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UNIVERSITY OF NAIROBI

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

MASTER OF LIBRARY AND INFORMATION SCIENCE

PERCEPTION AMONG UNDERGRADUATE STUDENTS ON QUALITY OF LIBRARY SERVICES IN ACADEMIC LIBRARIES: CASE STUDY OF SOUTH EASTERN KENYA UNIVERSITY (SEKU)

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A RESEARCH PROJECT PROPOSAL SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF LIBRARY AND INFORMATION SCIENCE, DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE, UNIVERSITY OF NAIROBI.

October, 2021

DECLARATION

I declare that this research project is my original work and has not been submitted for examination to any other university.

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DEDICATION

I dedicate this project with deep respect and great love, to my parents, Samson Ongera Ochwangi & Hellen Kemunto Ongera, my husband Zachary Lee Baker, and my son Asher Larry Baker for they have been of great support to me in this Journey.

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ABSTRACT

This study discussed students' perception and expectation levels on the service quality, satisfaction and frequency in utilization of library facilities in Universities in Kenya in view of South Eastern Kenya University (SEKU). The main objectives were: to find out students' perception levels and expectations at SEKU library services; examine the levels of the quality of service delivery at the campus library; and to explore/determine whether there existed a relationship between the quality of service, library user satisfaction and frequency of use among students, and other users with the view of improving their effective management for quality service delivery.

The study targeted 6125 respondents with a sample size of 362 respondents using a SERVQUAL model which consisted of 5 dimensions including, tangibles, service assurance, service reliability, empathy levels, and service responsiveness. This is because the researcher felt the SERVQUAL model could help SEKU know how to measure these constructs from the consumers' perspective in order to better understand their needs and hence satisfy them. A standardized questionnaire was designed and distributed amongst students from first year to fourth year in the School of Education, Humanities and Social Sciences which formed the largest School in South Eastern Kenya University with a population of over 4,500 students during the time the research was conducted and information gathered for analysis.

Furthermore, a list of interview questions was developed to guide the researcher in collecting more data to supplement the questionnaire. Group discussion was integrated in the study as a research instrument to aid in collecting data to obtain different perspectives on the phenomenon under investigation besides helping clarify unclear questions because dialogue was used. Descriptive research design and a stratified random sampling approach were used in selecting the respondents. Data analysis and verification was done using qualitative and quantitative methods of analysis. The study gave recommendations to south Eastern Kenya University on ways on how to assist in bridging quality service gaps offered to students, and other users. The study also created awareness to policy makers and higher education practitioners on the perception of students on the quality, satisfaction and frequency of use of library services. SEKU library management should develop ways of reducing the turnaround time when providing user services in an effort to improve and provide faster and reliable services.

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LIST OF ABBREVIATIONS AND ACRONYMS

CAS: Current Awareness Service

CUE: Commission for University Education

EFQM: European Foundation for Quality Management

HEQC: Higher Education Quality Committee)

IFLA: International Federation of Library Associations

LibQUAL+™:   Library Quality & Total Management

OPAC: Online public access catalogue

SDI: Selective Dissemination of Information

RR: Response Rate

SEKU: South Eastern Kenya University

SERVPERF: Service Performance Model

SERVQUAL: Service Quality

TQM: Total Quality Management

VUL: Virtual University Library

CHAPTER ONE: INTRODUCTION

This chapter covered various section including; research questions, background of the study scope and limitations, statement of the problem, justification, assumptions, of the study and finally the definition of concepts as used in the research.

1.1 Background1 to the study

As Cullen, (2001, p. 662-663), puts it, "the emergence of the Virtual University Library (VUL) has led to questioning the basic perception of the quality level of library services and its gratification levels to users putting security of future academic libraries at risk. This has necessitated the need to focus on meeting students' expectation since it is the only way to survive in this advanced condition and expanded challenge (Cullen, 2001). He further argues that the nature of a scholastic library has generally been portrayed as far as its gathering and estimated by the measure of the library's possessions and different tallies of its employments. In any case, such parameters have since been rendered outdated because of the development of option and progressively productive and powerful methodologies.

Eshghi, (2008), argue that it's because of their importance and interrelation, quality service and users ' satisfaction have gotten a lot of attention by both academics and practitioners. Various investigations have concentrated on consumer loyalty while others have concentrated on nature of administration as independent ideas. In any case, others have concentrated on the connection between administration quality and consumer loyalty with Negi, (2009), reasoning that quality prompts fulfillment while Saravanan, & Rao, (2007) keeping up that consumer loyalty depends on the dimension of administration quality conveyed by the specialist organizations.

University library is considered an information gateway and repository of knowledge where information on different fields is stored to guarantee and facilitate access to expressions of knowledge and intellectual activity. To this end, libraries shall acquire, preserve and make available the widest variety of resources, reflecting the plurality and diversity of society. Its functions range from provision of information resources to undergraduate, postgraduate, faculty, collaborated research and external researches. The technological environment is rapidly changing and as a result library roles have been called into question in universities hence the need for academic library staff to demonstrate that they are essential and effective.

According to Debowski, (2000), Academic libraries have always worked to provide exceptional library resources to their undergraduate, faculty, and staff communities. Library administrators used to have a strong awareness of their user populations.This insight was gained through on-site interactions between library users and library staff.However, the foundation for such comprehension has shifted: "With the increasing use of electronic resources, a change pattern of usage is evident. The ability to connect to library services through the internet and to access information services from other sources has reduced the capacity to characterize and categorize users"

According to Kiran, (2010, p. 261-273), the academic staff perceived the quality of library services just above average and considered the library staff quite helpful and able to instill confidence in library users in Academic University Library of Malaya, Malaysia. Dandgawhal, (2014) observed that a strong significant positive correlation between overall service quality at the library and perceptions of respondents and their average rating along each of the dimensions

and further revealed that the services offered to the users were not satisfactory in the seven university libraries of the Maharasthra State.

Furthermore, in the Girne American University library at Cyprus, Kitana, & Serdar, (2014) established that the library collections didn't meet the respondent's satisfaction and perception as the users needed more improved services. Bhatti, Marwat, & Khan, (2015: paper 1276), noted that Central Public Library of Bahawalpur, Pakistan provided high-quality services to the clients, as evidenced by online users' positive attitudes of library resources and services and level of satisfaction with them.

Nawarathne, (2015, p. 262-272), observed that there was no difference among academics according to daily library usage and satisfaction level about service quality while studying the perception and satisfaction of the academic staff members towards service quality of academic libraries of Sri Lanka. Satisfaction level of academic staff was lesser than the satisfaction level of students.

Asemi, Kazempour, & Rizi, (2010, p. 568-579),Asemi) noted that in academic libraries of Iran, the users were quite dissatisfied with their library space but were more satisfied with access to information tools, including the library catalogue, computerized lists, databases and the internet and further demanding polite and courteous staff.

In their study at the Sokoine National Agricultural Library (SNAL) in Morogoro zone in state of Tanzania, Bea, Deogratus, & Musabila, (2018) found that majority of library clients were totally dissatisfied with library information resources and quality of services rendered by the facilitty, due to lots of deficiencies in study information resources and services inefficiencies . They

further established that most customers were not satisfied with library services because librarians were not proactive and highly skilled in information activities, and few tools and facilities for delivering quality library services. It was also found out that majority of the respondents rated speed of downloading information and customer needs at satisfaction level of below 50% while majority were also dissatisfied with library quality services due to lack of current and latest(updated) information resources.

Gathoni, & Van der Walt, (2019, p. 123-136), in their study conducted among 123 Aga Khan University library users from the nursing and medical faculties, as well as nursing and medical students, were interviewed with the goal of determining the quality of the library's services based on library users' satisfaction with the services, as expressed by and based on users' expectations and perceptions. There isn't enough evidence that libraries have used objective and user-based techniques to involve library resources in quality of service review.

1.1.1 Context of the Study

South Eastern Kenya University is a fully-fledged Public University which was awarded Charter on 1st March, 2013 by His Excellency Hon. Mwai Kibaki, the former President of the Republic of Kenya and Commander in Chief of the Defense Forces. The University Main Campus is located in Kitui County in a serene and conducive learning environment, 12 Kilometer s off Kwa Vonza Market, along the Kitui-Machakos main road. The University currently has about 6,000 students registered in various campuses with the bulk of them being at the University's main campus South Eastern Kenya University (SEKU), 2019). Statistics from the university's website show that the School of Education, Humanities and Social Sciences is the largest School in South

Eastern Kenya University with a current population of over 4, 5001 students as of today (SEKU), South Eastern Kenya University, 2014).

1.2 Statement of the problem

Although the quality of library services in universities play a significant role in providing an supportive environment for students to access information, furnish knowledge and research, the manner in which library services are offered to students determines their perception. Several attempts by different scholars and researchers have been made to examine the perception of the students on the quality of library services and the satisfaction to their needs, and various arguments have been advanced with specific conclusions.

Jalal, (2012) chose to evaluate the connection between service value and consumer loyalty at Colleges in the Northern area of Malaysia using the SERVQUAL framework. The consequences of the examination demonstrated that the five elements of service quality for example physical assets, responsiveness, unwavering quality, sympathy and confirmation had a solid association with understudies' fulfillment.

According to Muchiri, Tanui & Kalai, (2016), In the twenty-first century, the quality of academic resources and students' satisfaction in academic institutions has become a high-profile aspect, with academic institutions requiring the funding in order to successfully accomplish their core mandate of research teaching and learning thereby contributing to a satisfying educational environment for learners. In Kenya, public universities have grown fast in the last two decades despite minimal government funding. These characteristics have a stronger impact on universities' capacity provide high-quality academic resources that ensure satisfaction of students, which is still unknown.

Other studies have shown that libraries in Kenya face challenges ranging from unskilled personnel, high staff turnover, financial constraints, inadequate facilities, and absence of high level managerial support as observed by by Amollo, (2011, p. 6) in "Service quality and library user satisfaction among universities in Kenya," Musyoka, (2010). In the appraisal, Amollo called for greater government mediation to enable libraries to get more assets, both in print and electronic structure other than supporting for enrollment and reasonable compensation of qualified library work force. The extent of this examination was, be that as it may, lacking on the grounds that it was constrained to get-together data from the library the board records and did not concentrate on the library clients.

The South Eastern Kenya University (SEKU) library's aim is to provide high quality information services to their users, and there should be statistics proving how the users perceive t he library services. Not only that, but also getting the users' expectations of the services that should be rendered. According to McNicol, (2002, p. 251), this could be accomplished through assessment because providing support for learners is increasingly shifting major attention for libraries and it is important that approaches are developed to assist the staff in assessing the learning needs of their users a nd in considering ways in which those concerns could be met. This is what researchers have not explored and emphasized in their research work as revealed in the literature review. Trapido, (2016, p. 9) noted that libraries are now turning to discovery products which are tools and interfaces that a library implements to provide patrons the ability to search its collection and access to materials'.

Normally, several students see the library as an environment where they might go for reference or to be assisted in conducting research, and they do not view it as a place where they see themselves returning in the future. In this regard, the problem that this study seeks to understand is the perception of the end user regarding the service quality of the library, and to link users' perceptions and expectations with the services provided by the library.

Numerous examinations have been led worldwide on the nature of administration and client fulfillment dimensions of libraries utilizing distinctive mechanical and social-social settings, and diverse assessment strategies to yield unique and repudiating results. It is against the setting of these elements and difficulties that the researcher is keen on spanning this learning hole utilizing the SERVQUAL model to decide the connection between the two developments from the clients' perspective at SEKU University in Kenya.

1.3 Purpose of the study

The research aimed at investigating the students' level of perception and satisfaction on the service quality of library services rendered in universities with reference to South Eastern Kenya University library.

1.3.1 Objectives of the Study

The study objectives were to:

1. Find out students' perception levels and expectations at SEKU library services;
2. Examine the levels of the quality of service at the university library;

3. Determine whether there exists a relationship between the quality of service, library user satisfaction and frequency of use among students, and other users.

4. Propose appropriate ways that would offer better quality services to students at SEKU library to support their academic work.

1.4 Research questions

1. What are students' perception level and expectation at SEKU library services?

2. What are the levels of the quality of service at the university library?

3. Is there a relationship between the quality of service, library user satisfaction and frequency of use among students, and other users?

4. What ways would offer better quality services to students at SEKU library to support their academic work?

1.5 Significance of the study

The study findings and recommendation helped the library to generate information that could improve the provision of quality library services. The study gave recommendation that could help the university library administration to make informed decisions regarding staffing and collection development issues. The study also created awareness to policy makers and higher education practitioners on perception and satisfaction levels of students on the quality of libraries services.

1.6 Assumption of the study

The assumptions of the study were:

1. The respondents will give the right information to the best of their knowledge

2. Students have been exposed to the library resources and services and have unique perceptions on the quality of library services offered in regard to their satisfaction levels.

3. The problem facing students in accessing information could be addressed appropriately by establishing effective and efficient ways of satisfying information needs of students

1.7 Scope of the study

The researcher carried out the study at South Eastern Kenya University Main Campus which is Located on the Eastern Part of Kenya (Kitui-Kenya). The University is a fully fledged University and is the successor to the South Eastern University College (SEUCO) which was a Constituent College of the University of Nairobi. This was because SEKU main campus serves the largest number of users as compared to other satellite campus libraries. With a target population of 6,125 respondents, a ample size of 362 was achieved through stratified random sampling as demonstrated in chapter three of this study.

1.8 Limitation of the study

Although it was possible for the students from satellite campuses to participate in this study, only students at the main campus were allowed to participate in the research in order to minimize the cost of traveling and other expenses. The study limited itself to first, second, third and fourth year undergraduate students at the school of Education, Humanities and Social Sciences at the main campus due to their large numbers in the university. Data collected represented those students who were available for day classes and were willing to participate in the study.

1.9 Operational Terms and concepts

Academic Library: It is a library serving advanced education organizations with the fundamental reason for supporting the instructing, learning and research exercises.

Customer Service: The act of taking care of the customer's needs by providing and delivering professional, helpful, high quality service and assistance before, during, and after the customer's requirements are met.

Electronic Resources: Resources provided in digital format and can be accessed electronically

Information access: Methods and means by which information seekers get information they need

Information literacy: It's the ability to recognize a need and have skills to evaluate, locate and use needed information effectively.

Information needs: It is a gap; deficit or difference between knowledge required and possessed

Information seeking behavior: The way people look for information provided in different contexts, including the workplace, everyday life and academia.

Library Services: Services that are highly personalized and are accessible to library users.

Library Users: People who visit the library to search and retrieve and use information to satisfy a certain need

1.10 Chapter Summary

The researcher took only one university in Kenya as the basic unit for the study project so that other institutions could utilize the results obtained by assessing their situations and modify the recommendations given to suit their situations. Consequently, the results, conclusions and recommendations from the research study could form the basis by other researchers for further

research in that field. The results could further go a long way in helping bridge the knowledge gap in this field of study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Organization of the literature review

This section presents writing that is abridged in connection to destinations expressed in part one. Bertram, & Christiansen, (2014), Pickard, (2007) states that, "writing audits includes orchestrating and gathering writing dependent on the current research point." The analyst initiates the dialog in the part with meanings of extraordinary terms utilized in the investigation and a few estimations of nature of service quality and user fulfillment that prompts the need to see if there is a connection between the two ideas that in the long run prompts the advancement of a conceptual framework which is an applied structure of the examination.

2.2 Service Quality

In a library setting, (Wang, & Shieh, 2016), characterized service quality as the general brilliance of library benefits that fulfill clients' desire. In this examination, the meaning of value service quality utilized is the proportion of how well the administration level conveyed matches client desires. A quality service rendered to all library users is among the core values of librarianship. According to Iacobucci, Ostrom, & Grayson, (1995), the key distinction between customer satisfaction and service quality is that quality refers to the managerial provision of services, whereas service quality leads to a satisfied customer, which is connected with feelings of acquiescence, satisfaction, relief, exuberance, and pleasure.

Collections utilization, Circulation operations, environment and staff attitude, physical facilities, serving manners, and education and consultancy are the six key criteria utilized in

assessing library services. Customer gratification is measured using a variety of methods, including suggestions, complaints, and feedback procedures.

2.2.1 Empirical Studies on Service Quality

An examination by Wells, (2005) was carried out on the amount of times each understudy attended the library in order to see if there was a link between the frequency of visits, the evaluations received, and the diversity of resources the understudy used in the bookstore on the instances he/she attended. The results were negative, indicating that there was no link. The study's weakness is that it only looked at undergraduate students' library usage and academic performance, rather than the users' input on the quality of care offered and the happiness they received.

Then again, Nzivo, (2012) considered service quality in Kenyan open Libraries and discovered that obsolete gathering of written word, client instruction challenges, poor recovery aptitudes of materials by clients and absence of electronic assets were the key factors that affected administration quality in open libraries. These discoveries concured with many affirmations that in spite of the development of libraries all around, Kenyan open libraries haven't achieved a world class status since they are still generally paper based and accordingly lingering behind the desires for the more educated and uncovered clients. This examination had one impediment of concentrating its exploration on open libraries as it were.

2.2.2 Measurement of Service Quality

Service quality deals with the interaction between customers and service providers. The expectations of customers in a service encounter shape their assessment of quality for that service. When there is a mismatch between the customer's expectations and the service delivered, the perceived service quality will suffer. If customer expectations are greater than the service provider's performance, then the perceived quality is less than satisfactory and hence customer dissatisfaction occurs (Berry, 1985). As per Robinson, (1999), a great model for estimating service quality should put into record both the desires and impression of the user or client. In light of Parasuraman, Zeithaml, & Berry, (1994), among the most famous estimation instruments of nature of quality service is the SERVQUAL model.

2.3 The SERVQUAL Model

In the last three decades, a number of scientific works on service quality measurement and many dimensions were recommended but only some of them were satisfactory and more used by experts. The Nordic model was the earliest conceptualization of service quality which was formed by Grönroos, (1988). He defined service quality by "technical or outcome (what consumer receive) and functional or process related (how consumer receive the service) dimensions (Grönroos, 1984, p. 36-44, 1989).

Image is shaped by functional and technical qualities, as well as the influence of a few other elements (word of mouth, tradition, pricing marketing communication, ideology and customer need). By contrasting perceived performance and expected service, the Nordic model is founded

on the disconfirmation model. This was the first attempt to assess service quality. Grönroos' model was broad and didn't include any methods for assessing technical and operational quality.

Oliver and oliver (2014, p. 1-19) refined the Nordic model through the "Three-Component Model." They suggested three components : service product (i.e., technical quality), service delivery (i.e., functional quality), and service environment but they did not test their model and just a few support have been found.
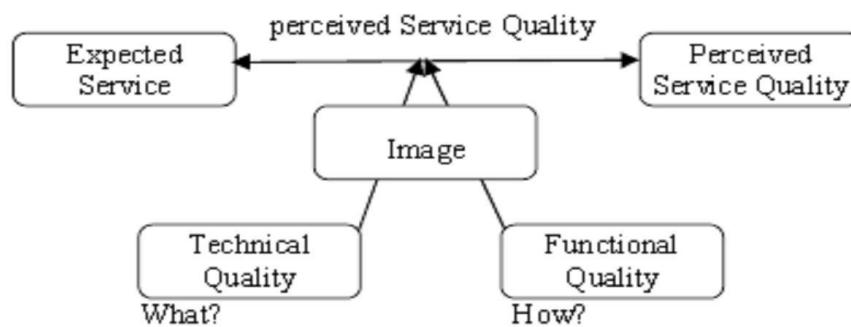
Figure 1: The Nordic model by Grönroos, (1984, & 1988)

Based on disconfirmation model, Parasuraman, Berry and Zeithaml, (1975, p. 11) made the new model of service quality measurement. Built a new measuring service quality model, they strive to compensate for the Nordic model's flaws by proposing a new method of assessing service quality. They recommended using the gap or discrepancy between expected and provided levels of service for assessing service quality in the SERVQUAL model. With five (5) dimensions: tangibility, empathy, assurances, responsiveness and reliability.

This model was further presented by Parasuraman, Zeithaml, and Berry, (1988) as a device for estimating client desires and view of service quality. SERVQUAL is an institutionalized instrument that has been connected over an expansive range of administration enterprises. To gauge consumer loyalty with different parts of service quality, the model depends on the reason that clients can assess an association's service quality by contrasting their view of its service and their very own desires.

In the library setting, SERVQUAL model comprises of 5 measurements of tangibles, tangibility, empathy, assurances, responsiveness and reliability. From the 5 measurements, 22 proclamations are determined, each estimating both the desires and view of respondents towards the nature of service quality the library gives. The respondents are required to rate, on a 5-point Likert scale, how much they feel the specialist organization ought to convey for a phenomenal service quality. Another indistinguishable scale is given contiguous the first where the respondents rate the genuine nature of service quality conveyed to them by an association dependent on their recognitions. As per Parasuraman et al., (1988), for every announcement, the contrast among recognition and desire is determined; the midpoints of the got score being the SERVQUAL score.

The 5 dimensions of the SERVQUAL model are:

Tangibles: equipment's, Physical amenities and appearance of staffs.

Reliability: The ability to provide the promised service in a consistent and correct manner.

Responsiveness: The ability to assist consumers and give prompt service.

Empathy: The firm's customers receive caring, individualized care.

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Assurance: Employees' ability to inspire trust and confidence through their knowledge and civility.

Apart from Nordic and SERVQUAL models there existed other models such as LibQUAL and the SERVPERF that evaluate quality of service. However, SERVQUAL is an analytical tool, which can help managers to identifying the gaps between variables affecting the quality of the offering services (Seth, & Vrat, 2005). This model is the most used by marketing researchers and scientists, although it is an exploratory study and does not offer a clear measurement method for measuring gaps at different levels. This model has been refined during the years and some believe that only performance needed to be measured as SERVPERF model in order to find perception of service quality (Cronin, & Taylor, 1992).
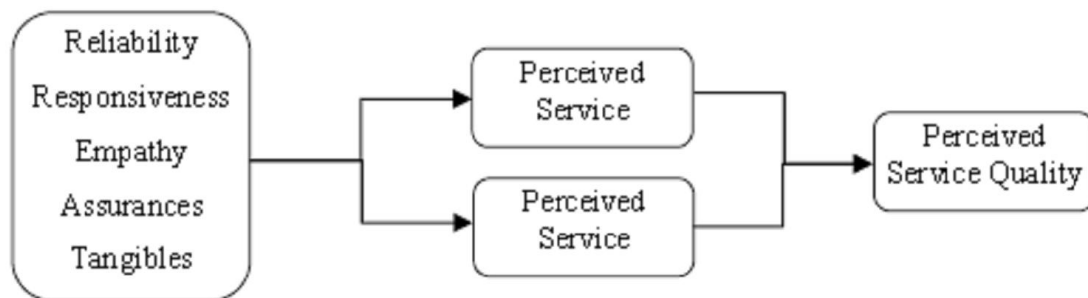
Figure 2: The SERVQUAL model by Parasuraman, et al., (1985)

2.4 Customer Satisfaction

Zeithaml, Bitner, & Gremler, (2003) characterized consumer loyalty as the assessment of an item or service regarding whether the item or service meets the client needs and desires. Inability to address these issues naturally prompts disappointment. A model by Gray, &

Boshoff, 2004) suggests that there are two points of viewing fulfillment that are significant to library services. The first is the service experience fulfillment which alludes to the fulfillment or disappointment with a particular service experience, and the second one is the general service fulfillment which depends on various service experiences.

2.4.1 Measurement of Customer Satisfaction

Customer satisfaction should be seen as a multi-dimensional construct and that the measurement items should be generated with the same dimensions of service quality (Sureshchandar, Rajendran, & Anantharaman, 2002).

Owalo, (2009) directed a consumer loyalty study in the Kenya's ministry of Finance and built up that the variables influencing consumer loyalty were: staff morals, speed of service arrangement, fitness of staff, service gear and performance contracting for all work force inside the ministry. His discoveries are consistent with conclusions by Al-Wugayan, Pleshko, & Baqer, (2018) who discovered that consumer loyalty is affected by the neighborliness of workers, learning of representatives, exactness of charging, physical offices, materials, aggressive evaluating, service quality, great esteem and snappy services.

2.4.2 Service Quality and Customer Satisfaction

In reference to quality and fulfillment examined by Szymanski, & Henard, (2001), service quality is the principle driver of consumer loyalty in the service business. Brady, & Cronin Jr., (2001) likewise considered the connection between service quality and consumer loyalty in drive-thru eateries in America and Latin America and found that there was a connection between service quality and client fulfillment dependent on various social. Furthermore, service quality had noteworthy effect on consumer loyalty.

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Mburu, Van Zyl, & Cullen, (2013) directed an examination to research the determinants of consumer loyalty and its association with service quality in the financial business and discovered that consumer loyalty is dictated by components like pricing, nature of service, esteem and association with the specialist organization's staff. With an end goal to assess the connection between service quality and consumer loyalty at Redeemer's University library, Adeniran, (2011) deduced in the examination that tangibles, reliability, responsiveness, assurance and empathy, all fundamentally and emphatically contributed towards consumer loyalty. The end from this investigation affirms the discoveries by Wang, Shieh 2006)

Hanaysha, Abdullah, & Warokha, (2011) while examining service quality and fulfillment in Malaysian college libraries built up that all the five components of service quality (assurance, tangibles, responsiveness, empathy and assurance) significantly affected client fulfillment. This was valid for all the various foundations that were examined. These ends were reliable with the discoveries of Adeniran, (2011).

2.5 Theoretical/Conceptual Framework

As indicated by Parasuraman, Zeithaml & Berry (1988), there have been different hypotheses of service quality assessment and user observations. Research has demonstrated that foundations utilize different models for service quality appraisal, for example SERVQUAL, SERVPERF, EFQM, TQM, LibQUAL+™ and HEQC which depend on specific hypothetical systems.

The researcher opted for a SERVQUAL model due to its comprehensive measure that measures both customer expectations and perceptions and has extensively been tested

across a wide variety of service settings (Quinn, 1997). Nitecki, & Hernon, (2000, 259) posit that the SERVQUAL survey instrument is based on the "Gaps Model of Service Quality" and uses a set of five gaps showing the discrepancy between:

1. Customers' expectations and management's perceptions of these expectations;

2. Management's perceptions of customers' expectations and service quality specifications;

3. Service quality specifications and actual service delivery;

4. Actual service delivery and what is communicated about it; and

5. Customers' expected services and perceived service delivered.

The focus of this study was on Gap 5 as shown above in the list.

2.5.1 Conceptual framework

This section explored the theoretical concepts related to the construct of value, quality and impact. The rationale for selecting these concepts was to address the research questions of the thesis and to gain useful insights for construction of appropriate data collection instruments in order to increase the validity of the study. Works addressing these concepts were explored in the published literature.

2.5.2 The Concept of Quality

Quality is an issue of increasing importance in all types of organisations since people appreciate a quality product or service. According to Manjunatha, & Shivalingaiah, (2004, p. 145), quality as a subject of academic interest gained impetus in the 1950s as a result

of the studies by management experts like Deming, Juran and Garvin, The concept of quality was mainly applied to products in the manufacturing sector. Researchers like Juran, (1980), and Garvin, (1983, P. 66) defined quality by focusing more on tangibles, i.e. goods and products,

Garvin's, (1983, p. 66) approach to quality was largely based on manufactured goods, He distinguished between internal quality (observed before a product left the factory) and external quality (incurred in the field after a product has been delivered and installed), and measured quality by malfunction, This was so because the manufacturing industry was mostly associated with producing physical products and objective concepts, hence it was easy to set quality standards and develop control procedures for goods on the basis of objectively measurable phenomena like length, weight, hardness, frequency, height and width (Snoj, 2015, p. 96).

Though the concept of quality is a widely studied subject in both the manufacturing and service organisations, there is no commonly accepted definition for quality. Defining quality from the service organization's perspective is more subjective than the manufacturing perspective due to the intangible nature of service and also the fact that the user or customer is involved in the process of service delivery most of the time. Schwarz, (2011, p. 15), upon reviewing the works of researchers like Churchill, & Surprenant, (1982), (Parasuraman, Zeithaml and Berry, 1995) and Halstead, Hartman and Schmidt, (1994) found that the evaluation process for services is different from the evaluation process for products.

The way in which people form satisfaction judgments for services as opposed to products is perceived as being more difficult to assess because it is based on different

types of expectations. For example, in receiving library services, different users have different expectations. Whereas some users place much emphasis on staff attitude such as being courteous, knowledgeable and willing to help users, others also have high expectations for information resources, while others consider physical facilities as the priority.

This complexity compelled marketing researchers in the 1980s like Kotler, (1980), Gronroos, (1982) and Parasuraman, Zeithaml and Berry, (1985) to develop the concept of service quality that they considered more appropriate for service organisations, These researchers contributed to the growth of this subject and several models have been developed to measure service quality. The team of Parasuraman, Zeithaml and Berry had conducted several research studies to define service quality and identify the criteria that customers use while evaluating the service quality in service organisations. Their SERVQUAL model was the basis from which LibQUAL+ was developed for assessing library service quality. Parasuraman, Berry & Zeithaml, (1990, p. 19) defined service quality as "the extent of discrepancy between customers 'expectations or desires and their perception of what is delivered". Thi definition has been widely quoted and referred to by several other researchers including Hirmukhe, (2012, p. 1) and (Auka, 2012, p. 189). In other words, quality derives from the assessment of what customers expected before using a product or service and their experience of what was delivered.

Therefore, in the case of the academic library, if the service provided meets users information needs or expectations it can be considered that there is quality service. That is, when the information provided meets users'needs and expectations and it is used by them,

it might have a positive impact on users. For the purpose of this study, the researcher defined quality as the extent to which the library resources and services were perceived to meet the needs of users. Inferring from the literature, assessing the academic library service quality, with the library being a service organisation makes it more subjective. Hence, the decision to use questionnaires and interviews for users to express their views on how the library resources and services meet their information needs and expectations

In light of the literature checked on, a hypothetical structure for this investigation was created as shown in Fig: 1 underneath with the significant target of the examination being to build up whether there is an existence of any relationship between's service quality measurements (assurance, empathy, reliability, responsiveness and tangibles) and consumer loyalty. The conceptual framework for the examination introduced the connection between the independent and the dependent factors of the investigation.

Independent variable   **Dependent variable**

Service quality

1. Assurance
2. Empathy
3. Reliability
4. Responsiveness
5. Tangibles

Customer satisfaction/loyalty
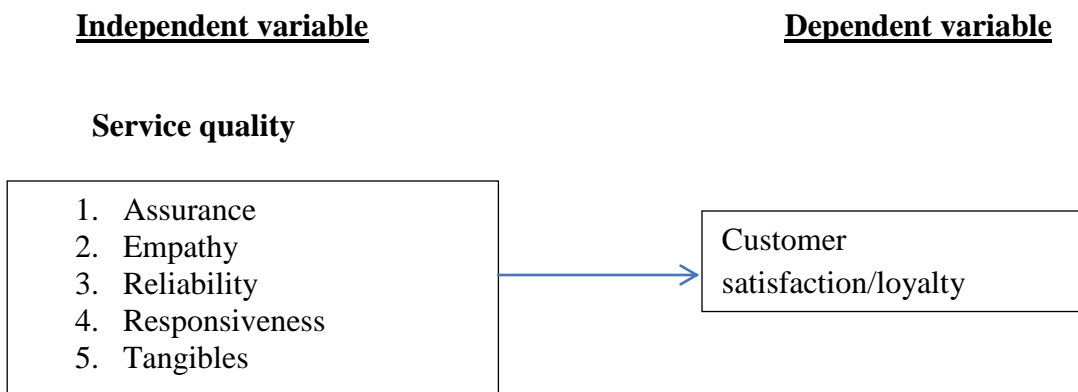
Figure 3: Conceptual framework

Service quality measurements were taken as the independent variable while consumer satisfaction/loyalty spoke to the dependent variable. The scientific articulation for the relapse model spoken to by this reasonable structure is appeared as pursues:

$$Y = \beta 0 + \beta 1 X1 + \beta 2 X2 + \beta 3 X3 + \beta 4 X4 + \beta 5 X5 + \varepsilon \text{ or}$$

$$\text{Client satisfaction} = \beta 0 + \beta 1 \text{ Assurance} + \beta 2 \text{ Empathy} + \beta 3 \text{ Reliability} +$$

$$\beta 4 \text{ Responsiveness} + \beta 5 \text{ Tangibles} + \epsilon$$

Where, Y is the dependent variable speaking to Customer Satisfaction though X1, X2, X3, X4 and X5 are the independent factors, that is, Assurance, Empathy, Reliability, Responsiveness and Tangibility respectively. β0 is a steady (the block of the model) and βis are relapse coefficients of Xis factors while ε is the mistake term.

2.6 Chapter Summary

In the library segment, an audit of the current writing has demonstrated that consumer loyalty is much relied upon service quality. This is backed by the way that there are steady outcomes and examples of reactions by clients in better places and sorts of libraries like Hanaysha, Abdullah and Warokka (2011), Adeniran, (2021), Wang, & Shieh, (2011), and Mburu, et al. (2013) among others.

The survey has likewise uncovered other learning holes in research. From the predetermined number of nearby investigations referred to in the survey, that is Mburu et al. (2013), and Nzivo (2014), all things considered, this field has not been adequately explored in Kenya. In this manner, more investigations are required so as to conquer any hindrance, in the libraries, however in the whole field of service quality and consumer loyalty. It is likewise important that of all the nearby writing surveyed, none of them had utilized the SERVQUAL model.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This section depicted the system embraced for this examination. It was comprised of research design, area of study, target population, sample and sampling techniques, data collection methods (questionnaire and interview questions), research instruments, ethical considerations, data collection procedures, data analysis and presentation and finally summary of the chapter.

3.1 Research Design

A research design empowers the specialist to quantify the centrality of the examination and the means included. Burns, & Grove, (2003, p. 195) defined a research design as "a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings." They further add that it is a research the researcher's overall plan for obtaining answers to research questions or testing research hypotheses.

As indicated by Adeniran, (2011) and Nitecki, & Hernon, (2000) who received this kind of research structure in their examinations, explicit research goals were adequately accomplished. This plan put more accentuation on deciding the dimension of recurrence with which a variable could be communicated or the degree to which factors co-fluctuate. The researcher adopted both qualitative and quantitative research design in conducting the research by using personal interviews and a structured questionnaire in guiding respondents through questions that were designed towards answering the set research questions. Applying qualitative research design in the process helped elicit great detail and a comprehensive view of the topic in individual depth during interviews and or group discussions. On the other hand, using quantitative design helped

the researcher rely on responses to pre-formulated questions that essentially provided a broad base of insight on which typically a final course of action was recommended.

This examination received a spellbinding exploration structure which was conceivable to set up whether   there   existed   any   connection between   service   quality   and   library   client fulfillment among students at SEKU University in Kenya utilizing an institutionalized poll with more focus on students from first year to fourth year at the School of Education, Humanities and Social Sciences which was the largest School in South Easter Kenya University with a population of over 4,500 students during the time the study was conducted.

3.2 Area of Study

The Study was conducted at South Eastern Kenya University (SEKU) which is a fully fledged University   and   is   the   successor   to   the South   Eastern University   College (SEUCO)   which was   a Constituent College of the   University of Nairobi with   its main campus located at Kwa-Vonza, Kitui County,   Kenya.

3.3 Target Population

According   to   Kothari, (2004), "population is the number of units or objects that possess similar traits." The target population for this study was SEKU students comprising of First, Second, Third and Fourth year students at the school of Education, Humanities and Social Sciences due to being the largest School in South Eastern Kenya University with a population of over 4,500 students. The researcher felt this could yield a fair representation of the university's students' population of 6,125 for the study.

3.4 Sample and Sampling Techniques

3.4.1 Sample Size

According to Kothari, (2004, p. 48-50), "a sample is a small section of the population representing an entire population." Sampling means choosing several units from a population as a representative. Gaining accurate information highly depends on calculating the right sample size. The study's certainty level and safety buffer exclusively relied upon the quantity of reactions the researcher got. Basically, a certainty level portrayed how beyond any doubt the researcher could be that the outcome(s) were precise, while the safety buffer demonstrated the range the review results would fall between if the certainty level remained constant. A standard overview could more often than not have a certainty dimension of 95% and room for give and take of 0.5%.

Table 1: Sample size

Category	Population	Sample Size
First year Undergraduate students	1028	
Second year Undergraduate students	1423	
Third year Undergraduate students	1473	
Fourth year Undergraduate students	2201	
TOTAL	**6125**	

Source: The South Eastern Kenya University (SEKU, 2019).

This study shall apply the Cochran, (1977) formula to calculate the sample size from the data below as obtained from the university's administration:

$n_0 = Z^2pq/e^2$

Where; n_0= Sampling distribution

z = Confidence level as per standard normal distribution (for a level of confidence of 95%, z = 1.96,)

p =population proportion estimate that presents the characteristic (when unknown we use p = 0.5)

q= 1-p

e = tolerated margin of error (for example we want to know the real proportion within 5%)

$n_0 = 1.96^2(0.5*0.5)/0.05^2$

n_0= 384.16

$= 384.16/ (1+ (383.16/6125))$

To get a more reduced sample size, this formula was adopted;

$= 384.16/ (1+ (0.06256)$

$= 384.16/1.06256$

N= target population

$= 362$

n= $n_0/(1+ (n_0-1)/N)$

$= 384.16/ (1+ (384.16-1)/6125)$

$= 362$ respondents (students)

From the above counts, at least 362 polls were appropriated proportionately among respondents from the institute of training at SEKU University in Kenya. Notwithstanding, every one of the surveys were directed arbitrarily to the particular respondents.

3.4.2 Sampling Techniques

The method by which the researcher selects the sample is the "Sampling Method or technique." This involves the sampling methods used in research studies. After finalizing the research question and the research design, it is important to select the appropriate sample for the study. The strategy employed should ensure that the major goal of selected technique is to reduce the sampling error in the study. Therefore, the sample should be big enough to answer the research question(s), but not so big that the process of sampling becomes uneconomical.

According to Landreneau, and Creek, (2009, p. 3-8), there are essentiall y two types of sampling strategies:

a) Probability sampling which includes some form of random selection in choosing the elements. The strategy is based on chance events such as random numbers, flipping a coin etc. Greater confidence can be placed in the representativeness of probability samples. This type of sampling involves a selection process in which each element in the population has an equal and independent chance of being selected, Four main methods include: stratified random, 1) simple random, 2) cluster 3), and systematic sampling, 4)

b) Non-probability sampling where the elements that make up the sample, are selected by non-random methods. This type of sampling is less likely than probability sampling to produce representative samples, Even though this is true, the researcher can and do use non-probability samples. The three main methods are: 1) convenience, 2) quota, and 3) purposive.

A stratified random examining approach was utilized in choosing the respondents. Kothari, (2004) characterizes stratification as a procedure of separating the populace individuals into homogenous subgroups before testing. The strata were fundamentally unrelated and every component in the populace was appointed to a solitary stratum. The populace was isolated into four subgroups for example First year; Second year; Third year; and Fourth year understudies in the school of Education, Humanities and Social Sciences.

3.5 Data Collection Methods

This involves information accumulation which includes social affair of data that is required for investigation in an examination (Cooper, Schindler, & Sun, 2006, p. 1-744). The gathering of data may range from a simple observation at one location to a grandiose survey of multinational corporations at sites in different parts of the world (Cooper, & Schindler, 2014, p. 85). The method selected largely determines how the data are collected. Questionnaires, standardized tests, observational forms, laboratory notes, and instrument calibration logs are among the devices used to record raw data in a research study. This study relied on questionnaires and interview questions to collect data from the field.

The methodology of information gathering heavily relied upon the research design adopted. Essential wellsprings of information were utilized in this examination. The examination utilized both subjective and quantitative research systems. The Likert scale which is a psychometric scale that is utilized to survey dispositions and sentiments of the respondents were utilized to rate reactions to these inquiries utilizing a five-point Likert Scale as pursues: 1-Dissatisfied, 2-Slightly fulfilled, 3-Moderately fulfilled, 4 – Satisfied, and 5 – Very fulfilled. The research

likewise received subjective research procedure as it was exploratory in nature (McMillan, & Weyers, 2011).

Qualitative data was collected through focus groups, personal interviews, or using open-ended questions in surveys while the Outcomes Measurement Systems (OMS) questionnaires in surveys were a significant source of collecting quantitative (numeric) data.

3.5.1 Questionnaires

During data collection phase, measuring of study variables include the use of a variety of techniques, such as questionnaires, interview, observation, scales and physiological measurement methods (Burns & Grove. 2005, p. 43), The questionnaire was selected as the most appropriate data collection instrument for the current study.

Bless, Higson-Smith & Kagee, (2006) defined a questionnaire as a data collection instrument consisting of a standardized set of research questions in question to which participants must respond in writing. Babbie, (2005, p. 487) stated that "A questionnaire is a document that contains questions and other types of items designed to solicit information appropriate for analysis, and they are used primarily in survey research." Thus a questionnaire was the most appropriate data collection instrument for the current study, which aimed at exploring the students' perception and expectation levels on the quality, satisfaction and frequency of use of library services in Universities in Kenya in view of South Eastern Kenya University (SEKU).

The researcher adopted the use of a self-designed questionnaire for data collection with regard to the current study for the purpose of collecting data regarding students' perception and expectation levels on the quality, satisfaction and frequency of use of library services in Universities in Kenya in view of South Eastern Kenya University (SEKU).

The questionnaire was composed of fixed-alternative, scale, and open-ended questions administered to prompt response from the target group regarding students' perception level and expectation at SEKU library, students' level of perception on the quality of service at the university, finding out if there was a relationship between the quality of service, library user satisfaction and frequency of use among students, and other users and finally to establish ways could offer better quality services to students at SEKU library to support their academic.

According to Burns and Grove, (2015), a Likert scale is an instrument designed to determine the opinion or attitudes of a subject; it contains a number of declarative statements with a scale after each statement. Likert items use such response categories as strongly agree, agree, disagree, and strongly disagree (Babbie, 2005 LoBiondo-Wood, & Haber, 2012, p. 435). According to Burns, (2000, p. 567), the basic characteristic and advantage of the questionnaire was that all the respondents involved in the study answered the same set of standardised questions and items as contained in the questionnaire.

3.5.2 Interviews

Interviews are a tool mainly for the collection of qualitative data and are popular as a data-collection tool because of their flexibility. According to Silverman, (1997, p. 98) interviews

are active interactions between two or more people leading to a negotiated contextually based result. These interactions can come in a structured or semi-structured form to generate insights and concepts. The researcher employed individual interviews, face-to-face verbal interchange, face-to-face group interviews focus groups) and telephone interviews These included but not limited to conducting focus group interview with the participants using an interview guide with semi-structured questions, maintenance of eye contact with the participants. A semi-structured interview guide was also used in the study by the researcher where she maintained flexibility and consistency with the line of questioning and responses from participants. The researcher applied a combination of techniques to undertake the study in order to achieve the desired results as the method was a flexible technique that allowed the researcher to explore greater depth of meaning than could be obtained with other techniques. The method further integrated interpersonal skills to facilitate co-operation and elicit more information besides promoting higher response rate to interviews than questionnaires, leading to a complete description of the phenomenon [*]under study by the participants.

3.5.3 Document Review/Desk Review Guide

Document review is a way of collecting data by reviewing existing documents. The documents may be internal to a program or organization or may be external (Centers for Disease Control and Prevention, 2018). Documents may be hard copy or electronic and may include reports, program logs, performance ratings, funding proposals, meeting minutes, newsletters, and marketing materials. The researcher undertook this exercise to review existing documents so as to understand the history, philosophy, and operation of the area

of study she was engaging in and the institution in which it operated in relation to students' perception and expectation levels on the quality, satisfaction and frequency of use of library services in Universities in Kenya in view of South Eastern Kenya University (SEKU). This was basically done to establish if implementation of the study could reflect the researcher's goals and objectives. This process however, aided the researcher in developing other data collection tools for evaluation through formulation of questions for interviews, questionnaires, and or focus groups. Document reviewing process was also useful for the researcher in answering basic evaluation questions related to the number and type of participants, number and type of research personnel, and study costs involved in the research process. According to Travis, (2016), carrying out desk research was a critical first step, for at least three reasons namely:

a) If the researcher didn't know what had gone before, she couldn't know when she had discovered new knowledge.

b) The researcher could sound credible when she got face-to-face with participants. If she had not done this "due diligence", she could ask dumb or irrelevant questions and could find her participants cut her sessions short thus being unable to collect the necessary data and information for the study.

c) Failing to do preparatory research could have been disrespectful of her participants' time which could lead to her getting less time with a participant of her study.

3.6 Research Instruments

The researcher was the primary data collection instrument in the study because the data from participants were words in the context of the research problem (Holloway,

& Wheeler, 2002) this approach enhanced greater latitude providing the required answers thus the students were able to provide in-depth information regarding the study.

To guarantee credibility of the data collected, the researcher put aside her preconceived ideas by writing down her opinion on students' perception and expectation levels on the quality, satisfaction and frequency of use of library services in Universities in Kenya. This enhanced flexibility in the collection of data. The respondents were not guided by the researcher's prior knowledge of the phenomenon but instead by their own experience (Polit, & Beck, 2021, p. 264), Group discussion was employed in collecting data simply because it aided in obtaining different perspectives on the phenomenon under investigation besides helping clarify unclear questions because dialogue was used. It was also possible to use the instrument to observe non-verbal communication and avoid researcher bias and approach the phenomenon without preconceived ideas.

3.6.1 Pilot Study

According to Cooper, & Schindler, (2014, p. 85), the data-gathering phase of the research process typically began with pilot testing conducted to detect weaknesses in design and instrumentation and to provide proxy data for selection of a probability sample. It therefore, drew subjects from the target population and simulated the procedures and protocols that had been designated for data collection. A pilot group was done at the University of Nairobi for testing the reliability of the research instruments where individuals were selected randomly. A pilot study with 20 participants was conducted in order to estimate the reliability and validity of the instrument. The questionnaire was designed after a thorough literature review and taking into

account several variables. Test-retest reliability was important for this study as it measured error by repeating the same subject under similar condition comparing observation.

3.6.2 Validity

Cooper, and Schindler, (2008), place that validity is how much an instrument estimates the phenomenon under scrutiny. Validity tests incorporate substance, foundation and related builds legitimacy. Content validity decides how a measure speaks to each and every component of a build. Validity in this study involved students' perception and expectation levels on the quality, satisfaction and frequency of use of library services in Universities in Kenya. It addressed the appropriateness, meaningfulness and usefulness of the specific inferences made from instrument scores.

It was worth noting by Burns, & Grove, (2005, p. 376-377) that the inferences made from the scores were important to be validated rather than the scores themselves. This could be demonstrated by "the willingness of the respondents to complete the instrument was related to their perception that the instrument measured the content they   agreed to provide." Furthermore, the   questionnaire was based   on the literature review and the relevance to the variables   in   the study   that were   operationally   defined to   create   a common understanding. The literature of the study was reviewed to intensify the refinement and adaptation of all the concepts contained in the conceptual framework.

3.6.3 Reliability

This is characterization of instrument dependability as capacity of an exploration instrument to give reliable result. Cronbach's alpha was used in estimating the dimension of consistency of

the scores obtained, and the dimension of consistency of these scores to every person starting with one organization of the instrument then onto the next. It was likewise alluded to as a proportion of inside consistency of the things in the poll. Cronbach's Alpha was progressed by Mohsen, & Reg, (2011) to build up the dimension of inward consistency of the examination instrument.

Lavrakas, (2008) explained that reliability in this context referred to the precision of the measurement (i.e. small variability in the observations that could be made on the same subject on different occasions) but was not concerned with the potential existence of bias. In relation to this study, data were collected from respondents at the school of Education, Humanities and Social Sciences from first year to fourth year students. Grouping these students separately for instance first, second, third and fourth year was thus one way of establishing the reliability of the instrument.

3.7 Ethical Considerations

Kidder, (2009) characterized morals as good rules that oversee an individual conduct in leading an action. Dealing with human subjects stresses informed consent, avoidance of harm, and violation of privacy, anonymity and confidentiality, deceiving of human dignity, and presentation and interpretation of data (Babbie, 2005, p. 61 -71; Burns, & Grove, 2005, p. 181-206; De Vos, et al., 2005, p. 58; LoBiondo-Wood, & Haber, 2002, p. 273; Polit, & Beck, 2004, p. 144)

The ethical issues observed in this study included:

a) The respondents – The researcher ensured that participants in quantitative research were not injured regardless of whether they volunteered or not. Often participants in quantitative research reveal sensitive or embarrassing information about themselves, which might result in psychological and emotional trauma if revealed without their consent.

b) The institutions – The researcher treated the institutions involved in the study as a person as permission to conduct the study was to be granted by respective leadership, and they had to approve the time period for distribution of the questionnaires to respondents, and data collection

c) The scientific integrity of the researcher was demonstration of competence and honesty in conducting the research and above all avoid deception and misconduct such as fabrication, falsification, plagiarism, or other practices that seriously deviate from those that were commonly accepted within the scientific community for proposing, conducting, or reporting research (Burns and Grove 2005, p. 751).

d) The researcher observed all ethics pertinent to the research topic while conducting the study. These included but not limited to honesty in planning and conducting the research, writing the report without changing or fabricating information, adhering to guidelines given by the lead supervisor(s) besides respecting the rights and dignity or others e.g. their privacy, confidentiality and autonomy of all participants involved in the research.

Data accumulated from the investigation respondents were kept classified since it was purely for scholarly purposes. This examination didn't represent any subjective mischief, or mental to the respondents. The respondents were educated about the motivation behind the surveys which was to request information on understudies' discernment on the job of library services at SEKU. Right off the bat, assent was obtained by drawing in and collaborating with the respondents so as to win their help and consent to lead the examination.

3.8 Data Collection Procedures

Five-point Likert Scale was used in measuring the level at which students' perception impacted on the role of library services at SEKU. This kind of scale was applicable to closed-ended questions only. Follow-up was made using phone calls to remind and push the respondents to fill and complete the questionnaires administered to them. A cover letter was obtained from the university as proof and permission to collect data for academic purposes only. Another letter of authority to collect data was obtained from the National Commission for Science, Technology and Innovation.

3.9 Data Analysis and Interpretation

Data analysis and interpretation of this study involved assigning meaning to the collected information and determining the conclusions, significance, and implications of the findings. The steps involved in data analysis were a function of the type of information collected.

Elucidating measurements were utilized for information examination that was utilized to abridge quantitative information to give significant depiction of how the scores were appropriated.

The information gathered was incorporated, altered and coded into different classifications utilizing numerical qualities. This happened subsequent to evaluating the consistency of information and unwavering quality. As clearly outlined earlier in the chapter, a combination of qualitative and quantitative research methodologies were employed for the purpose of more comprehensive responses to provide for unexpected developments and to clarify personal circumstances.

Quantitative information was introduced in form of frequencies, rates, and mean utilizing recurrence tables. The first step was identification of particular levels of measurement in quantitative data analysis. As stated by Espinosa, & Yamashita, (2015), the four levels of measurements included:

1. Nominal scale that was used for organizing data into categories of a defined property that could not be ordered. This was basic classification data that did not have a logical order for example gender (male or female), marital status (single or married), and ethnicity. This type of measurement allowed the researcher to establish gender distribution and participation in the study through coding the data for entry into the computer for analysis while assigning numbers to the categories. As Burns, & Grove, (2005, p. 372) & Polit, & Hungler, (1999, p. 440) put it, the numbers assigned to categories in nominal measurement were only used as labels and not intended to convey any quantitative information. In tha t connection, nominal measurement was used to identify students' gender and their marital status.

2. Ordinal data formed the second level of measurement where data could be assigned to categories of an attribute that could be ranked. Here, the attributes were ordered

according to some criterion for example highest to lowest. This scale had logical order but lacked constant differences between values – e.g. Pizza size (large, medium, small). Examples of ordinal data included academic level, age, and number of students in a school/campus or university, etc. as revealed in the findings in next chapter.

3. Interval data: had logical order, was continuous, had standardized differences between values but lacked natural zero – e.g., Celsius degrees, age, grade levels such as first to fourth year students like the case in this study, time, etc.

4. Ratio data: had logical order, was continuous, had standardized differences between values, and had a natural zero – e.g., height, weight , age, length

After identifying a level of measurement, the next step was to use a specific analysis technique in analyzing data. Espinosa, and Yamashita, (2015), stated that there were several procedures that could be used to analyze data including:

- Data tabulation (e.g., frequency distributions & percent distributions)

- Data descriptive (e.g., Mean, medium, mode, minimum and maximum values, etc.)

- Data disaggregation (tabulation of data across multiple categories)

- Moderate and advanced analytical methods (regression, correlation, variance analysis)

The above methods could be used invariably by all different true experimental, quasi-experimental and non-experimental quantitative research strategies. In this study, analysis was done based on nominal and ordinal data, as the data in the current study were at the nominal and ordinal levels of measurement.

On the other hand, qualitative data analysis as used in the study involved identifying patterns and themes in data collected and then examining and interpreting these patterns and themes to draw meaning and answer research questions. The five strategies of qualitative research mentioned which include ethnography, phenomenological, grounded theory, narrative and case studies – employed different analytical procedures. (Espinosa, & Yamashita, (2015), opined that preliminary and some general steps in data analysis were common to all and they included:

1. Immediate processing and recording of data (important information, date/time details, observations, etc)

2. Commencement of data analysis soon after collection

3. Reduction of data to meaningful information

4. "Identification of meaningful patterns and themes" via

   a) Content analysis achieved by:

   b) Coding the data for certain words or content

   c) Identifying their patterns

   d) Interpreting their meanings.

   e) Thematic analysis achieved by "grouping data into themes that answers research problem"

5. Display of data which include organizing data in forms of graphics, maps, tables, etc., to draw conclusions

6. "Drawing of conclusion and verification"

The researcher made derivations from the discoveries to address the examination question. Fixed-alternative, scale, and open-ended answers were gathered from respondents and the outcomes were outlined and coded into regular topics and conveyed in recurrence dissemination table. Subjective information was utilized to fortify quantitative data.

3.10 Chapter Summary

In this chapter, the quantitative positivist research paradigm underlying the current study was discussed. With respect to the quantitative approach, a descriptive, explorative, correlation non-experimental design was undertaken, The chapter was discussed vis-à-vis the research design, area of study, target population, sample and sampling techniques, data collection methods, research instruments (self-designed questionnaire), ethical considerations, data collection procedures, data analysis and presentation and summary of the chapter. The results of the study were given in the next chapter.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTEPRETATION

4.1 Distribution of Respondents/Background Information of Respondents

This chapter presented, analyzed and interpreted the results of the findings. This study discussed students' perception and expectation levels on the quality, satisfaction and frequency of use of library services in Universities in Kenya in view of South Eastern Kenya University (SEKU) using qualitative and quantitative methods of analysis. The study results were analyzed and interpreted in line with the objectives which were:-

a) Find out students' perception levels and expectations at SEKU library services;

b) Examine the levels of the quality of service at the university library;

c) Explore/Determine whether there existed a relationship between the quality of service, library user satisfaction and frequency of use among students, and other users.

d) Propose and appropriate ways that could offer better quality services to students at SEKU library to support their academic work.

Data analysis is the process of collecting, modeling, and analyzing data to extract insights that support decision-making. There are several methods and techniques to perform analysis depending on the industry and the aim of the analysis. All these various methods for data analysis were largely based on two core areas: quantitative methods and qualitative methods in research study. The researcher employed cluster analysis where respondents were grouped based on demographic characteristics in order to immediately optimize her efforts and give her respondents the best experience based on their needs.

Although qualitative data could be observed, it was subjective and harder to analyze data in research, especially for comparison because it represented everything describing taste, experience, perception, or an opinion that was considered quality data. Since qualitative data was made up of words, descriptions, images, objects, and sometimes symbols, it was typically used for exploratory research and data analysis thus Microsoft Word Application with specifically MS-Word being used as a word-based method was the most relied and widely used global technique for research and data analysis of this nature. Notably, the data analysis process in qualitative research was manual where the researchers read the available data and find repetitive or commonly used words. Metaphors were also used to reduce the data pile and find patterns in it so that it could become easier to connect data with theory. Variable Partitioning was another technique used to split variables so that the researcher could find more coherent descriptions and explanations from the enormous data.

The first stage in quantitative research and data analysis was to make it for the analysis so that the nominal data could be converted into meaningful data or information. Data validation was done to understand if the collected data sample was as per the pre-set standards, or it was a biased data sample. Statistical techniques were the most favored to analyze quantitative/numerical data. The method was further classified into two groups i.e. *'Descriptive Statistics'* used to describe data and *'Inferential statistics'* that helped in comparing the data. Quantitative data were presented in graphical format, charts, and/or tables, etc.

4.2 Results

The basic and most important research question was to determine what could be defined as a reasonable and acceptable Response Rate (RR). Based on past experience from the academic

literature, trends along time and across journals were examined and taken into account. To begin with, it was important to clarify that in the "standard" research process which used questionnaires, no one could expect a 100% Return Rate (RR) even when people were ready and willing to participate. This was demonstrated by the following studies starting with Benton, (1975, p. 150-153) who stated that 641 male cartographers working for the U.S. army volunteered to participate in the study but only 80% of them returned their questionnaires.

A similar study was carried out by Webster, & Trevino (1995, p. 1544-1572) where they asked 531 academic employees to participate in the study indicated that only 248 participants agreed which translated to 83% as the return rate. In the past two decades, there had been attempts to challenge the presumption that lower response rates automatically equate to lower study validity. However, in particular, several recent studies had demonstrated that there was not a direct correlation between response rate and validity. As a rule of thumb, it was believed that the higher the RR, the better the research reliability simply because high RR provided confidence in the representativeness of the data, and dampened concerns over non-response bias. In contrast, low RR could induce bias (Rogelberg, & Stanton 2007, p. 195-209), and could have serious effects on the sample representativeness, the external validity of the research and, thereby, the generalizability of the results to the whole population. A review of the literature revealed that there was no agreed upon minimum RR.

Baruch, and Holtom, (2008, p. 1139-1160) reported that RR in business management research could be anywhere between 50% and 80%, with an overall average of 55.6% (Baruch, 1999, p. 421-438). (Goyder, 1985, p. 234-252) reported that the acceptable range could vary between 30% and 70%. (Malhotra, & Grover, 1998, p. 407-425) argued that a

RR below 20% was very undesirable. Similarly, textbooks and method texts suggestions varied widely from 50% (Cycyota, & Harrison, 2006, p. 133-160; (Rea, & Parker, 1992), to 60% (Fowler, 2009) to 80% (De Vaus, 1986).

To address this issue, some academic outlets in other disciplines stated the minimum accepted RR as a guideline for potential authors and reviewers. For example, the Journal of the American Medical Association clearly stated that survey studies could have sufficient response rates (generally at least 60%). However, overall, as a survey of journal editors by (Carley-Baxter, et al. 2009) revealed, editors tend to use unwritten 'rule of thumb' to judge RR resulting in 'widely varying response rates (16 to 91 percent).' In brief, to date there has been no consensus on what is an acceptable RR.

A stratified simple random sampling method was used to select the respondents where a total of 362 questionnaires were distributed to respondent's at the School of Education, Humanities and Social Sciences at SEKU for data collection. A total of 298 questionnaires were returned resulting in a response rate of 82.3%. Therefore, in conjunction with the above research findings on RR, the researcher felt the study's response rate was fairly good and acceptable to warrant the research considered reliable.

4.2.1 Gender representation

Among the 298 respondents selected from the school of Education, Humanities and Social Sciences at SEKU, 170 were male and 128 female. This gave a percentage representation of 57% male and 43% female.
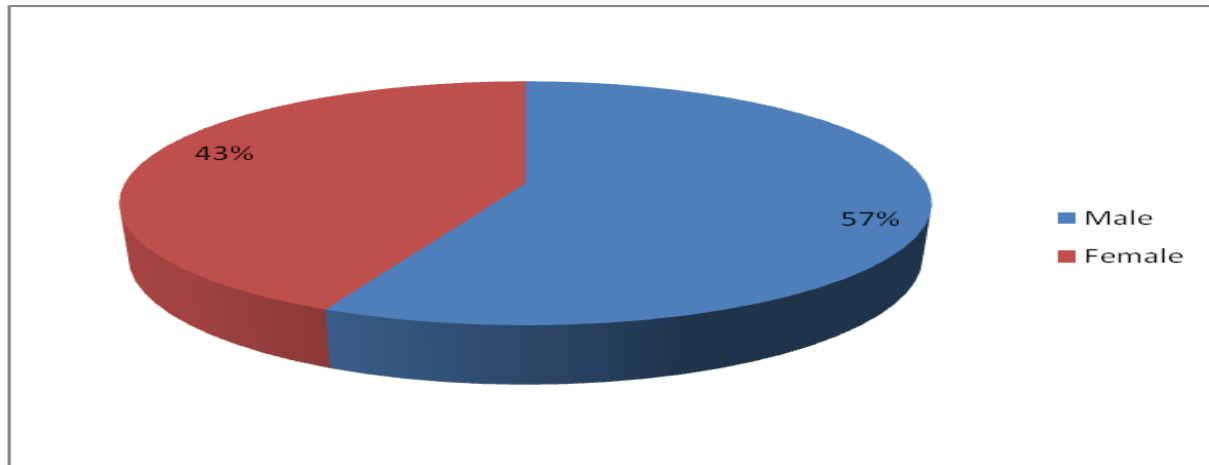
Figure 4: Gender of respondents

Figure 4 above revealed that male respondents accounted for the greatest response rate of 57% compared to their female counterparts at 43%. This showed that more male respondents participated in the research study as compared to their female counterparts. From the results, it could then be confirmed that the School of Education, Humanities and Social Sciences, had a male-dominated-faculty. However, it was important to note that this could not affect the reliability and validity of the study simply because of the variance in gender representation since that was expected besides it wasn't among the issues to be tackled as shown in the research questions formulated in the study in chapter one.

4.2.2 Age formation

The highest age group representation in the study was 21-25 with a response rate of 54% as shown in Table 2 below. This was followed by ages 26-30 and 36-40 all tying at 11%. Third position was occupied by 20 years and below tying with ages 31-35 at 8%, and then followed by ages 41-45 at 5% and ages 46-50 at 3% respectively. Over 50 years did not have any

representation from the study. A summary of the above results was tabulated as shown below in table 2:

Age of respondents at the School of Education								
Years	20 years & below	21-25	26-30	31-35	36-40	41-45	46-50	Over 50 years
Numbers	24	161	33	24	33	15	8	0

Table 2: Age of respondents at the School of Education

From the above statistics (Table 2), it was demonstrated that students aged between 21-25 years were the majority in the study while ages 46-50 were the least with no representation for over 50 years. This showed that the most respondents were relatively young (20-40 years old age bracket) with a percentage representation of 92% of the total population of students at the School of Education, Humanities and Social Sciences.

The age bracket outside that combination represented 8% thus making the study reliable based on a rule of the thumb which stated that the higher the RR, the better the research reliability simply because high RR provided confidence in the representativeness of the data, and dampened concerns over non-response bias.

In contrast, low RR could induce bias (Rogelberg, & Stanton, 2007, p. 195-209) and could have serious effects on the sample representativeness, the external validity of the research and, thereby, the generalizability of the results to the whole population. According to the East African Institute of Aga Khan University, (2016) in the "The Kenya Youth Survey Report of 2016", Kenya is a very youthful country with median age estimated at 19 years, and about 80

percent of Kenya's population being below 35 years. This could help explain why the study had

a greater representation of young respondents at the school.

4.2.3 Level of education

The study established that majority of the respondents (59%) in the study were students pursuing

undergraduate studies followed by those undertaking a diploma course (30%) then those

pursuing certificate (8%) and masters programmes (3%) respectively. No response was given

from doctorate program hence returning a response rate of 0%. The above results were

represented in a pie chart format as shown in figure 5 below:
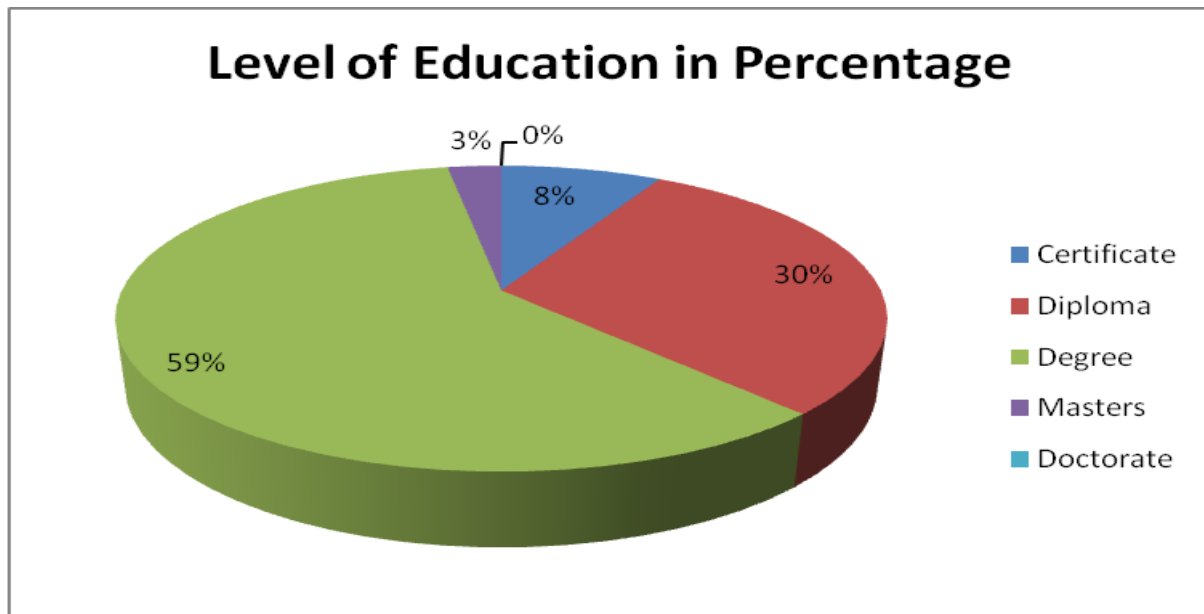
Figure 5: Percentage level of academic qualification(s) at the School of Education

The above statistics indicated that the school of Education, Humanities and Social Sciences was

dominated with undergraduate students who were mostly relatively young as indicated in Table 2

above because according to the education trend within the country accompanied with the

Ministry of Education policies and guidelines established to govern and manage the education

sector, a greater percentage of the undergraduate students is comprised of young people because they join the institution after completing O-Level education (Form Four).

Kenya's national education system is structured on an 8-4-4 model with eight years of basic education, four years of secondary education, and a four-year undergraduate curriculum. This model replaced the 7-4-2-3 system in 1985 (Clark, 2015). In recent years there has been a huge expansion of the higher education sector in Kenya. Where there were just five public universities in the country in 2005, today there are 22 with plans for as many as 20 new universities (Clark, 2015). Along with growth in the number of universities came huge growth in enrollments with the latest enrollment figures for 2019 showing that there were 90,755 students out of a total of 660,204 candidates who sat the Kenya Certificate of Secondary Education (KCSE) examination in 2018 scored a mean grade of C+ and above, hence were eligible for placement to universities as Government-sponsored students.

After the successful completion of the placement process, 89,486 candidates secured placement to Degree courses of their choice in Public and Private Universities under the Government sponsorship programme. As a result, Prof. George Magoha, CBS, Cabinet Secretary, Ministry of Education was pleased to note that 83,675 of these applicants (92.2%) were placed based on their choices (Magoha, 2019).

Following the above statistics as revealed by the government through the Ministry of Education on students placement in universities in Kenya, the study proved reliable and valid in reporting that the majority of the respondents (59%) were undergraduate students at the School of Education, Humanities and Social Sciences compared to students undertaking Masters and Doctoral programmes.

4.2.4 Library service usage and awareness

Frequency of Library Visit	No. of Respondents
Daily	64
Between 1-5 Days	128
5 days & Above in a Week	56
Less than 15 days in a month	24
More than 15 days in a month	8
Less than 60 days in a semester	16
More than 60 days in a semester	0
Never	0

Table 3: Level of awareness of library services and usage

Results from table 3 above showed that visits between 1 to 5 days in a week accounted for the highest response rate of 43% followed by daily visits by the students with a response rate of 22%. Students visiting the library in 5 days and above within a week posted a return rate of 19% while those visiting the library in less than 15 days in a month accounted for 8% of the total respondents. Respondents visiting the library more than 15 days in a month had a response rate of 3% and those visiting less than 60 days in a semester gave a return rate of 5%. Furthermore, there wasn't any response for those visiting the library for more than 60 days in a semester and those who never visited the library at all. However, 0.7% of the respondents did not indicate the period in which they visited the library**.**

From the above results, a good number of students (43%) made the library a critical component in their academic studies. This was because academic libraries were at the forefront of

providing information services to their respective communities which comprised of students, lecturers, and researchers in order to support their teaching, learning and research need s (Ogunbawo, et al., 2020).

Despite the changes, upgrade and regular reviews of library services, academic libraries are at a crossroads in time. While there was a growing perception that the physical library was no longer essential to the educational experience since a number of students increasingly relied on technology for learning and communication (Gardner, & Eng, 2005), the library continued to flourish with student activity (Steelcase 360 Research, 2010). Iyoro, (2004), in his study identified accessibility as one of the pre-requisites of information use by undergraduates

Ugah, (2018) opined that the more accessible information sources were, the more likely they were to be used and readers tend to use information sources that required the least effort to access. Following the above revelations by the scholars, a similar occurrence was witnessed at the School of Education, Humanities and Social Sciences at SEKU university where a sizeable number of students preferred more accessible sources e.g. electronic to the hard copy ones because they could use little time and energy to find whatever information they were looking for. As a result, a number of students (5%) were less aware of the library services and usage at the school due to increased usage of networked electronic resources or availability of alternative sources of information as revealed by Toner, (2008).

4.2.5 Library Services and Resources

As shown in figure 6 below, the study discovered that internet and computer services were the most recognized services by respondents at the school of education in SEKU. This was

confirmed by a response rate of 79% compared to other services like reprographic, reference, lending and bibliographic which accounted for a response rate of 24%, 70%, 76% and 54% each respectively. Additional 22% of the respondents indicated being aware of online repository which was another library service and resource that the researcher did not include amongst the library services and resources presented for evaluation. These results were displayed in a column chart as shown in figure 6 below:
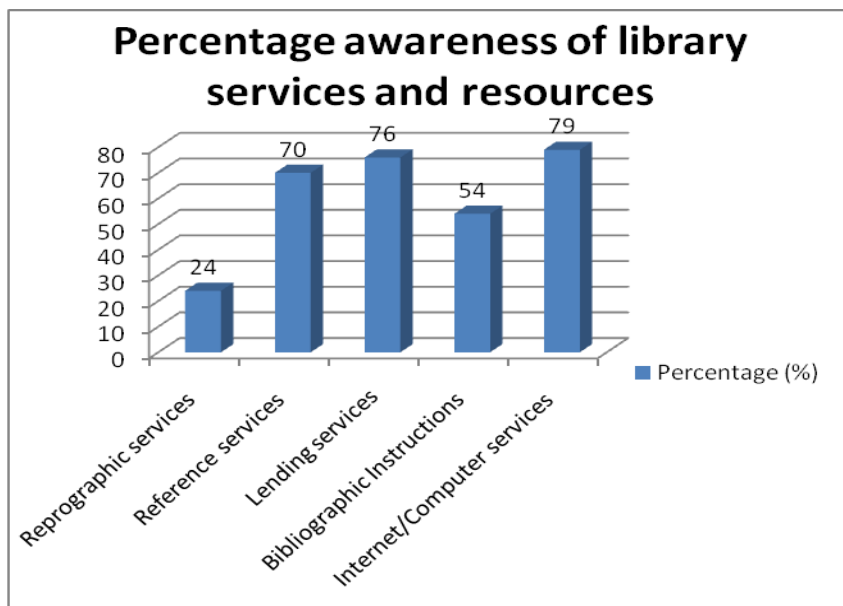
Figure 6: Percentage awareness of library services and resources

Burton, & Chadwick,   (2000) found in their study that many students preferred using resources that were easy to find, available and easy to understand. Cameron (2004) also found out that students initially used only resources that they were familiar with. Research by these scholar's aided in explaining why a majority of the respondents i.e. 79% at SEKU university more specifically at the School of Education,   Humanities and Social Sciences

recognized internet and computer services more compared to other services and resources offered within the library setup.

This was attributed to many students entering university with little or no knowledge of basic library tools, procedures or terminology thus the justification for mounting programmes for user education in university libraries. More so library processes were so complex that an average user could not easily comprehend. To enable recognition and awareness of other services and resources offered by the library to get closer or even match and may be go beyond the level of internet and computer services received by students at the university, awareness and experience could be able to bridge the gap by familiarizing these students to an extent with the availability and use of services, resources and facilities of a library. Furthermore, it was very importance for the library management at the university to explain the workings to a new user in detail in order to be able to exploit the resources of the library to the fullest.

4.2.6 Reasons for visiting the library

Students visited the library for various reasons. Following that, the study revealed that a higher percentage (89%) of library users visited the premises for reading and studying personal notes. This was closely followed by those visiting the library to work on assignments and research projects at 76% while 70% were interested in using the library for preparation of examination. Another 54% stated that they mainly went to the library to read and borrow library resources while 33% of the respondents visited the place to read for leisure purposes as shown in table 4 below:

Driver(s) to Visiting the Library	No. of Respondents
To work on assignment/project	226
Reading/studying personal notes	266
To read for leisure	98
To read and borrow library resources	161
To prepare for examination	209

Table 4: Reasons for visiting the library

Additionally, 8% of the respondents stated that they visited the library in order to access helpful reading materials and other general services that may be of value to their studies at the university.

Research by scholars showed that there was a declining trend in library usage all over the globe and hence an increase of library non-users. This global phenomenon was observed to include university and college libraries. This could be suggestive of increased usage of networked electronic resources or availability of alternative sources of information (Toner, 2008). Some identified a handful of reasons that student's chose to utilize resources other than the library to gather information. University students typically used search engines such as Google because the information was readily accessible (Campbell, 2016).

Students preferred information that was simple and easy to understand, and they preferred a self-serve method. There was a lack of seamlessness in services at the library that prevented some potential patrons from using the library (Becker, 2009). Information today, in any format, could be accessed anywhere and anytime on campus (Steelcase,

2010). Wells, & Scepanski, (2010) found out that there was a decline in the usage of traditional library services at the university level and suggested that students were looking elsewhere for information resources.

They explained further that students could come to the library to study, to socialize but were not using library materials, or library services, at anything like the rate they did even ten years ago, stating that the 21st Century has virtually turned everything virtual and the technology progression continues to change how students access information, and it is imperative that the interior environment in university libraries reflects this shift. This helped the researcher establish some of the driving factors that led students visit the library at the university.

Being an academic institution and based on the above reasons as given by the respondents, the researcher was convinced that the library was playing a major role in the academic studies of the students at the institution. According to this study, it was therefore, found out that the majority of the students at the School of Education, Humanitie and Social Sciences saw the library as an important place for reading and borrowing library resources (54%), preparing for examinations (70%) while most students (89%) used the library for reading/studying personal notes besides working on assignments/projects (76%). The response provided links to the researcher in establishing the perception students had regarding the library services and its usage.

4.3 Students' perception

During rating students' perception on the library resources and operations, it was found that 57% of the respondents asserted that they were good while 22% posted an excellent rating response with only 19% saying that the library services and resources were of average quality.

However, 2% of the respondents did not give a response to the inquiry as shown in the figure 7 below:
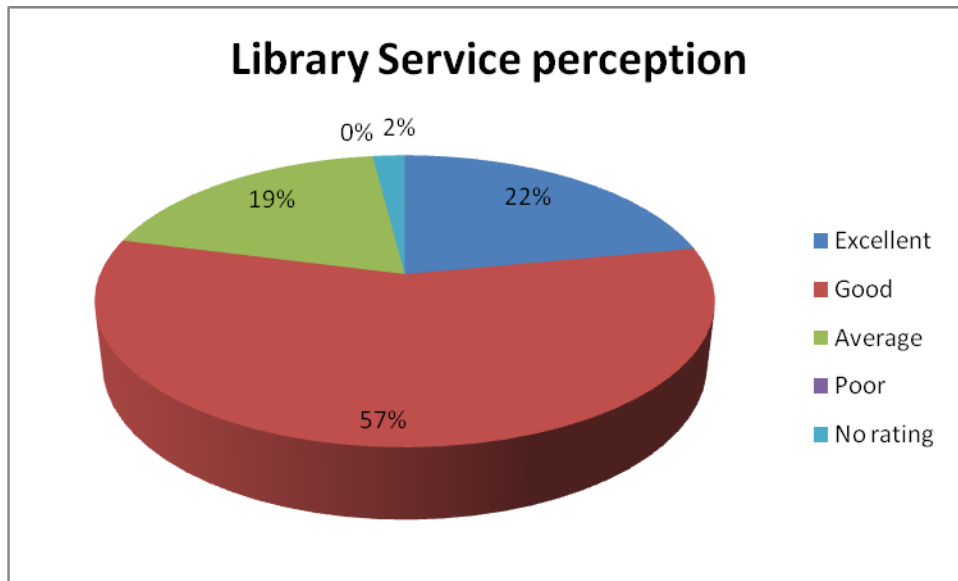
Figure 7: Respondents' perception on library services and resources

Tella, (2009) undertook a study which revealed that university students' information seeking behaviour showed most of them did not use the library effectively showing poor information seeking habits based on certain perceptions. Consequently, Fadekemi and Samuel (2019) cited Osundina, whose study noted that the problem of Nigerian students was not the question of wanting to use the college library, but whether or not the university library could provide for their needs, and whether there was access to what was provided.

These and other reasons were realized at SEKU University indicating why different students had varying opinions and perceptions on library services and resources provided. Factors like ease of use and access to library resources were cited by students as the major determinants of how they perceived the library services and resources. Another factor that played a crucial role in establishing the perception level of students was the currency of information resources stocked

by the library. Many students did not like reading stacks of books ranging from the old to the most current ones in order to get the information they were looking for but instead wanted faster information retrieval means i.e. the internet which could retrieve whatever kind of information that they could search on Google. This helped answer the research question number one that intended to find out: "What were the students' perception levels at SEKU library services?" The perception of the students was gauged based on their response as summarized in figure 7 above.

4.3.1 Quality of Library Services offered

LIBRARY SERVICE	QUALITY LEVEL				
	1	2	3	4	5
Reprographic services (Printing, photocopying, scanning)	121	64	32	24	16
Reference services are good and up to date	24	40	81	40	97
Lending services	8	8	40	81	137
Bibliographic Instruction	32	0	48	89	72
Internet connections/Computer services	40	16	48	89	64
Reliability and effectiveness of library staff	0	24	64	97	105
Time provided for using the library is adequate	16	24	32	97	89
Library is accessible to all students	16	24	40	40	177
Library orientation programmes are helpful	40	16	48	81	105

Table 5: Quality of library services offered

Table 5 above services were rated using the Likert Scale describing the quality of library services offered at SEKU utilizing a five-point Likert Scale which included: 1-Dissatisfied 2-Slightly fulfilled 3-Moderately fulfilled 4 - Satisfied 5 – Very fulfilled. Reprographic services returned

41%, 21%, 11%, 8% and 5% for dissatisfied, slightly fulfilled, moderately fulfilled satisfied and very fulfilled respectively. Results on reference services being good and up to date were 8% dissatisfied, 13% slightly fulfilled, 27% moderately fulfilled, 13% satisfied and 33% very fulfilled. Lending services returned a response rate of 3% dissatisfied, 3% slightly fulfilled, 13% moderately fulfilled, 27% satisfied and 46% very fulfilled respondents.

Bibliographic instructions had 11% of the respondents dissatisfied, 0% slightly fulfilled, 16% moderately fulfilled, 30% satisfied and 24% very fulfilled with the services. Internet connections and computer services received 13% dissatisfaction rate, 5% slightly fulfilled, 16% moderately fulfilled, 30% satisfied and 21% very fulfilled. Effectiveness and reliability of library staff 0% of respondents were dissatisfied, 8% slightly fulfilled, 21% moderately fulfilled, 33% satisfied and 35% very fulfilled with the services. Additionally, 5%, 8%, 11%, 33% and 30% of the respondents felt dissatisfied, slightly fulfilled, moderately fulfilled, satisfied and very fulfilled respectively with adequate time provided for using the library.

The response on all students accessing the library was 5% dissatisfied, 8% slightly fulfilled, 13% moderately fulfilled, 13% satisfied and 59% very fulfilled. Regarding library orientation programmes being helpful to users, the results indicated that 13% were convinced it was dissatisfying with 5% believing it was slightly fulfilling while 16% were moderately fulfilled with the service and 27% and 35% of the respondents were satisfied and very fulfilled respectively with the service.

It was important to note that from the results obtained, reprographic services recorded the highest number of respondents dissatisfied with the service at 41%, while lending services received the least (3%) dissatisfied response of respondents with reliability and effectiveness of library staff returning a rate of 0% response for those dissatisfied with its services. On the other hand,

accessibility of library services to students had the highest rate of 59% respondents very fulfilled while reprographic services was the least "very fulfilled" service at 5%. The most slightly fulfilled service was reprographic services at 21% while the least slightly fulfilling service was lending at 3%.

Good and up-to-date reference services were the most moderately fulfilled services at 27% while reprographic and time provided to use the library being adequate were the least moderately fulfilled services at 11% each. Reliability and effectiveness of library staff and time provided for using the library being adequate reported the highest rate of respondents who were satisfied with the services while reprographic services received the least response of respondents satisfied with the service. The above analysis helped answer the researcher's question number two which sought to find out: "What were the levels of the quality of service at the university library?

As observed by Adeoye, & Popoola, (2021), in every society there were facilities other than classrooms that could contribute in no small measure to the teaching, learning and research process. For learning to take place effectively, learners must have access to necessary and quality information materials and resources. Scholars opine that a well-stocked academic library forms a storehouse of information or a record of human experience to which users may turn to for data or information while the effectiveness and efficiency of services provided in academic libraries are mainly determined by library users.

Research done by Perera, (2005) agreed with this study's findings that satisfying user needs was essential to the management of academic libraries in universities. Therefore, carrying out regular surveys on user needs at regular intervals on various aspects of library usage

could be an invaluable guide in determining what they needed and could be aware of in addition to how they could be available and accessible by the students. This could improve the management strategies in the university library at SEKU towards offering quality library services.

The above data obtained from the field aided the researcher in knowing which library services offered by the university's library received what kind of rating that in turn formed the basis of formulating recommendations that the university's library management could rely on while undertaking improvement measures in order to better their service delivery to students to support their learning and research activities at the university.

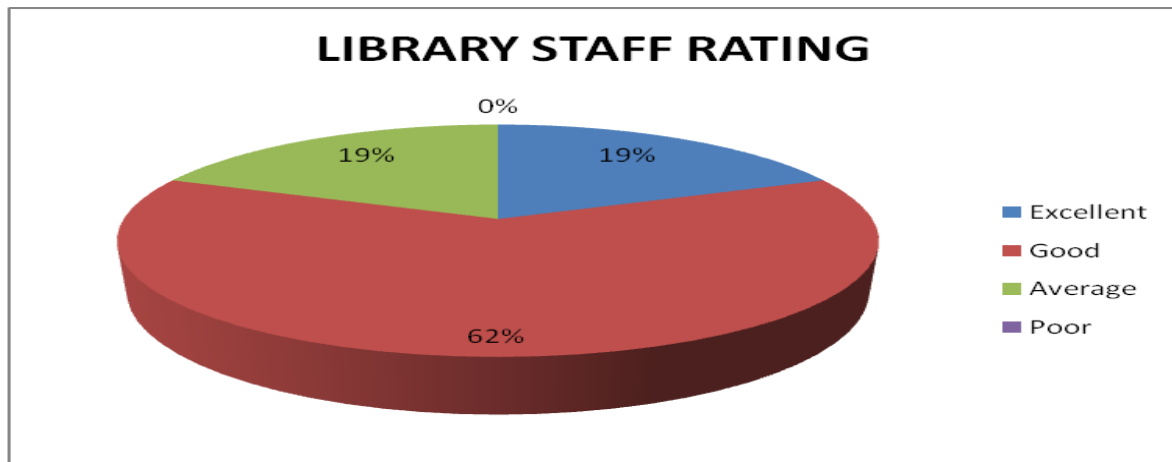### 4.3.2 Library staff rating on the quality of service

Figure 8: Quality of library staff

From figure 8 above, respondents were asked to give their perception regarding the service quality of the library staff. The majority of respondents (62%) indicated that service quality provided by the staff was good while the remaining percentage was shared equally among

respondents feeling they were excellent and average at 19% each. This showed that students' perception on the quality of service given by SEKU library staff was mostly good.

Image was identified as a direct motivator or de-motivator in the use or non-use of the library. It influenced how client's responded to services provided: whether they could use them fully, or partially discriminating between certain services, or could simply not use the particular service.

Mills and Bannister (2021) stated that the images of a library staff and the library had been identified as major influencers on information seeking behaviour. Thus, university library awareness and experience as previously indicated in the chapter tend to influence the attitude and information seeking behaviour of students towards the library use by instilling certain attitudes and behaviour in students consciously or unconsciously thus informing their decisions and perception on the quality of library staff and the library in general, This was because it could lead to positive or negative attitude towards the use of the university library or other library types in the future. This was reflected in the use or non-use of the university library by students as they tend to abandon the library for alternative sources of information due to poor attitude, lack of willingness to offer a nd by the staff, lack of creating proper awareness and bad experience with the library staff.

From the findings, it was however; noticeable that majority of the students were satisfied with service provision offered by the library staff (62% being good and 19% being excellent). However, the average rating (19%) needed improvement through working on areas that made service provision appear moderate and not satisfying to users.

4.3.3 User perception on quality of the library environment
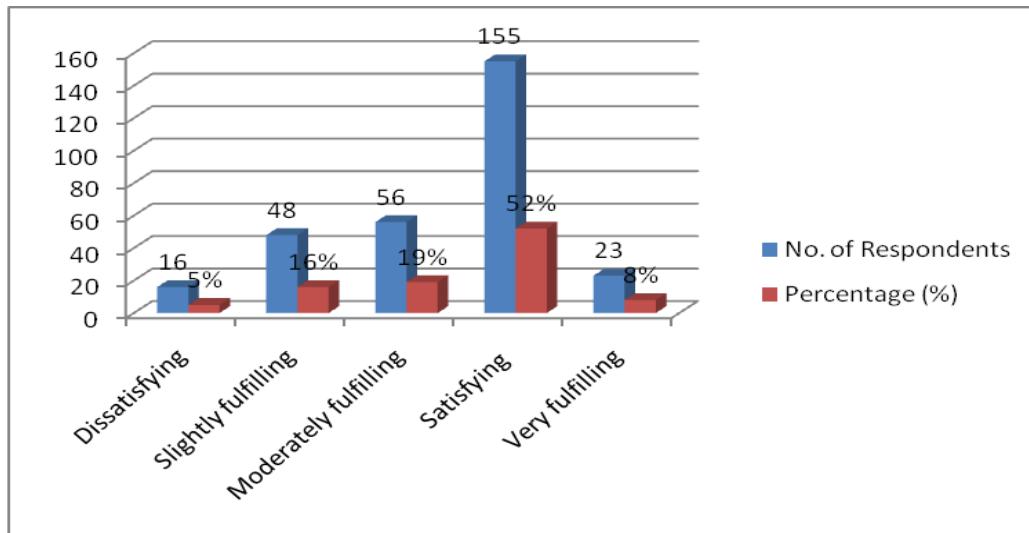
Figure 9: Library user perception on quality of library environment

Figure 9 above comprised of a combined representation of the number of respondents and percentage response on quality of library environment by library users at the School of Education, Humanities and Social Sciences at SEKU. From the results obtained, it was noted that 52% of the respondents perceived the quality of the library environment as being satisfying while 19% considered it moderately satisfying with 16% feeling it was fulfilling and 8% very fulfilling. The results further confirmed that 5% of the respondents felt the environment was dissatisfying. Looking at the response, the researcher noted that the satisfaction level of the library environment was just slightly above the average mark thus she felt it was important for the management to look into that because a conducive environment plays a major role in molding students into great researchers and scholars which was the core mandate of the university.

The above results further reminded the library management of the need to have a well planned and sufficient academic library for future development in case need arises i.e. increase in the number collections and library users with more emphasis laid on having a periodical section, technical processing section, reference section, stack room, circulation section, and store room plus the staff room with well equipped furniture to allow students enjoy a conducive atmosphere while undertaking their studying/learning and research work. The quality of lighting system being a major factor while establishing an academic library also played a bigger role in informing the students' perception regarding the quality of the library's environment. The lighting shouldn't be too bright or too dim to intimidate the eyes of users.

4.4 Satisfaction level with the library services

The respondents were provided with three parameters i.e. "very fulfilled", "satisfied" and "dissatisfied" and asked to use them to measure their level of satisfaction with the library services. While selecting services that merited for "very fulfilled" parameter as indicated in table 6 below, the respondents gave the following results: reprographic services (19%), reference services (30%), time provided for using the library (30%), lending services (35%), bibliographic instructions (35%), library being accessible to all students (35%), internet connections/computer services (3%), library staff being reliable and effective (38%) and library orientation programmes (38%).

Additionally, it was found that all the library services listed in the table above recorded higher scores by respondents satisfied with services compared to very fulfilled and dissatisfied parameters as used in the study. Reference services had the highest score of responses from users who were satisfied at 67% followed by the time provided for using the library and lending

services at 62% each while library staff being reliable and effective came third with 59% and bibliographic instructions and internet connections/computer services followed closely at 57% each. Library being accessible to all students had a percentage tie of 49% with library orientation programmes.

These results concurred with Perera, (2015) and Aina, (2014) who submitted that satisfying user needs was essential to the management of libraries. This was as a result of the availability and accessibility of the stated information services and resources in SEKU Library to students. These findings were in agreement with Aguolu,   & Aguolu, (2012), who noted that the more accessible information sources were, the more likely they were to be used students because of their ease for retrieval.

Reprographic services posted the least response rate of 35% of respondents who were satisfied with the service(s). The study further revealed that reference, lending services and library staff being reliable and effective had no single result of respondents who were dissatisfied with the services. Reprographic services recorded the highest level of respondents dissatisfied with services at 38% followed by internet connections/computer services with 19% while time provided for using the library, library being accessible to all students and library orientation programmes services all tied at 8%. Bibliographic instructions returned a response rate of 5%.

Afebende, & Ebaye, (2018) argued that the effectiveness of a library did not depend on only its collection /resources and other facilities per see, but also on the success of its exploitation and use.   Aina, (2004), on the other hand emphasized that users were critical to the practice of librarianship and that all processes revolved round the users. Users   formed a focal point of all libraries or information centres since the   primary objectives of library's existence was to satisfy its users.

The list of resources and services in table 6 below was in conformity with Mason, (2010) who stated that an academic library had the mission to build and maintain a collection that could support and enhance the needs of the institution. It also agreed with Rao, (2005) who argued that in a library's effort to provide a broad array of resources to meet the needs of their users, it collected resources in various sizes and formats over a period of time. These resources could include manifestation of the printed word, audio and video recordings, microforms, visual and electronic resources, and generations of requisite equipment for accessing, viewing or listening to data stored in them.

Table 6: Library services satisfaction level

SATISFACTION LEVEL WITH THE LIBRARY SERVICES			
Library Service	Very fulfilled	Satisfied	Dissatisfied
Reprographic services	56	105	113
Reference services	89	201	0
Lending services	105	185	0
Bibliographic Instruction	105	170	16
Internet connections/Computer services	9	170	56
Library staff being reliable and effective	113	177	0
Time provided for using the library	89	185	24
Library is accessible to all students	105	145	24
Library orientation programmes	113	145	24

It was also important to note that there was 8% less response from respondents on satisfaction level with reprographic services and library being accessible to all students as part of the library

services provided at SEKU. This meant that 8% of the respondents did not answer or give a response to the two services in relation to their satisfaction level. A similar outcome was reported in reference, lending, bibliographic instruction, and library staff being reliable and effective with 3% no response from the respondents for each service.

Internet connections had the highest count of no response return rate of 21% while library orientation programmes had 5% no response return rate. The above analysis aided the researcher in answering the research question number three which sought to find out: "If there was a relationship between the quality of service, library user satisfaction and frequency of use among students, and other users."

According to the findings, the quality of service rendered was seen as having a bearing on library users in terms of how they perceived and rated their satisfaction levels on various services within the library. For instance only 38% of the respondents felt very satisfied with library staff being reliable and effective alongside library orientation programmes. This demonstrated that the perception level of the majority of the respondents (about 62%) regarding the services offered could not be convinced by the level of service to the parameter set by the researcher for evaluation. This in turn determined the rate of frequency of use of the facility by the respondents thus pointing to a direct relationship between the two aspects in the research.

The findings rightly indicated that a higher number of respondents were satisfied with library services compared to those with very fulfilled and dissatisfied parameters. Looking at this, it was quite revealing as to how this informed the choice of rating from each respondent participating in the study thus pointing to some form of relationship. The services that received a lower rating (reprographic and internet connections/computer) was because the respondents felt

their quality was not up to their measured standards hence also helping demonstrate the existence of the relationship between quality of service and the level of respondents' satisfaction.

4.4.1 Library Services valued most

Respondents were asked to evaluate the importance of selected library services offered at SEKU and the following results were obtained as shown in figure 10 below:
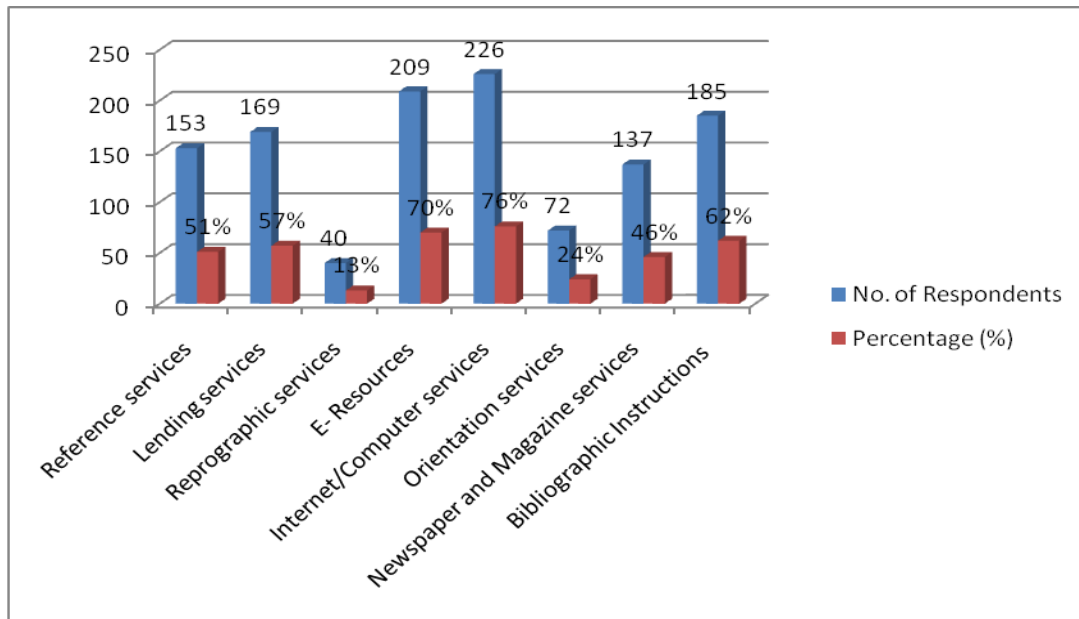
Figure 10: Most valuable library services

From the results, it was indicated that internet/computer services were the most valuable library services at SEKU with a response rate of 76% followed by E- Resources (70%), bibliographic instructions (library use and information searching) (62%), lending services (57%), reference services (51%), newspaper and magazine services (46%), orientation services (24%) and finally reprographic services (14%) were considered the least valuable library service. It was worth noting that 3% of the total respondents did not answer any question on which library services they valued most.

The above findings were in agreement with Ranganathan, (1995) who cited that bibliographic instruction (62%) was another valuable information service offered in the library, this is where a librarian provided information about publication rather than people, organization, events and place. It required researching of printed, electronic version of standard library and union like bibliographies catalogues to verify that the user's information about a document was correct and complete.

4.4.2 Importance of library staff to students
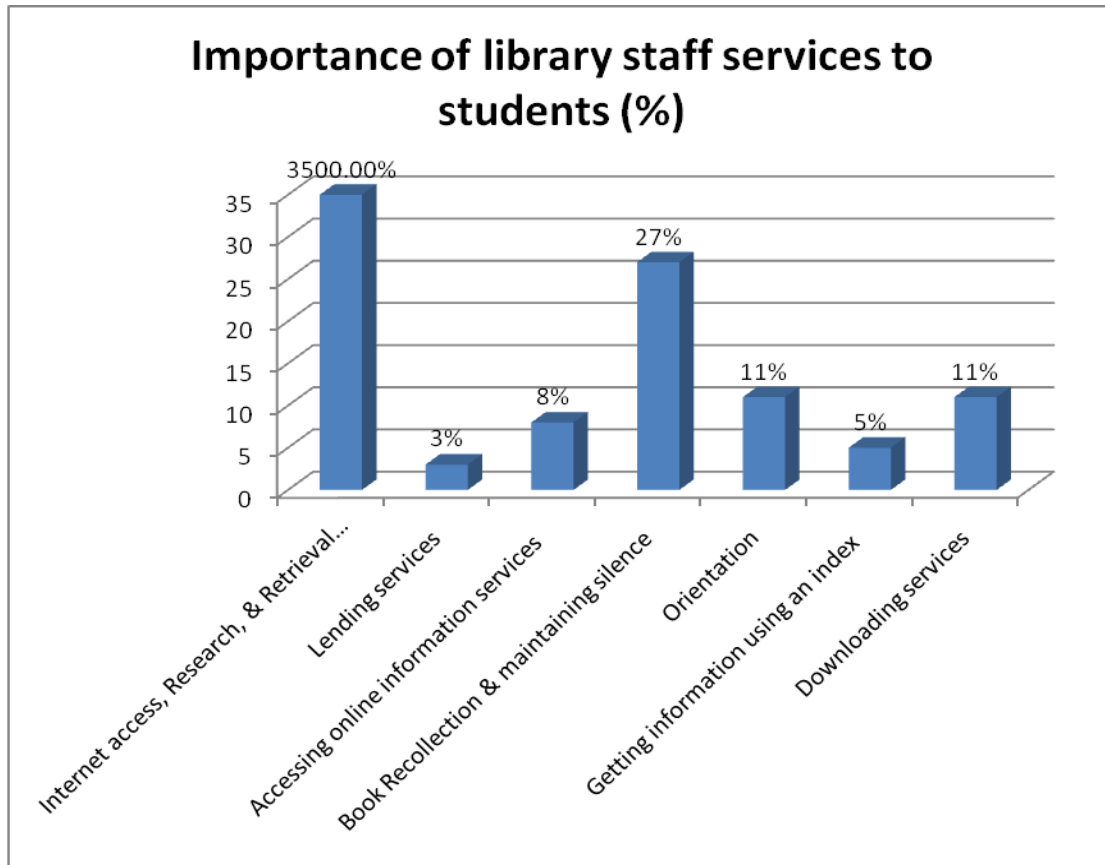
Figure 11: Help offered by library staff to students

The results from the study as shown in figure 11 above, revealed that 35% of the respondents got immense assistance from the library staff and resources on how to access internet services

and conduct research work/project. They also listed working on assignments and retrieving information from books as other major areas of benefit obtained from library staff and resources. Additionally, 3% of the respondents indicated that they benefitted from lending offered in the library. Furthermore, 8% of the respondents noted that library staff helped and trained them on how to use and access online information services i.e. e-resources (e-repositories, e-journal, etc.) for academic purposes. It was also established that 27% of the respondents benefitted a lot from recollection of unwanted books on time by the library staff in order to have the reading area ready for studying. They also benefitted from the library staff maintaining silence to ensure the environment is conducive for reading and doing other academic related work such as revising for examinations, doing assignment etc. within the library premises. Orientation program benefitted 11% of the respondents through knowing which information resources are found where and how to find them either physically or electronically. Another 5% of the respondents indicated benefitting from the library staff on how to get information from a book using an index to locate it. The library staff also assisted 11% of the respondents in downloading examination past papers and e-books and other revision materials.

University library staff played a key role in positively promoting the desire to continuously make use of the library by students. The absence of libraries and qualified library professionals in most high-schools resulted in most students entering the university without any knowledge of basic library skills, Transitions from secondary schools to university was challenging to some students as they easily became overwhelmed by the size of the library leading to keeping off from the library.

According to Nicholas, et al., (2015); Ansari, (2009), negative perceptions towards library staff were known to be influenced by the unwillingness of some librarians to guide students in carrying out the search for information considering the huge size of the library collection that easily scared and discouraged them at their first sight. This heightened library anxiety while enhancing the feelings of discomfort in the library.

Undergraduate students became anxious at SEKU University during their early stages of library research experiences . They were found to describe   their initial interaction with the library in terms of   fear and anxiety, confusion, overwhelmed by a feeling of being lost,   scared,   overpowered and helpless. Multiple cases of library anxiety had been witnessed by librarians not only on first years   but also by students who had been on the campus for longer periods. Students had been seen to wander in the library clearly not knowing where to get relevant materials or assistance.

Chimah, Nwajei, & Akom, (2015) stated   in their research   that when   students were confronted with having to use the library, many became anxious to the extent that they could look for alternatives a they were not able to approach the problem logically and efficiently,   thereby hindering the effective use of library resources. Jones, et al., (2016) postulated that the need for library staff to be more user-friendly and open to providing support to students and also the need for the same standards of care to be applied to all users of the library, whether young or old.

4.5 Importance of library resources to students

From the study as shown in figure 12 below, 19% of the respondents listed reference books as having played a major role in helping them prepare for examination, get information independently, and gather knowledge for both academic and general purposes. Another 27% of the respondents indicated that internet services helped them get quick answers to assignments and term papers besides aiding them undertake online classes where necessary and access e-resources to supplement physical ones.

They also benefitted from the internet by retrieving past papers for revision. As found in the field during data collection, most students preferred surfing on the internet for information than going through the library resources, as it was less complicated and readily available. Interestingly students who were regular users of the library maintained that the library had resources that were more comprehensive and scholarly than most that web sites provided and which were also not freely available or could not be online at all.

Library resources such as books, academic journals, research and technical reports, conference papers, standards, patents, dissertation, survey data, newspapers, magazines etc. aiding in research work/project undertaken by students accounted for 35% of the respondents in their academic courses. These were considered primary sources because they embodied the information in its original and nascent form. Other sources like indexes, bibliographies and abstracts were provided for access by students to aid in their research work.

In addition to this list were reference books like dictionaries, encyclopedias and handbook that were specifically referred to for definite piece of information. The students accomplished this through searching and retrieval processes by accessing information from a variety of sources

before selecting a type of source needed for a specific information need based on appropriateness thus helping them learn research skills.

The university library architecture (design and planning) was cited as being helpful to 16% respondents who claimed that the library's resources such as chairs and tables were comfortable to use while studying and doing research work accompanied with good lighting and ventilation systems that offered good visual and fresh air respectively.

Accessing revision materials such as books, past papers and repository services enabled 22% of the respondents to complete term papers and assignments besides preparing for examinations. Reprographic services aided 8% of the respondents to print and photocopy their term papers and assignments for presentation and marking by respective course lecturers. This data was represented in a pie chart as shown in figure 12 below:
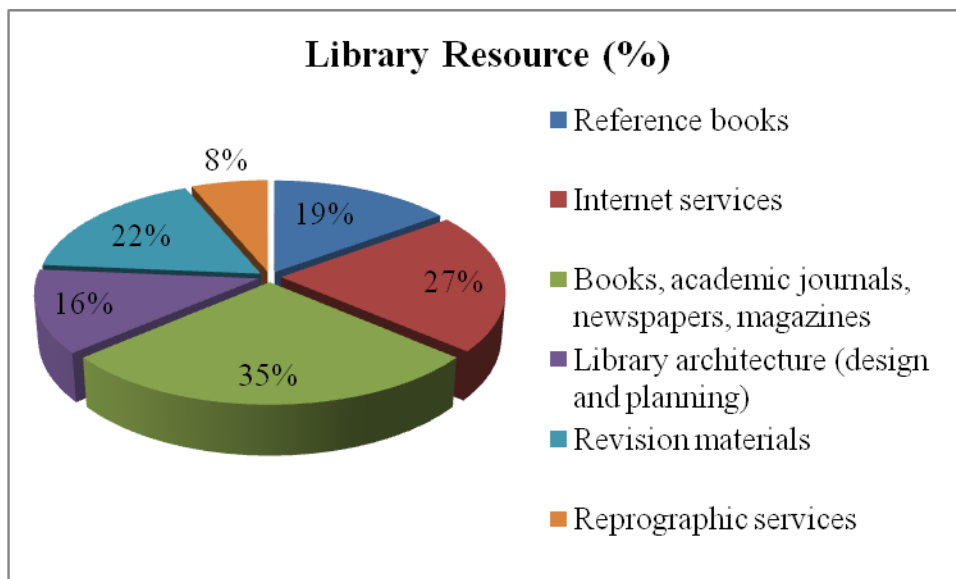

Figure 12: Importance of library resources to students

As the researcher sought to find answers for research question number four, analysis of the above data collected from the field gave some insights into what ways could offer better quality

services to students at SEKU library to support their academic and research work. From the data collected it was revealed that improvement on internet connectivity could go a long way in solving challenges that arose from poor internet network connections that limited students from having proper access to internet services at the library.

They also pointed out that reprographic services needed improvement so that it could help them in photocopying and printing their term papers, assignments, and even some notes as instructed by their lecturers. This was because some information was found in some resources like books, journals, newspapers, and magazines which were limited in number and so the only way to have access to such kind of information was through photocopying. Some information from the internet needed printing thus the reprographic services played a key role in ensuring that was done promptly. The respondents' desire was for the library to procure enough research information materials and resources so that they could readily access them to support their academic work. To this end, the finding from this study showed that the focus of SEKU library was always to serve its students by providing them with resources that could definitely take them to the level of excellence in their academic and research life.

4.6 Chapter Summary

In this section, the results and verification for each section of the questionnaire and the interview for SEKU library students were presented. The data were analyzed from the perspectives of first, second, third and fourth year students at the school of Education, Humanitie s and Social Sciences, How the interview responses from students at the school under the study converged or differed were discussed. In general, the responses from all involved in the study were mainly but not entirely positive and there were

some marked differences in the results obtained from the respondents. The research results were organized and brief explanations were provided below each theme, chart, table or graph. The research results relating to the following themes were presented:

a) Distribution of Respondents/Background Information of Respondents

b) Results

c) Library service usage and awareness

d) Library Services and Resources

e) Reasons for visiting the library

f) Students' perception

g) Quality of Library Services offered

h) Library staff rating on the quality of service

i) User perception on quality of the library environment

j) Satisfaction level with the library services

k) Library Services valued most

l) Importance of library staff to students

m) Importance of library resources to students

The study depicted how through the SEKU university library, certain contributing factors such as the existence, location, information services and resources, facility, environment, convenience of use, relevance, library orientation, staff librarian, librarian's attitude, arrangement and layout created some level of library awareness and experience in an individual. The acquired university library awareness and experience individually or combined influenced or motivated an individual positively or negatively and this was

reflected in their attitude and perception towards the library, their information seeking behaviour and their use of the library in the future.

Creating a customer driven library required a complete reassessment of library priorities and achieving these priorities could in turn require a complete reassessment of staff and resources. By focusing on the needs of their customers, libraries could create an environment that would not only be physically inviting but also intellectually stimulating. Libraries that are prospering are reportedly deliberately evolving rapidly to keep pace with their universities and societies (Connaway, et al., 2014).

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the Findings

According to the findings of this study, it could be noted that majority of the respondents were satisfied with the services offered at the SEKU library as shown in Table 6 in chapter four indicating satisfaction level of over 50% of the majority of respondents. The study further showed that despite such satisfaction levels being realized in most library services at the university, there were customers who showed greater dissatisfaction with reprographic services at 38% as shown in the same Table. This therefore called for a greater look at the service being rendered in order to improve its quality towards students with the aim of increasing its benefits and value and in return rating.

It was also a wonderful testament to the library management as the study revealed that the most valuable library resources at SEKU library were internet/computer services followed by E-Resources, bibliographic instructions (library use and information searching), lending services, reference services, newspaper and magazine services, orientation services, and reprographic services respectively as demonstrated in figure 10 in chapter four. This led to 52% of the respondents perceiving the quality of the library environment to be satisfying with only 5% indicating it was dissatisfying as shown in figure 9. Consequently, as reported in chapter four, it is worth noting that majority of respondents (62%) indicated that service quality provided by the staff was good thus further strengthening the perception level as reflected in figure 8.

However, respondents also pointed out some challenges facing the SEKU library services as identified in chapter four during data analysis and presentation process that needs to be addressed in order to improve services for the benefits of both students and the library. Similarly, when respondents were asked to suggest main services that need to be improved, they mentioned computers, training, and operational timelines as major areas that need proper attention from the library's management. Due to these findings, the study provides recommendations to the SEKU library management which if implemented may improve services and increase students' satisfaction level.

5.2 Conclusion

It is vital for the library management to note that the top service aspects that mostly captured users' attention included availability of modern learning and research materials, the willingness and ability of library staff to help users within the library, a conducive atmosphere within the library, and accessibility and availability of information resources by library users.

These research findings will hopefully help the SEKU library management in realizing its strong and weak areas as it endeavours to satisfy the needs of its library users by providing quality services. Determining its strengths and weaknesses is very important especially at a time where there is anticipated growth of the institution due to increasing number of students as well as academic programmes. Therefore, as a result, the SEKU library has to completely align itself to the quality expectations of the respondents and ensure that it provides services that commensurate with those of the library users.

5.3 Recommendations

The study suggested the following recommendations:

- ➢ South Eastern Kenya University (SEKU) library should adopt user-based assessment tools in the evaluation of service quality as opposed to input-based evaluation methods. This is because all academic libraries in Kenya follow standards established and outlined by the Commission for University Education (CUE) in evaluating the quality of their library services. Therefore, the study recommends that such statutory bodies incorporate standardized user-based assessment tools for the evaluation of library service quality.

- ➢ A sizeable proportion of the respondents (49%) felt it would be helpful if the library provided more computers in the library to ensure sufficient and efficient computer services are offered to students. They also suggested boosting the Wi-Fi network strength besides improving on computer internet connectivity to support easy and faster research process. In line with the findings, 8% of the respondents thought introducing e-learning programmes and subscribing to more E-books and information resources will facilitate and enhance information sharing.

- ➢ For a conducive atmosphere to be fully attained and realized within the library, 3% of the respondents proposed stopping students from using phones while in the library.

- ➢ Opening and closing hours were cited by 41% of the respondents as another area that the library management should look into by extending its operational timelines between 3 to 4 hours on weekends then open up to 6pm and not the usual 5pm during the week.

➢ More so, they also felt that if possible, operating the library 24 hours will be highly welcome so that those undertaking research can visit the premises at all times.

➢ According to 62% of the respondents, information materials including up-to-date books and E-resources should be increased to support learning and research activities for the available students in a ratio that is internationally accepted standard. Provision of newspapers in the library received 5% support from the respondents who felt it would serve increase the knowledge base amongst students on matters touching on the social, economic and political developments locally and even internationally. Another 5% of the respondents recommended that creating awareness and updates about new library development and progress on a regular basis will help students be in touch with any changes that takes place thus promoting a seamless integration of the students and library staff on matters library growth and development. Finally, 5% of the respondents advocated for the creation of library clubs and societies for example "The SEKU Library Society" to partner with other university libraries for purposes of sharing information and resources.

➢ The study also proposes adoption and use of SERVQUAL model in Total Quality Management (TQM) assessment process at SEKU library as well as other academic libraries in Kenya as an instrument which would assist decision makers in directing their focus to the right areas in an attempt to improve the services. This will promote and enhance comparison and sharing of knowledge obtained from research using SERVQUAL from academic libraries in developing countries.

➢ The study also recommended that in order to reduce the gaps and difficulties noticed in students using and accessing library services, the library management should consider

providing more training to students to enhance their information access and retrieval skills. The training should specifically have more focus on technical skills on how to access and retrieve information from different sources including physical and electronic services.

> Furthermore, SEKU library management should develop ways of reducing the turnaround time when providing user services in an effort to improve and provide faster and reliable services.

5.4 Suggestions for Further Research

This research centered on service quality and library user satisfaction among university students at SEKU in Kenya. Since the study dealt with only one academic library among many academic libraries in Kenya, it was therefore not all inclusive and the recommendations from the study could not be generalized to all the academic libraries in Kenya. The study further relied mainly on primary data collected at a particular point in time which could be subject to bias and therefore future researches in this area should incorporate secondary data in addition to having primary data collected over a substantially longer period of time.

5.5 Chapter Summary

Academic libraries form a core component towards achieving and realizing the academic needs and objectives of academic institution by enhancing the learning experience through providing students with all the information resources and services they need to improve their knowledge and skills to match the market needs. The main purpose of this study was to find out the library students' perceptions and level of satisfaction in SEKU University in Kenya. It was worth noting

that academic libraries provide a list of services that meet the needs and information requirements of their users. According to the findings from the study, often, the users were satisfied with the level of library services at SEKU. However, there were areas of service that the users were dissatisfied with like reprographic services which recorded the highest level of respondents dissatisfied (38%) followed by internet connections/computer services with 19% while time provided for library use posted 8% dissatisfaction rate, library being accessible to all students and library orientation programmes services all tying at 8%. These dissatisfaction levels needed improvement in order for the library to meet the expectation levels of users.

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APPENDICES

Appendix 1: Letter of request and acceptance

I am Olivia Kerubo student undertaking a research project towards attainment of Master's Degree at the University of Nairobi I am kindly requesting you to participate in a study of "Students' perceptions of the role of the library services in academic library at South Eastern Kenya University.

Objective of the study are to examine information resources provided by the SEKU library, To find out students' perception on the role of SEKU library, to examine information resources provided by the SEKU library to establish the factors that enhances the provision of SEKU library services to students, explore the challenges student face in accessing information resources to identify the factors that enhance the provision of SEKU library services to students.

Thoughts may be for the examination, information gathered will be treated with classification.

 Thank you.

Olivia Kerubo

Email Oliviakerubo@gmail.com

Appendix 2: Questionnaire

Section A: Information Background

Please mark with (X) where appropriate

1. Indicate your gender? Male [ ] Female [ ]

2. Indicate your age: 20 years & below [ ]

                    21 – 25 [ ]

                    26 – 30 years [ ]

                    31 – 35 [ ]

                    36 – 40 [ ]

                    41 – 45 years [ ]

                    46 – 50 years [ ]

                    Over 50 [ ]

3. Indicate below your level of education at the School of Education?

      Certificate [   ] Diploma [   ] Degree [   ] Masters [   ] Doctorate [   ]

Section B: Library service usage and awareness

4. How often do you visit the library?

      Daily [ ] Less than 5 days in week [ ] More than 5 days in a week [ ]

      Less than 15 days in a month [ ] More than 15 days in a month [ ]

      Less than 60 days in a semester [ ] More than 60 days in a semester [ ] Never [ ]

Any other [specify] …………………………………………………………………………...

5. What library services and resources are you aware of?

a) Reprographic services   [ ]

b) Reference services   [ ]

c) Lending services   [ ]

d) Bibliographic Instruction (how to use the library and information searching   [ ]

e) Internet/Computer services   [ ]

Any other, [specify] …………………………………………………………………………..

6. What drives you into visiting the library? (Please thick as many options as applicable to you)

a) To work on assignment/project [ ]   d) To borrow and read library resources

[ ]

b) To read/study personal notes [ ]

e) To prepare for examination [ ]

c) To read for leisure [ ]

If others, please specify...

Section B: Student perception

7. How do you rate the service quality of the library resources?

a) Excellent   [ ]   c) Average   [ ]

b) Good   [ ]   d) Poor   [ ]

Any other, please specify …………………………………………………………………..

8. Provided with a scale of 1-5 with 1 being the lowest and 5 taking the highest value, how do you grade the quality of the following library services offered?

LIBRARY SERVICE	QUALITY LEVEL				
	1	2	3	4	5
Reprographic services (Printing, photocopying, scanning)					
Reference services are good and up to date					
Lending services					
Bibliographic Instruction (library use and information searching)					
Internet connections/Computer services					
Reliability and effectiveness of library staffs					
Time provided for using the library is adequate					
Library is accessible to all students					
Library orientation programmes are helpful					

9. How do you rate the service quality of the library staffs ?

   a) Excellent   [ ]   b) Good   [ ]

c) Average   [ ]   d) Poor   [ ]

Any other, please specify ……………………………………………………………………

Section C: User satisfaction (Tick appropriately)

10. What is your take on the quality of the library environment?

   a) Dissatisfying   [ ]   d) Satisfying   [ ]

   b) Slightly fulfilling   [ ]   e) Very fulfilling   [ ]

   c) Moderately fulfilling [ ]

11. What is your satisfaction level with the library services listed below? (Tick appropriately)

Reprographic services   Very fulfilled [ ] Satisfied [ ] Dissatisfied [ ]

Reference services   Very fulfilled [ ] Satisfied [ ] Dissatisfied [ ]

Lending services   Very fulfilled [ ] Satisfied [ ] Dissatisfied [ ]

Bibliographic Instruction   Very fulfilled [ ] Satisfied [ ] Dissatisfied [ ]

Internet connections/Computer services   Very fulfilled [ ] Satisfied [ ] Dissatisfied [ ]

Library staffs being reliable and effective Very fulfilled [ ] Satisfied [ ] Dissatisfied [ ]

Time provided for using the library   Very fulfilled [ ] Satisfied [ ] Dissatisfied [ ]

Library is accessible to all students   Very fulfilled [ ] Satisfied [ ] Dissatisfied [ ]

Library orientation programmes   Very fulfilled [ ] Satisfied [ ] Dissatisfied [ ]

12. Which library services do you value most? (Pick as many as applicable to you)

Reference services   [ ]   E- Resources   [ ]

Lending services   [ ]   Internet/Computer services   [ ]

Reprographic services   [ ]   Orientation services   [ ]

Newspaper and Magazine services   [   ]   Bibliographic Instructions (library use and

information searching   [   ]

13. a) Share any instance(s) you think the staffs or library resources were of great help to you.

……………………………………………………………………………………………………

……………………………………………………………………………………………………

b) Which type of help did you get and what did it help you achieve?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

14. What kind of improvements would you recommend to the library administration to ensure

the quality of service offered to students is enhanced for high value return?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Appendix 3: Interviews

1. How often do you visit the library?

2. Which library services provided are you aware of?

3. What is your main objective of using the library services?

4. Which of the mentioned services do you use most?

5. Does the library have the relevant and adequate books and other resources in your field of study?

6. How do you perceive the quality of print and electronic resources in the library?

7. How do you perceive the library management software in terms of user friendliness?

8. Is the library environment conducive for academic study and research work?

9. How satisfied are you with library services?

10. What is your level of satisfaction with the library information resources?

11. What is your level of satisfaction with the library environment?

12. What do you value most amongst the library services that are provided?

13. Which of your needs did the library help you achieve?

14. What would you like to be done in order to improve the library services ?

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Date of Issue: **11/November/2021**

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