USERS' PERCEPTION AND SATISFACTION ON THE QUALITY OF INFORMATION SERVICES PROVIDED BY LIBRARY STAFF   AT THE COOPERATIVE UNIVERSITY OF KENYA

BY

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DECLARATION

DECLARATION BY THE CANDIDATE:

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DEDICATION

This research project is dedicated to my children Bosire, Anyona, Emmanuel, Nyanchama and Lawrence for their great love and understanding during the period when I was so busy with this research and did not give the fatherly attention they expected.

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ABSTRACT

Cooperative University library like many university libraries in Kenya, has experienced enormous challenges. These challenges have greatly affected delivery of information services. Among the challenges include: inadequate information resources; shortage of professional staff, improper organizational placement, poor marketing, low level management skills among the library staff; and low uptake of information and communication technology (ICT) in the provision and management of library services. These factors have impacted negatively on the provision of quality services. This, in turn, has affected the perception of users towards libraries. In this regard, this study sought to assess users' perception and satisfaction with regard to library staff performance; and quality of information services provided at the Cooperative University of Kenya and come up with recommendations to improve information services. The study was guided by the following objectives to: examine the perception and satisfaction level of library users with regard to library staff performance and quality of information services; determine the satisfaction level of library users with information services offered at the Cooperative University of Kenya; determine the satisfaction level of library users with information resources offered at the Cooperative University of Kenya; examine the quality of information services offered at the Cooperative University; identify the challenges in achieving users satisfaction at the Cooperative University of Kenya library; and come up with appropriate recommendations to improve the situation. The study was informed by the Confirmation and Disconfirmation theory authored by Oliver. A mixed research method was used. The study population comprised of faculty members, students and library staff. A study sample of 446 participants was arrived at using Krejcie and Morgan Formula and Determination Table. Qualitative data was analysed thematically and reported in text and direct quotations while quantitative data was analysed and presented in percentages, tables, pie chart and figures. According to the findings of the study, respondents perceived the library staff as unwilling to assist and rude to the users. Respondents rated Selective Dissemination of Information (SDI) and Current Awareness Service (CAS) as satisfactory. It was established that users visited the library mainly to read for exams, carry out their assignments and prepare for lessons or lectures. Users faced a myriad of challenges notably, insufficient sitting facilities, users shunning library orientations and user education programmes, low bandwidth resulting in poor network performance and poor off-campus access to e-resources and online services. The study recommends use of information literacy programs and employment of competent and adequate library staff to enhance efficient and effective library services.

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LIST OF ABBREVIATIONS AND ACRONYMS

ALA: American Library Services

CAS: Current Awareness Services

CDP: Collection Development Policy

CUK: Co-operative University of Kenya

CUE: Commission for University Education

DPM: Directorate of Personnel Management

EFA: Education for All

FGDS: Focus Group Discussion

GDP: Gross Domestic Product

GOK: Government of Kenya

HINARI: Health Internetwork Access to Research Institute

ICRL: Association of Colleges and Research Libraries

ICT: Information and Communication Technology

IFLA: International Federation of Library Association and Institutions

INASP: International Network for the Availability of Scientific Publications

IRS: Institutional Repository

LIS: Library and Information Science

MDG: Millennium Development Goals

MLS: Master of Library Science

MTEF: Medium Term Expenditure

NACOSTI: National Commission of Science Technology Innovations

NEPAD: New Partnership for Africa Development

OJT: On the Job Training

OPAC: Online Public Access Catalogue

PERI: Programme for Enhancement Research Information

PSC: Public Service Commission

RIO: Return on Investment

SDI: Selective Dissemination of Information

SERVQUAL: Service Quality

SPSS: Statistical Package for Social Sciences

SRC: Salaries and Remuneration Commission

TQM: Total Quality Management

UNESCO: United Nations, Educational, Scientific and Cultural Organization

FAQ: Frequently asked questions

ACKNOWLEDGEMENT

CHAPTER ONE

INTRODUCTION AND BACKGROUND INFORMATION

This chapter introduces background information to the study, research context, statement of the problem, purpose and specific objectives of the study, research questions, assumptions, significance of the study, scope and limitations, and definition of terms and concepts. The chapter also discusses aspects of user perception towards library staff performance and its influence on delivery of quality information services to clients in academic institutions, and specifically at the Co-operative University of Kenya.

1.1 Background to the Study

Academic libraries are powerhouses of information and knowledge that support and influence research, teaching, learning, publishing and community services in higher education and learning (Makori, 2015 & Bature, 2009). Academic libraries conduct users' perception on the performance evaluation of information services and staff to comply with the principle governing the management and activities charged with high level of provision and delivery of services as outlined in the International Federation of library and Institutions (IFLA, 2003). Users' perception towards information services in academic libraries strengthens and focuses on the area of excellence while addressing gaps that might hinder delivery of quality products.

The users' perception on performance of information staff can be evaluated using various methods of assessments but the customer feedback technique is mostly preferred in Libraries. Several forms are used, depending on objectives of the analysis of the usability testing that focuses on effectiveness, efficiency or satisfaction of the user experience. Continous need for customer feedback is deemed necessary as academic libraries are faced with intricate challenges such as rapid changes in technology, profiling cost of printed

materials, reduced funding and the advent of the Internet that have led to information managers re-examining their objectives and work (Cullen, 2001).In such a volatile environment, the traditional roles of academic libraries have been a major. In order to survive the eminent threats of the Internet, academic libraries have had to undergo a paradigm shift, thus improving the quality of service offered in an attempt to compete with such internet web tools such as Google scholar and e-journals. It has been established that university students prefer using electronic resources rather than visiting their libraries; Nearly75%of University students use the Internet more than the library while the remaining 25% access the library for information searching (Jones, 2002). This use patterns partially explains Tennat (2006) statement that libraries are no longer the sole gateway to information and knowledge in institutions.

As more information becomes freely available on the Internet, the role of library staff as gatekeepers of information becomes insecure and vulnerable in the digital environment. To meet the challenges, the librarians have taken to evaluate their performance based on users' perception. In the past, a library service was measured by the annual statistics such as library budget, number of items bought, size of the collection and number of users in the library (Hermon, 2006).Things have changed since then. As Milson Martula and Menon (1991) observe one element of high quality service is 'the incorporation of users' personal needs and expectations into the development of programs and services'. The concept of users' satisfaction in information centres have subsequently evolved to include a broader focus on their perspective of information centres even as different perspectives of user satisfaction have been argued.

Applegate (1997) views user satisfaction as personal and emotional reaction to an information service or product. Bitner and Herbert (1994) regards it as customer's

dissatisfaction with discrete services encounter or the customer's overall dissatisfaction with the organization based on all the encounters and experiences with that particular organization. These understanding of user satisfaction take cognisance of the simultaneous production and consumptions characteristic of service delivery (Lovelock& Yip, 1996).In this characterization, users are considered as being involved in some of the production processes and therefore have an impact on the outcome of the service delivery and the satisfaction with it. According to Bowen (1986), the participation, of the users improves productivity for providers as well as improving service quality and customers' satisfaction. Quality and service are the means to the end of satisfaction and retention and whenever service and quality is measured, it gets performed, completed and improved upon. This is why measurement is considered as the critical component of determining if a service quality program and overall performance are meeting or exceeding users' needs.

Satisfying users' needs in the academic libraries has been the primary objective of libraries and librarians. Every year, new students come to the University with different needs and expectations. Furthermore, new technologies, databases, and more innovative systems for accessing information, have made the library more complicated and challenging for librarians and users alike. The abundance of resources available and the difficulty of not being able to evaluate information resources also create problems for users (Kassim2009). The inability to easily identify the specific use of information services because of new technologies, and the difficulty to access sources can all contribute to user dissatisfaction among academic library users. There are additional challenges threatening the role of University libraries such as mega book stores, online information providers, e-learning and multimedia products, document delivery services, and other competitive sources of information (White & Abels, 1995 & Hernon & Altman, 1996).Admittedly, University libraries may have to adopt a more strategic direction in which the creation and delivery of

service satisfaction for the users play an important role. Hence, there is a need for University libraries to understand needs of the users, satisfy the information and research desires, and support on going learning activities.

Operations in many Kenyan public universitiesin1990s were mainly on provision of services through administrative procedures that emphasized delivery according to the rules and regulations laid down in the Library. Performance evaluation and measurements were not being emphasized upon, and it is a well-known fact that one cannot manage what has not been measured and that which is measured gets done. Emphasis was not made on set target and standards, output or tangible outcome were not the main concern (GOK DPM, 1999). The Government of Kenya realized that not much was being achieved but was faced with the problem of financial crisis. It was necessary to introduce measures that would lead to performance evaluation, production and cost containment. This led to introduction of public service reform programs in an effort to improve performance in the public service. This led to ministerial rationalization, re-definement of core functions, policy prioritization and strategic objectives. There was elimination of overlapping or duplication of functions and transfer of non-core functions (GOK, 2005). Staff rationalization was then done which led to mass retrenchment of public servants, merging of and abolishing offices, training and capacity building, performance evaluation improvement programs, reforms of statutory organization management of current budget, other sector reform and general reform areas (Public Service Commission, 2005).

1.2 Context of the Study

The Co-operative University of Kenya was inaugurated into a fully-fledged public University on7thOctober, 2016. The University status replaced the Co-operative University College which was established under legal notice No.161 of the 4th November 2011 as a

constituent University College of Jomo Kenyatta University of Agriculture and Technology Act (cap 210E). From its inception in 1952 to date, the College has been the leading institution for co-operative education, training and research at both national and international level. The University offers numerous education and training programmes at bachelor's and diploma levels in co-operative management, business and commerce, disaster, risk management and sustainable development.

The Co-operative University Library offers information and reference services to all students, alumnae and staff in the University. It was started in 1972 as an in-house or special library with one thousand titles and 1750 volumes. It has since increased its collection to over 20,000 volumes and three additional branches to the one in the main campus in Karen. A branch library located in Ufundi Plaza, City Campus has 5,500 volumes, the other branch library is in the Mombasa campus, Jubilee Arcade and the third one is the Meru branch library that has a total collection of 2300 volumes which includes print and non-print materials. In addition to the print resources, the library subscribes to online databases through KLISC, a consortium in Kenya. This has made it possible through Program for Enhancement of Research Information (PERI) which was an International Network of the Availability of Scientific Publication (INASP) flagship programme.

The University library subscribes to several databases which hosts electronic journals. Other collections include government reports, African collections and retrospective materials, official legal depository and journals in Co-operative management in Kenya. The library houses presentations made to the University and reports of authorized research in Co-operative development in the country. This collection contributes to the effort in fulfilling the library's vision, mission and quality statements. The vision statement of the

library is to be a leading hub in provision of user-centred quality information resources and services while the mission is to provide a wide range of resources and services in support of research, teaching and learning needs of the University library. The quality statement is to provide the users with an extensive range of information resources and services. Information services provided to the users in the University library are circulation, reference, reservations, photocopying, user education or orientation, document searches and retrieval, online databases that provide electronic journals and books, OPAC, preservation, current awareness and dissemination of information, archiving, multimedia and management of knowledge assets. These services are available daily to both students and staff apart from Sundays and public holidays. However, they are not open to the public, but exceptions are made at the discretions of the librarians.

The University library has adopted and implemented modern practices by embracing and implementing standards, regulations and guidelines of the Commission for University Education (2014),International Standards Organization and related government agencies of offering quality services to the clients. Modern technologies have also been developed in the library to enable the users have unlimited access to information and knowledge.

As depicted in Figure 1, The University librarian is in charge of the overall management and administration of all campus libraries which are headed by senior librarians and other members of staff who oversee the branches and sections under their jurisdictions. The University Library has 16 library staffs whose organizational structure is pyramidal with the University librarian placed at the top. The library staffs are professionally trained and qualified and have a wide range of experience in information management.
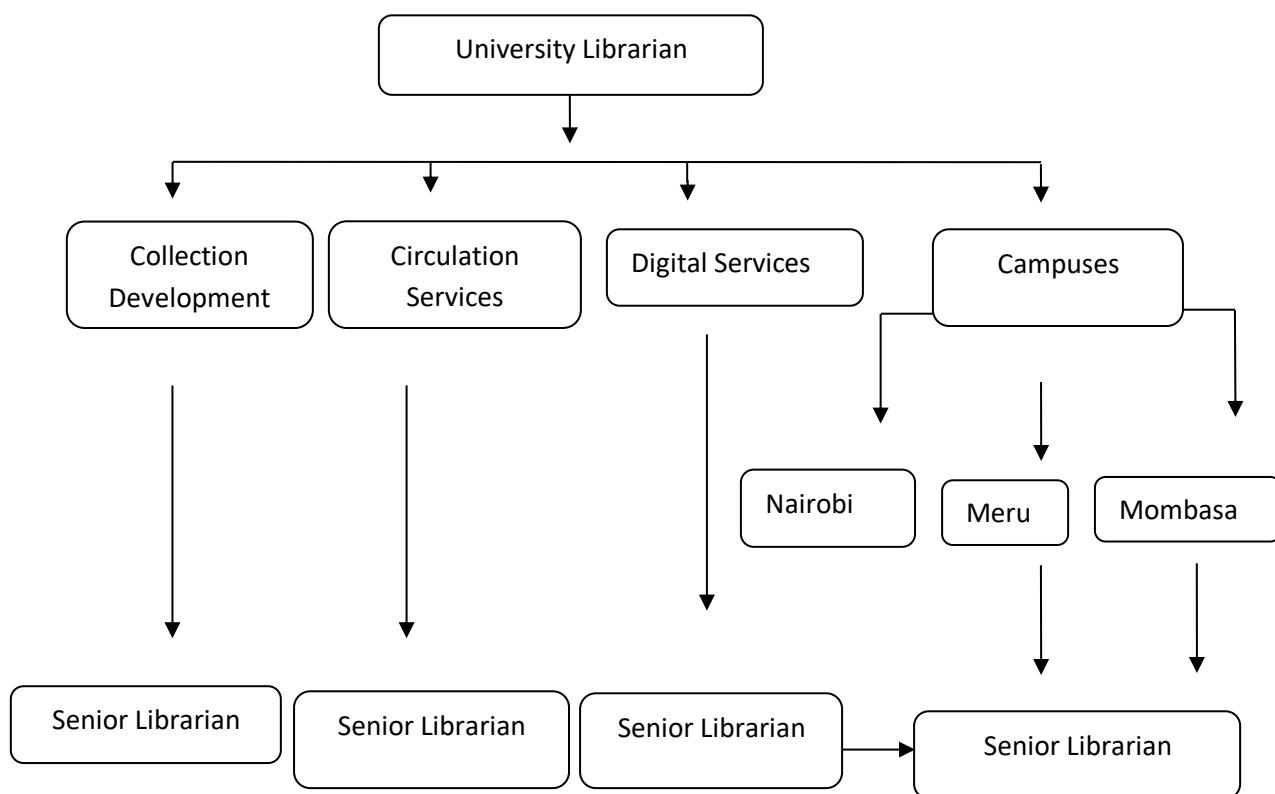
Figure 1: Cooperative University of Kenya Organogram

1.3. Statement of the Problem

One of the most important measures of high-quality service in any company or organization is customer satisfaction. Agbor (2011) pointed out that there is a relationship between customer satisfaction and service quality. Libraries play a crucial role in the provision of information services. In universities they support research, education, social and economic development (Rehma, Taufiq, Ashiq, 2020; Adeniran, 2011). They provide information resources and services to students, faculty members, researchers and entire university community. As a result, one of a university library's primary responsibilities is to satisfy users' informational demands by offering high-quality materials and services. According to Adeniran (2011), libraries are established to provide information resources and services to satisfy users' information needs. The dynamics of information provision have transformed due to the rapid development of information and communication technology, and libraries are no longer the only sources of information. Customers have

access to a range of alternative information delivery channels, many of which are the most convenient and affordable (Adeniran, 2011). In addition, library employees play a significant role in providing high-quality services; their expertise, competence, performance, and attitude all have an impact on user satisfaction. As a result, in order to effectively compete with alternative information sources, university libraries must provide high-quality resources and services that meet users' needs and expectations. It is believed that offering high-quality service will increase consumer satisfaction (Zeithaml & Bitner, 2000). However, university libraries, particularly those in developing nations, face a myriad of challenges, including limited funding, inadequate facilities, unskilled personnel, high staff turnover, a lack of resources, inadequate ICT infrastructure, and a lack of support from the management. In essence, this has had a negative influence on library services, which makes users dissatisfied. According to Rehma, Taufiq, and Ashiq (2020), it is important to evaluate a library's performance on a regular basis to see if user needs and expectations are being met as well as to get input from the user on any improvements that could be made. Since Cooperative University library like the rest of university libraries in Kenya offer the above information services, and are subject to the same challenges, it was found prudent to carry out a similar study on its users As pointed by Rehma, Taufiq and Ashiq (2020) satisfactory library services can only be provided when the opinion of the core library users is known.

1.4 Aim of the Study

The purpose of the study was to evaluate users' perception and satisfaction with library staff performance and quality of information services at the Cooperative University of Kenya and come up with recommendations to improve information services.

1.5 Objectives of the Study

The objectives of the study were to:

1. To examine the perception and satisfaction level of library users with regard to library performance and quality of information services provided at the Cooperative University of Kenya.

2. To examine the quality of information services provided at the university.

3. To determine the satisfaction Level of Library users with information services offered at the university.

4. To determine the satisfaction Level of Library users with information resources offered at the university.

5. To assess the relationship between enhanced customer care services and user satisfaction at the university.

6. To establish the challenges experienced in achieving users satisfaction and propose appropriate solutions.

1.6 Research Questions

The study endeavoured to answer the following questions:

1. What is the perception and satisfaction level of library users towards the Library performance and quality of information services offered at the Cooperative University of Kenya?

2. What is the quality of information services offered by the library staff at the Cooperative University Library?

3. Are the library users satisfied with the information services and resources available to them?

4. Is there a relationship between enhanced customer care services and user satisfaction at the Cooperative University of Kenya.?

5. What challenges do library users experience in satisfying their needs?

6.   What should be done to address these challenges?

1.7 Significance of the Study

This study is significant in the sense that it exposed problems relating to the performance of library staff at the Co-operative University of Kenya. The suggested mitigation measures arising from the study will assist University management to improve information service delivery to library users.

The information available at the Co-operative University library on users' perception on the performance of the library staff in service delivery was not sufficient. The findings from this study will be utilized to bridge this gap. The study can be used as a yardstick to deliver quality services to the library clientele.

Policy makers and planners equally will employ the research findings in promoting customer care and public relations in the information science field. Education and training programmes in academic institutions will fundamentally benefit from the recommendations of the research especially on the aspects of users' perception on library staff performance and delivery of services in the University library and other information centres.

1.7.1   Theoretical Significance

The study has constituted anew contribution and dimension in the area of user' perception on the library staff performance at the Co-operative University of Kenya library which can be mirrored to other institutions of higher learning.

1.7.2   Practical Significance

The study provided a practical approach upon which the perception of information users in the Co-operative University library will be employed to positively transform library information service quality.

1.7.3   Policy Significance

This study will form an empirical basis which will inform and guide policy formulation in the area of staff performance related to the Co-operative University library and any other University library both private and public.

1.8 Limitation of the Study

This study was confined to the University library at the main campus in Karen. The study excluded Nairobi, Meru and Mombasa campuses which may have their own issues relating to staffing/staff performance. The challenges the library clientele experience when interacting with library staff and the outcome of the interaction coupled with the non-availability of the library's physical facilities   impacted on the performance of library staff.

The subject of staff performance is generally a sensitive issue, and there is always evidence of staff hesitations to volunteer information. In order to minimize this negative effect, the study through qualitative approach employed purposive sampling to get in-depth data from the respondents Library staff).

1.9 Scope of the Study

The research focused on the Co-operative University library at the main campus because major administration and management activities are done there. In addition, the study examined the perception of users, who included teaching staff and students, towards

library staff performance in relation to provision and delivery of information resources and services in the main University library.

1.10 Assumptions of the Study

This study was based on the following assumptions:

i. Performance appraisal at the Co-operative University of Kenya library is not adequately undertaken. This has in turn generated a gap in delivery of information services.

ii. Most users lack awareness of the services available in the university library.

iii. Library staff at the Co-operative University of Kenya library operate under unfavourable conditions compared to the internationally accepted library standards.

1.11 Operational Definitions of Concepts and Terms

Academic library: Academic institution such as colleges or University which support the curriculum and research needs of its students, faculty and staff of the parent organization.

Effect of Service: Attention of library employees to provide users as well as attitude, willingness to help and ability to provide services.

Customer Care: The provision of library services to library users before, during and after receiving the service. It is the perception of success of such interactions which is dependent on the library staff who can adjust themselves to the personality of the user.

Customers Satisfaction: Perception by customers that the service offered meets their expectations.

Desired Level Service: The number representing the level of service the user personally desires and wants.

Information: Any service offered by information centre/library to its users.

Library experience: A practical contact with and observation of facts or events. It is an event or occurrence that has as an impression on the library users of library staff.

Loyalty: Acts or conditions of being loyal and faithful. It is where the library works towards making the user trust the library staff and library collection itself in order to make the client come back.

Perception: This is the individual attitudes, views and opinions which might be true or false developed through creative process which depends on one's difference, past experience and present circumstances.

Performance: Performance management is defined as the means of getting improved results from the organization.

Productivity: Efficiency in producing units of output measured in terms of quantity and quality. It is the ratio between inputs and outputs.

Relationships: State or facts of being related, connected, associated or emotional association between two people. In this study context it is the relationship between the library staff and its users.

Satisfaction: This is the action to fulfil a desire, expectation or contenting person. In this context, this is a user's needs as the individual perception of the performance of library staff in relation to customer's perception.

Service Charter: Understanding or covenant made to stakeholders about the service they expect to get from the authority while discharging their mandate.

Service quality: The overall assessment of service by customers or the extent to which the service meet customers' expectations.

1.12 Chapter Summary

This chapter focused on the introduction and background information to the study, statement of the problem, purpose and specific objectives of the study, research questions, significance, assumptions, limitations and scope of the study. This chapter has laid down the road map of the study on users' perception of the Library staff performance at the Co-operative University of Kenya Library. The chapter also covered theoretical, practical and policy significance of the study. It also provided the definitions of operational concepts and terms used in the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides logical organization and review of the literature on user perceptions and library staff performance in University libraries. Organization of the literature review was guided by the objectives and research questions of the study. In addition, the chapter discusses various themes and subthemes of the topic under study, namely: clientele experiences of library staff in the provision of information and customer care services in the library, staff performance, challenges affecting delivery of information services in the library, and strategies for enhancing library staff performance. The chapter also covers the theoretical and conceptual frameworks, purpose of literature review in research and an overview of users' perception model.

Literature reviewed in this chapter is selected from published and unpublished documents on the topic that contain knowledge, information, ideas and data evidence of the topic understudy. According to Busha (1980), the purpose of literature review is to provide in-depth understanding on the current study in order to avoid unnecessary and unintentional duplication of what has already been written. The importance of incorporating literature review is to particularly substantiate the reviewed information sources for the research being undertaken in order to describe what is known about the topic under review while acknowledging the contributions and indicating the missing gaps between the previous works and the current study. Conducting literature review places the research in the context of theory and provides the framework for establishing the importance of the study being undertaken as well as determining equipment for comparing the outcome of the study with other findings (Saunders & Saunders, 2003). Literature review incorporates

various types such as historical, thematic, theoretical and empirical (Odini, 2009).This current study integrates both theoretical and empirical aspects.

2.2 Theoretical Framework

According to Creswell (2003), research theories are formulated to explain, predict and understand phenomena. A theoretical framework introduces and describes the theory which explains the research topic by outlining relevant concepts. Accordingly, a theoretical framework provides conceptual basis for understanding, analysing and designing ways to investigate a research topic and its associated elements, variables or constructs.

2.2.1 Theories Underpinning Customer Satisfaction

Theories underpinning customer satisfaction relate it to customers' judgement of a product or services based on different sets of standards. Making these distinctions, Yüksel, & Yüksel, (2001) provide the following categorization: Those anchored on values and desires (The Alue-Percept Theory); predictive expectation s(The Expectancy Disconfirmation Paradigm theories); experience base norms (The Comparison Level Theory); comparison of consumer inputs and outputs (The Equity Theory); discrepancy between expectations and perceived performance(The Expectancy-Disconfirmation Theory EDP). Amongst them, Expectancy-Disconfirmation Theory EDP is considered to be the most widely applied method of consumer satisfaction and dissatisfaction assessment theory (Weber, (1997).

Different studies have been conducted on users' perception on library staff performance based on some established theoretical framework. Libraries exist to acquire process and disseminate information materials. During the last two decades, myriad challenges and opportunities for libraries have been presented as results for rapid development and

deployment of information technologies. The environment in which the Libraries operate has spurred information centres to reconsider and redefine its collections, services, organizational structure, the skills required of the library staff, and the attributes of the library. In respect, Information centres have been concerned with how to meet the evolving expectations of library users. According to Crosby (1993), users' satisfactions and perception has been a common practice and contemporary service quality measurements and has its efforts in customer/users satisfaction measurement. During the last two decades, the concept of consumer satisfaction has changed a number of times from the corporate image studies, to several approaches to users' satisfaction in the information centre.

The first phase of user/customer satisfaction took the form of corporate image studies in the 1960s. User satisfaction and perceptions were often included in the surveys as question about company characteristics such as programmes or involvement in the community. The second phase saw the birth of the product quality studies beginning late 1960s. The primary measurement was the adequacy and the importance of the model that created an index of satisfaction to explain the users' attitudes. Beginning in the 1970s, a new phase was evidenced by some earlier users' satisfaction studies that were implemented in the regulated industries, notably, air travel and tourism.

Crosby (1993) traces the current focus of users' satisfaction measurement to 1980swhen total quality movement captured the attention of business in the Western Economics and business recognized the need for a model that addressed the fundamentals shift to services based, rather than product economy. This turn from tangible products led to a rise of business stunning to customer/users preceptors in assessing whether their expectations were being met or not.

In spite of these trends in performance measurements, for many years information centres still did not have any clear framework for measuring service quality. Consequently, in the 1990s, Texas University libraries sanctioned a research on the marketing sector to identify instruments for identifying service quality. It is from these initial stages that frameworks like, ServQUAL, LibQUAL, SerPERF, webQual, and others emerged. It is out of these initiatives that Parasuraman, Zeithaml, and Berry (PZB) (1988), used ServQUAL to track perceptions of libraries' service quality from the samples of its library users.

This study was informed by the Confirmation Disconfirmation Theory (CDT) and the ServQUAL not only because of their wide application in studies explaining users' assessment and satisfaction of services and products, but also because of their suitability in explaining it within the context of service oriented organisations like libraries

2.2.2 Confirmation/ Disconfirmation Theory (CCT)

Confirmation/ Disconfirmation theory (Oliver, 1980) depicted in Figure 1. Below compares service expectations with service perception after a user has used or experienced the service. This theory maintains that when someone uses any service; he/she has certain expectations about quality of that service. These expectations are influenced by what the users have heard from those who have used the service in the past, or their previous experience with that particular service. When a customer uses the service, his expectations of the service can either be met or not. When the service expectations of customer are met, it is said to have been confirmed. However, when a customer uses service and finds that the service does not measure his/her expectations, the user's expectations are said to have been disconfirmed. In other words, the service is considered to be below the customer's expectations. In the context of this study, Libraries clientele satisfaction with the services of the library staff is considered as contingent to the collective consequence of their

perception, evaluation, and reactions to their library service experience with the services offered by the library staff.
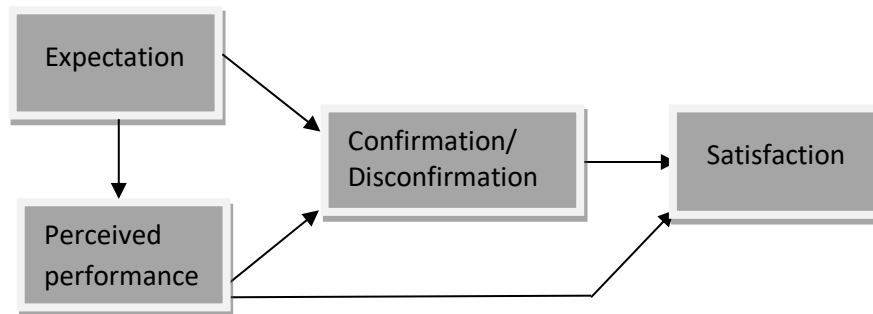
Figure 2: Confirmation /Disconfirmation Theory (Oliver, 1990)

Despite the popularity of Confirmation/Disconfirmation theory in assessing customer satisfaction based on customers' perception and experience with a product or service, the theory has come under some criticism for some of its underlying assumption. In their work critiquing the Expectancy-Disconfirmation Paradigm, Yüksel, & Yüksel, (2001) point out four such shortfalls as follows;

First, they cite the Hill (1985) observation of the limitation of a blanket assumption that all customers are bound to be satisfied/dissatisfied when their initial expectations are met/unmet. Yüksel, & Yüksel, (2001) suggest that satisfaction does not necessarily depend on full fulfilment of expectation; depending on the situation, some customers may be content with the service experience even when the performance falls within some minimum acceptable level.

Secondly, they challenge CCT's overdependence on solely predictive expectations in assessing users' perception of quality of product or service ignoring all other possible factors that may influence customer service experience such as minimum tolerable level and desires ideals. Dependency on a single factor also ignores possible differences in experiences that may occur with different products and services.

Third, limitation cited is the inability of CCT to address the dynamic nature of expectations. First encounter with a service or product is not necessarily the same with subsequent encounters. Besides predictive expectations, there are normative expectations that influence consumers' perception of a service/product. While the former is based on set beliefs or standards to expect, as the latter is based on desired levels of perception. This understanding accounts for the recent usage of desired or internalized desired ideal standards rather than traditional expectations in CCT testing. However, on the basis of limitations associated with both expectations and desires in measuring overall satisfactions, models incorporating both in CCT studies have been proposed (Chin Lee, 2000; Khalifa & Liu, 2002). This study, the development is interpreted to mean that performance of library staff should take cognisance of individuals' difference in determining their expectations and desires.

The forth, limitation cited is suggested sequence of the model, which assumes that everyone has well defined expectations prior to the service experience. In circumstances where a customer does not have prior knowledge of what to expect of a service, the theory's validity may be challenged.

Not underrating the aforementioned criticisms levied on CCT for service-based industries as observed by Wells (2013). There is strong evidence supporting that the evaluation of a service experience as satisfying or dissatisfying is highly '*contingent on the treatment extended by the service provider to the customer*' (Well, 2013). Service quality is in turn hinged on customers' perception of how well a service meets or exceeds their expectations. Well further notes that unlike business sectors, service industries such as libraries provide quality services for the satisfaction of their clientele. In this study therefore, service quality is considered as a driver of perceived value, whereby quality here

is understood as the consistent delivery of products and services that fully or partially meet consumer (library users) needs and expectations. Accepting the interdependent relationship between users' satisfaction with the perception of the quality of services/products received. This study undertakes an assessment of Co-operative University of Kenya Library users' quality service perceptions through analysis of their assessment of library staff performance.

Service quality is a driver of perceived value which in turn has a bearing on what customers' perceive as a service/product quality. This relationship explains why studies evaluate performance of a service/product through customers' expectation and actual service/product received. Just like the notions of customer based service anchored on Raganathan's seven laws of library science, so is product/service quality best assessed from the customers' perspectives. Itis this notion that underpins the ServQUAL model used as the complementary theoretical framework in this study.

2.2.3 SERVQUAL Model

The ServQUAL model is a multi-dimensional scale item instrument that was developed to access users'/customers' perception of service quality. The model was designed from data gathered in an exemplary customer study by Parasurman et.al (1985). The study conducted by interviewing customers from four distinct markets: retail banking, credit card, security brokerage, and product repair and maintenance. According to the model (Fig.2.), service quality is defined as the extent of discrepancy between customers' expectations or desires and their perceptions.

Source: Parasuraman *et al.* (1985)
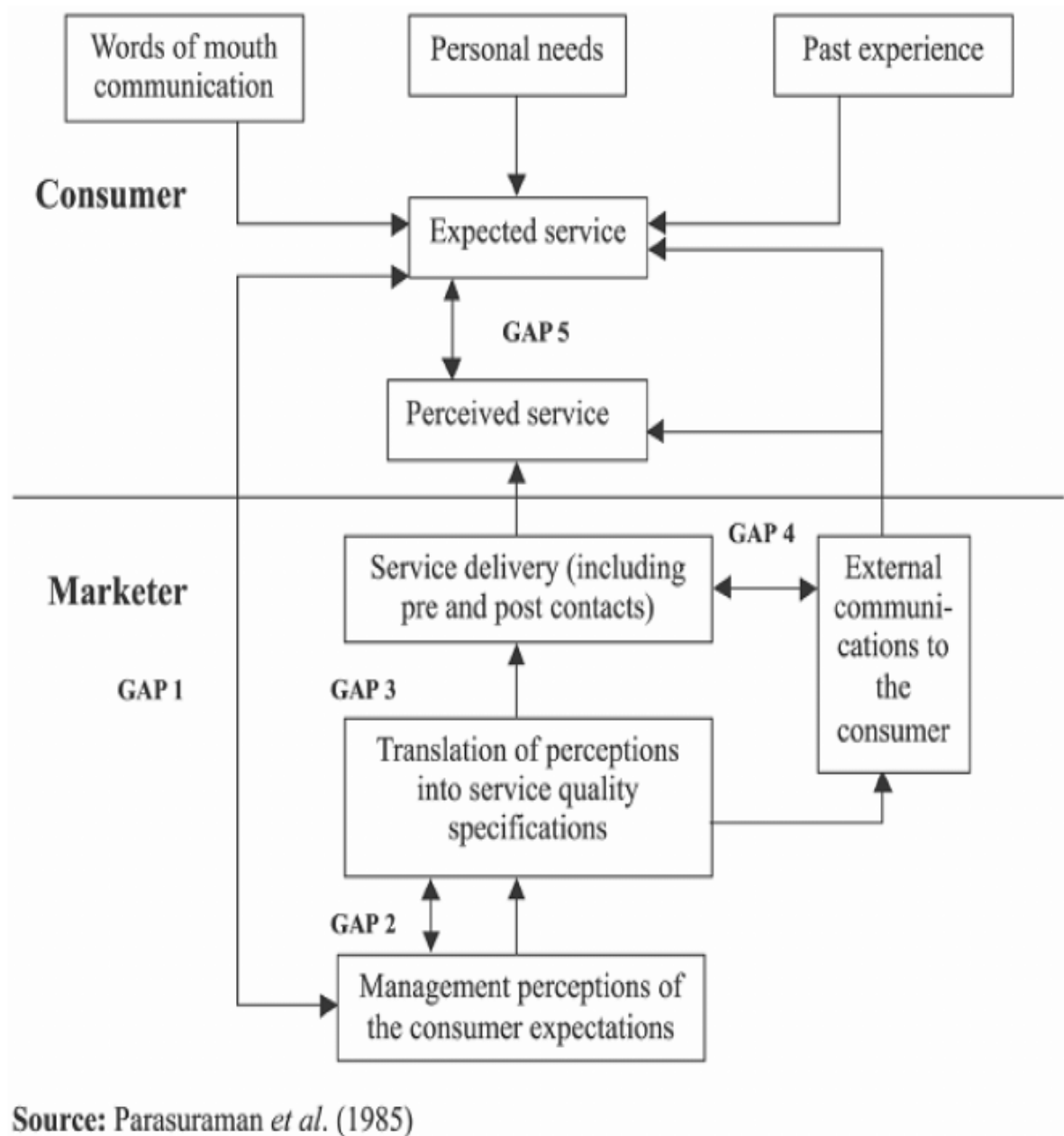
Figure 3: SERVQUAL Model

The model originally placed service quality into 10 dimensions: tangibles, reliability, responsiveness, communication, credibility, competence, courtesy, understanding or knowing the customer and access. These dimensions have been reorganized into five dimensions as follows:

i. **Tangibility:** Involves the appearance of physical facilities, equipment and personnel.

ii. **Reliability**: Involves ability to produce the promised services or resources needed by users dependably and accurately in a way that could satisfy expectations of library users.

iii. **Responsiveness**: Measures the willingness of the organization's staff to help customers and provide them with prompt services.

iv. **Assurances**: Measures knowledge, competences and courtesy of employees and their ability to convey trust and confidence in library towards the service firm.

v. **Empathy**: Measures caring individualized attention which organizations provide for their clients.

The model conceptualises service quality as a gap between customer's expectations (E) and the perceptions of the service provider's performance (P).According to Parasuraman et.al (1985), service quality should be measured by subtracting customers' perception score from customer expectations (Q=P-E). The greater the positive score, the greater the positive amount of service quality and vice versa. Likert scale is used in measuring 29 parameters representing the five gaps between expected and perceived service by the user. These gaps are defined as:

Gap 1 - difference between user's expectations and provider's perception of those expectations,

Gap 2 - difference between management's perception and service quality specification,

Gap 3 - quality specifications are not aligned with the performances of production and service offering,

Gap 4 - difference between service delivery and promises made through various activities;

Gap 5 - difference between user's expectations and perceptions.

The ServQual model has been used to understand the clientele of the Cooperate University library expectations of the kind of library services they want. The difference between the expectations and services received represents the gaps. Confirmation or disconfirmation of users' expectation of library services was used in assessing the service/product quality by analysing users' perception of staff performance in delivering the service. The five quality dimensions of ServQUAL, that is tangibles, reliability, responsiveness, empathy, assurance and responsiveness has been used as standard quality references when assessing users' perception of library service quality as delivered by the library staff. This in turn was considered as determining their satisfaction with the services and their continued support, confidence and use of the library services. Thus the relationship between the user satisfaction and service quality was considered to be an inverse relationship; If the users are satisfied with the services (user satisfaction measured as the difference between user expectation and perceptions of library staff performance) of the library, then, the library services may be assumed to be of high quality and vice versa.

2.3 Conceptual Framework

Conceptual framework is used to identify the elements involved in a research (Raymond, et al, 1999). The conceptual framework developed for this study is a triangulation of the SerQual model and Confirmation/Disconfirmation theory as illustrated in Fig 3. Directional arrows demonstrate the existing relationship between the independent and dependent variable as well as the case effect scenario.

INDEPENDENT VARIABLES   DEPENDENT

                                                        VARIABLE


```
┌─────────────────────┐
│ Staff performance   │
│                     │
└─────────────────────┘

┌─────────────────────┐                    ┌──────────────────┐
│ Information services│                    │                  │
│                     │ ─────────────────► │ User satisfaction│
└─────────────────────┘                    │                  │
                                           └──────────────────┘
┌─────────────────────┐
│ Information resources│
│                     │
└─────────────────────┘

┌─────────────────────┐
│ Customer care services│
│                     │
└─────────────────────┘
```
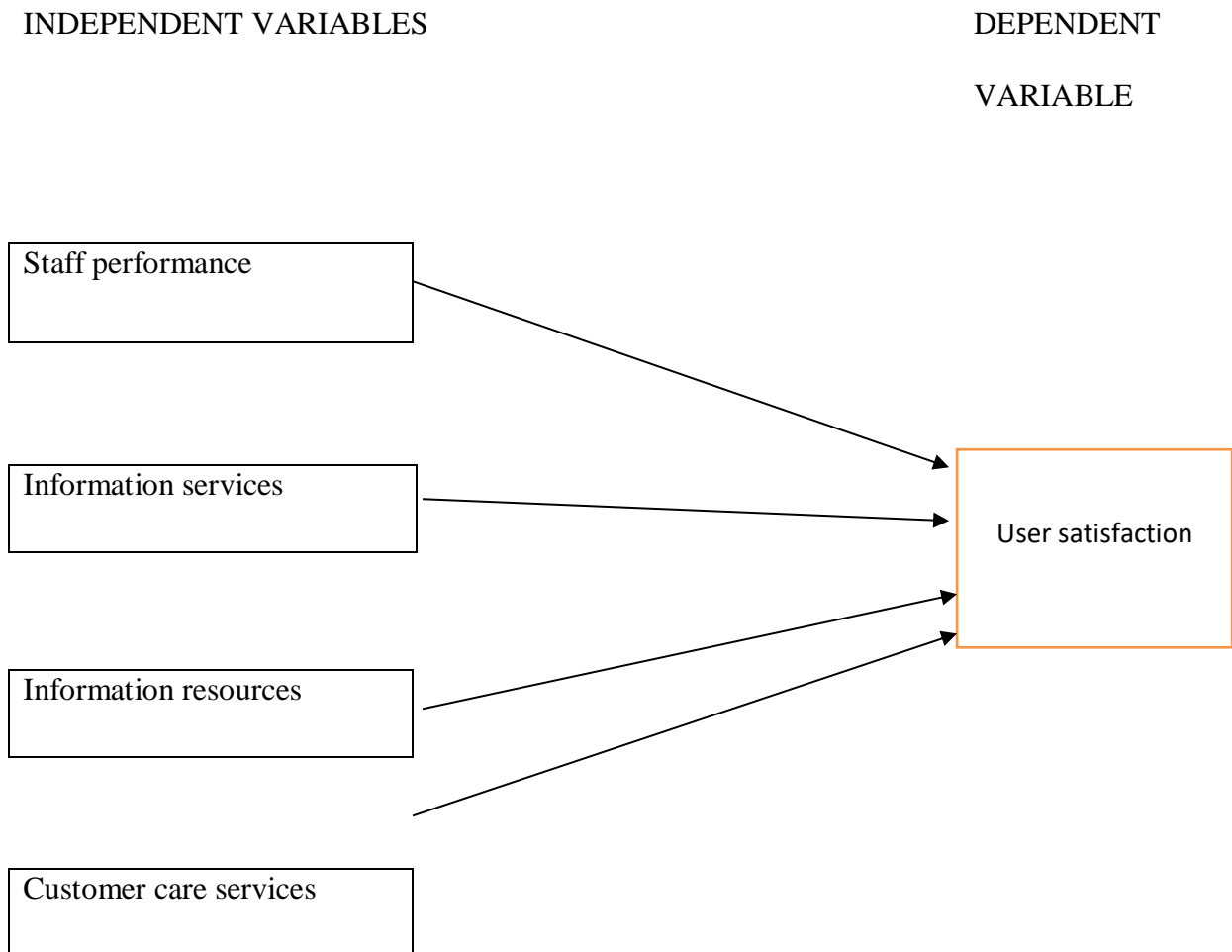
Figure 4: Conceptual Framework

The Conceptual frame work shows existing relationship between the variables that affect service quality in a library. The variables include the dependent variable and the independent variables. The dependent variable in this study is the user satisfaction while the independent variables include information resources and information services and staff performance

2.3.1 User Satisfaction

The dependent variable of this study is user satisfaction. Satisfaction refers to "individual evaluation and emotional response to the entire process of receiving a service, which is the interaction between users and service providers." (Yachin, 2018). Several studies show that desires and expectations are a prerequisite for customer satisfaction or dissatisfaction

with a service or product. This is justified by two aspects of cooperation: first, they influence the service or product choices of customers; and second, they act as performance indicators, which in turn influence the perceived quality of the service or product. Nonetheless, the two elements i.e., service quality and customer satisfaction, are considered conceptually distinct (Bitner, 1990). According to Ijiekhuamhen et al. (2015), meeting the needs of customers in institutional libraries is an important part of the library and it can be realized by providing excellent information to meet the needs of users. Libraries must provide high quality information services and resources to ensure customer satisfaction.

Independent variables include information resources, information services and staff performance these are the variables affecting users' perception of library services.

2.3.2 Staff Performance

Users' perceptions of library staff performance are based on the assumption that personnel with skills and knowledge are the most valuable resources in the organization. According to Allen (2003), in an organizational terms, users' perceptions of information staff performance in the library are generally thought to be 'know-how,' applied performance skills with judgment, or the capacity for effective action. Given that organizations have been managing human resources for years, this is not a new concept. What's new is that the emphasis is on performance. The accelerated rate of change in today's organizations and society as a whole is driving this focus.

2.3.3 Information Services

Library users can use a variety of information services, such as current awareness services (CAS), book borrowing and return, online search services, reference services, and selective dissemination of information (SDI). These services are provided to users in order to meet

their informational needs. Library information services should anticipate and meet the needs of their users. A number of studies have found a connection between library services and user satisfaction. Nganga's (2020) study at the Kenya School of Law Library (KSL) found that information services like circulation, reader services, and information literacy training had a positive influence on user satisfaction.

2.3.4 Information Resources

The information resources available in university libraries are so critical to user satisfaction. It should be noted that user satisfaction or dissatisfaction is primarily determined by the quality of information resources. Among the information resources available at university libraries are books (both print and electronic), journals, online databases, periodicals, theses, and dissertations. To meet users' information needs, resources must be current, up-to-date, and of high quality. The availability of library materials and services, according to Singh (2017), has a significant impact on customer satisfaction.

2.3.5 Customer Care Services

Customer care is one of the factors that influence library users. Customer service improves information delivery. Customers today have many alternatives for any product or service that were not available a few years ago. To thrive, any institution, regardless of its orientation, must gain a better understanding of its customers and how their needs change and evolve. The quality of service has a significant impact on customer satisfaction. Sureshchandar et al. (2002) discovered a strong relationship between service quality, customer care service, and customer satisfaction.

2.4 Users' Perception and Satisfaction in Staff Performance and Provision of Quality Information Services.

The library environment can influence students' beliefs and use of the library and thus form an environment that can cause an increase in the use of information resources in certain cases (Watson, 2001). Other studies also show that although the information-seeking behavior of students is similar, the concept of "service quality" differs from satisfaction. This insight provided an alternative direction for evaluating library performance.

Research has shown that the context in which academic libraries operate is changing as technology plays an important role in higher education (Bodnar, 2009); Students' perceptions, learning and teaching styles have changed from classroom-based learning to more collaborative methods, partly influenced by the development of technology enabling such activities, as well as a shift to active student-centred learning models (Roberts, 2007 and Whitchurch, 2006). This has affected academic libraries, which must provide facilities and resources to facilitate such research (MacWhinnie, 2003). In addition, students begin to see themselves as customers of the educational institution and "looking for a return on their financial investment in education" expect value for their money from the library (Robinson and Reid, 2007).

In the midst of such changes in learning and research, it is vital that academic libraries continuously review whether the services and resources provided meet the needs and desires of students (Brophy, 2005 and MacWhinnie, 2003). Investigating students' perceptions of library staff is one way to assess the functionality of the service and assess its quality and relevance. As the expanded services of modern academic libraries have had

an impact on the roles and knowledge of library staff, understanding the views of students of staff can also contribute to awareness of how new library models work.

There have been several studies of student perceptions of academic library staff performance focusing on different aspects including studies examining how students perceive the skills, knowledge and manner of academic librarians and other information staff, the extent to which students distinguish between different roles and the ways in which the perceptions may impact upon use of the library amongst other core areas. Notably amongst these include Polger and Okamoto (2010), Fagan (2003) and Luzius and Noe, (2003) widely cited for their broad surveys. Others studies have researched on more specific aspects such as those ofChiu (2000) and Lo (2004) both of which examined student attitudes towards the reference role of librarians while Polger and Okamoto (2010) investigated student opinions of their teaching role in traditional library environments. These studies underscore the significant, scope and depth of studies on students' expectations and perceptions of services rendered in gauging library service quality and staff performance.

2.4.1 User's Perception of Library Staff Performance and Provision of Quality Information Services

The purpose of performance evaluation or appraisal according to Davis (2006), is to measure and judge individual performance in relation to the organizational goals, force the increasing competency and growth of subordinates, stimulate the subordinate motivation, enhance communication between superiors and subordinates, serve as the basis for award of salary and promotion, and a device for control and integration. It also enables the employees to improve on skills and competency; provides the basis for rewarding the employees in relation to contribution of the organizational goals, motivates individuals,

identifies staffing and development needs, identifies potential performance and provides information for succession planning (Armstrong 2001). Performance of library staff in academic and University libraries help in identifying the individual current level of job performance as well as the strengths and weaknesses of the employees in achieving the organizational goals and objectives as enshrined in the vision and mission statements.

The following factors influence on the performance of library staff in delivery of information services.

2.4.1.1 Level of Education and Training

Training and development of information staff is an important tool for successful performance in libraries (Halder, 2009). According to the Economic and Social Commission for Asia and the Pacific of the United Nations (2003), training is a means to impart knowledge, develop skills, and change attitudes and behaviour. A need is not a want or desire but the gap between "what is" and "what have to be." Needs assessment is used for identifying gaps and provide information for planning and decision making on whether the gaps can be addressed through training and education. The assessment is part of a planning process focusing on identifying and solving performance problems. These performance problems may be related to knowledge, skills and attitudes (Ocheibi & Lawal, 2002).

Ivancevich, (2004) cautions that even if a system is well designed, problems can arise if the ratters (usually supervisors) are not cooperative and well trained. Inadequate training of ratters can lead to a series of problems in completing performance evaluations including problems with standards of evaluation (Cascio, 2003 & Aswathappa, 2002). Graham and Bennett (1989), among others, maintained that training must have a purpose and be identified, only if the training needs of the organization, group and individual within it

have been identified and analyzed. Olaniyan & Ojo, (2008) add that to achieve the goals and objectives of the organization, training and retraining programs should be made compulsory, and organized and arranged through workshops, conferences and seminars.

Training need assessment is performance audit measure or process of gathering the information and performance gap in the organization that exist due to lack of skills, knowledge, appropriate attitude or value. Libraries have undergone and undertaken should assessments to determine the knowledge gap of its staff. For example, Maesaroh and Genoni (2010) investigated the continuing professional development practices in Indonesian academic libraries. The study concluded that with the development of electronic resources for remote access, librarians have required skills to manage access through library website rather than through the traditional way.

According to DeNisi and Pritchard (2006), users' perception on performance evaluation in academic libraries has been a subject of research dating back as far as the early 1920s, most of the studies have focused on developed countries compared to the developing ones particularly in Africa South of the Sahara. Moreover, a number of these studies have concentrated on the rating systems rather than its effectiveness as a management tool and also in other disciplines such as business and psychology rather than in the library and information profession. Even in the University setting, emphasis has been limited to the human resource department of the parent institution rather than the library. This the study partially addresses the research gap of performance evaluation in relation level of training of information staff at University libraries in Kenya in its analysis of the Co-operative University of Kenya.

2.4.1.2 Adequacy of Information Professionals or Library Staff

For any University library to function fully, it must have a minimum number of required personnel with adequate qualification and experience. The University should have the head librarian who must be responsible for the day-to-day management of the library including: administration, planning, evaluation and revision of the system and procedures, selection and acquisition of the information resources, reference and bibliographic services, supervision and in-house training of non-professional staff. The University librarian should also participate in meetings concerned with the formulation of library policies, recruitment of information personnel and activities of relevant professional bodies (Commission for University Education regulations 2014).

Motivation of Library Staff

Motivation is a human psychological characteristic that contributes to a person's degree of commitment. It is very important in the consideration of the performance and output of employees in organizations. Motivation is essential to organizational effectiveness as a predictor for performance of employees (Stoner, 2002). It is imperative to recognize that factors that affect the library employee as an individual impact on own performance as a service provider as well. Motivation is key to librarians just as any other profession. In developing countries like Nigeria for instance, the inherent problem identified is that many employers have attempted several programs to motivate employees, yet nothing has been worked out for every category of staff in the library.

Aziagba (2009), therefore emphasized that it is high time to stress on staff development with a view to improving library services as a whole. Motivation among employees in libraries of universities in Ghana has been demonstrably low pay structure compensation accounts for most of the public service organizations (Afarega, 2000). Employees in public universities are unable to make ends meet. It is not uncommon to hear public service

employees grumble over the inadequacy of salaries and have had to resort to other income generating activities for sustenance. This adversely affects their level of motivation and commitment towards the attainment of organizational goals and objectives and ultimately their performance and productivity.

A research on motivation and productivity in Abu-Bakr Tafawa Balewa University library in Nigeria by Adio and Popoola (2010), using Maslow's hierarchy of needs theory as a guide, concluded that the administration of the library was successful in motivating library assistants to perform their duties effectively. This was largely due to the fact that the librarians in the library were very much abreast with the concept of motivation, even though some unfavourable practices were identified. Some of the unfavourable practices included lack of promotion and opportunities for further training and education and unfavourable conditions of service. Afful and Antwi (2001), also found out that the University of Cape Coast library successfully motivated its library assistants through good working relationship and participative management to achieve the organizational goals. The same study also identified lack of promotion as a factor that adversely affected the development of the library assistants. Senyah (2003), arrived at similar conclusion that library assistants in Kwame Nkrumah University of Science and Technology were adequately motivated through participative communication and good working relationship with the supervisors. The same author concluded that timely promotion, recognition of experience and on job training should be given serious attention in order to improve the existing motivational level of the library assistants.

In Kenya, Odukha(2016) in his study: 'Factors Influencing Staff Motivation among Employees: A Case Study of Equator Bottlers (Coca Cola) Kenya'. established that employee motivation at Equator bottlers was influenced by employees' performance

recognition, working conditions, training and development. He concluded that employee motivation is an understudied issue in Kenyan companies, and suggested for further studies with respondents sampled from different industries.

Training and personal development are some of the factors that contribute to employee motivation because of the following reasons:

a) Training enable employees to acquire knowledge and skills that they did not have before; hence making them better and equipping them to handle some of the previous challenges at work place which they found difficult to handle (Purcell et al, 2009).

b) Trained employees perform duties confidently according to Chapman (2003);

c) Staff motivated by among other things training provides better results (Mugenda, 2008);

d) A part from organizational goals, employees have at personal level what they want to achieve in or by working in the organization. When they are trained and as a result of that training accomplish their personal goals while at the organization; they feel accomplished hence motivated (Koontz & Weihrich, 2010).

2.4.1.3 Benefits of Performance Evaluation in University Libraries

A common theme emerging in the information environment is that quality service in libraries and information centres is dependent on the quality performance of library personnel. Prior to conducting performance evaluations, managers need to ascertain the core evaluation criteria for provision of quality services. Research conducted among subject librarians in KwaZulu-Natal academic libraries ascertained the following key performance areas (KPAs): Job tasks and competencies; interpersonal skills, and knowledge of the total information environment (Hoskins et al, 2006). Performance evaluation involves the process of evaluating the performance and behaviour of individuals

in the context of specific positions of employment. The behaviours analysed should be tangible and include objective components of the employee's job and not subjective evaluative statements that focus on personality and attitude (Painter, 2004). The primary objective of the appraisal must be the improvement of the individual and the institution, thereby creating a more positive working environment for all concerned.

Many valid benefits exist for conducting regular performance evaluations in academic libraries. The process itself, when implemented properly and carried out by qualified individuals can enhance the institutional climate of any academic library (Kaehr, 2009). Besides ensuring compliance with college or University policy regarding the retention of records and other administrative purposes, performance appraisals promote better communication and serve as a basis for improved staff training. Appraisals are also an excellent motivational tool, as well as a process that validates the human resource initiatives in place within the library. Besides serving as a conduit for mutual feedback between the supervisor and employee, performance evaluations can be effective motivational tools. Wallace (2008), opines that the degree to which performance evaluations are productive largely depends on the attitude maintained by both the evaluator and the person being evaluated. Individuals who approach the process in a positive frame of mind and sincerely value the experience normally have no problem modifying own behaviour (Lindsey, 1990). The end result is generally a more productive environment for the supervisor, employees and institution. Another reason for conducting performance evaluations in academic libraries is to ensure that staff training occurs on a regular basis. The need for more efficient service and greater productivity make librarians often change work habits or modify behaviour (Cohen, 2009). Particular issues of downsizing and restricted budgets are directly responsible for these demands that are prevalent especially in electronically-oriented work environment.

2.4.1.4 Requirements for Performance Evaluation

It has long been recognized that performance evaluation plays an important role in organizations (Edmonstone, 1996). It serves a variety of purposes such as providing the basis for making selection decisions, determining salary increases, providing a vehicle for feedback between the supervisor and employees, and is used as a powerful tool for managerial control (Pettijhon, et al., 2001). According to Beer (1987), performance evaluation data are important to make decisions and justifies objectivity, equity and fairness. The personnel department also requires data on employee performance and potential to determine how many staff will be available to fill future openings assuming a certain turnover, retirement and growth rate, and to help the line managers decide who to be promoted. Centrally maintained records are the means by which the corporation attempts to remove favouritism, subjectivity and politics from personnel decisions.

Evaluation is also needed to improve the performance and potential of employees. Ivancevich (2004), referring to use of formal evaluation, mentioned that a well-designed formal evaluation potentially can serve development, motivation, human resource, employment planning, communication, legal compliance and research. In a more comprehensive way, Beer (1987), described the two major goals of performance evaluation as follows: The Organization and individual employees. The same author further argued that both individual and organizational goals are not always compatible and results in conflict of interest in performance evaluation. As a result, it can bring mixed blessings to both the supervisor and the subordinates.

2.4.1.5 Instruments for Performance Evaluation

The best techniques for conducting a particular evaluation interview depend on the mix of objectives pursued and the characteristics of the subordinate. Employees differ in age, experience, sensitivity about the negative feedback, attitude towards the supervisor, and

desire for the influence and control over own destiny (Rafikul & Shuib, 2005). The methods employed are discussed as follows:

(A) *Tell and sell method* whose aim is to communicate evaluations to employees as accurately as possible. The fairness of the evaluation is assumed and the manager seeks to let the subordinate know the results, gain acceptance of the evaluation, and get to follow the manager's plan for improvement. In the interview, supervisors are in complete control doing most of the talking. Supervisors attempt to influence and persuade subordinates that the observation and recommendations made are valid. Clearly, this method leads to defensiveness, lack of trust, lack of open communication and exchange of invalid information and it can hurt supervisor-subordinates' relations (Linda, 2001).

(B) *Tell and listen interview* whose purpose is to communicate the evaluation to the subordinate and then let individual respond to it. This method is to adopt result in better understanding between supervisor and subordinate than the tell and tell method. Problem solving interview approaches take the manager out of the role of a judge and puts him/her in the role of a helper. The objective is to help subordinates discover own performance deficiencies and lead them to take the initiative in developing a joint plan for improvement. The problem solving interview is best suited to coaching and development of objectives of performance evaluation (Rafikul & Shuib, 2005).

2.4.1.6 Problems Affecting Performance Evaluation Process

The problems affecting the performance evaluations process are numerous. They include lack of evaluation skills, technological change, personal bias, scarce resources, and disregard for institutional goals and objectives. These factors vary from one institution to another because of a variety of reasons, but most libraries have dealt with these issues at

one time or another. One of the most important problems affecting the performance evaluation process is evaluating supervisor's ability to manage people (Kaehr, 2009). Successful personnel evaluation is not only dependent on the methods employed but also the attitudes of the individuals performing the process (Kaehr, 2009). A major goal of a successful evaluation is to assist people in discussing and addressing performance achievements. According to Wallace (2008) an effective evaluation must also recognize performance deficiencies by providing productive and constructive directions to ensure that organizational objectives are attained. In order to attain these effective outcomes, the evaluator must be trained in the qualities of good management. These include integrity, sound judgement, direction, motivation and, overall management skills. If any or all of these qualities are lacking, the performance evaluation process will not be effective.

Another key problem influencing the performance evaluation process is technological change. Information management and computer technology are transforming the way the faculty, administrative, and staff work. The rapid change occurring in libraries is without precedence (Schwartz, 2006). The academic library director is forced to operate in a complex environment. Administrators are usually provided with a few guidelines on how performance evaluation should be conducted in this atmosphere. This scenario is particularly evident in situations in which no previous performance evaluation models exist or in which the model is mandated by upper administration or the University's human resource division. The end result is that many performance evaluation programmes that are implemented do not, in fact, fit the educational or philosophical mission of the academic library.

Technology may have replaced many archaic methods of providing public service or information access, however its effects on the human and personal aspects of the

evaluation process can be devastating. Many supervisors have a tendency to be biased when conducting performance evaluation. In other words, a significant number of these same individuals are prone to drag along their own baggage in the process of evaluating others, thereby reducing the validity of the evaluation (Aluri & Reichel, 1994). These supervisors tend to rate employees based on their own limited view or interpretation of the job. If this knowledge is inadequate, or if the supervisor has not bothered to keep him/her informed as to what the position entails, the person being evaluated is victimized and gets short changed in the process.

This study investigates users' perception on the performance of the library staff at the Cooperative University of Kenya Library. The Performance factor indicates that there are elements that contribute directly and indirectly to the performance of library staff or employees of an organization. However, in the workplace, employees want their achievement acknowledged and rewarded. This is against the backdrop of under-standing that, recognition of good performance as an important aspect that raises job motivation and raises employee morale. Chuang, (2009) posits that employees would always strive to do a good job as long as they are placed in positions that use their talents and where goals are not only clearly defined but achievable.

2.5 Quality of Information Services in University Libraries

Literature by (Parasuraman, Berry & Zeithaml 1990; Cronin and Taylor, 1992) shows how understanding customer expectations help the organisation focus on delivering service quality and meet satisfaction. Gerson R. (2004) argued that what counts most in any organization is users' satisfaction and all other operations should revolve around it, including effort to achieve quality and excellence. The main benefit of users' satisfaction is that satisfied customers do business more with the organizations. Therefore, the cost of

poor service and quality is the loss of customers and revenue. The appreciation of the need for customers' satisfaction leads to a number of organizations to come up with customer service and quality improvement programs. According to Gerson (2004), for an organization to have an effective quality customer satisfaction, the following should be ensured:

- Total management commitment

- The organization should immediately know its customers

- The organization should develop standards for quality measurement.

- The organization should learn about customer perceptions

- The organization should determine customer needs, wants, requirements and expectations

- The organization should develop a customer service system

- The organization should work towards customer's improvement.

In line with these pronouncements, studies have examined library client satisfaction within formation services from a variety of perspectives. Exemplary studies include that of ametria is, S. G., Vrana, V., Dimitriou, S., Kalaitzis, V., & Drogalas, G. (2013) in their study on *Investigating customer satisfaction and service quality in academic libraries* the study was a case of Technological Educational Institute of Central Macedonia. The study provided trends in measurements of quality and user satisfaction in academic libraries. According to the findings of the study, the assessment of academic services quality as incidents of user satisfaction were based on the volume of collections and library staff effectiveness. These were later expanded to include output measures of libraries activities such as borrowing and reference services outputs to gaps measures to the current emphasis of meeting customers' needs and expectations. It is no surprising that learners, that is,

students' satisfaction with library services has gained a central focus in stakehoders' perception of information services this was echoed by Kogovsek, & Kogovsek, (2013) in their study on *Perception of service quality: student oriented model*.

Scholars have however different opinions of what defines user satisfaction. Miller (2008) citing Hernon and Nitecki (2001) identify four such dimensions: Excellence, Value (benefit accrued), conformance to specifications, and meeting or exceeding expectations. The importance of users' satisfaction has also made measurement of service quality and customer satisfaction an important area of study. Libraries have tended to use the fourth dimension that examines expectations fulfilment. Different theories have been proposed for measuring users' perception of the performance of information staff and their clientele's satisfaction in the libraries as attested by development and use of satisfaction measures such as that of Parasuraman, Zeithaml, and Berry (1985), confirmation/disconfirmation theory, LibQUAL+T (Thompson & Thompson, 2002).Such studies generally aim at providing an objective feedback on service performance.

Brophy (2004) criteria for measuring quality service in the information centre encapsulates essential features considered. The criteria comprises of the following parameters:

- **Performance:** A service that meets its most basic purpose, for example, making key information resources on demand.

- **Features:** Secondary characteristics which add to the service but are beyond the essential/core, for example, alerting services.

- **Reliability:** consistency of the services performance in use, for example, no broken web links.

- **Conformance:** The service meets the agreed standards, for examples, Dublin Core elements

- **Durability**: sustainability of the service over a period of time, for example document delivery within two days.

- **Currency:** Up to datedness of information, for example, the online catalogue.

- **Serviceability:** Level of help available to users, for example, complaint service.

- **Aesthetics:** visual attractiveness, for example, physical libraries or the websites.

- **Usability/Accessibility:** Ease of access and use, for example, opening hours, website structure.

- **Assurance/Competence/Credibility:** Good experience with staff knowledge ability, for example, correct reference answers.

- **Courtesy/Responsiveness/Empathy:** Accessibility, flexibility and friendliness of staff, for example, the reference service provided.

- **Communication:** Clear explanation of service and option in language free of jargon, for example, website, signposting in the Library.

- **Speed**: Quick delivery of service, for example, inter-library lending.

- **Variety of service offered**: May clash with quality, if resources are not sufficient for maintaining quality in all services, for example, comprehensive collections, and reference service in walk in, mail and chart forum

- **Perceived quality**: The users' view of service, for example, users' satisfaction. Alongside the above indicators, information centres, stakeholders include users, financiers, management and staff. These are stakeholders who perceive the organization as a measure of quality service which leads to users' satisfaction.

The way these stakeholders perceive the institution varies and was theorized by Brophy (2004), as follows:

1. **Users Consider:** Access to information, Delivery of information, Speed and accuracy of delivery, Good library working conditions, Responsiveness of staff, Reliability of service;

2. **Financing Authority Consider**: Cost effectiveness, Clear planning and effective organization, Positive outcome of users, Benefit for the institutional goals, Effective co-operation with institution, High reputation of the library staff, Good working conditions; Clear planning, straight process, Systematic staff development, High reputation of the library

ISO 2789 (2006) came up with performance indicators for libraries but also applicable in other information centres. The indicators were modelled along the balance score model. These indicators were placed into four categories: Resources and infrastructure, Use, Efficiency and potentials for development. These specific indicators under these categories are many and varied as follows:

a) **Resource infrastructure**: This uses 10 indicators to analyse the attraction of the information centre as a place for research and study. These indicators include: User area, Seats provided, Opening hours, Availability of the information materials, Failed request, Inter-library loans, Staff per capita, Immediate availability, Direct access via home page.

b.) **Use**: This has 12 indicators which look into users' satisfaction, market penetration and number of users. The 12 parameters include: Market penetrations, Users' satisfactions Library visit per capita, Seat occupancy ratio, Number of content units downloaded, Collection use, % of stock used, Loan per capita, % of loan to external users, Seats per capita, Attendance of training, Reference questions per capita, Attendance at event per capita.

c.) **Efficiency**: The indicators in this category measures just efficiency but also the quality of services and they include; Cost per capita, Cost per visit, Cost per use, Ratios of acquisition cost, Cost per document processed, Cost per download, Acquisition speed. Media processing speed, Employee productivity in media production, Lending speed, Inter-library loan and speed, Reference full rate, shelving accuracy.

d.) **Potentials and development**: This looks into the aspects of ICTs and findings capability of the organizations. The parameters in these categories include: % of budget on acquisition of e-resources,% of staff doing e-resources, Training attendance by staff, % of library funds donated, % of institutional means allocated to the library.

The study focused on investigation of the user s' perception of library staff performance at the Cooperative University of Kenya Library. The literature review on satisfaction section has expounded on users satisfaction. User satisfaction and experiences results in whether the service conforms or disconfirms with the user expectations and further influences the user perception on library staff performance in information service delivery.

2.5.1   The Relationship between Service Quality and users Satisfaction

The aim of a service delivery system is to bridge the gap between customer expectations and customer experience (Armistead, 1990).Accordingly therefore customer satisfaction is a multi-dimensional construct just as service quality (Sureshchandar et. al., 2002). This implies that customer satisfaction occurs at multi-level in an organization and should be operational along the same factor on which service quality is operationalised. Parasuramet al. (1985) suggested that when perceived service quality is high, then it will lead to increase in customer satisfaction. Inconcurance, Saracana and Rao (2007) and Lee et.al.

(2002), acknowledge that customer satisfaction is based upon the level of service quality provided by the service provider.

Fen and Lian (2005), found that both service quality satisfactions have a positive effect on customers' re-patronage intentions showing that both service quality and customer satisfaction have a crucial role to play in the success and survival of any business or any organization in the competitive market. Magi and Julander (2009), also found that customer satisfaction results from high perceived service quality which makes the customer satisfied.

Service quality and customer satisfaction are the main elements that contribute to heavy library usage and patronage. The users experiences of the library information services both online and physically in the library can be used to evaluate the service quality, customer satisfaction and further influences the perceived performance of library staff. The main elements of service quality and customer satisfaction include:

a) Library design and layout: organization of the library functional areas, and other facilities to be visible to the users to enable them access what they are searching hence satisfying their need.

b) Accessibility: The library resources and services should be easily accessible. Books should be arranged in shelves in proper classified order, so that the users can locate books quickly. In case of electronic library, the electronic database like OPAC will help the users to find out the books in stacks.

c) Tangibles: The tangibles of libraries, namely the building, furniture and other physical appearance of facilities, collection, staff, equipment etc. should be sufficient and appropriate and useful for the users (Fitzsimmons and Fitzsimmons, 2000)

d)   Courtesy& Friendliness: The library staff should be very courteous and friendly with the users.

e)   Physical appearance / Atmosphere/ Cleanliness/ Comfort: The appearance of library, its facilities, collection, staff and services should be attractive and pleasant. A Welcoming atmosphere for the users should be a must. Furniture, floor, racks, documents etc. should be neat and clean (Lewis, 1997).

f)   Process- Reliability / Communications: The processing part of the library should be dependable and efficient that suffices the expectations of the users. The way of communication, assistance and guidance also greatly affect the satisfaction of the users.

g)   Some useful criteria to measure users' experience in a library noted by Raina (1999) include:

i.   Speed of services delivery (Access time, location, processing, etc.) and

ii.   Value added services such as Reference services, CAS, SDI etc.

2.6   Users Perception and Satisfaction with Library Information Services

Information services usually affect the satisfaction of library users. Users have access to various services in university libraries such as Selective Information Sharing (SDI), reference services, digital services, online services, distribution services, online services and online services. For example, Ng'ang'a, Gichohi and Irura (2020) found a relationship between library information services and user satisfaction. A study by Kumar (2014)) found a difference in user satisfaction with certain library services compared to others. This means that people may be satisfied with some services but dissatisfied with others. Mundt (2003) conducted a user satisfaction survey in selected libraries to assess service

quality. According to the study findings, comparative data is an effective method for identifying best practices in service institutions. New services may be needed to exploit the potential of the technology, and existing services may need to be updated and improved. In light of this, listening to customers and asking them to share their experiences helps to see library services from the customer's perspective. Cristobal, A.S. (2018) point out that monitoring the service level of the Saint Louis University (USL) college library in the dimension of information service delivery ensures that library management understands the perceptions and perceptions of its customers.

Academic libraries have been described as the "heart" of the learning community, where students, faculty, and administrators can conduct research and advance their knowledge in whatever field they choose. An academic library is the hub of academic life in the educational system. A university library, or any other library affiliated with a higher education institution, exists to support the vision, mission, goals, and objectives of its parent organization. During a user survey at the University of Peradeniya's main library, Gunasekera (2010) observed that because university libraries are an integral part of the higher education system, they should provide support services for formal educational programs as well as facilities for research and the generation of new ideas. Furthermore, Akparobore (2004) believes that libraries must analyze and identify their users' information, education, and research needs in order to design effective tools for efficient service delivery. In support of this, Manjunatha and Shivalingaia (2004) stated in a study on customers' perceptions of service quality in libraries that modern times demand that everyone be kept up to date with current information, and libraries play an important role in this regard.

Popoola and Haliso (2009), while undertaking a study on the use of library information resources and services as a predictor of the teaching effectiveness of social scientists in Nigerian universities, opine that library services can be defined as the activities performed by the librarians to satisfy their users' information needs. These services may also be considered the core or basic services that are offered by libraries. Library service performance should thus be periodically assessed in order to determine whether the user requirements and expectations are being met and fulfilled, and to obtain feedback from users regarding any improvements that are needed.

2.7 Users' Perception and Satisfaction in Library Information Resources

A library, whether it is an academic, public or school library, is a social institution that is seen as a repository of information and a resource center for reliable information in the community. According to Taufiq, M. et al (2020), a library is considered to be the collection, organization, processing, preservation and dissemination of published information for the purposes of scholarship, consultation, research and leisure. Therefore, libraries develop different sources of information and provide different services to their communities to help them realize their social vision, mission and goals. Martensen and Gronholdt (2003) reviewed the literature and mapped focus groups showing that the key factors for the quality of library services were electronic resources, print collections, technical tools, the library environment and the human side of user service. Majid et al. (2001) used a survey to identify all possible factors that had a significant impact on library performance. The results showed that the most important themes were collections, equipment and physical spaces.

According to Joy and Idowu (2014), libraries should meet the information, education, research and leisure needs of different users regardless of ethnicity, religion, gender, age,

educational background and language. Joy and Idowu (2014) further point out that libraries are generally expected to act as social and political actors in community cultural change and serve a wide readership. Cristobal (2018) found that libraries are internally focused, choosing and planning work priorities based on current skills, traditional work processes and limited resources. Analysis of results for customers is not a common practice. It would be nice to be able to state that majority of libraries have developed a culture of assessment on users' satisfaction, but sadly that is not the case. University and college libraries today face challenges on several fronts, such as large bookstores, online information providers, especially the Internet, online databases (both free and subscription), e-learning and multimedia products, document distribution services, and other competitive sources of information that seems to threaten the role of libraries. This requires a constant effort to incorporate all the new technologies to keep up with the pace of development in gathering physical resources in centers to remain competitive.

To achieve customer satisfaction with information resources, libraries must follow both national and international quality standards throughout collection development. Since libraries are an integral part of an educational institution, one of the basic requirements for quality education in any educational institution is a functional library, which is strongly required and approved by the Commission for Tertiary Education (CHE and CUE). Orendain (1991) as quoted by Mayrena (2009) explained that through the library various information sources, both printed and non-printable, can be fully utilized for the intellectual, cultural and technical development of the entire academic community.

A library is one of the most important intellectual resources for human excellence and therefore should be properly and adequately equipped with the best information resources to meet the needs of the curriculum and create complete user satisfaction. In addition,

according to Cristobal (2018), referring to Badival (1996), the library becomes interesting with the constant explosion of information, because it is an insatiable thirst for knowledge about human accidents and an archive of all the documented results of humanity. Variable form It is simply a common saying that the best institutions have the best libraries. A good library thus speaks of excellence in the following aspects: (1) quality of library services, (2) use of the library by students and faculty, (3) periodicals, manuscripts, reference books, the library collection in its possession, and (4) administrative support in planning the library collection and services and promotion, organization and development.

2.8 Customer Care Provision and Users Satisfaction in Libraries

Customer care, according to Oliver (1995), is the approach, and attitude and concept which embraces customer relationship and their derivatives with customer satisfaction as its aim. Customer care plays a very important role in any given library. Some of the roles include: assisting in establishing and maintaining a different position in the market; encouraging existing customer/users to be loyal and cementing the long term relation between the library and its clientele.

Customer care in the library has something to do with information that has to portray some sense of belonging to the users they serve. Singh (2003) points out that libraries have begun seriously focusing on how to develop relationships with their users who are their customers in order to retain them. Customer care in the library, unlike any other business enterprise, seeks to establish and maintain an enhanced relationship with users and other partners so that those objectives of the parties involved are met.

University libraries operate routinely with a known set of customers who are students, members of the organization and the alumnae. When a customer walks to the library, he or

she trusts that the staff will find the materials which are relevant. The library staff trusts that the customer will return the item borrowed within the specified time.

Satisfying the needs of both students and University staff in academic libraries has been the primary objective of information professionals. Every year, new students join the University with different information needs and expectations. The situation is made more demanding since satisfaction of users' needs is the primary objective of any information centre to succeed in the delivery of its services. Furthermore, new technologies, databases, and more innovative systems for accessing information, have made the library more complicated and challenging for librarians and users alike Jennifer (2000).

The abundance of resources available and the difficulty in being able to evaluate these resources also create bottlenecks for users. The inability to identify and utilize information services because of the new technology can all contribute tousers' dissatisfaction in the information centre. Kassim (2009) states that customer satisfaction is about customers' overall evaluation of the performance of information centre offering services to its users. Cronin and Taylor, (1992) note that it is the customer experience of particular services encountered that creates perception. The emphasis on customer satisfaction is to gain the confidence and trust of customers towards the services and products provided to them (Johnson and Fornell, 1991). Mampu (2009) observed that new quality service and facility is of satisfactory level if it is able to fulfil the needs and satisfy its user needs and expectations.

2.9 Challenges affecting Users Satisfaction in Information Services in University Libraries

In spite of libraries consciousness to the need for them to provide quality services and their efforts to fulfil these requirement, for years, many libraries have had difficulties in

achieving this requirement. Amongst the barriers cited include insufficient staff, inadequate budget, inadequate space, lack of electronic resources (Sajna & Mohamed Haneefa K, 2016).

2.9.1   Inadequate Information Resources

University libraries today are faced and surrounded with mega book stores, online information providers, e-learning and multimedia products, document delivery services, and other competitive sources of information that seem to be threatening the role of academic libraries (White & Abels 2005; Hernon & Altman, 2006). As a result, University libraries have to adopt a more strategic direction in which the creation and delivery of service satisfaction for the users play an important role. Hence, there is a need for University libraries to understand the user needs and satisfy the information and research wants in order to support the ongoing learning activities. Adeyemi (2009) opined that, student expectations and demands of the library are reflected in the usage of library information resources.

The challenges of class size and budget cuts in universities lead to very high faculty and student ratio. Fakomogbon, *et al*; (2012). Stated that lack of a standard University library with relevant information resources which students could use for studies could be one of the major causes of mass failure. This translates directly to fewer research assignments, which raises questions of the necessity for better liaison skills, more confidence organizationally and individually in being willing and able to effectively promote information literate skills for the students and academic.

2.9.2   Inadequate Information Professionals

Recruitment, training and retention of librarians are major challenges; hence the need to find and retain quality leadership for libraries. Bhatt (2013) asserted that the successful

library services depend mainly on satisfaction level of the users with relevant library information resources, user-centred library services and staff supportive attitude. Even as retirements seem to increase, fewer librarians are entering the information profession as a whole and the academic library field in particular. Ensuring education of new librarians and re-educating existing librarians with skills and knowledge to support new roles in the digital information age, especially roles involving teaching and library promotion, is a challenge for the profession. Indeed, the continued relevance of the masters of library and information science and academic librarianship may be in question. In addition, low salaries and the lack of diversity in the profession were relevant subtopics, often mentioned as challenges that need collective action.

2.9.3 Library Accommodation and Physical Facilities

Library accommodation and physical facility are of great importance to the University in several aspects (CUE, 2014). Planning of the library infrastructure should be done carefully in order to provide reasonable services based on guidelines and regulations that consider issues of approximate number of users to be catered for, physical conditions such as lights and ventilations, security required and how much money has been allocated in terms of budget in a particular financial year.

Each year new students enter the learning environment with different needs, expectations and information gathering skills. Millson-Martula and Menon (2005) state that, one element of high quality service is "*the incorporation of users' personal needs and expectations into the development of programs and service*". The concept of user satisfaction in the library literature likewise has evolved to include a broader focus on the users' perspective of the library. Libraries must provide the latest collection, long opening hours, provision of more social computing systems, staff should be more friendly and

knowledgeable, staffs need to attend more workshops on how to find information, provide guidance on consultation and research method, develop own internet information, publish a guide on information searching skills and publish library and information related journals (Norliya and Khasiah, 2006).

The perception of users on performance evaluation reform programs and performance measurements has been emphasized by Armstrong (2009) who states that, performance evaluations are agreed on when setting the objectives and targets. It is quite fundamental to define not only what is to be achieved but the parameters should provide evidence of whether or not the intended results have been achieved and the extent to which the job holder has produced results.

The management of universities Libraries should develop advice on appropriate organizational structures and initiate reform measures for enhancing service delivery in the public universities. Libraries for sustainable social economic development. Kenya has developed a general outline on annual appraisal report (GOK DPM, 2002) which led to introduction of performance evaluation in all government organizations in an effort towards achieving performance as well as result oriented management. Performance evaluation replaced casual appraisal assessment with formal systematic procedures although initially the performance evaluation was done confidentially (behind closed doors) and the appraiser never discussed anything with the appraisee. Managers frequently made the ad-hoc judgment about the employee but were alone to discuss the ground on which opinions were based (GOK DPM, 2002).

2.10 Chapter Summary

The chapter has reviewed literature on various phases of the topic under study. The chapter covered various themes and subthemes of the study objectives. The chapter reviewed

literature on the theories that guide the study. Other subthemes on user perceptions, customer care services, staff performance and challenges in delivery of quality information services were featured. The study reviewed in-depth on motivation as a key factor to efficiency and effectiveness in delivery of information services which also is buoyed by training and development of staff, reward and recognition components. The study further focused on motivation of library staff as an important tool for successful delivery of information services and performance which enables fair rating in their performance. Other additional aspects of the study focused on were factors that expedite challenges in access and delivery of quality information services.

CHAPTER THREE
RESEARCH METHODOLOGY

This chapter provides detailed information on the research design and methodologies applied in conducting the study. The chapter discusses the research paradigm, research approaches, location of the study, population, sampling techniques, data collection instruments and analysis. Ethical considerations were observed.

3.1 Research Approach

Research approaches, sometimes referred to as paradigms, fall into different categories. This encompasses constructivism, positivism, pragmatics, and positivism. The paradigms align with various schools of thought or philosophical worldviews. This study was anchored on a pragmatic research approach.

3.1.1. Pragmatic Research Approach

Pragmatism is based on the proposition that human actions are intrinsically linked to the past experiences and that their subsequent choices will be based on their perceived consequences of actions. Pragmatists further believe that reality is not static it changes at every turn of event. In the same vain, the world is also changed through actions. In context of this study, it was established earlier on in the literature review that the information landscape is dynamic. These has resulted in changes in users' information behaviour and libraries response in information provision. The implication of pragmatic philosophical assumption aptly articulated by Morgan (2014) as cited by Kaushik and Walsh (2019: 3) is threefold

Firstly, "actions cannot be separated from the situations and contexts in which they occur." This suggests that there is no universal truth and each context determines our action. The

Cooperative University library users' experiences are expected to be unique to the services and products offered/received.

Secondly, "actions are linked to consequences in ways that are open to change" implying that if there are any situational changes, actions are bound to change. This would mean that Cooperative University library users' perception of the library staff performance and quality of services are bound to change from time to time depending on prevailing circumstances. This underscores the need to undertake a user study periodically.

Thirdly, "actions depend on worldviews that are socially shared sets of beliefs" suggesting that individuals have unique perception of the library experiences even though they may have common experiences, that is "worldviews can be both individually unique and socially shared." A collective analysis of the Cooperative University library users' perception of the library staff performance and quality of information services would therefore be a useful indicator of the users' levels of satisfaction with the services offered and gap in performance expectations.

The research method used in the study was mixed research, which is consistent with the pragmatic approach and makes use of both qualitative and quantitative research approaches

3.2 Research Method
The study used a mixed methods research approach which entailed gathering both qualitative and quantitative data. Pragmatic philosophical stance adopted in the study is often associated with mixed-methods or multiple-methods. In this study, different approaches were used in data collection; Interviews were used in collecting data from library staff while questionnaire was used in collecting data from students and faculty. Choice of the two approaches was informed by two factors: first is the size of the

respondents' categories as explained below under sampling method and secondly the need for deeper interpretation and understanding of the phenomenon under inquiry. As a result the question provided wide user perspectives from the larger segment of respondents (students and faculty).In-depth interviews on the other hand provided rich information on library services and use from a smaller, but information is rich in segment of the respondents, that is the library staff. By using this qualitative approach, the study was able to collect data and explain phenomena more exhaustively, explain observed underlying relationships obtained in the quantitative study, validate quantitative findings and offer case illustrations. Moreover, the respondents were studied in their natural setting thus allowing for observation. Denzin, and Lincoln (1994) state that qualitative research is a multi-method in focus, involving an interpretive, naturistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. Additionally, the study deployed observation to complement and validate data gathered through the questionnaires and observation methods. The two methods (quantitative and qualitative) were given equal priority as they were utilized in collecting information from different respondent groups students and faculty on one hand and the service providers on the other hand. A concurrent mixed method was deployed where data was collected and analysed at the same time.

Additionally, qualitative techniques were applied in the study's sampling, data collecting, and analysis. Purposive sampling techniques, which are non-probability techniques compatible with a qualitative approach, were employed in the study. The approaches for gathering data were observation and structured interviews. The techniques employed to collect the data are consistent with a qualitative approach. Through content analysis, the

information gathered via the interview approach was examined. The data collected through the interview method was analyzed through content analysis.

3. 3 Quantitative Approach

Quantitative research is defined as a systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques (Sekeran & Bougie, 2009). Quantitative research collects information and data from respondents using probability sampling methods through sending out online surveys, and distribution of questionnaires. The results of which can be depicted in the form of numerical.

In line with mixed-methods research, which is covered in Section 3.5, the study employed an explanatory research design

3.3.1 Qualitative Approaches

Qualitative research has been presently used by other researchers not only in Africa but also in Kenya. It is preferred due to its effectiveness in addressing social issues that affect individuals, communities and nations. This approach is used in this study to gain an in-depth understanding of the underlying issues concerning user's perception of Library staff performance in provision of quality information services.

Additionally, qualitative techniques were applied in the study's sampling, data collecting, and analysis. Purposive sampling techniques, which are non-probability techniques compatible with a qualitative approach, were employed in the study. The approaches for gathering data were observation and structured interviews. The techniques employed to collect the data are consistent with a qualitative approach. Through content analysis, the

information gathered via the interview approach was examined. The data collected through the interview method was analyzed through content analysis.

3.4.Research Design

.A research design, according to Andrew and Halcomb (2009), is concerned with translating research questions into a set of rules and procedures that will enable the researcher to address the questions methodically. According to Andrew and Halcomb (2009), the research design creates a link between the objective or topic of the study, an appropriate plan for obtaining data, and a specific set of desired outcomes. The study used a sequential explanatory research methodology, which made it possible to gather both quantitative and qualitative data. Explanatory design is a mixed-methods approach. Explanatory design is one of the most often used approaches for mixed-methods design, (Crewsell, 2009).According to Creswell and Clark (2007), explanatory design is a two-phase mixed design with the overarching goal of using qualitative data to support or enhance preliminary quantitative findings. Andrew and Halcomb (2009) define sequential explanatory design as typically consisting of a quantitative data phase followed by a qualitative data gathering phase. According to Cresswell and Clark (2007), collecting and analyzing quantitative data is the first step in the explanatory design process, whereas obtaining and analyzing qualitative data is the second. The second phase's design builds upon (or establishes a connection with) the findings of the first quantitative phase. The quantitative methods are given more weight in the design than the qualitative methods. According to Creswell (2009), the fundamental advantage of explanatory design is that it is simple to understand and straightforward to put into practice, as each action can be easily divided into distinct parts. It is simple to report and describe because to its design features. Qualitative and quantitative data are intentionally integrated in mixed-methods approaches. Self-administered questionnaires were used to gather quantitative data for this

study from lecturers as well as students. The qualitative data was obtained from the librarians through structured interviews. While, the observation method was employed to gather information by means of direct observation of the working conditions of the library staff. Therefore, for the purpose of gathering and analyzing data, both quantitative and qualitative methods were employed for this study.

A mixed-methods strategy was adopted in the study, incorporating both quantitative and qualitative techniques. The necessary study sample was sampled using quantitative procedures, and data collection and analysis were also conducted using same approaches. Probability sampling techniques that included stratified sampling and random sampling techniques, which are in line with quantitative methodologies, were used. Self-administered questionnaires were used to gather statistical data, which was subsequently analyzed using statistical techniques. Data from students and faculty members were gathered for the study using questionnaires (Appendices iii and iv). This made it possible for the study to gather data that could be quantified. Quantitative data collected through questionnaires was then analyzed using the quantitative method using SPSS version 2.

3.5. Location of the Study

The study was carried out at the main library of the Co-operative University of Kenya situated in Karen, Nairobi County. The Co-operative University has four campuses: Langata, Nairobi, Meru and Mombasa campuses. The University is a fully fledged public institution of higher learning which is ISO 9001: 2015 quality information management systems certified. ISO certification compliance raises the service quality expectations of all stakeholders of the organization. Therefore, the Co-operative University library users expect good quality information resources and services as enshrined in the vision and mission statements of the University. The University also provides fundamental business

training and education programmes in co-operatives business, co-operative and community developments, and co-operative management.

3.6. Population of the Study

In research, a population is a group of individuals, objectives or items from where samples are taken for investigation (Oso & Onen, 2011). Kombo and Tromp (2006) note that, population is the entire group of persons or elements that have at least one thing in common from which the sample is taken. A study population is therefore that aggregation of elements from which the sample is actually selected (Babie, 2001). The population for this study was composed of library staff, faculty members and students of the Co-operative University of Kenya. Library staffs who were are normally involved in the day to day management of the University library while students and faculty members are the clients who use the library's information resources and services. The total population of the study were one thousand and twenty-two (1022).

3.7.Sampling Procedures and Techniques

A sampling process provides the means to draw and make valid conclusion on the basis of careful observation of variables within a representative sample of the entire population (Mathooko, 2007). Different sampling methods were used in drawing the respondents from the different categories. The study focused on the perception of the users about the performance of the library staff at the Co-operative University of Kenya library, hence the students and the teaching staff who by virtue of their teaching, learning and research activities normally use the library were selected to the users' category. However, since SERVQUAL model of assessing customer satisfaction and perceived service quality entails also determining difference between service quality specifications and rendered services, librarians in charge of various sections of the University library were purposively

selected. As managers, they are expected to be well informed of the set service quality specification as well as staff performance.

The study population was stratified into three strata: (a) students (906) and (b) faculty members (100) and (c) Library staff (16). Simple random sampling was employed to sampling students and faculty whereas purposive sampling was used in sampling the Library staff.

There are two types of sampling approaches commonly used: probability and non-probability methods. As discussed in Section 3.4, the study used mixed-methods research that combines both qualitative and quantitative designs. In line with mixed-methods research, the study used both probability and non-probability sampling methods.

3.7.1 Probability Sampling Methods

Probability sampling techniques were used in the study to ensure that the appropriate sample of lecturers and students was obtained. A probability sample is one in which each unit in the population has an accurately determined chance ($0<x < 1$) of being selected for the sample. Random and stratified random sampling were the two primary probability sampling techniques used. Selecting individuals that are representative of a study population is the goal of probability sampling in order to enable generalization of the findings to that population (Flick, 2015).

3.7.1.1. Stratified Random Sampling

In order to sample the various categories within the research population, stratified sampling was used. Kumar (2014) contends that the study's population is stratified so that characteristics within a stratum are homogeneous on the basis of its characteristics. Flick (2015) states that stratification is done because some features are represented in the sample

and might be disproportionate in the whole population. In doing so, it enables without oversampling a single population. Flick (2015), asserts that, in order for the researcher to draw conclusions about how well the sample represents the characteristics of the total population, the sample must be sufficiently large to allow for the application of statistical procedures. The study population was stratified into three strata: (a) students, (b) Faculty members, and (c) library staff. According to Kumar (2014), it's critical that the study population can easily recognize the features that were selected based on stratification. Every member of the study population has an equal chance of being chosen to take part in the study because of the stratification. When a population is stratified, simple random sampling is used to choose the necessary number of elements from each stratum.

Table 1: Stratified Sampling of the Study Population

Category	Population Size	
Faculty members	100	
Students	906	
Library staff	16	
Total respondents	**1022**	

3.7.1.2 Simple Random Sampling

In order to sample faculty members and students within each stratum, simple random sampling was used. According to Flick (2015), random selection in each stratum allows participants to be represented in the final sample selected for data collection depending on the stratification criteria. Random sampling ensures that every participant has an equal chance of being chosen for the study and that the sample can be extrapolated to the larger population (Creswell and Clark (2007). The students and faculty members were selected

from three schools: the School of Commerce, the School of Co-operative and Business Studies, and the School of Co-operative and Community Development.

3.7.1.3 Non Probability Sampling Methods

The Cooperative University of Kenya Library staff members were sampled for the study using non-probability sampling techniques. According to Kumar (2014), the selection of items in a population using a non-probability sampling strategy does not adhere to the theory of probability. Purposive sampling was used in the non-probability approach that was used.

3.7.1.4 Sample Size

A sample is small group with similar characteristics carefully obtained and selected from the whole or entire population. A sample is the set of respondents selected from the larger population for the purpose of determining parameters or characteristics of the whole population (Kombo& Tromp, 2006). They further noted that a sampling process is the procedure used to gather people, places or things to study where the selected group contains elements representative of the characteristics found in the entire group or whole population. A total of 446 participants representing both library staff, faculty staff and students were included in the study. The sample size included 10 library staff, 80 faculty members and 350 students from the Co-operative University of Kenya and the above was arrived at by using the Krejcie and Morgan , 1970 formula as decipited below:

$S= X^2NP(1-P) +d(N-1) +X^2P(1-P)$

S= Required sample size

X^2=The table value of chi-square for 1 degree of freedom at the desired confidence level (3.841)

N= The population size

P= The population proportion (assumed to be 50) since this would be the maximum sample size

D= the degree of accuracy expressed as proportion (0.5)

Source: Krecjie and Morgan, 1970

3.7.1.5 Purposive Sampling

Kerlinger (1986) defines purposive sampling as characterized by the use of judgement and deliberate effort to obtain a representative sample by including presumable typical areas of the group in the sample. According to Babbie (2001), in purposive sampling, the researcher samples with a purpose in mind; and one of the first thing, the researcher is likely to do is verify that the respondent does in fact meet the criteria for being in the sample. Babbie further maintained that although qualitative research design has been criticized for bias, lack of reliability and validity, purposeful sampling based on literature review and knowledge of the subjects has helped to curb on this; because researchers use it to select cases under study, rather than an attempt to observe or collect data from all respondents who may be affected by the phenomenon under study.

All library staff at the Cooperative University, the respondents were purposefully sampled because of the nature of their area of specialization and their relevance to the study objectives. The principle of data saturation was used to determine the qualitative sample size. Using this approach as Sekeran and Bougie (2009) points out "a researcher does not determine the number of subjects that will be sampled at the beginning of the study" Instead "the general rule is that the researcher would continue to sample until no new information or no new insights are gained". Subsequently, there were no fixed rules for sample size applied for the library staff. Instead, what was useful, what had credibility, and

what could be done with available time and resources were the decisive factors taken into consideration. Data saturation point was reached after interviewing ten respondents.

3.7.1.6 Simple Random Sampling

Simple random sampling is an aspect of probability sampling. In probability sampling, every unit in the population has a chance ($0 < x < 1$) of being selected in the sample which can be accurately determined. This study focused on Co-operative University of Kenya, students and faculty members. The students and faculty members were selected using simple random sampling from three schools: School of Commerce, School of Co-operative and Business Studies, and School of Co-operative and Community development. Krejcie and Morgan, 1970calculations was used to get a sample size of 350 respondents to answer the questionnaires-80faculty members and 270 students as shown in Table 1.

Table 2: Sample Size and Sampling Methods

Category	Population Size	Sample Size	Sampling Method
Faculty members	100	80	
Students	906	270	Simpe Random
Sub Total	**1006**	**350**	
Library staff	16	16	Purposive
Total respondents	**1022**	**366**	

3.7.1.7 Research Instruments

Research instruments are the research tools used to collect relevant data for the study. In line with the mixed-methods research approach, the study used different types of research instruments to collect different categories of data. The study used self-administered questionnaires to collect data from faculty members and students (Appendices III and IV).

A structured interview schedule was used to collect data from the library staff (Appendix II), and an observation guide (Appendix V) was used for collecting data by observing the workings in the library

3.8 Data Collection Methods

One valuable attribute of pragmatic philosophical stance is its flexibility. According to Kaushik, and Walsh (2019), pragmatic researchers use the credo of *what works* in choosing appropriate methodological tool available to address their research questions. Incongruence with pragamatic view, survey research allows for multiple use of data collection strategies. Therefore to enhance validity of findings, several data collection methods that included questionnaires, observation, interviews schedules and document review were used to triangulate and complement each other.

A structured and non-structured questionnaire was utilized in gathering primary data from library users (students and faculty) whereas interview was used in gathering views of the library staff. The study also used observation and document review to collect data and information on the following parameters: physical facilities, reliability, responsiveness, communication, credibility, security, competence, courtesy, understanding or knowing the user needs that are believed to have diverse impacts on the quality of library services. Secondary data was gathered using relevant documents such as selected library books, journals and online and internet information resources.

3.8.1   Questionnaire

In order to gather data from the faculty and students, the study used self-administered questionnaires (see Appendices III and IV, respectively. The use of questionnaires, as the preferred method of data collection, offered and made exploration of many issues possible .It also offered considerable advantages in administration, potentially presented to large

numbers of respondents simultaneously and facilitated the investigation with an easy accumulation of data. Questionnaires offered the respondents the freedom to express their own views and opinions and make personal suggestions. The issues covered in the questionnaire included information services offered to the customers, customer care and relationships, library evaluation of performance of staff and motivation practices to library staff. From the questions raised, the respondents selected the appropriate answers or provided their opinions and ideas in the spaces provided

According to Kumar (2014), there are several benefits associated with questionnaires, including their lower cost, ability to save time, money, and human resources, convenience, and high degree of anonymity. Quantifiable data was gathered through the use of questionnaires, and statistical techniques were then applied to analyze the data.

3.8.2   Interview Method

The study employed structured interviews as a means of gathering data from librarians (Appendix II) .In research, interview method gives the opportunity to establish rapport and greater flexibility in collecting data since the interviewee and interviewer are both present (Odini, 2012). The researcher gains inside information during the real situation in the interview. According to Creswell (2002), interview method provides the best opportunity to collect qualitative data through face to face, telephone or group interview where the researcher is in control of the process. Interviews are always the best method for collecting data about the respondent about experience, opinions or attitudes (Keya, 1989). An interview schedule based on guided questioning by the researcher was used to collect data from the library staff. According to Kumar (2014), questions in structured interviews are pre-formulated and are asked in the exact same order and language as they are included on

the interview schedule. Interviews enabled the study to obtain in-depth information and the researcher developed a cordial relationship with the respondents.

3.8.3   Observation Method

A structured observation checklist was used to record information observed Appendix V). To minimize biasness, the researcher used a non-obstructive approach. Keen observation and notetaking of activities was carried out within the University library during the data collection period to provide important and updated information. Observation method was also utilized to generate direct primary information and knowledge through personal and first-hand experience. The researcher visited the main library and the faculties at the main campus and directly observed the schedules of work that were deemed relevant to the study. The observation focused on the following issues: Physical facilities of the library (sitting and reading facilities); working area and physical conditions; book collections; information resources formats such as DVDs and CD ROMs; technological applications including computer systems, communication systems, and reprographic facilities, currency of the information materials and use of the services by the users.

3.9   Validity of Data Collection Instruments

Validity is concerned with whether the findings from the study are really accurate and factual. The design of the questionnaire and interview schedule including the procedures for collecting the data were carefully followed during the study. The research instruments for data collection were evaluated for content validity which included vocabulary, sentence structure and suitability of the questions for the intended respondents.

3.9.1   Pilot Study

The data collection instruments were piloted to test their appropriateness. The research instruments were pre-tested on selected library staff from the Co-operative University

library in the main campus situated at Karen to ascertain whether the questions in both the questionnaires and interview schedules were clear and well understood. The respondents were not included in the main study. The aim of pre-testing the instruments was to establish whether the research questions were specific to the aims and the objectives of the study and whether the questions were capable of eliciting the right responses from respondents. Pre-testing also established the average time each interview session was supposed to last. The respondents appreciated the questions in the questionnaires, checklist and interview schedules as objective and clear in their structure and the researcher established that the issues addressed were well understood.

3.9.1.1 Reliability of Data Collection Instruments

Reliability refers to how consistent the research procedures or instruments used provides consistent results as demonstrated in the study. This study employed split half method to test the reliability of the instruments. Split half method is a type of reliability based on the co-efficient of internal consistency of questionnaire where the research instrument is divided into two halves in terms of even and odd numbers after it has been administered. Each half is scored independently of the other with items of the two halves marched on content. If the test is reliable, the score on the two halves has a high positive association co-efficient. This procedure was preferred because of its ability to measure internal consistency of the research instruments being tested. At 0.740 up, the statistical level of correlation co-efficient was judged as reliable.

3.9.2 Data Collection Procedures

An approval was sought and granted from Cooperative University of Kenya administrative offices at Karen to conduct the research. The Director Administrative Services introduced the researcher to the various Heads of Faculties. The University Librarian introduced the

researcher to other respondents in the Library who also did the same and introduced the researcher to the various Library staff.

Appointments for interviews were made prior to the actual data collection. Data collection for the qualitative approach and quantitative approach took place simultaneously. The study utilized questionnaires to collect quantitative data and face to face interviews and observations to collect qualitative data. Interviews sessions lasted to an approximate of 40 minutes per respondent. Data collection by use of questionnaires took a period of two months.

3.9.3 Data Analysis

Data analysis process begun with preparation of the data. This involved editing out irrelevant data, understanding the data and assigning categories and themes, Qualitative and quantitative data collected were organized, processed, analysed and presented concurrently. Qualitative data was classified into themes and narratives while quantitative data was analysed by use of SPSS software and has been presented in tables, graphs, pie charts and figures.

3.10 Ethical Considerations

The study employed ethical procedures and practices in the whole research process. The study assured the respondents of confidentiality of the information and data supplied and anonymity of the respondents. The study facilitated voluntary participation and consent to the respondents. Integrity, objectivity and transparency was upheld in the whole research process. The researcher first established rapport and trust with the participants through official letters of communication from the NACOSTI and the Director Administrative services authorizing the study to be carried out. This trust was further enhanced through introductions from the top level downwards to the library staff at the bottom level. This

also helped to promote truthfulness, honesty and guard against misconducts and impropriety. In addition, the researcher guaranteed confidentiality of the information provided.

3.11 Chapter Summary

This chapter has presented the research design and methodologies that were applied to conduct the study. Methodological aspects of the study such as location and target population have been highlighted. Sampling techniques employed in the study have also been discussed. The specific methods of data collection that included questionnaires, interviews, observation and document review and the procedures of data collection have been presented. The chapter has also presented the data collection instruments which were used both at the pilot and actual data collection stages. Validity and reliability of the data collection instruments, data analysis and ethical considerations have also been discussed.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter presents, analyses and interprets the data collected in the study. The study employed mixed methods approach (Quantitative and Qualitative approaches) where concurrent triangulation strategy was utilized. In quantitative approach, the study sample was stratified into two categories (faculty and Students) and collected data through the use of questionnaires which were distributed to the respondents (students and the faculty) sampled through simple random sampling from every strata. In qualitative approach, the study utilized purposive sampling to get the respondents as per their area of specialization (Library staff) to interview and collect data. The data collected in this study using questionnaires, observations, interviews and document reviews is presented in tables, graphs, charts and narratives description depending on the methods applied.

4.1 Response Rate

The questionnaire in this study was used to collect data from the students. Interview schedules were employed to collect data from the library staff. The study sample comprised of 366 respondents. The response rate is shown in Figure. 4 below:
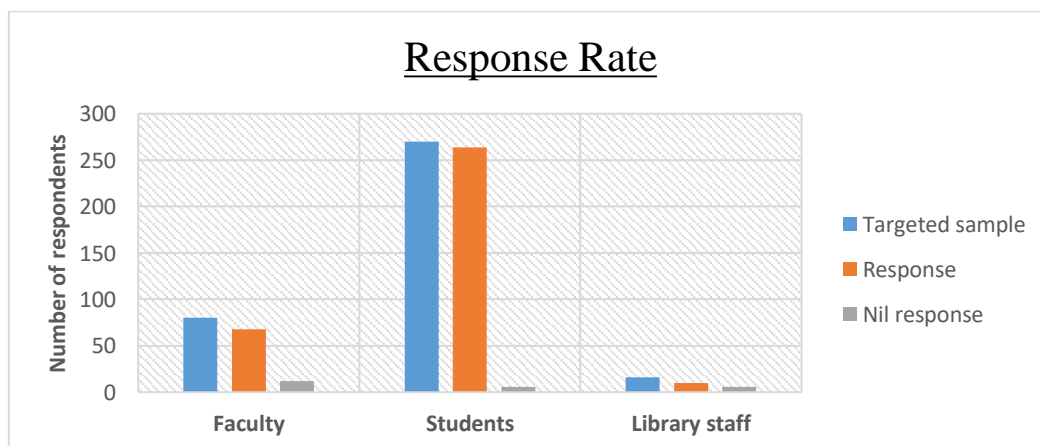
Figure 5: Response Rate

The total number of sampled respondents was 446. Those who participated in answering the questionnaire in the study were 342 respondents. Of the 350 sampled student population, 264 responded while 6 did not respond. Out of the 80 respondents from the faculty staff, 68 responded while 12 did not respond. The study reached saturation point after interviewing 10 respondents out of the purposively selected 16 respondents from the library (library staff). The response rate was 62%

Table 3: Response Rate (N=446)

	Sample size	Response Rate	Percentage (%)
Faculty members	80	68	85
Students	350	264	75.4
Librarians	16	10	62.5
Total	446	342	76.6

4.2 Background Information of Respondents

Table 4 provides a summary of the bio data of faculty and library staff.

Table 4: Faculty and Library Staff Bio data

RESPONDENTS CATEGORY	Data Item								
	Age				Gender		Years worked		
	24-29	30-40	41-50	Over 50	Male	Female	1-5	6-10	11-15
Library staff		4	6		4	6	3	5	2
Faculty	6	12	26	24	26	42	13	28	15

The table shows similarities in presentation between the two categories of respondents with the exemption of age distribution where the age distribution of faculty is were more spread ranging from 24 to over 50 years with majority falling within the age group of 41-50. The library staff were however confined within the age groups of 30 – 50 years suggesting a more younger workforce in comparison. However, in terms of years of service, in both categories, majority of the respondents had worked for the institution for 6-10 years. Similarly, in terms of gender presentation, female were more than male. This does not however mean that female were more dominant as there was no deliberate proportionate sampling done by the various categorizations identified at the initial stage of sample selection. The findings however provide confidence that the respondents were all in a position to adequately answer the required questions as they had been working in the institution for a couple of years prior to the data collection. The bio data of students are presented in Table 4.

Table 5: Students' Age Distribution, Gender and Year of Study.

						Gender					
	Age					**Male**	**Female**	**Year of study**			
Students	**18 -23**	**24-29**	**30-40**	**41-50**	**>50**			**1**	**2**	**3**	**4**
	76	60	110	10	8	116	154	51	29	77	123

Table4 shows that although the age groups were distributed from 18 – 50, majority of the students were within the age group range of 30-40 years. Female students were more than the male students (57% to 43% respectively).Many (46%) students were in their fourth year of study.

4.3 Library Visits and Purpose of the Visit

Table 5 shows that 97% of the respondents who answered the questionnaire visited the library whereas 3% did not respond. Of the highest responses, 46% of the respondents (students) visiting the library twice a week, while 51% of the respondents of the faculty visited the library daily.

Table 6: Library Visits

	Library Visit	Students (n=264)	Faculty (n=68)
1	Daily	80 (30%)	35(51%)
2	Twice a week	120(45%)	15 (22%)
3	Once a week	45(17%)	10 (15%)
4	Once a month	14(5%)	8 (12%)
5	Never	0	

The study findings in table 5 above established that 31% of the students visit the library daily to work on their class work, research and also focus on continuous improvement through reading fiction, motivational books and other resources, while 5% of the students and 12% of the faculty visit the library once a month to borrow, renew and return information resources. The other respondents who visit the Library once a week indicated that they visited the library to do their assignments and research work.

The faculty respondents pointed out that due to the nature of their work they always require daily update to enable them do their duties diligently as one respondent noted:

> '*we are in the knowledge economy, information becomes obsolete very fast so I come to the library to get current information resources such as journals, access to databases and newly acquired resources*'.

Other reasons for faculty visit to the library are listed in Table 6below. The findings shows that over 60% of the faculty visited the Library to study in a quite conducive study environment, use internet/e-resources and access and use on-line databases.

Table 7: Purpose for which Faculty staff visit the Cooperative University library

	Purpose for Library Use	**Responses(Multiple)**
1	Study course books	43
2	Study in a quiet place	60
3	Borrow books	30
4	Retrieve information/unpublished material	26
5	Use internet/e-resources	53
6	Use reference books/information	18
7	Access and Use online databases	51
8	Consult thesis/dissertation	36
9	Reprographic services	3
10	Use government publications	3

These above findings are in agreement with the findings of Makori (2015) study on '*Macro-factors influencing the use of electronic resources amongst postgraduate students in institutions of higher learning in Kenya*'and Bature (2009) study on '*Utilization of Library resources by Tertiary institutions in KEBBS state of Nigeria*'. The two studies demonstrated that the cardinal goal of the academic and University library is to support research, teaching, learning, publishing and community services in higher education and learning.

4.4. User's Perception on the Performance of the Library Staff

The study sought to explore users' perception on the performance of the Library staff and propose ways in which their performance can be enhanced. To capture this, the respondents were asked to rate their perception against set of dimensions. Figure 10 below presents their responses.
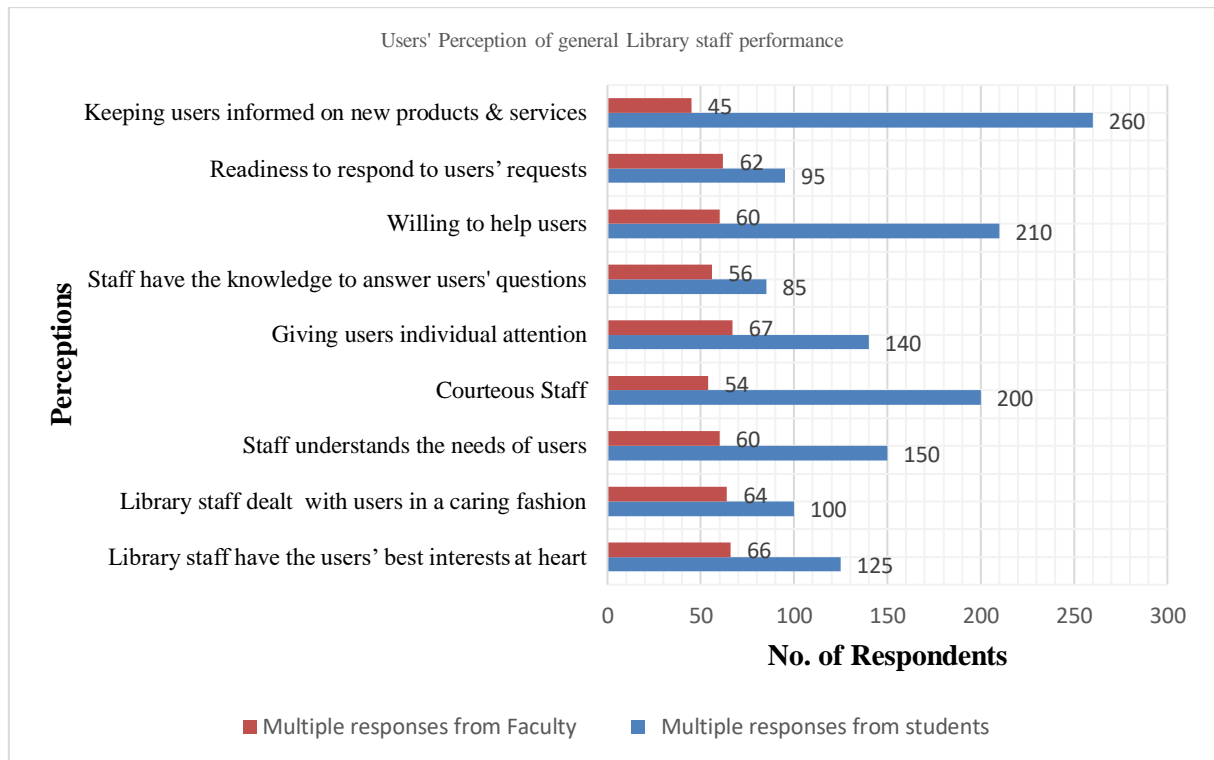
Figure 6:. Users' Perception on Library Staff Performance

The figure 6 shows that library users are committed, competent and skilled to handle library management activities and attain user satisfaction levels on service delivery.

Faculty and students assessment of the library staff performance was diverse. A respondent from the faculty for example explained "*despite the massive student population, the library staff are able, dedicated and competent to handle all queries forwarded to them online and on face to face interactions*" Another respondent from the faculty however argued that

"s*ome of the library staff idle around talking on their phones instead of teaming up with their colleagues to make work easier and friendlier*".
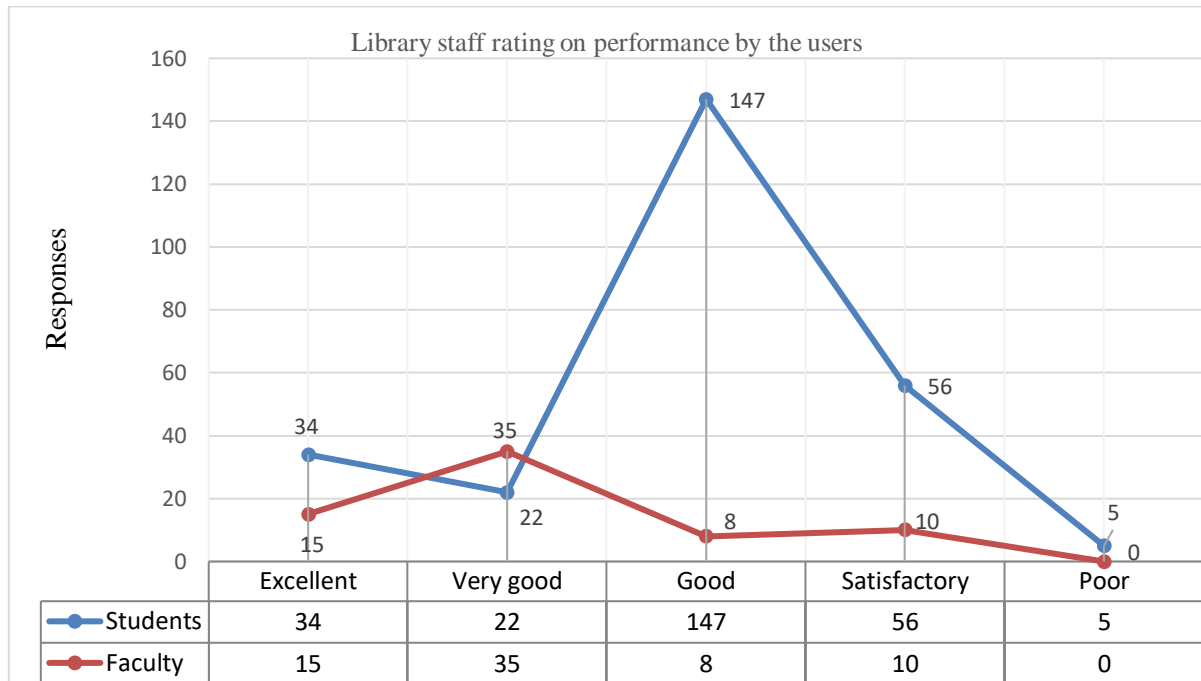
Figure 7: Rating of the Library Staff Performance by the Users

Faculty and students assessment of the library staff performance was diverse; 56% (*n*=147) of the students rated the library staff performance as good compared to 12% (*n*=8) of faculty members. Nonetheless 73% of the faculty members considered library staff performance as very good to excellent while only 21% of the students rated the staff in this category. This diversity in library staff performance was also visible in their assessment of the customer services.

The responses from the faculty expressed their views of staff performance variably. One faculty noted" the *library staff are few compared to the number of users they serve, they are overworked/overwhelmed at times, but are self-motivated and passionate to provide the services we require" .*At the same time another respondent from the faculty added: "*library staff are the gateways to knowledge, they try their best to provide us with the*

information we require despite various challenges such as inadequate internet connectivity and cumbersome manual systems". These responses from the above faculty members show their recognition and appreciation of library staff professional competency.

On the other hand, another faculty member thought the library staff could improve their performance by comparing notes with other similar institutions:*" most University libraries in Kenya have embraced library cloud computing services and CUK library should benchmark with them and digitize their services to suit the needs of the current users who are techno savvy with diverse needs"* whereas another respondent was of the view that library staff performance should be strengthened: '*there are no performance appraisal systems to evaluate and measure library staff performance therefore leaves room for laxity*'. This finding concurs with Kavulya 2004 in the study of '*Universities in Kenya: A study of their practices and performance*' where the study established that performance measurement and evaluation are important management activities in assessing how well the information service is doing as well as a way of accounting itself to stake holders but that this activity is not undertaken in Kenyans University libraries.

The overall findings indicate that the users' perception on the library staff performance in accordance to service provision, in reference to the second objective (Customer care services) and third objective (Challenges) is modest, and while the users recognize the role that the library staff play, certain services offered fall below their expectations. The youngest faculty and students had high expectation of automation and digitization of the Library services to ease access and use library information services with minimal physical appearance in the library premises. Their high preference for e-services clouded their judgement of the services offered. Older faculty with longer term of service had a better

appreciation of the library services having witnessed progressive improvement over the years.

The study finding revealed that the library staff had teamwork and focus on the mission and objectives of the Cooperative University library service delivery. This largely guided their interaction and extent of commitment to serving the users. However, there appeared to be levels of biasness (conscious or unconscious) in their treatment of faculty members.

4.5. Suggestions by Respondents on Strategies to Enhance Library Staff Performance and Improve Library Information Services at the Cooperative University of Kenya

The respondents suggested proposed strategies aimed at improving library staff performance and delivery of quality information services at the Co-operative University of Kenya. These are presented in table 7 below:

Table 8: Respondents' Suggested Strategies to Improve Library Staff Performance and Library Services

	Response	Students	Faculty	Library staff
1	Books lost should be charged at market rate instead of the current three times the cost as stipulated in the library rules and regulations	210	40	-
2	The Library to have a suggestion box within the library where users would drop their suggestions and complaints.	150	55	4
3	Update of library policies, rules and regulations to accommodate new services	130	45	8
4	Needs of special groups and users with disability	80	35	6
5	Provision of specialized services	100	64	7

6	Extending working and opening library hours	120	23	-
7	Frequent training and motivating library staff	132	55	10
8	Staff to be familiar with users' needs, friendly and courteous	134	23	-
9	The library should have more current and updated materials in their collections	180	66	6
10	Increase internet band width	224	60	9
11	Books should be shelved regularly	80	42	3
12	Constant orientation of new users	156		
13	Security for the library resources	40	58	6
14	Digitize the library services	245	61	8
15	Embrace of new technologies and social media	260	55	6
16	Bandwidth increase	140	43	7
17	Enhance off-campus connectivity	160	23	5

*Multiple responses

Table 7 above, highlights suggestions from the three categories of respondents on strategies to improve Library staff performance and library services. The respondents indicated that the Cooperative University library should embrace new technologies and social media platforms to interact and deliver information services to the users. The current users are techno savvy and hence the need to embrace the new technologies, digitize library collections and increase the internet bandwidth. All respondents were in unison in their multiple responses on the three main areas as shown in table 10 above to improve library services.

Kavulya (2007), suggested that libraries have always been service organization in the sense that they connect the customer to what information they require at a given time.

Modern resources which are appealing and value to the library service by enabling the users effectively exploit the services to the expected level.

4.6. Quality of Information Services at Cooperative University of Kenya

The users' and library staff perception of the quality of information resources and services offered and received at Cooperative University Library (Figure 5) shows similarity in opinion. The line graph shows a similarity in pattern even though the students had a lower opinion of the quality of services offered compared to faculty and library staff. In all the cases, there were fewer respondents who rated the information services as excellent. More library staff and faculty rated the library services as good as opposed to students who majority thought the services satisfactory. None of the library staff rated the services as poor but both students and faculty had a few respondents who thought the services were poor.

	Excellent	Good	Satisfactory	Poor	
Library staff	2	2	6		
Library users (Faculty)	25	30	11	2	
Library users (students)	24	108	117	15	
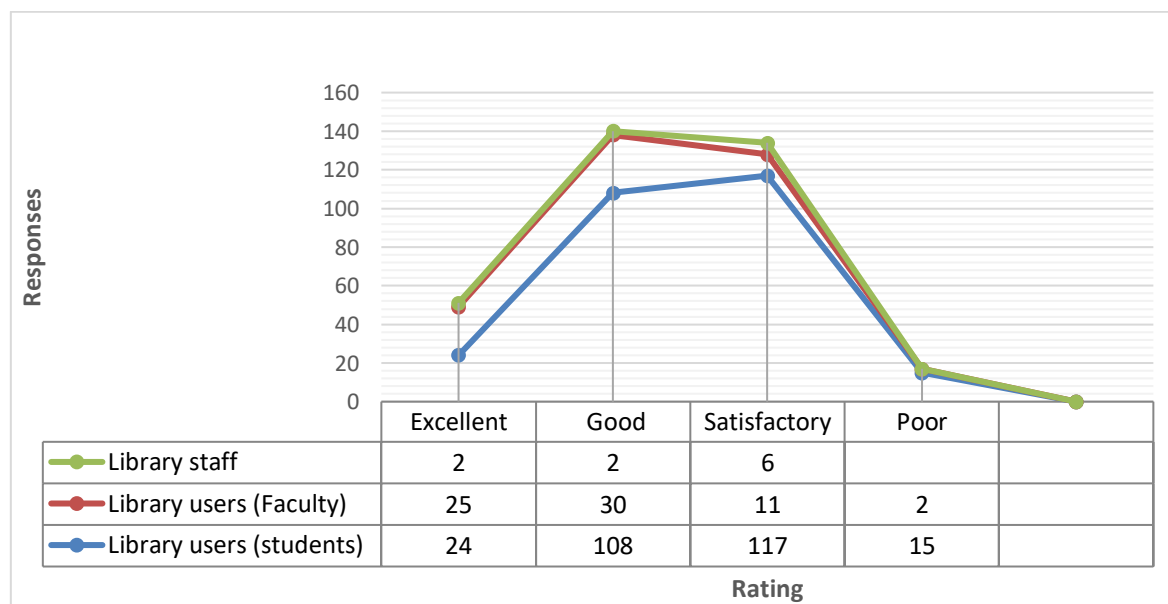
Figure 8: Respondents' Rating Quality of Library Information Services by the Respondents at Cooperative University

Of those who indicated that the services were poor, five percent were students from 2nd and 3rd year of study and faculty staff who were below the age of 20-29. The study

established that this category of faculty respondents were techno-savvy and had higher expectations of automation of library information services to access to information resources. Respondents who rated library services as excellent were mostly faculty and library staff majority of who were over 50 years, and had worked for over 10 years. Their age and years of services meant that they had witnessed transformation in information services as the library embraced better mechanisms of service delivery such as automation, over the years.

Concerns raised by the respondents over the quality of information services offered and received were varied and are summarized in Figure 9.
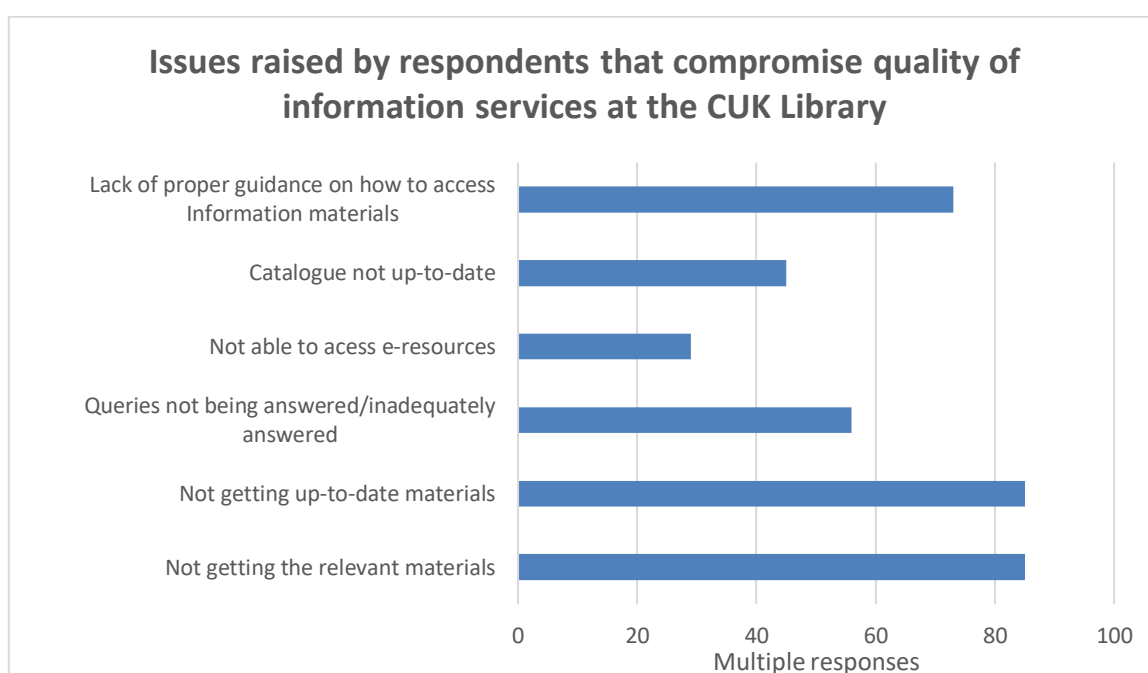
Figure 9: Issues Raised by Respondents that Compromise the Quality of Library Information Resources and Services at The Cooperative University of Kenya.

A respondent from the Library staff group stated that as much as they were always on their toes offering information services, the main challenge they faced was the ratio of library staff to the student population. This unequal ratio resulted in difficulty when handling the mass of students particularly as majority of the students are techno-savvy and have

complex and diverse expectations. Another respondents from the library staff category pointed out was that the library ICT infrastructure was almost obsolete. They noted that there was urgent need for upgrading to current ICT infrastructure and equipping the Library with the latest Library management system to boost access to variety of e-resources and service delivery. The respondents from the library category further pointed out that the Library staff required further training on the new trends on technologies to catch-up with the current generation in the knowledge economy.

The faculty reported that although the library staff provide continuous programmes on access and use of e-resources and other library materials, most students shy away from information literacy classes as well as library orientation sessions, which make them unable to locate, retrieve and access online resources.

This finding concurs with Otieno, Otike and Rotich (2015) study on the *Effect of Library Staff Attitude to Work on the Use of Information Services in Public University Libraries in Kenya* whose findings indicated that Library users do greatly depend on the Library staff for service delivery and on the quality of information services.

4.7. Types of Information Services accessed by Users at the Cooperative University of Kenya Library.

The researcher wanted to know the type of services the users at the CUK library accessed. The findings are detailed in Table 9.

Table 9: Types of Information Services Accessed by users at the CUK Library (N-264)

		Information services offered in CUK Library	Frequency	Percentages (%)
1)	1	Selective dissemination of information	177	67
2)	2	Circulation services	97	36.7
3)	3	Readers services	121	45.8
4)	4	Internet services	122	46.2
5)	5	Current awareness services	126	47.7
6)	6	User support services	109	41.3
7)	7	General enquiries	138	52.5
8		Digital services	110	41.7

According to the findings, selective dissemination of information (SDI) is the most accessed by 177 (67%) of the respondents, followed by general enquiries by 138 (52.5%). Other services accessed included internet services 122(46.2%), current awareness services 126 (47.7%), digital services 110 (41.7%), and user support services 109 (41.3%). The least accessed information service was the circulation services, accessed by 97 (36.7%) of the respondents. This was an indication that the majority of the users valued SDI as a personalized service.

4.8 User Satisfaction with Information Services

The study sought to determine the satisfaction levels of users with the information services available at the Cooperative University of Kenya on a Likert scale of 1–5 where 1–Very Satisfactory 2 = Satisfactory, 3 = Moderately Satisfactory, 4 = Not Satisfactory, and 5 = Very unsatisfactory. Figure 10 shows the satisfaction of users with information services at the Cooperative University of Kenya.
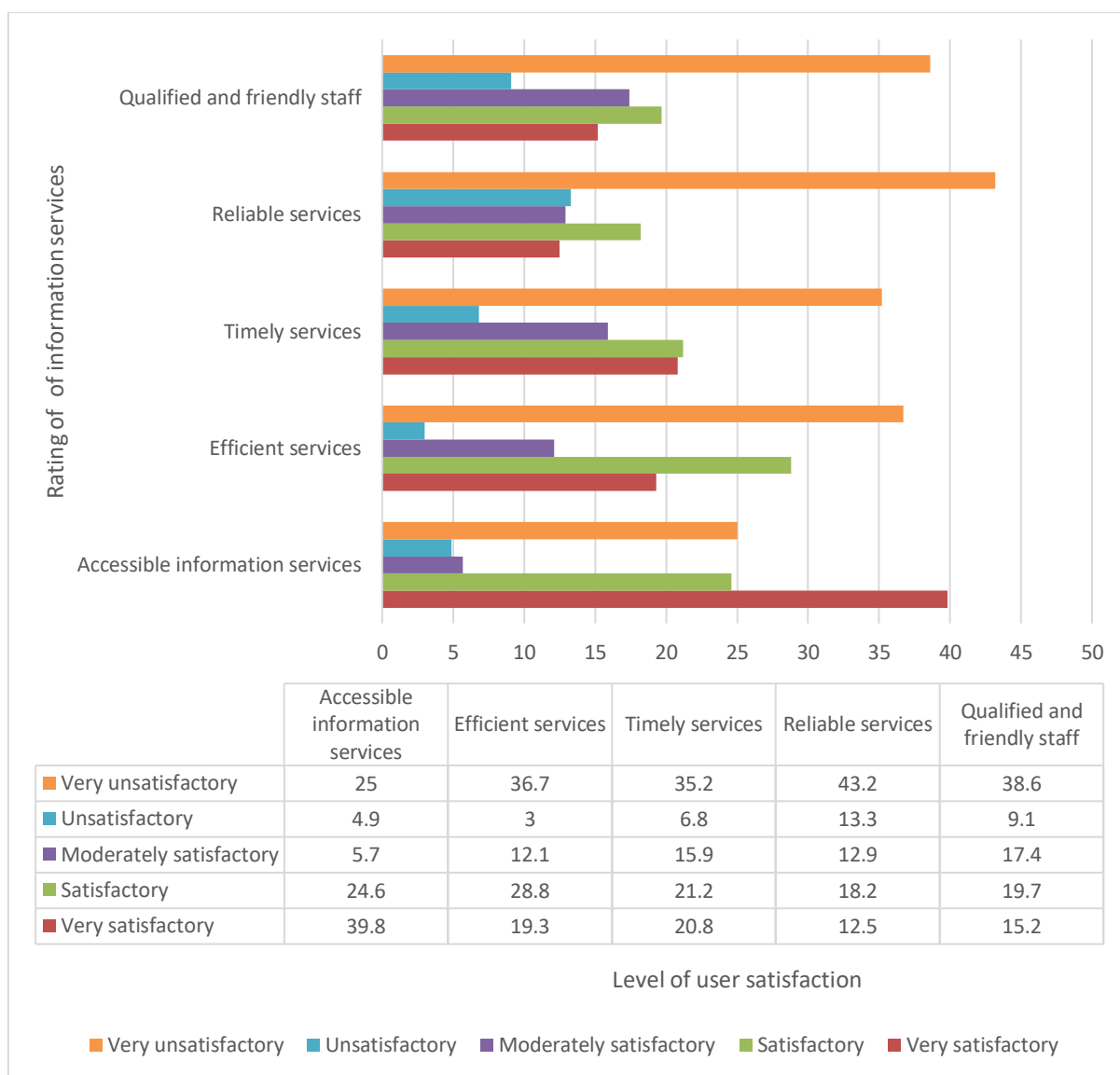
Figure 10: Satisfaction Level of CUK Library Users with Information Services

Below are descriptive statistics on the level of satisfaction with information services at the Cooperative University of Kenya Library Table 9.

	Accessible information services	Efficient services	Timely services	Reliable services	Qualified and friendly staff
Very unsatisfactory	25	36.7	35.2	43.2	38.6
Unsatisfactory	4.9	3	6.8	13.3	9.1
Moderately satisfactory	5.7	12.1	15.9	12.9	17.4
Satisfactory	24.6	28.8	21.2	18.2	19.7
Very satisfactory	39.8	19.3	20.8	12.5	15.2

Table 10: Satisfaction Level with the Information Services Offered at the CUK Library Statistics

	Accessibility of information services	Efficient services	Timely services	Reliable services	Qualified and friendly staff
N Valid	264	264	264	264	264
Mean	2.51	3.09	3.14	3.56	3.36
Std. Deviation	1.629	1.601	1.585	1.494	1.522

The following variables were used to determine the satisfaction levels of the users: the accessibility of information services; the services offered at the CUK library were efficient; the services were timely; the services were reliable; and finally, there were qualified and timely services. The finding revealed in Table 9   majority of the users were satisfied with the accessibility of information services at the Cooperative University of Kenya library with a mean of 2.51 and a Std. Deviation of 1.629. While most of the users were dissatisfied with the services in terms of efficiency, which had a mean of 3.05 and a std. deviation of 1.601, timely services had a mean of 3.14 and a Std. Deviation of 1.585, an indication that the users were dissatisfied with the way the time taken to offer services. The reliability of the services offered to the users also received a low rating from the users and had a mean of 3.56 and a Std Deviation of 1.494, an indication that users were dissatisfied with the information services in terms of their dependability, while they were also dissatisfied with the qualification and friendliness of the staff, which had a mean of 3.36 and Std Deviation of 1.522. The findings revealed that most of the users were dissatisfied with the information services offered at the Cooperative University of Kenya information services.

4.9 Information Resources Accessed by Cooperative University of Kenya Users

Table 11: Information Resources Accessed by Users at CUK Library

	Information resources accessed	Frequency	Percentage (%)
1	Institutional Repository	187	70.8
2	Past examination papers	171	64.8
3	Online databases	166	62.9
4	Newspapers and magazines	158	59.8
5	Electronic resources	149	56.4
6	Books/E-Books	139	52.7
7	Journals/ E-journals	119	45.1

The users were asked to indicate the information resources they often access at the CUK Library. The findings revealed that the institutional repository was the most accessed information resource at the CUK library by 187 (70.8%) of the respondents, followed by past examination papers accessed by 171 (64.8%) of the respondents, while online databases were accessed by 166 (62.9%)of the respondents . A further 158 (59.8%) of the respondents accessed newspapers and magazines, while electronic resources were accessed by 149(56.6%) of the respondents. 139 (52.7%) of respondents accessed e-books and books, while 119 (45%) of respondents accessed journals and e-journals.

4.10 The Level of Satisfaction with Information Resources at the CUK Library

The study sought to determine the satisfaction levels of users with the information resources available at the Cooperative University of Kenya on a Likert scale of 1–5 where 1–Very Satisfactory 2 = Satisfactory, 3 = Moderately Satisfactory, 4 = Not Satisfactory, and 5 = Very unsatisfactory. Table 11 shows the descriptive statistics on the satisfaction

levels of the users with various information resources available at the Cooperative University of Kenya Library.

Table 12: Users' Satisfaction with Information Resources available at the CUK Library Statistics

	Institutional repository	Electronic Resources	Online databases	Book/E-Books	Newspapers and magazines	Journal/E-Journals	Past examination papers
N Valid	264	264	264	264	264	264	264
Mean	2.77	3.47	3.13	3.35	3.34	3.71	3.41
Std. Deviation	1.421	1.430	1.542	1.515	1.463	1.343	1.422

According to the findings, the majority of users were satisfied with institutional repositories with a mean of 2.77 and Std. Deviation of 1.421. The users were majorly unsatisfied with other information resources such as electronic resources, which had a mean of 3.47 and a standard deviation of 1.430; online databases, with a mean of 3.13 and a standard deviation of 1.463; newspapers and magazines had a mean of 3.34 and a standard deviation of 1.463; while journals and e-journals had a mean of 3.71 and a standard deviation of 1.343. Past examination papers had a mean of 3.41 and a standard deviation of 1.422. The findings revealed that the majority of the users were dissatisfied with the information resources available at the CUK library. The institutional repository is a key resource in any university, and the fact that users at the CUK Library were satisfied with the institutional repository is an indication that the university's knowledge resources are being well utilized.

4.11 Customer Care Services Offered by the Library

To assess the quality of customer care services at the Cooperative University Library, the study sought to establish customer care services offered by the Library for both the faculty and students. Both user groups agreed on the kind of customer care services offered by the library with the exception of selective dissemination of information, inter-library loan, and document delivery services that no student confirmed their existence as listed in Table 7. Further inquiry established that the students were not offered these three services.

4.12 Library Use Experiences and its Influence on the Library Staff Competency

Table 12 presents users' opinion regarding the quality of their interaction with the library. The findings indicate that the library users and Library staff have cordial relationship with only 20 users considering it as poor.

Table 13:. Library use Experiences and its Influence on the Library Staff Competency

	Nature of relationship	Library users responses	Library staff responses	Total Responses
1	Excellent	13	2	15
2	Good	105	2	107
3	Satisfactory	200	6	206
4	Poor	20		20
		338	10	**348**

Explaining this relationship, one of the respondents working in the Library had this to say:

> '*Our relationship with our users is excellent, we train them in accessing and using electronic resources, provide ready reference services and also assist them get information and full assistance when they are carrying out research work and assignments*'.

From this response, it appears the cordial relationship was inspired by library sense of duty and obligation to provide the users with services whenever they need it. This extended support was appreciated in return by the library users. A respondent from the faculty stated that the library staff were doing *excellent work* especially with information literacy, access and use of electronic resources, training on copyright issues and *assistance to* access information from other University libraries on time, through inter-library loan services. The choice of terms like '*excellent work'*, '*assistance'* denote users' levels of appreciation.

Table14: Customer Care Services Offered in the Library

	Service	Faculty	Students
1	Circulation services	√	√
2	Current awareness service (CAS)	√	√
3	Selective Dissemination of information (SDI)	√	0
4	Reference services	√	√
5	Ready-Reference (RR)services	√	√
6	Interlibrary loan (ILL)services	√	0
7	E-resources	√	√
8	Internet services	√	√
10	Document delivery	√	0
11	User and Library staff discussions	√	√
13	User literacy program	√	√
14	Photocopying	√	√

Key:√-- Service is offered in the Library&0 -- Serviced not offered in the Library

The study further sought to evaluate these services by the Library users. The respondents rated the efficiency and effectiveness of the services with the rating 1 to 5 whereby 1-poor, 2-satisfactory, 3-good, 4-Very good and 5-excellent. The results are shown in Figure 7
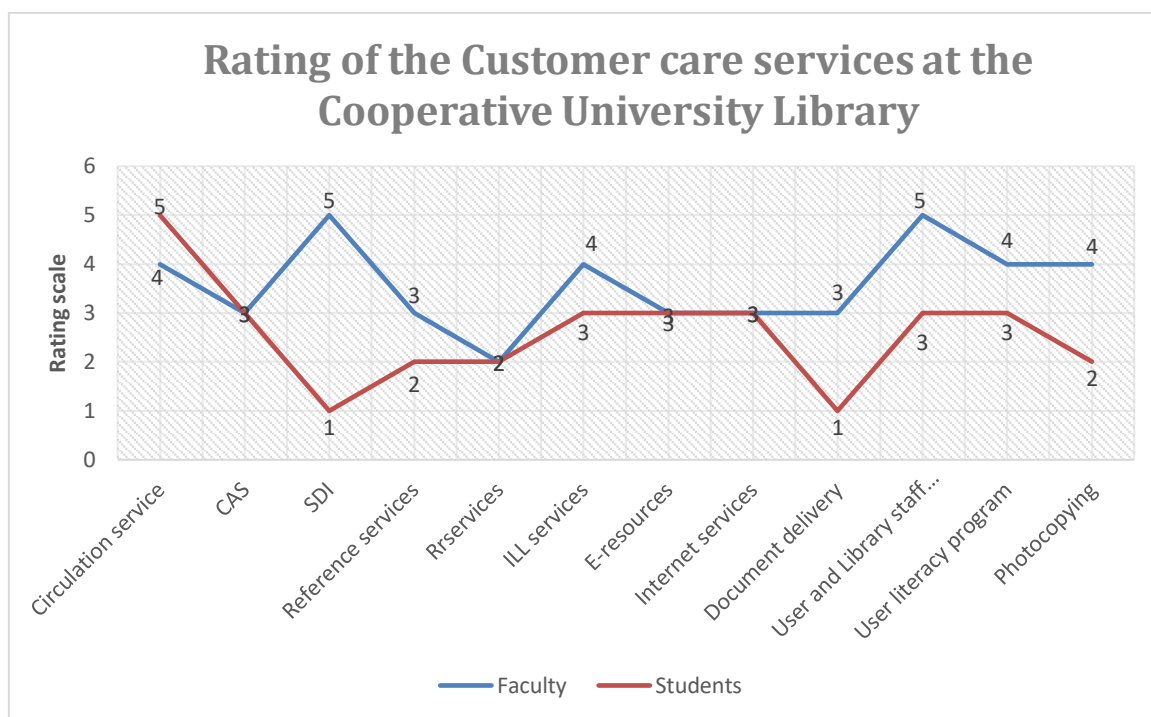
Figure 10: Rating of the Customer Care Services at the Cooperative University Library

The most highly rated services by both faculty and students were circulation services, SDI and user and library staff interaction Services. Faculty and library staff also shared same opinion regarding CAS, Reference services, internet service qualities. Students rated SDI and document delivery as poor understandably because they were not recipient of these services. Generally the students rated the services lowly (except for circulation services, all the rest were rated between good and poor) compared to faculty who rated the services good to excellent.

Explaining occasional question experienced in library which causes users to wait for long periods before getting served thus creating poor perception of library service delivery, one faculty noted:

> *'Many students wait until the deadline for their assignments then they storm the library to inquire on available resources, how to access and use thus making the library crowded and formation of a long que is experienced due to staff shortage and the surge of the students'*

The respondents' opinion regarding the quality of customer care services offered by the library staff are presented in Fig. 8 below. The respondents (students and faculty) commented on the quality of the customer care services. The findings established that making available of information resources and services for users was identified by the respondents as the highest with 21% while consultations amongst the respondents (students and faculty) was rated 7%.

The respondents interviewed (Library staff) noted that the ratio of Library staff to the Library users was wide and therefore created a gap which calls for recruitment of more library staff to bridge the gap.

LIBRARY STAFF CUSTOMER CARE SERVICES

The Library provides highest quality products, training and services at all times — 13%

Users can consult with Library staff whenever they want — 7%

The Library staff provide helpful and friendly services — 12%

The Library staff services meet and exceed customer expectations — 8%

The Library staff provide pleasant and conducive enviroment for learning — 14%

The library staff assist and guide persons with dissability — 10%

The Library staff advertise the wide range of services, opening houres and Library regulations — 15%

Library staff make available information resources and services for the users — 21%

Figure 11: Rating of the Library Staff Customer Care Services

4.13 Library Staff Suggestion on how to Overcome Existing Challenges

The interviewed respondents (Library staff) narrated several mitigation measures they employed against the identified challenges, which included:

- Providing current awareness services to the users through use of social media, University websites and Video Programmes prepared for users.

- Identifying users needs and information use.

- Identifying users who do not use the library and encouraging them to be active users

- Providing specialized services to special group of users e.g. Faculty, Blind and Semi-blind users and physically handicapped users.

- Organizing talks by experts, seminars, debate and cultural programs to attract users.

A study by Sullivan-Windle (1993) on '*Students' Perceptions of Factors Influencing Effective Library Use'* established that University library holds enormous store of information that students need to access for success in their studies. However, students sometimes have difficulty using these resources as the libraries are seen as daunting, intimidating places. Sullivan therefore emphasized that it is important for academic librarians to become aware of what it is that makes libraries daunting and unfriendly, just as it is important to understand which elements can lead to students' successful use of the library. The study findings established that '*Not only do students come to the library to study and to use the facilities, but they also come to satisfy their information needs'*. She concluded that it is important to keep the individual client and his or her unique needs at the centre of Library practice and value system. Sullivan-Windle conclusion underscores the need to establish users need through empirical enquiry as a paramount strategy to addressing users needs and preferences.

4.14 Challenges in Achieving User Satisfactions in University Libraries

The study sought to know the challenges in achieving user satisfaction at the Cooperative university of Kenya. The results are outlined in Table 14.

Table 15: Challenges in Achieving User Satisfaction in Libraries (N-264)

	the statement that reflects opinion on the effect of information resources offered at CUK Library	Frequencies	Percentages (%)
1	Inadequate information resources	173	65.5
2	Lack of current information resources	171	64.8
3	Inadequate information professionals	170	64.4
4	Inadequate reading spaces	146	55.3
5	Lack of finances	142	53.8
6	Poor ICT infrastructure	111	42

According to the findings, a majority of the users thought the CUK library was unable to meet their information needs because of inadequate information resources cited by 173 (65.5%) of the respondents, followed by a lack of current information resources indicated by 171 (64.8%) of the respondents. While 170 (64.4%) of the respondents indicated inadequate information professional in the CUK library was a challenge. A further 142 (53.8%) indicated a lack of finances, while inadequate reading spaces were cited by 146 (55.3%) of the respondents. Finally, 111(42%) indicated poor ICT infrastructure was a challenge in satisfying user needs.

4.15 Chapter Summary

This chapter has analysed and presented the findings of the study The study employed concurrent triangulation strategy to interpret, analyse and present the data. The study found that the users were satisfied with the performance of the library staff, but had some concerns with regard to some services and performance of library staff. Faculty and staff

assessment of library staff varied over a number of issues. The library staff were committed to service delivery but were constrained by inadequate supportive infrastructure, library users' negative attitude and responsiveness to their efforts particularly the students.

CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter focuses on the summary of the major findings, conclusions and recommendations, all which were based on the objectives of the study. The chapter also includes suggested areas for further research. The purpose of the study was to investigate user's perception and satisfaction of the Library staff performance and quality of information services at the Co-operative University of Kenya. The objectives of the study were to:

i.   To examine the perception and satisfaction level of Library users with staff performance and quality of information services offered at the cooperative university.

ii. To determine the satisfaction level of library users with information services offered at the cooperative university of Kenya.

iii. To determine the satisfaction level of library users with information resources offered at the cooperative University.

iv. To examine the quality of information services offered at the cooperative University.

v.   To Assess the relationship between enhanced customer care services and users satisfaction at the cooperative university of Kenya.

vi. To identify the challenges in achieving users satisfaction at the cooperative university of Kenya, and to come up with recommendations to improve users perception and satisfaction with Library services.

5.1 Summary of the Major Findings

The findings of the study were summarized as follows:

5.2 User's Perception on the Performance of the Library Staff in Providing Quality Information Services

The respondents (Students and Faculty) were not satisfied with the Library staff performance at the Cooperative University Library. The respondents noted various challenges that they encountered while searching for information.. It was found that although the Cooperative University Library staff demonstrated their ability to lead and to adapt their roles in response to changing circumstances, there were various challenges that hindered dissemination of information services and resources; such as internet connectivity, users shying away from orientation and education programmes and managing of the discourteous users. The library staff played an essential role in supporting the teaching, learning and research missions of the University through provision of quality information services to the users. The study made particular reference to the Raganathan's concept of Marketing of library services through five laws of Library Science. 'Books are for use', every reader his book', every book its reader', 'Save the time of the reader' and 'Library is a growing organism'. The quality of the library and its information services is critical in the users' perception of the performance of the library staff.

5.3 Library User Experiences of the Clientele and its Influence on their Perception of the Library Staff Competency and Quality Information Services Offered by the Library

This objective examined the library users' interaction and experiences with the library staff and the quality of information services offered by Cooperative University Library. The study found cordial relationships amongst the respondents (Library staff, students and faculty).The study further established that 44% of the library users (Students) visited the Library twice a week to carry out their research assignments, projects and other related assignments. These were mostly respondents in the 3rd and 4^{th}year of study. The study findings further established that 51% of the respondents from the faculty were daily users

of the library. The respondents (faculty) stated that they wanted access to current acquired and subscribed information resources to guide their students, access internet and also enjoy the conducive environment provided by the Library for reading. The study further established that five percent of the respondents (students) access the library at least once a month to borrow, renew and return library information resources.

The second aspect of this objective was to rate the quality of the Library information resources and services offered by the Library. Forty one percent of the respondents rated library information services as good, thirty nine percent rated it satisfactory, five percent of the respondents stated that the library services were poor while fifteen percent stated that the library services were excellent. The users had diverse information needs, learning environments, expectations on information access and information dissemination services. The five percent were mostly respondents from 2nd and 3rd year of study (students) and respondents (faculty staff) who were below the age of 20-29 years. These respondents were techno-savvy and were looking forward to automation of library information services to enable them access information anytime anywhere information resources in any format. Respondents who rated the quality of information service as excellent were mostly over 50 years, and came from people (faculty and library staff) who had worked for over 10 years and had seen improvement through the years. The major complaints by the respondents on the quality of information services included lack of proper guidance on how to access information resources, outdated information resources and inability to access relevant information resources.

5.4 Customer Care Services Offered in the University Library

The second objective of the study was to assess the quality of customer care services at the Cooperative University Library. The study sought to establish customer care services

offered by the Library for both the faculty and students. The study established that Cooperative University of Kenya offered both Current Awareness Services (CAS) for all and Selective Dissemination of Services (SDI) for the faculty. The study findings rated the customer service as satisfactory.

5.5 Challenges Affecting Delivery of Information Services

The study objective sought to ascertain the challenges encountered by library users in accessing and using information resources and services as well as the challenges that hinder effective delivery of services in the library. The study established three major challenges: (i) lack of facilities (chairs and tables); (ii) restricted reading hours and (iii) inadequate bandwidth/internet services. The Library staff also had challenges which included: (i) Library users shying away from the Library orientations; (ii)Users education programs and (iii) Users' refusal to adhere to the Library rules and regulations.

The study established that due to the upsurge of students, there were not enough facilities (chairs & tables) to accommodate the students and the faculty at the same time especially during the exams season. The study further established that students were reluctant to follow the library rules and regulations. Library staff demonstrated their ability to lead and to adapt their roles in response to changing circumstances. The Library played a crucial role in supporting teaching, learning and research missions of the parent institution.

5.6 Strategies on how best the Library Staff Performance can be enhanced to Provide Quality Information Services to meet user-Expectations.

Among the proposals made is that the library should embrace new technologies and employ the use of social media platforms to interact and deliver Library information services. It was found that current users (students and faculty) were techno savvy and hence the need to embrace the new technologies, digitize library collections and increase

the internet bandwidth. Respondents (students, faculty and library staff) were in unison in their multiple responses on the three main areas (see table 10, chapter4) to improve library services and (see table 9) enhance library staff performance.

5.7 Conclusion

It appears from the findings of this study that Cooperative University of Kenya Library compared to other academic institutions of higher learning such as Moi University's Margaret Thacher Library, has a long way to catch up. Through automation of the library operations and services, the library should be able to effectively disseminate its services to its clientele to meet its user dynamic needs. Expansion and re-designing of the facilities to accommodate both the students and faculty will improve the users perception of the library staff performance and enhance the library image.

The study concludes that the respondents were not aware of the challenges library users experienced in their daily activities hence perceived them as unwilling to assist. Also the interviewed respondents felt overwhelmed by the library workload and could not provide quality information services as expected by the users who were over dependent on them. Information literacy programs should be implemented to lift-off the burden /workload and also recruitment more librarians to serve the clients and perform other extra services such as assisting in research and other re-creative activities.

5.8 Recommendations.

The study came up with the following recommendations to enhance delivery of quality information services:

- **Continuous Service Quality Assessment.**

  The University library should carry out service quality assessment on a continuous basis and make the necessary adjustments where users' dissatisfaction is identified. The study recommends the use of quality assessment tools by the University Library to facilitate continuous improvement in library staff performance and service delivery.

- **Addressing Areas of Dissatisfaction**

  The sole reason for undertaking research was to enable the Co-operative University of Kenya library to identify areas of dissatisfaction and thereby undertake remedial measures. The areas were clearly elaborated inchapter4. The University Librarian should address areas of dissatisfaction in areas such as internet connectivity, inadequate bandwidth, library facilities, digitization and subscription to online resources and staff by enacting and implementing library staff policies and strategies that support the evolving needs of the user.

- **Investment in Information Communication Technologies and Repositories**

  Information and communication technology (ICTs) underpins all the services offered in modern institutions. Internet is the key thing in the current knowledge economy and is a crucial investment in delivery of information services anywhere anytime. The University Library should lay down good ICT infrastructure, employ the use of Web-based integrated Library Management systems, repositories, subscription to online information resources and utilization of social media platforms so as to accommodate dynamic, current and future user information needs and expectations.

- **Adoption of Modern Tools to Measure Quality and Staff Performance**

  The study recommends adoption of modern tools to measure quality of information services, customers' satisfaction levels and library staff performance. The study recommends that the library carry out bi-annual staff appraisal and library users'

satisfaction survey. The results from the appraisal and survey is summarized into reports and presented to management review meetings and other operations meeting for analysis and action. The use of problem solving techniques such as brainstorming, nominal groups, and flow charts also known blue print, force field analysis and benchmarking tools should be implemented.

- **Staff Development and Motivation**

  Staffing is the key realization of users' satisfaction. Staffing steers the service quality components and leads to the utilization of Library collections. To this extent, staff should be customer-focused. To do this, staff needs regular training and capacity development on all issues pertaining to users' requirements, employment of current technologies and aggressive marketing of the library services to both the active and potential clientele. Library staff should undergo ISO awareness training. The management should also be committed to quality policy communication as it is important in meeting users' needs.

  In order to minimize the challenges of customer care relationship affecting performance of the staff, there is need to evaluate employees based on the actual volume of work and responsibility discharged over the period rather than focusing only on subjective measurements so that the productivity of staff members is enhanced. Co-operative University of Kenya library should endeavour to motivate staff through extrinsic and intrinsic strategies like opportunities for career development, good remuneration and better conditions of service in order to retain them. Issues like delayed promotion, unfair promotion systems, favouritism, discrimination, lack of transparency, poor working environment and fear to express one's opinion should be given serious attention by public University library management and the University authorities.

- **Re-skilling and Re-training of Information Professionals**

  Apart from equipping staff with relevant skills there should be policies formulated to help in assisting the academic institutions and information organizations. For example, the Co-operative University of Kenya library should draw up an effective and proper training program for its library staff. The management should conduct needs assessment so as understand the needs of their users better. The needs assessment will assist in narrowing the gap between the user expectations and the management perceptions of the needs of staff members. The library administration should provide open channels of communication where users who are in constant interaction with the library staff can communicate directly with the library management so as to remove the road blocks/barriers between the library staff and their clientele. The clientele should be allowed to participate in collection development since this responsibility has been left to library staff who sometimes are bound to make mistakes by picking the wrong and irrelevant materials. The library manager should be able to participate in the budget planning and making process during any financial year, so that priority areas are given adequate funds to run the activities and improve the services instead of making excuses to the users that certain targets can't be achieved due to some financial constraints.

5.9 Suggestions for Further Research

This study investigated users' perception of library staff performance at the Co-operative University of Kenya library. The following areas are suggested for further research:

- The study utilized a survey design and mixed methods approach to collect data from the respondents which were; the faculty, students and library staff. This study suggests a case study research on user needs assessment on staff performance in both public and private academic institutions.

- The study further suggests an exploration study on Library staff training and development in academic Libraries (both private and public). This research study will focus on library staff learning, career development, skills and knowledge in delivery of library services to boost the library image.

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APPENDIX 1: LETTER OF INTRODUCTION

Dear Respondent,

RE: INTRODUCTION LETTER FOR RESEARCH.

I am a postgraduate student at Moi University Nairobi Campus, pursuing a course leading to Masters of Philosophy in Library and Information Studies. In partial fulfilment of the requirements of the stated degree course, I am conducting a research project entitled: **USERS' PERCEPTION AND SATISFACTION OF THE QUALITY OF INFORMATION SERVICES PROVIDED BY LIBRARY AT THE CO-OPERATIVE UNIVERSITY OF KENYA**. To achieve this, I kindly request you to give me an appointment for an interview which will last not more than 30 minutes of your time to collect data required for this study. The information you will provide be treated with utmost confidentiality. The data generated will be used purely for academic purposes. Findings of the study will be availed to you or your institution upon request.

Your assistance and cooperation will be highly appreciated.

Yours truly,

Benard Elijah Anyona Nyangacha

IS/ MPHIL/059/011

Moi University

Mobile: 0710741743

E-mail:benard.nyangacha@yahoo.com or bnyangacha@cuk.ac.ke

APPENDIX II: INTERVIEW SCHEDULE FOR LIBRARY STAFF

<u>INSTRUCTIONS</u>

Interview schedule for Library staff.

Background Information

a) Gender…………

b) No. of Years worked ……………..

c) Age…….

d) Highest level of education, (i) Diploma…(ii) Bachelor… (iii) MSC (iv) PhD...

1. What is your experience when interacting with the library users?

- What kind of relationship exists between you and the library users?

- How often do the library users visit, access and use library services?

- How can you rate the quality of information services in the library, in the rating, (i) Excellent (ii) Very good (iii) Good (iv) satisfactory (v) Poor (vi) No comment?

2.   How effective are the customer care services?

- Are there any guidelines or policy documents available to you at the Co-operative University that outlines how you should handle the Library Users?

- In either case, briefly state support your view

- Have you attended any formal training on how to handle your users/customers in the library?

- Do you think it is necessary for the library to engage in customer care oriented activities taking into consideration that the library has "ready market" (library users)?

3.   What challenges do you encounter when accessing, using and delivering information services at the Cooperative University of Kenya Library?

- What challenges do your users encounter when accessing and using information resources and services in the library?

4. What is the user's perception on your performance in provision of quality information services at the Cooperative University of Kenya library?

5. Kindly suggest how library staff performance can be enhanced to provide quality information service at the Cooperative University of Kenya Library?

.

APPENDIX III: QUESTIONNAIRE FOR FACULTY MEMBERS <u>INSTRUCTIONS</u>

SECTION A: BACKGROUND INFORMATION

Please indicate your response by ticking (√) the provided boxes. For questions that require suggestions or comments, please use the provided space.

a) Gender, Male ☐ Female ☐

b) Age, 24-29 ☐ 30-40 ☐ 41-50 ☐ Over 50 ☐

c) Years worked, 1-5 ☐ 6-10 ☐ 11-15 ☐

- How often do you visit the Library? ……………………………………….

	Library Visit	**Response(√)**
	Daily	
	Twice a week	
	Once a week	
	Once a month	
	Never	

- Kindly indicate your main purpose for visiting the library?

o ....

o …………………………………......

1. What is your perception on the performance of library staff in provision of quality information services at the Cooperative University of Kenya library?

	Parameter	**Response (√)**
1	Excellent	
2	Good	
3	Satisfactory	
4	Poor	

- Kindly tick your perception of the University Library staff concerning the dimensions in the table below where (1) poor, (2) satisfactory, (3) good, (4) very good and (5) excellent

User's Perception		Rating				
		1	2	3	4	5
1	Library staff have the users' best interests at heart					
2	Library staff dealt with users in a caring fashion					
3	Staff understands the needs of users					
4	Courteous Staff					
5	Giving users individual attention					
6	Staff have the knowledge to answer users' questions					
7	Willing to help users					
8	Readiness to respond to users' requests					
9	Keeping users informed on new products & services					

2. Kindly suggest strategies to improve library staff performance to facilitate provision of quality information service at the Cooperative University of Kenya Library

   o ………………………………………………………………………
   o ………………………………………………………………………
   o ………………………………………………………………………

- Kindly rate the quality of the Library information resources and services offered by the Library, where (1) poor, (2) satisfactory, (3) good, (4) very good and (5) excellent

Library Services		Rating				
		1	2	3	4	5
1	Circulation service					
2	CAS					
3	SDI					
4	Reference services					
5	ILL services					
6	E-resources					
7	Internet services					
8	Document delivery					
9	User and Library staff discussions					
10	User literacy program					
11	Photocopying					

- What is your opinion about the current library set up in terms of sitting and books arrangements?

    ○ ………………………………………………………………………………

    ○ ………………………………………………………………………………

SECTION D: To determine **the satisfaction Level of Library users with information services** offered at the cooperative University.

- Do the library have adequate resources to offer services to your level of satisfaction?

    Yes   [ ]   No   [ ]

- If No, give reasons(s) for your answer

…………………………………………………………………………………………..……

…………………………………………………………………………………………..……..

…………………………………………………………………………………………..…..

- Indicate the information services you access at Cooperative University of Kenya

    (You can indicate more than one service)

	Information services offered in CUK Library	Tick (√)
9)	Selective dissemination of information	
10)	Circulation services	
11)	Readers services	
12)	Internet services	
13)	Current awareness services	
14)	User support services	
15)	General enquiries	

Please rate the following **INFORMATION SERVICES** offered at Cooperative University of Kenya library on a scale of 1-5 where 1- Very satisfactory 2= Satisfactory, 3= moderately satisfactory, 4, unsatisfactory and 5=very unsatisfactory. Indicate the statement that well represent your opinion. You can tick (√) more than one statement.

	Please tick the statement that reflect your opinion on readers services offered in CUK Library	1	2	3	4	5
1.	Accessibility of information services to users					
2.	The services are efficient					
3.	You receive timely services					
4.	The information services are reliable					
5.	Qualified and friendly staff					

- Do the library have adequate resources to offer services to your level of satisfaction?

Yes [ ]   No [ ]

- If No, give reasons(s) for your answer

…………………………………………………………………………………………

…...……………………………………………………………………………………………

…………………………………………………………………………………………

Indicate the information resources you access at Cooperative University of Kenya

(You can indicate more than one service)

	Information resources available at CUK Library	Tick (√)
1	Institutional Repository	
2	Electronic resources	
3	Online databases	
4	Books/E-Books	
5	Newspapers and magazines	
6	Journals/ E-journals	
7	Past examination papers	

- On a Likert scale of 1-5 where 1- Very Satisfactory 2=Satisfactory,3= Moderately Satisfactory, 4, Not Satisfactory, and 5= Very unsatisfactory.
- Table shows the descriptive statistics on the satisfaction levels. Indicate the statement that well represent your opinion. You can tick (√) more than one statement.

	Please tick the statement that reflects your opinion on the effect of information resources offered at CUK Library	1	2	3	4	5
1	Institutional Repository					
2	Electronic resources					
3	Online databases					
4	Books/E-books					
5	Newspapers and magazines					
6	Journals/ E-journals					
7	Past examination papers					

What is your experience in interacting with the library staff?

Excellent ☐   (b) Cordial ☐   (c) Poor ☐

What is your relationship with the library staff?

	Nature of relationship	**Response(√)**
1	Excellent	
2	Good	
3	Satisfactory	
4	Poor	

3. How effective are the customer care services offered by the library?

	Parameter	**Response(√)**
1	Excellent	
2	Good	

3	Satisfactory	
4	Poor	

- Do the library offer effective customer care-oriented services?

  Yes [ ]   No [ ]

- If yes, kindly list them below:

○ …………………………………..

○ …………………………………..

○ ………………………………….

○ …………………………………

- **Challenges in achieving users satisfactions in university libraries**

		Please tick the statement that reflects your opinion on the effect of information resources offered at CUK Library	
	1	Inadequate information resources	
	2	Lack of finances	
	3	Few staff	
	4	Inadequate reading spaces	
	5	Poor ICT infrastructure	
	6	Lack of current information resources	

APPENDIX IV: QUESTIONNAIRE FOR STUDENTS

INSTRUCTIONS

SECTION A BACKGOUND INFORMATION

Please indicate your response by ticking (√) the provided boxes. For questions that require suggestions or comments, please use the provided space.

a)   Gender, Male   ☐   Female   ☐

b)   Age, 24-29   ☐ 30-40 ☐   41-50 ☐ Over 50

c)   Year of study, 1ˢᵗ   ☐ 2ⁿᵈ ☐ 3ʳᵈ ☐ 4ᵗʰ   ☐

- How often do you visit the Library?

	Library Visit	Response(√)
	Daily	
	Twice a week	
	Once a week	
	Once a month	
	Never	

- Kindly indicate your main purpose for visiting the library?

○ ....

○ …………………………………….......

○ What is your perception on the performance of library staff in provision of quality information services at the Cooperative University of Kenya library?

	Parameter	Response (√)
1	Excellent	
2	Good	
3	Satisfactory	
4	Poor	

- Kindly tick your perception of the University Library concerning the dimensions in the table below where (1) poor, (2) satisfactory, (3) good, (4) very good and (5) excellent.

	User's Perception	Rating				
		1	2	3	4	5
1	Library staff have the users' best interests at heart					
2	Library staff dealt with users in a caring fashion					
3	Staff understands the needs of users					
4	Courteous Staff					
5	Giving users individual attention					
6	Staff have the knowledge to answer users' questions					
7	Willing to help users					
8	Readiness to respond to users' requests					
9	Keeping users informed on new products & services					

4. Kindly suggest strategies to improve library staff performance to facilitate provision of quality information service at the Cooperative University of Kenya Library

  ○ ……………………………………………………………………
  ○ ……………………………………………………………………

5. To examine the **quality of information services** offered at the cooperative university of Kenya.

- Kindly rate the quality of the Library information resources and services offered by the Library, where(1) poor, (2) satisfactory, (3) good, (4) very good and (5) excellent

	Library Services	Rating				
		1	2	3	4	5
1	Circulation service					
2	CAS					
3	SDI					
4	Reference services					
5	ILL services					
6	E-resources					
7	Internet services					
8	Document delivery					

9	User and Library staff discussions					
10	User literacy program					
11	Photocopying					

- What is your opinion about the current library set up in terms of sitting and books arrangements?
- ○ ………………………………………………………………………………
- ○ ………………………………………………………………………………

6   To determine **the satisfaction Level of Library users with information services** offered at the cooperative University.

- Does the library have adequate information resources to offer adequate services to your level of satisfaction?

  Yes ☐   No ☐

- If No, give reasons(s) for your answer

  …………………………………………………………………………………………………..
  …………………………………………………………………………………………………..
  ………………………………………………………………………………………………….

Indicate the information services you access at Cooperative University of Kenya (You can indicate more than one service)

	Information services offered in CUK Library	Tick (√)
1.	Selective dissemination of information	
2.	Circulation services	
3.	Readers services	
4	Internet services	
5.	Current awareness services	
6	User support services	
7.	General enquiries	

Please rate the following **INFORMATION SERVICES** offered at Cooperative University of Kenya library on a scale of 1-5 where 1- Very satisfactory 2= Satisfactory, 3= moderately satisfactory, 4, unsatisfactory and 5=very unsatisfactory. Indicate the statement that well represent your opinion. You can tick (√) more than one statement.

	Please tick the statement that reflect your opinion on readers services offered in CUK Library	**1**	**2**	**3**	**4**	**5**
1.	Accessibility of information services to users					
2.	The services are efficient					
3.	You receive timely services					
4	The information services are reliable					
5	Qualified and friendly staff					

Users' satisfaction in library information resources

- Do the library have adequate resources to offer services to your level of satisfaction?

  Yes [ ]   No [ ]

- If No, give reasons(s) for your answer

  …………………………………………………………………………………………

  …...………………………………………………………………………………………

  …………………………………………………………………………………………

o Indicate the information resources you access at Cooperative University of Kenya (You can indicate more than one service)

	Information resources available at CUK Library	**Tick (√)**
1	Institutional Repository	
2	Electronic resources	
3	Online databases	
4	Books/E-Books	
5	Newspapers and magazines	

6	Journals/ E-journals	
7	Past examination papers	

o On a Likert scale of 1-5 where 1- Very Satisfactory 2=Satisfactory,3= Moderately Satisfactory, 4, Not Satisfactory, and 5= Very unsatisfactory. Indicate the statement that well represent your opinion. You can tick (√) more than one statement.

		Please tick the statement that reflects your opinion on the effect of information resources offered at CUK Library	1	2	3	4	5
	1	Institutional Repository					
	2	Electronic resources					
	3	Online databases					
	4	Books/E-books					
	5	Newspapers and magazines					
	6	Journals/ E-journals					
	7	Past examination papers					

To what extent are you satisfied with the interaction and experience with the library staff and the quality of information services provided at the Cooperative University of Kenya?

- What is your experience interacting with the library staff?
    (a) Excellent   ☐   (b) Cordial   ☐   (c) Poor   ☐

- What is your relationship with the library staff?

	Nature of relationship	Response (√)
1	Excellent	
2	Good	
3	Satisfactory	
4	Poor	

6. How effective are the customer care services offered by the library?

	Parameter	Response (√)
1	Excellent	
2	Good	
3	Satisfactory	
4	Poor	

- Does the library offer effective customer care-oriented services?

  Yes ☐   No ☐

- If yes, kindly list them below:

○   …………………………………..

○   …………………………………..

○   ………………………………….

○   …………………………………

7 Do you have challenges accessing and using library resources and services at the Cooperative University of Kenya Library?

  Yes ☐   No ☐

- **Challenges in achieving users satisfactions in university libraries**

	Please tick the statement that reflects your opinion on the effect of information resources offered at CUK Library	
1	Inadequate information resources	
2	Lack of finances	
3	Few staff	
4	Inadequate reading spaces	
5	Poor ICT infrastructure	
6	Lack of current information resources	

- Kindly list down the techniques you employ to overcome the listed challenges?

  o …………………………..

  o ………………………….

APPENDIX V: OBSERVATION ISSUES

1. Library staff interaction and relationship with the library clientele e.g at the circulation desk services given to the users, reference service, response time, none verbal cues such as facial response,

2. Users borrowing trends.

3. The kind of services provided to the users

4. Problems encountered by the users in the course of accessing and using information resources and services such as searching for books physically on the shelves, searching for online resources, etc...

5. Problems encountered by library staff that hinder effective delivery of information services such as communication between the user and staff, observation of library rules and regulations...

APPENDIX VI: THESIS SIMILARITY REPORT

SIMILARITY INDEX

ORIGINALITY REPORT

10%
SIMILARITY INDEX

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