV	A	TS
Q11A1	127	1	5	4.09	0.81	0.04	Q11B1	121	1	5	4.05	0.96

Q11A2	128	2	5	4.51	0.79	0.38	Q11B2	122	1	5	4.13	1.04
Q11A3	127	2	5	4.40	0.73	0.44	Q11B3	117	1	5	3.97	1.01
Q11A4	128	2	5	4.34	0.89	0.28	Q11B4	122	1	5	4.06	1.08
Q11A5	126	2	5	4.47	0.74	0.28	Q11B5	119	2	5	4.18	0.89
Q11A6	127	2	5	4.57	0.73	0.43	Q11B6	122	1	5	4.15	1.06
Q11A7	127	2	5	4.39	0.80	0.40	Q11B7	119	1	5	3.98	0.97
Q11A8	128	1	5	4.30	0.87	0.28	Q11B8	120	1	5	4.02	1.08
Average Q11A				4.38		0.32	Average Q11B				4.07	

As can be seen from the above, the total average expectation of the library staff is 4.38/5 while the actual state is 4.07/5. The expectation gap is: 0.32 (Table 2).

Q11 Service Affect: Q11A Expectations-Q 11B Real impression
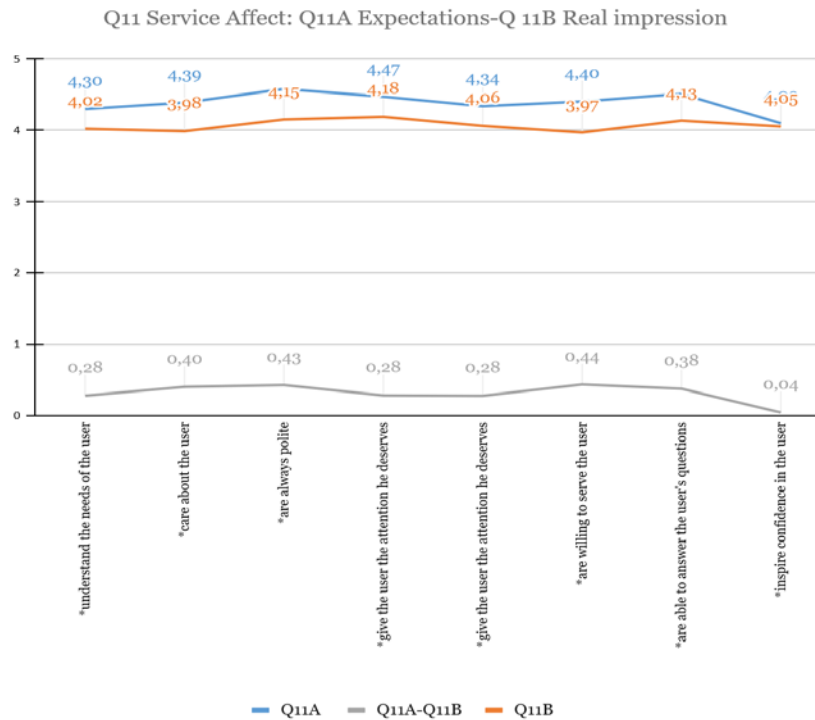
More specifically, the expectation for the trust they inspire in the user is 4.09/5 and the real situation is rated with 4.05, that is, "a lot of trust". The gap is 0.04. The expectation for the willingness to serve the user is 4.51/5 and the real degree of willingness of the employees is 4.15/5 which corresponds to "a lot of willingness". The gap is only 0.38. The expectation of the ability to manage the user's problems is 4.40/5 and what

the users ultimately receive is 3.96/5. The gap between expectations and the real situation is 0.44. The expectation of the required attention to the user is 4.34/5 and the attention given by the employees to the user is 4.06/5, with the expectation gap appearing at 0.28. The expectation for the knowledge of the object by the staff is 4.47/5 and the real situation is formed at 4.19/5. The object knowledge gap is 0.28. The expectation of the politeness of the staff is 4.57/5 and for the real situation it appears at 4.14/5, with the gap of politeness being 0.43. The expectation of understanding the needs of the user is 4.39/5 and the actual situation at 3.99/5, while the gap between expectations and the actual situation is 0.40. The expectation of the user service speed is 4.30/5 and the speed that the users receive at 4.02/5, there is a gap of 0.28.

In conclusion, the library as an emotional relationship is evaluated as "very good". There are small deviations from the desired level concerning trust, but the gap tends to be the same so there is user satisfaction. The measurement for the image, the reputation and the satisfaction of the public is important. The library should take advantage of this by making the visit the public contact with the user an advantage. Organisations must ensure a strong competitive advantage of staff diversification by having better trained, polite and fun-loving personnel.

Well-trained personnel stand out by six characteristics:
- *ability*: possess the required skills and knowledge
- *courtesy*: they are friendly and respectful and interested in serving trust; one can trust them
- *stability*: do their job accurately and consistently
- *response*: respond quickly to customer requests and problems
- *communication*: they make an effort to understand the customer and communicate accurately
- it is also possible to use front-line staff as a means of differentiating and positioning the brand (Kotler & Keller, 2006). Marketers believe that every contact with the visitor is the time of truth for the organisation (Black, 2014).

Library as a place (Q12, Evaluation Q13 expectations (Q13A) and real impression (Q13B) and E14 measurement of satisfaction of real needs).

Table 3. Library as space: Evaluation						
	Q12	N	MV	HV	A	TS
Outdoor marking	Q12.1	128	1	5	3.39	1.13
Secure Parking	Q12.2	128	1	5	3.75	1.10
Indoor signage	Q12.3	128	1	5	3.67	1.02

Noise	Q12.4	128	1	5	2.92	1.37
Air conditioning / Ventilation	Q12.5	128	1	5	3.52	1.13
Lighting	Q12.6	128	1	5	3.91	0.91
Cleanliness	Q12.7	128	1	5	4.11	0.73
Colours	Q12.8	128	1	5	3.66	1.02
Aroma	Q12.9	128	1	5	3.51	1.26
Design	Q12.10	128	1	5	3.36	1,10
Safe storage of personal items	Q12.11	128	1	5	3.35	1.26
Accessibility of space for the disabled	Q12.12	128	1	5	3.02	1.25
				Average Q12	3.51	

As it can be seen from the above data, the evaluation of the space appears satisfactory to moderate with an average value of 3.51/5 (Table.3).
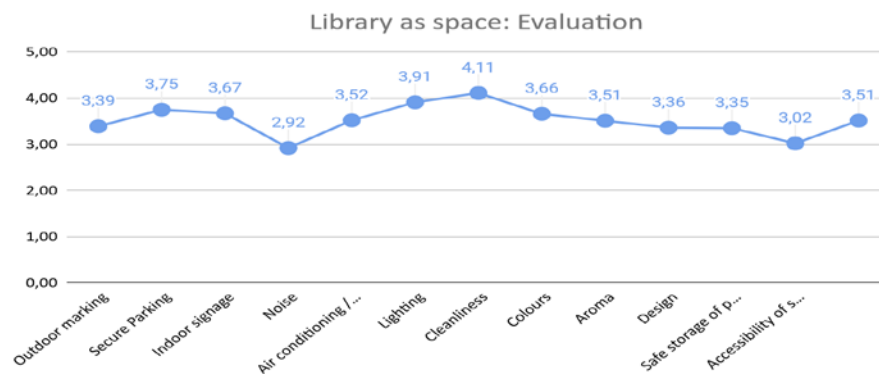

More specifically, the scores with a positive sign, that is, from 3 to 5 are: for the signage of the outdoor area with an average value of 3.39, for the safe parking with an average value of 3.75, for the signage of the indoor spaces with an average value of 3.67, for the "noise" with an average value of 2.92, for the air conditioning/ventilation with an average value of 3.52, for the lighting with an average value of 3.91, for the cleanliness with an average value of 4.11, for the colours of the space with an average price of 3.66, for smell the same percentage with an average value of 3.51, for the decoration with an average value of 3.36, for the safe storage of personal items with an average value of 3.35, while for the accessibility of space from the disabled with an average value of 3.02.

The following is the Library as a Place (Q13): expectations (Q13A) and real impression (Q13B).

(with N: number of answers MV: Minimum Value, HV: Highest Value, A:
Average and ST: Standard Deviation)

| Table.4 Library as Place: Expectations -Real impression												
Expectations							Real impression					
Q13A	N	MV	HV	A	TS	Q13.A-Q13B	Q13B	N	MV	HV	A	TS
Q13A1	126	1	5	4.23	1.03	0.39	Q13B1	127	1	5	3.84	1.10
Q13A2	126	2	5	4.40	0.83	0.58	Q13B2	126	1	5	3.83	1.00
Q13A3	123	2	5	4.33	0.81	0.75	Q13B3	120	1	5	3.58	1.09
Q13A4	125	2	5	4.45	0.85	0.74	Q13B4	125	1	5	3.70	1.02
Q13A5	124	2	5	4.40	0.85	0.72	Q13B5	125	1	5	3.69	1.02
Average Q13A				4.36		0.64	Average Q13B				3.73	

We observe that the total average expectation regarding the physical space is
4.36/5, while the actual sense of the space is 3.73/5. The expectation gap is 0.64
(Table. 4).

Q13 Library as Place: Q13A Expectations -Q13B Real impression
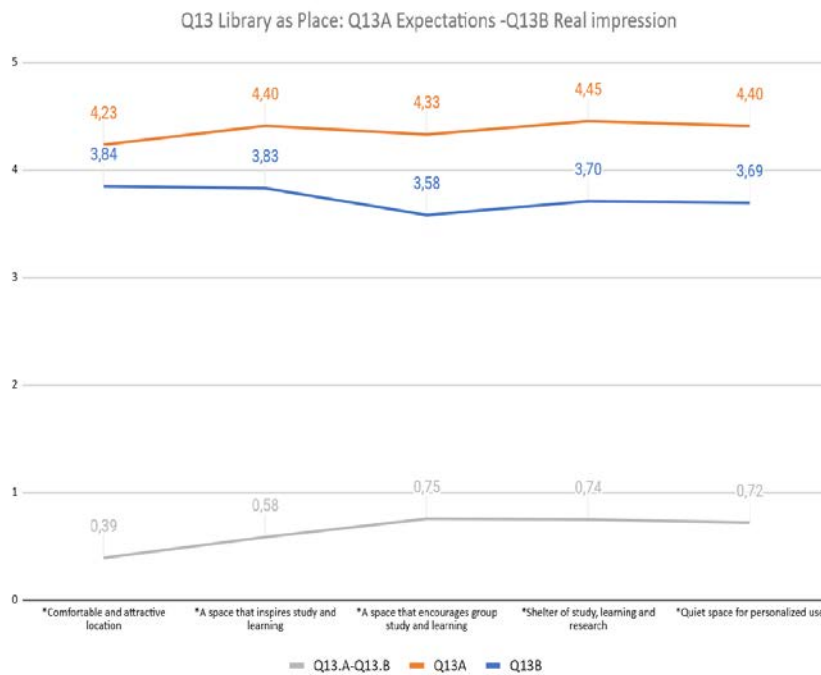
Finally, the impression obtained for the physical space of the library is rated
"very good" and the smallest gap of 0.39 "attractive location" is observed. The
largest gap is given in the values "Quiet space for personalised use" and reaches

0.72 and "Study and learning shelter" in the gap 0.74. Users have relatively high expectations for the physical space, but in reality they do not receive high satisfaction rates, but the results are not discouraging, so there are obvious signs of improvement.

We continue with the presentation of satisfaction of meeting the needs of users. The first table shows the frequency of responses and how they are translated into numerical variables (Q14).
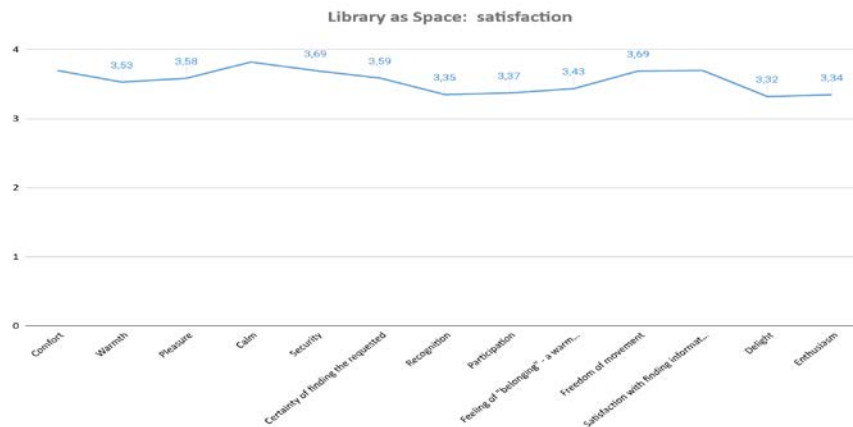
As can be seen from the above, the fulfilment of the needs appears satisfactory, with an average value of 3.56/5.

More specifically, the scores with a positive sign, that is, from 3 to 5 are: comfort - with an average value of 3.70, warmth - with an average value of 3.53, pleasure - with an average value of 3.58, tranquillity - with an average value of 3.82, safety - with an average value of 3.69, confidence in finding the requested material - with an average value of 3.54, recognition - with an average value of 3.35, participation - with an average value of 3.37, a feeling of "belonging" - a warm welcome with an average value of 3.43, freedom of movement - with an average value of 3.69, satisfaction of finding information - with an average value of 3.70, enjoyment - with an average value of 3.32 while enthusiasm have an average value of 3.34.

In conclusion, when one visits the library, they have an image in their mind, so it is important to project an image that has a positive, strong and unique identity (Black, 2014). As the axis "Physical Library space" is rated close to "very good" with the difference between expectation and reality reaching 0.64, we receive enough satisfaction. On the other hand, a significant difference is observed in the quietness of the space and in the encouragement of the group study, features pointed out in the last open question for "Suggestions-Improvements".

At this point, the communication policy of the library should focus on informing the public that there are spaces for group study, a service provided that is probably not known. The evaluation of space is reduced to a permissible positive score that reaches almost the "very good" but requires constant improvement because according to Kotler & Keller (2006) even physical space can be a strong point of image creation.

An effective identity achieves three things: first, it establishes the character and value proposition of the product. Second, it conveys the character in a special way and third, it gives emotional power beyond the imaginary picture. In order to be effective, it must be transmitted by any available means of communication and by contact with the brand. It must be disseminated in advertisements, annual reports, brochures, catalogues, packaging and company stationery. This message should be expressed through symbols, colours, emotions, events and staff behaviour. The nature of the above needs is an important field of study (Black, 2014). Continuous and systematic measurement in a way that allows comparisons with previous evaluations is also important.

Information control (Q15), presents the expectations of the respondents from the services related to the search of the material (Q15A) and the real impression they acquired (Q15B),

(with N: number of answers MO: Minimum Value, HV: Highest Value, A: Average and ST: Standard Deviation)

Table 5. Information Control												
Expectations							Real impression					
Q15.A	N	MV	HV	A	TS	Q15A-Q15B	Q15.B	N	MV	HV	A	TS
Q15A1	116	1	5	4.03	1.06	0.30	Q15B1	110	1	5	3.73	1.07
Q15A2	118	1	5	4.33	0,83	0.54	Q15B2	116	1	5	3.79	1.03
Q15A3	119	2	5	4.25	0.84	0.60	Q15B3	116	1	5	3.65	0.96
Q15A4	120	1	5	4.21	0.84	0.59	Q15B4	114	1	5	3.62	1.01
Q15A5	121	1	5	4.13	0.94	0.65	Q15B5	111	1	5	3.48	1.02
Q15A6	120	2	5	4.32	0.81	0.55	Q15B6	113	1	5	3.77	1.03
Q15A7	118	2	5	4.16	0.92	0.46	Q15B7	110	1	5	3.70	1.11
Q15A8	107	2	5	4.30	0.90	0.71	Q15B8	101	1	5	3.59	1.04
Average Q15A				**4.22**		0.55	**Average Q15B**				**3.67**	

As can be seen from the above, the total average expectation regarding the services related to the search for material is 4.22/5, while the real impression of the space is 3.67/5. Therefore, the expectation for the services related to the

search of the material is rated "very good" and the gap of refutation of expectations is only 0.55 (Table 5).
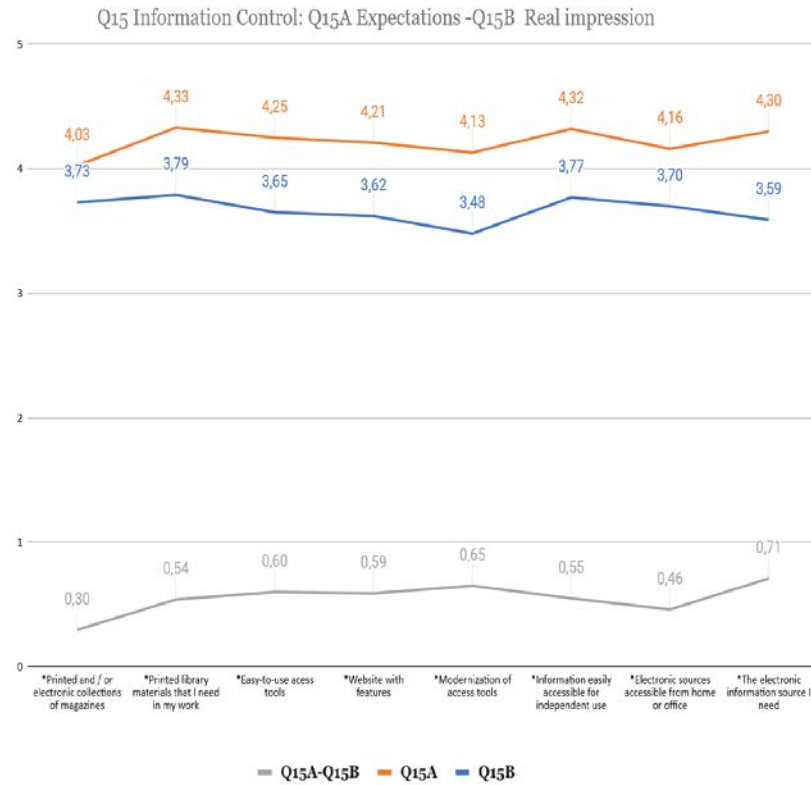
More specifically, the users' expectations for the "print and electronic collections of magazines" are 4.03/5 with the real situation being valued at 3.73/5, a gap of 0.30. The expectation in the "printed materials of the library that are necessary at work" is scored with 4.33/5 and the real impression at 3.79/5 with the gap being set at 0.54. As for the expectation for "easy-to-use access tools" it is high, with an average value of 4.25/5 and a final real impression that reaches 3.65/5 with the gap in this case reaching 0.60. The expectations for the website according to the average value are 4.21/5, while the real impression is a little below (3.62/5), with the gap reaching 0.59. For the "modernisation of access tools" the expectation is at 4.13/5 and the reality is 3.48/5 while the gap reaches 0.65.

Another positive field emerges for the "Information Control" axis, that is, how easily one can navigate and locate what they are looking for. Given the

proposed upgrade of the website, the gap will close at an even lower price. The study of the needs per category of users of the library will also contribute to this.

Communication and Library (Q16-Q22),

In a few words, regarding the section "Communication and Library", it is found that the main source of information about the existence of the library is from friends, colleagues and fellow students. Information from the library website follows. Although training seminars are selected in a small percentage, there is a large participation from the community. Therefore, the sequence is that of information and then of training.

The preference of the media shows the benefits that the respondents seek "something that is not far from the motivations" (Black, 2014). The basic preference is shown by the choice of direct transaction with the staff, followed by e-mail, website, social networks, announcements on the University premises and messages on mobile phones. Therefore, by channel diversification, organisations can gain a competitive advantage through the way they plan coverage, experience, and performance of distribution channels (Kotler & Keller, 2006).

A large percentage appear to answer that they were not aware of the existence of the library on Facebook and the reasons why they would follow it are primarily to be informed about new services, events and to follow the news while the ease of connection is pointed out. We conclude that it is in its infancy, it can make better use of social media to build a better relationship with readers (Bell, 2018), with the huge opportunity to leverage on popular platforms such as Facebook and other social networking sites to better understand their customers and engage with them. It should be borne in mind that almost 80% of the use of social media is made on a mobile device (Wang, 2018) and the choice of channels and social media vehicles among the four grouping zones are presented in the theoretical development of the topic.

In addition, it takes advantage of its "free" internet culture (Rigou, 2014). The electronic community of social media allows research to be conducted, useful for identifying the needs and desires of participants (Kavoura, 2014). By collecting data on customer profiles, preferences and needs, we can provide insights and valuable information about the organisation so that it can support an online relationship management with them. The goal is to focus on customers and create a dimension of communication and relationship with them (Kavoura & Tomaras, 2015).

Mathews (2009) states that the use of the library matches everything that happens in students' lives and this should be reflected. He identifies seven categories that represent the wide range of student needs: academic, social, recreational, service, personal, travel, and resuscitation needs. In the

respondents' answers about suggestions and improvements in order to draw conclusions about wishes, a large percentage of classic needs were recorded, such as increasing operating hours, PC seats and virtual library operation, and on the other hand wishes for cultural meetings, creating a place for rest and refreshment, events and movie screenings. Also, a stronger communication policy in the university community - including students, faculty and staff - will help build greater awareness.

In conclusion, we present literally the "Suggestion/Improvement" of a respondent:

> "The library, a key part of a particular educational institution, must be modern, aesthetically challenging and "inviting", to create that environment not of enforcement when you are inside but of comfort. To enable small groups of students to work together, use new technologies and prepare for their presentations. Finally, to show more to all students/teachers the environment, the facilities, the benefits and anything innovative you introduce" (Administrative Staff, H.M.U.).

4. Conclusion

A user-friendly library asks its customers what they prefer instead of making assumptions or conjectures. Mathews (2009) points out that by offering a balanced set of academic, social, creative and cultural experiences, the academic library can become one of the main campus destinations rather than a place that students have to go. He suggests collaborations with sections of the community so that academic libraries can be a source of inspiration. This change in perception is not achieved simply by painting the library logo. He recommends a user-based model. Libraries need to become user-sensitive organisations.

Trying to reach and understand needs should not be confused with focusing on the customer and their service. Initiatives such as extending service hours, sending promotional material, creating service and complaints lines are important starting points, but they are not exactly the essence of focusing on the customer, a long-term relationship based on providing unique value, which is created in various ways. Operational value is related to factors such as product/service quality, ease of use, technical efficiency, accessibility and time and cost savings. Customers state that the above motivates to return to the business. Emotional value is created through the interaction of customers with the company and employees with a very important advantage of maintaining long-term relationships. Businesses create emotional value to the extent that they ensure respect, appreciation, recognition, understanding and acceptance of their value (Avlonitis, Gounari & Tsiotou, 2016).

There is no visible difference between the role of 19th century libraries and today's. In general, they educate, inform and entertain. In the past, the help of a librarian was enough to make the most of the user/reader from a visit to the library which still exists. The media and delivery methods are all that has really changed. In academia, the need for technical expertise in libraries is still recognised, as expected, as they are closer to innovation and the use of new technologies (Fortune, 2017). Younger academics, educators and students are deeply involved with social media platforms and consume as much content as possible through their smartphones. Given that the university sector continues to shift demographically and technologically, expanding the use of social media has become essentially a necessity (Bell, 2018).

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