THE EFFECT OF LIBRARY STAFF ATTITUDE TO WORK ON THE USE OF INFORMATION SERVICES IN PUBLIC UNIVERSITY LIBRARIES IN KENYA

BY

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DECLARATION

Declaration by candidate

This thesis is my original work and has not been presented for a degree or diploma in

any other university.

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Recommendation by supervisors

This thesis is the candidate's work and has been prepared with our guidance and

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ABSTRACT

Libraries have existed for centuries as a place where people assemble to gain knowledge, do research and read for leisure. Although there are different kinds of libraries, they all aim to deliver relevant information services to the general population, hence the need to invest in human resource to undertake the activities of library services to the clients. Given that human resource is prone to challenges and people tend to behave positively or negatively depending on the activities they engage in, working environment and other incentives given to them, it is important to evaluate the degree to which they respond to such activities. The aim of this study was to investigate the effect of library staff attitude to work on the use of information services in public university libraries in Kenya with a view to establishing the extent to which it impacts on service delivery. Specifically the study endeavored to: examine the effects of library staff attitude in relation to the utilization of information services by students in public university libraries in Kenya; assess internal and external factors which influence library staff attitude and job performance in public university libraries in Kenya; establish existing human resource development policies and their effect on library staff in public university libraries in Kenya; highlight the extent to which library working environment influences library staff performance in public university libraries in Kenya. The study was informed by motivation theory, which included; Maslow's need hierarchy theory; scientific management theory and Vrooms expectancy theory. The study used concurrent triangulation approach within mixed method research design. Three public university libraries were purposively selected to participate in the study. The study population comprised of 25,246 students, university administrators and library staff. Purposive sampling was used to establish sample size for the study. The sample size was 2125 which included 2089 undergraduate and postgraduate students, 3 university librarians, 3 university administrators, 12senior librarians and 18 library assistants. The content validity was assured by expert judgment by lecturers of Moi University, School of Information Sciences, while the reliability was ensured by split-half method and coefficient of r = 0.93 was reported. The quantitative data was analyzed using descriptive statistics while the qualitative data was analyzed using thematic analysis. The findings would lead to a new paradigm shift by involving the students and library staff in ensuring that information needs of the students are met and the library staff are motivated by university management positively to provide quality library service. The study findings were that the library users need information continuously regardless of its availability; the library clients require library staff with the right attitude to provide information services without any discrimination; information services for class work were limited against a steady growing student population and shrinking budget; the library staff welfare was inadequate and does not advocate for better working conditions in the library and therefore majority of the staff were demotivated and there is lack of structured promotion criteria for library staff from training and those with vast experience in the profession. Based on these findings, the study recommends an employee attitude management model to provide practical means by which library staff can be effective in their work. It is expected that this study will offer insight into attitude management practices in public university libraries in Kenya.

DEDICATION

This work has been dedicated to my lovely wife Everlyn Achieng and children, Nigel Shalom and Abigael Nicole for their unwavering support and patience when toiling with books around them and to my Father, Filemon Otieno Bwana and Mother, Phelesiah Adhiambo Otieno for their prayers and encouragement by always propping me to finish my study.

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ABBREVIATIONS AND ACRONYMS

CUE	Commission for University Education
ICTs	Information Communication Technologies
IGU	Income Generating Urgency
INASP	International Availability of Scientific Publications
KCA	Kenya College of Accountancy
KCSE	Kenya Certificate of Secondary Education
KLISC	Kenya Library and Information Services Consortium
LA	Library Assistant
LIS	Library Information Science
LMS	Library Management System
MSU	Maseno University
MU	Moi University
PG	Postgraduate Students
SCANUL-ECS	The Standing Conference of National and University Libraries in Eastern, Central and Southern Africa
SCESCSAL	Standing Conference of Eastern, Central and Southern African Information and Library Associations
SL	Senior Librarian
TQM	Total Quality Management
UG	Undergraduate Students
UL	University Librarian
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNISA	University of South Africa
UON	University of Nairobi

CHAPTER ONE

INTRODUCTION

1.1. Introduction

During the last decade universities around the world have been under pressure from different sections of the society because of their failure to respond to the societal needs (Mwiria and Ngethe, 2007). Questions are being raised about their contribution to national, social and economic development, relevance of their programmes, their method of functioning and even about their purposes. The hardest question arises from the students and the graduate community. What have universities done for them to promote upward social mobility in recent years? In performing suitable social roles? In getting suitable employment? These questions are related to the broad framework of the relationship between education and employment.

The phenomenon of interdependence between educational development and the overall socio-economic development of a country call for an analysis of the resource potential in natural, physical and human categories. Therefore education and for that matter, higher education, has to be planned in such a way as to develop this human resource potential in order to respond to the needs of the social and economic development of the country while considering the expectations and attitudes of the people (Robinson, 2007).

The conditions of work, recruitment and promotion policy of the employment market influence the type of qualification that an employee would have. As the business and academic environment become increasingly competitive and complex, knowledge and understanding of the contribution of people and other intangible assets to organization

performance have become critical success factors (Sanyal, 1983). Organizations that aspire to succeed in business need to switch from business models that see people as costs to be minimized but as assets that need to be natured and developed (Luthans, 2011).

What remains uncertain, however, is the issues of what organizations need to do in order to get the best out of the people they employ. What employment practices work? Why do some approaches work in some environments but not in others? Understanding how to add value for customers and the capacity to innovate are crucial differentiators of competitive advantage. However, both depend on the effective management of people (Robinson, 2007).In this time of rapid growth in information needs, and in communication and digital technologies, academic libraries face a hard task, namely, to provide effective and efficient ways of delivering information service to their users (Dhiman and Rani, 2007).

According to Dhiman and Rani (2007) public university libraries acquire, organize, preserve, and disseminate information to achieve this purpose. The authors avers that, the traditional services and the role of public university libraries changed with the passage of time due to increase in information providers like Vendors, Google, Amazon among others, the increase in users' expectations, the application of modern technologies, global competition in the information service sector, the digital revolution, introduction of numerous information formats, and rising cost of physical information materials.

University libraries require greater understanding of users' needs, experiences, and perceptions if they are to overcome the challenges posed. However, assessment of library service quality helps in identifying weak and strong areas, in decreasing the gap between customers' perception and expectations, in justifying resources and in planning for current and future services (Rehman, 2013).

1.1.1 Public Universities in Kenya

The foundation of higher education in Kenya can be traced back to Makerere University in Uganda, founded in 1922 during the British colonial rule as a technical college for African students from East African countries of Uganda, Kenya and Tanganyika (Mwiria, Ng'ethe, Ngome,Ouma-Odero,Wawire, Wesonga, 2007).The first Kenyan higher education institution was the Royal Technical College of East Africa, established in Nairobi in 1956 to provide instruction in courses leading to higher national certificate offered in Britain and to prepare matriculated students through full-time study for university degrees in engineering and commercial courses offered by Makerere University. In 1963, when Kenya attained its independence, Royal College became the University College of Nairobi and joined Makerere and Dar-es-Salaam Colleges to form the University of East Africa. Arising from increased demand for university education in East Africa, a need was felt for each state to form its own university (Mwiria and Ng'ethe, 2007). As a result, the University of Nairobi was formed in 1970 to cater for the needs of Kenya. According to Bunyi (2013), Sessional Paper 1 of 1986 "Economic management for renewed growth", the government outlined a strategy for public expenditure which included reduction in the Ministry of Education share of the recurrent budget to 30 percent from 37.5 percent through cost sharing. This policy became operational in 1988 starting with secondary and primary schools where parents were required to subsidize running of schools

through contributing to construction of buildings, libraries included, purchase of books, desks and other consumables (Republic of Kenya,1988).

In 1991, the government introduced cost sharing in public universities in Kenya following pressure from the world Bank and other donor communities since there was a feeling that the Kenyan Government was over subsidizing university education at the expense of more needed basic education(Mwiria and Ngethe, 2007). It was therefore strongly suggested that the financial base of public higher education could be strengthened by mobilizing a greater share of necessary financing from students themselves, especially those from families with ample financial ability to contribute to the cost of their education. The expansion of Kenya's university education can be linked to the country's education system and the general demand for education at all levels due to high population growth. Although enrolment in public universities increased by almost 75 percent between 1986 and 1987, more than doubled between 1987 and 1992, the trend slackened in the 1990s when on average about 10,000 students were admitted per year despite the high demand for university education (Mutula 2001).However, the trend seems to have changed after the introduction of the parallel degree programmes to allow more students to study at their convenience. This has seen the number of students joining the private and public universities in Kenya increase exponentially in the last ten years.

University education in Kenya has exponentially developed to greater level and quite a number of students are being admitted to pursue university education even though the existing facilities are more often than not overstretched. The government has had to demonstrate some commitment to the development of higher education, because of the

latter's significance in the production of skilled manpower, including manpower for other levels of education (Mutula, 2001). Government actions and societal demands combined have dictated that the entire public university system be reassessed in order to define its place in the country's socio-economic matrix (Mwiria and Ng'ethe, 2007). Consequently, public universities are no exception to the realization that getting the right staff to perform and work to achieve the objectives set out which is capable of achieving the desired goal of the institution is a good thing. In this regard, the university administration should ensure that the library staff who are recruited into the university system have the right qualification and right attitude to be able to perform the library services assigned for the benefit of the library users.

However, with the shrinking budget, the government had since the1980s reduced funding for university education due to lack of donor funding, changing government rules and regulations to cope with national economic turbulence, international economic trends, legislation and political trends in the country, unemployment, debt servicing and donor fatigue had negative effects on university education in Kenya (Mutula, 2001). It is evident to note that the problems' facing universities in Kenya have existed since 1985 when the government introduced the new system of education known as the 8-4-4 that significantly increased the number of students joining university education in Kenya (Mutula, 2001).

With the increased demand for higher education, the number of universities rose from one in 1985 to six by 2001. Currently there are twenty two (22) Public Chartered Universities and nine (9) Public University Constituent Colleges offering degree programmes to both local and international students. With rapid expansion of

university education in Kenya, quality of university education has been compromised in terms of, library facilities, overcrowding in halls of residence, moonlighting by the teaching staff and lack of office space (The Higher Education, Science & Technology Directory, 2013).

However, with the introduction of county governments, it is anticipated that more universities will be introduced in each county and this therefore will still put a lot of strain on universities resource allocation to meet the needs of both the students and staff. Despite the fairly large number of universities in Kenya, there are still over 15,000 Kenyan students studying abroad because public and private universities in Kenya can only accommodate about 40,000 students annually while the student population that meet the basic entry requirements in the Kenya Certificate of Secondary Education (KCSE) stands at 76,000 (Commission for University Education, 2013).

1.1.2   Private Universities in Kenya

Private universities in Kenya have emerged as viable options for providing higher education. Such universities offer market driven courses and provide enabling environment for academic excellence. Most of these institutions have modern infrastructure, including libraries, lecture halls, information and communication technologies, modern hostels which are necessary for academic excellence and research.

Currently there are seventeen (17) Private Chartered Universities, five (5) Private University Constituent Colleges, thirteen (13) Institutions with Letter of Interim Authority and one (1) Registered Private Institutions in the country. These institutions

have been given the mandate by the Ministry of Education Science and Technology to offer accredited degree programmes in an effort to bridge the gap that the public universities in Kenya cannot and train enough human resource for the country(Commission for University Education, 2013).

The government in an attempt to improve the higher education standards encouraged the establishment of private universities in the country by allowing more students to train locally. Besides private local universities, the government has encouraged foreign universities to set up campuses as a measure to retain the resources locally which otherwise would have been spent on students outside the country (Mutula, 2002).

The University of South Africa (UNISA), The Digital Advisory and Learning Centre (DALC) are one such institutions in collaboration with other local institutions like; Kenya College of Accountancy University (KCA) and offers courses in different disciplines; economics, education, management sciences, and law. In return to such a collaboration, the government of South Africa in return has extended its subsidy to Kenyan students, who receive a 65 per cent financial assistance as part of the collaboration as explained in a study by (Wangusi 2000), (as cited in Mutula, 2001).

1.1.3   Structure of University Library

The overall function and direction of an organization is determined by the nature of its corporate strategy. Strategy provides the goals, objectives and guidelines for the structure and operations of the organization. It is by means of structure that the purpose and work of the organization is carried out. Some structures are necessary for effective performance of key activities and to support the efforts of staff. Therefore, for effective management of people, there is need for a clear understanding of the nature of the

business that the organization is engaged in and how best to provide customer and consumer satisfaction(Mullins, 2010).

With the globalization of world economy, the market place has become highly complex, turbulent, and competitive. Employees are at the heart of business success and organizations need to build, sharpen, and leverage on their competitive advantage since their actions directly influence the intangible but very real assets that often account for more than half of an organizations value (Kohli, 2008).

The management of the library employees is an important aspect of university function. In today's rapidly changing and highly competitive environment, the human resource function plays an increasingly important role in the university libraries' ultimate success or failure. Where success was once dependent upon an organization's ability to discover and manage natural resources, today success goes to the organizations that most effectively discover and manage the human resources (Heery and Steve, 1996).

Libraries play a critical role in supporting the academic programmes of the institutions. It identifies, evaluates, procures, processes and then makes these learning resources available to the faculty and the students for their teaching, learning and research assignments. Libraries all over the world, are facing sweeping changes on account of the media in which information is generated, transmitted, disseminated and archived due to the increasing presence of electronic formats (Prajapati 2013).

The advent of web-enabled information resources, such as e-journals, e-books, and e-reference sources, and their access through networks is now taking place beyond the four walls of the library. In many cases users want a pinpointed precision in the information search process, whereas the library attempts for an exhaustive recall to comply with the various ways in which information source is approached and to satisfy each users diverse interest. The limitations on the part of library professionals to perceive and represent what is demanded by users in information systems and the dilemmas of information organization and retrieval to handle these demands must be effectively addressed.

As library acquisitions are falling, information sources are increasing, and a single site library satisfying the user's needs is a doubtful proposition; users are forced to look beyond the library for their information needs. Thus the only option for libraries is to enter into collaborations, networking and consortia and to reorient their roles as information services and access centers from their previous roles as information warehouses (Prajapati, 2013).

The consistent theme at the universities in the present times for the competitive future has been the building and operating libraries that will be more customer responsive. This includes, being innovative, faster in decision making by creating a seamless link between the customer and the service provider to effectively support the value chain on customer satisfaction (Morgan, 2001).

University libraries in Kenya have been using work specialization, departmentalization, chain of command, span of control, centralization and

decentralization, in provision of quality services to the library users. Each aspect has been discussed to reflect the operations of the academic libraries in Kenya to align itself with the organizational structure.

1.1.4 Work Specialization

It is believed that not all employees in an organization have the same skills and therefore specialization has been identified as the means of making the most efficient use of its employees' skills and even successfully improving them through repetition. Library staff have been trained in some aspect of knowledge management as such less time is spent in changing tasks and getting ready for another. Work specialization increases efficiency and productivity by encouraging the creation of special inventions (Robbins and Judge, 2012).

Work specialization among university library employees including the local public university libraries promotes an enabling working environment as each employee is assigned his/her area of specialization hence reducing conflicts at work place. It also promotes quick service delivery to the customers as the employees are conversant with the needs of their customers. Work specialization reduces the damage costs on library equipment and saves the university on recurrent expenditures. It is on this premise that the staff need to have a positive attitude to be able to undertake the library services without any prejudice as they serve the library users with the necessary resources available both within and outside the library.

1.1.5 Departmentalization

One of the most popular ways to group activities is by functions performed. The public universities in Kenya have departments devoted to different functions; research, teaching, planning and administration. These are designed to achieve efficiency by

putting specialists together to optimize their skills in their areas of specialty. This scenario applies to the library where work is divided into units to ensure optimum use of the skills available to achieve efficiency in responsibilities assigned to each member of staff.

The public universities in Kenya have departmentalized sections in the libraries namely; user services, processing, e-resources, periodicals, short loan section, Africana, among others. These sections facilitate easy delivery of services to the library users because of their specific nature of activities involved in dealing with different roles in the library. These sections also lead to easier supervision of the library staff as each section is attached to a supervisor who oversees the overall performance of every staff.

The existence of the sections also assist in solving customers problems such as readers' enquiries, current awareness and user education which are done through sectional heads and therefore the library user does not feel unattended to and therefore such actions do not require the intervention of the head of the department.

1.1.6 Chain of Command

While chain of command was once a basic cornerstone in the design of organizations, it has been incorporated with participative management approach (Robbins and Judge, 2014). The principle of unity of command helps preserve the concept of an unbroken line of authority. However, times have changed and so are the basic tenets of organizational designs. Today the library staff at all levels can access information in seconds that was available only to top managers a generation ago and can also guide in

the decision making of the department. Networked computers allow employees anywhere in an organization to communicate with anyone else without going through formal channels. Operating employees are empowered to make decisions previously reserved for management. This ensures the totality of the library staff in maximizing the utilization of the staff and ensures perfect service delivery to the customers. In the public university libraries in Kenya, the library staff have been empowered to make decisions and take responsibility for their actions at all level of operations. This was witnessed in all the university libraries in the study with distinct roles given to each section heads and supervisors.

1.1.7   Span of Control

The span of control aspect will depend on the number of employees a manager can efficiently and effectively direct. The span of control largely determines the number of levels and managers an organization has. However, at some point when supervisors no longer have time to provide the necessary leadership and support, they reduce effectiveness and employee performance suffers. To avoid such a scenario university libraries should ensure that the performance of their employees does not suffer from lack of required work skills. Therefore universities should invest heavily in employee training (Robbins and Judge, 2014).

By embracing span of control in library management, section heads would be able to understand their staff and equally it will bring staff confidence on their work performance which will in turn culminate into proper service delivery and customer satisfaction. This approach enhances close supervision of the workers and leads to minimum time loss as well as truancy among the workers. Consequently, this will therefore ensure consistency in the level of service provision.

1.1.8   Centralization and Decentralization

In centralized organizations, top managers make all the decisions, and lower-level managers merely carry out their directives. In other organizations, decision making is pushed down to the managers closest to the action. A decentralized organization can act more quickly to solve problems since more people provide input into decisions and employees are less likely to feel alienated from those who make decisions that affect their work lives (Robbins and Judge, 2012).

The university library managers should embrace the use of decentralized system of administration so as to make their management activities more flexible and responsive to the customers which in the long run will lead to better service provision and customer satisfaction. It minimizes frustration among the workers as the employees have more control over how their work is structured. It makes the employees to be more positive and responsive to their work situation and more prepared to assist wherever their sectional heads are absent. It enables the employees to own their work place and be dedicated to their work performance.

1.1.9   Formalization

When jobs are formal, they tend to be standardized. If a job is highly formalized, the incumbent has a minimum amount of discretion over what, when, and how to do it. There is explicit job description, lots of organizational rules, and clearly defined procedures covering work processes in organizations in which there is high formalization. Where formalization is low, job behaviors are relatively un-programmed and employees have great deal of freedom to exercise discretion in their work. Standardization not only eliminates the possibility of employees engaging in

alternative behaviors, but it even removes the need for employees to consider alternatives (Robbins and Judge, 2014).

The university libraries should formalize their library services in order to maintain quality services to their customers. The rules and regulations of library adherence help to prevent poor service delivery from the employees to the library customers and enhances library staff accountability on their job performance.

1.2   Background to the Study

Libraries are an integral part of the university system. They have a pivotal role in lifting the vision of university by providing information services that are useful to its students, faculty, staff, and the general public in developing to the highest possible erudition endeavors. It is on this note that their programmes need to be geared towards reaching the apex of quality assurance and meeting the overall objectives of the universities mandates of advancing training, research and outreach (Onsomu, Ngware and Manda2007).

However, one of the questions being asked today is if there are profound interactions between quality standard benchmarks and human resources perspectives that a university library should seek to adopt and incorporate into its internal systems. What is the essence of a university library? What is it supposed to achieve? How is it supposed to achieve them? That there are human resources based best practice approaches, in as far as university library quality management is concerned, and that ought to premise the international benchmarks cannot be gainsaid. A university library

operates in an international system whereby identification of standards is an integral part of its persona (Clay, Bowonwatthana and Jones, 2002).

With the advent of digital opportunities, most of the internal library operations have become automated and staff members are using individual computer terminals to carry out their day-to-day responsibilities. Most universities have initiated a campus network to provide wide range of services designed to deliver information to their users quickly and more accurately. Most libraries are also networked and each institution has taken the responsibility of acquiring and organizing local and locally created information and providing worldwide access to unique and specialized material in its collection (Jordan and Jones, 1995).

The pace of change in the twenty first century has ensured that libraries become flexible in the way they organize themselves and utilize their staff and resources for optimal output. Measures of quality of academic libraries will transcend the traditional counting of volumes and titles and instead look at their ability to match users' needs with relevant information. However, libraries will continue to exist as physical entities and above all be a vital factor in fulfilling the mission of the university in creating, preserving and disseminating knowledge (Lucker, 1993).

Quality service asserts that there is a technique, method, process, activity, incentive or reward that is more effective at delivering a particular outcome than any other technique, method, or process. The idea is that with proper processes, checks, and testing, a desired outcome can be delivered with fewer problems and unforeseen complications. Best practices, from a library management human resources perspective

can be realized through an effective, least amount of effort and efficiency, giving the best results, way of accomplishing a task, based on repeatable procedures that have proven themselves over time for large numbers of people (Noe, 1994).

Within the library and information services discipline there has long been tension between the professional staff who delivers the information products, services and consultations and others in the general management community. For many information services practioners, management as a scientific discipline was too often connected with business and the pursuit of wealth and was rejected as compromising the pure and untainted delivery of information. For these people the noble pursuit of information for its own sake, with no questions asked of the customer seemed almost ideal (Clay, Bowonwatthana and Jones, 2002).

This attitude to work has been taken to its extreme, most notably in the public library field and is slowly finding its way into the academic libraries where librarians as arbiters of information delivery, show the users how to find information, even teach them as part of their education role how to use the different tools and resources that enable them to find the information, but take no responsibility for the quality of the information delivered and the most certainly would not enquire about how it was to be used (Clay, Bowonwatthana and Jones, 2002).

Despite the fact that the very act of enquiring makes the information interview a more productive one and enables the professional to make a wiser choice about what types of materials and information to direct the customer to, issues relating to privacy and individuals customer's right to know became far more important than the librarian's

need for complete information about the information quest. Although this situation seems to suggest that the authority of the customer is given full consideration in the information transaction, it actually means that the librarian puts himself or herself in a position to pass judgment on what information the user should receive and at the same time relieving himself or herself of professional accountability since he or she would not be held accountable if the customer did not get what he or she needed and if the information was used in some way that brought harm to the society (Clay, Bowonwatthana and Jones, 2002).

It is increasingly important that university and college libraries are closely integrated into the academic life of their institutions. This will ensure that the library uses resources in a way that is accountable to institutional management. All departments, including the library are expected to provide value for money. It therefore means that they are expected to spend their resources in a way that meets the needs of the institution. It is therefore important that the parent institution understands what its library is trying to achieve and how it is performing in practice (Heeryand Mogan, 1996).

In this time of rapid growth in information needs and in communication and digital technologies, academic libraries face a hard task, namely to provide effective and efficient ways of delivering information service to their users. This has come as a result of the introduction of Google and other web based services that have dramatically altered the information landscape and therefore academic users expect similar ease of use and immediate results when accessing information through the library gateway (Jankowska, Hertel and Young, 2006).

Increasingly, academic libraries are accountable not only to the institutional executive, but also directly to academic departments. It is also interesting to note that even the students are becoming more assertive about what is perceived as bad service (Heery and Steve, 1996).

It is believed that a student population who complain regularly about their library will influence the opinions of those institutional managers who are responsible for allocating resources. The library that wishes to survive and prosper in changing times must be seen to have a real engagement with academic programmes. The worst possible outcome for the library is to be seen as remote and incomprehensible (Akakandelwa and Jain, 2013).

The library staff must be seen to be active in all the institutional development plans including those where new courses are planned. Hence the library staff must demonstrate to the academic staff that they fully understand what they are trying to achieve; that they are organized to work in partnerships with the academic staff; and that they are using their initiative to play a full part in finding solutions to the problems that faculties face as a result of significant educational and organizational change (Heery and Steve, 1996).

The collective knowledge of library staff is necessary to inform effective technological development, teaching skills, negotiating skills and communication skills to be able to interact with the wider academic community (Kavulya, 2004).

This can only be achieved if the library administration accords its staff the enabling environment to extend its positive services to the library users. This therefore means that the library staff adopts a service–oriented approach to deliver on the necessary information needs of users, and the library staff to spend time with users in order to help them obtain the information they require (Akakandelwa and Jain, 2013).

1.3   Library Staff Attitude to Work

The recent and continuing conflict between management and organized labor in some of the nation's leading institutions has received wide spread publicity and has again called attention to the need for an awareness of employee's attitudes toward their environment (Estes, 2006). Because of the upward and downward communication in the institutions, an accurate appraisal of the workers attitudes is often extremely difficult for management to obtain. To maintain an efficient work force, however, it is essential for management to know how the employees actually feel about their work environment because, regardless of how good the environment may be in the opinion of management, if the employees believe that the environment is bad, to them, it is bad (Estes, 2006).

Consequently, the current economic climate, in which we find libraries, staff, and selves working, is unfamiliar and stressful to many libraries. Because of that many people have found their jobs less secure than they had imagined. Most of the institutions are cutting budgets, including workforce, in order to remain viable. Although the demand for public services, including library services, has grown, the global financial and economic crisis that has engulfed the world over, has forced a

number of institutions to reduce the number of libraries as well as librarians which has impacted on library service delivery (Kont and Jantson, 2013).

This development has had a negative effect on workers attitude considering that their job security is not assured and are apprehensive of job layoffs. However, the success of a library operation ultimately hinges on the skills and capabilities of the human resources recruited and how well the same staff are motivated (Ogunrombi and Bantai, 1999).Motivation plays an important role in improving the effectiveness and efficiency of work in libraries and information centers. Hence, providing efficient services to users depend highly on how well librarians are motivated.

Moreover, it is evident in most organizations, supervisors deal with some employees that are unhappy or unfulfilled. But the question that arises, what if these employees were not really the problem and it was the supervisor that created the performance problem? In most cases, it is often the supervisor's behavior towards the perceived weaker performers that ends up doing just the opposite, triggering a vicious circle of worsening performance and growing alienation (Topper, 2007).

Unfortunately, academic libraries, and most likely other library settings in Kenya, lack a clear vision on the system of motivation. Policies and local standards are often non-existent or limited to work regulations and executive plans. Equality and justice in the systems of motivation, their suitability with efforts made by librarians, and their matched criterion with other motivation systems in the country are issues that have been frequently raised and informally discussed by academic librarians in Kenya (Odero-Musakali and Mutula, 2007).

Therefore, to function effectively, libraries require staff with relevant qualifications, background and motivation to effectively offer library services to library users. Professionals, paraprofessionals, and auxiliary staff are needed to operate the library systems and therefore, it is the function of library managers to make the library function effectively (Patil, and Kooganuramath, 2011).

1.4 The Effect of Library Staff Attitude to Work

An appreciation that staff with positive attitudes are desirable, and negative attitudes undesirable, in relation to implementing and using information and communications technology (ICT) has been embraced in much of the library and information literature (Spacey, Goulding and Murray, 2004). Rowley and Farrow (2000) observed that, the performance of both professional and non-professional staff determines to a large extent the quality of the customer experience and has a significant impact on the contribution that libraries can make to their communities. Therefore, an individual's behaviour is determined by a person's intention to perform that behaviour and this intention is influenced jointly by the individual's attitude and subjective norm – a measure of how people are influenced by their peer's opinions (Spacey, Goulding and Murray, 2004).

Based on this reasoning, attitudes play some part in affecting behaviour and must therefore be taken into consideration when managing staff, especially during processes of change and innovation. Attitudes themselves are open to influence. The age of a member of staff, for example, might have some bearing on an individual's opinion of the efficacy of library work and especially the use of ICT and subsequent decision of whether to use it at work (Rowley and Farrow, 2000).

Consequently, increasing staff's knowledge, skills, and awareness of wider developments within their profession by Continuous Professional Development (CPD), is said to have many positive results. Briefly, these include:

- improved staff performance

- provision of better quality service to users

- increased job satisfaction

- higher self esteem

Despite the general perception that CPD is a "good thing" there is a scarcity of literature examining the attitudes of individual ILS workers to the concept. However, successful management in an organization involves managing people more than ever in a way that motivates and enables them to work at their highest levels of productivity and in harmony with one another so that the organization is thriving in terms of efficiency, service, effectiveness, quality, and value (Kont and Jantson, 2013).

Consequently, considering the circumstances that affect the effectiveness and performance of library work, the most vital factor is whether the employee has sufficient attitude for having his/her job done at all, secondly, whether he/she is well motivated for individual development and improvement, also for increasing his/her work performance. The third factor is whether the employee enjoys necessary working conditions that also embrace work organization. Furthermore, provision of quality services to university library's users depends both on the library's donors as well as on highly qualified and effective library staff. The economic efficiency of the services also rests with the funding of the library together with the performance of the staff. As attempts are made to increasingly economize or redirect financial resources, the vital

key issue for libraries remains the performance and economic efficiency of the staff (Kont and Jantson, 2013).

1.5   Statement of the Problem

Libraries are primarily service institutions that cater to information needs of various types of users. Since users, documents and library staff are the components of a library system, the effective functioning of a library depends upon these entities. Despite popular perception, libraries are the organizations that are significantly impacted by conflict (Jena and Mahapatra, 2010).

The role, purpose and function of the library are being changed and challenged by users. Libraries are being called upon to justify their value to their users in a time of budgetary pressure, dwindling financial condition, and growing competition from other public institutions such as hospitals, banks, super malls etc (Chiware, 2010).

Faced with such competition, it therefore requires that libraries market themselves as entities that can deliver quality services and start thinking as retailers do, and realize that theirs is not just a business but also an interpersonal business, a "People" business which requires to increase market share by enhancing the overall quality of service to attract new customers (Dhiman & Rani, 2007).

Studies done in Kenya (Odini, 1995; Ayoo and Otike, 2000; Bii and Wanyama, 2001; Wasike, 2013) have largely concentrated on ways and means by which information resources can be accelerated and transferred from the producer to the consumer and stimulate its use by the library users but have ignored motivation aspects of the library

staff that provide the same services to the users. Moreover, many of the most common customer complaints regarding service, such as customer disparagement by employees, or being forced to wait for service, could be remedied by basic attitudinal changes by service staff (Kwon and Gregory, 2006).

A preliminary survey done by the researcher in five public universities on customer feedback from online portal and manual feedback prior to the actual study, revealed that there were aspects of rudeness, disrespect, discrimination on gender, ethnicity and meting punishment by library staff to the users from accessing library services. The current study was therefore set to examine the effect of library staff attitude to work on the use of information services in public university libraries in Kenya.

1.6   Aim of the Study

The aim of this study was to examine the effect of library staff attitude to work on the use of information services in public university libraries in Kenya with a view to establishing the extent to which it impacts on service delivery.

1.7   Objectives of the Study

The specific objectives of the study were to:

i)   Examine the effect of library staff attitude to work on service delivery to the students in public university libraries in Kenya.

ii) Assess internal and external factors which influence library staff attitude and job performance in public university libraries in Kenya

iii) Establish exiting universities human resource development policy and their effect on library staff motivation in public university libraries in Kenya.

iv) Highlight the extent to which the library working environment influences library staff performance in public university libraries in Kenya.

1.8   Research Questions

This study used the following research questions based on the objectives:

i) How does library staff attitude affect and influence service delivery to the students in public university libraries in Kenya?

ii) How does the internal and external factors influence library staff attitude on job performance in public university libraries in Kenya?

iii) How does the existing human resource development policy affect library staff motivation in public university libraries in Kenya?

iv) How does the library working environment affect the library staff performance in the public university libraries in Kenya?

1.9   Assumptions of the Study

The study was based on the assumption that:

i) Library staff are recruited on competitive terms and therefore their qualifications match the work performance in the library.

ii) Library services are considered among the essential services of the university therefore the library staff are required to have positive attitude to work at all times.

iii) Library staff ratio to students is proportional to the size of the library and the activities available for effective service.

iv) The library staff are empowered with necessary skills and facilities to deliver service to the library users.

v) That there are internal and external factors which influence library staff attitude and job performance on quality service delivery to students.

1.10   Significance of the Study

In order to better understand the library staff attitude to work, we first ought to understand the work dynamics under which the library staff operates from. It is with this in mind that this study examined the effect of library staff attitude to work on the use of information services in public university libraries in Kenya .Issues that have been highlighted include the role attitude plays in service delivery, Internal and external factors that affect staff performance, the human resource policies and staff behavior and the staff working environment. Therefore the study:

- Provided an over view on library staff attitude and how it affects work performance
- Identified some of the reasons why library staff behaves positively or negatively towards library users.
- Offer some suggestions on how to handle staff with negative attitude.

The results and recommendations will hopefully offer insight into the influence of library staff attitude in public university libraries and how it affects the provision of information services.

This study is significant due to certain factors, which rationalize it as current and timely. Attitudinal study has been a core issue in social development of human race and has also been a factor in productivity. It is in the interest of libraries and the information environment in general , to appreciate the role attitude plays in service delivery in libraries.

However, there is limited literature on effect of library staff attitude to work on the use of information services in Kenya, considering that this is relatively a new area .It is therefore expected that this study will offer insight into the importance of library staff attitude in the running of university libraries and the benefits that can be gained by embracing the concept for optimum output. The study will borrow from existing studies of a similar nature that have been carried out in other parts of Africa and the world.

The findings of the study should assist the university administration, education sector policy makers, information professionals, library researchers, human resource managers, and library administrators to establish a link between library staff attitude to work and delivery of library services in public university libraries in Kenya as follows:

University Administrators: Since the public universities are public sector organizations, this information will provide the employers; the vice chancellors with useful information that could be used in the planning and management of library services for the purposes of ensuring well trained library professionals are retained in the university system that can adapt well in a university working environment.

Information Science Educators: Recommendations developed from this study will also assist library information science educators to review the curriculum that will equip the library students with necessary skills for the job market and to be able to apply their professional knowledge effectively to provide library services without discrimination.

Information Professionals: The recommendations from the study will ensure that the information professionals have been equipped with proper knowledge to utilize the potentials of information communication technologies (ICTs) in extending library

services online. This aspect will ensure speedy discharge of duties, marketability of information products and services and avoidance of conflict at the work place.

Library Administrators: This study will enable the library administrators to identify the required skills from the library staff and model those skills in providing the necessary library services to all the library users in the university.

Researchers: The study will enable the researchers to contribute to the advancement of knowledge and further extend the theoretical validity and empirical applicability to existing knowledge to library information professionals.

This will further harmonize the knowledge gap that might exist between the information professional and the library user by ensuring that the service provider and customer relation is maintained.

1.11 Scope of the Study

The study focused on the attitude of library staff in relation to the use of library resources in public universities in Kenya. The research questions and the methodology used were designed to generate this information and provide empirical data on the use of library resources and library staff development. The target population was drawn from university administrators, university librarians, public university library staff and third year regular and postgraduate students from the School of Arts, Maseno University; School of Education, Moi University and College of Architecture and Engineering, University of Nairobi. University lecturers and non-academic staff were excluded from the study since their information needs and communication patterns are quite different from the students and the library staff since their level of engagement is periodic and not on a daily basis.

Ideally the study would have covered all the universities both public and private in Kenya, however this was not possible given the magnitude of the study and the vast geographical location and financial constraints.

1.12   Limitations of the Study

The study experienced some limitations and therefore was able to delimit them as given below.

i)   Some of the library staff were not willing to contribute to the study due to fear of intimidation and victimization by the management. The researcher delimited this by assuring the respondents of confidentiality of the information provided and data collected.

ii) Due to the nature of the position of the respondents, the respondents were not available at the agreed time of data collection. However, the researcher was able to meet them later after rescheduling the interview dates.

iii) Some of the questionnaires which were administered to the students got misplaced by the respondents. A new set had to be administered afresh but still not all questionnaires were returned. This therefore denied the researcher the opportunity for a full feedback.

1.13   Definition of Terms as Used in the Study

Attitude: is a person's general feeling of being positive or negative toward some stimulus object. Attitudes are always held with respect to a particular object- whether the object is a person, place, event, or idea- and indicates one's feelings or effect toward that object (Werner, and DeSimone, 2009).

Benchmark: is a process by which an organization continuously compares its processes, products, and services to those of the world's best organization with the same or similar functions.

Best Practice: Is the best way of doing things. It is working for outcomes and empowering the workforce. It relies on objective setting, planning, and measuring at the operational level.

Information Communication Technology: Is any computer based tool that people use to work with information and support the information and information processing needs of an organization.

Information Resources: Is any library resource used by everyone seeking services both electronic (computer based) and hard copies (books, journals, newspapers, periodicals and theses).

Library: An institution that manages the intellectual products of safety and processes them in such a manner that the individual can readily gain access to them.

Library Services: Any and all of the materials, functions and services which constitute a modern library system… It is … amalgamation of people (manpower), processes, ideas, materials, and money which form the substance of a library and can be described as its resources.

Library Staff: All staff engaged in the public libraries to render services to readers including cleaners, security and casual staff.

Influence: The capacity to have an effect on the character, development, or behavior of someone or something, or the effect itself.

Motivation: Is the psychological processes that cause the arousal, direct, and persistence of voluntary actions that are goal directed. It is concerned with why people choose a particular course of action in preference to others, and why they continue

with a chosen action, often over long period, and in the face of difficulties and problems (Robbins, 2003).

Public University: means a university established and maintained or assisted out of public funds; (Commission for University Education, 2013).

Resource: applies to anything, person, or action to which one turns for aid in time of need.

Total Quality Management: A management philosophy embracing all activities through which the needs of the customer and the community, and the objectives of the organization are satisfied in the most efficient and cost-effective way by maximizing the potential of all employees in a continuing drive for improvement (Clair, 1997).

1.14 Organization of the Thesis

This thesis has been divided into six chapters:

Chapter one is the introduction. The chapter covers the background information, research problem, aim, objectives, research questions, and assumptions of the study, justification of the study, scope and limitations and definition of terms which comes at the end of the study.

Chapter two covers the theoretical framework of the study and discusses the theories of motivation, Scientific management theory, human relations model, instrumentality theory, content needs theory , process theory, equity theory, expectancy theory and their relationship to this study.

Chapter three covers the review of literature in relation to library staff attitude to work and in particular how it impacts to service delivery. Attitude is defined at this point and how it affects provision of information services. Other related topics discussed in the

chapter are, internal and external factors that influence library staff attitude and job performance, existing human resource policies and development and their effect on library staff, influence of working environment on library staff performance.

Chapter four is based on research methodology employed in the study. It covers research design, research methods, study population, sample and sampling technique, rationale for sample size, data collection procedure, documents and records review. The chapter further explains how piloting and pretesting of instruments was undertaken, the reliability and validity of the research instruments, data analysis, interpretation and presentation and finally the ethical consideration.

Chapter five is on data presentation and analysis and the results are presented in line with the objectives of the study and further organized and categorized within the motivation framework discussed in chapter two.

Chapter six provides summaries, conclusions and recommendations as per the objectives of the study. The study further suggests a model to manage employee staff attitude at the work place in public university libraries in Kenya.

CHAPTER TWO

THEORETICAL FRAMEWORK

2.1   Introduction

This chapter discusses the theoretical framework on which the study is based. Staff attitude in an organization has become a critical issue in the performance of organizations. In order to accelerate the research progress in library staff attitude to work, this section has integrated previous attitude frameworks into a comprehensive theoretical framework. The theoretical framework gives a clear picture on the why, what and how of management of staff attitude to work. It also indicates why something occurs, not simply what occurs. Theories bring in relative newness of the field and the complexity and multidimensionality of the variables involved (Luthans, 2011). Theories governing working environment to ensure optimum productivity are also discussed in this section.

2.2   Theoretical Framework of the Study

Specific employee attitudes relating to job satisfaction and organizational commitment are a major interest to the field of organizational behavior and the practice of human resource management. Whereas the discussion of positive and negative affectivity are considered to be antecedents of work attitudes, more directly, job satisfaction focuses on employees' attitudes toward their job and organizational commitment focuses on their attitudes toward the overall organization (Luthans, 2011).

According to DeNisi and Griffin (2008), even though theoretical analyses have criticized job satisfaction as being too narrow conceptually, there are three generally accepted dimensions of job satisfaction. First, job satisfaction is an emotional response

to a job situation. As such, it cannot be seen; it can only be inferred. Second, job satisfaction is often determined by how well outcomes meet or exceed expectations. Third, job satisfaction represents several related attitudes, such as:

1. The work itself. This involves extent to which the job provides the individual with tasks, opportunities for learning, and the chance to accept responsibility

2. Pay. The amount of financial reward that is received and the degree to which this is viewed against that of other institutions.

3. Promotion opportunities. This involves the opportunity for one to advance in the organization.

4. Supervision. The ability to provide technical assistance and behavioral support by the supervisor

5. Coworkers. The degree by which the fellow workers are technically proficient and socially supportive.

It is therefore worth noting that the five dimensions listed which also influences the employee attitude positively and negatively were formulated many years ago and have been widely used to measure job satisfaction over the years (Luthans, 2011).Consequently, the theoretical framework for the study was based on motivation theories, namely, scientific management theory, human relations model, instrumentality theory, content needs theory and process theory. The theories examined how staff attitude to work inhibits or promotes the use of information services in public university libraries in Kenya. Further, the study was interested on certain variables that influence the staff attitude to work and how such factors influence staff relations. These factors were divide into two broad categories:

(i) **Internal forces:** these are within the employee, and include motivation, attitudes and knowledge, skills, and abilities.

(ii) **External forces:** these are forces found in the external environment (outside the university), as well as in the work environment (inside the university), and includes aspects of leadership, aspects of the organization itself, coworkers, and outcomes of performance, such as praise, (Werner and DeSimone 2009).
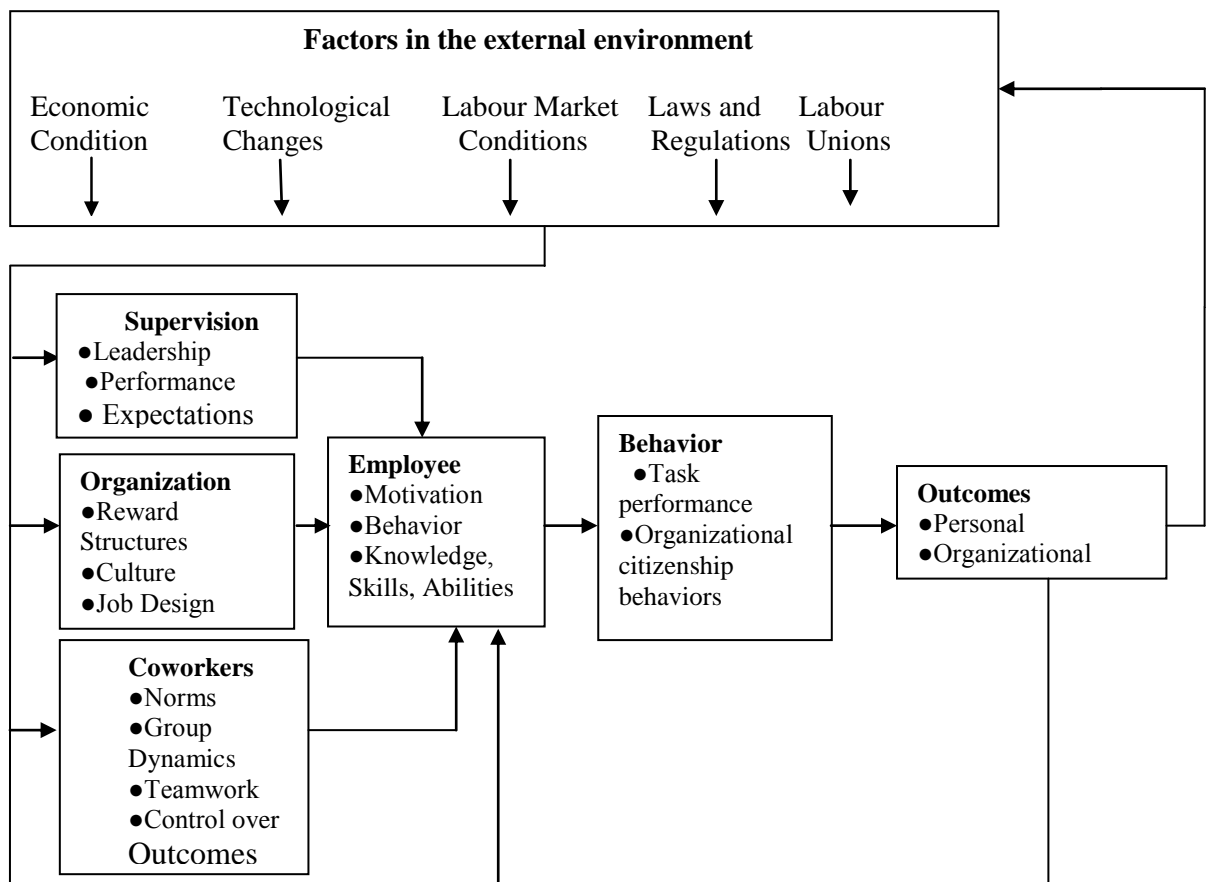
Figure 2.1: Model of Employee Behavior (Werner and DeSimone, 2009)

From figure 2.1 above it can be observed that the external environmental factors do greatly influence the service provision by library staff to the library users. This in essence affects human resource in particular because each organization must draw from the same labour market that supplies all other organizations, including competitors. Indeed, one measure of organizational effectiveness is its ability to

compete for a sufficient supply of human resources with the appropriate capabilities based on all elements of the external environment; economic conditions, technological changes, labour market conditions, laws and regulations and labour unions which must be part of the scanning process (Mathis and Jackson, 2008).

Influences from outside the university in most times do affect the employee attitude towards their job performance and if not checked can either impact positively or negatively on the service provision in the library. Even organizations with strong internal work environments and high level of employee behaviors can be negatively impacted by external factors such as the down turn in the economy or a sudden technological change (Werner and DeSimone2009).

Figure 2.1 also shows that when organizations cannibalize the human resources needed to change, restructure, or innovate, disruption follows for some time this in addition, can hurt productivity by leaving 'surviving' employees overburdened and demoralized. A common mirth is that those who are still around after downsizing are so glad to have a job that they pose no problems to the organization. However, some observers draw an analogy between those who survive downsizing and those who survive wartime battles, bitterness, anger, disbelief, and shock all are common reactions (Mathis and Jackson, 2008).

Apart from the external factors, figure 2.1 also reveals that there are also factors within the organization that influence employee attitude. These include, staff supervision, organizational structure, coworker's behavior, employees' ability.

The employee behavior model therefore assumes that the external and internal forces interact or combine to produce a given behavior and that employee attitude has a direct relationship to the personnel and organizational outcomes that are obtained. Although it may be possible in some cases to trace the cause of the behavior to one or two dominant forces, it is believed that the overall patterns of behavior can best be explained by the combination of many factors (Warner and DeSimone, 2009). Further, figure 2.1 presents these outcomes as flowing from employee attitude. Although there are clearly other factors that influence individual and organizational outcomes, we limit our discussion to those things that influence employee attitude to work and the subsequent influence the latter have on personal and organizational outcomes. However, it is also important to note the likely influence that the organizational outcomes have on employee attitude, which is actually the reverse of the ordering presented in Figure 2.1.

2.3   Theories of Motivation

So far, motivation has been presented as a basic psychological process consisting of primary, general, and secondary motives: drives such as need for power (n Pow), need for affiliation (n Aff), and need for achievement (n Ach) motives; and intrinsic and extrinsic motivators (Luthans, 2011).

Motivation theories examine the process of motivation and explain why people at work behave in the way they do in terms of their efforts and the directions they are taking. These theories also describe what the organization can do to encourage people to apply their efforts and abilities in ways that will further the achievement of the organization's goals as well as satisfying their own needs. In understanding and applying motivation

theories, the aim is to obtain added value through people in the sense that the value of their output exceeds the cost of generating it (Armstrong, 2006).

According to Armstrong (2006) and Aswathappa (2008) the motivation theories can be classified into two broad categories, the early theories and contemporary theories. Early theories include Scientific Management, and Human Relations Model. Contemporary theories are further classified into:

i) Instrumentality theory;

ii) Content theory and

iii) Process theory.

2.3.1 Early Theories

Some of the early theories to the study have been discussed and their application to the study illustrated. It is worth noting that these early theories are still being used by most of the organizations to manage their employees.

2.3.1.1 Scientific Management

According to Evans (2005) "scientific management" associated with Frederick Winslow Taylor (1856 – 1917) is the name given to a philosophy and set of methods and techniques that stressed the scientific study and organization of work at the operational level for the purpose of increasing efficiency.

His Theory of Scientific Management argued the following:

i) Workers do not naturally enjoy work and so need close supervision and control

ii) Therefore managers should break down production into a series of small tasks

iii) Workers should then be given appropriate training and tools so they can work as efficiently as possible on one set task.

iv) Workers are then paid according to the number of items they produce in a set period of timepiece- rate pay.

v) As a result workers are encouraged to work hard and maximize their productivity.

Taylor's theory stated that, physical work could be scientifically studied to determine the optimal method of performing a job; workers could be made more efficient by giving them prescriptions as to how they were to do their jobs; workers would be willing to adhere to these prescriptions if paid on a different piece-work basis. The scientific approach to motivation has been widely criticized by behavioral scientists by arguing that Taylor and his colleagues dehumanized workers by treating them as mere factors of production, which could be manipulated completely through economic incentives (Aswathappa, 2008).

The most fundamental problem with Taylor's approach from a motivational view point is concerned with his rather simplistic assumption about human behavior. Taylor believed that workers would be motivated more by the need for money, "rabble hypothesis". Contrary to this rabble hypothesis, the worker has to satisfy a variety of needs in the work place, need for security, social fulfillment, and a challenging job, including pay (Aswathappa, 2008).

The theory is therefore not appropriate for this study since it focuses more on productivity and profitability in disregard of the workers welfare, hence a feeling of exploitation of workers. This therefore meant that workers can be made to believe that

once they have money, then the working environment does not matter much. Taylor's theory also gives credence to individual performance than to group performance. It is from this viewpoint that the researcher finds the theory dehumanizing of workers since the theory assumes that only money motivates. However in reality, workers are not only motivated through financial incentives, but also through social contacts and personal egos. Taylor's theory can best be applied in a factory where performance is measured quantitatively, but does not qualify for the service sector where in most cases performance is not measured quantitatively. It is therefore, the view point of this researcher that the theory will lead to poor service delivery to the library users and customer turnover which will result into severe relationship hitch between the staff and the library users. It will in effect make the library staff not to effectively take charge of the facilities and reading materials under their custody, hence, pilferage of the some items outside the library facility.

2.3.1.2 Human Relation Model

It eventually became clearer that the assumption that workers were primarily motivated by money was inadequate. Elton Mayo (1880 – 1949) and other human relations researchers found that the social contacts which the workers had at workplace were also important and that the boredom and repetitiveness of tasks were themselves factors in reducing motivation. Mayo (et al) also believed that managers could motivate employees by acknowledging their social needs and by making them feel useful and important something that Taylor ignored (Aswathappa, 2008).

He introduced the Human Relation School of thought, which focused on managers taking more of an interest in the workers by treating them as people who have

worthwhile opinions and realizing that workers enjoy interacting together. Mayo conducted a series of experiments at the Hawthorne factory of the Western Electric Company in Chicago. He isolated two groups of women workers and studied the effect on their productivity levels of changing factors such as lighting and working conditions. He expected to see productivity levels decline as lighting or other conditions became progressively worse. What he actually discovered surprised him: whatever the change in lighting or working conditions, the productivity levels of the workers improved or remained the same.

From this, Mayo concluded that workers are best motivated by:

i) Better communication between managers and workers (Hawthorne workers) were consulted over the experiments and also had the opportunity to give feedback;

ii) Greater manager involvement in employees working lives (Hawthorne workers) responded to the increased level of attention they were receiving;

iii) Working in groups or teams improved productivity.(Hawthorne workers) did not previously regularly work in teams but realized that through team work a lot can therefore be achieved.

His theory most closely fits in a paternalistic style of management and relevant to the library situation by advocating for better communication and greater involvement in the library organizations to achieve better and quality results. The problem with the Human Relations Model is its undue reliance on social contacts at work situations for motivating employees. Though desirable, social contacts by themselves will not always help motivate workers (Aswathappa, 2008).

The theory found in general, that the improvement in productivity was due to such social factors as morale, satisfactory interrelationships between members of a work group (a sense of belonging), and effective management-a kind of managing that takes into account human behavior, especially group behavior, and serves it through such interpersonal skills as motivating, counseling, leading, and communicating (Weihrich, Cannice and Koontz, 2013).

Unlike the Scientific Theory, the researcher found the Human Relation Model acceptable to the library discipline since library work involves a lot of social contact with library users and the staff among themselves. Such social contact motivates the workers and improves on work performance which has been a pillar in job evaluation.

2.3.2 Contemporary Theories

The contemporary theories in the study are a precursor of the early theories. However, there are certain aspects which are of similar characteristics in the earlier theories and are of relevance to the study.

2.3.2.1 Instrumentality Theory

Instrumentality is the belief that if we do one thing it will lead to another. In its crudest form, instrumentality theory states that people only work for money. The theory assumes that a person will be motivated to work if rewards and penalties are tied directly to his or her performance, thus the awards are contingent upon effective performance. Instrumentality theory has its roots in Taylorism, that is, the scientific management methods of Taylor (1911), who wrote "It is impossible, through any long period of time, to get workmen to work much harder than the average men around

them unless they are assured a large and permanent increase in their pay' (Armstrong, 2006).

This theory suggests that motivation is not primarily a matter of being pushed from within by various urges or drives; rather, it is more a question of being pulled from without by expectations of attaining desired outcomes. Such outcomes, known as incentives, can be almost anything we have learned to value that is, money, status, the approval of others and so on (Baron, 2001).

Motivation using this approach has been, and still is, widely adopted and can be successful in some circumstances. The theory is based exclusively on a system of external controls and fails to recognize a number of other human needs. It fails to appreciate the fact that the formal control systems can be seriously affected by the informal relationship existing between workers (Armstrong, 2006).However, the theory does not support this study since it largely depends on the dictates of external variables which if not achieved might lead to demotivation of the library staff. This theory ignores the tenets of social interaction as part of service delivery and which quite largely relies on human relations for the success of the library services.

2.3.2.2 Content Needs Theory

Maslow's Need Hierarchy Theory, Herberg's Two-Factor Theory, Alderfer's Existence, Relatedness, and Growth (ERG) Theory and McClelland's Achievement Theories are classified as Content Theories (Aswathappa, 2008). The basis of this theory developed by Abraham Harold Maslow (1954) is the belief that the content of motivation consists of needs. An unsatisfied need creates tension and a state of

disequilibrium. To restore the balance, a goal that will satisfy the need is identified, and a behavior pathway that will lead to the achievement of the goal is selected. All behavior is therefore motivated by unfinished needs. Although content theories disagree somewhat concerning the exact nature of the needs, they do agree that individual needs activate tension that influences job satisfaction and work behavior (Armstrong, 2006).

The need of motivation, propounded by Abraham Harold Maslow (1943) is undoubtedly the simplest and most widely discussed theory of motivation. Maslow's need hierarchy divides human needs into five levels as shown in figure 2.2 below. Although Maslow suggested that most people have these needs in about the order indicated, he also makes it clear that the hierarchy is not necessarily a fixed order.

Figure 2.2: Representation of Maslow's Need Hierarchy Theory (Aswathappa, 2008).A schematic

The most basic level of needs comprises the primary or physiological ones. So long as these needs are unsatisfied, they monopolize a person's consciousness and virtually have an exclusive power to motivate behavior. The satisfaction of primary needs does not produce contentment instead it unleashes a new series of discontent. Maslow described each level of needs as follows:

i)   Physiological Needs

The most basic, powerful, and obvious of all human needs is the need for physical survival. It includes the need for food, drink, oxygen, sleep, sex, protection from extreme temperatures, and sensory stimulation. These physiological drives are directly concerned with the biological maintenance of the organism and must be gratified at some minimum level, before the individual is motivated by higher-order needs. In the organizational context, physiological needs are represented by employees concern for salary and basic working conditions (Aswathappa, 2008).

ii)   Safety Needs

The primary motivating force here is to ensure a reasonable degree of continuity, order, structure and predictability in one's environment. The preference for a secured income, the acquisition of insurance, and a house may be regarded as motivated in part by the desire for safety. Security needs in the organizational context correlate to such factors as job security, salary increases, safe working conditions, unionization, and lobbying for protective legislation. Managerial practices to satisfy the security needs of employees include pension scheme, group insurance, safe working conditions, grievance procedure and others (Armstrong, 2006 and Aswathappa, 2008).

iii)   Belonging and Love Needs

These needs arise when physiological and safety needs are satisfied. An individual motivated on this level longs for affectionate relationship with others. Unlike Freud who equated love with sex, Maslow believed that love involves a healthy, loving relationship between two people, which includes mutual respect, admiration and trust. In the organizational context, social needs represent the need for a compatible work group, peer acceptance, professional friendship, and friendly supervision. Unfortunately, many managers view friendly relations of employees with their peers as a threat to the organization and act accordingly. This action has made the affected individuals become resistant, antagonistic, and uncooperative. These actions of resistance are often consequences or symptoms, not causes for the manager may have thwarted the fulfillment of the social needs and perhaps even the safety needs (Armstrong, 2006 &Aswathappa, 2008).

iv)   Self-esteem Needs

Satisfaction of the self-esteem needs generates feelings and attitudes of self-confidence, worth, strength, capability and of being useful and necessary in the world. In contrast, thwarting these needs leads to feelings and attitudes of inferiority, ineptness, weakness, and helplessness. These negative self-perceptions may in turn, give rise to feeling of discouragement, sense of futility and hopelessness in dealing with life's demands and a low evaluation of self-vis-à-vis others. In the workplace, self-esteem needs correspond to job title, merit pay, peer/supervisory recognition, challenging work, responsibility, and publicity in organization's publications. Managerial practices to fulfill these needs include challenging work assignments,

performance feedback, performance recognition, personal encouragement and involving employees in goal setting and decision making (Aswathappa, 2008).

v) Self-actualization Needs

Maslow characterized self-actualization as the desire to become everything that one is capable of becoming. The person who has achieved this highest level presses towards the full use and exploitation of his or her talents, capacities, and potentialities. The need for self-actualization is distinctive, in that it is never fully satisfied. Maslow himself estimated that less than one per cent of the population fulfills the need for self-actualization. In an organization, self-actualization needs correlate with the desire for excelling in one's job, advancing an important idea, successfully managing a unit, and the like (Armstrong, 2006).

Maslow's theory of motivation is relevant tothis study because it captures all aspects of employees needs that when satisfied leads to development of positive attitude towards work. The library staff like any other worker in an organization will develop positive attitude towards their job and serve the library users to their satisfaction when their needs are met by the employer. When the library staff needs are met it in turn allows the worker to double up their work performance and will not be coerced to deliver in the assignments given.

2.3.3 Process Theory

In the process theory emphasis is on psychological process or forces that affect motivation, as well as on basic needs. Process theory is also known as cognitive theory since it is concerned with people's perception of their working environment and the ways in which they interpret and understand it. Process or cognitive theory can

certainly be more useful to managers than needs theory because it provides more realistic guidance on motivation techniques and the processes are:

i) Equity Theory and

ii) Expectancy Theory

2.3.3.1 Equity Theory

The Equity theory was first developed in 1962 by John Stacey Adams, a behavioral psychologist, who asserted that employees seek to maintain equity between the inputs that they bring to a job and the outcomes that they receive from it against the perceived inputs and outcomes of others. The equity theory is based on the assumption that individuals are motivated by their desire to be equitably treated in their work relations. When employees work for an organization, they basically exchange their services for pay and other benefits. Equity theory predicts that employees who believe they are being treated fairly will be motivated to continue their present performance and behavior patterns, whereas employees who believe they are victims of inequity will search for ways to reduce their feelings of unfairness (Aswathappa, 2008; Werner and DeSimone, 2009).

Equity theory further states that outcomes are evaluated by comparing them to the outcomes received by others. The belief is that people value fair treatment which causes them to be motivated to keep the fairness maintained within the relationships of their co-workers and the organization. The structure of equity in the workplace is based on the ratio of inputs to outcomes. Inputs are the contributions made by the employee for the organization; this includes the work done by the employees and the behavior brought by the employee as well as their skills and other useful experiences the employee may contribute for the good of the organization (Cole, 2004).

Thus, the equity theory formulated by J. Stacy Adams may be expressed as follows:

$$\frac{\text{Outcomes by a person}}{\text{Inputs by a person}} = \frac{\text{Outcomes by another person}}{\text{Inputs by another person}}$$

Equity theory requires that there should be a balance of the outcomes/inputs relationship for one person in comparison with that for another person (Weihrich, Cannice and Koontz, 2013).

If employees perceive an inequity, they may change their performance or cognitions, or both, to reduce the inequity. Thus, it is important that managers remain aware of the outcomes of their subordinates' performance, as well as how their subordinates view these outcomes. This knowledge can be useful for training, motivating employees to participate in training, and ensuring that what is learnt is applied to their jobs (Wernerand DeSimone 2009).

On the other hand if people feel they are inequitably rewarded, they may be dissatisfied, they may reduce the quantity or quality of output, or they may even leave the organization. This is further illustrated in figure 2.3 below.

```
                                    ┌──────────────┐         ┌──────────────────┐
                                    │  Inequality  │   ⇒     │ Dissatisfaction  │
                                    │   reward     │         │  Reduced         │
                                    └──────────────┘         │  output          │
                                                             │ Departure from   │
                                                             │ organization     │
        ┌──────────────┐                                     └──────────────────┘
        │  Balance or  │           ┌──────────────┐          ┌──────────────────┐
        │  imbalance   │    ⇒      │  Equitable   │   ⇒      │ Continuation at  │
        │  of rewards  │           │   reward     │          │ the same level   │
        └──────────────┘           └──────────────┘          │   of output      │
                                                             └──────────────────┘
                                    ┌──────────────┐          ┌──────────────────┐
                                    │  More than   │    ⇒     │ Harder work      │
                                    │ equitable reward│       │ Reward           │
                                    └──────────────┘          │ Discounted       │
                                                             └──────────────────┘
```
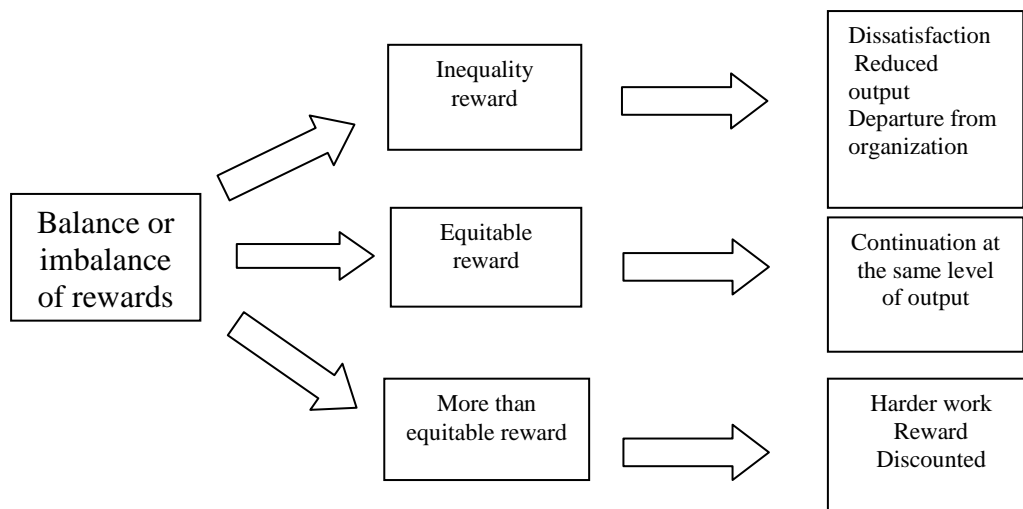
Figure 2.3: Equity theory model: Source: Management: a Global, Innovative, and Entrepreneurial Perspective (Weihrich, Cannice and Kootz, 2013)

From the table, the balance or the imbalance of rewards depends on the input and the outcome by the person assigned the responsibility. If people feel that they are inequitably rewarded, they may be dissatisfied and may reduce the quantity or quality of output, or they may even leave the organization all together. Subsequently, if people perceive the rewards as equitable, they probably will continue at the same level of output. If people think the rewards are greater than what is considered equitable, they may work harder. It is also possible that some may discount the rewards (Weihrich, Cannice and Kootz, 2013).

Accordingly, the public libraries have to some extent adopted the equity theory in managing reward at the institutions. However, this approach has only benefited the senior managers of the institutions in regard to the benefits they accrue from the offices and responsibility assigned to them. One of the problems with the theory is that people may overestimate their own contributions and the rewards others receive. Certain inequities may be tolerated for some time by employees. However, prolonged feelings of inequity may result in strong reactions to an apparently minor occurrence.

Consequently, an employee being reprimanded for being a few minutes late may get angry and decide to quit the job, not so much because of the reprimand, but because of long-standing feelings that the rewards for his or her contributions are inequitable in comparison with others' rewards (Weihrich, Cannice and Kootz, 2013).

2.3.3.2 Expectations (Expectancy Theory)

The concept of expectancy theory was originally contained in the Valency-Instrumentality-Expectancy (VIE) theory formulated by Victor H. Vroom (1964). Vroom defined Valence as "affective orientations toward particular outcomes", (Lee, 2007). According to Vroom an outcome is positively valent when the person prefers attaining it to not attaining it'' and ''an outcome has a valence of zero when the person is indifferent to attaining or not attaining it, and it is negatively valent when he prefers not attaining it to attaining it''. Thus, there can be a discrepancy between the anticipated satisfaction from an outcome (valence) and the actual satisfaction from an outcome (value) (Lee, 2007).

According to Lee (2007), expectancy on the other hand can be defined as a momentary belief followed by a particular outcome. The range of expectancy can be from zero to one. Zero expectancy is a person's subjective probability that his act will not be followed by an outcome. On the other hand, an expectancy of one is a person's subjective certainty that his act will be followed by an outcome. Expectancy is a person's estimation of the probability that effort will lead to successful performance. This estimation or belief is likewise based on the confidence a person has in his/her own capacities to bring skills to bear and influence outcomes; self-concept, self-efficacy, locus of control.

According to Armstrong (2006), Instrumentality is the belief that if we do one thing it will lead to another, and expectancy is the probability that action or effort will lead to an outcome. The strength of expectations may be based on past experience, but individuals are frequently presented with new situations; a change in job, payment system, or working conditions imposed by management- where past experience is not adequate guide to the implications of the change. In such circumstances motivation may be reduced.

Expectancy theory further states that people will perform behaviors that they perceive will bring valued outcomes. If employees fulfill certain obligations to an organization but do not receive promised outcomes such as promotions or pay rises, they may reduce their expectations about the link between their performance and the desired outcomes and thus choose to behave differently. Further, if outcomes are not as rewarding as anticipated, the employees may revise their judgments about the value of such outcomes and perform different behaviors (Werner and DeSimone, 2009).

Below is the basic model developed by Vroom, indicating the components of effort that can lead to relevant performance and appropriate rewards.
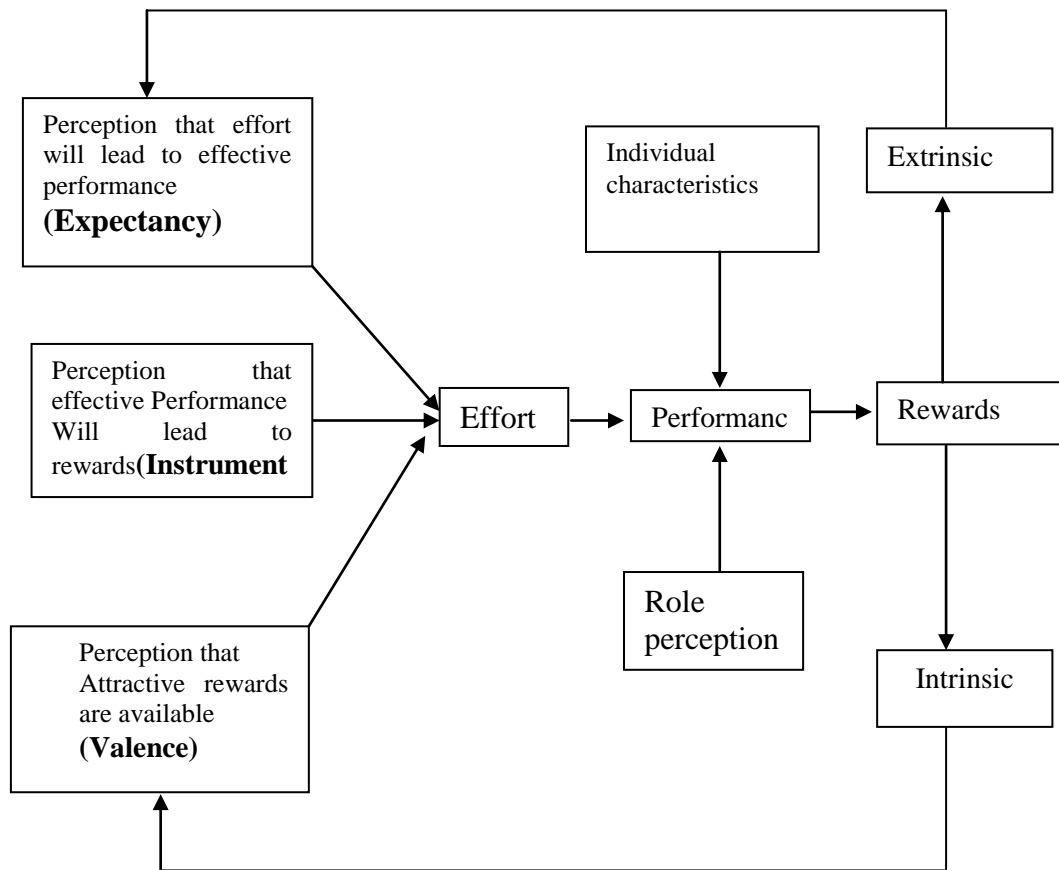
Figure 2.4: Expectancy Theory Model: Source, Management Theory and Practice, Cole, (2004)

The Vroom expectancy theory of motivation forms an appropriate base for the study especially with regard to motivating workers to deliver the appropriate services due to the following factors:

i)   The expectancy theory takes a comprehensive view of the motivational process.

ii) It indicates that individuals will only act when they have a reasonable expectancy that their behavior will lead to the desired outcomes.

iii) It stresses the importance of individual perceptions of reality in the motivational process.

iv) It implies that job satisfaction follows effective job performance rather than the other way round.

v) It has led to developments in work redesign, where emphasis has been laid on intrinsic job factors, such as variety, autonomy, task identity, and feedback.

Generally speaking, motivation can be regarded as the selective and preferential aspect of specific behavior. It is motivation that is responsible for the explanation of force toward a particular behavior or action. Vroom's expectancy theory also places emphasis on the importance of motivation in the explanation of why people choose a particular action or behavior. Vrooms expectancy theory presupposes that there are incentives that generate a desired outcome from expectations. This theory therefore does not support the study since it argues that unless certain goals are achieved, there might not be desired outcomes. The theory dictates that people will work hard at their jobs only when they believe that doing so will improve their performance (known as expectancy in the theory), that good performance will be recognized and rewarded (known as instrumentality in the theory), and that rewards provided will be ones they want (Known as Valence), (Baron, 2001). From this point of view, Vroom's expectancy theory does not support the study since the theory assumes that aa behavior is pulled by expectations of desired outcomes rather than pushed from within by biologically based needs. This therefore assumes that if these desired outcomes are not achieved then the employee will get frustrated and slows down the productivity level. In a library set up, the employees are engaged to deliver quality services regardless of the expectations and therefore tying performance to service outcomes might prove significantly difficult.

However, based on Vroom's expectancy theory, the study has proposed the staff attitude management model for library staff to ensure that the tenets governing the

library staff in public universities in Kenya are observed and that the work performance of each staff will relate to some reward which will motivate the workers to offer better services to the library users. This approach will eventually catalyze the marketing strategy of the library services to the existing and potential library users.

2.4 Chapter Summary

As discussed in chapter one, this study identified a theoretical framework to support the study by highlighting ways in which staff motivation can be addressed. The motivation theories; Scientific management theory, human relations model, instrumentality theory, content needs theory , process theory, equity theory, expectancy theory that influenced the attitudinal study were also highlighted.

CHAPTER THREE

LITERATURE REVIEW

3.1 Introduction

This chapter presents literature review on empirical studies on management of public university libraries and the attitudes are guided by the objectives of this study. Specifically, the section covers, attitude, attitude formation, effect of library staff attitude to work and utilization of library services in public university libraries in Kenya, internal and external factors which influence library staff attitude to work, existing human resource policies and development and their effect on library staff and the influence of the working environment on library staff performance. Blanche, Durrheim and Painter (2006), a literature review is not just a summary, but a conceptually organized synthesis of the results of a search. It must:

- Organize information and relate it to the thesis or research question being developed

- Help in developing an analytic framework

- Synthesize results into a summary of what is and isn't known

- Offer some pegs on which to hang the findings

- Help with the interpretation of the findings, and

- Suggest further research questions

The main purpose of this literature review is to offer an overview of significant literature published on library staff attitude to work and provision of library services.

3.2   Attitude

There are many occasions in everyday life when people feel compelled to say or do things inconsistent with their true attitudes. In fact, people's attitudes may shift

towards what they feel compelled to do or say, thus reducing the size of the gap between our true attitudes and our overt actions (Baron and Kalsher 2005).

According to McKenna (2012), attitudes are enduring systems of positive or negative evaluations, emotional feelings, and action tendencies with respect to an individual's social world. Attitudes can further be defined as mental states developed through experience, which are always ready to exert an active influence on an individual's response to any conditions and circumstances that the attitudes are directed towards. Attitude as defined by Triandis (1971) is a tendency to respond positively or negatively toward a certain idea, person, object, or situation. It is providing a state of readiness or tendency to respond in a particular way. Such a tendency, developed through peoples' experiences as they live and work with others, can affect the way they behave towards those ideas, people, objects, and situations and can include opinions, beliefs, and biases.

Attitudes are not innate, they are learned through experiences and contact with others and even through direct instruction from parents, teachers, and other important people in a person's life (Ciccarelli, 2006).

Attitude can further be defined as a stable, long lasting learned predisposition to respond to certain things in a certain way. The concept has a belief aspect, a feeling aspect and an intention aspect (Statt, 2004).

Atkinson (1996), further states that attitude is the likes and dislikes- favorable or unfavorable evaluation of and reactions to objects, people, situations, or any other

aspects of the world, including abstract ideas and social policies. Psychologists have traditionally viewed attitudes as being made up of cognitive, affective and behavioral components. Many a time people have acted differently to objects and this has often had positive and negative effects towards our actions (Baron and Kalsher, 2005).

Attitudes are acquired from other persons through the process of social learning. In other words, many of our views are acquired in situations in which we interact with others or merely observe their behavior (Baron and Kalsher, 2005). More often than not, attitude just as behaviour is influenced by patterns of structures, technology, styles of leadership and systems of management through which organizational processes are planned, directed and monitored. The focus of attention is on the impact of organizational structure and patterns of management on the behavior and actions of people (Mullins, 2010).

There are no limits to the attitudes people hold. Attitudes as earlier illustrated are learned throughout life and are embodied within our socialization process. Some attitudes such as religious beliefs may be central to us as a core construct and may be highly resistant to any change, whereas others, more peripheral attitudes may change with new information or personal experiences (Mullins, 2010).

Libraries and information units have become increasingly involved in management practices, as pressures from their parent bodies; local authorities, educational institutions, industrial and professional firms, impel them to justify their services in relation to user needs as they adopt more systematic approaches to management. Since most libraries spend more than half their budgets on staff salaries, there is growing

concern to get the most value from this expensive resource, which means giving careful and well-informed attention to each stage in staff management (Jordan and Jones 1995).

It is important to also recognize that there is great concern today about the role of the library and the institution; university, government and business in meeting the information needs of multiple communities. A public or academic library, for example, serves a local population but also may be part of a network responsible for serving the region, state, or country. Information resources are increasingly being seen as valuable national resources and ones that must be shared among the different seekers of such resources (Haravu, 2004).

Furthermore, the performance of the economy has had major influence on the amount of resources available to organizations and their library and information services. As a result libraries have been under constant pressure especially where increasing demands have been made upon them to provide quality services to the users. The experiences of academic libraries in the last decade provide the most obvious example with increases in student numbers, reductions in the numbers of teaching staff, changes in teaching methods and increasing pressure on academic staff to carry out research (Jordan and Jones, 1995).

In many developing countries, user pressure has been an important reason why libraries have sought to automate. Automation of a library involves investment in costly hardware and software and other resources, retraining of staff, and in some cases recruitment of new staff. There could be considerable dislocations in services during the changeover from a non-automated service to an automated one which could be

stressful both to the library staff and users. The rationale for choosing automated solutions should therefore be clearly understood by the management, library staff at all levels, and users (Haravu, 2004).

It is also generally accepted that people at work need security and suitable working conditions and adequate pay. The assumption is that satisfaction is a function of correspondence between the reinforcer system of the work environment and the individual's needs. While the individual worker brings his or her own needs to the workplace, the nature of the tasks, the style of the supervisor and the overall management climate are equally significant in determining the degree of motivation that may be developed on the job (Jordan and Jones, 1995). Consequently, the performance, attitudes, discipline, expertise, culture and values of staff are so fundamental to the success of information service use and yet reaching that point of utmost compatibility takes a good measure of understanding various shades and hues of the human spirit, which has been difficult to achieve (Robinson, 2007).

3.3   The Formation of Attitude

Beyond attributions and impressions, much of our social thinking involves the attitudes that we hold. Indeed from political elections, and war to latest fashion craze, attitudes help steer the course of the world events. As earlier indicated, an attitude is a positive or negative evaluative reaction toward a stimulus, such as a person, action, object, or concept (Passer and Smith, 2011). Whether agreeing or disagreeing with a political policy or a friend's opinion of a movie, you are displaying an evaluative reaction.

Our attitudes help define our identity, guide our actions, and influence how we judge people. According to social-learning theory, many of our attitudes are learned through observing others, particularly our parents, our peers, and characters on television shows, being punished or positively reinforced for expressing particular behaviors. Davidoff (1987), states that the thought component of an attitude is often based on experiences and inferences. We tend to repeat actions that have pleasant results and avoid those that lead to unpleasantness.

Thus, Wortman, Loftus and Weaver (1999), believed that, behavior that at first glance seems inconsistent with a person's beliefs and feelings may actually be consistent with the full range of a person's opinions. Further the authors opine that, someone who knows exactly how he or she thinks and feels about an issue, and whose thoughts and feelings on the issues are uppermost in the mind, is very apt to act in ways consistent with such views.

3.4   Library Staff Attitude to Work and Utilization of Library Services

Social psychologists conceive attitudes as comprising of cognitive and behavioral components. Many people would use the words attitudes and opinions interchangeably in many situations, along with values and beliefs. Opinions (and beliefs) are mainly cognitive and would be offered in answer to the questions 'what do you think about x?' Attitudes (and values) are mainly affective, with a high emotional content and would be given in answer to the question 'what do you feel about x?'(Statt, 2004).

An attitude, while it includes cognitive and evaluative components, is emotionally charged, making it more powerful than a relatively emotionless opinion. The other

component of attitude is the behavioral predisposition or tendency to act in a certain way toward a particular object, whether abstract or concrete, alive or inanimate as shown in figure 3.1 below. Attitudes are entirely learned, and they are learned the same way most other human behavior is learned (Statt, 2004).

```
┌─────────────┐                          ┌─────────────┐
│ Conative or │                          │ Cognitive  i.e. │
│ behavioral  │                          │ perceptions,│
│ i.e. actions│                          │ beliefs, memories │
│ or intentions│                         └─────────────┘
└─────────────┘        ┌──────────┐
                 ──►   │ Attitude │   ◄──
                       └──────────┘
                            ▲
                       ┌─────────────┐
                       │ Affective i.e. │
                       │ feelings  and │
                       │ emotions    │
                       └─────────────┘
```
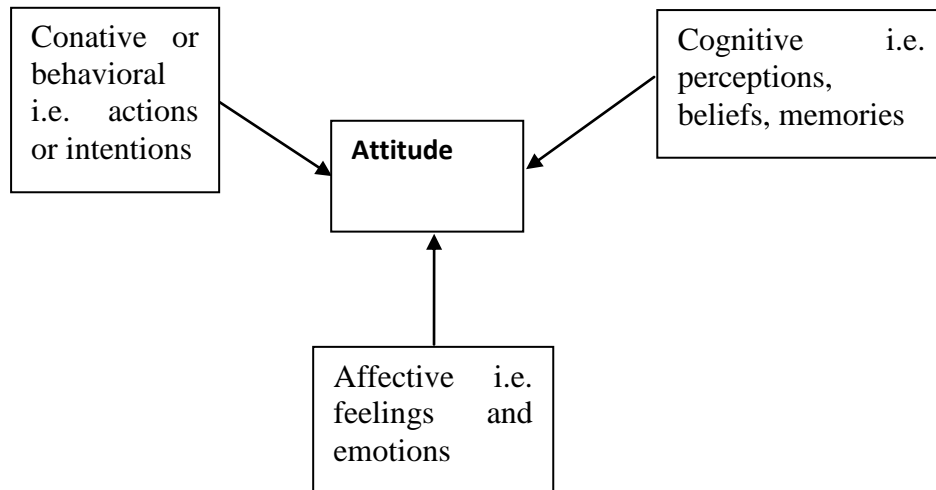
Figure 3.1: Three components of attitude: cognitive, affective and behavioral (Statt, 2004)

People tend to form attitudes for reasons within their environment. Attitudes may be formed through direct experience, classical conditioning; where a repeated association between one stimulus and another may cause a previously neutral stimulus to elicit a reaction which was previously confined to another non-neutral stimulus. Instrument/operant conditioning states, that behavior resulting in pleasant consequences is likely to be repeated in the same circumstances, whereas that which has no such pleasant consequences dies away. Observational learning or modeling, based on observing another's actions, cognitive development, is thought of as individuals constructing their own internal mental model of external reality, relatively independently of other people (Malim & Birch 1998).

It is important to recognize the impact of organizational change on the employment relationship and that patterns of workplace change affect different people in different ways. Employees of any organization would expect reward in return to the contribution they have made to the organization. This kind of approach differs from the traditional psychological contract in that it was based on long term commitment, security, and steady progression through the organizational hierarchy while the new psychological contract is more transactional and based on short term flexible arrangement and the offer of employability. Although in the past employees often were considered to be interchangeable, easily replaced components of their organizations, a different view predominate today. Research evidence suggests that high-performance organizations demonstrate significant differentiators (Robinson, 2007).

Such organizations adopt empowered rather than controlled structures and aim at creating an environment focused on sharing information, creativity and innovation. In such environment, teamwork, networking and initiatives to harness the specialist knowledge and skills of employees are widespread. The mechanism that enables organizations to elicit high performance and commitment from their people thus goes beyond the establishment of an infrastructure of systems and processes of legal and ethical compliance (Robinson, 2007).

It is not very easy to measure attitudes. This is because they are not directly observable. There is also not a very clear relationship between attitudes and behavior or between what is measured and what happens in real life. But since they are central to social psychology and have been central for so long, techniques have been developed to measure them (Malim and Birch 1998).

According to Corbetta (2003) the Likert technique takes its name from psychometrician Rensis Likert, who first proposed it at the beginning of the 1930s. Likert scale covers a wide variety of scales which are also known as summated rating scales. This technique is still the most frequently used procedure in attitude assessment, and has been developed and enriched considerably since its introduction. In the initial version Likert himself proposed seven alternatives (Ranging from 'agree strongly' to 'disagree strongly'). The number was later reduced to five (or sometimes four by eliminating the middle category).

There are four phases to the construction of the scale:

i)   Item conception and writing;

ii) Item administration;

iii) Item analysis, i.e. internal consistency evaluation and item selection; and

iv) Scale validation and unidimensionality checks.

Likert scale is to write a number of statements, known as scale items each with the same standard set of responses. In the study, the Likert scale items consisted of a mix of positive and negative statements. The responses were on a rating scale with two extreme positions, positive and negative, at either end of the scale. The Likert scale questions were designed of five points strongly agree, agree, undecided, disagree, and strongly disagree (David and Sutton, 2004).

In this study a measurement rating scale was developed and a number of statements were produced relating to the attitude in question and respondents were asked to indicate the extent of their agreement or disagreement with each statement and numerical value attached (Malim and Birch, 1998).

Strongly disagree	1
Disagree	2
Undecided	3
Agree	4
Strongly agree	5

Figure3.2: A Likert-Type Rating Scale (Gravette & Forzano, 2009)

The study therefore adopted the Likert scale rating since the questions that were undertaken produced numerical values that were treated as measurements from an interval scale, (i.e. an interval scale consists of a series of equal-sized categories, which makes it possible to measure distances on the scale). The other secondary advantage of the Likert rating scale questions for the study was that participants found them easy to understand and easy to answer (Gravette and Forzano, 2009).

Meanwhile the study was interested at the semantic differential technique developed in the 1950s by the American psychologist Charles Osgood and workers. The aim of these researchers was to create a highly standardized tool to gauge the meaning that concepts have for people: a tool capable of answering the question 'What does it (a concept such as mother, the country, war, etc.) mean to you?'(Corbetta, 2003).

Osgood's semantic differential was designed to investigate the meanings of given concepts not through direct subjective descriptions provided by interviewees but through associations between those concepts and other concepts presented to all interviewees in a standardized manner. Thus, instead of asking; What does the word 'attitude' mean to you?, the interviewer asks a series of questions, such as: Is' attitude'

hard or soft? Pleasant or unpleasant? And so on. Meanwhile to increase the sensitivity of the technique, the subject is also asked to grade the intensity of each impression on a 7-point scale. Therefore, as Osgood and co-workers assert, 'the semantic differential is essentially a combination of controlled association and scaling procedures (Corbetta, 2003).

These semantic differentials focused upon the affective component of attitudes, the emotion or feeling attached to the word or concept. The focus of the attitude was rated on a seven - point bipolar scale from the pair of adjective produced. The pair of adjectives chosen represents three dimensions: evaluation (good, clean), potency (strong) and activity (active, fast). This approach has the advantage that the researcher does not have to make up a series of statements, but can use a fairly standard set of objectives (Malimand Birch, 1998).

Responses were made by circling the numerical position on the scale that most represents the respondent's feelings, attitude or belief to a particular item under study. Each end of the scale represented an extreme position, bad to good, dull to fun, low to high. Its application was particularly useful in research that involved comparing the attitude of one group of individuals to another (David and Sutton, 2004).

	1	2	3	4	5	6	7	
Fair	-	-	-	-	-	-	-	Unfair
Large	-	-	-	-	-	-	-	Small
Valuable		-	-	-	-	-	-	Worthless
Active	-	-	-	-	-	-	-	Passive
Reliable		-	-	-	-	-	-	Unreliable

Figure3.3:Osgood's semantic differential (Malim and Birch, 1998)

Consequently, there have been attempts to get over the reluctance of people to reveal their true feelings, which have made it hard to measure attitudes. Sometimes individuals want to conceal their true views so that they can shine in the eyes of others, or to avoid stating views they know to be unbiased to avoid strong disapproval from others. The bogus pipeline technique was used to reveal the true attitude of people. In a similar study the respondents are connected to a machine resembling a lie detector by measuring tiny changes in their muscles (or in brain waves or other physiological reactions) can assess their true opinions no matter what they say (Baron and Kalsher, 2005).

To convince respondents that this was actually the case, the researcher asked for their views on several issues- ones on which their real views were known (e.g. because they expressed these several weeks earlier). The researcher then 'reads' the machine and reports these views to participants- who are often quite impressed! Once they believe that the machine can, in a sense, 'see inside them,' there is no reason to conceal their true attitude. Presumably, then, their responses to questions or to an attitude scale will be quite truthful and provide an accurate picture of their attitudes (Baron, 2001).

It is clear that knowledge, skills and abilities have a significant impact on employee performance. All things being equal, if the employees lack the knowledge, skills and abilities to perform a task or behaviour, they will likely fail. Abilities develop over time through the interaction of heredity and experience and are long-lasting. Skills are similar to abilities, but differ in that they combine abilities with capabilities that are developed as a result of training and experience. While knowledge is the understanding of factors or principles related to a particular subject (Werner and DeSimone, 2009).

In a university library setup, the attitude and the employee's knowledge, skills and abilities are important internal factors of behaviour. Without ability, the capability by which one has to perform a set of tasks will be lacking and the person will be unable to perform a given task regardless of motivation. This therefore showed that both employee attitude and ability play a role in the effectiveness of human resource development of an organization.

Numerous studies are devoted to patrons' use of academic libraries, but only a small body of research examined the attitude of the library staff to work in provision of information resources in public university libraries. The academic librarians should acknowledge the concept of self-reliance, meaning the ability and the desire to navigate the library and all its textual and digital resources, independent or almost independent of library staff. A number of studies have found graduate students to be among the heaviest users of electronic journals when consulting the journals extensively for short periods when doing thesis or dissertation research. In the electronic landscape, users are often more interested in access rather than actual ownership.

According to Jankowska, Hertel and Young (2006), libraries must change their services to adapt to changing users who are now sometimes, for all intents and purposes, virtual people, interacting with virtual services and virtual and digitized libraries and materials. Additionally, when users are avoiding the traditional forms of library assistance such as formal instruction, asking for help at the reference desk, it becomes critical that the library web site is often the primary and first point of contact

with the user and is clear in scope and purpose by offering a variety of levels and types of help and targets services to different user groups.

Meanwhile libraries have continued to be an integral part of the formal education system alongside the laboratories. They have continued to be a haven from the pressure of academic life and communal living. That they also form part of self education and discovery cannot be gain said. Indeed as publishing on paper increases rather than declining, students and faculty have increasingly depended on libraries to acquire, preserve and provide access to resources necessary to support research and teaching (Haravu, 2004).

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Libraries will also serve as a source of information about new technologies and as an access point to non-print materials outside their immediate holdings. As most universities came into existence in the thirteenth century as a result of urbanization and international transactions exemplified by transoceanic commerce, explorations, and other adventures, more information was required and more writing took place outside of the Cathedrals and abbeys as more books were being produced (Lucker, 1993).

One of the most important academic libraries of this time was Sorboune, founded at the University of Paris in 1254 by Robert de Sorbon, Chaplain of Louis IX. In this library, books were not in cupboards but rather on lecterns or slanted tables, usually back to back. As the growth in the number of academic institutions began to accelerate and as collections began to expand at an unprecedented and unfortunately unanticipated rate, there was a geometric increase in both the size and number of academic libraries throughout the world (Lucker, 1993).

Consequently librarianship and libraries have been greatly impacted by the rapid developments in Information and Communication Technologies (ICT) in the recent years. Traditional libraries are evolving into digital and virtual libraries, and the present day librarians are required to acquire information and communication technology skills to perform their roles effectively in a digital environment. The inevitable use of information and communication technologies in libraries has further consolidated the library's position as a cost center. As such, libraries and information centers all over the world have been faced with decreasing budgets and escalating cost of resources. This has necessitated the need for outreach and marketing activities (Gupta, 2006). In the last two decades, most organizations have experienced great change in their markets and operations. Customers have become more demanding, competition more intense and sophisticated and the pace of the technological change has quickened. This therefore has forced many organizations to adapt Total Quality Management (TQM) to ensure that the services they offer to the users are of quality and meet their information needs (Porter, 1996).

However, work remains central to the lives of many people, to the extent that many indicate that they would continue to work even if they had incentives not to. Work provides a sense of identity and purpose, the opportunity for social interaction and the means to gain recognition and reward. Although attitudes towards work can be attributed partly to psychological differences between individuals, they are likewise shaped by the organizational context within which work is performed and by management practices in place. Attitudes towards work are thus influenced by the degree to which an organization regards its employees as an asset to be invested in, as a resource to be developed, or as a commodity to be exploited (Robinson, 2007).

It is evident that the human resources function of management has been transformed by this new attitude towards employees and libraries and information centers like other institutions are moving towards new organizational structure. They are moving slowly away from rigid hierarchies to more organic forms of organization. The move is appropriate because there has often been tension in libraries between the professional status of many of their employees and the traditional bureaucratic form (Stueart and Moran, 2007).

Meanwhile, work intensification and longer working hours have contributed to reduced levels of job satisfaction and made work more stressful. The concept of empowerment suggests that employees at all levels in the organization are responsible and accountable for their actions and should be given the responsibility and authority to make decisions about their work. The reality of many employees has been a widening gap between the rhetoric of empowerment and the reality of work intensification, increased organizational stress and insecurity at work. The effects of change, organizational restructuring and increased insecurity invariably generate tendency to "play it safe" to keep your head down and hardly empowered (Robinson, 2007).

Meanwhile, a library's success depends upon the availability of information resources. It is not enough that they are available, or even bibliographically accessible; they must be physically accessible to those who need them. The growth of knowledge, especially in science and technology has turned attention to the problem of bibliographical or intellectual access to recorded knowledge (Agah, 2007).

The failure of the reader to identify what has been bibliographically identified in the library catalogue due to lack of indication on the library catalogue that the item is lost, sent to the bindery, weeded, stolen, mishelved, removed by staff for private use, or to relatives, friends and associates, through restrictive circulation policies and an inefficient loan system, among others should be a pointer to the library managers of urgent redress (Evans, 1983).

Since library staffs are the means by which service is provided, the quality of any service depends largely on the quality of staff. Some librarians refuse to 'soil their hands'; casting themselves as administrators, while secretaries, clerks, and messengers minister to library patrons. This has greatly affected the service delivery in many information organizations and moreover, when professional librarian and other employees fail to make adequate use of their knowledge and skills thenaccess to information is affected (Evans, 1983).

Jankowska, Hertel and Young (2006) underscored the need for academic libraries to provide effective and efficient ways of delivering information services to their users. It is worth noting how Google and Amazon. com's, customer gratification Web-based services have dramatically altered the information landscape, and now academic library users expect similar ease of use and immediate results when accessing information through the library gateway. In addition to this ubiquitous competition from readily available web sites, academic libraries also face constant changes in subscription packages, formats, and technological advancements. This scenario has forced academic libraries to confront some of the issues on keeping up with user

satisfaction, effectiveness of exploiting customer feedback and shaping and influencing user expectations.

It is further observed that the task of providing information services to all the clientele has been complicated by the different needs and expectations by the faculty, undergraduate students and graduate students. In this case, the Librarians see the total working relationships of all the units of the library and their necessary role in fulfilling the primary mission of the library. For them, the units of the library are collection development, reference, cataloging, information technology, inter library loan, and so on. The majority of users, on the other hand, see books, journals, reference sources, online books, online journals, and information resources in general. They also see the library building, the computers in the library, and the people who provide them service. A rephrasing of the research statement, then, would ask how do users perceive the relevance of the library building, the library's computers, and the librarians in meeting their needs for information resources.

Head, Marcella and Smith (1995) encourage reference service in the work place since it gives the staff the opportunity to closely interact with the library user and vice versa. He avers that it is encouraging for the library users to co-operate while looking for information since it allows them to participate in real situation and gives them the experience of being the user of a reference service and enables them to evaluate the effectiveness of a particular method of information access.

According to Head, Marcella and Smith (1995), there are several ways of measuring quality in reference or information service delivery:

i) Statistics relating to enquiry response figures may be collected and analyzed. This approach is simplistic and offers neither qualitative dimension, nor indication of extent of enquiry, length, complexity and so on.

ii) Observation techniques in which third parties record the transactions which occur. Such an approach allows for critical evaluation and commentary but has the disadvantage that such observation inevitably affects performance.

iii) Feedback or questionnaires from users can provide valuable information on levels of satisfaction. Again there are problems in drawing comparative conclusions and in ensuring a high return, particularly from dissatisfied clients.

iv) Unobtrusive testing, where identical tests are carried out by a number of testers across a variety of service points. The advantage here is the gaining of comparative data, although only one approach is made to each service.

The test method was carried out by the third year students for the Bachelors of Arts in Librarianship and Information Studies at the Robert Gordon University to find out the effectiveness of reference service in the library. An Unobtrusive testing was carried out by the students and each student was provided with a proforma detailing the information to be collected and was divided in different sections as outlined:

Part one: - Recorded perceptions of the location and the nature of the inquiry point; i.e. the type of service, physical location and setting of the enquiry desk, how busy the library was.

Part two:-Recorded perceptions of staff attitudes and response: how welcoming, helpful, indifferent, hostile, whether or not the staff member responding to the enquiry was professional or non-professional: whether or not a reference interview was

conducted and if so, was it interrupted or were they given any referral advice.Finally the testers were asked to rate their assessment of the quality of response.

Part three: - Recorded the resources to which the library had immediate access, such as catalogues, bibliographic services, CD-R0Ms, online facilities.

The results of this study suggested that training is deficient, or that staff have too little opportunity to put into practice and reinforce skills learnt. However, the majority of libraries visited as part of the study had no specialized enquiry desk and enquiries were handled by any member of staff available at the issue desk. Overall, there did not seem to be an obvious difference between how the professional and non-professional members of staff dealt with enquiries (Head, Marcella and Smith, 1995).

In a study by Bhatti (2008), the author looked at the perception of teachers and students and the attitude of library staff in dealing with them in a university librarianship. The study sought to analyze the user-librarian interpersonal relationship with regards to library user education programmes. It was realized that in the changing patterns of librarianship worldwide, library professionals need to play a very effective and enthusiastic role in supporting education and research.

The study revealed that there is very little co-operation between the library staff and teachers and students. There seem to be a lack of co-operation among teaching and library staff to promote an effective and independent use of library by the students. Lack of formal training for librarians is the subject of considerable debate. It wasobserved that at the library schools the emphasis was on the theoretical aspects of librarianship rather than the practical aspects.

The study concurred withKaur(2008) and found a number of constraints as preventing library staff in having helpful and friendly attitudes to users. A major constraint suggested was the large number of users as compared to the small number of library staff workload, their other job-demotivating factors, such as insufficient salary, dissatisfaction with their status and their inability to help the users due to lack of any formal training system and inadequate resources in meeting their needs.

Bhatti (2008) reconsthat libraries must adopt marketing strategies to survive since they are facing a lot of challenges. These include the advent of information superhighways, dwindling library budgets, increasing user needs, complexity of information requirements, competition from the private vendors.

Marketing is basically an approach towards consumer satisfaction. In order to market information services, the librarian must be sensitive to the needs of both the staff and the users, and provide services which really meet the patron's needs. A positive change in the attitude of the librarian towards marketing is a prerequisite for making it successful in the library.

Saunders (2008) was of the view that libraries have become like corporations where businesses thrive on the value of the product being sold. Libraries are in the business of providing the books, articles, and documents that contain the information needed by the user. All operations and resources in the library should support this key goal.

In Sierra Leone University, Libraries were less utilized as indicated by Kargbo (2001), that a close look at the university education, reveals serious misgivings simply because it is an offspring of a wasteful society indifferent to the resources that the society provides. He further maintained that academic libraries play less significant roles in

academic preparations since students do not have the urge, interest and curiosity for further exploration of a subject. Hence libraries have been made to function as ritual appendage to instructions.

According to Kargbo (2001), the university libraries are facing several challenges which include the cost of storing infrequently used materials, and the difficulty of recruiting and sustaining trained skilled personnel. This points to lack of proper library policy implementation in Sierra Leone.

According to Ndlangamandla (2012), Swaziland libraries are ignoring their own local higher education and training programmes in library and information management. And it was further noted that the libraries education and training programmes rely on professionals from outside Swaziland. This equally points at the weaknesses of library policies implementation and reveals that library and information management training is not one of the priority areas by the government education system.

The observation on clear library training policy was supported by Amunga and Khayesi (2012), who indicated that shortage of staff in Library and Information science obstructs students from getting information that are stored in the databank. This therefore contributes to the delays amongst students to complete their programmes in time. She further observed that luck of library experience and/or pedagogy by some library staff do interfere with the library services to the users. This state of affairs builds frustration on the library users who in turn avenges their anger on the library staff.

According to Otike (2004), one of the major challenges that library staff face in the new millennium is how to cope with electronic or paperless literature. He asserts that librarians in Kenya will have no option but to embrace the concept of "libraries without walls". However, the author affirms that the library staffs need to master the skills in computer technology to be able to cope with the emerging challenges in the information world.

Odongo (2012) was of the view that many librarians and readers are resistant to change to the e-world in accessing and using the available free and fee based information resources on the web. She further ascertained that most librarians believe that if they embrace the electronic version completely, their jobs would be at risk.

Although the current study agrees with the findings of Otike (2004), Amunga & Khayesi (2012)and Odongo (2012), a lot of emphasis should be laid on staff training and motivation to be able to cope with the changing paradigm in the information society in delivery of information services to the library users.

Further, Otike (2004),Amunga & Khayesi(2012) and Odongo (2012) presented their findings on library staff attitude to work in relation to the utilization of library services, internal and external factors that influence library staff attitude and job performance, existing human resource development policies and their effect on library staff and finally the influence of the working environment on library staff performance which confirms the issues discussed in the study

3.5 Factors which Influence Library Staff Attitude to Work and Job Performance

The study looked at some of the internal and external factors that influence library staff attitude to work and their performance and which had a significant bearing to the output of library services in the three university libraries.

The following are some of the factors that influenced library staff attitude to work and job performance at the work place:

3.5.1 Staff Supervision and Leadership:- the supervisor in the library is the key communicator, by delegating tasks and responsibilities, setting expectations, evaluating performance, providing (or failing to provide) feedback, rewards and discipline. The supervisor's leadership style can influence employee performance since effective leadership creates positive change for the organizational success. Therefore supervisors should develop effective relationships with each employee under their supervision (Mathis and Jackson, 2008).

According to Werner and DeSimone (2009), research on self-fulfilling prophecy, or the Pygmalion effect shows how the expectations a supervisor establishes can influence a subordinate's behavior. If supervisors expect good performance, their behavior may aid and encourage their subordinates to raise their own self-expectations, increase their efforts, and ultimately perform well.

Topper (2007) agrees that while it is up to the supervisor to initiate good working environment, the employee needs to be an active partner in the process. On the other

hand, the supervisor needs to be consistent, reasonable and fact-based in their decision, and come across as genuine.

3.5.2 The Organization:- the organization itself can influence employee attitude through its reward structure, culture, and job design. The rewards can include both tangible, such as financial bonuses, and plaques and intangible things, such as recognition and acceptance. It is therefore imperative that the supervisors and the human resource development professionals understand the organization's reward system, how it is put into practice and how employees respond to it. The organizational culture can also have a great influence on individual attitude. Individuals who understand an organization's culture are able to accurately interpret organizational events, know what is expected of them, and behave in appropriate ways in new or unfamiliar situations (Werner and DeSimone, 2009).

3.5.3 Job Design:- this refers to organizing tasks, duties, responsibilities, and other elements into productive unit of work. It addresses the content of jobs, and the effect it has on employees (Mathis and Jackson, 2008 and Werner and DeSimone, 2009).

Job design aims at satisfying the requirements of the organization for productivity, operational efficiency and quality of product or service, and to also satisfy the needs of the individual for interest, challenge and accomplishment, thus providing for 'job engagement'- commitment to carry out the job well (Armstrong, 2006).

3.5.4 Coworkers and Teams:-coworkers and especially team members can exert a strong influence on an employee's attitude by controlling some of the outcomes valued by the employee and can use those outcomes to influence the employee's behavior.

Coworkers control some of the outcomes valued by an employee and can use those outcomes to influence the employee's behavior, e.g. if an employee behaves in a way coworkers value, they may reward or reinforce that behavior by offering friendship and recognition. Similarly they may choose to react to behavior they disapprove of by withholding desired outcomes or punishing the employee through insults, ostracism, or threats (Armstrong, 2006).

3.5.5 Outcomes:-outcomes occur as a result of a given employee behavior and these can be personal or organizational in nature. Personal outcomes are those that have value to the individual such as pay, recognition, and emotions. Organizational outcomes are things that are valued by the organization, such as teamwork, productivity, and product quality. These outcomes are what an organization would ultimately hope to achieve by the collective effort of all its members. But it should however be noted that not all outcomes have a positive aspect in it, there are embarrassment, disciplinary actions, transfers, loss of pay or privilege, and ostracism that are all possible unpleasant outcomes of employee attitude (Mathis and Jackson, 2008).

Thus, it is important that managers remain aware of the outcomes of their subordinates' performance, as well as how their subordinates view these outcomes. This knowledge can be useful in detecting needs for training, motivating employees to participate in training, and in ensuring that what employees learn in training is applied to their jobs for the good of the organization (Mathis and Jackson, 2008 and Werner and DeSimone, 2009).

3.6   Human Resource Development Policies on Library Staff Performance

Policies, practices and procedures constitute elements of the formal human resource system and are used to influence human resource related decisions throughout the organization. Personnel or human resource policies, like any other corporate policies, are not just the preserve of a particular group of managers. It is therefore the responsibility of the human resource managers to draft HR policies and to argue the case of their acceptance (Cole and Kelly, 2011). Academic and research institutions are often identified with quality research output which have enabled educational growth and significant contributions to knowledge.

With the present global information explosion driven by internet capabilities and networked societies, the academia as a citadel of knowledge needs to maintain significant level of relevance by being positioned to meet up the non-ending competitive information market (Philip, 2012). The quality of any learning experience that an institution provides will depend on a number of variables, namely the quality of teachers, the quality of teaching and the appropriateness of the content; the provision of relevant, adequate and up-to-date library materials (Kargbo, 2001).

In tertiary institutions, students should realize that they are in college not to be taught but to learn, and the responsibility for acquisition of knowledge falls squarely on their shoulders. This however does not mean that there is going to be tolerated poor teaching or overdependence on the lecturers. It is here that the library comes to aid the students and provide facilities for study, research, geared closely to the academic setting of the parent institution (Philip, 2012).

Meanwhile a university library is an important instrument of teaching besides other modes such as lectures and discussion methods. The librarian serves as a teacher, guiding the student in the ways of investigation and research. To achieve this, libraries acquire information materials to support tuition and research by the faculty and students and organizing resources in a manner that permits easy access to the contents and ensuring that such access is facilitated by giving users the necessary skills to retrieve the information required (Saap,1992).

It is clear that knowledge, skills and abilities have a significant impact on employee performance. All things being equal, if the employees lack the knowledge, skills, and abilities to perform a task or behaviour, they will likely fail. Abilities develop over time through the interaction of heredity and experience and are long-lasting. Skills are similar to abilities, but differ in that they combine abilities with capabilities that are developed as a result of training and experience. While knowledge is the understanding of factors or principles related to a particular subject (Werner and DeSimone, 2009).

In a university library setup, the attitude and the employee's knowledge, skills, and abilities are important internal factors of behaviour. Without ability (the capability one has to perform a set of tasks), a person will be unable to perform a given behaviour, regardless of motivation. This therefore shows that both employee attitude and ability play a role in the effectiveness of human resource development of an organization.

3.7   Effect of the Working Environment on Library Staff Performance

A part from the external factors, there are also factors within the organization that influence employee attitude.

3.7.1 Economic Condition

The current economic climate, in which we find libraries, staff, and selves working, is unfamiliar and stressful to many libraries. Because of that the library staff have found their jobs less secure than they had imagined. Many public university libraries are cutting budgets, including workforce, in order to remain viable. Although the demand for library services is on the increase, the global financial and economic crisis that has affected public institutions has forced a reduction on the number of librarians and other personnel (Kont and Jantson, 2013).

Consequently, for the universities to succeed in ensuring that the library staff are motivated to work optimally, it therefore requires prudent managing of people more than ever in a way that they feel motivated and enables them to workat their highest levels of productivity and in harmony with one another so that the organization is thriving in terms of efficiency, service, effectiveness, quality and value.

3.7.2 Library Staff Attitude to Library Work

Meanwhile, considering the circumstance that affect the effectiveness and performance of library work, the most vital factor is whether the library staff have sufficient attitude for having his/her job done at all, whether he/she is enough motivated for individual development, improvement and enhancement of work performance and finally, whether the employee enjoys necessary working conditions that also embraces work organization (Kont and Jantson, 2013).

It is required that both the individual and collective attitudes of the library administration, managers, staff, and stakeholders toward providing quality customer focused service need to be perpetually monitored and challenged so as to be able to

listen to the library customers' needs and serve them appropriately. The librarians need to adapt to different marketing concepts.

As library users become more comfortable with using the Web for services and to search for information, librarians often have led the way in making reference services available to patrons online. Online real-time chat reference services have become increasingly prevalent in many types and sizes of libraries, and, as with any other library service, it is important to evaluate the effectiveness of, and user satisfaction with, those services (Kwon and Gregory, 2006).

They can do so through positive attitude and enhancing the overall quality of service to attract new customers, do more business with the existing customers and reduce the loss of customers. The overall quality of library service can be improved by, measuring not just the customer's perception of service, but customer's service expectations, improving library service and lowering costs and finally by showing library customers respect (Mahapatra, 2010).

It is a reality that the library profession has gone through a transformational change and the nature of the information environment which calls for new technology skills and competencies on the part of the information professionals is here to stay. Existing literature in Kenya reveals a consistent effort made by university libraries to create and invest in institutional repositories to enable a wide range of users access to its information materials. At the same time the library staff are expected to adjust to the new library service standards by adopting to the changes that are being witnessed in

the ICT sector through the use of blogs, online chat, wikis into library instruction and reference service (Makori, 2009).

3.7.3 Labour Market Condition for Library Staff

Finance is a critical resource for sustainability and growth of any institution including libraries. Traditionally, the higher education institutions and their libraries are supposed to be established for social development as academic and scientific organizations, but now it has been well established as a large market in the developed economies which is also taking shape in Kenya. The role of academic libraries in the prevailing and proposed model of higher education system has already been well defined and accepted by educational policy makers around the globe. In the recent past, significant developments have been reported in library and information system and services in Kenya and the academic libraries are also supposed to shoulder newer responsibilities in higher education system along with ensuring their management and sustainability (Mahapatra, 2010).

Working conditions have a modest effect on job satisfaction. If the working conditions are good (clean, attractive surroundings), the personnel will find it easier to carry out their jobs. If the conditions are not good (dirty, hot, noisy surroundings), personnel will find it more difficult to get things done. The library can improve the customer experience by paying greater attention to the overall atmosphere or ambiance.

Meanwhile, the nature of library work can be repetitive; reference, lending, referral, reprography, bibliographic services etc, yet regular repetition of these duties makes an important contribution to an efficient library service. However, even with the scope to make evaluation and improvement to the existing library activities still such repetitive

assignments can make the library work quite boring and lead to lack of motivation. It is therefore the responsibility of the library managers to use a range of strategies by inculcating new skills in the library staff to tackle the boredom in provision of library services (Green, Chivers and Mynott, 2000).

3.7.4 Technological Changes and the Library

It is worth noting that the information environment of libraries is changing faster than ever happened. The digital revolution driven by ICT innovations has transformed the library and redefined the role of LIS professionals fundamentally. The emergence of internet and especially the web has brought in a communication revolution enabling everyone to access, retrieve and send information anywhere easily, instantaneously and inexpensively (Philip, 2012).

In the recent years with the evolution of web application, the latest buzzword in the internet world is web 2.0. It enhances creativity, communication, secure information sharing, collaboration and functionality of the web. However, the question which inevitably arises is: how does the concept of Web 2.0 relate to the library world and how prepared are the librarians to adapt to the new paradigm shift in deliver of library services to an over expectant library users? (Mahapatra, 2010).

The new librarian portrayed as Librarian 2.0, should be able to connect users to experts' discussions and communities of practice; develop social networks and encourage users to develop content and metadata. In this way the library customers would find it convenient to still use the library services even remotely and be able to access online services including digitized information services (Mahapatra, 2010).

3.8 Chapter Summary

This chapter provided a critical review of existing literature and identified the knowledge gap on the effect of library staff attitude to work on the use of information services in public university libraries in Kenya. The literature that was reviewed helped to address the identified knowledge gap.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1   Introduction

This chapter discusses the research methodology used in the study. It also describes the methods used to collect the required information. It covers the research design, study area, data collection, study population, sampling techniques, instrumentation, data collection procedures, and data analysis and interpretation. It further explains the validity and the reliability of the instruments.

4.2   The Research Design

The concurrent triangulation approach, which is one of the mixed methods approaches models, was used in the current study. According to Bryman (2011), this model is selected when the researcher uses two different methods in an attempt to confirm, cross-validate or corroborate findings within a single study.

The research design employed both qualitative (interview and open-ended questions) and quantitative (close- ended questions) to collect data from the respondents.   It was chosen due to its advantages as identified by Corbetta (2003). These include its ability to offset the weaknesses inherent within one method with the strengths of the other method. Coupled with its being familiar to most researchers, it can result in well-ventilated and substantiated findings.

Furthermore, the concurrent data collection design results in a shorter data collection time period as compared to sequential approaches. As identified by Bryman (2008), this approach was employed because of the confidence in the findings deriving from a

study using a quantitative research strategy and can be enhanced by using more than one way of measuring a concept.

The questionnaires and the interviews covered the organizational variables, attitudes towards library staff and the services being provided and the data collected. Data emanated from questionnaires and interviews, perceptions and comments by students and library staff in public universities in Kenya. It was realized during the study that a single positivist research strategy was unlikely to elucidate the problem adequately and hence multiple strategies were adopted for this particular study.

In the current study, the qualitative approach was found appropriate since it allowed the researcher to study selected issues in depth, openly and in detail as they identify and attempt to understand the categories of information that emerge from the data while quantitative research was used to summarize results in numerical terms to be able to give a specific degree of confidence (Blanche, Durrheim and Painter, 2006).

Since the study was descriptive, it was concerned with conditions or relations that existed, opinions that were held, processes that were going on, effects that were evident, or trends that were developing. It was primarily concerned with present, although it often considered past events and influences as they relate to current conditions.

Best and Kahn (2006) avers that descriptive research deals with the relationships between variables, the testing of hypotheses, and the development of generalizations, principles, or theories that have universal validity.

Gravetter and Forzano (2009) descriptive research has the following characteristics distinguishing it from the other types of research.

i) They use the logical methods of inductive-deductive reasoning to arrive at generalizations

ii) They often employ methods of randomization so that error may be estimated when population characteristics are inferred from observations of samples

iii) The variables and procedures are described as accurately and completely as possible so that the study can be replicated by other researchers.

This approach was considered the most suitable method because it enabled the researcher to obtain highly reliable data due to the descriptiveness of the study which made it possible to compare and verify information across the three universities and the findings could easily be inferred to a larger population. The respondent's views were transcripted and coded for thematic analysis.

4.3   The Research Methods

Research can be divided into two broad categories: quantitative research and qualitative research paradigm. Quantitative research consists of research in which the data can be analyzed in terms of numbers. Research can also be qualitative; that is, it can describe events and persons scientifically without the use of numerical data. Qualitative and quantitative research should be thought of as a continuum rather than a mutually exclusive dichotomy.

The study elaborately looked at the influence of staff attitude and its influence on the use of information services in public university libraries in Kenya with a view to

analyzing the extent to which such an influence can impact either positively or negatively on the utilization and promotion of library services. Both the aim of the study as stated in chapter one as well as the objectives suggests a research environment that afforded the researcher the opportunity to do the following:

i) Observe real situations and contexts in the library where various aspects of staff attitude to work apply;

ii) Gain insights through observation and conversations as these take place in the process of providing the information service to the users;

iii) Receive descriptive narratives and occurrences from library staff as they may have accumulated through their experience and understanding;

iv) Collect data through the process of open ended interviews and questionnaires.

The study used the two research methods to analyze the extent of influence on library staff attitude and its effect on access to information service by the students in the three public universities as expressed in chapter four of data analysis.

4.3.1 The Qualitative Approach

According to Best and Kahn (2006) and Mugenda (2008) qualitative studies are those in which the description of observations is not ordinarily expressed in quantitative terms. Qualitative research is based on the phenomenological paradigm, which uses a variety of interpretive research methodologies. In qualitative approach, the researcher assumes that the meaning of events, occurrences and relationships are best understood from the perspective of the participants within their contextual bearing.

According to Creswell (2003) qualitative research has some characteristics which capture both traditional perspectives and newer advocacy, participatory, and self-reflective perspectives recommended for research:

i) Qualitative research takes place in the natural setting. The qualitative researcher often goes to the site (home, office) of the participant to conduct the research. This enables the researcher to develop a level of detail about the individual or place and to be highly involved in actual experiences of the participants.

ii) Qualitative research uses multiple methods that are interactive and humanistic. The methods of data collection are growing, and they increasingly involve active participation in the study.

iii) Qualitative research is emergent rather than tightly prefigured. Several aspects emerge during a qualitative study. The research questions may change and be refined as the enquirer learns what to ask and to whom it should be asked. The data collection process might change as doors open and close for data collection, and the enquirer learns the best sites at which to learn about the central phenomenon of interest.

iv) Qualitative research is fundamentally interpretive. It means that the researcher makes an interpretation of the data. This includes developing a description of an individual or setting, analyzing data for themes or categories, and finally making an interpretation or drawing conclusions about its meaning personally and theoretically, stating the lessons learned, and offering further questions to be asked.

v) Qualitative researcher views social phenomena holistically. This explains why qualitative research studies appear as broad, panoramic views rather than micro-analyses. The more complex, interactive, and encompassing the narrative, the better the qualitative study.

The above analysis of both quantitative and qualitative methods presents the features of the two approaches. This constitutes part of the criteria that a researcher takes into consideration when deciding which of the two approaches to apply in his/her research. The study was able to gain insights into the operations of the three university libraries at the service points; including the circulation counter, information desk, the reserve section, acquisition section, the reference section, the periodical section and be able to observe how the library staff were interacting with the library users and also get a verbal feedback from the students.

4.3.2 The Quantitative Approach

The quantitative research which is also referred to as the logical- positive paradigm, which utilizes experimental research methodologies is founded on the fundamental belief that there is an objective external world that exists independent of human perception, and which is amenable to mathematical or quantitative measurement. The quantitative approach is one in which the investigator primarily uses post positivist claims for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation, and the test of theories), employs strategies of inquiry such as experiments that yield statistical data (Creswell, 2003).

Some advantages of quantitative research can be enlisted as:

i) In quantitative research the experimenter has carefully planned the study including the tests, or other data collection instruments.

ii) It is based more directly on its original plans, and its results are more readily analyzed and interpreted.

The study analyzed some data collected from the questionnaires quantitatively and reported them in a statistical data. The study analyzed the number of students using their libraries and other libraries for a given period of time and the information resources they were using to enable the researcher to come up with themes from the study.

4.4 Study Population

A population is any group of individuals that has one or more characteristics in common and that are of interest to the researcher (Best and Kahn, 2006). A researcher needs to have knowledge about the subject of his study, that is, the study population, in order to give a clear, accurate and correct explanation about it. This is one way of ensuring that the researcher has adequate background information, detail and understanding all of which will come in handy in choosing the population to be studied.

The study established that there are twenty two (22) public universities in Kenya, nine (9) public university constituent colleges; seventeen (17) chartered private universities; four (4) private university constituent colleges; twelve (12) private universities with letter of interim authority and two (2) registered private universities (Commission for University Education, 2013).

The universities and colleges in Kenya are spread across the country and are offering different degree and diploma programmes to the students. These universities have been given the authority to establish new programmes, Commission for University Education in Kenya (2013) and to ensure that quality of education standards is maintained and comparable to well established international universities in the world.

The study purposively looked at the three public university libraries in Kenya namely, University of Nairobi, Moi University and Maseno University respectively. These institutions had shared commonalities in terms of students, programmes, and library staffing and therefore the researcher's interest was to get a balanced representation of the public universities across the country without any undue bias as indicated in table 4.1 below and appendix vii (Commission for University Education, 2013).

The researcher developed interest in public university libraries because they are resourced by the public through taxes and have many common features that allow for comparison in terms of resource variables. Besides, there is an assumption that private university libraries are well resourced from the wealthy families and sponsors and therefore could not elicit a lot of interest for the study.

The target population consisted of 4,520 undergraduate and 334 postgraduate students of School of Arts of Maseno University, 8,640 undergraduate and 280 postgraduate students of School of Education of Moi University and 11,840 undergraduate and 386 postgraduate students from the College of Architecture and Engineering, University of Nairobi. In the staff category, the target population was 3 university administrators, 3 university librarians, 44 senior librarians and 196 library assistants.

In the library staff category, the target population was 38 library staff from Maseno University, 84 library staff from Moi University, Margaret Thatcher Library and 118 library staff from University of Nairobi, Jomo Kenyatta Memorial Library.

The sample population consisted of 2089 undergraduate and postgraduate students, 12 senior librarians and 18 library assistants, 3 university librarians and 3 university administrators from public universities. A total of two thousand one hundred and twenty five (2125) respondents were purposively and randomly sampled to achieve the desired results from the university set as a representation of the study population. The respondents who returned the questionnaires and were interviewed were: 101 undergraduate students and 18 post graduate students from Moi University, 99 undergraduate and 22 postgraduate students from Maseno University and 16 undergraduate and 20 postgraduate students from University of Nairobi. Further, the study sampled 1university administrator and 1 university librarian each from the three universities, 3 senior librarians from Maseno University, 4 senior librarians from Moi University and 5 senior librarians from University of Nairobi; 6library assistants from Maseno University, 5 library assistants from Moi University and 7 library assistants from University of Nairobi.

The sample size was arrived at from the sample size table and sample size formula as indicated in appendix viii.

Table 4.1: Public Universities (2013). Retrieved from: http://www.cue.or.ke/status

Kenyan Public Universities	Location/County
Maseno University	Kisumu
Moi University	Uasin Gishu
University of Nairobi	Nairobi

4.4.1 Population Sampling

A sample relates to a small proportion of the population selected for observation and analysis. By observing the characteristics of a sample, one can make certain inferences about the characteristics of the population from which it was drawn. In such cases, samples are used to provide empirical data to support generalizations as it is impossible to collect data from all the units covered by the research problem (Best and Kahn, 2006).

The study was based on three public universities purposively sampled. The study looked at the University of Nairobi main library in Nairobi County since it is considered as one of the oldest public university library in the republic, Moi University Margaret Thatcher library from the Nandi County and Maseno University main campus library from Kisumu County respectively.

4.5 Sampling Technique

Sampling is the selection of research participants from an entire population, and involves decisions about which people, settings, events, behaviors, and/or social processes to observe (Blanche, Durrheim and Painter, 2006). There are two basic methods of sampling; probability and non-probability sampling. The probability and non-probability sampling techniques was used for this study since the selection of elements are determined by the statistical principle of randomness and for its representativeness of the concepts under investigation.

4.5.1 Probability Sampling

Probability sampling also known as random sampling is when every member of a given population has an equal chance of being selected. This method is often preferred

when quantitative research is being undertaken since it is most likely to produce a representative sample which allows conclusions about the whole population drawn (Kogos, 2008).

Kothari (2004) points out that random sampling ensures the law of statistical regularity which states that if on an average the sample chosen is a random one, the sample will have the same composition and characteristics as the universe. The aim is to produce a statistically representative sample, suitable for hypothesis testing.

This study employed random sampling on the students since it provided useful information and manifests the characteristics which are of interest to the researcher from the public university.

4.5.2 Non-Probability Sampling

Non-probability sampling methodology is when chances of a member of a given population or universe being selected is unknown (Welman & Kruger, 2001). Essentially, the selection of subjects is dependent on the researcher's discretion. Non-probability sampling is also known by different names such as deliberate sampling, purposive sampling and judgment sampling. Under non-probability sampling, the researcher purposively chose the particular units of the universe for constituting a sample on the basis that the small mass that they so select out of a huge one will be typical or representative of the whole (Kothari, 2004).

The researcher purposively sampled the university administrators, university librarians, library staff and undergraduate and postgraduate students from the School of Arts and

Social Sciences at Maseno University, School of Education at Moi University and College of Architecture and Engineering Sciences at the University of Nairobi from which the respondents were drawn.

4.6   Rationale for Sample Size

The issue of an appropriate sample size in a study is largely determined by what the researcher is seeking to unravel. According to (Welman and Kruger,2001), usually the populations that interest human behavioral scientists are so large that, from a practical point of view, it is simply impossible to conduct research on all of them. Consequently, such researchers have to obtain data from only a sample of the population. Before they draw a sample of the population for analysis, researchers should obtain clarity about the population, or units of analysis, to which their research hypotheses apply.

In table 4.2, the researcher adopted the sample population size for the study.

Table 4.2: Sample Population from the three Universities, 2014

Staff	Population (N)	Sample size (n)	Respondents	Response rate (%)
University Registrar	3	3	3	100%
University Librarian	3	3	3	100%
Senior Librarians	44	12	12	100%
Library Assistants	196	18	18	100%
Undergraduate Students	25,000	1489	240	16%
Post Graduate Students	1,000	600	60	10%
Total	**25,246**	**2125**	**336**	**15.8%**

4.7   Data Collection

Data collection refers to gathering specific information aimed at proving or refuting some facts (Kombo and Tromp, 2006). Both primary and secondary data was used for the research. Since positivist research values objective, usually quantitative measures, the interpretive and constructionist paradigms in this research employed questionnaires and interviewing in particular instances of the phenomena as they emerge in specific contexts.

Data collection process involved gathering of both qualitative and quantitative information related to the tangible and intangible resources on use of information resources in the three public university libraries and looked at the influence staff attitude have on access to the resources and also some environmental factors both internal and external that has had an impact on service delivery in the library.

The researcher sought permission from the School of Information Sciences of Moi University and a letter of identity was subsequently obtained from the Coordinator at the School of Information Sciences, Moi University. Thereafter, a research permit to carry out the study from the public universities was sought from the National Commission for Science and Technology (NCST), (see appendix ix). During the first visit to the institutions, the researcher delivered the letters of introduction to the authorities and agreed on the next visit dates. On the second visit, the researcher explained the purpose of the study and distributed the questionnaires to the students. The researcher in addition made appointments on when to go back for the filled in questionnaires and interview the respondents. This enabled the researcher to trace the unreturned questionnaires based on the variables during data analysis since the

questionnaires were pre-coded. The third visit was to be a call back to collect the filled in questionnaires and to conduct the interviews. Interviews with each participant were estimated to last between 15 to 20 minutes. The already filled in questionnaires were collected and recorded in a developed filling-in chart. The data collection duration lasted three and a half months. The primary data was collected directly from the respondents by use of questionnaires and interviews. Secondary data was captured through the collection and analysis of published materials and information from internal sources e.g. books, e-journals, statistical reports and published articles. The data was collected from the senior administrators, students, and library staff from the three public universities in Kenya. The methods of data collection varied accordingly depending on whether the data collected was primary or secondary type.

4.8   Methods of Data Collection

There are various methods of collecting research data and the researcher has to decide which of these methods is most appropriate for the research. The study used the questionnaire and interviews to interrogate the respondents and gather information on how the library staff attitude impact on the use of information resources in their respective university libraries.

4.8.1 Questionnaires

According to Best and Kahn (2006), the general category of inquiry forms includes data-gathering instruments through which respondents answer questions or respond to statements in writing which unveils factual information as desired. During the time of administering the questionnaires, the researcher had the opportunity to establish rapport, explain the purpose of the study, and explain the meaning of items that may not be clear. At the same time the researcher was able to engage a number of

respondents in one place which made it possible to save time, money and provide a high proportion of usable response.

The questionnaires were structured and semi-structured and did contain some open ended items and scaled questions to facilitate provision for respondents to freely respond to issues in their own words. The questionnaires were administered to both the undergraduate and post graduate students who were the major respondents on issues that affected them in the library. The questionnaires also interrogated the students on their relationship with the library staff in providing library services. A pilot test of the questionnaire was undertaken to determine their usefulness and reliability.

4.8.2 Interviews

The interview method involved talking to selected respondents on a topic with the aim of finding answers to specific research questions. According to Creswell (2003)and Best and Kahn (2006) an interview method has certain advantages that would influence a researcher's choice on using this particular approach.
These included:

i)   People are usually more willing to talk than to write

ii) It allows the interviewer to explain more explicitly the investigation's purpose and just what information he or she wants.

iii) It allows the possibility to seek the same information in several ways at various stages of the interview, thus checking the truthfulness of the responses.

The researcher carried out interviews with the University Registrar in charge of human resource, the University librarians, Senior Librarians and the Library Assistants. This was intended to give an insight on the human resources activities and how they impact

on the library staff performance and relation with the users in the library. The interviews were in-depth and therefore the respondents were allowed to give elaborate answers based on the questions that were asked. The informants from the library assistant staff category were also interviewed on how they relate to the senior library staff and how useful were their contributions to the department. The researcher found the respondents very willing to provide information.

4.9   Document and Records Review

The relevant documents from the Libraries were examined. Such documents included the counter duty report, borrowing statistics report, computer generated reports. These documents and records were used to get the necessary background of the situation and insights into the dynamics of everyday operations of the library. Other documents used included journals and research documents with attitude models.

4.10   Pilot Study and Pre-testing of the Instruments

Following pre-testing and revision of the questionnaire, a pilot study of the instruments was carried out at the School of Arts, Maseno University and Margaret Thatcher Library, Moi University. A pilot study is the process of carrying out a pre-test of a questionnaire or other type of survey on a small number of cases in order to test the procedures and quality of responses (Walliman, 2011).

A pilot test usually involves simulating the actual data collection process on a small scale to get feedback on whether or not the instruments are likely to work as expected in a "real world" situation. A typical pilot test involves administering instruments to a small group of individuals that has similar characteristics to the target population, and

in a manner that simulates how data will be collected when the instruments are administered to the target population (Ogola, 2012).

The respondents were also asked to give comments on each item about the clarity and suitability of the language used and the content therein. The researcher then analyzed the items, responses and comments given by the informants and accordingly improved the scope, comprehensiveness and content of the instruments. This enhanced the reliability of the instruments.

Pre-testing involved questionnaires to 10 undergraduate third year students and 8 postgraduate students from Maseno University and face-to-face interviews with two senior librarians from each library of Maseno University and Moi University. It should be noted that the procedures used in the pilot study were identical to those used during the actual study. To improve the validity of the interview schedule, the researcher carried out the following procedures:

- Conducted interviews to pilot subjects in exactly the same way as it was to be administered in the main study
- Asked the subjects for feedback to identify ambiguities and difficult questions
- Recorded the time taken to complete the questionnaire and decide whether it is reasonable
- Discarded all unnecessary, difficult or ambiguous questions
- checked that all questions were understood and answered
- Re-worded any questions that had not been answered as expected
- Consulted with my supervisors and to have their professional input.

Based on what was learnt from the pilot study, alterations were made to the interview guides and questionnaires. The order of the questions in the interview guide was also altered to make the questions more logically sequenced. These helped to reduce the amount of time spent per interview. The results of the pilot study were used to refine the conceptual framework and methodology for the subsequent phases of the main fieldwork.

4.11   Reliability and Validity of the Research Instruments

The above two related concepts have implications that are significant to the research process, a fact that makes the testing of reliability and validity an essential activity of any data gathering procedure in research. Best and Kahn (2006) defines reliability as the degree of consistency that the instrument or procedure demonstrates: Whatever it is measuring, it does so consistently. The concept is therefore applied through repeated trials to evaluate or assess the reliability of a research instrument and help determine whether the results are replicable. To ensure reliability of the instrument in this study, piloting was conducted with 10 third year students and 8 post-graduate students in the Faculty of Education of Maseno University and 2 senior librarians from Maseno University and Moi University Libraries respectively.

In survey, the type of scales used to measure the items on instrument such as continuous scales, say, strongly agree to strongly disagree is used (Kothari, 2004). Thus the instrument was subjected to the test-retest observation after administering it in two different sampled groups, where the research is exactly replicated to confirm its reliability. The internal consistency reliability was reported as follows:-

$$r_{SB} = \frac{2\,r_{hh}}{1 + r_{hh}}$$

Where rhh= Spearman correlation of scores in the two half tests

Spearman's correlation coefficient is a statistical measure of the strength of a monotonic relationship between paired data.

Using SPSS, the researcher obtained a correlation coefficient (r=0.87). This value was then used in the above formula as follows:

$$r_{SB} = \frac{2r_{hh}}{1 + r_{hh}} = \frac{2x0.87}{1 + 0.87} = 0.93$$

In this research study, the correlation coefficient was 0.93 and thus was considered appropriate (George and Mallery, 2003).

Validity is thus defined as that quality of a data-gathering instrument or procedure that enables it to measure what it is supposed to measure. Validity is perceived as the extent to which the content of an instrument test what they are supposed to test (Metto, 2006).

The researcher used the pilot study to prepare and guide the eventual fieldwork. The researcher applied the above principles and used a pilot study to test the language and content of the interview schedule, appraise the observation techniques, and asses the researcher's aptitudes and appearance with regard to the interviews. A preliminary study to test the comprehensiveness, adequacy and effectiveness of the data collection instrument was conducted with the third year students in the Faculty of Education of Maseno University. There was a number of approaches for assessing validity which included the face validity, content validity, predictive validity and concurrent validity. For this research study, content validity, which is a non-statistical type of validity was

established. In order to ensure this, the researcher sought the expert judgment from the supervisors of the School of Information Sciences, Moi University and made the items simple and clear by arranging the items in the instrument from simple to complex.

4.12   Data Presentation, Analysis and Interpretation

Descriptive statistics was used in data analysis which entailed the use of frequency distribution tables and percentages to summarize data on the closed-ended items in the questionnaire (Kothari, 2004). Descriptive statistics explain the numerical data whereas inferential statistics are used to test statistically based hypotheses (Walliman, 2011). Data obtained in the open-ended items in the questionnaire were categorized according to the themes relevant to the study and were presented in narrative form using descriptions and quotations. Data analysis involved reading through the returns, coding the responses to develop them into themes.

Data analysis proceeded in two phases. In the first case, data was collected and processed by editing, coding, classifying and entering the data in a computer program for analysis and final presentation of the research findings. Here the researcher identified problems and concepts that appear likely to help to understand the impact of staff attitude and its relation to the use of information resources in public university libraries in Kenya.

Once the data had been organized after collection, the researcher described the various pertinent aspects of the study including the setting, both temporally and physically the individuals being studied; the purpose of any activities examined; the viewpoints of participants; and the effects of any activities on the participants. It involved search for patterns empirically and theoretically reflecting on the data collected.   The data

obtained from the questionnaire was analyzed using the Social Package for Social Sciences (SPSS) programme version 15 and was presented in the form of frequencies and percentages where appropriate.

Secondly, data analysis was done after the final collection of data. The researcher tested the theory against empirical data collected and diagramming the relationship among concepts. Where statistical tests were necessary, such tests were evaluated using ANOVA to establish relationship between the various variables from the quantitative data. Qualitative data analysis was carried out to critically examine the findings from the informants. Themes arising from these modes of communication were analyzed through content analysis.

All data was analyzed at a level of significance at 95% (or $\alpha= 0.05$). This value of α had been chosen because it was the most popular and acceptable level of significance test. By this testing level, the researcher allowed 5% percent error margin. This meant that the result was 95% true as was found.

The current research study employed the thematic analysis approach which was found relevant due to its importance in giving personal feelings from the respondents on library staff attitude and its effect to the provision of library services in public university libraries in Kenya. The researcher went further to establish the human resources policies available in public universities and how the policies are implemented on library staff with a view of influencing the work performance of the staff.

4.13 Coding of Qualitative Data

Coding of data in a qualitative research provides a means for data organization and data retrieval (Bryman, 2008). Often the process of coding qualitative material is an interactive process over a considerable period and it is crucial stage of data analysis. It helps to organize piles of data and provides a first step in conceptualization and helps to prevent 'data overload' resulting from mountains of unprocessed data (Walliman, 2011). In coding, what the researcher is doing is to break down a body of data (text domain) into labeled, meaningful pieces, with a view to later clustering the bits of coded material together under the code heading and further analyzing them both as a cluster and in relation to other clusters (Blanche, Durreim and Painter, 2006).

4.14   Ethical Consideration

The researcher informed all the respondents the purpose of the research, the expected duration of the participants and the procedure to be followed after obtaining the research permit. Dates for carrying out the interviews were mutually agreed upon between the researcher, senior administrators, senior librarians and the assistant librarians. The undergraduate and the post graduate students were requested to fill in the questionnaires at an agreed period. The researcher then informed the respondents the extent of privacy, confidentiality and value of research. An assurance of the information obtained for the purposes of research was then communicated. All the respondents in the research had the right to remain anonymous. The researcher managed the ethical issues by being responsible and sensitive to human dignity and where tape recording was to be done, prior permission was sought before there could be any activity.

4.15 Chapter Summary

This chapter provided details of research methodology, describing the various procedures that were followed in conducting the study in order to achieve the earlier stated objectives and answer the research questions. The chapter further covered research design, research methods, study population, sample and sampling technique, rationale for sample size, data collection procedure, documents and records review, piloting and pretesting of instruments, reliability and validity of the research instruments, data presentation, analysis and interpretation, coding qualitative data and finally the ethical consideration.

CHAPTER FIVE

DATA PRESENTATION AND ANALYSIS

5.1   Introduction

This chapter presents and analyses data collected from the field. The primary purpose of this study was to critically look at whether library staff attitude to work influences the use of information services in public universities in Kenya. Questionnaires were distributed to the students at Maseno University (583), University of Nairobi (268) and Moi University (1238) respectively. The researcher was interested in the third year and post graduate students owing to the length of time they take in the university and their interaction with the library staff in a long period of time. The return rate of questionnaires received was 99 (17.00%) response from Maseno University, 101(8.16%) from Moi University and 38 (14.20%) from the University of Nairobi. This was ensured by the researcher personally administering questionnaires and rescheduling the dates for interviews whenever respondents were not available on the earlier arranged dates and giving time for those who might have not completed questionnaires to complete and arrangements were made on when such questionnaires were to be collected.

Data analysis was done in four parts. The first section presents the effects of library staff attitude to work in relation to utilization of library services in public university libraries in Kenya, the second part presents the internal and external factors which influence library staff attitude to work and job performance, the third part presents the existing human resource policy and development and their effects on library staff, and the fourth section presents the influence of working environment on library staff performance. The final findings are discussed in relation to motivation theory.

5.2 Demographic Characteristics of the Respondents

This section presents the demographic characteristics of the respondents in three public universities. The respondents involved in the study were drawn from Maseno University, Moi University and University of Nairobi as shown in figure 5.1 below. These comprised of 213 (71%) Undergraduate and 87 (29%) Postgraduate students as also shown in figure 5.2 below.
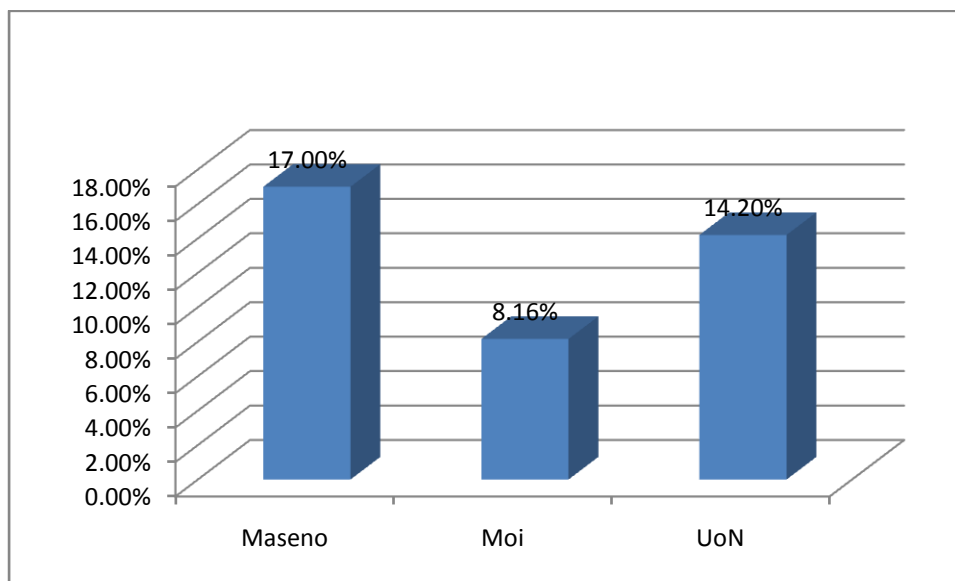
Figure 5.1: Names of the Institutions that were involved in the Study as Reported by University Librarians (n = 3)

Figure 5.1 above shows the response rate of students from the three public universities. They were actual participants who returned their questionnaires and those who participated in the interviews. This was ensured by the researchers' initiative of collecting questionnaires. However the low response rate noted at the Moi University was because the students were on recess at the time of data collection. As such, the researcher was forced to make use of the few students who could show up at the university during the holiday period.

As can be seen from figure 5.1 and 5.2 respectively, the population was drawn from third year and postgraduate students who had been using the library services for over two years and were therefore able to give better information of what is taking place in various university libraries.

Level of study of the respondent
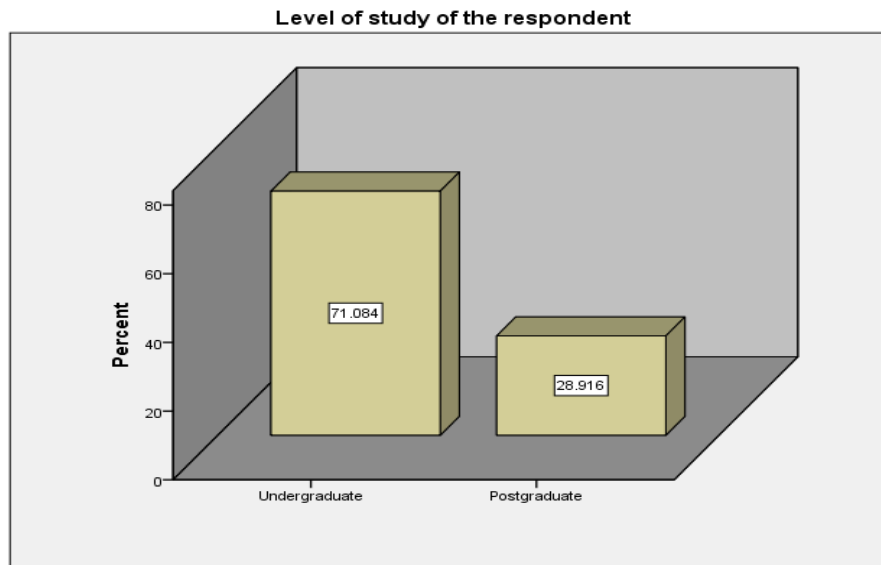
Figure 5.2: Level of study of the respondents as reported by the students (n= 300)

Figure 5.2 above shows that the undergraduate students utilize the library services more than the postgraduate students owing to their large percentage in all the three public universities. It was also evident that most of the undergraduate students spent their time in the library as compared to the postgraduate students some of whom are employed and only show up for classes in the evenings and weekends. The researcher further established that most of the postgraduate students only consult their supervisors during research writing and therefore do not spend their entire time in the library as compared to the undergraduate students who have to sit in the library most of the time writing term papers and other assignments.

Gender of the respondent
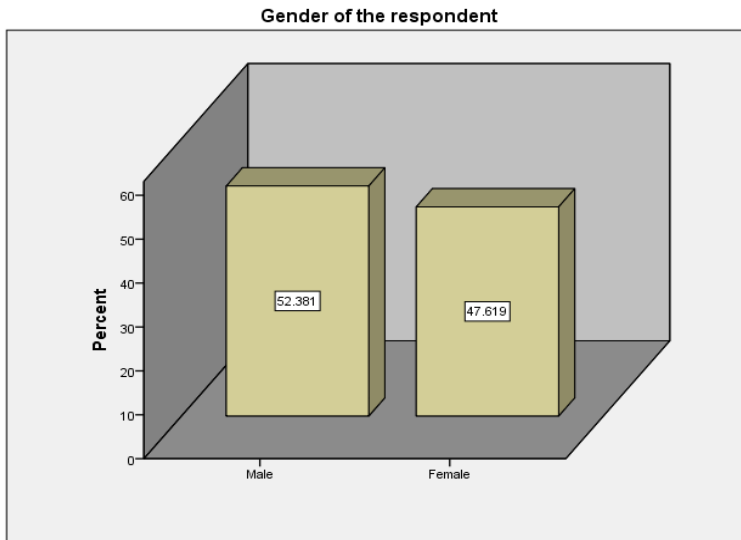
Figure 5.3: Response by gender as reported by the students (n=300)

The researcher was interested in looking at the gender response to the questionnaires administered to the students. From figure 5.3, the study established that more male students frequent the library and utilize library services more than their female counterparts. In the students category the respondents were 156 (52%) male and 144 (48%) female drawn from school of Arts and Social Sciences, Maseno University, School of Education, Moi University and College of Architecture and Engineering Sciences, University of Nairobi with majority of the respondents coming from the School of Arts and Social Sciences at Maseno University as shown in figure 5.4.

The large number of students in the library could be attributed to the population of the male students against the female students in most of the public universities. The study through interaction with most of the undergraduate students found out that the female students spent most of the time in their halls of residents before coming to the library. For example, in Maseno University where the student capacity outstretch the library sitting capacity, it therefore meant that students struggled to get reading space and this involved pushing and shoving by each student. This in many instances discouraged the

female students and opted only to go to the library when the rush hour is over. This scenario ensured that most of the female students missed out on the sitting space and opted to remain in their rooms to study as evident in the research results.

From the study, the gender of the respondents showed slight difference on the percentage; however the study tried to strike gender balance so as to ensure equity and to eliminate gender biased results. The findings that follow in this section were therefore believed to be fair in terms of gender representation.
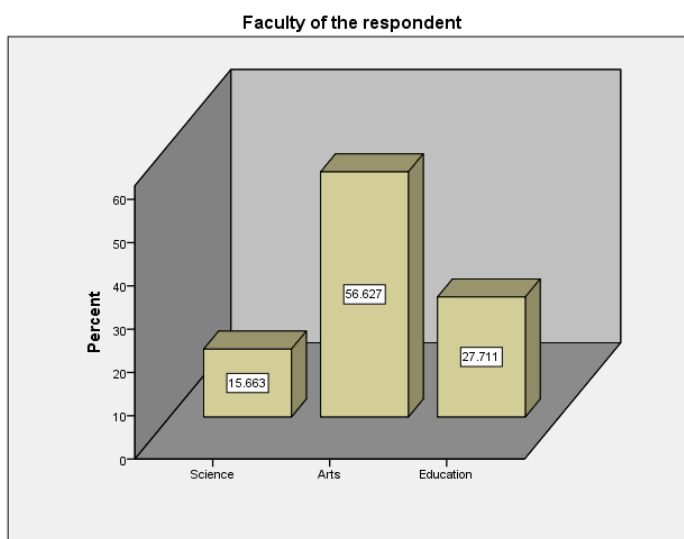
Figure 5.4: Respondents by Schools and College as reported by the students (n=300)

From figure 5.4 above, it was established that the students from the School Arts and Social Sciences at Maseno University spent most of their time in the library than the students from College of Architecture and Engineering at University of Nairobi who were spending most of their time in the laboratory. The responses from the School of Education, Moi University were average because the School had both Science and Arts related programmes.

The response rate of the respondents was attributed to the proximity of the Schools and College at the Universities.

Duration of membership
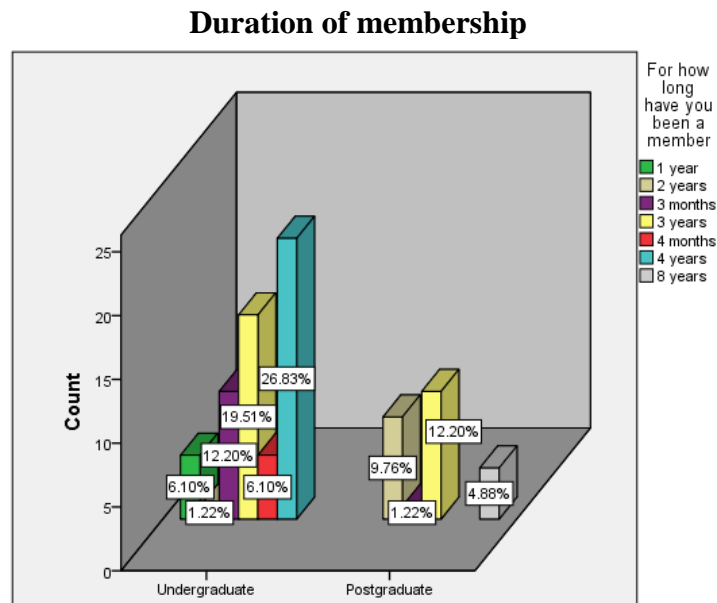
Figure 5.5: Duration of membership in the library as reported by the students (n=300)

From figure 5.5 above, the study established that most of the library users have used the library for more than three years and above. The study further established that majority of the undergraduate students had used the library for longer period than the postgraduate students. From figure 5.5 the study further established that 3 (5%) postgraduate students had been using the library services for over 8 years.

The study also established that postgraduate students were usually not many in the library since majority of them were either in the field collecting data or attending the evening classes and therefore would not frequent the libraries as the undergraduate students. From the above findings the study established that some students have been using the library facilities frequently for the past 3-4 years as indicated in figure 5.5. Although the study was on the third years, the researcher observed that the fourth year

students were most frequent library users than any group in the university. The university librarians attributed this to students wanting to finish their degree programme and join the job market and therefore would not want to have a re-sit at the end of the degree programme. Consequently, the information needs of the undergraduate and postgraduate students differed greatly on content and coverage.

Moreover, this argument is supported in a study by Nwangu (2012) where the successful delivery of information to Faculty and Schools by a library or an information provider may depend on the choice of information source or library collections to meet the needs and requirements of users. Also, the knowledge about the information need and seeking behavior of the undergraduate and postgraduate students can enable subject specialists or information scientists to provide adequate services to the two selected groups thus reducing the time students spend when seeking pertinent information.

The university librarians maintained that inadequacy of the library facilities was also a contributory factor for the high presence of library users in the library. The study also established that, most post-graduate students frequented the libraries at their initial two (2) years when they were undertaking course work that required taking of term-papers but were less frequent after completion of coursework.

5.3   Library Staff Attitude to Work and Utilization of Library Services

The research question responded to was; how does library staff attitude to work influence the use of library services in public university libraries in Kenya?. In order to respond to the research question, the study first looked at the responsibilities assigned

to the library assistants. This was to help the study to determine the job description and the job output of the library staff since the library users needed an innovative and well-managed library to deliver services required for an academic library in the twenty-first century and to ensure that the existing staff are equipped with the skills to support these services (Kealy, 2009). This finding was also to help the study to show how the library staff duties influence the user utilization of the university library services. During interviews with all library assistants, the study established the following duties of the library assistants;

5.3.1   Cataloging and Classification of Information Materials

The study established that majority of the library staff in the three universities have their job descriptions in place and followed them to the letter. The study further established that the library assistants as part of their job description ensured that the information materials once received in the library are assigned a subject number using the Anglo American Cataloging Rules 2 (AACR2) standards. The books are then arranged in the order of the standards on the shelves for the library users. The bibliographical details of the resources are captured and stored in the library system or typed on the library card for access. At the University of Nairobi, the card system acts also as a backup devise in case of any breakdown in the library system.

5.3.2   Issuing and Receiving Books

The study established that the library assistants are engaged in issuing and receiving of library books in all the three university libraries. This activity is performed at the issuing counter and the library users are required to identify themselves through the user identification card to ensure that the library users are given the materials against

their names. Once the materials are returned they are then checked in ready for use by the other library patrons.

5.3.3 Orientation of New Students

The study established that as a part of the library services to the library clientele, the library assistants have the task of ensuring that the library patrons are inducted on how to use the library services. This particular programme is usually targeting the first years whenever they report to the university. However, since library education is a continuous process, the library assistants ensures that the library users are given the necessary induction and are able to manage their information needs and carry out research activities.

5.3.4 Data Entry

The study established that the library assistants in all the three universities are involved in data entry of information materials in the computer. This ensures that all the information materials that are purchased and received through donations are captured in the library management system as part of the library inventory. The data entry by the library assistants assists the library in producing an accessions register to schools and faculty members and informs them of the availability of information services in their disciplines. The senior librarians ensures that the information materials in the library are processed and bar coded to also ensure that the security of each information material is assured and each has its unique number identifier pasted on each book.

5.3.5 Maintaining Good Working Relationship with Suppliers

The study established that the library assistants in all the three university libraries occupied a very critical role in the service delivery to each library. The library assistants normally sat at the front office and are the first clients to be identified at the

reception. In all the libraries, they assumed the face of the library as they were normally in constant contact with the visitors who visit the library at all times. The study further established that the library assistants were involved in the procurement of library materials. It is therefore evident that the library assistants were in constant touch with the suppliers since the same suppliers tended to follow upon on the progress of book orders and as such they tended to maintain a good working environment with the suppliers.

5.3.6   Management of the Library Issue Desk

The study established that the library assistants in the three university libraries were the ones manning the issue counters and therefore ensures that the library patrons are given the right information whenever they require them. All the library enquiries in most cases end up at the issue counter where they are recorded for further action. The senior librarians ensured that an inventory is kept at the issue counter and library users issues are addressed appropriately.

After establishing the job description of the library staff, the study then looked at how the three universities libraries were acquiring their information resource. The findings indicated that majority of the library information materials are basically purchased from the publishers and book suppliers. All the university librarians and senior librarians indicated that the university administration allocates funds for book purchases and for other library activities even though the funds might not be enough to cater for the needs of the library users. However, the university librarians are to solicit for grants and book donations from well wishers to supplement the book purchases because of financial constraints. It is imperative to note that most of the students relied

heavily on library services which have been recommended by their lecturers and professional library staff for class work and assignment.

Hence, maximum utilization of the library services is vital and the library staff have the responsibility of ensuring that library users are well attended to by providing them with necessary information on existing resources so as to encourage them to visit the library facilities (Fitsimmons, 2012). The study then established various services besides books as being highly used with past examinations papers attracting a high usage at 213 (71%) of the respondents and unpublished masters, PhD thesis and proposals being used by 87 (29%) of the respondents as shown on figure 5.6 below;

Other used library resources
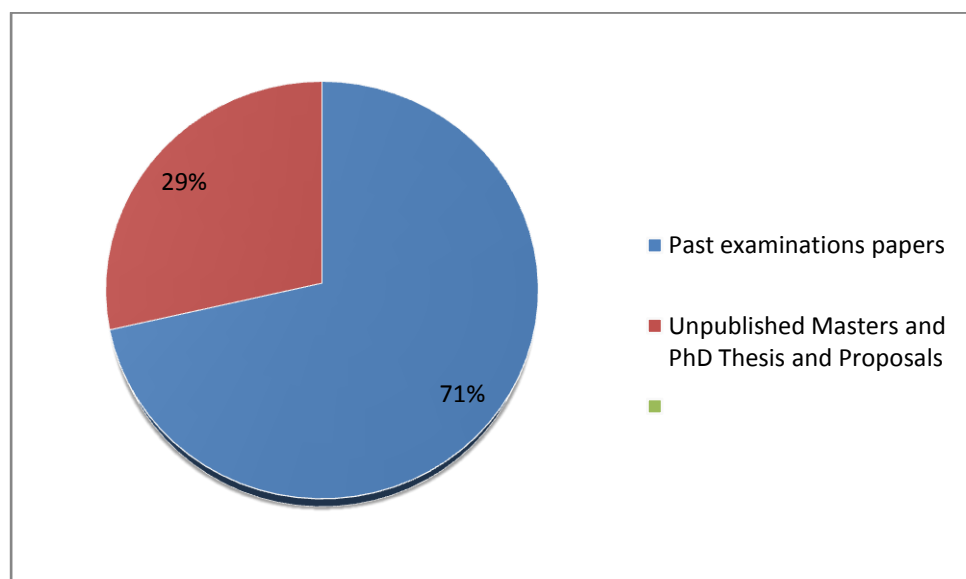
Figure 5.6: Other used Information Resources in the Library as reported by the Students (n=300)

The study was also interested in knowing the frequency of usage of other services in the library. From figure 5.7 below, the students were asked to indicate the services which they frequently used in the library.

Frequently used Library resources
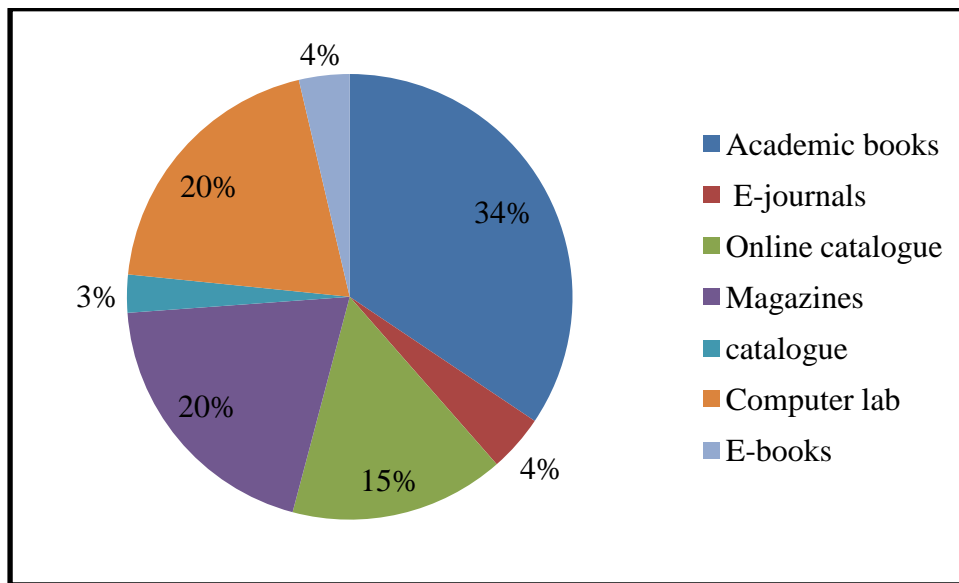
Figure 5.7: Library resources frequently used as reported by students (n=300)

It was evident that 102 (34%) of university library users used academic books while some 60 (20%) were using computer and another 60 (20%) were also using magazines. Figure 5.7further reveals that 45 (15%) of library users used online catalogue while 12 (4%) used e- journals and another 12 (4%) accessed e-books respectively. From figure 5.7, it emerged also that 9 (3%) were still using manual catalogue to access information in the library.

The study also established that there are various ways by which the Library staff ensures that information is available to library users as presented in table 5.1 below.

Table 5.1: Ways in which Information is availed to the library user as reported by University Librarians (n=3) and Senior Librarians (n=12)

Ways in which Information is availed to the users	University Librarian		Senior Librarian	
	f	%	f	%
There are information desks on each floor	3	100	12	100
Orientation of users to access services	3	100	12	100
Provision of manual an electronic catalogue	3	100	7	58
Through user education	2	67	5	42

From table 5.1 above, the study established that the universities have information desks which are being used to avail information to the users as indicated by university librarians and senior librarians who participated in the study. During interviews all university librarians maintained that the library users do come to the library and make enquiries as well as request for information in their areas of interest. The study further established that the information desks at Moi University and University of Nairobi were manned by library assistants who have been assigned the responsibility to answer to the information needs and queries of all users both face to face and online. It is worth noting that this activity has endeared many users to the two libraries. The study further revealed that library orientation in the three university libraries is carried out to the fresher's whenever they report to the universities as indicated by all university librarians and all senior librarians. However, there is recommendation by the Commission for University Education to establish an information literacy competency programme to cater for the library activities in the library (Commission for University Education, 2013).

During interviews with all university librarians, the study established that these students are taken through the process of familiarization of the library services and staff, the rules and regulations governing the library and the code of conduct whenever they are in the library. Interviews with the senior librarians further revealed that the library administration does ensure that the orientation programme remains a continuous process and is handled by all the professional library staff to ensure that the clientele are empowered to get the right information and services they might want from the library.

From table 5.1 above, the study further established that all the three libraries have a manual and online catalog that provides instructions to the students and the general library users on the aspects of the services being offered at the libraries as was indicated by all university librarians and 7 (58%) senior librarians. The study established that the catalogs are always displayed to the library membership and has all the products and services available in the library for use. During interviews with all senior librarians, the study further established that the manual and electronic catalog was being used as a   marketing strategy for library services. This finding is further amplified in a study by Kingori and Otike (2012) where they aver that the information managers believed that their products have intrinsic value and therefore their clients should not be persuaded to use the library resources. However, the two authors argue that the trend has since changed and we are in a world of profound change with diminishing fiscal resources and increasing personal options which therefore requires pro-activeness in ensuring that library services are fully utilized by the library user. The senior librarians further maintained that the catalogs have created a positive impact on the library products and most of the students were quite impressed with the

way the library catalog was designed especially at the University of Nairobi library's website.

From table 5.1 above, the universities minimally employed user education system as a way of availing information to the library users as indicated by 2 (67%) of university librarians and 5 (42%) of senior librarians. The study equally established during interviews with 10 (82%) senior librarians that academic libraries are experiencing the emergence of scholarly collaboration and this call for library users who are able to search for information from different sources and use them for research work appropriately. The study further established during interviews with all university librarians that library users and in particular the students require information to effectively cope with the work load of their academic assignments. This they noted required the students with some basic knowledge on use of digital materials, research and papers writing skills in their academic pursuit. They further maintained that the three university libraries have heavily shifted from the traditional form of providing manual services to the electronic form using information communication technologies to improve on the effective and efficient information service delivery.

The study further was keen on establishing how the library staff attitude to work influences the use of library services. In terms of service delivery and access to information services in the library and based on the Likert scale interrogation, the study obtained the following results as indicated in the following figures.
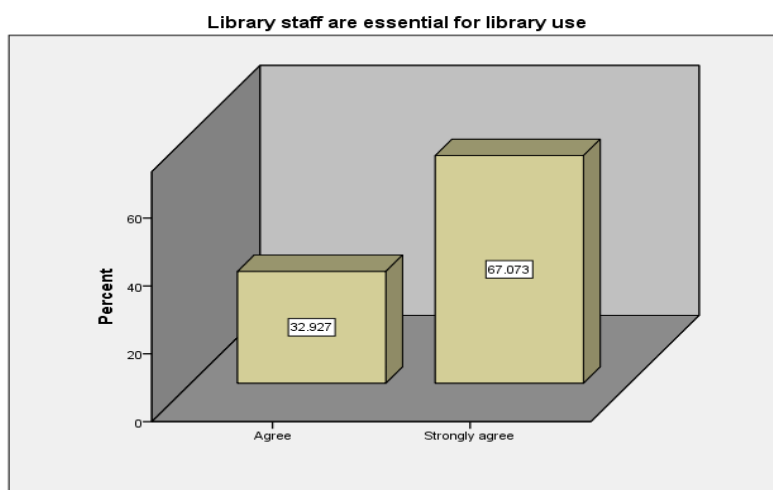
Figure5.8: How library staff are essential for library use as reported by the students (n=300)

From figure 5.8 above, it was observed that 201 (67%) students were strongly in agreement that the library staff were essential to the use of library services. 99 (33%) students also agreed that library staff were essential for library use and therefore were depended upon by the users. During interviews with all university librarians, the study established that the readers highly rely on library staff for identification of various information services and also for assistance on the periodicals and the reserve section of the library. This finding is in agreement with Farber (2000) and Toner (2008) who maintained that the university library staff are quite useful to the library users as they assist the patrons to use the library intelligently and independently since the assistance they offer is not only a desirable part of the educational process but does also permit students to do better work in class. They further argue that no one who is serious about higher education would deny the importance of many of the university libraries and the library staff working in them. However, too often the library staff contribution is overlooked and are less regarded as important and their contribution are sought when the faculty members see them as the last resort.

Farber (2000) and Toner (2008) further maintained in their study that, library staff are extremely good at surveying the needs of their users and they employ various methodologies to establish the student satisfaction levels and to determine improvements they would like to see to services and facilities.

The study further established during interviews with all university librarians that most of the library users were not conversant with the use of online catalog as such they rely on the support from the university librarians. The study also established that the presence of the library assistants is essential for the organization of the reading materials which are constantly being scattered on the tables by the library users. The library assistants were also assisting the library users to access the electronic resources in the library which are essential for research and class work since most of them are available online in different sites and databases at a fee and some at no fee at all.

Do you believe that library staff attitude has any influence on the use of library resources
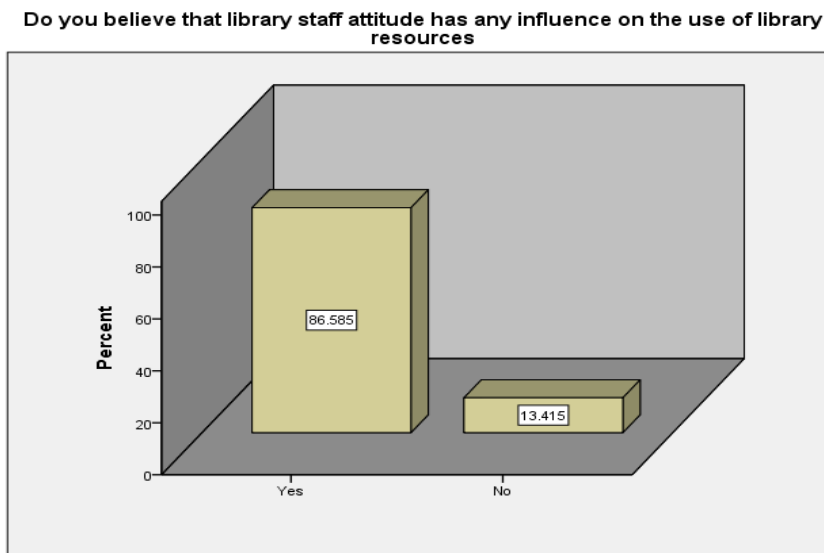
Figure 5.9: Influence on use of library services by library staff as reported by students (n=300)

From figure 5.9 above, 261 (87%) of the respondents believed that library staff attitude had an influence on use of library services while 39 (13%) were of the contrary opinion. However from the findings there was varied opinion on the positive and negative effects.

Based on the objective to investigate the effect of library staff attitude to work in relation to the utilization of library services in the public university libraries in Kenya, the study established that library staff attitude has no significant effect on the use of library resources.

An analysis of variance shows that there is no statistical significance between library staff attitude and use of library services. The study also established during interviews with all university librarians that positive attitude of the library staff was highly commended by the library users. They further explained that during their service delivery, the library users do highly rely on their assistance which is realized from the work output. The library staff interaction with both external and internal users put them in a position of library ambassadors and their behavior can attract or repulse the library users. This therefore calls for observation of library service etiquette and professionalism to be able to attract library clients.

During interviews, 67% University Librarians maintained that library staff attitude was playing a pivotal role in attracting library users as such most of the library assistants were being trained on the job to be positive to their work and also to develop positive attitude towards library users even to those who break the library rules. The librarians further maintained that library staff attitude was essential for the feedback from the

library users concerning the services offered by the university libraries. In this case they noted that most library users do shy away from expressing their feedback through the suggestion box and other forums for feedback, but do express the same in confidence to the library staff whom they feel they are free and comfortable with. The respondents were asked to give their opinion on whether the Library users can use the library with or without library staff. Their opinions were presented as shown on figure 5.10 below.
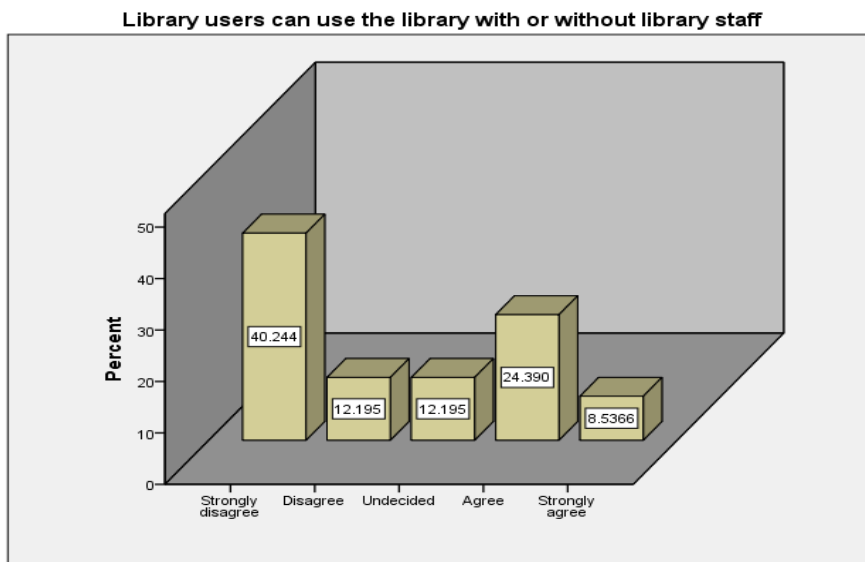
Figure 5.10: Access to library services with or without the library staff as reported by the students (n=300)

From figure 5.10 above, 156 (52%) students disagreed that they could use the library without the library staff. 36 (12%) students were undecided and 99 (33%) agreed that they could do without the library staff since they are familiar with the library set up and took their time during orientation to get to know how the library system works.

During interviews with all university librarians, the study established that majority of library users still rely on the support from the library staff for assistance on information search and retrieval, reference services and support on electronic

information access. The librarians further maintained that, most library users were not frequenting the libraries as such and therefore whenever they went to the library they were not familiar with the library set up. They therefore required personalized assistance from the library staff to be able to utilize the library facilities and services.

University librarians revealed that some library users could use the library facilities independently. To this group the university librarians maintained that they had acquired basic library operations knowledge and could access most of the library facilities on their own. Such students had been frequenting the library facilities and could easily allocate the information resources and facilities without the intervention of the library Staff. 2 (67%) of university librarians also noted that some of the library users have the information communication technology knowledge and are able to find online information and use the library facilities without much problem.
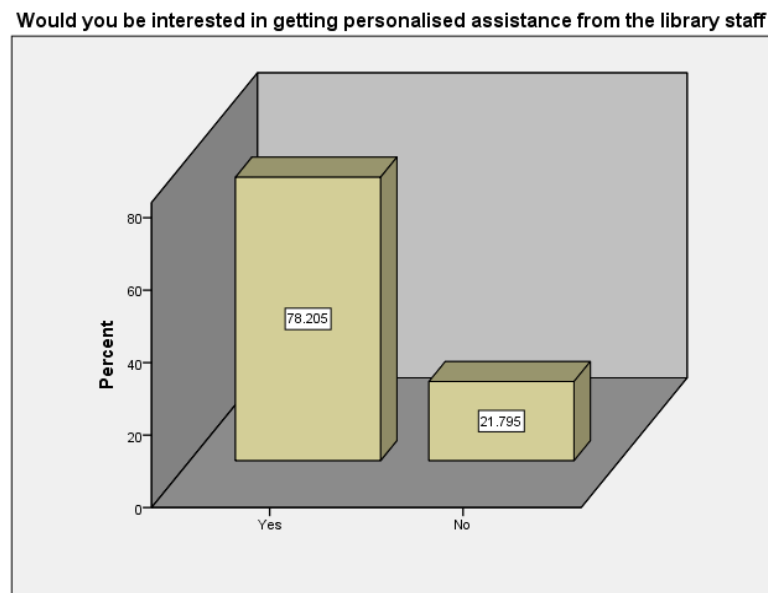
Figure 5.11: Reasons for getting personalized assistance from library assistants from the library staff as reported by students (n=300)

From figure 5.11, the study further established that 234 (78%) of the library users would prefer to get personalized assistance contrary to their earlier opinion on whether they could use the library with or without the library staff as opposed to 66 (22%) who do not need personalized assistance.

During interviews with all university librarians, the study realized that 66 (22%) of the students did not require personalized assistance from the library staff and were vast with the library procedures and activities and therefore they could manage to use the library facilities without any problems. Meanwhile 2 (67%) university librarians, further maintained that few students were knowledgeable on information communication technology as such they were able to access the electronic resources remotely from their locations. This group of students relied heavily on their computer skills acquired from basic trainings and interaction with their peers.

During the interviews, the study also revealed that 234 (78%) of the students required personalized assistance as they were not conversant with library set up and as such they were not able to locate the library services to enable them accomplish their assignments. The librarians went further to explain that most of the respondents in the group were not equipped with computer knowledge and hence could not locate the library resources independently without the intervention of the library staff. Some of the reasons for such personalized assistance to use the library have been given in table 5.2 below with locating of books from the shelves recording a higher response.

Subsequently, Ekpenyong (2003) and Jankowska, Hertel and Young (2006) aver that users' satisfaction in the 21st century will surely go beyond the boundaries of any

library as the emphasis in librarianship is focused on customer service. They further argued that many studies have been targeting the undergraduates, generally perceived to be the group most in need of assistance in navigating the complexities of the academic library. However, the two authors indicate that the postgraduates are aware slightly less than half of the library services and that varies largely regarding the type of service being rendered to the information seeker. They emphasized that electronic journals and their index counterparts are just one example of value added library resources of which graduate students may not be fully aware.

However, Ekpenyong (2003); Jankowska, Hertel and Young (2006) implored the librarians to acknowledge the concept of self reliance, "the ability and the desire to navigate the library and all its textual and digital resources, independent or almost independent of library staff". The need for personalized assistance emanated from the use of computer access to information materials. A majority of the users still lacked skills on online access to information materials. It is therefore evident that the library staff plays a very significant role in the service provision in the library and this was envisage from some of the comments made by the students.

"The search of information in the library has been at times a daunting task and I cannot imagine going through the process without the assistance of the library staff"
"Without the librarian I normally found myself lost in a heap of books and I cannot find what I wanted".
"A librarian is like a pilot guiding the vessel to dock on the other side. I found myself in many situations lost in the forest of books and the assistance from a librarian allowed me to locate the information I needed"
"A librarian saves my time in the library"

Table 5.2: Reasons why the library users need personalized assistance in the library as reported by students (n=300)

Reasons for personalized assistance	Frequency	Percent %
Some books are difficult to locate	300	100
They assist in tracing books	300	100
There are times you find books in the catalogue but you cannot trace them on the shelves	291	97
The library staff can help in getting books easily	288	96
For easy access to reading materials	234	78
Assistance with computer access	207	69
They control the usage of inadequate materials	183	61
To access PhD and Master's thesis which are stored in the reserve area	162	54
When wireless connection has malfunctioned	135	45

From table 5.2 above, the study established thatrespondents valued the library staff on various activities of the library. The library users do highly require assistance from the library staff on locating books from the library shelves as was supported by all students. All students also maintained that they require assistance from the library staff to help them in tracing books from the library system. From table 5.2 the study also established that 97% of the students do find it difficult to trace the books from the shelves yet they could identify them from the catalogs as such they require the intervention of the library staff. 96% of the students also acknowledged that the library staff were essential in helping them to get books easily. While 78% of the students maintained that the existence of the library staff was good for easy access of the reading materials. From table 5.2 the study further established that 69% students require library staff to assist them with computer access to locate the information

resources for their class work. 61% students also supported the assistance of the library staff in controlling the usage of inadequate materials. This was to ensure that all the students are able to access the limited resources available in the library. 54% of students ackowledged the support of the library staff in helping them to access the PhD and Masters thesis at the reserve sections of the library. 45% of the students on their part supported the need for library staff to help in essuring that the wireless connectivity is functional.

During interviews with all university librarians, the study established that the respondents realized how essential the library staff were in accessing and answering to their information needs in the library. This need was demostrated during observation as most of the students would be seen to consult with the library staff on issues related to library services.

Madukoma & Popoola (2012) concur that effective use of library services cannot be left to the lecturers alone in showing the students the reference sources they have provided to their students, but it is the joint duty of both the academic and the library staff. Further, the university educational process relies on the library and in particular the library staff to provide the resources needed for the intellectual development of students, staff, and entire community. This therefore ensures that the library adapts to the needs of the institution by providing resources in both electronic and non-electronic forms in order to satisfy the needs of the students, academic and non-academic staff. As a result of these, the library attracts high level of goodwill and patronage due to their information consciousness.

The study was also interested in establishing whether the library clients were getting positive support from the library staff in the three public university libraries. Respondents were therefore asked to show whether they have used other libraries in the past six months. Their responses were presented in figure 5.12 below.
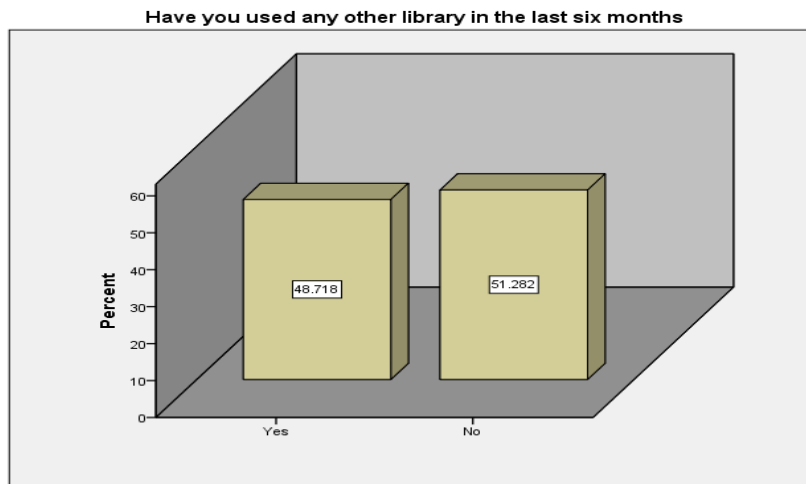
Figure 5.12: Whether the students have used any other library apart from their own in the last six months as reported by the students (n=300)

From figure 5.12 above, 153 (51%) of the respondents have had no access to any other library other than their own university library while 147 (49%) respondents have had access to other libraries. The study established that the respondents were closely split on the usage of other libraries based on various factors, like the proximity of the university library to other libraries, duration of the semester holiday period and the availability of information resources in the respective libraries.

From the questionnaires, the study further established that the respondents had varied reasons for using other libraries as outlined in table 5.3 below:

Table 5.3: Reason for using other libraries other than their own as reported by the students (n=300)

Reasons for using other Libraries	Frequency	Percent %
Carry out research during holidays	300	100
Due to intermittent internet connectivity	288	96
Visited Kenya National Library to look for a book that I could not get at our library	249	83
To get more references	237	79
When I am away from college and I need to read	213	71

From table 5.3 above, the study established that all students do go to other libraries to carry out research during holidays. The study also established that due to the intermittent internet connectivity, 96% students do get internet services in other universities other than their own. The study also established that 83% of the students do visit Kenya National Libraries for books that could not be found at the university libraries. Table 5.3 further reveals that, 79% of the students do visit other libraries to get more references which they could access in their university libraries. Meanwhile 71% of the students get the opportunity during the holiday period to access services from the other libraries near them. The study, established that, since the universities close for semester vacation and in some instances for a period of over three months, the students are prompted to access other libraries to be able to read and do research. The students also found it convenient to visit the libraries near them with adequate reading materials than the university one which might be lacking in the information materials they are looking for.

During interviews with all university librarians, the study established that all students do visit other libraries during holidays for research and other reading assignments given when the university is off session. The university librarians further clarified that most of the students do come from rural areas far from the universities and therefore could not access the library services during the holiday a fact that necessitates their visits to other libraries. The university librarians also maintained that, students do visit other libraries especially when they are out on recess. They further noted that students do visit Kenya National Library Services (KNLS) so as to get information materials which are not readily available in the university libraries and that most students do visit other libraries when they are out of the university and wants to make use of such facilities. From the study, it was established that some students prefer to visit other libraries based on the issues in table 5.20.

Research carried out by Nwagwu (2012) found out that there are varied difference in information needs of students in different disciplines and strong similarities within each discipline. It was discovered that some similarities were notable between engineers and scientists, and, between social scientists and humanities scholars, with the greatest differences existing between engineers and humanities scholars. So far, a large number of studies have been carried out on various aspects of information needs and seeking behavior of students, but there has been far less in the way of comparison of the information seeking activities within and across disciplines to give a glimpse of how varied are the user needs and how they manage to access information from their institutions and outside their institutions.

Graham (2001) concurs that to meet the users expectations, many libraries now provide them with remote access to library research databases. Something interesting to note is that, when database access was restricted to users within the library, librarians were confident that they were able to identify users in need of assistance and to provide them with instruction at the point of use. However, with the advent of remote access technologies, librarians are now challenged to provide instruction in database selection, searching techniques, and information evaluation to the invisible users.

Meanwhile, apart from reasons for using other libraries, the study also established that most students do prefer to use their own university libraries. The following are some of the reasons put across by the students for not accessing other libraries and their facilities as indicated in table 5.4 below.

Table 5.4: Some of the reasons for not using other libraries other than their own as reported by the students (n=300)

Reasons for not using other Libraries	Frequency	Percentage
I get all that I need in my library	267	89
Lack of other libraries around	225	75
Lack of time to visit other libraries	207	69
Satisfied with Moi University Library	171	57

From table 5.4 above, the study established that students do have different reasons for not accessing the library services of other institutions. 89% of the students indicated that they do get all that they need in their libraries, 75% of the students indicated that there were no any other libraries around them. While 69% students maintained that they lacked time to visit other libraries, 57% of the students on their part felt satisfied

with their university libraries and therefore did not see the need to visit other libraries. The students were therefore contented with the services that were being provided by the librarians.

Some respondents quoted *"Our librarian provides most of the services I require and I feel safe around him"*

During interviews with all university librarians and their assistants, the study established that most students do not go to other libraries because they rely on lesson notes which they do cram and pass exams as such they do not see the need of going to attend other libraries. According to 87% senior librarians, most students were not attending to other libraries because they do have enough resource materials that their university libraries have purchased including the e-resources through the International Network for the Availability of Scientific Publications (INASP). According to 78% library assistants, students were not interested in going to other libraries because they were getting better services from the library staff as such they were contented with their libraries.
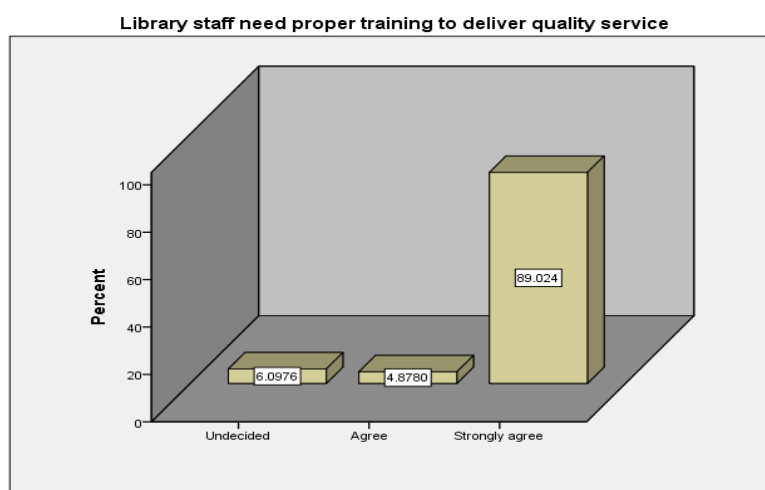
Figure 5.13: Indicating whether library staff need proper training to deliver quality service as reported by the students (n=300)

However, the respondents as show in figure 5.13 above illustrated the need for library staff to have proper training to deliver quality service. It was established that 267 (89%) of the respondents strongly agreed that library staff need training to offer good service to its users as evidenced in the study by (Newton, 2003). Ramzan, (2004), underscores the need for library staff to undergo proper training in their profession since libraries globally have undergone a significant change in the past two decades due to the application of information technology in automated cataloguing, circulation systems, online information retrieval, electronic document delivery, and CD-ROM databases. In the new information era, as observed by Graham (2001), librarians must struggle to find ways to provide assistance to a largely undefined user group. One of the main problems that librarians face when trying to serve remote users is that "they can be anybody and everybody; their individual characteristics and backgrounds are unknown. However, without detailed information about the characteristics of remote users and their instructional needs, it is very difficult for libraries to develop services to aid these users. These attributes can only be realized if the library staff have been empowered through proper training to be able to serve the diverse user community with relevant information to meet their individual needs.

To further elucidate on the study, the researcher carried out an Analysis of Variance (ANOVA) to test the null hypothesis (HO) that library staff attitude does not significantly affect use of library services against the alternative hypothesis (HA) that library staff attitude affects use of library services.

The table 5.5below shows the output of the ANOVA analysis and whether we have a statistically significant difference between our group means. The study established that there is no significance level below 0.05.

From table 5.5, the study therefore established that, there is no statistically significant difference in the use of library services and library staff attitude. Hence we accept the null hypothesis that library staff attitude does not significantly affect use of library services. This was also observed by the study at most of the service points within the library where library users would walk in to borrow and return the university resources irrespective of the treatment they get from the library staff.

"For example there were occasions when the users borrowing cards were misplaced by the library staff and could not be retrieved immediately but this incident would not dampen the spirit of library user, but would still continue using the library services".

Table 5.5: ANOVA

Variables Groups		Sum of Squares	Df	Mean Square	F	Sig.
Library users can use the library with or without library staff	Between Groups	1.294	2	.647	.166	.848
	Within Groups	308.462	79	3.905		
	Total	309.756	81			
Library staff can influence the use library resources	Between Groups	.067	2	.034	.021	.979
	Within Groups	120.087	75	1.601		
	Total	120.154	77			
Do you believe that library staff attitude has any influence on the use of library resources	Between Groups	.212	2	.106	.898	.412
	Within Groups	9.313	79	.118		
	Total	9.524	81			
Has any of the library staff action both verbal and non-verbal determined your access to library resources	Between Groups	.050	2	.025	.099	.906
	Within Groups	19.338	77	.251		
	Total	19.387	79			
Do you have certain issues that you might want addressed in the library to improve on its services	Between Groups	.065	2	.032	.454	.637
	Within Groups	5.485	77	.071		
	Total	5.550	79			

Based on the results above, most of the respondents believed that library staff attitude plays a major role in the service provision of library services and therefore should not be ignored as shown on the need of having a responsive library staff from the results indicated from the three institutions in figure 5.14 below. From figure 5.14, the study established that 71% of the respondents from the three universities felt that it was important to have responsive member of library staff. Specifically, Maseno University and Moi University registered the highest response by the respondents to have library staff who are responsive to their needs as compared to the University of Nairobi. The response at the University of Nairobi showed a slight decline in the return rate of respondents due to the semester holiday as had earlier been explained. 13% of the total respondents also felt that it was important to have responsive staff at the university libraries. From figure 5.14, 16% of the total respondents felt that it was least important to have responsive library staff in the university libraries. From these results and based on the objective, the researcher was of the opinion that the library materials can only be fully utilized if the library staff have the right attitude and are able to corporate with the rest of the library users.

How important is a responsive library staff
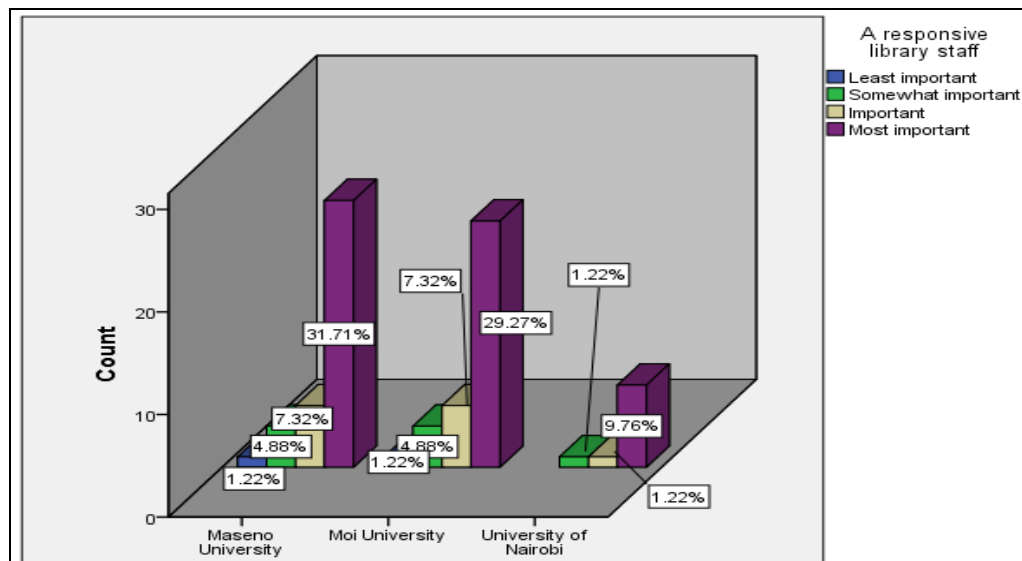
Figure 5.14: Responsive members of library members of staff as reported by the students (n=300)

During the interviews with all university librarians and all senior librarians, the study established that having a responsible library member of staff is a positive profile for the department since they will discharge their library mandate in a more professional manner than with an irresponsible library staff. They added that responsible library staff would minimize lose and destruction of library resources and facilities. After establishing the need for responsive library staff, the study was also interested in establishing whether there was need to have adequate professional library staff. The results were presented in figure 5.15 below.
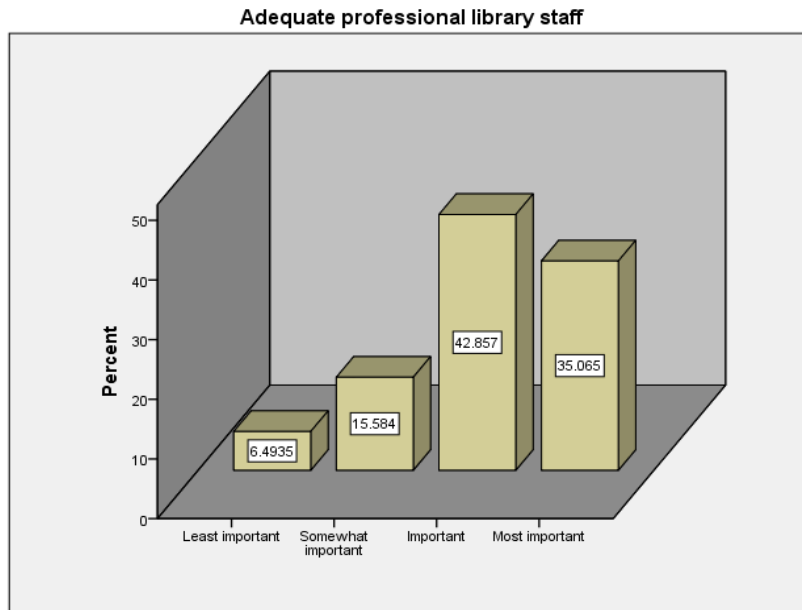
Figure 5.15: Need for professional library staff as reported by the students (n=300)

From table 5.15, the study established that 78% of all the respondents were feeling that it important to have adequate professional library staff to ensure that library services are provided to the library users in a more professional manner. This ensures that the library staff that have been engaged have formal education that would enable them to interact within and outside universities.

The study was also interested in establishing how the actions of the library staff determined user access to the library services. The study therefore established that library staff action, verbal or non-verbal had a direct link to the use of the library and its services. From the study 59% of the respondents experienced both verbal and non-verbal actions from the library staff which influenced their use of library services both positively and negatively. Such verbal expressions would emanate from being rude, talking down to the library user, using unprintable words, telling the user to the face that there will be no service as long as they are still working in the library. Other non-verbal attributes were when the user would be ignored completely by the staff, the staff

would not respond to the users query, holding the users card and not giving it back, talking to fellow staff and ignoring the user completely, asking the user to come back after a while without indicating whether the user will get the service or not. On the other hand 41% of the respondents had not had such experiences. While 59% of the respondents strongly agreed with the notion that library staff can influence the use of library resources.

Has any of the library staff action both verbal and non verbal determined your access to library resources
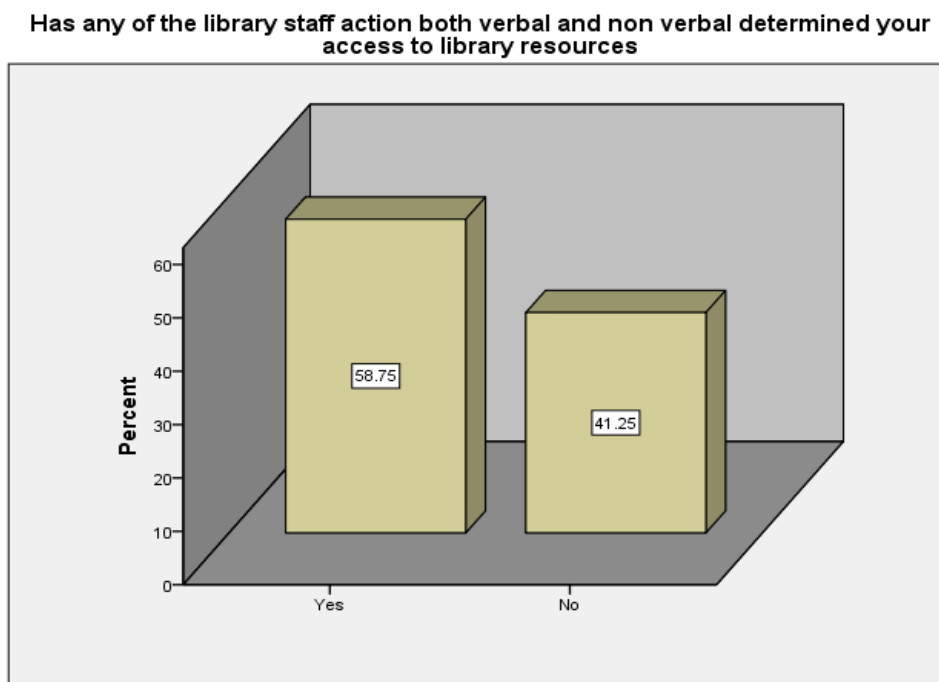
Figure 5.16: Access to library services as determined by library staff action as reported by the students (n=300)

Figure 5.16 above illustrates that the library staff attitude can influence access to library resources. This is evidenced by 59% respondents who admitted that the library staff actions can influence access to library resources.

During interviews with all university librarians, the study established that library staff at the information desk usually determines access to library materials by the users positively and negatively. The study further discovered that the library staff actions in terms of answering readers queries, searching for information, reservation of library

resources had a direct bearing on the readers and therefore if not handled with outmost attention, can deny a reasonable population of readers from getting to the library. This was evident from some of the reactions received from the students.

"Some of the library staff are too rude and do not care about the information I want from the library."

"I hate some of these librarians, they are too proud"

However, the study further established that, 41% of respondents did not give much attention to staff action both verbal and non-verbal in utilizing the services of the library. Their argument stems from the fact that the library staff are employed to serve the student readership and therefore they should not infringe on the right of the library users. Moreover, some of the respondents were of the opinion that they have paid for library fee and therefore they should utilize fully the library services and hence the staff attitude or actions should not determine the use of the library services.

Furthermore, as indicated in figure 5.17 below, 243 (81%) of the respondents strongly believed that library staff can influence the use of library services to a large extent. On the other hand 57 (19%) of the respondents disagreed with the sentiments of library staff having an influence on the library resources. The respondents 57 (19%) noted that the action of the library staff has no significant effect on how they access the library services since they believe they had enough experience and knowledge of using library facilities. They also argued that they can access majority of the resources through online sites and still get to do class assignment, research and prepare for their exams.
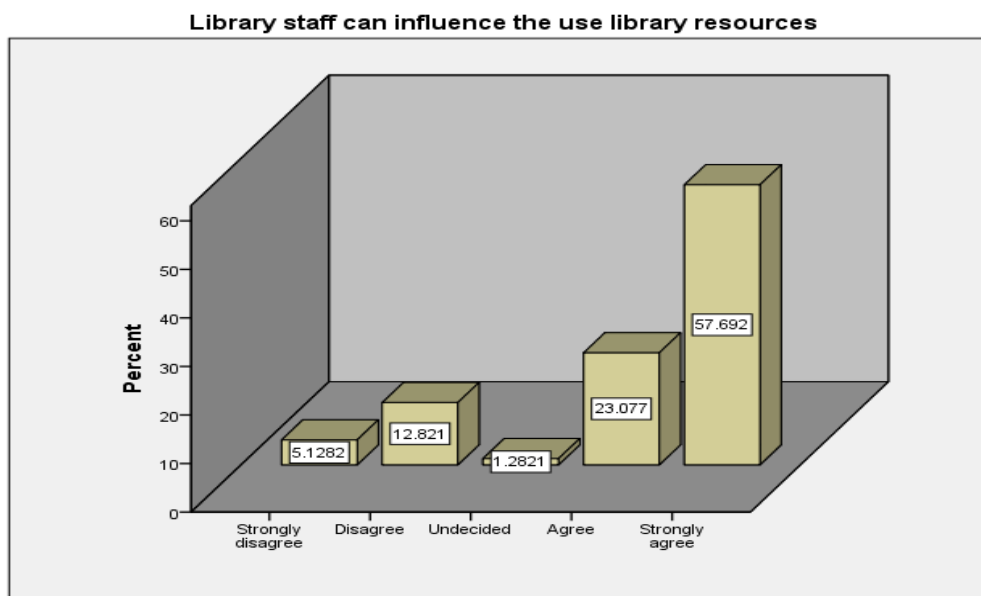
Figure 5.17: Influence of library staff on the use of library resources as reported by the students (n=300)

Meanwhile, the respondents based on their experience with the library staff, observed some of the varied reasons that determined the use or access to library services as indicated in table 5.6 below.

Table 5.6: Actions that have determined access to library resources as reported by the students (n=300)

Actions Determining Library Access	Frequency	Percentage
Assistance in looking for resources	285	95
Rudeness	261	87
Securing a computer for internet access	225	75
Staff attitude towards undergraduate should change	207	69
They are very welcoming	174	58
They helped me know how to get books in the library	141	47

From table 5.6 above, the researcher established that there were varied reasons why the students visited the library. Some noted positive aspects while other denoted negative aspects by the library staff. Some of the reasons included, rudeness and negative staff attitude. While in some instances the library staff were so welcoming and ready to assist the users with all the information they required. It was therefore intuitive to indicate that access to the library was based on varied factors as stated. However, the library staff had a significant role to play in ensuring that the students had access to the library. 95% of the respondents indicated that they get to the library to be assisted in looking for information resources by the library staff. 87% of the respondents denoted a negative aspect towards the library staff. This group of respondents indicated that some of the library staff are rude, unwelcoming, sneer at them and therefore denied them access to either visit the library or willingly have access to the library services. The study established that the result on staff rudeness was cutting across the three university libraries. It was established that 75% of the respondents visited the library to be assisted with access to computer for internet access. 69% of the respondents felt that the library staff should change their perception of the undergraduate students and treat them with respect. The respondents expressed disrespect by the library staff on the undergraduate students and in some instances the students were denied library services for minor mistakes like whispering in the library. Some respondents felt that the library staff discriminates on service delivery and more so the female staff towards fellow female students. On the contrary, 58% of the respondents were very happy with the library staff and some expressed positive attributes on how they are treated in the library. Some of the respondents visited the library because of the nature of welcome they are accorded while in the facility and while looking for information materials. A further 47% expressed positive sentiments on the library staff by teaching the students

how to locate books in the library. This they could do through user education and reference service.

Table 5.7: Actions that did not determine access to library resources as reported by the students (n=300)

Actions Determining Access to Library Resources	Frequency	Percentage
I ignore the staff actions and access the resources	234	78
Most resources can be accessed with limited assistance from staff	201	67
Not experienced any	156	52

From table 5.7 above, the study established that there were certain actions that did not influence access to the library by the students. Some of the respondents were of the opinion that whether the staff would be rude at them or not, they would still go to the library and read, borrow and do research. Others were also satisfied with the level of services available and therefore were convinced to use the library most of the time. These actions were all replicated in all the three universities. A majority of the respondents of the undergraduate and postgraduate students were satisfied with the services as they were and therefore nothing would prevent them from visiting the library as indicated in table 5.7 above. As indicated in table 5.7, 78% of the respondents would ignore the library staff actions and still access the library resources, 67% of the respondents felt that most of the library resources can be accessed with limited assistance from the library staff. The respondents, who have gone through the library orientation at some point, felt that the knowledge they had acquired was good enough to be able to locate the necessary information resources they might require for

their class work and research. However, 52% did not experience any action that could deny them access to library services. This group of respondents was comfortable with the library staff on how they were providing the library services and therefore, did not experience any work related attitude from the library staff that could deny them to use the library services.

5.4 Factors which Influence Library Staff Attitude to Work and Job Performance

An Analysis of Variance (ANOVA) was carried out to test the null hypothesis that there are no internal and external factors which influence library staff attitude and job performance against the alternative hypothesis that there are internal and external factors which influence library staff attitude and job performance. The findings are presented on table 5.8 below.

Table 5.8:ANOVA

Variables	Groups	Sum of Squares	df	Mean Square	F	Sig.
Are you happy with the way the university and in particular the library administration promote its staff	Between Groups	.228	2	.114	.506	.611
	Within Groups	4.058	18	.225		
	Total	4.286	20			
Are there some instances where library staff have been denied an opportunity to proceed for training	Between Groups	2.692	2	1.346	9.917	.001
	Within Groups	2.308	17	.136		
	Total	5.000	19			
Are there some instances when the library staff have completed their training and not immediately considered for promotion	Between Groups	.778	2	.389	5.833	.013
	Within Groups	1.000	15	.067		
	Total	1.778	17			
Does the university have promotion criteria for library members of staff	Between Groups	.903	2	.451	1.968	.170
	Within Groups	3.897	17	.229		
	Total	4.800	19			
Has the recognition managed to motivate the library staff performance	Between Groups	1.150	2	.575	3.026	.079
	Within Groups	2.850	15	.190		
	Total	4.000	17			
Does your institution encourage library staff development	Between Groups	.516	2	.258	1.233	.315
	Within Groups	3.769	18	.209		
	Total	4.286	20			

Table 5.8 shows the output of the ANOVA analysis and whether there is a statistically significant difference between group means. The study revealed that the significance level is $0.001(p = .001)$ and $0.013(p = .013)$, which are below 0.05. Therefore, there is a statistically significant difference in the mean number of library staff who have been

denied opportunities for further training as well as those who have completed training and have not been promoted. Hence the study rejected the null hypothesis and accepts the alternative hypothesis (HA) that there are internal and external factors which influence library staff attitude and job performance.

During interviews with all university librarians and senior librarians, the study established that most staff were not happy with the way the universities and in particular the libraries promote its staff. According to 9 (75%) of senior librarians, the library staff were not happy as the promotions criteria was only pegged on presentation of certificates and ignoring the level of job experience. The senior librarians further maintained that the library staff were not happy with the promotion criteria as it was demoralizing those who were denied opportunities for in-service training which was in the terms of service of the university.

During interviews with all university registrars, administration, the study revealed that there are some instances where library staff have been denied an opportunity to proceed for training but this was due to inadequate finances as all universities are relying on their income generating units. Although the registrars were aware of the negative effects of lack of staff development on the human resource job performance, they indicated that universities were unable to train most library staff as they only concentrate on training the lecturers and other senior university staff whose responsibilities require continuous training.

During interviews with all university librarians and university registrars, administration, the study established that there were several instances when the library staff have completed their training and not immediately considered for promotion. According to the registrars, such instances were due to some library staff training on unrelated courses which were not in line with the library job requirement. Some workers, they added were training for short duration that was not worth to merit promotion. According to the university librarians, most staff that had trained but had not been promoted was due to freezing of funds by the national government on promotions which was not only affecting the library staff but all staff under the government ministries and parastatals.

During interviews with the university registrars, administration, the study established that three public universities have promotion criteria for all library staff members. They however maintained that the promotion criteria was not being fully implemented as it relied majorly on heads of departments some of whom were practicing favoritism, nepotism and tribalism among other vices. They also added that the promotion criteria was not being fully implemented because staff promotions are based on the allocated establishment, and as such some departments were not having staff establishments on certain job groups which denied library staff opportunity for upward mobility.

During interviews with all senior librarians, it was revealed that mere recognition without monetary value does not motivate the library staff to realize adequate performance in their job responsibility. Such recognition would be envisaged in terms of training, letter of recommendation, appointment into university committees and in certain cases a promotion. The study further established that in the three university

libraries, there were minimal results to show for departmental staff recognition by the university management. The study was also interested in comparing how the three public universities' internal factors influence the library staff attitude to work and job performance. The results from ANOVA analysis were presented in table 5.9 below.

Table 5.9: Results from ANOVA Analysis

Multiple Comparisons							
Bonferroni							
Dependent Variable	(I) Name of the institution	(J) Name of the institution	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Are there some instances where library staff have been denied an opportunity to proceed for training	Moi university	Maseno university	.769*	.211	.006	.21	1.33
		University of Nairobi	.000	.281	1.000	-.75	.75
	Maseno university	Moi university	-.769*	.211	.006	-1.33	-.21
		University of Nairobi	-.769*	.236	.014	-1.40	-.14
	University of Nairobi	Moi university	.000	.281	1.000	-.75	.75
		Maseno university	.769*	.236	.014	.14	1.40
Are there some instances when the library staff have completed their training and not immediately considered for promotion	Moi university	Maseno university	.000	.153	1.000	-.41	.41
		University of Nairobi	-.500*	.183	.046	-.99	-.01
	Maseno university	Moi university	.000	.153	1.000	-.41	.41
		University of Nairobi	-.500*	.153	.015	-.91	-.09
	University of Nairobi	Moi university	.500*	.183	.046	.01	.99
		Maseno university	.500*	.153	.015	.09	.91
*. The mean difference is significant at the 0.05 level.							

From the results from table 5.9 above, there were significant differences between the groups as a whole. Multiple Comparisons show which groups differed from each other. It can be observed from table 5.9 above that there is a significant difference in number of library staff who have been denied opportunities for further training between Moi university and Maseno university, Maseno university and University of Nairobi training as well as those who have completed training and have not been promoted between Moi University and University of Nairobi and between University of Nairobi and Maseno university.

Following the interview with all the university registrars, administration, it was revealed that the three universities were minimally taking the library staff for further training. The registrars further indicated that with limited budget allocation from the government, the universities are therefore required to internally generate resources which will help in staff development programs. However, the resources available in the universities cannot meet the demands for staff training and this has forced the library staff to self-sponsor with the hope that once they have completed their training, they may be considered for promotion.

The study further established from all university registrars, administration that the universities were not having enough library personnel to be able to offer adequate library services and this has forced the universities to halt training programmes until they get more funding to employ additional staff so as to allow the existing library staff to proceed for training.

During interviews with all university librarians, the study established that promotion of library staff in Maseno University stagnated because of the inadequate funding from the treasury and this forced the university to rely on income generating units. The university librarian from Maseno University further explained that the university lacked proper income generating activities as compared to Moi University and University of Nairobi which has established income generating units and were able to use such funds to increase staff personal emoluments and promote their employees.

According to the university librarian from Moi University, the expansion of other campuses and construction of new learning facilities has put a strain on the university budget and therefore the funds that could have been meant for staff development were being redirected to other development issues. However all university librarians were optimistic that the situation would improve and more library staff would be promoted and hired to provide quality service to the library users.

5.5 Human Resource Development Policies on Library Staff Performance

The research question responded to indicated; Are there administrative policy guidelines to address issues on library staff attitude and the enhancement of the quality of their services?

From the findings the study established that there are several administrative issues that do hinder the realization of the library goals. The following issues as observed in table 5.10were some of the main issues that affected the realization of the library goals in the provision of information service to the library users.

Table 5.10: Issues that affect the realization of the library goals as reported by University Librarians (n=3) and Senior Librarians (n=12)

Issues that Affect the Realization of the Library Goals	University Librarian		Senior Librarian	
	f	%	f	%
Changing technology and inadequate financing	3	100	12	100
Inadequate resources	3	100	12	100
Lack of communication and team work	2	67	12	100
Large student population and inadequate staff	2	67	8	67
Lack of enough lecturers and inadequate resources	1	33	7	58

From table 5.10above, the study established that changing technology and inadequate financing do greatly affect the realization of the library goals as was reported by all university librarians and senior librarians. The study also realized that inadequate resources availability was denying the library the opportunity to realize its required goals in providing services to the library users. From the above table the study further noted that lack of communication and teamwork in the libraries affected the realization of library goals as was reported by 67% of the university librarians and all senior librarians. From the table the effect of large students' population and inadequate staff was moderate in all sampled universities as was reported by 67% university librarians and 67% senior librarians. Lack of enough lecturers and inadequate resources had very minimal effect on the realization of the library goals according to the university librarians as it was reported by 33% while it had a moderate effect on the realization of the library goals according to 58% senior librarians.

During interviews with all university librarians the study established that libraries in almost all the public universities have gone through a lot of technological transformation. Most of them have automated while others are in the process of doing so. However, with the fast changing technologies, the libraries are caught in a dilemma on whether to fully or partially embrace technology considering that their clientele are information communication technology savvy while a sizeable number of the library staff are still lagging behind in technology which forms essential service requirement in the library. 67% senior librarians noted that most of the well-established library management systems are too costly for the libraries and the cost of hardware and software has also escalated and this has affected the expansion of the library systems which are not fully automated. However the study established that, in Maseno University a commercial library management system is in place but has not yet been fully operational owing to the high cost of system implementation and lack of a Systems Librarian to actualize the process. However, the library management system at Moi University is partially operational and is yet to be rolled out to fully accommodate all the library services. It is only at the University of Nairobi where the library management system is fully operational with the circulation, technical, customer care modules activated and operating for the benefit of the library users and the university.

From interviews with the senior librarians, 10 (82%) maintained that libraries are service entities and operates on the funding allocated to the departments for service delivery. However with the student population increasing and new programs being launched, this scenario has put a strain on the university administration and therefore cannot allocate enough resources for the libraries to expand. From this finding the

study found out that the problem of inadequate resources is affecting all the three universities.

The study further established during interviews with 100% the university librarians that lack of communication between the library staff and the senior librarians and students is a major problem in providing adequate service delivery. They further maintained that in many instances this has led to office conflict and in some cases disciplinary action has been taken when indeed it was not warranted.

The study also established during interviews with 79% of the senior librarians that the number of students in all the public universities have gone up against a backdrop of fewer library staff to address their information needs. This imbalance has compromised the services being offered in all the three libraries and has put a heavy burden on the library staff to be able to provide quality information services and also to ensure that all the library users get the required services that they envisage.

According to 16 (87%) library assistants the student population in all the universities was on the increase in every academic year and the Kenyan government on many occasions has urged the public and private universities to absorb those who qualify to join the universities and be given a chance to progress in their studies. They however maintained that the universities have not responded in terms of employing more teaching staff in all the public universities in Kenya. They went further to explain that, courses such as education arts and science, business administration, languages in all the three public universities have a large student population compared to medicine, engineering and mass media and communication. The sudden growth in the number of

students in these faculties and schools has outstretched the recommended student lecturer ratio. This in essence has impacted very negatively on the quality of education in the public universities in Kenya.

During interviews, it emerged that policy guidelines were also affecting the realization of the universities library goals. The study then was interested in knowing how policy guidelines do enhance staff career development in the library.

Staff Policy Guidelines
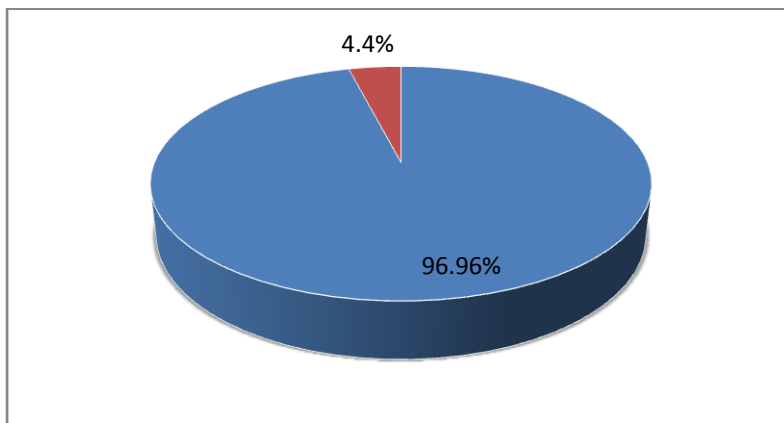
Figure 5.18: Showing whether there is a policy guideline to enhance staff career development in the library as reported by the University Librarians (n=3)

As shown on figure 5.18 above, the study established that the three university libraries are lacking operational career policy guidelines that could guide their staff career development and performance as indicated by 97% of the respondents. This therefore forces the library staff to look for ways by which they can advance their career without over relying on the university policy one which will take time to materialize. However, 4% of the respondents in the interview did express their opinions whether the policy is in place or not. This establishment indicates that the library staffs were not having the enthusiasm at work place hence slowing their service delivery and attitude towards the

library users. The study further established that 14 (76%) library assistants are affected with the lack of the policy on career development and therefore the staff are forced to look for ways by which they could enhance their career opportunities.

At Maseno University, the study established that the library assistants have an informal arrangement for holiday training which is outside the main university training policy set up since they are not covered in the training policy. The study further established that there was no operational policy guideline in the three public universities to enhance staff career development in the library as is evidenced in the above figure. All the university librarians indicated that there was a policy guideline that can be applied to ensure that the library staff advances in their career growth.

5.6   Effect of the Working Environment on Library Staff Performance

The research objective was to assess the influence of working environment on library staff performance. The research question responded to was; how does the working environment impact on the library staff performance in the public university libraries in Kenya? In order to respond to the research question, the study first wanted to establish the user population and how it affects the work performance of the library staff. The findings were presented on table 5.11 below.

Table 5.11: *Showing the library user population as reported by University Librarians (n=3) and Senior Librarians (n=12)*

University	User Population		Size of Library Collection	
	f	%	f	%
Moi University	5220	37	150,000	34
Maseno University	2000	14	90,000	21
University of Nairobi	6800	49	200,000	45
Total	**14020**	**100**	**440,000**	**100**

From table5.11 above, the study established that University of Nairobi received 6800 students per day representing 49% of the total population. While Moi University had a user population of 5220 per day accessing library services representing 37%. The table also shows that Maseno University had user population of 2000 per day representing 14%. From the table, three public universities realized a total of 14020 user population per day representing 100% of the user population involved in the study.

During interviews with all library assistants, the study established that the presence of the large user population at one given time in the libraries do affect the working environment and performance of the library staff given that the number of library staff who are on duty at any time are few compared to the population they need to serve. This reality had put a lot of strain on the library staff on their attempt to achieve the university libraries mission and by ensuring that all the library users are given quality service.

From table5.11, the study also established that the three public universities were having a large collection of resource materials with the highest number being indicated at over 200,000 at the University of Nairobi representing 45%. The table also shows that Moi University had a total of 150,000 library collections representing 34% and finally the table reveals that Maseno University had a total library collection totaling to 90,000 representing 21% of the total collections from the three universities.

During the interviews with 15 (83%) library assistants, the study established that most of the resource materials that were stocked by the universities libraries were obsolete and were not relevant to the library users. This they noted were making the libraries to remain with a few relevant collections that makes their working environment difficult as most users would request for the same material at the same time and whenever they fail to get them, they would be abusive or register their discontent with the senior Librarians.

After establishing the user population and the resource materials collections, the study went further to determine the effect of working environment on the use of library facilities. This was then linked to how it affected the staff in discharging their duties in the library.

Table 5.12: Showing the factors that affect the performance of library staff in the library as suggested by the University Librarians (n=3) and Senior Librarians (n=12)

Factors affecting staff Performance in the Library	University Librarian		Senior Librarian	
	f	%	f	%
Lack of incentives	3	100	12	100
Lack of motivation and recognition	3	100	12	100
Nepotism and tribalism	2	67	10	83
Inadequate remuneration	1	33	8	67
Intimidation and victimization	1	33	7	58

From table 5.12 above the study established that lack of incentives and lack of motivation and recognition were highly affecting performance of staff as was indicated by all university librarians and all senior librarians. The study also established that nepotism and tribalism equally contributes to poor performance of the library staff as indicated by 67% university librarians and 83% senior librarians. Inadequate remuneration was also underscored as another factor that contributes to poor performance among the library staff as reflected by 33% university librarians and 67% senior librarians. The study further established that intimidation and victimization do minimally affect the performance of the library staff as indicated by 33% university librarians and 58% senior librarians.

During the interviews with all university librarians and senior librarians, the study realized that in all the three university libraries the staff lacked incentives to enable them perform their duties optimally. Such incentives included, training opportunities, lack of promotion, inadequate office space, lack of appreciation. The study further established from the senior librarians that lack of motivation and recognition was

affecting all the library employees of the universities and attributed it to a national challenge as most of the time the budget allocation to departments hardly support the training opportunities for their staff.

During interviews with all the university librarians, the study also established that nepotism and tribalism was evident in the three university libraries. Nepotism was also blamed by 76% University Librarians as a factor that affected the library operations since most of the staff were in one way or the other related to a senior administrator either in the library or in administration. This they maintained affected the staff performance as most of such staff with relations on campus does owe their allegiance to their masters.

According to all Senior Librarians, most of the library staff complained of lack of proper remuneration. This scenario affected the performance of most of the staff in the library since they could not meet their basic needs with the kind of salary they were earning. They noted that such development do compromise the quality of service delivery and were leading to misappropriation of the university library resources.

During the interview with all University Librarians and Senior Librarians, intimidation and victimization by the senior administrators of the universities on the library staff was a factor that they felt affected the performance of the library staff in providing quality services to the library users. After realizing the factors affecting the performance of the library staff, the study was then interested in establishing from all the University Librarians and Senior Librarians the working environment of the library staff. Their responses were presented on table 5.13 below.

Table 5.13: Showing the indicators expressed by the library staff on good working relationships as suggested by the University Librarians (n=3) and Senior Librarians (n=12)

Factors expressed by library staff on good working relationships	University Librarian		Senior Librarian	
	f	%	f	%
Teamwork and Cooperation	3	100	12	100
Proper communication	3	100	12	100
Regular meetings	3	100	10	83
Staff welfare	2	67	8	67

From table 5.13 above, the study established that teamwork and cooperation among the staff was highly practiced as was indicated by 100% university librarians and senior librarians. The study also established that proper communication was in existence between the library staff as indicated by 100% university librarians and 100% senior librarians. Table 5.13, further reveals that regular meetings were being held by the library staff as indicated by 100% university librarians and by 83% senior librarians. On staff welfare, 67% university librarians and 67% senior librarians were in agreement that it enhances good working relations among the university library staff.

During interviews with both the university librarians and senior librarians, there was a general view that the staffs in the three university libraries were having a good working relationship with their supervisors. This was noted to be evident whenever one staff was to be away from work and their colleagues would volunteer to step in and work for them. This brought cohesion and mutual understanding between the library staff and the senior management.

The study also established that there was good communication both formally and informally where staffs were either informed of a departmental communication or informally in the department. These communications could either be in the form of a warning to an errant staff or passing information from within the institution or outside the institution. The communications were noted to be healthy for good working relations among the library staff. The respondents also noted that most staff were understanding their roles well only when there was constant communication with the managers.

During interviews with all university librarians and senior librarians the study established that regular meetings were being called on by the departmental heads in the three university libraries. It was in such meetings that the library staff would air out their issues and bond with the top management. The meetings were also being used to update the staff on current affairs affecting the profession and also updating them on the Commission for university education on library standards and regulations and the outcomes expected.

From interviews with all university librarians and senior librarians the study also established that university staff welfare was fairly active among the staff in the three public universities. The university librarians further explained that it was through staff welfare that the university libraries were able to bring unity and teamwork among the staff members. Staff welfare also promotes good working relations and this was noted by senior librarians that would lead to work efficiency among the library staff. They added that through the staff welfare, the library staffs in the three university libraries were able to get an opportunity to informally discuss on issues touching on work

environment and their association with the employer. Such meetings would eventually form the basis of formal consultation with the employer. 67% university librarians also observed that the welfare meetings were also helping the staff to get opportunities for career growth after such meetings had been held in the presence of the university administration.

After establishing the existence of good working relations in the three public universities, the study was then interested in knowing how the university administration view the contributions of the senior library administrators in the realization of the vision and mission of their universities. The study realized varied results from the interviews with the university librarians as outlined in table 5.14 below.

Table 5.14: showing how the university administration appreciate the Senior Librarian's contribution in the realization of the vision and mission of the university as reported by the University Librarians (n=3) & Senior Librarians (n=12)

Methods of appreciating University &Senior Librarians contributions by university Administrators	University Librarian		Senior Librarian	
	f	%	f	%
By giving responsibility allowance	3	100	12	100
By being sponsored to conferences	3	100	9	75
Not accorded the support deserved	1	33	8	67
By being appointed to various committees in the university	2	67	4	33

From table 5.14, the study established that 100% university librarians and 100% senior librarians are given some responsibility allowance in support of the university operations. It was evident that all university librarians have had an opportunity to

attend conferences and 75% senior librarians have also been able to attend the conferences. The study further established that 67% university librarians are members of various committees and only 33% senior librarians have had the opportunity to be members of a university committee appointed by the Vice Chancellors of the respective universities. However, 67% senior librarians expressed their reservations as they felt that the university administration is not giving adequate support. The study established that 33% university librarians were not getting the required support in ensuring that the library gets all the facilities to be able to manage its operations well.

During interviews, the respondents were of the opinion that the university administration should accord them the support they needed to be able to perform the responsibility of running the sections within the library department effectively. The study further established that 67% of the university librarians and senior librarians were not satisfied with the way by which the university administration apportions reward. They were of the opinion that the work they perform needs some reward and not necessarily in monetary terms but could be in terms of staff training.45% university librarians and senior librarians were not getting the support that they felt they deserve to get from the university administration to discharge their responsibilities. This could range from lack of enough library staff, lack of library equipments, lack of enough reading materials and resources. This in essence did herald a situation in which the moral of the Senior Library administrators was very low and therefore affected the quality of supervision and work performance.

After establishing the methods used by the university administration to appreciate the works of the university librarians and senior librarians, the study was then interested in

establishing the challenges being faced by the senior librarians in the three university libraries. Their responses were presented in table 5.15.

Table 5.15: Showing the challenges faced by the Staff as reported by University Librarian (n= 3) and Senior Librarians (n=12)

Factors showing the Challenges faced by library Staff	University Librarian		Senior Librarian	
	f	%	f	%
Lose of library materials	3	100	12	100
Stubborn library users	2	67	10	83
Abuse of library rules	1	33	4	33
Communication breakdown	1	33	6	50

The study further established that all 100% university librarians and all senior librarians have had to deal with cases of book loses. 67% of the university librarians and 83% senior librarians have encountered stubborn library users. The study established that 33% of university librarians and 33% senior librarians have experienced cases of library rules being abused and not properly observed by the library users. Meanwhile 33% of university librarian and 50% senior librarians have had issues with communication breakdown where the library users and library assistants do not get along and therefore compromises quality service to the library users.

During interviews with all university librarians and senior librarians, the study established that all the three university libraries have witnessed information material

losses at any given time. From the interviews carried out, none of the university libraries had carried out stock take to the extent of book losses in the department. However, University of Nairobi and Moi University have installed security gargets to avert resource material theft even though there are minimal failures at some times. The study also established that there were security personnel at the entrance to help in ensuring there is no book theft within the library.

The study further established during interviews that all the three university libraries have computers for research and access to internet services. The respondents however noted that some students visit unauthorized sites like pornography which make the purpose for which the computers were brought into the library misplaced. The study also established that efforts are being employed by the university librarians to educate the users through an information literacy programme as a curriculum and be examined at the end of the first semester. This will educate the students on responsive use of the computers.

During interviews with all the university librarians, the study established that the library administration had on many occasions dealt with cases of library users not obeying the rules and regulations set out to moderate the operations of the library. Such abuses includes, talking on mobile phones, eating in the library, not maintaining silence in the library even though in all the libraries, there are notices placed in strategic places warning the users of the on the what to do and what not to do while in the library. The study further established that abuse of library rules contributes to the negative effect on other library users who are law abiding.

During interviews with all senior librarians, the study established that there existed breakdown of communication between the library users and library assistants. They added that this breakdown did emanate in cases where the library users are instructed not to shelve back the books but they go ahead and do it. The senior librarians also maintained that the library users were also not very keen on reading the library notices and therefore the communication laid out are not being observed. On the other hand all senior librarians maintained that the library staff and the library users at times do not get along while discharging their mandate. This they noted leads to eventual breakdown and have often led to one party offending the other. The respondents however maintained that in many instances, such misunderstandings are often resolved within the department.

After establishing the challenges faced by the library staff when dealing with the library users, the study further attempted also to determine the challenges faced by the university librarians and senior librarians when dealing with the library staff. The study findings were then presented in table 5.16 below.

Table 5.16: Challenges faced by University Librarian and Senior Librarians when dealing with the Library Staff as reported by University Librarians (n=3) & Senior Librarians (n=12)

Challenges Faced by Library Administrations with other Library Staff	University Librarian		Senior Librarian	
	f	%	f	%
Lack of communication	3	100	12	100
Absenteeism of library staff	3	100	12	100
Lack of cooperation	2	67	12	100
Negligence by library staff on work given	2	67	8	67
Staff temperaments	1	33	7	58

The study established that 100% university librarians and 100% senior librarians were confronted with lack of communication and absenteeism by the library staff in many occasions. 67% university librarians and 100% senior librarians dealt with lack of cooperation from the library staff. The study further established that 67% of university librarians and 67% senior librarians were confronted with staff negligence while 33% university librarians and 58% senior librarians with staff temperament.

During the interviews with all University Librarians and Senior Librarians, the study established that lack of communication by the library staff was an issue the Library Senior administrators had to deal with. This could emanate from verbal instructions which when not followed led to inaction. At the same time absenteeism of library staff from work without permission was established. The study further established that cases of truancy in the three university libraries existed which affected service delivery to the users.

Further, during interviews the study established with some 67% University Librarians and 100% senior librarians were confronted with lack of corporation from the library staff as some members of staff were rude and this led to uncoordinated work activities within the department and therefore compromised on service delivery. During interviews, 67% university librarians and 67% senior librarians intimated that some library staff was negligent when providing services to the library users. They lacked professionalism and therefore were too casual in answering queries and were not giving the library users any alternative whenever they failed to get the resources they required. The senior library administrators were also concerned with some of the staff behavior when they could not finish the assignments given to them and some would

take a long time to accomplish any work assigned to them. During interviews, the study established that 33% university librarians and 58% senior librarians faced the challenge of dealing with staff temperaments. This would result either whenever one was experiencing pressure either from work or family related and extend the same to work. It was established that some cases would result into counseling or disciplinary cases whenever the situation demanded. It was further established during interviews that staff who we also experiencing health related issues when not handled properly would be withdrawn and if confronted with situations that would stretch them, would result into office exchange. During the interview, the senior library administrators would send the staff to a professional counselor or give them some time off to sort out the pressing issues.

After establishing the challenges in the two scenarios that is with the students and the staff, the study was then set to establish how the three libraries were dealing with these challenges. The study findings were then presented on table 5.17 below.

Table 5.17: Methods used by the Senior Librarians on handling the Challenges Facing the Performance of Library Staff as Reported by University Librarians (n=3) Senior Librarians (n=12)

Methods used by the University Librarians in handling Challenges of Library Staff	University Librarian		Senior Librarian	
	f	%	f	%
Counseling	3	100	12	100
Employment of more library staff	3	100	12	100
Issuing of staff memos	2	67	12	100
Regular library staff meetings	2	67	8	67
Taking initiative to solve staff problems	1	33	7	58

From table 5.17, the study established that three public university libraries were using varied methods in handling challenges that are facing the performance of the library staff. Using counseling was established as the main method used by all universities as was indicated by all respondents from the three universities. The study also established that all the three public universities were employing more staff to help solve the challenges of dealing with the users as reported by all the respondents from the three universities. Issuing of memos was also indicated by 67% university librarians and 100% senior librarians as another method of dealing with the challenges. The study also established that university librarians were using regular meetings as a method of solving challenges they were facing as reported by 67% university librarians and 67% senior librarians. Taking initiative to solve the problems was rarely used according to 33% university librarians and 58% senior librarians.

During interviews with 100% university librarians and 100% senior librarians, the study established that library administration in the three libraries have put in place counseling session for the library staff who are confronted with issues that interferes with their job performance. They added that counseling sessions were further extended to the students through the dean of students' office. The employment of more library staff by the library administration was explained by 67% university librarians as some of the ways by which the challenges facing the library could be solved to enable the quality of the library services be properly realized.

The study established during interviews with 9 (75%) senior librarians that the library administration was communicating with their members of staff through memos to ensure that the intended information is relayed to the intended recipient. From

observation, the study established that there were notice boards in all the libraries with memo letters and therefore the communications were reminding and informing the staff of what is expected of them. According to 2 (67%) university librarians, memos were used as quicker ways of disseminating information to the library staff and users. The study further established from 10 (83%) senior librarians that there were regular staff meetings that were held in the three libraries to effectively deal with issues within the library that were deemed necessary for service delivery. Such meetings with the senior librarians were held mostly at the beginning and end of the semester. They further noted that in such meetings the library administration would draw up a work plan for the department and set goals to be achieved. The senior librarians further maintained that the library administration was taking steps to solve work related, family related problems of the library staff as well as the students' problems. This they noted was done through counseling, and through discussions.

The study observed that the university librarians and the senior librarians in the three universities were involved in the following activities for the realization of the vision, mission and objectives of their libraries.

Table 5.18: Library activities by senior library administrators in realization of the vision, mission and objectives of the library as reported by University Librarians (n=3) and Senior Librarians (n=12)

Activities for the realization of the vision, mission and objectives of the library.	University Librarian		Senior Librarian	
	f	%	f	%
Classification and cataloging of library books	3	100	12	100
Information literacy to users for effective access to information services	3	100	12	100
Orientation to library users	3	100	7	58
Selecting and acquiring relevant information materials	3	100	6	50
Supporting academic programmes of the university	3	100	8	67

From table 5.18 above, the study established that 100% university librarians and 100% senior librarians are engaged in classification and cataloging as part of the realization of the vision, mission and objectives of the library. From observation on the activities taking place in all the three libraries, the study established that the senior library administrators do supervise and ensure that the information resources in the library are properly given the subject areas where they should be and are properly arrange on the shelves for easy identification. The study further revealed that all the three university libraries have a processing section for all their information materials and the information resources are assigned subject identification numbers and are arranged on the shelves for easy identification and accessibility in the library. Some of the materials that are classified and cataloged and thereafter placed on the shelves are books, thesis, and reports.

The study further revealed that 100% university librarians and 100% senior librarians participate in ensuring that information literacy program is conducted to all library users for effective access of information resources including e-resources. During interviews with 100% university librarians, the study established that the information literacy programme enables the library users to be able to get relevant and up-to-date information on how to write research reports, proposals and referencing other people's works. This finding concurs with the requirements by the Commission for University Education to be offered as part of the curriculum studies in all the universities to undergraduate and postgraduate students to ensure that quality education is maintained in all the local universities in Kenya (Commission for University Education, 2013).

The study further established from 100% university librarians and 58% senior librarians that orientation was being offered to the library users. During interviews, with all Library Assistants, the study established that just like the information literacy programme, orientation ensures that the library users are taken through a rigorous process by which the users are introduced to all the aspects of the library service and how to locate whatever resources they might be interested to use for their research and course work. The study equally observed that orientation in the three libraries was supervised by the senior library staff to ensure that the students when left on their own are able to access the library and use the available resources without many problems.

The study was also interested in the functions of the senior library staff. During interviews with all university librarians and all senior librarians, the study established that the senior library staff did ensure that their libraries were stocked with current, relevant and up-to-date information resources. This was done by the head of the acquisition section with the approval of the university librarian. The acquisition librarian also ensured that the library users have access to the electronic journals which are relevant and current in their area of study.

Interviews with all senior librarians also revealed that the support of the academic programmes was done by the senior library administrators who ensure that all the programmes being taught on campus have the requisite resources and the students are able to get the quality services from the library. The senior library staffs were doing this through supervision of the Library Assistants. It was observed also that the new programmes usually go through the Commission for Education inspection and therefore the Senior Library administration did conform to the requirements.

The study also established during interviews with all Senior Librarians that user education to the library users was an essential attribute in the use of library resources. This activity was supervised by the senior library staff to ensure that all the library users are taken through the programme and is capable of self administration of library services without any much problem and that in the three university libraries the senior administrators were at hand to ensure that the programme is well handled and all the students' information needs are well taken care of.
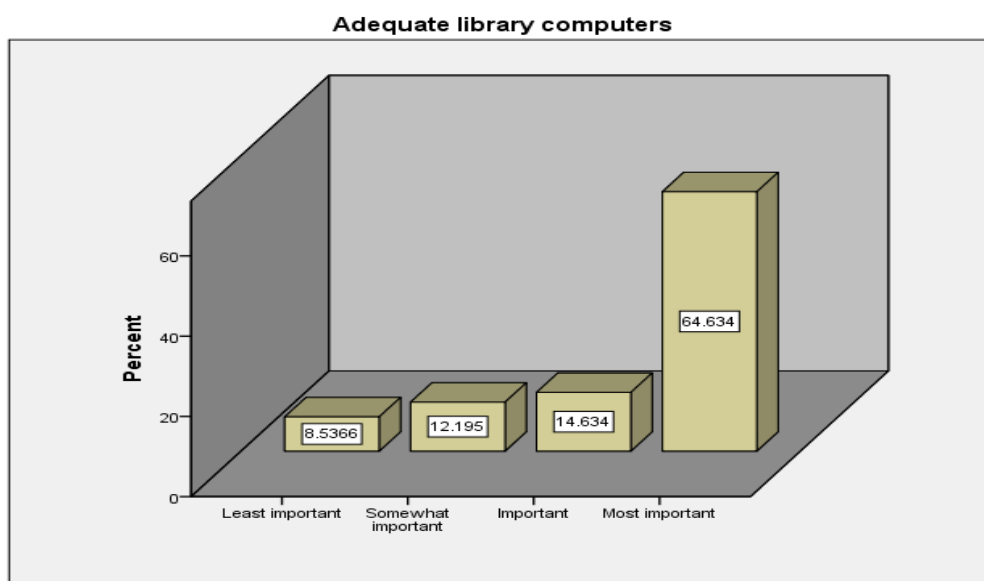
Figure 5.19: Indicating the need for adequate library computers as reported by the students (n=300)

From the above figure, the study established that 240 (80%) of the students indicated that having adequate computers in the library is important to complement the print materials. From the study, majority of the students were spending most of their time online researching or downloading information either for their class work or personal consumption. The study further established that 36 (12%) and 27 (9%) of the respondents considered computers to be least important. This scenario could arise from the fact that this group of students either have little knowledge on information

communication technology, or are comfortable with using the books as compared to the computers.

During interviews with all University Librarians and Senior librarians, the study established that the three university libraries lack enough computers for students and therefore there is a need to add more computers in the library to ensure that those students who cannot afford to buy the laptops can also have an opportunity to use the library resources freely.
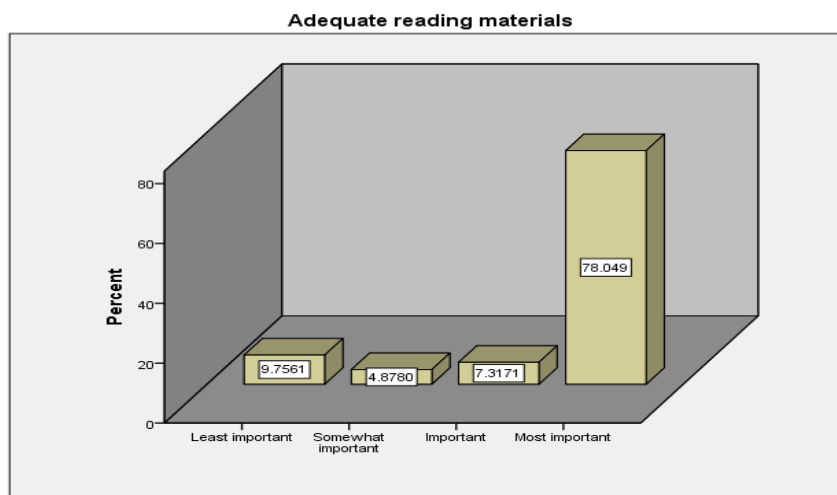
Figure 5.20: Indicating the need for having adequate reading materials in the library as reported by the students (n=300)

From figure 5.20 above, the study established that 234 (78%) and 21 (7%) respectively of the students indicated how important it is to have enough reading materials in the library. These group of students realized how important the library books are since they rely on them for assignment and for class work. Meanwhile 15 (5%) of the respondents felt somewhat important to have adequate book s in the library, while 30 (10%) expressed least importance of having adequate books in the library. This group of respondents relies so much on online resources and would download information resources from the computers which will supplement the print materials.
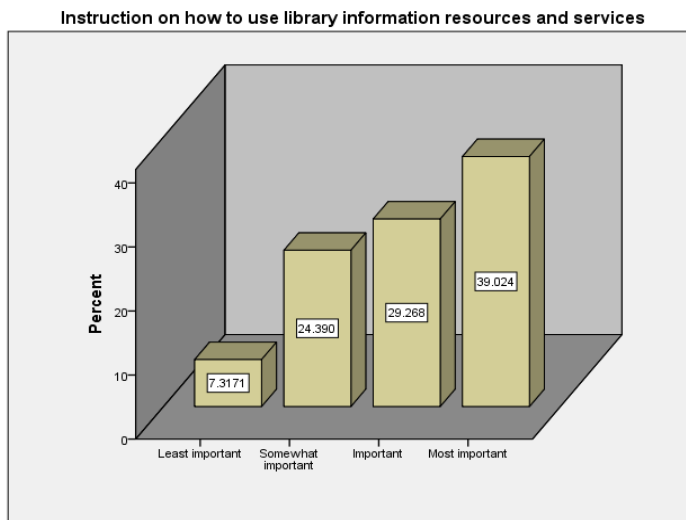
Figure 5.21: Instructions on how to use library information resources and services as reported by the students (n=300)

From figure 5.21 above, the study established that 117 (39%) of the students would be willing to engage the services of the library staff and found it most important to be inducted on how to use the library resources and services since they believe that in this way their search for information will be quite easy. (29%) deemed it important to also engage the library staff on how to search for information and use the library services, (24%) found it somewhat important. This in essence demonstrates the importance of library staff to assist the library users of information search and ensures that the library users are introduced to new products in the library most of the time. However, (7%) of the students found it least important to engage the services of the library staff. This is attributable to the fact the some of the students rely heavily on notes from their class, browse the internet a lot or do not just like using the library services.
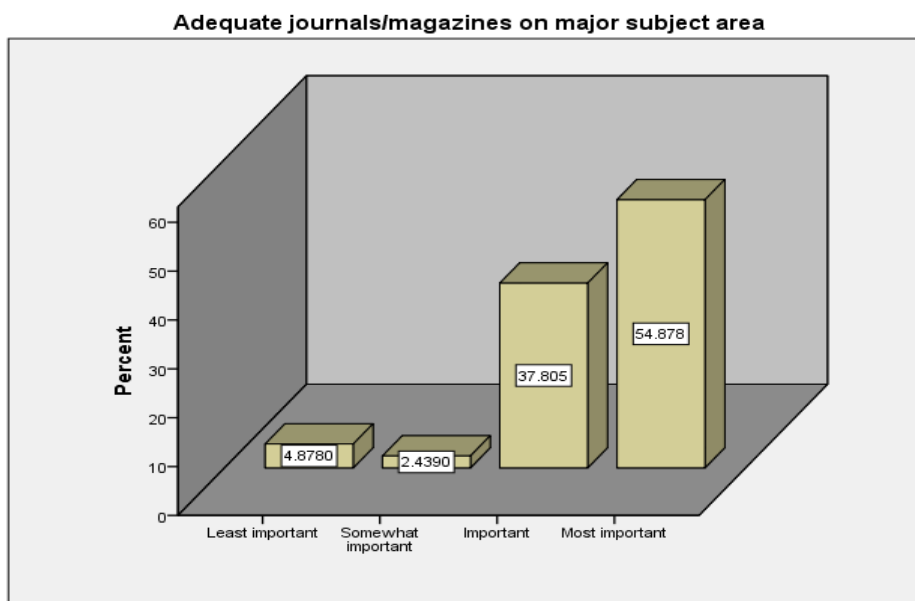
Figure 5.22: Indicating the need for adequate journals & magazines on major subject area as reported by the students (n=300)

The study established that a majority of the respondents were in agreement that the library should have adequate journals and magazines in various disciplines to supplement the text books. The study established that (55%) of the respondents supported the idea of the library to be well stocked with adequate journals and magazines. The respondents argued that the journals are current and have a wider coverage on topical issues that are relevant in different disciplines. (37%) of the respondents also felt that the library should be well stocked with adequate journals. The same opinion was expressed in the study by (2%) of the respondents. However, (5%) of the respondents expressed least importance of having adequate journals and major magazines in various disciplines in the library. This could be attributed to the fact that a majority of the students do have access to journal materials online and therefore may not entirely rely on the library ones.
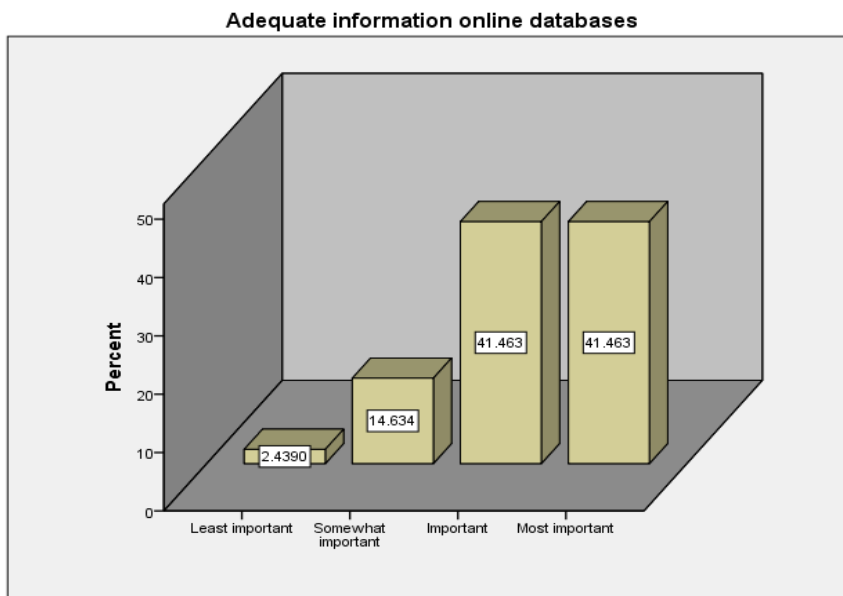
Figure 5.23: Indicating the need for adequate information online databases as reported by students (n=300)

Figure 5.23 above, the study established that online resources are quite in demand by the majority of the library users. From the study (82%) of the students are aware that having online databases is quite essential. (15%) of the students somewhat felt that online databases is necessary. (2%) of the students who felt that it is least important to have online databases in the three libraries.

During interviews with all university librarians, the study established that the usage of online databases would enhance the traffic to the library and would also improve on the over-all access to the library resources. They further maintained that it would not only be cheaper to acquire resource information through the internet but also it would help in preserving library space as there would be no need of having large shelves for books. According to all senior librarians, adequate information online would also lead to easy and proper management of the library resource materials. This they added would lead to easy human resource management in the libraries.

Comforatble sitting environment in the library
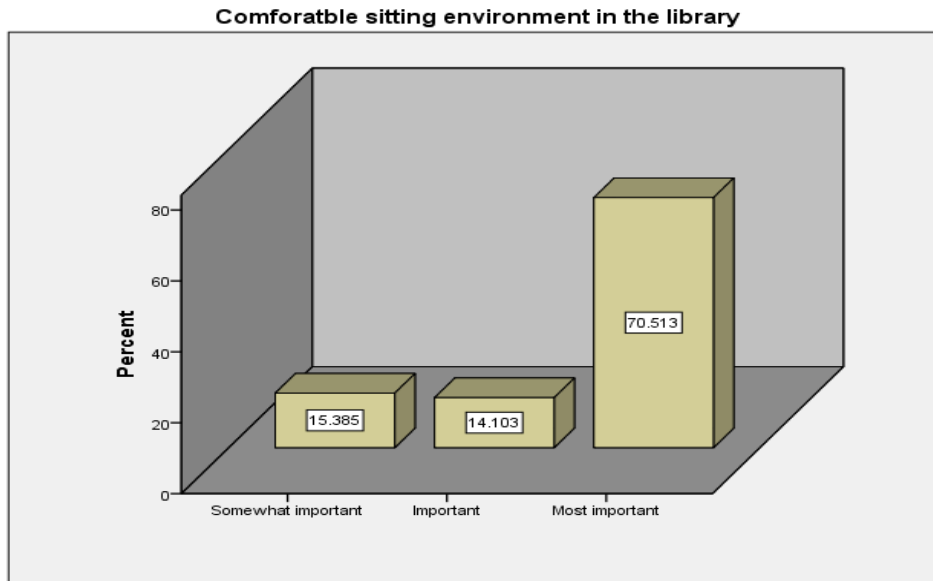
Figure 5.24: Indicating an ideal sitting environment in the library as reported by the students (n=300)

From figure 5.24 above, the study established that (85%) of the students prefer to have a comfortable sitting environment as this enhances their sitting in the library for longer hours. (15%) were also in support of a comfortable sitting environment in the library. From the study it was overly supported that libraries with comfortable environment registers high users turn out as compared to an environment that is not conducive. From the study, all the three university librarians recommended a reading environment that is comfortable to their library users and therefore the libraries at any given time would register a very high population.

During interviews with all university librarians, the study established that all the three universities libraries were making efforts to make their reading spaces more comfortable for their readers by building larger libraries as is being done in Maseno and expanding and modifying the existing facilities. According to senior librarians

sitting environment was so vital for the library users and would determine the duration that the users take in the libraries.

Does the university have promotion criteria for library members of staff

Figure 5.25: Showing whether the university have a promotion criteria for library members of staff as reported by Library Assistants (n=18)

To assess the existing human resource policies and development and their effect on library staff, the study established that (60%) of the library assistants believe that public universities lack criteria for promotion of library staff or if it exists, it is not followed. (40%) of the respondents agreed that the universities have promotion criteria for library members of staff.

From the interviews with all library assistants in all the three university libraries, the staff were having a varied opinion on the promotion criteria for the library staff. The study established from all university administrative registrars at the three university libraries that there are elaborate criteria for promoting the library staff. However, from the interviews by the library assistants, they were complaining of the challenge they encounter in the implementation of the same policy. These included nepotism, tribalism, and favoritism to select members of staff among others.

The study further established from all university administrative registrars from the three university libraries that in their respective universities they have clear promotion criteria that the heads of the library department are to implement. In Maseno University, the study established that the promotion criteria exists and is being followed strictly. However, some members of the library staff are not happy with the way promotion is done in the library. This could be attributed to lack of promotion policy criteria and lack of a well structured employment establishment. Most of the staff interviewed expressed their dissatisfaction with the promotion criteria having stayed in one job group for a longer period of time while colleagues in other departments were being considered for promotion.

This scenario affected the delivery of essential library services and this was indicated in the complaints and compliments forms in the respective libraries. However, during the interviews with the senior librarians, there was an indication that such issues are isolated but were being addressed as they come along.
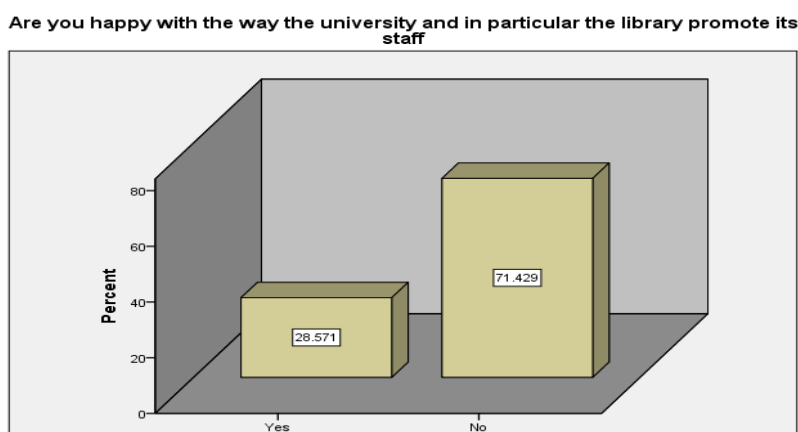
Figure 5.26: Indicating the way the university and in particular the library promotes its staff as reported by Library Assistants (n=18)

From figure 5.26, the study established that (71%) of the library assistants were not happy the way the library promotes its staff. However, (29%) of the library assistants were contented with the promotion criteria being applied in the libraries.

From the interviews conducted with the library assistants from the three university libraries, the study established that most of the library assistant staff do progress in their professional career but do not get promoted immediately as they expected. This they attribute to nepotism, tribalism that denies them the fair chance to move from one grade to the other. However, during the interviews with the university registrars, they were blaming the lack of promotion of the library staff to inadequate funding from the government and the increased number of students in the joint admissions programme as some of the factors that have delayed the promotion of library staff.
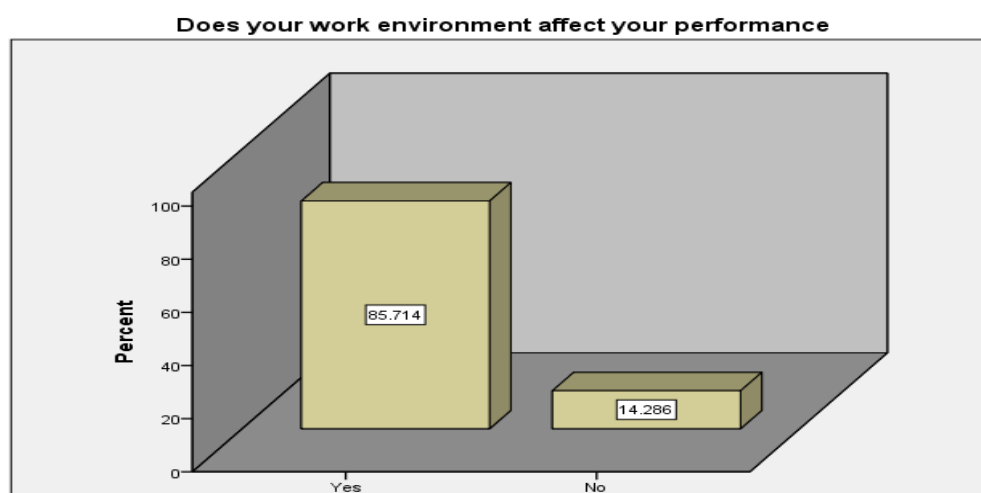
Figure 5.27: Showing the effect of work environment and work performance as reported by the Library Assistants (n=18)

From the study (86%) of the library assistants were in agreement that work environment affect their performance and this also influences their attitude towards work. of the library staff. (14%) of the library assistants were not in agreement with the

work agreement and performance. During the interview (86%) of the library assistants complained of poor working conditions and lack of adequate remuneration to be able to meet their basic needs. This group of staff was in agreement that their working environment denies them the opportunity to work optimally to deliver quality services to the library assistants.
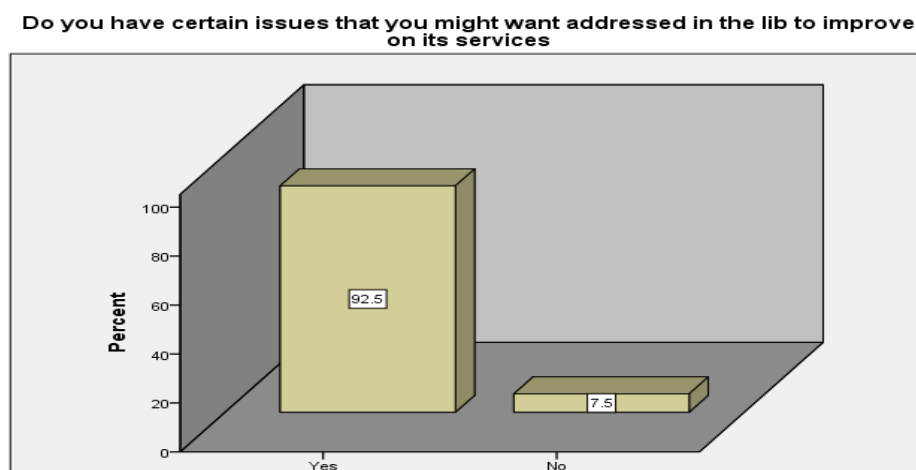
Figure 5.28: Showing certain issues that might be addressed in the library to improve on its services as reported by students (n=300)

From figure 5.28 above, the study established that there are issues to be addressed in the library which were compromising on service delivery, 279 (93%) of the respondents indicated that there are issues that needed to be addressed to improve on the service delivery as shown also in table 5.18 below. Some of these issues ranged from lack of enough information materials, lack of computers, opening of the library throughout the weekend, lack of consultation with the students when buying books for their courses, limited sitting space which is a major factor in all the universities and more so during exam period when all the students would want to visit the library.

However, (7.5%) of the students felt that there were no issues to be addressed in the library and therefore were comfortable with the operations as they were in all the

university libraries on service delivery. In Maseno University where the post graduate students have their own library showed little concern for the inadequacy of the library materials and services. However, the library also lacked on space and enough research materials and this is an impediment to quality service delivery. In Moi University, a section within the Margaret Thatcher Library is designated for the postgraduate students and the study realized that space and lack of information resources and enough computers for research was evident.

Table 5.19: Showing the issues to be addressed in the library as reported by the students (n=300)

Issues to be Addressed for Library Services Improvement	Frequency	Percent
Add more books especially for Education Arts	294	98
Consult students on the kind of materials they want when stocking the library	243	81
Expand computer lab and ensure that the photocopier is always working	228	76
Expand library to allow for more sitting space	207	69
Expand space for luggage storage	177	59
Have separate entry and exit points	171	57
Increase luggage shelves	165	55
Increase time allowed for short loan books to five hours from the current one hour	141	47
Add more stock of books	138	46
Open the library during weekends	126	42
Provide botanical journals in the library	114	38
Put security check at the entrance	102	34
Ensure safety of luggage	81	27
Some students book seats even when they are not available	75	25

From table 5.19 above, the researcher encountered a number of issues to be addressed in the library to enable the students to fully utilize the facilities availed in the library. Besides the usual lack of information resources, the respondents expressed the need to provide security for their luggage and at the entrance. The study established that 98% students in all the university libraries wanted more books to be added and especially in education arts since the population taking that particular discipline is on the increase. 81% students felt that before the library buys any material, the library administration should also engage the student fraternity to enlist the kind of information resources they feel are good for their use. 76% students wanted the computer lab to be expanded to accommodate more users and also to ensure that the photocopier is working at all times. The study further established that, the admission of new students to universities in Kenya is on the upward trend while 69% students expressed the need to expand the sitting capacity of the libraries to accommodate many library users. 59% students wanted more luggage space expanded to be able to hold the luggage. Meanwhile 57% of the respondents wanted the libraries to have separate entry and exit points. The study further established that in Maseno University, the libraries are housed in small buildings and lack of a well-designed entry and exit points as was noted at Moi University and University of Nairobi libraries respectively. This design is to control the human traffic without causing so much delay at both the entry and exit points. The study further established that 55% students wanted the luggage area and the shelves be increased to allow for space for safe keeping of the luggage's. The study established that 47% of the students would prefer more time allocation for books in the short loan section from its current one hour to five hours based on the demand of those particular books. Meanwhile 46% of the students wanted more books to be added in the existing stock of the library collection. 42% of the students indicated that they would prefer the

library to be opened during the weekends to enable them extra more hours to do research and publish in both local and international journals. The study further established that 38% of the students who were undertaking the Botany as a course required current and up-to-date botanical journals collection in the library. 34% of the students wanted stringent security measures put at the entrance of the libraries to avert any dangers that might be posed by some elements who are out to steal other personal belongings of fellow students. The same sentiments on security were expressed by 27% of the respondents who were concerned with the safety of their valuables since there had been cases of students losing their personal effects in all the libraries. The study further established that 25% of the students were concerned with students booking seats and walking away only to appear much later.

This practice denied many students the opportunity to use the library services whenever they wanted to. The study established that booking of seats in the library is most rampant during the current assessment test time and main exam. Further the study was interested on how the library staff can influence the use of library resources.

Library staff can influence the use library resources
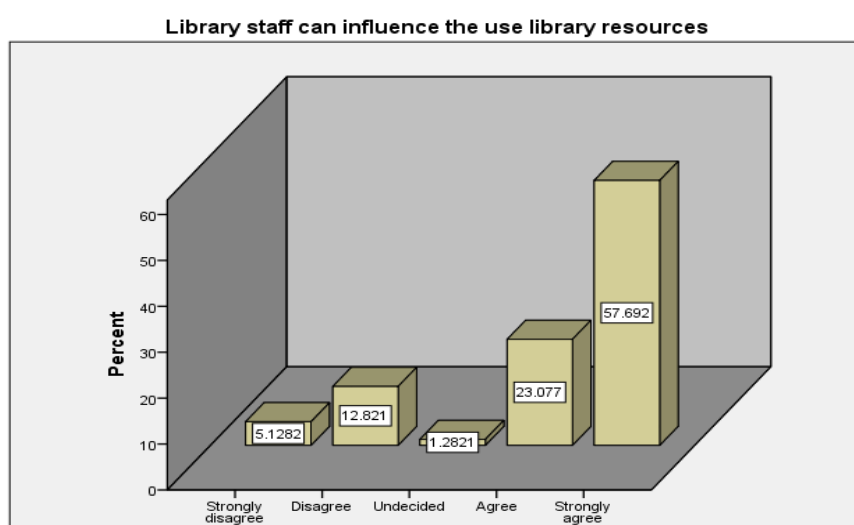
Figure 5.29: Showing whether Library staff can influence the use of library resources as reported by the students (n=300)

On whether the library staff can influence the use of library resources, 174 (58%) of the respondents were strongly in agreement, 69 (23%) agreed with the statement. 39 (13%) of the respondents were in disagreement as 15 (5%) strongly disagreed and were of the opinion that the library staff had no influence on the use of library resources. This view can therefore be supported by the views given in figure 5.30 below to support the centrality of the library staff in terms of providing library services to the library users and their influence in the use of library resources.

Library users need limited assistance from library staff
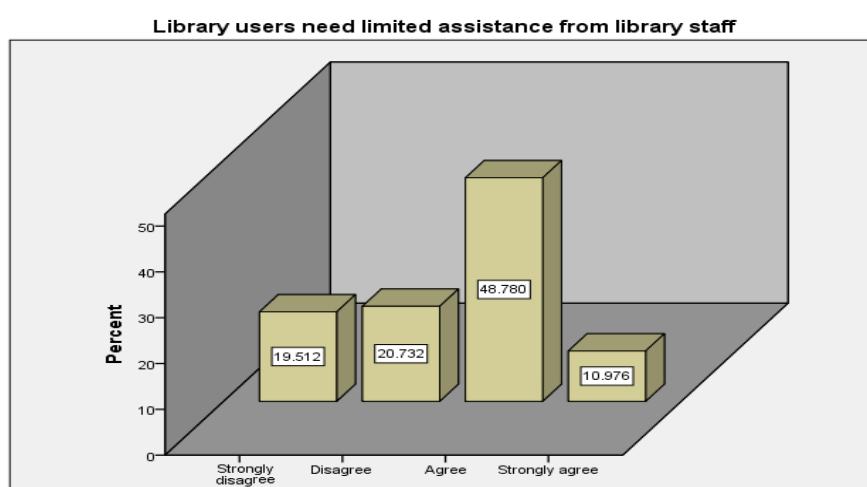
Figure 5.30: Showing whether library users need limited assistance from the library staff as reported by the students (n=300)

However on whether library users need limited assistance from the library staff, 33 (11%) of the respondents strongly agree, 147 (49%) agree while 63 (21%) and 60 (20%) are in disagreement that library users need limited assistance from library staff to access information resources in the library. From the researchers observation, at Moi University and University of Nairobi, books and journals are stacked in different floors and therefore identification of library resources in most cases take a longer time if the user is not familiar with the arrangement. From observation and interaction with the library staff, the staff in the three university libraries were lamenting to lack of enough

staff to assist in the service to the library users. This therefore meant that the users were left alone to find their way in the library. As such, this in most instances created a vacuum on library users when inneed of help from the library staff. The need for limited assistance to locating the information materials can also be supported asindicated earlier in table 5.2.
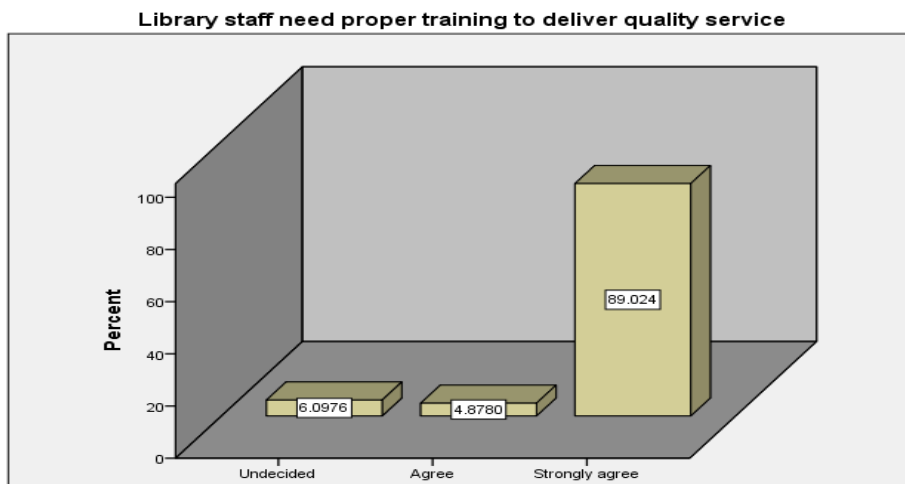
Figure 5.31: Library staff needs proper training to deliver quality service as reported by students (n=300)

From figure 5.31 above, the researcher established that a majority of the respondents supported strongly the training of library staff at 267 (89%) and 15 (5%) respectively so as to be able to provide quality service to the library users. The students respondents from all the three universities agreed that well trained library staff would be able to provide quality service and meet the users needs. 18 (6%) of the respondents were undecided on whether the library staff need proper training.

However most of the respondents did not give any valid reason as to why they did not find it viable for library staff to be taken for training. From observation, many of the library users expected to find quality service from library staff and therefore majority

of the respondents demanded that they should only be served by well trained library staff.This finding concurs with that of Oduwole and Akpati (2003) at the University of Agriculture Library in Abeokuta, Nigeria that absence of in-depth ICT skills and information searching skills among library staff, and the cost of using the cybercafé are barriers to the use of electronic and other library resources.
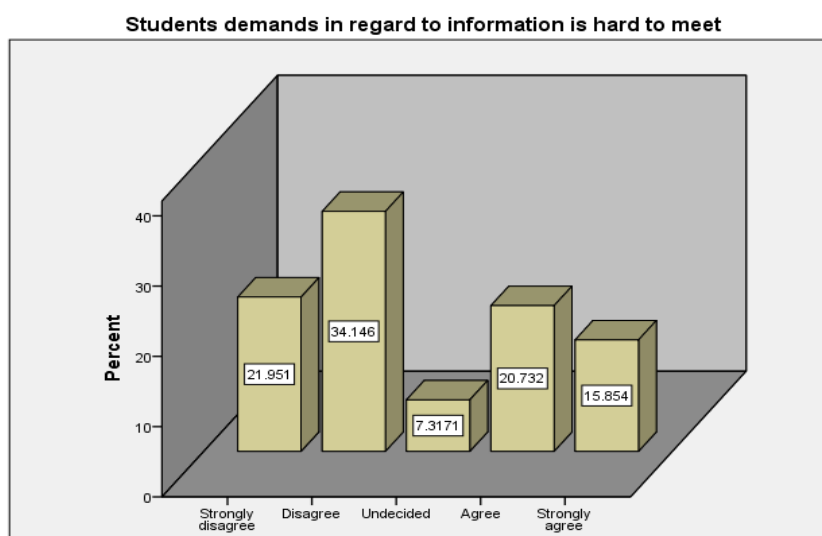
Figure 5.32: Students demands in regard to information are hard to meet as reported by the Library assistants (n=18)

As indicated in figure 5.32, the study realized a relatively balanced response. 22% of the respondents strongly disagreed that the students demand with information is hard to meet. 34% of the respondents disagreed, while 7% were undecided on the aspect of whether the demands by students in regard to information are hard to meet. However 21% of the respondents agreed that students demands with information is hard to meet, while 16% also strongly agreed.

It is worth noting that the respondents were interviewed based on their course interest and therefore this elicited a great response since the question was directly touching on

their interest with the library staff. From observation, some of the students were not very specific on what information or service they required.

Consequently the study was interested to find out if there are underlying issues on staff relations that could be tied to the attitude formation by the library assistants in as far as library services are concerned. Majority of the senior librarians 53% were of the opinion that their relationship with the library staff is good, 33% expressed that the relation is very good while 13% were of the view that they are having an excellent relationship. This implied that generally, there is good working relationship among the senior library staff and their subordinates in the three public university libraries. This has been generally reflected in the study on certain aspects within the library.

How would you describe the relationship between you and your staff
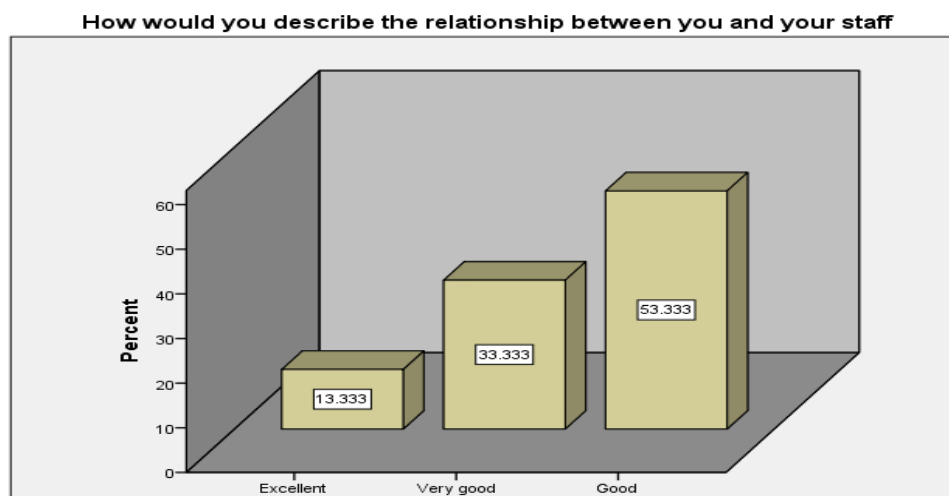
Figure 5.33: Relationship between the University Librarian and Senior Librarians with members of library staff as reported by Library Assistants (n=18)

From the respondents in the three universities libraries 53% of the library staff were of the opinion that their relationship with the university librarians and senior librarians are good, 33% expressed that the relation is very good while 13% were of the view that

they are having an excellent relationship. None of the respondents indicated that they were in bad relationship with their supervisors.

During interviews with the university librarians, all observed that the senior university librarians had a high regard for their subordinate and this was reflected on the service delivery. They further maintained that they were working in a democratic system and every library staff was free to express his/her dissatisfaction if any to any of their supervisors. According to all senior librarians, subordinate staff were enjoying good working relations with their seniors in all the universities and this makes them to offer good service delivery to the library users.

5.7 Suggestions on Library Staff Attitudinal Management

During interview with all university librarians, senior librarians and university registrars, the study established that there were issues that were pertinent to the students and library staff and needed to be addressed out in the library to ensure that there is smooth flow of services to the library users and to make the library staff perform their duties without feeling demoralized. The issues identified during interviews were prioritized based on the activities, facilities and resources of the library as shown in figures 5.14 - 5.15, 5.20-5.24, and 5.34- 5.35 respectively and also as enlisted in the suggestions given by the respondents earlier on table 5.18.
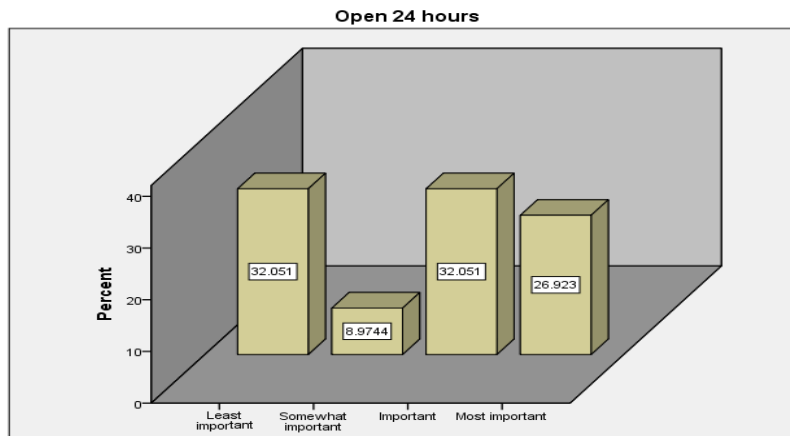
Open 24 hours

Figure 5.34: Showing the need to open the library 24 hours as reported by the students (n=300)

From figure 5.34 above the study established that 68% of the students were in support of the library opening 24 hours. On the other hand 32% of the students did not approve of the library opening for 24 hours as suggested by the 68%. During interviews, all senior librarians maintained that the suggestion of 24 hours service emanated from the fact that the students spend a lot of time in the lecture halls and in the laboratories and very little time in the library after their lectures. This therefore limited their time to have a session to access the library for longer period.

The university librarians further noted that the students wanted more time to study, write their assisgments and do research which would only be possible after supper and over the weekends when they don't have lectures. All senior librarians also maintained that majority of the postgraduate students do attend to office matters and can only find time after work and late into the night to be able to publish and write their research papers. However, a few 32% studentswere not in support of the library opening for 24 hours. According to all university librarians such students were having personal errants

to undertake and some were non- residents living far off, while the mature entry students were using their free times to visit their families.

Opened during weekends
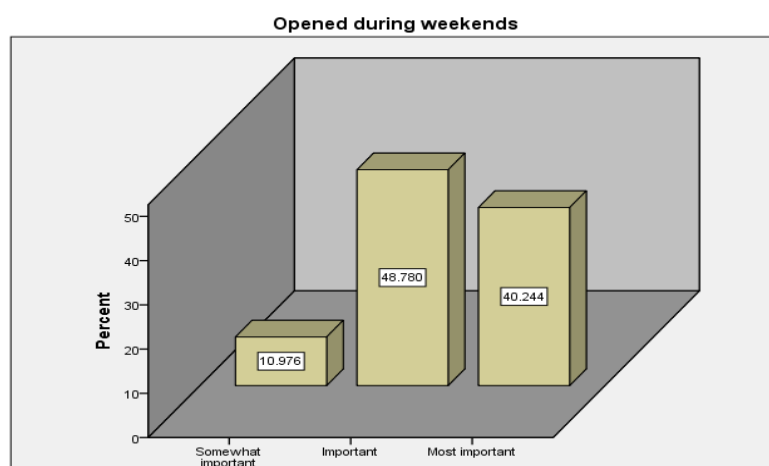
Figure 5.35: Indicating opening of the library during weekends as reported by the students (n=300)

The study established that 267 (89%) of the undergarduate and post graduate students preffered the library to be openned during weekends. From figure 5.35, it can also be observed that 33 (11%) students were of the opinion that it was not very important for the libraries to be openned during the weekends.

According to allsenior librarians the students' demand was necessitated by the fact that minimal lectures are undertaken during the weekends and therefore many of the students would prefer to use the library facilities during that time. The senior librarians further noted that some students who are non- residents do travel far and wide to go for lectures and would also prefer to photocopy the library resources for onward use in their stations of work or areas of residence. The senior librarians further maintained that Moi University's, the Margaret Thatcher Library and the University of Nairobi's, Jomo Kenyatta Memorial Library opens during the weekends and the usage of these two university libraries is quite high over that period. However, they noted that in

Maseno University, the library does not open on Sundays and added that this in effect has denied the students the opportunity to use their facilities optimally.

The study further established that 246 (82%) of the students expressed their desire to have a library that contains most of the information resources and facilities to enable them exploit the information materials both in the library and on the net. The study established during interviews with all senior librarians that information resources and facilities in the three libraries are limited and therefore the library users are forced to share on the inadequate resources to be able to write their research work and carry out class assignments.

The following views on the ideal condition of the three university libraries were expressed by the students as indicated in tables 5.19 and 5.20 respectively.

Table 5.20: Showing how ideal is the library for reading and research as reported by the students (n=300)

Condition of the Library	Frequency	Percentage
Comfortable seats	285	95
Free internet services	267	89
Has a variety of publications on various disciplines	258	86
Has adequate books and wireless connection	234	78
Has adequate reading materials	228	76
Has comfortable and quiet environment for reading	201	67
Has most of the resources	192	64
It is cool and there is no noise	165	55
Provides internet services and latest journals	141	47
Sample research journals	126	42
There are a number of books and other references which is good for research	117	39

From table 5.20 above, the study established that there are aspects of the library that most of the students admire of their libraries and this ensured a favorable environment for study. The study established that 95% of the students preferred having comfortable seats in the library to allow them sit for longer hours. 89% of the students also required free internet services to allow them research on the web and share resources on the internet. The study further established that 78% students required a library with adequate books and wireless connectivity. This will ensure that they can access the internet in the halls of residence or under a shade without necessarily coming into the library. 76% of the students advocated for adequate reading materials, meanwhile some 67% students wanted comfortable and quite reading environment for reading. 64% students wanted a library with most of the resources, 55% students felt that their library is cool and has no noise in it. From the study 47% of the students were happy with their library since it provided internet services and latest journals in different subject fields.42% of the students were happy that their library provides sample research journals and 39% students were happy that their library has a number of books and other references which are good for research work. From the study it was therefore established that there are issues that are highly regarded by the students in the library that enhances their learning activities and therefore should always be provided at all times.

Table 5.21: Unfavorable library condition for reading and research as reported by the students (n=300)

Unfavorable Library Condition	Frequency	Valid Percent
Few computers	291	97
Inadequate resource materials	267	89
It does not have enough materials	258	86

From table 5.21 above, the study established that 97% of the students decried existence of fewer computers in their libraries which was making it difficult to carry out research and publishing research activities. 89% of the students observed that lack of enough resource materials was a major problem even in doing class assignments and writing research publications. Table 5.20 also revealed that 86% of the students reported that their libraries do not have enough reading materials.

However, it was evident from the response that the issues that were positive to the use of libraries were much more than those that made the library unfavorable place for reading. This therefore indicated that the majority of the respondents were quite happy with the status of their libraries despite the few factors that they needed corrected.

The following were suggested as mechanisms used by the library staff to address some of the shortfalls that might arise in the library in terms of service delivery

Table 5.22: Mechanisms in addressing service delivery shortfalls in the library as reported by Senior Librarians (n=12) and Library Assistants (n=18)

Mechanism in Addressing Service Delivery	Frequency	Valid Percentage
Encourage feedback	30	100
Library staff to have positive attitude	30	100
Personal contact with users	27	90
Inform the relevant authority	12	40

From table 5.22 above, 100% senior librarians and 100% library assistants supported the idea of encouraging feedbacks and the library staff having positive attitude towards the library users and fellow library staff. 90% of the senior librarians and library

assistants suggested to having personal contact with users as part of improved service delivery. Meanwhile, 40% were of the opinion that the library users should inform the relevant authority in cases where the services they envisage fall short of their expectations.

During interviews with all senior librarians and assistant librarians, the study established that a manual feedback in all the three libraries was put in place to ensure that the library management was well abreast with what the users are thinking of the services they offer in the library. The study further found out that the library staff were noting the student's requests at the information desk.

At the University of Nairobi library website, a section for help desk and feedback portal for the library users to interact with is available and this has helped in ensuring that the library users get the required services on time. The study further established that the "Ask Librarian" portal is operational at the University of Nairobi's Jomo Kenyatta Memorial Library and a staff has been assigned the responsibility of ensuring that the students' queries are answered and well addressed.

During interviews with all senior librarians and assistant librarians, the study established that the library staff were themselves concerned with the tag that they do not express positive attitude towards work and service to the library users. They therefore suggested that the library staff should develop positive attitude towards work and library users as this will endear them to the library users and can also be used as a marketing tool for library services.

During interview with 90% senior librarians and library assistant, the staff advocated for personal contact with the library users some of which were formal and informal. It was further established that the students were at ease with the library assistants than the senior librarian since they were scared of being exposed whenever they raised issues concerning the library. It was observed that some students in most cases share a lot of their concerns with friendly library assistants and would not allow to be assisted by other members of library staff for their information needs.

During interview with 40% senior librarians and library assistants, the study established that there are a number of challenges that the library staff face whenever they are discharging their duties. These vary from lack of enough information materials, new ideas by the library users on service delivery, unruly library users, lack of enough reading space, lack of enough computers and lack of staff. The study further established that the library assistants are always in constant touch with the users and they do report to the relevant authority including their superiors of issues that need urgent remedy. The study observed some official communication between the library assistants and their supervisors on library services requests. In certain areas, some of the issues raised were addressed and a feedback given to the complainant.

5.8 Chapter Summary

The chapter presented the major findings of the study based on the objectives, research questions and motivation framework. The chapter further interpreted and discussed the results.

CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter presents a summary of the research findings, conclusion and recommendations. The study was necessitated by the need to establish the library staff attitude to work and its influence on use of information services in public university libraries in Kenya. This purpose was achieved by answering four research questions:

How does library staff attitude affect the use of information services by the students in public university libraries in Kenya? How does the internal and external factors influence library staff attitude on provision of library services in public university libraries in Kenya? How does the existing human resource development policy affect library staff motivation on service provision in public university libraries in Kenya? How does the library working environment affect the library staff performance in the public university libraries in Kenya?

Review of literature was done to lay down the foundation of the study and establish the knowledge gap that the study would endeavor to fill. The literature review centered on attitude formation, information resources management in public universities, human resource management in public universities, career development and attitude change models.

The literature revealed that as much as library staff are susceptible to attitude formation, there is limited influence on access to library services in public university

libraries. However, the study noted that whenever the library staff are well motivated, the result of such a motivation will be reflected in the service provision in the library to the library clients. Ultimately the public universities in Kenya will also have very low staff turnover thereby realizing staff retention.

However, most of the studies alluded to were majorly from the developed countries and third world countries but were largely applicable to the Kenyan scenario. The study was conducted at the University of Nairobi- Jomo Kenyatta Memorial Library, Moi University- Margaret Thatcher Library and Maseno University Library. The study looked at the structure of the public university libraries and how their function affects the service delivery to the university student population. From a study population of 336 which comprised of 3 university administration registrars, 3 university librarians, 12 senior librarians, 18 library assistants, 240 undergraduate students, and 60 post graduate students, the findings can be used as a reflection of what is happening in other universities in Kenya that were not studied.

The study gained insights from the Maslow's Need Hierarchy Theory and Vrooms Expectancy Theory for enhancing staff performance by identifying human needs which leads to staff motivation. Recommendations arising from the study and suggestions for further research are also discussed.

6.2 Summary of the Findings

This section is a summary of the findings of the study and has been presented along research questions.

6.2.1 Demographic Information of the Respondents

Out of the 336 respondents, which constituted 240 undergraduate students, 60 post

graduate students, 18 library assistants, 12 senior librarians, 3 university librarians and 3 university administrative registrars. This was a fairly representative group and the findings realized from the study reflected on myriad issues that cut across the Universities both public and private. From the respondents the study obtained 52% from male students and 48% from female students mainly from School of Arts and Social Sciences, School of Education and College of Architecture and Engineering as reflected on figure 5.3.

6.2.2   Library Staff Attitude to Work and Utilization of Library Services

The first research question was to establish the influence of library staff attitude on the use of library services in public university libraries in Kenya. The study established that, the library users would prefer to be served by library staff who are well motivated and love to do their job.

Further, based on the findings, the study established that 234 (78%) of the library users would preferred personalized assistance as opposed to 66 (22%) who did not require this particular service since they were vast with the library services and facilities as indicated in figure 5.11. The high percentage of library users who required the personalized assistance was attributed to lack of knowledge in ICT and the layout of the library systems as indicated in table 5.2.

Further, the 234 (78%) of the respondents required personalized assistance since they were finding it difficult to locate the books from the shelves yet they could locate the resources from the online public access catalog. This finding is further illustrated in table 5.2 with the various reasons for getting personalized assistance demonstrating

how important the library staff are to the library users. This included locating of books and other reading materials, assisting with computer use and wireless connectivity.

From the study findings, 267 (89%) of the students strongly supported the need to have the library staff trained so as to be able to offer quality service and appreciate their work performance through positive attitude.

Further, the study found that 213 (71%) of the respondents from University of Nairobi, Moi University and Maseno University indicated that they needed responsible and responsive library staff. This finding is further illustrated in figure 5.14. The study also found that 234 (78%) of the student respondents indicated a need to have adequate professional library staff to offer professional services.

From the findings 117 (59%) of the library respondents experienced both verbal and non-verbal communication which negatively impacted on the service delivery in all the university libraries studied. This was attributed to poor training of the library staff. Further, 237 (79%) of the respondents admitted to the fact that the library staff attitude do influence access to library services. This finding demonstrated the need to engage professionally trained library staff to interact positively with the students and other stakeholders.

The findings of the study showed that the undergraduate students spent most of their time in the library reading, doing take away Continuous Assessment Tests (CATs) and preparing for exams, while the post graduate students preferred research materials, they would therefore not frequent the library as much as the under graduate students since they could get the same resources online. Most of the post graduate students

preferred to use the online resources which have been made available through on and off campus access.

Consequently, the current environment in public university libraries in Kenya is one where all the library users require access to information services. The study participants admitted that the library is an essential facility and the library staff needs proper training and needs to be highly motivated to enable them deliver quality services and participate in knowledge management.

6.2.3 Factors which Influence Library Staff Attitude to Work and Job Performance

The second research question was to determine the internal and external factors that influence library staff attitude and job performance in public university libraries in Kenya. The study established, through analysis of variance in table 5.8, that there are internal and external factors which influence library staff attitude and job performance namely; denying library staff opportunities to further their training and not promoting those who have completed their training. These factors are predominant in University of Nairobi and Moi University but least at Maseno University as indicated in table 5.9. Some the internal policies emanated from government policy on employment to funding of the parent institution.

The study further established during interviews that library staff in the three public universities lacked motivation through promotion and this had had a negative effect on work performance. Furthermore, the university administrative registrars confirmed that due to the stringent budgetary constraints, the universities were not able to fully train the library staff even though their contribution to academic discourse is as well

relevant to the institutions. However, at Moi University, the library staff were allocated 50% waiver on tuition fee at the undergraduate level to cater for the training needs within the university. The study also established that, nepotism, tribalism and favoritism were some of the vices that were ripe in public universities and has affected the performance of most of the library staff.

The study further established lack of operational career policy guidelines as indicated by 291 (97%) of the respondents. The study established that universities lack clear promotion criteria as was mentioned by 11 (60%) library assistants. However, 7 (40%) of the library assistants from University of Nairobi, Moi University, and Maseno University indicated that they were not aware of the existence of the promotion criteria at the universities. The study also established in figure 5.26 that 213 (71%) of the respondents disapproved of the promotion criteria in the Universities and cited nepotism, tribalism and favoritism as reasons negating fairness at their places of work. However, 4 (21%) of the library assistants were contented with the promotion criteria in the library.

From the study, it was established that the relationship between the library assistants, the senior librarians and university librarian were key to service delivery in the libraries. This was indicated by 99% of library assistants who expressed good working relationships with the senior library administration as indicated in figure 5.33.

6.2.4 Human Resource Development Policies on Library Staff Performance

The third research question was to determine the existing human resource policy affecting library staff attitude in public university libraries in Kenya. The study established that 100% university librarians and senior librarians displayed teamwork,

cooperation and proper communication which brought about cohesion at place of work. These attributes have resulted to a high level of productivity as expressed by the students in figure 5.9 and 5.10 respectively.

Similarly the study established that the staff welfare was in existence in the universities as was maintained by 67% university librarians and senior librarians. Meanwhile 3 (100%) university librarians and 10 (83%) senior librarians indicated that they had regular staff meetings where they were able to discuss issues that affected them in the library and this in turn enhanced good working relationship. Through such meetings, the library staff were enlightened on the issues on human resource policies and development and how they impacted on their welfare.

The study also established that the university administration engaged with the senior managers of the library by offering incentives in terms of responsibility allowance, sponsoring them to conferences, and appointment to various committees of the university. However, 33% university librarian and 67% senior librarians were non receptive of any support given by the university administration towards the achievement of the vision and mission of the university.

From the study as indicated on table 5.12 and 5.15, lack of incentives, motivation and recognition of work performance, nepotism and tribalism, inadequate remuneration, intimidation and victimization, loss of library materials, stubborn library users, abuse of library rules and communication breakdown were noted as some of the issues negating on sound human resource and development in the public university libraries in Kenya.

6.2.5   Effect of the Working Environment on Library Staff Performance

The fourth research question posed was' How does the working environment impact on the library staff performance in the public university libraries in Kenya. From the findings, the study established that the three university libraries had a student population of over 2000 at any given time using the library daily as indicated in table 5.11. University of Nairobi had the highest student population of 6800 accessing the library on a particular day with Moi University registering 5220 according to the daily statistics recorded at the library main entrance. It was evident that the number of students accessing the library was related also to the size of the collection of the library.

The study established that University of Nairobi had over 200,000 collections of print resources besides the electronic resources. The size of the library also could accommodate the number of the students visiting the library at any time. This was then followed by Moi University with over 150, 000 collections and Maseno University with over 90,000 collections in different subject disciplines. From the study, none of the libraries had undertaken library stocktaking of the collections to be able to accurately indicate the exact number of resources available. However, the university librarians were able to approximate the size of the collection at the time of the study based on previous records.

Accordingly, with the growing number of the library users, and the growth of electronic resources, the library assistants expressed a feeling of being overworked and this affected their performance and productivity. Consequently, it was also established that most of the resources that have been stocked in the libraries were outdated and

were not relevant to the library users. Library users in some instances would be abusive in the event that they were made to share the limited resources or incite other library users to be uncooperative whenever the library staff failed to avail the required resources on time.

The study further established good working relations in the public universities libraries as reflected in table 5.13, thus; teamwork and co-operation, proper communication, regular meetings and staff welfare as was expressed by the library staff were some of the factors they regarded so highly on good working relations with their seniors. The library assistants also did indicate the challenges they faced from the library users, as loss of library materials, stubborn library users, abuse of library rules, and lack of comfortable sitting place, poor working conditions and communication breakdown as some of the issues that did not promote effective use of information services. Other findings from the study that negated quality service delivery was uncomfortable working environment, opening of library over the weekends which denied the staff the opportunity to worship and rest with the family members and lack of wider consultation in buying of books.

On staff training 84% of the students suggested that library staff needed proper training to deliver quality service while 6% of the respondents were undecided. The study established that the library assistants were in good relations with the senior library staff as indicated by 99%.On the other hand, the library staff preferred to work in an environment that is conducive, with functioning facilities and would be motivated whenever they were through with their training by enhancing their remuneration. Other factors that the library staff felt were demotivating and were lowering their

work performance were, lack of incentives while performing their duties, lack of recognition whenever good output is realized, nepotism and tribalism in recruitment and biased promotion at place of work, inadequate remuneration, intimidation and victimization of the junior library staff by the senior library staff.

The study further established that the three public university libraries were using varied methods in handling challenges that was facing the performance of the library staff as indicated on table 5.17. One of the methods used was counseling as indicated by 100% respondents from the three universities. Furthermore, even though there were no properly structured counseling methods, the library administration would recommend such a staff to either a mature library staff member or refer the said staff to the university health facility for remedial measures. The study also established that 100% the three public universities were in the process of employing more staff to help solve the challenges of dealing with the users as reported by 100% respondents from the three universities. Issuing of memos was also indicated by 67% university librarians and 100% senior librarians as another method of dealing with the challenges. The study also established that university librarians were using regular meetings as a method of solving challenges they were facing as reported by 67% university librarians and 67% senior librarians. Taking initiative by the senior library staff to solve the staff problems was rarely employed according to 33% university librarians and 58% senior librarians.

The study also established that 100% university librarians and 100% senior librarians were confronted with lack of communication and absenteeism by the library staff in many occasions at their places of work. 67% university librarians and 100% senior

librarians dealt with lack of cooperation from the library staff. The study further established that university librarians and senior librarians were confronted with staff negligence and staff temperament.

Increasingly, the study established that university librarians and senior librarians were engaged in classification and cataloging as part of the realization of the vision, mission and objectives of the library as shown in table 5.18. The study further established that the senior library administrators do supervise work performance by the library staff and this was not limited to stamping and coding the books for proper subject identification but also ensuring that the security of the library materials and general library services were undertaken. Through such checks, the security of library books and other materials were assured. The study further established that all the three university libraries had a processing section for all their information materials and the information resources were assigned subject identification numbers and were arranged on the shelves for easy identification and accessibility in the library.

The study further revealed that all University librarians and all senior librarians participated in ensuring that information literacy program was conducted to all library users for effective access to information resources including e-resources. The study further established that the information literacy programme enabled the library users to be able to get relevant and up-to-date information on how to write research reports, proposals and referencing work.

The study equally established from 100% university librarians and 100% senior librarians that orientation was being offered to all the library users and was a continuous process. The study equally observed that orientation in the three libraries

was supervised by the senior library staff to ensure that the students when left on their own were able to access the library and use the available resources without problems.

The study further established that the senior library staff ensured that their libraries were stocked with current, relevant and up-to-date information resources. To this effect, the heads of the acquisition sections of the respective libraries with the approval by the university librarians were in constant touch with the Kenya Library Information Services Consortium (KLISC) on the new additions of e-journals and e-books in different subject discipline.

6.3   Conclusions

Based on the findings of the study the following conclusions were made.

6.3.1 Library Staff Attitude to Work and Utilization of Library Services

The study concludes that the library users do greatly depend on the library staff services for service delivery and the quality of information services. Further, library staff attitude do affect the service delivery to the library users and therefore the library staff forms a major key factor in library operations. Consequently, the population of library users is greatly influenced by the attitude of the library staff since the library staff were unable to satisfy the information needs of the library users as they envisaged. Furthermore, the government policies in place and more particularly on capitation were affecting work performance of the library staff. The study ultimately, concludes that salary increments and political legislation were some of the issues also affecting work performance of the library staff.

6.3.2 Factors which Influence Library Staff Attitude to Work and Job Performance

The libraries in this study faced major challenges to deal with to ensure that they optimize the resources available for use and at the same time ensure that the staff under their watch is well motivated to carry out the library services effectively. One of the major challenges on job performance by library staff was poor remuneration. This made true the assumption that lack of appropriate remuneration to library staff hindered university libraries in Kenya in providing effective information services. Consequently, for any library to be successful in providing quality service to its customers, it has to ensure that the university administration embraces the noble principle of staff motivation. It therefore calls upon the library management to engage with the top university management to retain the staff with necessary skills and knowledge interested in taking the agenda of library activities forward. The university management needs to recognize the library's importance and support their endeavors by allocating resources to them. This could be done by organizing both in-house and external training, sending staff for workshops, recognizing staff with grounded experience in library work.

As mentioned in the literature review, there are no limits to the attitudes people hold. As Mullins (2010) indicated in his literature, some attitudes are central to our thinking while others may be influenced by our interaction and experience, therefore, since library staff work in a social environment, there are possibilities that whenever a working environment appears not to be conducive enough to inculcate cohesiveness, chances are that the senior members of library staff could influence the perception of

the new library staff on the general view of the library situation negatively or positively.

The writer concludes the study by indicating that most professionals and more so in library profession are skeptical to situations that they perceive to control their creative efforts. This they view as questioning their professional esteem and training. Furthermore, their professional training is in such a way that is unique to their profession. Consequently, institutions that fail to proactively nurture their professional's creative efforts and providing that enabling work environment, proper remuneration and motivation, will be faced with a bigger challenge in staff attitude management to work which will ultimately affect their job performance.

6.3.3 Human Resource Development Policies on Library Staff Performance

The study concludes that lack of proper staff development policies does affect service delivery to the library users. The study further concludes that factors like promotion, remuneration and fairness in recruitment based on laid down criteria were affecting work performance of the library staff. Besides, lack of training which included long term and short term did affect the work performance of the library staff. The study concludes that lack of motivation in terms of work recognition and promotion contributed to poor work performance of the library staff.

6.3.4   Effect of the Working Environment on Library Staff Performance

The study concludes that poor working conditions of the library staff is not promoting their work performance and therefore majority of the library users do not get the necessary services they required. The study also concludes that the existence of the

large user population with fewer library staff was affecting the work performance of the library staff. Consequently, poor staff relations affected greatly the work performance of the library staff.

The study further concluded that existence of limited office space with uncomfortable library seats and other facilities were contributing negatively to the work performance and delivery of quality library services to the students and other members of the university community.

6.4   Recommendations

Based on the findings and the conclusions of the study, the following recommendations were made:

6.4.1   Library Staff Attitude to Work and Utilization of Library Services

i)   The public universities should re- asses the terms of service of the library staff to enable them develop positive work attitude.

ii) The university administration should improve the working condition of the library staff as a way of motivation to enhance their work performance.

iii) The university administration should improve on staff mentorship programmes as a way of enhancing career growth among the library staff.

6.4.2 Factors which Influence Library Staff Attitude to Work and Job Performance

i)   The study recommends that the university administration periodically evaluates the equipments used by the library staff to perform library activities to ensure effectiveness in service delivery.

ii) The university administration should respond to the welfare demands by the

university staff in general and the library staff in particular by initiating cooperation with outside institutions to ensure sound social welfare programmes.

iii) The university administration should ensure that the recruitment and selection process of library staff is done professionally on merit and experience to be able to acquire talents that can be employed in library activities

iv) The university administration should develop a talent pool of library staff for purposes of succession. This will ensure that the library services are not interrupted whenever a staff leaves the employment services of the institution.

v) The university administration should ensure that they provide job security for staff members to earn a livelihood as a means of finding their place in the society. This will enable the employees to manage their own careers and concentrate by ensuring continued employability.

6.4.3 Human Resource Development Policies on Library Staff Performance

i) The study recommends that the university administration should increase the salaries of the library staff to make them be productive. Furthermore, the university administration should recruit adequate support staff to address the challenges of library users and staff imbalance.

ii) The university ICT department should automate most of the library services and to be in tandem with other developed institutions so as to reduce on the manual services offered by the library staff. This in essence will ensure proper time management and effective services to a number of library users.

iii) The study also recommends that the university administration should improve on the working conditions by ensuring that the library facilities are adequate and a clear expansion road map well laid out to library staffs to enable them perform their work more effectively and efficiently.

iv) The library administration should design relevant in-service courses for library staff and section heads to minimize challenges faced from the library users. Ultimately, this approach will equip the library staff with relevant technological advancement in library field and would not feel challenged with the exponential growth in information and technology field

6.4.4 Effect of the Working Environment on the Library Staff Performance Kenya

University education in Kenya has exponentially developed to greater level and quite a number of students are being admitted to pursue university education even though the existing facilities are more often than not overstretched. The government has had to demonstrate some commitment to the development of higher education, because of the latter's significance in the production of skilled manpower, including manpower for other levels of education (Mutula, 2001). Government actions and societal demands combined have dictated that the entire public university system be reassessed in order to define its place in the country's socio-economic matrix (Mwiria & Ng'ethe, 2007). Consequently, public universities are no exception to the realization that getting the right staff to perform and work to achieve the objectives set out which is capable of achieving the desired goal of the institution is a good thing.

The study, therefore, recommends that:

i)   The University librarian to avail adequate resource materials such as recently published books, modern computers, recent internet services, wireless library communication, computerized security checks and recording to cope with the high numbers of students.

ii)   The university administration to manage the library employees humanely

since they are the most critical component of the university's workforce and have the ability to implement its strategy effectively and compete in increasingly complex and dynamic information dissemination to its customers.

iii) The university administration to adapt to today's rapidly changing and highly competitive environment, and become alive to the human resource function since it plays an increasingly important role in the university libraries' ultimate success or failure.

iv) The university administration certainly to discover that success was once dependent upon an organization's ability to discover and manage natural resources, today success goes to the organizations that most effectively discover and manage the human resources (Heery& Morgan, 1996).

v) The university administration to appreciate libraries since they play a critical role in supporting the academic programmes of the institutions as it identifies, evaluates, procures, processes and makes the learning resources available to the faculty and the students for their teaching, learning and research assignments.

vi) The university administration should identify the limitations on the part of library professionals to perceive and represent what is demanded by users in information systems and the dilemmas of information organization and retrieval to handle these demands and be effectively addressed.

vii) The university administration should continuously retrain the library staff.

6.4.5. Staff Attitude Management Model for Library Staff

Following the research findings, the study adapted a model for managing library staff attitude. The model was adapted on the basis that attitude influences the interaction

between performance, capability and leadership behavior. This model can be interfaced with the present human resource management systems or operate as standalone support tool and process for university librarians and library staff to use in day to day interactions.

The capacity of an organization to translate its values and vision into reputation and results is determined by the level of engagement its people have with the organization. This model proposes that the level of employee engagement is determined by the way the natural awareness-attention-action-achievement cycle of each individual is influenced by the three key drive for translating values and vision into reputation and results:

- the organization leadership behaviors

- the organization learning and development system

- the organization performance management system

Performance is a function of capability and context and so the library staff need to focus on what creates value from a capability and context perspective rather than just react to past shortcomings. In this model, the study has developed a focus on leadership behaviors (context) and the organization learning system (capability) as the key building blocks of engagement. Attitude depends on immersion so what we are immersed in is the key to understanding this natural inclination to attitude with our environment.
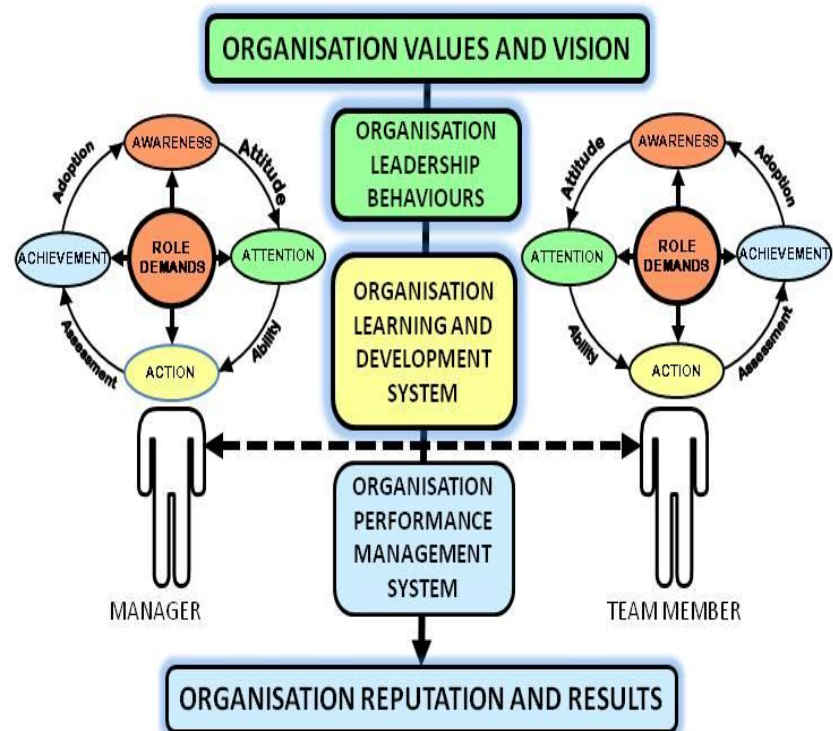
Figure 6.1: Staff Attitude Management Model-http:cognition.net.au/systems

Attitude occurs through feedback loops. This means any outcomes will make the library staff to get a feedback which will determine employee's behaviors and are likely to enhance the prospects of success.

Organisation success is about the translation of values and vision into reputation and results. This model has developed a customisable behavior-based feedback system that underpins both values aligned leadership behaviors and values and vision aligned role behaviors.

This model assist in translating values and vision into behaviors that provide the library's specific behavioral context for the role demands of each university librarian and library employees.

The model provides customized behavior-based feedback reports at two levels:

- Leadership behaviors - aimed at university librarians and middle managers
- Role behaviors - aimed at team leaders and team members

The key to employee engagement is in tapping into and focusing on the natural learning cycle of each person by managing the feedback context and content so that the values and vision translation into reputation and results is seen as a natural learning and development activity rather than a change management "project". It is a part of what every team member does rather than an off-line project. The model implementation is supported through familiarization with the library systems and has an administration module that enables you to manage feedback responses.

This model will help the university librarians to develop knowledge and management initiatives that translate into behaviors at the personal and role level of the library staff. The model helps in putting in place a set of relationships and systems that have a built in "adaptive capacity" and that naturally lead to idea generation that supports collaboration in library activities with other university departments.

6.5   Recommendations for Further Research

The study did not exhaust all issues on the Effect of Library Staff Attitude to work on the use of library services in public university libraries in Kenya. Other issues that emanated from the study that required further investigation are as follows:

i) A study should be carried out in university libraries to investigate the challenges that library heads of departments face in the management of library support staff. The study is necessary because challenges such as inadequate library support staff, and library materials may have compromised quality of service delivery to library users.

ii) A study should be done on how the teaching staff relates with the library staff and library services.

iii) A study should also be undertaken to establish the impact of threats and intimidation from library users on the library staff service delivery which emerged as a gap in the current study.

iv) A similar study should be done on private universities in Kenya.

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APPENDICES

APPENDIX I: INTRODUCTORY LETTER TO RESPONDENTS

Dear Respondent

I am a DPhil student at Moi University's School of Information Sciences. Currently I am pursuing a Doctoral Degree in Library and Information Studies. I would like to undertake a study on "Library Staff Attitude and its Influence on use of Information Resources in Public University Libraries in Kenya".

The aim of the study is to investigate the impact of library staff attitude in public university libraries in Kenya in relation to the use of information resources available to the clientele. I have selected your institution as one of those that are moving with current development and you as a member of the library staff with in-depth knowledge in information services.

Your input to this study is therefore crucial in obtaining credible information and providing the profession with a deeper understanding of library staff attitude management and how it affects the library services.

 It is hoped that the study will contribute immensely to the improved use of library services and better marketing of the available resources. It will also create that cordial relationship amongst the library users and the library staff.

I would like to assure you that the information that you will provide will be kept completely confidential and any presentation in the study will not reveal any identity on the respondent.

May I thank you in advance and remain

Peter O. Otieno
PhD Researcher

APPENDIX II: INTERVIEW SCHEDULE FOR UNIVERSITY LIBRARIANS AND SENIOR LIBRARIANS

Date_____   Time_____

SECTION I: BIO DATA

1. Name of the institution_____

2. Position of respondent_____

3. Highest qualification_____

SECTION II: BACKGROUND INFORMATION

4. Does your library have a vision, mission statement, objectives of your library?

5. What are the activities you engage in to realize the vision, mission and the objective of your library?

6. In your on view what are the main issues that affect the realization of the library goals in the provision of information service to the library users?

7. Briefly describe the relationship between you and your staff.

8. Briefly explain challenges facingthe library staff?

9. How do you address these challenges in 8 above?

SECTION III: LIBRARY / INFORMATION SERVICE

10. Explain your library user population.

11. Describe the size of your library collection.

12. Explain how you acquire information resources for your library?

13. How do you ensure that information is available to all library users?

14. How do you address some of the shortfalls that might arise in your library in terms of service delivery?

15. Does your library have an acquisition policy in selection of library resources?

16. Does your library have an annual budgetary allocation for information resources?

17. In your own opinion how would you ensure that the library meets its budgetary allocation to realize self-reliance and meet the growing demands of the library users?

18. Which factors do you think contribute to staff attitude problem in the library?

19. What mechanism have you put in place to manage staff attitude and staff matters?

20. Do you have a policy guideline to enhance staff career development in the library?

21. How do you ensure that the university policy on remuneration and staff welfare have a positive influence on staff performance in the library?

22. In your own view, do you think Information Communication Technology and staff performance has a bearing on library productivity?

APPENDIX III: INTERVIEW SCHEDULE FOR UNIVERSITY REGISTRAR

SECTION I: BIO DATA

1. Name of the Institution _____
2. Title of respondent _____
3. Qualification _____

SECTION II: GENERAL RESPONSIBILITIES

4. Give a brief description of the activities you as the University Registrar carry out within the university

5. In your own view what caliber of library staff do you engage to work in the library?

SECTION III: HUMAN RESOURCE MANAGEMENT

6. How do you ensure that the staff contribution in the library is directly related to the university vision and mission?

7. Do you have a university recruitment policy?

8. How does the university reward staff performance?

9. How does the university implement staff discipline and redress in the institution?

10. How has the university managed to promote staff development policy in the university?

11. How has the university dealt with its promotion policy with the library staff?

12. In your own view how do you ensure fair evaluation of staff performance in the university?

13. How do you address internal and external factors that might affect staff development in the university?

14. What mechanisms have you put in place to address staff development opportunities?

15. How do you deal with negative staff attitude towards service provision to customers within the university?

APPENDIX IV: INTERVIEW SCHEDULE FOR LIBRARY ASSISTANTS

SECTION I: BIO DATA

1. Name of the institution…………………………………

2. Position of the respondent………………………………

3. Highest qualification……………………………………

4. Date……………………………………….………....

5. Time………………………………………………….……

SECTION II: BACKGROUND INFORMATION

6. What are your terms of employment in the library service?

7. How long have you worked for your organization?

8. Does your library have a mission statement?

9. What the duties and responsibilities are you assigned in the library?

SECTION III: WORK ENVIRONMENT AND LEADERSHIP

10. Briefly describe your work relationship with your supervisors?

11. Briefly describe your working relationship with the library users?

12. Briefly explain some of the challenges you encounter while serving library users?

13. Does your working environment (i.e. terms and conditions of service) affect the performance of your work?

SECTION IV: CAREER DEVELOPMENT, PROMOTION AND RECOGNITION.

14. Does your institution encourage staff development?

15. Does the university have promotion criteria for library members of staff?

16. Does staff promotion have any effect on the performance of library staff?

17. Does denial of an opportunity to go for training affect your work in the library?

18. Explain the methods of motivation used in your library on the library staff   factors.

19. In your opinion, which motivational strategies do you feel should be employed by the library to increase staff performance.

20. What suggestions would you make to enable the library staff to relate well with the users?

APPENDIX V: QUESTIONNAIRE FOR UNDER GRADUATE AND POST GRADUATE STUDENTS

This questionnaire is purely for academic purposes and is intended to assist the researcher to carry out his study entitled **Library staff attitude and its influence on use of information resources in public university libraries in Kenya.** Your contribution to this study will be treated with extreme confidentiality. Please respond to each question to the best of your ability.

SECTION I: BIO DATA

1. Name of the institution_____

2. Level of study_____

3. Year of study_____

4. Course_____

5. Date_____

SECTION II: LIBRARY USE AND SERVICE

6. Are you a registered member of the university library?

    Yes   [   ]   No   [   ]

7. If no, why?

8. What is the approximate number of hours of study do you spend in the library per day?

    Almost never   [   ]

    1 - 2 hrs per day   [   ]

    3 - 4 hrs per day   [   ]

    5- 6 hrs per day   [   ]

More than 6 hrs per day   [   ]

9. On average, how often do you use the library for study or research? (Tick one)

> Almost never   [   ]
>
> 1 – 2 times per week   [   ]
>
> 3 – 4 times per week   [   ]
>
> 5 – 6 times per week   [   ]
>
> More than 6 times per week   [   ]

10. Which resources in the library do you use for your studies? (Please tick all that

apply)

Computer labs   [   ]
Academic books   [   ]
Magazines/newspapers   [   ]
E-journals   [   ]
Ask questions to get help from library staff   [   ]
Online catalog   [   ]
E-books   [   ]
Other (Please specify)

11. Please state a few features of your library that you like

12. Please state a few features of your library that you do not like

On a 1-4 scale, 4 being most important and 1 being least important tick [√] in the answer of your choice indicating the degree to which you find the following facilities/resources important of least important to you.

	Least Important 1	Somewhat Important 2	Important	Most Important 4
Open 24 hours				
Open during weekends				
More library computers				
More books				
More professional staff				
More instruction in how to use information library resources				
More journals/magazines on major area				
More online databases				
A responsive staff				
More comfortable seating				

13. Do you believe that if the library was designed to encourage students to study in a more relaxed atmosphere, more would use the library facilities?

    Yes   [   ]   No   [   ]

14. If no to question 14, why?

15. Would you be interested in getting personalized assistance from the library staff while in the library?

    Yes   [   ]   No   [   ]

17. Give reasons for your answers to question

18. In the last 2 years have you used any libraries other than your library to study or do research?

    Yes   [ ]   No   [ ]

19. If yes to question 18, give reasons

SECTION III: LIBRARY STAFF ATTITUDE

20. Do you believe that the library staff attitude has any influence on the use of library resources?

    Yes   [ ]   No   [ ]

21. If yes to question give reasons

22. If no to question 20 please state

23. Has any of the library staff actions both verbal and non- verbal determined your access to library resources?

    Yes   [ ]   No   [ ]

24. If yes, state some of the actions

25. Do you have certain issues that you might want addressed in the library to improve on its services?

    Yes   [ ]   No   [ ]

26. If yes, can you state them?

27. On a 1-5 scale, 5 being strongly agree and 1 strongly disagree, tick[√] the number that indicates how important you think of the following issues .(SA-Strongly Agree), A-Agree, U- Undecided, D- Disagree, SD- Strongly Disagree

	SA 5	A 4	U 3	D 2	SD 1
Library staff are essential for library use					
Library users can use the library with or without library staff					
Library users need limited assistance from library staff					
Library staff can influence the use of library resources					
Library staff need proper training to deliver quality service					
Students demands in regard to information is hard to meet					
The library does not have enough materials to cater for users					

28. Please give any final comments/concerns/suggestions regarding your thoughts about the study

APPENDIX VI: PUBLIC UNIVERSITIES (2008)

Kenyan Public Universities	Location/County
Chuka University	Embu
DedanKimathi University of Technology	Nyeri
Egerton University	Nakuru
JaramogiOgingaOdinga University of Science & Technology	Siaya
Jomo Kenyatta University of Science and Technology	Nairobi
Karatina University	Nyeri
Kenyatta University	Nairobi
Kisii University	Kisii
Laikipia University	Nakuru
Maasai Mara University	Narok
Maseno University	Kisumu
MasindeMuliro University of Science and Technology	Kakamega
Meru University of Science and Technology	Meru
Moi University	Eldoret
Multi Media University of Kenya	Nairobi
Pwani University	Mombasa
South Eastern Kenya University	Makueni
The Technical University of Kenya	Nairobi
Technical University of Mombasa	Mombasa
University of Eldoret	UasinGishu
University of Kabianga	Bomet
University of Nairobi	Nairobi

APPENDIX VII: SAMPLE SIZE TABLE*

Required Sample Size[†]

	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
Population Size	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

http://research-advisors.com/tools/SampleSize.htm

The formula used for these calculations was:

$$n = \frac{X^2 * N * P * (1-P)}{(ME^2 * (N-1)) + (X^2 * P * (1-P))}$$

Where:

n = sample size

X^2 = Chi − square for the specified confidence level at 1 degree of freedom

N = Population Size

P = population proportion (.50 in this table)

ME = desired Margin of Error (expressed as a proportion)

APPENDIX VIII: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams:"SCIENCETECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123.
Fax: 254-020-2213215, 318245, 318249
When replying please quote

Our Ref: NCST/RR1/12/1/INF-011/35/4

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Date: 22nd July 2011

Peter Omondi Otieno
Moi University
P. O. Box 3900
ELDORET

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Library staff attitude & its influence on use of information resources in public university libraries in Kenya"* I am pleased to inform you that you have been authorized to undertake research in **Public University Libraries in Kenya** for a period ending *31st May 2011.*

You are advised to report to **the Vice Chancellors of the selected Public Universities in Nairobi, Nyanza & Rift Valley Provinces** before embarking on the research project.

On completion of the research, you are expected to submit **one hard copy & one soft copy** of the research report/thesis to our office.

DR. M. K. RUGUTT, Ph.D, HSC
DEPUTY COUNCIL SECRETARY

Copy to:

The Vice Chancellors
Selected Public Universities
Nairobi, Nyanza & Rift Valley Provinces