

**ENHANCING SERVICE QUALITY FOR LIBRARY USER  
SATISFACTION AT THE COLLEGE OF INSURANCE NAIROBI,  
KENYA**

**CELESTINE ANYANGO MUSANYA**

**B.Sc. LIS (Egerton University)**

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**DECLARATION**

I declare that this dissertation is my original work, and as far as I am aware, it has not been presented for the award of a degree in any university

**Signature.....DATE.....**

**Celestine Anyango Musanya  
REG. NO. AIIU/09507P/2017**

This dissertation has been submitted with our approval as university supervisors for the Master of Science in Information and Knowledge Management degree.

**Signature.....DATE.....**

**Dr. Grace Wambui Kamau  
The Technical University of Kenya**

**Signature.....DATE.....**

**Dr Mbenge .T. Ndiku  
The Technical University of Kenya**

## **DEDICATION**

I dedicate this dissertation to my beloved people who have meant and continue to mean so much to me. Although they are no longer of this world, their memories continue to regulate my life. First and foremost, my father, John Musanya and my mother, Elizabeth Musanya, whose love for me knew no bounds and taught me the value of hard work. Thank you so much. I will never forget you.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>BSCM</b>	:	The Balanced Scorecard Model
<b>CII</b>	:	Chartered Insurance Institute of London
<b>EFQM</b>	:	European Foundation for Quality Management
<b>KLISC</b>	:	Kenya Libraries and Information Services Consortium
<b>LISM</b>	:	Library and Information Sector Improvement Model
<b>SQ</b>	:	Service Quality
<b>TQM Model</b>	:	Total Quality Management Model

## **DEFINITION OF KEY CONCEPTS AND TERMS**

**Library collection** -The library collection is the total of books and other materials housed in the library. It is made up of books, periodicals, multimedia and electronic resources (Gessesse, 2000)

**Library services** -Library services are the services offered to library users. These services comprise Lending or Circulation, Reference, Online databases, Online Catalogues, Internet service, Photocopying and Discussion rooms (Moyo, 2004).

**Quality**-Stevenson (1997, 125) referred to quality as “a measure of how good or bad something is”. In the context of this study, quality means how good, or bad the library services are.

**Service quality** -Sahu (2007, 235) stated that in the context of a library, the concept of service quality is defined as the “difference between users’ expectations and perceptions of service performance and the reality of the service”. According to Sahu, service quality means viewing services from the customers’ point of view and meeting customer expectations for service. Nitecki and Franklin (1999, 484) defined service quality as reducing the gap between customers’ expectations for excellent service and their perceptions of service delivered.

**Users**-According to Hernon and Altman (1998, 3), in the library context, “users are the recipients of the library service”. In this study, users are students at both undergraduate and postgraduate levels and academic staff members.

**User Satisfaction**-Dalton (1994, 2) claimed that “user satisfaction” was a “subjective output measure which reflects the quality dimension of the library service provided.” In the proposed study, “user satisfaction” means that the library users are receiving a good quality service and the services rendered meet their expectations.

## **ABSTRACT**

Satisfaction for library users has been a concern of researchers and practitioners alike in the library and information sciences field. For academic libraries to succeed in supporting effective teaching, research and learning missions, they must become more user-focused in delivering their services. The study aimed to investigate service quality for user satisfaction at The College of Insurance Library in Nairobi, Kenya, and recommend strategies that can be used to enhance it. The specific objectives of the study were to; Establish the services offered at the College of Insurance Library; Determine the level of service quality at the College of Insurance Library; Examine whether there exist relationships between service quality and library user satisfaction at the College of Insurance Library; Determine the challenges faced in the provision of quality information services and propose strategies to enhance the quality of services at the College of Insurance Library. The Value Expectancy Theory, Assimilation Contrast theory, and SERVQUAL and LibQUAL+™ Instruments informed the study. The study employed convergent mixed methods approach methodology. The target population was 1660, including 1500 students, 155 academic staff and five library staff, of which a sample of 433 was selected, which comprised 316 users (students), 112 academic staff and five librarians. A purposive sampling technique was used to determine all the library staff. Simple Random sampling was used to select academic staff and students. Qualitative data was collected through semi-structured face-to-face interviews and analysed using thematic analysis, while quantitative data was collected through questionnaires and analysed using SPSS 21. The findings indicated that: The College of Insurance Library offered inadequate services; the service quality was average, and finally, the study established customer relations from the staff. The study concluded that the library should listen to its users and use the feedback to improve service quality. It further recommends staff training and motivation, increased working hours, the need for more library staff, enhanced security and constant evaluation of the services. This study contributes to the existing studies examining service quality and library user satisfaction, and its empirical results may be helpful to the College of Insurance Library management in helping to bridge service quality gaps.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 BACKGROUND OF THE STUDY**

The concepts of satisfaction and quality are often used together and sometimes interchangeably. Few researchers have identified the relationship between the two facets. However, some general statements have been made. Motiang, Wallis, & Karodia (2014) view user satisfaction as an evaluative exercise in which a product or service evaluates to establish the extent to which the product or service meets the needs and expectations of their users. Motiang et al. (2014) further stated that satisfaction is the customers' evaluation of a service or a product concerning whether that product or service meets their needs and expectations and that failure to meet their needs and expectations would result in dissatisfaction with the service or product. Ijiekhuamhen, Aghojare, & Ferdinand (2015) assert that the primary objective of academic libraries and librarians is to satisfy the users' needs, and hence, the need to understand the exact needs of the users. The existence of a library will only be wholesome if it can render services and provide resources that meet users' needs and expectations.

Similarly, Iwhiwhu and Okorodudu (2012) stated that users' satisfaction with library information resources and services is a way in which users judge the adequacy of the library information resources and services rendered to them and also if their expectations are provided to them. Library user satisfaction implies how users feel after using the information resources and services and their willingness to return to the library when they need information (Ikenwe and Adegbilero-Iwari, 2014). Ijiekhuamhen et al. (2015) add that the level of use of the library depends on users' satisfaction with the available information resources and services rendered to them.

Motiang et. al (2014) argue that the library achieves its mission if it succeeds in satisfying the information needs and the expectation of users. Ijiekhuamhen, et. al (2015) posit that the extent

of library use reflects the degree of user satisfaction. If users are satisfied with the library resources and the services rendered, they will keep using the library. Indeed, Motiang et. al (2014) maintain that satisfaction may lead users to use the library's services repeatedly and even recommend them to others. User satisfaction is considered reliable and perhaps the most vital criterion for measuring library effectiveness. Satisfaction of library users has been a concern of researchers and practitioners alike in the library and information sciences (Hiller, 2001). Although user satisfaction is not an unfamiliar topic in library science, there are few studies related to library user satisfaction that is a predictor of service quality and performance measures of a library in Kenya.

For over a decade, academic library leaders have increasingly recognized the significance of assessing their library services. As a result, the traditional measure of library quality has shifted from collection size to availability and accessibility of adequate learning resources, such as the library and information technology support services (Characteristics of Excellence, 2006). This shift in assessment has transformed academic libraries from a library-centric view that focuses on processes and functions to services and a customer-centric view.

The 21st Century falls within the epoch called the Information Age. The concept of the information age/society epitomizes the changes brought about by technological advances and globalization toward the end of the 20th Century (Dike, 2007; Oladele, 2008). This epoch is characterised by speed and precision in knowledge production, transfer, access, and use (Chakrabarti, 2001). The information society, as a concept, sums up the new world order where nations' position, power, wealth and influence increasingly depend on their access to and ability to use information (Dike, 2007). He adds that a library is a nerve centre of the hub around which scholarship and research revolve. It is an indispensable instrument for international development. A well-stocked library is a storehouse of information or a record of human experience to which the users may turn for data or information. Information is as old as life



itself. It has existed since immemorial and has been the lifeblood of information services since its introduction.

Quality improvement has become a highly desired objective in today's competitive markets. Quality management has been reckoned as the prime mover towards enhanced business performance and competitiveness (Awwad, Al Khattab & Anchor, 2013). Service quality, especially in learning institutions, is becoming an essential aspect of interest as it focuses on meeting needs and requirements and how well the service delivered matches customers' expectations (Adil, 2013).

Service quality and customer satisfaction have received a great deal of attention from both scholars and practitioners because of their relevance and relationship (Eshghi & Ganguli 2008). Only customers judge quality which means all other judgments are essentially irrelevant. Emphasis on this type of assessment has libraries turning to customer surveys to determine the extent to which the library is or is not meeting the customer's expectations (Matthews, 2007).

For libraries to be functional in achieving the objectives of tertiary education, they need to collect information materials pertinent to the pedagogy and research needs of the academic staff on the one hand and the student's learning objectives on the other (Martin, 2013). How they perform as libraries are determined by the quality of information they can collect, the timely acquisition of information materials and the application of effective acquisition processes. Libraries must improve the quality of their services, enabling them to meet user expectations in this era of information explosion (Adeniran, 2011). When libraries exceed user expectations, the likelihood of achieving high user satisfaction becomes feasible (Hiller, 2001).

An academic library is not an independent institution but belongs to a parent organisation and therefore has an important role to play in the educational process of that organisation. Libraries are central to the educational purpose of universities in supporting the missions of effective

teaching, research and learning (Simba, 2006). For academic libraries to be able to add value to the educational process, they must be both efficient and effective. To be efficient and effective, they should be organised and managed well. For academic libraries to succeed in supporting the missions of effective teaching, research and learning, they must become more user-focused in delivering their services. To do this, libraries have to take the responsibility of incorporating into their work environment a culture of ongoing assessment and a willingness to make decisions based on facts and sound analysis (Simba, 2006). Thus, to fulfil the mission of its parent organisation, the College of Insurance library must assess the quality of its services to ensure user satisfaction.

### **1.1.1 Service Quality and User Satisfaction**

In the library context, I-Ming & Shieh (2006) defined service quality as the overall excellence of library services that satisfy users' expectations. Zeithaml (2001), defines service quality as the measure of how well the service level delivered matches customer expectations, that is, the difference between the expected and perceived levels of service. Hernon et al. (2007) studied the factors influencing service quality in libraries and established that waiting time, accurate location of data, materials, library buildings and facilities, library environment, courtesy of library personnel and use of technology were among the influencing factors. On the other hand, Martensen and Gronholdt (2003) conducted a similar study and found that the critical determinants of library service quality were electronic resources, collections of printed materials, technical facilities, library environment and the human side of user service.

Sahu (2007) stated that in the context of a library, the concept of service quality could be defined as the "difference between users' expectations and perceptions of service performance and the reality of the service. Sahu further specified that service quality means viewing services from the customers' point of view and meeting customer expectations for service. The reference to satisfaction in the latter definition is essential. The relationship between customer

satisfaction and service quality is an ongoing question in service marketing. Researchers agree, however, that customer satisfaction refers to a judgment made about a specific transaction.

On the other hand, service quality is a more generalized, enduring judgment based partly on previous encounters which resulted in satisfaction judgments.' It would be possible for a client to have an occasional unsatisfactory meeting with an organization he continues to rate high on service quality. This transaction/long-term judgment distinction is not always evident in the library literature.

Service quality is the function of what customers expect and how well the institution performs in providing the service. Thus, as Awan and Mahmood (2013) pointed out, libraries must know the requirements and expectations of their customers. Service quality deals with the interaction between customers and service providers. Customers' expectations of a service encounter shape their assessment of the quality of that service. When there is a mismatch between the customer's expectations and the service delivered, the perceived service quality will suffer. Failure by the service provider to identify and satisfy their customer's expectations automatically leads to a quality gap. Providing quality service, therefore, means conforming to customer expectations consistently.

Customer satisfaction can also be described as a fulfilment response to service and an attitude change resulting from consumption (Gibson, 2005). Gibson further asserts that understanding the factors that influence customer satisfaction makes it easier for the service provider to design and deliver service offers that correspond to customer demands. Andreassen (2001) asserts that customer satisfaction can be viewed as an evaluation where expectations and experiences are compared. A service failure results when the service delivery does not meet customer expectations. Often service recovery begins with a customer complaint. This study, therefore,

defines customer satisfaction as the overall cumulative judgment based on collective encounters with a service provider over time (Hansenmark & Albinsson, 2004).

Customer satisfaction, like service quality, deals with expectations and draws on the confirmation/ non-confirmation process. Satisfaction studies aim at identifying if some general areas require scrutiny, whereas service quality studies provide data to examine problem areas for improvement. Overall satisfaction, on the other hand, is a cumulative judgment based on collective encounters with a particular service provider over time (Hernon and Whitman, 2002).

## **1.2. Profile of the College of Insurance**

Overseas-based examination bodies have long offered formal Insurance Education in Kenya, notably the Chartered Insurance Institute of London (CII). The Insurance Institute of South Africa has also provided similar courses and examinations. Unfortunately, while the classes are of high quality, they are not tailored to meet our specific requirements in Kenya. In addition, with the declining exchange rates against the local currency, the cost of foreign courses has been growing beyond the reach of ordinary students wishing to pursue them (College of Insurance, 2019).

It is mainly because of these two challenges that the local insurance industry, with the government's support, incorporated the Insurance Training and Education Trust (ITET) under the Perpetual Trustees Act Cap. 164 of the laws of Kenya to provide insurance education and training locally. To realise this objective, ITET established the College of Insurance in the Nairobi South C area, six Kilometers from the city centre. The College's main premises were completed in 1991 on a ten-acre piece of land; since then, additional ten acres have been acquired.

The College of Insurance started after much consultation between the Government and the players in the insurance industry in 1997. This was after realising that the current overseas course CII was expensive and less consonant with the local market needs. A curriculum incorporating the local culture, socio-economic and legal scenario was developed. The ITET comprises Trustees drawn from the Insurance industry, the Government and other stakeholders. Currently, the College of Insurance is supported by an insurance training levy introduced in 1994 by the government on all non-life policy premiums the government collects through the insurers. This is besides the internally generated income through training programs and other sources (College of Insurance News, 2015).

The college opened its doors for training in 1991 and first with trainees in short and management courses taking a maximum of 10 days. In 1996, the government introduced a course for all agents (COP) Certificate of Proficiency. This program is mandatory for all Insurance agents, and this course continues to attract large numbers. The first examination was held in 1997. By 2001 ITET had developed a Diploma course in Insurance, and the first examinations were held in 2<sup>nd</sup> semester 2001. The number of Insurance courses offered at the College has grown in local and international programs. The College is an examination centre for many foreign exams. The College aims at being a distinguished trainer in Insurance and Business Management in East Africa and beyond (College of Insurance News, 2015).

The college offers various courses to prepare learners to take up responsible positions in the insurance industry and other sectors of the Kenya economy. The courses offered include a Diploma and Certificate in Insurance, London ACII and short courses in various aspects of insurance, management and information communication technology. The college boasts its own premises on 20 acres a few kilometres outside of Nairobi city centre. The facilities available include administration offices, classrooms, a library, an auditorium/theatre with a seating capacity of 160 people, a conference hall that can seat 200 people, a swimming pool,

30 self-contained rooms for residential guests and a well-equipped kitchen, dining and laundry facilities.

The facilities are, however, inadequate to meet the needs of the current level of enrolment. With the increased number of students and projected growth in enrolment as well as the addition of new programmes in the next five years, there is a need to expand the college's facilities. In the strategic planning period, the College proposes to construct more facilities to provide space for more lecture halls, libraries, laboratories, students' hostels, recreational facilities, students centres, ablution blocks, tutorial rooms and offices etc. The college's core business is training in insurance, management and technology. Critical to having core staff to teach in these areas is to have adequate support staff to provide administrative and other support services such as the library, catering and transport. Currently, COI has 35 members of support staff. The College of Insurance has the following as its mission and vision statements (College of Insurance, 2019). The Vision of the College of Insurance is to be the leading centre of Excellence in providing insurance and related management Education. The Mission is to train and develop world Class Insurance and Business Professionals While enhancing stakeholders' value, not to forget the library people with disabilities.

### **1.3 The College of Insurance Library**

The library has five staff, a sitting capacity of 100 users and a stock of over 6000 volumes of books and 100 magazine titles. In addition, the institution is a member of the Kenya Libraries & Information Services Consortium (KLISC) and is authorized to access over 11,000 e-journals and E-Books (College of Insurance Library, 2019).

The library has a rich collection of insurance books and other courses offered by the College. The reference collection contains Encyclopaedias, Dictionaries, Directories, motivational materials and rare professional books. The library is based on policy guidelines for both users and staff and is strictly followed. The library is also responsive to the needs and suggestions of

members (College of Insurance Library, 2019). The library has the following as its mission and vision statements; To be the nerve centre of information provision that actively supports insurance training in Kenya (College of Insurance Library, 2019).; and to provide comprehensive resources and services in support of teaching, research and learning needs of the College and the entire Insurance Industry (College of Insurance Library, 2019).

#### **1.4 Statement of the Problem**

Filiz (2007) claimed that the survival of a library very much depended on the benefits it brings to its users. Its existence was questioned when users began looking for alternative library services. One way to show value is by providing quality services. However, very few libraries undertake formal quality service evaluations. Library users visiting libraries have always expressed dissatisfaction with the quality of service they receive. It is not clear whether the inadequate quality of service is personnel or system-related (Jalal, Abdullah & Warokka, 2012).

It is, therefore, vital for the library to be aware of changing user expectations and continually strive to provide quality service. Every library needs to understand the specific needs of library users to provide the appropriate type and level of service that meets those needs. Thus, there is an element of uncertainty concerning the degree of satisfaction of users with the various services provided by the College of Insurance library and whether it is achieving its aims and objectives through its services. The quality of academic library services can be assessed from different perspectives. These perspectives may include that of the librarians or library staff, the users of the services provided by the library, the parent institution and the funders of the library (Nyakweba, 2021). The assessment of the service quality of this library will promote performance and increase user satisfaction.

With rapid technological changes, academic libraries are constantly challenged to compete in providing information to the modern information user. Consequently, this introduction of information technology has led to an escalation in competition among information providers. Jayasundara et al. (2009) elucidate that libraries need to advance in the quality of services offered to survive the information explosion in the 21st century.

It is sad to note that African countries are under-researched especially in middle level colleges hence limiting the generalisability of research conclusions. According to Motiang (2014), the library's success is measured not in terms of what it has (information resources) but of what it does, the activities it supports, its outputs which include the availability of up-to-date information, and library staff friendliness in their engagements with the users. In the case study under review, despite providing sufficient resources, facilities and staff to the College of Insurance academic library users, no service quality assessment and user satisfaction feedback has been recorded. It is wise to note that service quality evaluations are not made solely on the outcome of service but also involve the assessment of the service delivery process.

Some studies have been conducted to evaluate library service quality and user satisfaction levels worldwide in various technological and social-cultural contexts. In addition, most of these studies have generated different and contradicting results. Therefore, enhancing service quality for library user satisfaction will determine the level of satisfaction of library users for future developments. In light of the above, the researcher intends to study and investigate service quality and establish factors contributing to the enhancement of service quality to recommend strategies for improvement and propose a service model that can be used to enhance service quality at the College of Insurance Nairobi Kenya. The study's results could be used to identify possible sources of failure or inefficiency in the services provided. It could also be used for future service delivery improvements and assist library management in achieving and maintaining service excellence.



## **1.5 Aim of the Study**

The aim of the study was to investigate the role of Service Quality in Library User Satisfaction at the College of Insurance Nairobi, Kenya and recommend strategies that can be used to enhance it.

### **1.5.1 Specific Objectives of the Study**

The objectives of this study were to:

- i. Establish the services offered at the College of Insurance Library;
- ii. Determine the level of service quality at the College of Insurance Library;
- iii. Examine whether there exist relationships between service quality and library user satisfaction at the College of Insurance Library;
- iv. Determine the challenges faced in the provision of quality information services and recommend strategies that can be used to enhance the quality of services at the College of Insurance Library;

### **1.5.2 Research questions**

- i) What services are currently offered at the College of Insurance library?
- ii) What is the level of information service at the College of Insurance library?
- iii) What relationship is there between quality service and library user satisfaction at the College of Insurance library?
- iv) What challenges are library staff facing in providing information services, and what strategies can be used to address these challenges?

### **1.5.3 Assumptions**

The study was based on the following assumptions: -

1. The College of Insurance Library has not been able to provide quality services to their patrons due to a lack of suitable information programs.
2. Improving user satisfaction through enhancing quality services and laying down policies on user satisfaction is possible.
3. The College of Insurance library can improve user satisfaction through suitable programs offering quality services.

## **1.6 Scope and limitations**

### **1.6.1 Scope**

The study was “Enhancing service quality for library user satisfaction in the College of Insurance, Nairobi”. The study strived to identify the potential opportunities for enhancing service quality to promote user satisfaction in the College of Insurance library. Many organizational factors influence the service quality for user satisfaction, but the ones deemed to be most crucial to this study are the kind of services, and programmes in place, policies relating to service provision, the relationship between service quality and user satisfaction and the challenges faced by staff in the provision of quality services. These are the factors that were the focus of the investigation. In addition, the study confined itself to services directly related to users’ information services. This is because other services not related to users were offered entirely for reasons other than user satisfaction, which was the main subject of the study, hence required to be studied differently. Furthermore, the study was confined to only the College of Insurance library users, staff and faculty members. The researcher chose the College of insurance library because it is one of the few libraries established due to the private sector (insurance companies) and government collaborations.

### **1.6.2 Limitations**

This study focused on service quality and library user satisfaction at the college of insurance.

Since the study only dealt with the library at the institution, it is therefore not all-inclusive, and the recommendations from the study cannot be generalized to all the libraries in Kenya.

Also, the majority of the respondents are expected to be students. The number of librarians is unsatisfactorily low; therefore, future studies should ensure a fair representation of respondents.

Only primary data was collected for this study at a particular time. Such data could be subject to bias, and therefore future research in this area should incorporate secondary data in addition to having primary data collected over a substantially more extended period.

### **1.7 Justification of the study**

The study attempts to add to the existing body of knowledge on the relationship between service quality and user satisfaction in academic libraries in Kenya. Although several research studies have been carried out on this topic, they are limited to user satisfaction without looking into details on the service quality. Little has been done on the relationship between service quality and user satisfaction. Many academic libraries face two significant threats: a global digital environment and increasing competition. Hence, they must improve the quality of their services to survive.

### **1.8 Significance of the study**

This work is not just another statement of the prevailing wisdom abundant in the literature on the importance of quality services in enhancing library user satisfaction. Instead, it is intended to create an understanding and appreciation of the need for quality services to promote user satisfaction. The study findings will also reveal that enhanced quality services are essential in increasing user satisfaction and maximising library information services' use.

The College of Insurance Library management can use the study findings to determine priorities for policy formulation concerning enhancing quality service for user satisfaction. Further, the study will likely assist in identifying the problems faced and their potential solutions concerning improving quality services.

The study will also address the user's challenges and how they can be solved to ensure their satisfaction and effective library use.

It is hoped that this study was a catalyst for increased interest in re-thinking issues related to service quality to enhance user satisfaction. Consequently, the study findings may help improve the effectiveness in improving user satisfaction.

In addition, the extant literature indicates that an extensive amount of research has been conducted to explicitly investigate the relationship of user satisfaction in public university academic libraries to attributes and domains of service quality but not specifically in the context of a college.

The implication of this study is to help library administrators improve their service quality in public university academic libraries after getting feedback from the users, specifically students, to develop a sustainable and conducive reading environment among students.

## **1.9 Dissemination of Research Results**

The results of this study were disseminated by depositing copies of the dissertation to the College of Insurance library, which was later uploaded to the Library Digital Institutional Repository. The findings will be published through conferences, seminars, and internal workshops and in peer-reviewed journals.

## **1.10 Chapter Summary**

Chapter one provided the background of the study and the issues that this study set out to investigate. The background of the study contextualized the research and provided an overview of the case organization, The College of Insurance Library. Other key issues covered in this chapter were: the purpose of the study, objectives of the study, research questions and assumptions of the study, justification of the study, the significance of the study, as well as scope and limitation of the study. Some key emerging themes from chapter one are the role of service quality in user satisfaction, the relationship between service quality and user satisfaction and the kinds of programmes and policies in place to ensure service quality.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The purpose of this chapter was to contextualize the study within the background of existing studies and theoretical conceptions of service quality for library user satisfaction by reviewing previous research in the area. A literature review was essential to this study in several ways by describing, summarising and evaluating other sources. It will serve to provide context and justification for the study, shows where the research fits into the existing body of knowledge, enables the researcher to learn from the current theories on the topic and, more generally, it will help the researcher to refine the subject, hence identify the gap which the research intends to fill (Paré & Kitsiou, 2017). On this basis, the researcher undertakes a comprehensive literature review covering the theoretical models and service quality as an enabler to library user satisfaction. Other areas discussed are presented thematically based on the objectives of the study.

#### **2.1 Services offered at academic libraries**

The primary purpose of any library is to provide the information needs of its users (Mathar et al.,2020). Likewise, all authorized users of academic and research libraries have a right to expect library services commensurate with their needs, provided by competent librarians and founded on good, readily available and accessible collections. In the academic community, libraries are vital to continuing education and self-development and research activities. They are indispensable because they are the nerve centre of all university teaching, learning and research activities (Awotola & Olowolagba, 2018). The fact that academic libraries occupy an important place in the life of their parent institutions has widely been discussed in many libraries' works of literature.

Loannidis et al., (2017) described university libraries as the heart of society, the only effective repository of racial memory. According to Awotola and Olowolagba (2018), university libraries have derived their objectives to include the provision of materials for undergraduate instruction, term papers and projects, support of faculty, external and collaborative research, personal development, leisure and cooperation with other academic libraries with the view to developing a network of educational library resources that are at the disposal of all scholars. Therefore, services provided by academic libraries must be planned about the other faculties in the community they serve.

The quality and effectiveness of academic libraries are connected with services, products, staff, facilities and space (Pindlowa, 2002). Ugah (2011) is also of the opinion that quality in the content of a library is often treated as the quality of service, and the quality of service, which also affects the effectiveness of the library, is essential for each library to survive. Suleiman (2012) carried out a study on user education programs in academic libraries. The study's findings revealed that users favour various programs due to their adaptability, online public access catalogue, and easy access to several sources of information. For library services to keep pace with the needs of students, the library should increase the number of employees' expert and skilful librarians who can provide user education programs.

Yu (2003) explored how Taiwanese college and technical institution libraries familiarize users with library facilities and information resources. The most common programs are a basic introduction to library services, OPAC instruction, searching tools, internet instruction, CD-ROMs, databases and electronic journals, and audio and video materials. Mwatela (2013) studied the problems facing the library in increasing students' ability to locate materials they need, extend their knowledge of helpful library tools, encourage learners to make extensive use of the library and give Student's Perceptions of Library Services in Ekiti State University their

rudimentary understanding of appropriate study methods. One of the objectives of a user education program is to enable students to patronize libraries for their academic activities.

Shahab and Hussain (2020) revealed the growth of user education within the context of arguments for and against it. Library orientation tours and different approaches to them are described, as well as the development of undergraduate and postgraduate user education programs. Sample (2020) found the lack of ability of the students to exploit library facilities after taking a course on the use of the library. The conclusion of his findings shows that students were allowed few connections with the library and its staff during the orientation program. Also, they have been overloaded with so much information within such a short period that the chances of retention and internationalization of the avalanche of new information are pretty slim. He concludes that high enrolment with inadequate physical facilities made practical work difficult.

## **2.2 Level of library service quality in academic libraries**

Service quality is the function of what customers expect and how well the institution performs in providing the service. Awan and Mahmood (2013, p.27) pointed out, “libraries must know the requirements and expectations of their customers. Academic libraries have many reasons why they are interested in service quality because there is increasing competition from huge bookstores and the Internet”. Cullen (2001, p.11) noted, “academic libraries are facing major threats in the global digital environment and an increasingly competitive environment, and must improve the quality of their services to survive.”

The quality of academic library service can be assessed from different perspectives. These perspectives may include that of the librarians or library staff, the users of the services provided by the library, the parent institution and the funders of the library (Griffiths 2003). However, the two most common assessment perspectives in academic libraries are those of the librarians



and the users. The literature shows that some argue that the users' perspective is appropriate for service quality assessment, while others prefer to refer to trained professionals (librarians) views of service quality assessment (Bhanu,2019). However, all library service quality assessment perspectives are valid as all are directed at enhancing service quality. Furthermore, the amalgamation of all views to assess library service quality is critical to improving library service and meeting user expectations, thereby bridging the gap between their expectations and perceptions of service quality (Becker et al., 2017).

Library users are the focal point of the library services as one can argue that users' perspective is the most important. According to Cook and Heath (2001, p.21), "service marketing has identified the customer or user as the most critical voice in assessing service quality". The service marketing literature clearly illustrates the importance of the user perspective in assessing library services. According to Kavulya (2004), various case studies have shown that users are the best judges of service quality since services are aimed at customers.

Shi and Levy (2005) pointed out that it is widely recognised that user perceptions of service quality, user expectations, and user satisfaction are essential elements of any service assessment activity. It is also suggested that new measures are needed in academic libraries to assess not only the input, output and outcome but also the impact of libraries on the users (De Jager 2002; Poll 2003). According to Poll (2003), such measures should incorporate the libraries' impact on the academic or professional success of library users, the libraries' impact on information literacy and information retrieval users, the economic values the users gained by using the libraries, and the social benefits achieved by users of the libraries.

### **2.3 Relationship is there between quality service and library user satisfaction**

While studying the service quality and customer satisfaction in the Academic University Library of Malaya, Malaysia, Kiran Kaur (2010) found that the academic staff perceived the

quality of library services as just above average, and the library staff was considered quite helpful and able to instil confidence in library users. She further observed that the overall satisfaction with the library services was entirely satisfactory. In two university libraries of Punjab, Sharma, Anand and Sharma (2010) found no significant difference in the perception of readers with different educational qualifications except on the dimension of adequate provisions of display of new books but found a perceptual difference in the perceived quality of services rendered by the library staff and the perceived service quality availed by the users. While making a comparative study on service quality being provided in the special libraries (Government College of Technology, Quaid-e-Azam Medical College and University College of Engineering & Technology) of Bahawalpur et al. (2012) found that the libraries were not up to the mark and users were not satisfied with the service quality. In Dr Zakir Husain Library of Jamia Milia Islamia, New Delhi, Sohail and Raza (2012) revealed that most of the respondents received average quality service, and 59.50% of respondents asserted positive responses and were satisfied with the reliability aspect of service quality. Nawarathne and Singh (2013) observed that the overall service quality of university libraries in Sri Lanka was not good and the quality of library services was rather bad or middle level, and the users' satisfaction with e-journals was at a superficial level. The users were not satisfied with the range of books, checkout system, convenient service hours, prompt services, e-learning facilities and opening hours.

Another study of Sri Lankan libraries (Nawarathne & Singh, 2013) found that the quality of services provided by academic libraries in Sri Lanka was unsatisfactory. Respondents specifically showed their dissatisfaction with the checkout system of the library materials, convenient service hours, Internet facilities for library users and availability of information in the online catalogue, as users rated these services as impoverished. In the University of Girne American Library in Cyprus, Kitana and Serdar (2014) found that the overall service quality in

the library was good and met the respondent's satisfaction and needs. Still, the library's electronic services, such as the computers, printers and scanners, were excellent. Nawarathne (2015) observed that the response received from the students of Sri Lankan academic libraries on overall satisfaction was very close to the value received from academics on overall user satisfaction and that academic staff focused more attention on overall service quality and user satisfaction because of long experience. In university libraries of Haryana, Sheela Devi (2015) found that the average user satisfaction level with the quality of library collection was 57.5%, the quality of staff 57.79% and the quality of library services 56.93%.

Researchers have been more precise about the meaning and measurements of satisfaction and service quality. Satisfaction and service quality have certain things in common, but satisfaction generally is a broader concept, whereas service quality focuses specifically on dimensions of service (Mahwasane & Mudzielwana 2016). Since customer satisfaction has been considered to be grounded on the customer's experience of a particular service encounter (Chen, 2016), it is in line with the fact that service quality is a determinant of customer satisfaction because service quality comes as a result of the services from service providers in organizations.

Kithome (2013) studied service quality and customer satisfaction in twenty-one Taiwanese university libraries. The results from the study identified six critical dimensions for measuring the quality of service in libraries. The dimensions are; competence, tangibles, communications, convenience, responsiveness, assurance, and resources. Andaleeb and Al-Slehat (2021) adopted the exact measurements and concluded that tangibles, resources, reliability, responsiveness, competence and commitment influenced service quality. Two studies largely agreed on the service quality factors that influenced user satisfaction. The two studies, Twun et al. (2022) and Simmons et al. (2001) did not investigate whether service quality changes affect library facilities' usage.

In a study to evaluate the relationship between service quality and customer satisfaction at Redeemer's University library, Adeniran (2011) concluded that tangibles, reliability, responsiveness, assurance and empathy contributed significantly and positively to customer satisfaction. The conclusion of this study confirms the findings of (Pakurár, et al.,2019).

After conducting a study to determine the measures of service quality and customer satisfaction, Nitecki & Herson (2000) concluded that 'there may be three dimensions in libraries; tangibles, reliability or service efficiency, and effect of service, but there is a need for further research to explore the dimensions. These conclusions contradict what most other researchers have found but are consistent with the findings of Seay, Seaman & Cohen (2010).

Jalal et al. (2012), while studying service quality and satisfaction in Malaysian university libraries, established that all five dimensions of service quality (assurance, tangibles, responsiveness, empathy and assurance) significantly impacted user satisfaction. It was true for all the different institutions that were studied. These conclusions were consistent with the findings of Adeniran (2011).

#### **2.4 Challenges faced in the provision of quality information services in academic libraries**

Rabiu (2012) stressed that in recent times, the library and information profession have faced profound transformation, particularly with the proliferation of ICT, which has transformed the way and manners of business transactions, education, learning, use of the library and its numerous functions, including that of sharing information, and general social interaction. According to Ezeani et al. (2012), the 21st century has brought much dynamism within the library and information science profession, and this, to them, has come as a result of the sophisticated nature of the present-day library user. Shehu and Amako (2013) point out that the 21st-century librarian embodies a digital information professional and a knowledge worker who can add value and make libraries truly useful and user-friendly.

Michalak (2012) points out that transforming an institution with a long tradition is difficult because many features of the academic library have tremendous power to resist change, such as volumes of print collections, ageing and inflexible buildings, state and private institutional governance structures that include outdated personnel and financial regulations. According to Ellis et al. (2014), in recognition of the trends and challenges occurring within higher education and academic libraries, libraries Organisational Review Team (ORT) sought to redefine professional roles and functions to position the libraries for the future strategically. Emezie and Nwaohiri (2013) highlight the challenges to effective information services delivery in the 21st century, which include: lack of competency, lack of technology literacy, poor internet connectivity, inadequate power supply and poor funding.

Characteristically, a transformed library to Michalak (2012), is where staff members actively manage their work and take intelligent risks, if only to step forward with suggestions for improvement. Fagbola et al. (2011) argue that despite the tremendous development associated with the birth of ICT, there exist primary challenges that tend to hinder the provision of access to knowledge by libraries, especially in developing countries like Nigeria, and these include: poor/unreliable public power supply, inadequate operational human resources, apathy on the part of the staff, lack of maintenance and insufficient funding.

Okore and Ekere (2008) pointed out that the development of ICT gave up some opportunities and posed some challenges to information professionals. The challenges posed included: an increase in the number of published materials, and to cope with these developments, there is a need for information professionals to develop specialized skills and competencies to enable them to manage knowledge effectively in this electronic age. According to Abubakar (2011), the present-day academic library services in the 21st century focus more on the digital, virtual or libraries without borders, all of which have transformed academic libraries and led to transition and transformation

in the educational library environment. The growth and change are accompanied by sophistication in the changing pattern of users' information needs, which is proliferating.

Eze and Uzoigwe (2013) observed that university libraries are now expected to provide users with a range of ICT and e-resources necessary for retrieving information quickly from both local and remote databases, as well as creating a need for library cooperation and consortium initiatives. Abubakar (2011) observed that the digital revolution has dramatically changed the face of libraries in the 21st century. It challenges academic libraries to digitize their services and resources through appropriate ICT applications to remain relevant. However, academic libraries in Nigeria face enormous problems, notably the lack of proper funding. Despite that, they must, against all odds, try to measure up with their contemporaries elsewhere. Similarly, Eze and Uzoigwe's (2013) findings revealed that certain factors pose problems to these academic libraries, such factors as poor funding of the libraries and others which have a bearing on it – poor infrastructure (especially electronic facilities) and high cost of maintaining the facilities.

In their study at Kenyatta University, Kamau et al. (2018) revealed limited use of ICT. Kavulya (2014) asserts that public university libraries in Kenya and mainly in western Kenya, have inadequate information service and budget, personnel, facilities and equipment. The works of literature agree on various techniques to promote library services and resources Nkanga (2002) agrees on personal contacts, circulars, memos, telephone calls, meetings, direct mailing, displays, talks newsletters, library tours and leaflets. Cummig (1994) supported outreach programs, holding lectures, changing the library's exhibits, library tours, classroom instructions, one-on-one appointments, library homepage, online catalogue and one-on-one training. Dodsworth (1998) supports the marketing approach of mailouts, personal visits, presentation newsletters, extension activities and cultivating the price and media. Hindchcliffe and Leon, 2011; Moulaison and Corrado, 2011; Yi, 2018, to keep pace with evolving information technology, librarians use blogs, wikis and podcasting, YouTube and Flickr and Facebook. This was supported by Musoke (2004)

in his strategies for addressing the university library user's changing needs and practices in Sub-Saharan Africa.

## **2.5 Strategies that can be used to enhance the quality of service in academic libraries**

Existing research in improving library service lies in two major streams. One focuses on strategic planning; another focuses on quality evaluation and improvement tools. Dahiru (2018) examines the adoption of strategic changes in library systems and yields insights into creating and implementing proper library service strategies. This research also shows that library quality strategies must be situation-specific. Wehmeyer et al. (1996) study the Wright State University libraries and suggest that academic libraries employ corporate customer service strategies. It claims that the customer service pledge is vital to the library service plan. Continuing this trend, Kyrillidou (2005/2006, 2006b) and Franklin (2007) analyze library systems as collaborative enterprises and suggest strategies accordingly. Other research in library quality strategies emphasizes teamwork and leadership (Nitecki and Franklin 1999, Lowry 2005, Lakos 2007).

The Association of Research Libraries (ARL) has conducted measurement and assessment programs to develop proper quality evaluation tools for libraries in recent years. The development of the LibQUAL system has become a milestone in library service evaluation (Cook and Heath 2001, Thompson et al. 2003, Cook and Thompson 2001, Cook et al. 2001, 2003, Kyrillidou 2002, 2005, 2006a, 2006b). Kyrillidou and Cook (2008) review the evolution of measurement and evaluation in libraries from the perspectives of three significant figures who have shaped the history of library assessment activities: James Gerould, F. Wilfrid Lancaster, and Duane Webster. While LibQUAL acts as the main focus in library quality evaluation tool development, some studies approach the evaluation of the library system differently. Based on a two-year research study, Hernon and Altman (1996) identify simple and practical methods to implement service quality measures and narrow the gap between library service quality and customer expectations of quality. Parasuraman (2002) emphasizes

statistical data analysis. Weiner (2005) studies the relationship between different measures. Webster (2007) strongly supports evidence-based methods and practices. Pinto (2008) proposes a practical, simple checklist based on six criteria and twenty-one variables to evaluate service charters in academic libraries.

According to Mugo (2015), libraries should embark on aggressive user education programmes to ensure that users are well-equipped with relevant skills to effectively and responsibly utilise library resources. Detailed instruction in methods of searching and formulation of explicit requests is necessary. User education should be organized at different information levels to ensure that the needs of all users are met. This implies that training should be organized around difficulty levels and the user's educational background.

Join and Council (2003) have defined information, literate persons, as recognising when information is needed and locating, evaluating and using the information effectively. Ultimately literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to get information, and how to use it so that others can learn from it. They are people prepared for lifelong learning because they can always find the information needed for any task or decision.

## **2.6 Theoretical Framework**

Research theories and models explain, predict and understand a phenomenon. Based on this, theoretical frameworks introduce and describe the theory that explains the research topic by outlining the relevant concepts and their operationalization. Ennis (2011) defines a theoretical framework as a collection of interrelated concepts, like a theory but not necessarily well worked out. It guides your research, determining what things you will measure and what relationships you will look for, and it acts as the conceptual basis for understanding, analyzing and designing ways to investigate a research topic. Ennis (2011) thus summarizes these issues by asserting



that a theoretical framework is a structure that identifies and describes the significant elements, variables or constructs that organize research work.

The following are the existing theoretical foundation's theories relating to this study;

### **2.6.1 Value Expectancy Theory**

This research was guided by the value expectancy theory (VET) that Martin Fishbein proposed in 1970 after refining the gratification theory (Watkinson, Dwyer and Nielsen, 2005). The theory postulates that behaviour is a function of an individual's expectations and the value of the goal they are working to fulfil. The theory states that when a particular behaviour is exhibited and chosen, it has the most practical combination of expected success and value. In this case, when library users exhibit library usage behaviour, they do so with the expectations of the importance they will get from its usage and the culminating success after that.

The value expectancy theory posits that individuals are goal-oriented and that goal is the aim that makes them pick up a particular behaviour. This behaviour is premised on beliefs, and the ideas are a function of the behaviours they exhibit to achieve a specific outcome. The feeling of gratification in attaining a specific need through indulgence in a particular behaviour is the manifestation of the users' satisfaction with library services. Hence the provision of library services impacts the user's utilization of library services (Watkinson, Dwyer and Nielsen, 2005). This can be perceived in the context of the psychological, social and academic needs of users who utilize library services to meet their objectives in academics, entertainment and social value. When users feel they have a deal from using the library, there is a positive outcome in the feeling of being gratified, and hence user satisfaction is realized. If the value is not commensurate with their expectations before they use the services, then dissatisfaction is recognised.

### **2.6.2 Assimilation-Contrast Theory**

The assimilation-contrast theory also guided the study. Assimilation-contrast theory was introduced by Anderson (2003) in the context of post-exposure product/service performance based on Sherif & Hovland (2003) discussion of the assimilation and contrast effect. Assimilation-contrast theory suggests that if the version is within a user's latitude (range) of acceptance, even though it may fall short of expectation, the discrepancy will be disregarded – assimilation will operate, and the performance will be deemed acceptable. If performance falls within the latitude of rejection, the contrast will prevail, the difference will be exaggerated, and the product/service will feel unacceptable. The assimilation-contrast theory has been proposed as yet another way to explain the relationships among the variables in the disconfirmation model. This theory is a combination of both the assimilation and the contrast theories. This paradigm posits that satisfaction is a function of the magnitude of the discrepancy between expected and perceived performance. As with assimilation theory, the consumers will tend to assimilate or adjust differences in perceptions about product performance to bring it in line with prior expectations, but only if the discrepancy is relatively small.

Assimilation-contrast theory illustrates that both the assimilation and the contrast theory paradigms have applicability in the study of user satisfaction. For this study, the assimilation-Contrast theory suggests that if the library's performance is within the users' range of acceptance, even though it may fall short of expectation, the discrepancy will be disregarded. However, if the library performance fails within the latitude of rejection, no matter how close to expectation, they will prevail, the difference will be exaggerated, and the services will be deemed unacceptable by the users.

## **2.7 Gaps Model of Service Quality**

This study was based on the Gaps Model of Service Quality based on the modified instruments SERVQUAL and the LibQUAL+™ because they provide a reliable survey measuring the gap between user expectations and user perceptions (Marnane,2004). Nitecki and Herson (2000) pointed out that the SERVQUAL survey instrument is based on the “Gaps Model of Service Quality” and uses a set of five gaps showing the discrepancy between Customers’ expectations and management’s perceptions of these expectations. The management’s perceptions of customers’ expectations and service quality specifications; Service quality specifications and actual service delivery; Actual service delivery and what is communicated about it; and Customers’ expected services and perceived service delivered.

### **2.7.1 The SERVQUAL Instrument Model**

As its name suggests, the SERVQUAL Model is based on the “concept of service quality which originated from the marketing discipline in the early 1980s” (Bhim 2010). To measure customer satisfaction with various aspects of service quality, Parasuraman, Zeithaml, and Berry developed the prototype of the SERVQUAL model in the mid-1980s, which they later refined in the early 1990s. This model is based on the premise that customers can evaluate a firm’s service quality by comparing their perception of its service with their expectations.

According to Zeithaml and Bitner (2003), the SERVQUAL Model is a sound measure of service quality that can identify the aspects of service needing performance improvement, assessing the extent to which each service element needs improvement and evaluating the impact of improvement efforts. According to Naidu (2009), researchers, academics, and librarians recognised the importance of user needs and user perceptions of service quality and devised methods to implement an assessment of service quality. One of the most frequently used approaches to discuss and measure service quality is the Gaps Model and its SERVQUAL instrument (Sahu, 2007).

Zeithaml and Bitner (2003) believed that quality could be the gap between perceived and expected service. Their work finally resulted in the Gap Theory of Service Quality (Cook and Thompson 2000). According to Nagata, Satoh and Kyatomaki (2004), the working presupposition of the theory is that the service is suitable if perceptions meet or exceed expectations and problematic if perceptions fall below expectations. The SERVQUAL Model, based on user-centred assessment, identifies five potential gaps between expectations and perceptions, both internal and external, of service delivery. Service quality is a sensitive issue because it deals with those expectations that the library chooses to meet. In contrast, satisfaction is more of an emotional and subjective reaction to a time-limited event or cumulative experiences that a user has with a service provider. Nitecki (2000) defined the five gaps as follows: Gap 1: The discrepancy between customers' expectations and management's perceptions of these expectations; Gap 2: The difference between management's perceptions of customers' expectations and service quality specifications; Gap 3: The discrepancy between service quality specifications and actual service delivery; Gap 4: The distinction between actual service delivery and what is communicated to customers about it; and Gap 5: The discrepancy between customers' expected services and perceived services delivered.

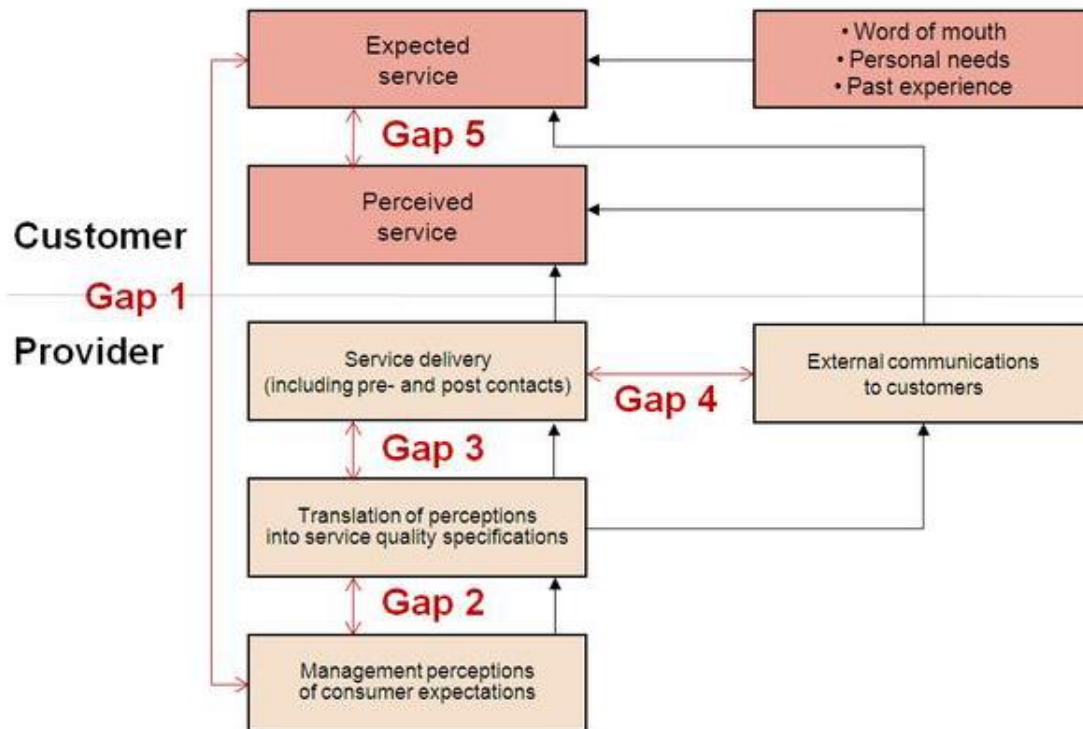


Figure 1: GAP Model of Service

Source: Verint Systems (2014)

The fifth gap is the basis of a customer-oriented definition of service, is the most user-focused and conceptual basis for the SERVQUAL instrument, and is the main focus in library research (Cullen, 2001). The current study focuses on this gap. According to Nagata et al. (2004), consumers use ten dimensions to evaluate service quality. These are tangibles, reliability, responsiveness, competence, courtesy, credibility, security, communication, access, and customer understanding.

Through numerous qualitative studies by the researchers, these ten dimensions evolved into five dimensions that customers consistently ranked as most important for service quality, regardless of the service industry.

Kiran (2010) listed the five dimensions as Tangibles – these include the appearance of physical facilities, equipment, personnel, and communication materials; Reliability – this provides the

ability to perform the promised service dependably and accurately; Responsiveness – willingness to help customers and provide prompt service; Assurance – this has to do with knowledge and courtesy of employees and their ability to convey trust and confidence; and Empathy – the caring, individualised attention the firm provides its customers.

According to Simba (2006), the SERVQUAL instrument or questionnaire integrates all these dimensions to measure user expectations and perceptions of service delivered. Service quality evaluation is done by measuring the gaps between expectations and perceptions. They compared the expectations and perceptions to determine whether the service was excellent or problematic. As noted by Nagata et al. (2004) above, the service is considered to be good if the perceptions meet or exceed expectations and problematic if perceptions fall below expectations.

The literature has revealed that the SERVQUAL model was initially designed for retail, industrial and commercial environments, adapted for a library environment, and had certain shortcomings in the questionnaire (Naidu 2009). However, academic criticism of the validity and feasibility of SERVQUAL has been accompanied by proposals for alternative service quality measures (Newman 2001). Zeithaml and Bitner (2003) thought quality could be viewed as the gap between perceived and expected service. Their work finally resulted in the Gap Theory of Service Quality (Cook and Thompson 2000). According to Nagata et al. (2004), the working presupposition of the theory is that the service is suitable if perceptions meet or exceed expectations and problematic if perceptions fall below expectations. The SERVQUAL Model, based on user-centred assessment, identifies five potential gaps between expectations and perceptions, both internal and external, of service delivery. Service quality is a sensitive issue because it deals with those expectations that the library chooses to meet. In contrast, satisfaction is more of an emotional and subjective reaction to a time-limited event or

cumulative experiences that a user has with a service provider. This criticism and quest for alternative service quality measures resulted in the development of LibQUAL+™.

### **2.7.2 LibQUAL+™ Instrument Model**

The LibQUAL+™ instrument has its roots in the Gap Theory of Service Quality and the SERVQUAL instrument (Cook, Heath, Thompson and Webster 2003). According to Simba (2006), the Texas A&M University research team launched a pilot project that originated in the Gap Theory of Service Quality to develop a new measure to assess service quality in research libraries. The LibQUAL+™ survey instrument measures the library user's perceptions of service quality and identifies the gaps between the desired, perceived and minimum expectations of service (Moon 2007). LibQUAL+™ is an extension of the 22-item SERVQUAL tool, which was developed by the marketing research team of Parasuraman, Zeithaml and Bitner (Thompson, Cook and Heath 2000; Shi and Levy 2005). According to Kachoka (2010), the instrument is now recognised as a standard tool for measuring library service quality. She explained that the instrument contains 22 core items that yield quantitative data and yield qualitative data through user comments. The instrument can be modified to suit the local environment, as has been done in this study. LibQUAL uses 'gap analysis to identify the differences between users' minimal acceptable service, perceived service and desired service levels by identifying users' "Zone of Tolerance" and gives feedback on where a library's services fall into these zones. It is, however, a web-based survey administered in cases where the respondents are known or predetermined.

LibQUAL+™ is a comprehensive market survey intended to help librarians understand user perceptions and thus improve service quality and better meet users' information needs (Thompson et al. 2008). The instrument was developed, tested and refined by Texas A & M University in partnership with the Association of Research Libraries (ARL 2004). According to Ladhari and Morales (2008), LibQUAL+™ evolved from eight dimensions (LibQUAL+™

2000) to three dimensions (LibQUAL+™ 2004). The three dimensions are Effect of service – how well users are served and treated by library staff; Information control – the ability to navigate the information universe; and Library as a place – how well the library meets the individual needs of users who look for a place to do research and study. (Crawford 2006)

The questions used to measure the three dimensions, according to Cook et al. (2003) and Crawford (2006), are: Effect of service – focuses on questions concerning the effectiveness of library staff; Information control – focuses on questions which look at the availability of collections and ability to access them on timely basis regardless of the location of the user and the resource in question; Library as a place – focuses on questions on the physical environment.

According to Naidu (2009), the LibQUAL+™ instrument helps libraries assess and improve library services, change organisational culture, and market the library. LibQUAL +™ is a valuable protocol for local planning and decision-making (Kyrillidou and Hipps 2001).

#### **2.7.2.1 Goals of LibQUAL+™**

Crawford (2006) considers LibQUAL+™ as a suite of services that libraries use to solicit, track, understand, and act upon user opinions of service quality. The goals of LibQUAL+™ are to: Foster a culture of excellence in providing library services; Help libraries better understand user perceptions of library service quality; Collect and interpret library user feedback systematically over time; Provide libraries with comparable assessment information from peer institutions; Identify best practices in library service; and Enhance library staff members' analytical skills for interpreting and acting on data (Crawford 2006; HSLIC 2003).

The LibQUAL+™ instrument also benefits library users by allowing them to tell the library staff where their services need improvement to respond to and better meet users' expectations. According to Naidu (2009), library management can develop services that meet expectations



to a higher degree by comparing library data with that of peer institutions and examining the practices of those libraries that are evaluated highly by their users.

### **2.7.2.2 The Impact and Challenges of Library Assessment Models**

The literature has shown that many models have been developed to assess service quality in academic libraries. According to Retief (2005), the development of LibQUAL+™ based on the SERVQUAL model, and the implementation of the Balanced Scorecard Model and the European Foundation for Quality Management Excellence Model, lifted service quality measurement to a new level of library management and ensured relevant and accurate accountability towards all library stakeholders. These assessment models brought new challenges to academic libraries to abandon the traditional way of assessing library quality in favour of a new way of service quality assessment that advocates user focus and involvement; that is, changing the concept of service quality assessment from collection-centred to user-centred (Simba 2006).

According to these assessment models, user focus and participation have developed an interactive, dynamic environment that has facilitated quality improvement in academic libraries. Emphasising how assessment could be beneficial to the library, Convey (2002) asserts that, to reap real consistent benefits from reviews, libraries must pool their knowledge and experience and organize assessment as a core activity integrated into the fabric of daily life as firmly and conspicuously as collection development and reference service.

The literature shows many ways of assessing service quality in academic libraries. Naidu (2009) suggests that librarians should use a combination of traditional and non-traditional methods of assessment to provide a practical evaluation of library service quality in academic libraries. This implies no single way to assess service quality in academic libraries.

## **2.8 Research Gap**

The literature reviewed suggests gaps in service quality in academic libraries. The literature has further shown that many models have been developed to assess service quality in academic libraries. According to Retief (2005), the development of LibQUAL+™ based on the SERVQUAL model, and the implementation of the Balanced Scorecard Model and the European Foundation for Quality Management Excellence Model, lifted service quality measurement to a new level of library management and ensured relevant and accurate accountability towards all library stakeholders. These assessment models brought new challenges to academic libraries to abandon the traditional way of assessing library quality in favour of a new way of service quality assessment that advocates user focus and involvement; that is, changing the concept of service quality assessment from collection-centred to user centred (Simba 2006:49).

According to these assessment models, user focus and participation have developed an interactive, dynamic environment that has facilitated quality improvement in academic libraries. Emphasising how assessment could be beneficial to the library, Convey (2002) asserts that to reap real consistent benefits from reviews, libraries must pool their knowledge and experience and organize assessment as a core activity integrated into the fabric of daily life as firmly and conspicuously as collection development and reference service.

The literature shows many ways of assessing service quality in academic libraries. Naidu (2009, 75) suggests that librarians should use a combination of traditional and non-traditional methods of assessment to provide a helpful evaluation of library service quality in academic libraries. This implies that there is no single way to assess service quality in academic libraries, hence the necessity to carry out this study.

From the above-sampled studies, it is clear that there is a literature gap in service quality in academic libraries. This study is based on the LibQUAL+™ and SERVQUAL models and seeks to determine the challenges faced in providing quality information services and propose a model to enhance the quality of services at the College of Insurance Library.

## 2.9 Conceptual framework

Based on the literature reviewed, a theoretical framework for this study was developed, as shown in figure 2. The study's principal objective is to determine whether there exists any relationship between service quality dimensions (Assurance, Empathy, Reliability, Responsiveness and Tangibles) and user satisfaction.

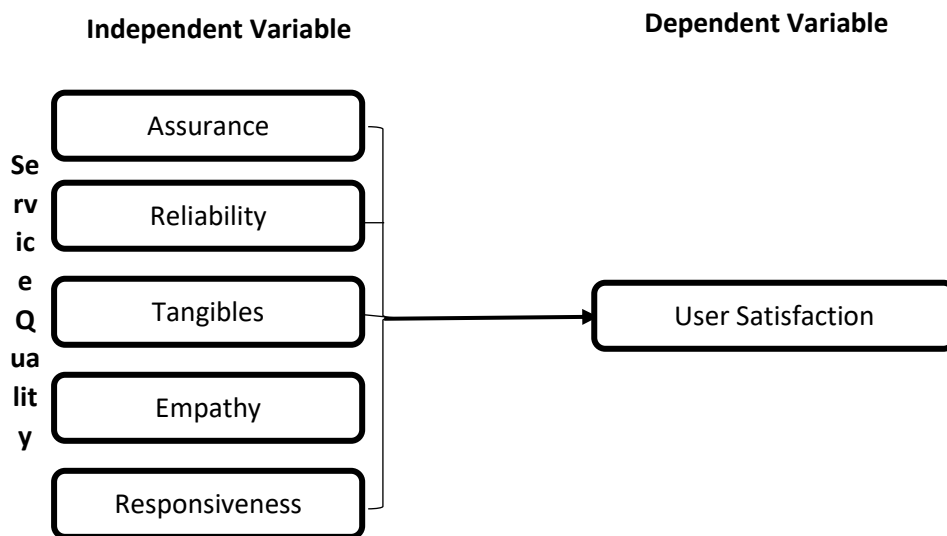


Figure 2: Conceptual framework

## **2.10 Chapter Summary**

This chapter presented thematic review of literature on various aspects that the study focused on, as well as the presentation of a theoretical framework. Related literature was introduced to cover the objectives of this study. It has also afforded the researcher a clear understanding of enhancing service quality for library users' satisfaction and a basis for establishing the research methodology, data analysis, presentation and interpretation. Drawing from a diversity of sources, the researcher has used this chapter to review existing literature on service quality for user satisfaction in libraries and expound on service quality models as a guide to the study.

**CHAPTER THREE**  
**RESEARCH METHODOLOGY**

**3.0 Introduction**

This chapter discusses the research methodology that was applied in the study. According to Perez (2009), research methodology is a science that studies how the research was conducted using scientific methods. That is, it systematically solves research problems by logically adopting various steps. One of the fundamentals in the design of this study was to develop a robust and scientifically grounded methodology that provided rich and detailed data about the status of service quality on user satisfaction at The College of Insurance library. Accordingly, this chapter describes the research approach, research design, population, sampling, data collection methods and instruments, validity and reliability issues to be applied to the study and the strategies for data analysis, presentation and interpretation.

**3. 1 Philosophical world views**

Creswell and Plano (2011) describe four worldviews used in research: post-positivism, pragmatism, constructivism, and advocacy/participatory and pragmatism. These worldviews' key characteristics are presented in Table 1 below.

**Table 1: Philosophical world views**

<p><b><i>Post-positivism</i></b></p> <ul style="list-style-type: none"> <li>• Determination</li> <li>• Reductionism</li> <li>• Empirical observation and measurement</li> <li>• Theory verification</li> </ul>	<p><b><i>Constructivism</i></b></p> <ul style="list-style-type: none"> <li>• Understanding</li> <li>• Multiple participant meanings</li> <li>• Social and historical construction</li> <li>• Theory generation</li> </ul>
<p><b><i>Advocacy/Participatory</i></b></p> <ul style="list-style-type: none"> <li>• Political</li> <li>• Empowerment Issue-oriented</li> <li>• Collaborative</li> <li>• Change-oriented</li> </ul>	<p><b><i>Pragmatism</i></b></p> <ul style="list-style-type: none"> <li>• Consequences of actions</li> <li>• Problem-centered</li> <li>• Pluralistic</li> <li>• Real-world practice-oriented</li> </ul>

Source: Cresswell (2011)

**Post-positivism:** Emphasise the need to recognise and survey the causes that impact results, for example, in examinations. It is similar to reductionists. The expectation is to reduce reasoning to a lower distinct degree of understanding to test ideas. Examples are the concepts that put into consideration the research questions and the theories involved.

**Constructivism:** Holds the assumptions that a person may get to understand the world around them. This gives the individual prejudiced meaning of their work, which is varied and multiple. Therefore, the researchers rely on the contributors' views on the issues being studied. In this case, the researcher relies on open-ended questioning for the respondents to better understand what they say or do in their lives. It is most appropriate for qualitative research, which entails ethnographic design and observation behaviour.

**Advocacy/participatory worldview:** It explains that politics and political agenda should be integrated with a study. Therefore, a plan of action should be there in any research. This action plan should bring a change in the participants' lives, the organisation where they work as well as the life of the person conducting the research.

**Pragmatism:** This worldview emerges from the actions and circumstances and the consequences of the activities as opposed to the previous situations suggested by post-positivists. It concerns the applications of what gives a solution to a specified problem. Rather than focus on the methodology, an emphasis is put on the research problem. This approach reinforces the philosophy of mixed methods in social science research to focus attention and convey the significance of the research problem. Pluralistic approaches then follow to give more information about the situation to assist the researcher in getting answers to research questions. Dickson and DeSanctis (1990) posit that the pragmatism tradition has taken a firm hold on research studies. This opinion is supported by Orlikowski and Baroudi (1991), who note that 96.8% of research studies in the leading US information science journals conform to this paradigm.

Consequently, this study underpins the pragmatism research world view. Pragmatism world view allows the researcher to use mixed methods research design. The investigation began with a broad survey to generalise results to a population and then, in a second phase, focused on qualitative, open-ended interviews to collect detailed views from participants. This flexibility influenced the selection of pragmatism as the philosophical world view to anchor the study.

### **3.2 Research Approach**

Social science research has three approaches; quantitative, qualitative and mixed methods. The quantitative approach is anchored on the measurement of quantity. Its result is a number or a set of numbers usually achieved through a process described in one or more portions (Rajasekar, Philominathan and Chinnathambi, 2006). Data collection is based on predetermined instruments which yield statistical data in return (Creswell, 2013).

The second approach is qualitative research. It refers to a systematic and subjective approach used to describe life experiences and give them meaning. Qualitative research methods focus on discovering and understanding participants' experiences, perspectives, and thoughts (Harwell, 2011). Creswell (2013) also submits that this approach involves researchers collecting and merging open-ended data to develop themes from the data collected.

Finally, the mixed methods research is based on a pragmatic paradigm. It involves inquiry strategies that simultaneously or sequentially collect data to understand problems better. The final aggregated data includes qualitative and quantitative information collected in numeric and test forms (Creswell, 2013; Armitage, 2007). Simply put, it is a mixture of quantitative and qualitative approaches.

This study used a mixed-methods research approach. Creswell and Plano Clark (2016) define mixed methods research as the method that focuses on collecting, analysing and combining qualitative and quantitative data in a single study or series of studies. The researcher used a mixed methods approach because research questions require both quantitative and qualitative

answers. Mixed methods enabled triangulation. Thorough combination of techniques, the research can achieve the best of each way while overcoming their unique deficiencies (Hussein, 2009). According to Kumar (2014), the rationale underpinning the use of a mixed methods approach are the following advantages: Enhancement of research possibilities in situations where a researcher has multiple objectives to achieve; mixed method enriched data for this study; it will also enable this researcher to answer confirmatory and exploratory questions in the same research simultaneously.

The study employed mixed method design (convergent parallel design) which involves collecting and analysing two independent aspects of quantitative and qualitative data simultaneously or in a single phase. The use of mixed methods allowed the researcher to describe the status of services at the College of Insurance Library. The researcher targeted all the College of Insurance Library users and library staff as informants in the study for data collection.

### **3.3 Research Design**

A research design is a blueprint for finding solutions to specific research problems. It is a logical structure of the inquiry. In simple terms, it is what a football game plan is to the actual football match (De Munck, 2009). This study adopted a case study research design. A case study is a form of analysis where a researcher takes a single entity or unit and studies it intensively to ascertain the natural history of the unit to obtain information for drawing the correct inference (Kothari, 2004; Creswell, 2009). They further argue that a case study looks at the depth rather than the breath of a unit, and it is exhaustive and comprehensive. Case studies also probe the contextual realities and differences between what was planned and what occurs, focusing on a particular issue, feature or unit of analysis. The case study, in this case, was the College of Insurance. The researcher chose this case study as a method as it allowed the researcher to comprehensively and critically study the phenomena and challenge the



theoretical assumptions of the study by providing a significant amount of detail about the institution under study.

### 3.4 Study Population

The study population aggregates the selected elements from a sample (Babbie, 2013). The study population is the collective of study units for which the values of the study variants of interest could be determined.

The unit of analysis for this study was the College of Insurance Library. However, to achieve the study objectives and cover the research questions, it was necessary to obtain data from the students, academic staff and the College of Insurance Library staff. The users of the College of Insurance Library were the study's primary subjects, and library staff were informants of the study. The users were divided into two categories that are students and faculty.

The population of this study was 1500 users, 155 academic staff and 5 library staff. The target population was defined as follows;

*Table 1: Population of the study*

<b>College of Insurance Users Category</b>	<b>Number</b>
Students	1500
Academic staff	155
Library Staff	5
<b>Total</b>	<b>1660</b>

*Source: Documentary record of registered Students and Number of Staff*

It is such a population to which the researcher generalized the study's results. The figure is per the current documentary sources on staff and registered users of the College of Insurance.

### **3.5 Sampling Techniques**

There are generally two types of sampling techniques; non-probability and probability sampling. This study relied on purposive and convenience sampling, which both use non-probability sampling. In the non-probability sampling technique, there is no basis for estimating the probability of each item in the population being included in the sample. On the contrary, items are selected deliberately based on the researcher's judgment that the chosen items are duly representative of the study population. Creswell (2003) asserts that most studies use non-probability sampling when they focus on in-depth information rather than generalization. This study used both Purposive and simple random sampling techniques to select a sample size.

Purposive sampling aimed to allow the researcher to use cases with the required information based on the study's objectives. This study used purposive sampling for library staff. Census was used on library staff because of the few numbers. The researcher gathered detailed information by interviewing the respondents.

A simple random sampling technique was applied to all the users, who are the students and academic staff.

#### **3.5.1 Sample Size**

Kothari (2002) outlines sample selection of the part of an aggregate based on which judgment is arrived at about a population. The sample size is a finite part of a statistical population selected for observation and analysis (Best & Kahn, 2007). The criteria employed for determining sample size were divided into two. The first sample size was library staff. The researcher employed census because of the few numbers of respondents. The students' sample was determined using Tara Yamane, who invented the formula known as the Taro Yamane

method/formulae (1973), which is used because it is reliable and flexible, plus it fulfils the requirement of efficiency.

$$n = N / (1 + N * (e^2))$$

n=sample size required

N=population size/ population under study

e=sampling error

By Substitution, the following sample size for students was obtained

$$n = 1500 / (1 + 1500 * (5\%)^2) = 316$$

The same formula was applied to come up with the sample size for academic staff as follows:

$$n = 155 / (1 + 155 * (5\%)^2) = 112$$

*Table 2: Sample Size for Respondents*

<b>Respondents</b>	<b>Target Population</b>	<b>Sample Size</b>	<b>Percentage</b>
Students	1500	316	21%
Academic staff	155	112	72%
Library Staff	5	5	7%
<b>Total=</b>	<b>1660</b>	<b>433</b>	

### **3.5.2 Justification of the Sample Size**

According to Mason (2010), there has been a debate on what constitutes an ideal sample size in qualitative research. He argues that a qualitative sample should be large enough to ensure that most or all the perceptions that might be important are uncovered. However, the selection should not be too large to make data repetitive and unnecessary. Ngulube and Ngulube (2017) state that examining fewer participants at a greater depth is becoming the golden standard for

any phenomenological research. Therefore, the number of participants was determined by the nature of the data required and the sampling technique. This was to the extent that the sample adequately represented the phenomenon. Therefore, the sample size of 433 was appropriate to provide the best and most accurate representation of the phenomena under investigation.

### **3.6 Data Collection Methods and Instruments**

Data gathering strategies for the research included structured questionnaires and structured interviews.

#### **3.6.1 Interview Schedules**

According to Creswell (2009), an interview refers to a purposeful conversation in which one person asks prepared questions (interviewer), and the other answers them (respondent), to gain information on a particular topic or area to be researched. This method can take three forms depending on how the questions are framed: structured (closed interview style), unstructured (open interview style) and semi-structured approach. Face to face interview method was considered appropriate for this study.

Library staff were interviewed. Due to the information sought, this study used semi-structured interviews to clarify the research domain or question. According to Kothari (2004), semi-structured interviews are preferred for descriptive studies because of providing a safe basis for comparisons across the case and enable generalization. The researcher selected this data collection method to uncover rich descriptive data on the participants' personal experiences. Using open-ended questions yielded lengthy and explanatory answers rather than close-ended ones. Qualitative interviewing was useful for accessing respondents' attitudes which could not be observed in a formal questionnaire. Interviews allowed the researcher to catch information off-guard, which may secure the most spontaneous reactions.

Generally, service quality for user satisfaction in libraries has not been well documented, and most people are not very conversant with its details. Therefore, through interviews, the researcher clarified issues for the respondents and cross-examine them in cases where their responses were not adding up. It was also beneficial in dealing with respondent resistance, especially where some contentious issues were involved.

### **3.6.2 Questionnaire**

The researcher obtained primary data from structured questionnaires used to collect data from the respondents (academic staff and students). These questionnaires were based on the study objectives. The questionnaires contained simple questions on service quality for user satisfaction in libraries, requiring the respondent to give a simple and direct response. Babbie (2013) states that a questionnaire should be spread out and uncluttered. Therefore, the study questionnaire was designed to be attractive and easy to read. The questions were easy to understand because each question was preceded by explicit, basic instructions to help the respondents understand and complete the questionnaire without problems. This was expected to give a high response rate. The questionnaires were self-administered to the targeted respondents at The College of Insurance. The questionnaire for this study contained closed-ended questions and a few open-ended questions. The rationale for using closed-ended and open-ended questions was in line with the argument of Neuman (2006) that total reliance on closed questions can distort results.

The questionnaire design was based on the study's objectives and divided into various parts introduction and the research questions. The researcher used the introduction part for self-introduction and instructions on how to answer the questionnaire. Questions were framed in such a way that they were easy to answer. The time limit for returning the questionnaires was ten days (10), giving respondents ample time to fill them out freely at their convenience. All information was treated with the utmost confidentiality. The questionnaire was used because it

allowed the collection of large amounts of data from the target population within a short period (Taylor & Francis 2010). The researcher delivered the questionnaires and later collected them at the agreed time.

### **3.7 Data Collection Procedure**

This study's first significant step was formulating a research proposal presented to the university academic board. The approval at this stage took the research to its second stage, where the researcher sought an introduction letter from the Department of Information and Knowledge Management, Technical University of Kenya. The letter introduced the researcher to the National Commission for Science, Technology and Innovation (NACOSTI), where a research permit was given to conform to the National Research requirements. This was done in compliance with the needs of the Science and Technology Act (Kenya Government, 1991), Cap 250 laws of Kenya.

As a requirement in public institutions, the researcher was armed with a permit from NACOSTI, and a formal request was made to the Director College of Insurance to undertake research in the library. The researcher then got a letter of introduction from the Head Librarian to allow her to roll out data collection, be accorded the necessary assistance, and conduct interviews with the library staff.

As a measure of quality control, a pilot study was conducted to pre-test research instruments. To ensure successful data collection in the main study, the researcher used the following procedures;

The researcher requested a room to conduct interviews. The researcher introduced the topic and herself courteously to the staff, which was repeated until the required sample was achieved.

Before conducting personal interviews with the staff, the researcher made appointments, and the interview schedule was administered to them. This enabled them to familiarize themselves with the information required before the interview.

The distribution of the schedules followed the above step. Whereas some respondents were generous enough to be interviewed at this stage, in most parts, the researcher distributed the schedule and agreed with the respondent on when the interview was conducted.

The researcher sought approval from each college department through an appropriate cover letter to obtain quantitative data. After approval, the researcher went from department to department to access the respondents (academic staff and students), coordinating the distribution and receipt of completed questionnaires from the respondents. The researcher controlled the data collection procedure and preferred face-to-face administration.

In all cases, the researcher introduced herself to the respondents and gave the general topic of the study amicably and courteously. Using the above approach, the researcher was almost 100% successful in data collection within a reasonable timeframe. Data collected after that was taken through coding, analysis and reporting. With the authority of the supervisors, the final report was published.

### **3.8 Piloting**

A pilot study was carried out before the actual research. A Pilot Study is a mini-version of a complete investigation, also referred to as a feasibility study. It is a specific pre-testing of research instruments such as interview schedules or questionnaires (Doody & Doody, 2015).

A pilot study is an element of a good study design, and it helps in assessing the feasibility of a full-scale study or survey, developing and testing the adequacy of research instruments, and assessing whether the research protocol is realistic and workable, among others (Van Teijlingen & Hundley, 2001)

The pilot study helped the researcher test the research design and make necessary adjustments before embarking on the actual study by changing from a single-case study research design to a multi-case study research design. The location of the pilot study was at College of Insurance. The respondents used in the pilot study were not used in the main study to avoid bias. During the pilot study, the researcher was able to identify the deficiencies in the data collection instruments, such as interviews. If one type of interview did not yield much data due to frequent interruptions, the researcher switched to a different one. The respondents' recommendations and suggestions helped improve the data collection instruments. The pilot study helped the researcher come up with reliable data collection instruments.

### **3.9 Data Analysis Techniques**

Qualitative data were analysed using thematic analysis, while the statistical package for social sciences version 21 (SPSS) was used to analyse quantitative data. The data collection instrument established a data analysis framework whereby the schedule questions and the checklist were based on the specific study constructs. The researcher remained open to new opportunities and insights throughout the evaluation and analysis process. The first step in the analysis involved organizing the raw data into themes based on trends, patterns and relationships as informed by literature review and data collection instruments to structure the unwieldy data captured by the instruments. This was referred to as coding and was the first step that the study used to give meaning to data gathered in the field. Coding was done using tables, which provide a means of interpreting qualitative data quantitatively. The quantitative summaries were derived using Ms excel, making the analysis and interpretation faster and more accurate.

The tabular summaries were transferred to the software (SPSS 21). The researcher used the quantitative data to corroborate and support the qualitative data, which helps understand the rationale or theory underlying the relationships. Qualitative data was analysed through thematic



analysis. The researcher categorized, tabulated, and recombined data to address the initial propositions or purpose of the study and conduct cross-checks of facts and discrepancies in accounts. Inferences from the analysis led the researcher to come up with conclusions and recommendations in the last chapter of the study.

### **3.10 Ethical Considerations**

Ethical considerations exist when conducting research involving people (Robson, 2011). The respondents were assured of confidentiality to any information provided through the questionnaires and interviews, and the researcher considered voluntary participation and informed consent of the respondents to ensure their involvement. The researcher adopted the guiding principles on ethical issues outlined by Patton (2015). Ethical considerations in research cover a broad spectrum of issues, including plagiarism, confidentiality and privacy, voluntary and informed consent, dissemination of findings, honesty, objectivity and many more. The principle of informed consent guided the study. This provides that the persons invited to participate in research activities were free to choose whether to participate or not. Through informed consent, participants in the study were made aware that participation is voluntary. Attention was paid to the guidelines and procedures for dealing with human subjects to ensure data integrity and not compromise values. This study measured up to the critical ethical issues outlined by patrons in several ways, chiefly: -Discuss with the respondents the purpose of the study. Keep the identity of the respondents confidential in order not to injure them and their character in whatsoever manner. The names of the respondents will remain anonymous to protect their identity. All secondary sources of information used have been cited and referenced to avoid plagiarism. Professional standards for conducting research were maintained, and the study's final results were available for anyone who wished to read them.

### **3.11 Reliability and Validity**

Questionnaires and interview instruments are supposed to provide accurate and repeatable measures of the research hypotheses, and validity and reliability tests were used to establish the quality of any empirical social research (Yin, 2009).

#### **3.11.1 Validity.**

The concept of validity is explained by measurement procedures, which are the ability of an instrument to measure what it is envisioned to measure (Kumar, 2014). Validity denotes the potential of a design or a tool to achieve or measure what it is supposed to (Brynard *et al*, 2014). The following types of validity measures were considered in this study: face and content, concurrent and construct validity.

Face validity was maintained by designing a questionnaire pleasant to the eye and constructing only questions relevant to the study. Content validity refers to the correctness and relevance of the questions included in a questionnaire (Brynard, *et al*, 2014). The researcher closely examined the questions on the instruments to ensure that they measured the desired variables by pre-testing the research instruments in the pilot study.

Construct validity refers to the degree to which a measurement technique uncovers the information it was designed to find (Brynard *et al*, 2014). The researcher ensured that questions in the questionnaire were specifically designed to obtain quantitative data, while questions on the interview schedule were intended to get qualitative data through open and closed-ended questions.

#### **3.11.2 Reliability**

According to David and Sutton (2004), reliability is the degree to which the indicator or test is consistent over time or whether the respondent was to offer a similar response if asked to answer at a different time. In simpler terms, reliability pertains to the accuracy and consistency of measures. This means that the same instrument must be able to yield similar data at a later

stage under similar conditions, e.g., utilizing a test-retest technique (Brynard, *et al*, 2014). The research tools were pre-tested at the faculties with respondents who were not in the study population. This was to identify vague, unacceptable questions and ensure consistency of results.

### **3.12 Chapter Summary**

In the preceding chapter, the researcher observed all methodology requirements for the study. It covers an analysis of the philosophical worldview, research approach, research design, study, population and sampling, data collection methods, pilot study, research procedure and ethical considerations. Validity and reliability issues and ethical standards were presented, which informed the research process. These methodology procedures provided the scientific basis for dealing with the research problem and provided for the generalization of findings across the targeted sample population.

## CHAPTER FOUR

### DATA ANALYSIS AND PRESENTATION

#### 4.1 Introduction

In this chapter, data is analysed and presented. The study results are analysed and interpreted in line with the objectives, which were to:- Establish the services offered at the College of Insurance Library; Determine the level of service quality at the College of Insurance Library; Examine whether there exist relationships between service quality and library user satisfaction at the College of Insurance Library, and Determine the challenges faced in the provision of quality information services and propose a model to enhance the quality of services at the College of Insurance Library.

#### 4.2 Response Rate

In this study, a total of 428 questionnaires were distributed to students and academic staff. Of all the questionnaires distributed, 376 were returned, resulting in a response rate of 88%. All the returned questionnaires were examined for errors and omissions, and it was established that 358 were useable for analysis, accounting for a success rate of 80%. The researcher also managed to interview 4 library staff out of 5, translating to 80%.

*Table 3: Response rate*

<b>Respondents</b>	<b>Sample Size</b>	<b>Response Rate</b>	<b>Percentage of response rate</b>
Students	316	306	96%
Academic staff	112	70	63%
Library Staff	5	4	8%
<b>Total=</b>	<b>433</b>	<b>380</b>	

### 4.2.1 Demographic Characteristics Respondents

The demographic profile of the respondents was as follows: females accounted for 217(57%) of all the respondents, whereas the rest were male, at 163(43%). Students constituted the highest percentage of the respondents at 306(81%), followed by academic staff at 70(18%), while librarians were only 4(1%). The users (academic staff and students) were then asked to indicate their level of education, and the result was as follows:

*Table 4: Level of Education*

Education Level	Number	Percentage
Certificate	296	78%
Diploma	68	18%
Undergraduate	8	2%
Others (Masters and PhD)	8	2%

Source: Research data (2020)

### 4.3 Services offered at the College of Insurance Library

The first objective was to determine the services offered at the College of Insurance Library.

#### 4.3.1 Library Services

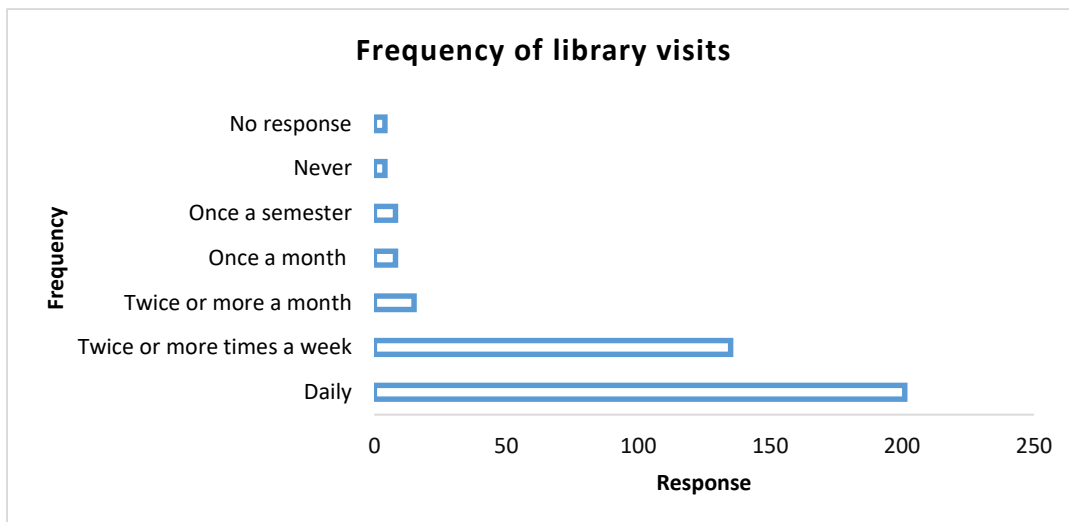
The researcher sought to establish a library provided by the college of Insurance. The respondents were aware of the services provided by the library. The figure below shows a high response rate for most of the services provided in the library. For instance, photocopying/printing/scanning/binding/laminating services received 300 (80%) responses out of the 376 respondents. Computer/Internet services recorded 274 (73%) responses, and 263(70%) were aware of the newspaper service. Lending was 260(69%), E-resources 204 (54%), Reference services 189(50%), Orientation 162(43%) and lastly Bibliographic instructions 123 (33%).

*Table 5: Multiple responses on Library Services*

<b>Library Services</b>	<b>Frequency</b>	<b>Percentage</b>
Photocopying/printing/scanning/binding/laminating	300	80
Computer/Internet service	274	73
Newspapers	263	70
Lending	260	69
E-resources	204	54
Reference services	189	50
Orientation	162	43
Bibliographic instructions	123	33

#### **4.3.2 Frequency of Library Visits**

The researcher sought to establish the frequency of library visits by users. When students and academic staff were asked to indicate the frequency at which they visited the library, 202 (54%) indicated they used it daily. 135 (36%) used it twice or more times a week. The other responses were 15 (4%) and 8(2%) who visited the library twice a month or once a month, respectively. 8(2%) respondents visited once a semester, and 4 users did not respond (1%). Only 4 respondents (1%) did not use the library, and the reason given was that they preferred studying in their room. This is illustrated in figure 3.



*Figure 3: Frequency of library visits*

#### **4.4 Level of Service Quality at the College of Insurance Library**

This objective is meant to identify users' perception of the quality of staff services, the quality of library services and the quality of information resources and the library environment.

##### **4.4.1 Quality of the library staff services**

The library is a service organisation aiming to make current, relevant information and services available to users. Figure 4 below shows how students and academic staff perceived the quality of the library staff services. One-third, 124 (33%), considered staff services to be average, 56 (15%) thought that services were excellent, and 87 (23%) said they were good. However, 109(29%) said staff service was of poor quality. The library staff should be more concerned about improving the services offered to users. The conduct of library staff in service delivery is crucial because staff service is one of the critical factors in providing quality services in academic libraries.



**Figure 4: Staff Quality Services**

The library staff were asked for what purposes academic staff and students use the library services. The library staff said the following:

*“Academic staff do not use the physical library as much as the students, but they use the e-resources and the physical library mainly for research, teaching and personal development”.*

*“Students used more library services than the academic staff depending on their needs within the semester”.*

Some reasons students patronised the library services were: researching, reading for leisure, group discussions, assignments and borrowing library materials.

#### **4.4.2 Perception of Library Services Quality**

College of insurance library users was asked to indicate their perceptions of the quality of the lending service, reference service, computer/Internet services, bibliographic instruction service, orientation and newspaper services on a scale of 1-5, with one being the lowest and five the highest. Students and academic staff perceived the lending service to be of higher quality than the other services, with an average score of 3.9 on a scale of 1 to 5. The newspaper service was rated 3.7, and orientation had an average of 3.4. Computer/Internet and bibliographic services were considered lower quality as these services registered 2.8 and 2.7 average score points, respectively. Few computers are in the library, and the Internet is not as efficient as users



would like. Bibliographic instruction service is not organised at regular intervals and could have been less known. Table 6. Shows Users' perceptions of Library Service Quality.

**Table 6: Users' perception of Library Service Quality**

<b>Library services</b>	<b>Average Rating</b>
Lending service	3.9
Newspaper service	3.7
Reference service	3.4
Orientation	3.3
Computer/Internet	2.8
Bibliographic instruction	2.7
<b>Number of respondents 376</b>	

However, the perception of library service quality by library staff was contrary to the users' view. Generally, all library staff considered service delivery to be excellent, knowledgeable and helpful, although they had some reservations about other issues that affect service delivery. These were some comments from library staff:

*“I think services have been excellent, and I have not experienced any bad encounters with the users”.*

*“I have served many users, and I have demonstrated a very outstanding performance. The tragedy is that people are not making good use of the librarians”.*

*“The quality of our services is perceived as high because about 80% of our users verbally express their appreciation for helping them”.*

This differs from how the users perceive them since 109 (29%) said staff service was of poor quality. However, two library staff members noted that services could have been better than what is currently being experienced by users if other facilities, such as efficient Internet connectivity, had been available and had enough space to execute the services properly.

#### 4.4.3 Perception of Quality of Information Resources

Table 7 shows that 53 (14%) library users noted that the information resources were excellent, and 92 (24%) found the library materials good. 145 (39%) users perceived the quality of the library's information resources to be average. 86 (23%) of the students indicated that the information resources were poor quality and did not meet their information needs. Table 7 shows the perception of the quality of information resources.

**Table 7: Perception of Quality Information Resources by library users**

Information Resources	Rating		Percentages
Excellent		53	14
Good		92	24
Average		145	39
Poor		86	23
<b>Number of respondents</b>		<b>376</b>	<b>100</b>

Likewise, the library staff perceived the quality of the information resources to be of average rate but considered it inadequate since they cannot provide some of the materials requested by users. They indicated that:

*“I think it is very good, but we need additional e-resources to make it a truly learning centre”.*

*“I have a bit of a problem, the library is under-resourced but then considering the size of the library, the librarians are doing their best except that they need support from the Institute”.*

*“Some of the materials are of good quality, but at times users do not get the information they want, and for the e-resources, we are yet to get some”.*

*“The library looks well organised, but because it is small, it becomes crowded, and most of our users don't get a place to sit, and noises from outside are heard clearly in the library, so a purpose-built library”.*

#### 4.5 The Relationship between Service Quality and User Satisfaction

This study used regression analysis to establish the relationship between service quality (independent variables) and library user satisfaction (dependent variables). The researcher adopted the following linear regression model to help determine the nature of this relationship:  $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \epsilon$ ; Where Y is the dependent variable (user satisfaction),  $\epsilon$  is the constant (intercept),  $\beta$  are the regression coefficients, and  $X_1, X_2, X_3, X_4$  and  $X_5$  are Assurance, Empathy, Reliability, Responsiveness and Tangibles dimensions respectively.

**Table 8: T Test for Regression Coefficients**

		Coefficients	Standard Error	t -Statistics	P-value	Lower 95%	Upper 95%
Intercept		4.11500934	0.05844692	70.40592153	0.000000000	3.999278598	4.23074008
Assurance	(X1)	0.15897437	0.06714144	2.367753573	0.01950879	0.026027626	0.29192112
Empathy	(X2)	0.06634876	0.05219178	1.271249277	0.2061192	-0.036996171	0.16969369
Reliability	(X3)	0.24388973	0.07366705	3.310703298	0.00123226	0.098021623	0.38975784
Responsiveness	(X4)	0.15788888	0.0515831	3.060864265	0.00272832	0.055749181	0.26002858
Tangibles	(X5)	0.12934422	0.0535341	2.416108881	0.01720719	0.02334135	0.23534708

Source: Research data (2020)

At 5% significance level, all the variables were statistically significant except Empathy, whose  $p$ -value was 0.206, which was above the acceptable threshold of 0.05.

From these research findings, the positive effect was found on all the five SERVQUAL dimensions, that is, Assurance, Empathy, Reliability, Responsiveness and Tangibles with regression coefficient values:  $\beta_0=4.115$ ,  $\beta_1=0.159$ ,  $\beta_2=0.066$ ,  $\beta_3=0.244$ ,  $\beta_4=0.158$  and  $\beta_5=0.129$ .

The regression model can therefore be expressed as follows:

$$Y = 4.115 + 0.159 X_1 + 0.066 X_2 + 0.244 X_3 + 0.158 X_4 + 0.129 X_5 + \epsilon$$

or

$$\text{User satisfaction} = 4.115 + 0.159*\text{Assurance} + 0.066*\text{Empathy} + 0.244*\text{Reliability} + 0.158*\text{Responsiveness} + 0.129*\text{Tangibles} + \epsilon$$

From this regression equation, taking all factors constant at zero, the effect on user satisfaction would be 4.115. These findings also suggest that taking all other independent variables at zero, a unit increase in the Assurance dimension would result in a 0.159 increase in user satisfaction. A unit increase in Empathy would lead to a 0.066 increase in user satisfaction; a unit increase in Reliability would lead to a 0.244 increase in user satisfaction; a unit increase in Responsiveness would lead to a 0.158 increase in user satisfaction, whereas a unit increase in Tangibles would lead to a 0.129 increase in user satisfaction.

These findings infer that Reliability contributes most towards user satisfaction while the Empathy dimension contributes least towards user satisfaction. They also show that the College of Insurance Library cannot afford to ignore actual dimensions since they all appear to influence customer satisfaction differently.

#### **4.5.1 Coefficient of Determination, R<sup>2</sup>**

The coefficient of determination is a parameter used to determine the extent to which changes in the independent variable can explain variations in the dependent variable. From the analysis, the five dimensions of the SERVQUAL model explain about 73.9% of user satisfaction as represented by R<sup>2</sup> (Coefficient of determination). This implies that other factors not considered in this study contribute 26.1% towards user satisfaction. The regression results are shown in Table 9.

**Table 9: Regression Statistics**

Multiple R	0.85978613
R Square	0.739232189
Adjusted R Square	0.728275558
Standard Error	0.392122329
Observations	376

Source: Research data (2020)

#### 4.5.2 F Test for the Full Model

ANOVA was used to test the claim that there is no significant relationship between the independent variables (service quality) and the dependent variable (user satisfaction). At a 5% significance level, the significance F is 0.000, less than  $p=0.05$ ; therefore, the model is statistically significant. The claim that there is no meaningful relationship is consequently rejected.

Table 10: F Test for the Full Model

<b>ANOVA</b>					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	5	51.8700894	10.37401788	67.46893346	0.000000000
Residual	371	18.2974306	0.153759921		
Total	376	70.16752			

Source: Research data (2020)

#### 4.6 Challenges faced in the provision of quality information services

Library staff were asked to indicate challenges they faced in providing information services, while users were asked to indicate challenges experienced by users in getting information.

##### 4.6.1 Challenges experienced by users in getting information

The respondents reported that they experienced challenges while seeking relevant information that meets their information needs. They further stated that challenges include: inadequate skills to search for information, lack of time, insufficient information resources, and inability to access some sections of the library, such as the e-resources section, which closes at 5.00 p.m. before part-time students report on Campus, restrictions on some information sources, particularly the Africana section which houses most research materials. The study revealed that problems encountered while searching for information affected how part-time postgraduate students conducted their investigations. Most respondents stated that the inability to access

current and relevant information affects the quality of research, resulting in poor performance. The respondents were further asked to give suggestions and recommendations on the said challenges.

Figure 5 shows summary comments of respondents on the provision of quality services. 60(16%) out of 376 respondents indicated the need for library staff training, and 37 (10%) respondents suggested that college users should be encouraged to visit the library. 29 (7%) indicated that the library staff should be approachable for assistance. 16 (5%) suggested that relevant textbooks should be provided for the various courses offered in the college. 6 (2%) said the library staff needed to increase the promptness of their service delivery. 22 (6%) commented that a conducive library environment should be provided for reading. 131 (35%) said that more computers should be provided for the virtual library. Out of the participants, 75 (20%) did not comment on the question.

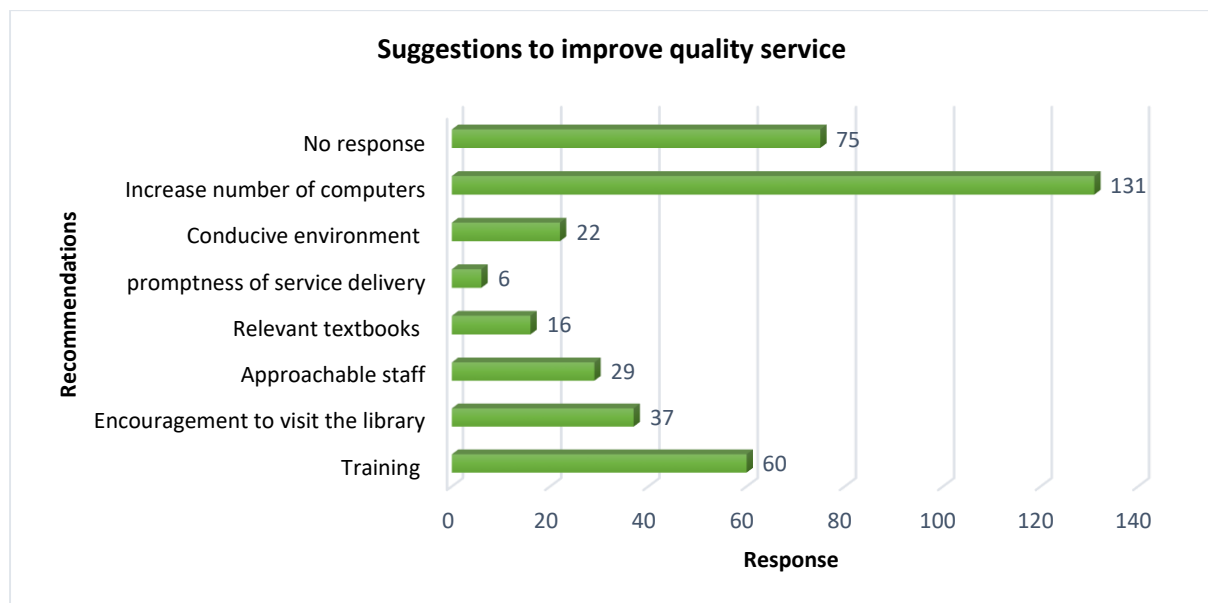


Figure 5: Suggestions to improve quality service

#### 4.6.2 Challenges faced in the provision of quality information services by Librarians

The library staff were asked to state their challenges when offering services. The library staff indicated that they did not have any standard means of measuring their value, although they

perceived that their services were valuable to users through a survey they had conducted in 2016. Again, the library staff measured their value by the degree to which students and faculty used their services and the success of their users. Some observations from the library staff were:

*“We don’t have any formal means of checking our value, but students and lecturers have told us how the library has sometimes helped. For example, for the past seven years, all the students who have been winning the best students’ awards have used the library most of the time”.*

*“Well, the eagerness of students to use the library even when it is not official opening time and the use of our collection is enough evidence to tell us how valuable the library is”.*

When faculty and library staff were asked what the library could do to address the challenge, some of the responses given were:

*“I think the library should help lecturers in the responsibility of writing and publishing by assisting in searching and using information”.*

*“I think a regular notification of available materials and faculty visits will improve how we value them”.*

*“Ability of the staff to attend to our needs. I want them to respond to our call anytime we call on them”.*

#### **4.7 Chapter Summary**

This chapter presents the results, analysis and validation for each section of the questionnaire and interview, and the results are tabulated. Further descriptions were provided below each table or graph.

The research results about the following areas were presented: services offered at the College of Insurance Library; level of service quality; relationships between service quality and library

user satisfaction, and determining the challenges faced in providing quality information services at the College of Insurance Library. The interpretation and discussion of these results can be found in Chapter 5.



## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

#### **5.0 Introduction**

In this chapter, the results of the findings are analysed and discussed. The study results are analysed and interpreted in line with the objectives.

#### **5.0.1 Demography**

The study's findings revealed that females accounted for 217(57%) of all the respondents, whereas the rest were male, at 163(43%). The study contrasts sharply with that of (Chong, 2002; Bar-Ilan et al., 2003; Patrick et al., 2015; Maina et al., 2017)) that men are heavier users of libraries and make more use of complicated services.

#### **5.1 Services offered at the College of Insurance Library**

##### **5.1.1 Library Services**

The data indicates that services provided at the College of Insurance Library include: photocopying; printing; scanning; binding; laminating services; Computer; Internet services; newspaper services; Lending; E-resources; Reference services, Orientation; and Bibliographic instructions. In the same vein, in their study, Motiang, Wallis, & Karodia (2014) found out that the type of services rendered by the academic library to users as internet facilities, access to databases, photocopying services, book loans and functional library websites. Another study by Chakrabarti & Pramanik (2014) points out the type of services university libraries provide to their users as Current Awareness Service (CAS), Selective Dissemination of Information (SDI), interlibrary loan, access to national and international databases through the internet or other network, attending reference queries and reference service over the phone, fax or personal contact, etc. Horrigan (2016) also established that many library users cite traditional reasons for visiting the library, including printing and news services like the internet.

### **5.1.2 Frequency of Library Use**

The research findings showed that students and staff were heavy library users. The researcher combined daily and weekly users and characterized them as frequent library users. This group comprised 342(90%) of the sampled users. This buttresses the findings of Horrigan (2016) that the frequency of library users visiting libraries has also remained relatively stable in the past decade. However, this has implications regarding more financial, physical and human resources that must be directed to the libraries to cater to such heavy demand. Unless this was done soon, the resources would be overstretched, and user complaints and disappointment would increase. The situation could easily then be reversed from frequent use to occasional or rare use.

Those who used the library a few times a semester were characterized as occasional users. This was a small group of about a quarter of the sampled users, 30(8 %). Those who used the library only a few times in an academic year were considered rare users 8(2%). However, library managers should not ignore this group. They need to know why this group of students and teaching staff rarely used the library. The finding concurs with Hussain & Abalkhail's (2013) conclusion that library authorities should concentrate on using library resources, including users who rarely use the facilities.

### **5.2 Level of service quality at the College of Insurance Library**

The second objective of this study was to determine the level of service quality of their library. The library is a service organisation aiming to make current, relevant information and services available to users. The research results indicated that one-third of the respondents, 124 (33%), considered staff services average. The current study echoes Culley's (2013) finding that most college students perceived the service quality of their campus library to be average. However, this is in sharp contrast with Tiemo and Ateboh's (2016) study, which indicated that most respondents were either very satisfied or satisfied with the services offered.

The study also revealed that College of Insurance students and academic staff also perceived the lending service to be higher quality than the other services, with an average score of 3.9 on a scale of 1 to 5. Computer/Internet and bibliographic services were considered lower quality as these services registered 2.8 and 2.7 average score points, respectively. These research outcomes are generally consistent with the findings reported by Hallberg and Sipos-Zackrisson (2010). They suggested that the potential for improving the service quality of the Swedish library sector is related to the strength of lending services and its market orientation. They suggested that the lending capability of the library, and customer orientation, together with a change to a retail-experienced librarian role, are actions identified for improving library customer value.

The finding also established that the College of Insurance library staff considered service delivery excellent, knowledgeable and helpful, although they had reservations about other service delivery issues. The results of this study agree with Kostagiolas' (2012) finding that academic library staff usually perceive their services to be outstanding even if it's not the case.

### **5.3 Relationships between service quality and library user satisfaction at the College of Insurance Library**

This study has examined the relationships between service quality and library user satisfaction. From the analysis, the average user expectations score was 4.37. This expectation score is very high and implies that users expect so much from the College of Insurance library staff. Narrowing down to the individual dimensions, it is evident that customers expect more from the Responsiveness dimension, which scores the highest value of 4.53. This dimension constitutes availing information to library users for easy access, providing prompt services and library employees' willingness to help users. Expectations for Reliability, Assurance, Empathy and Tangibles dimensions also have very high scores, all above 4.0, meaning that users are

susceptible to how reliable, assuring, and physically appealing and how much attention they get from the library staff.

The perception score is slightly above average, with an overall mean of 3.27. The tangibles dimension has the highest score of 3.32, meaning that users are more satisfied with the employees' appearance, the physical appearance of libraries and the environments around their respective libraries than any other aspects. Reliability comes close at 3.31, followed by Assurance at 3.29. Empathy has the lowest score of 3.05, indicating that users do not get as much attention as they would desire.

The gap score is calculated by the difference between expectations and perceptions (Perception - Expectation). The results from this study reveal that the overall gap score is -1.10. This is a negative value, implying that the quality of service is less than satisfactory, and thus customers expect more than their respective libraries can offer. In its strict sense, customers perceive the level of service quality to be poor because it does not match their expectations. This, in essence, leads to dissatisfaction. Negi (2009) had similar findings and concluded that service quality is an antecedent of customer satisfaction, meaning that if users perceive service quality as low or poor, they are dissatisfied with the services offered by their respective libraries.

All dimensions show a negative gap score between perceptions and expectations of services, which therefore calls for improvements to bridge this gap, which could lead to meeting and possibly exceeding user expectations.

The results were also statistically significant since the p-value was  $<0.05$  for all the service quality dimensions except for the Empathy dimension, which had a  $p$ value  $>0.05$ . The regression analysis also established that the Reliability dimension significantly impacted user satisfaction, followed by Assurance and Responsiveness. Tangibles and Empathy are seen as

minor contributors to user satisfaction by library users. The relationship between the two variables, the subject of this study, is also established.

The results of this study confirm the findings of Hanaysha, Abdullah & Warokka (2011), who studied service quality in Malaysian University libraries and found that all the five service quality dimensions (assurance, tangibles, responsiveness, empathy and assurance) had a significant impact on user satisfaction. In this particular study, all the service quality dimensions have also been found to influence user satisfaction. These conclusions are also consistent with the findings of both Adeniran (2011) and Simmonds et al. (2001).

Therefore, all five dimensions are good predictors of customer satisfaction in a library setting.

#### **5.4 Challenges faced in the provision of quality information services**

The research established challenges to access and provision of quality information services experienced by users to include: inadequate skills to search for information, lack of time, insufficient information resources, and inability to access some sections of the library, such as the e-resources section, which close at 5.00 p.m. before part-time students report on Campus, restrictions on some information sources, particularly the Africana section which houses most research materials. These findings agree with Nimsomboon and Nagata (2003) study that specified the problems users face when involved in library services, including library collections, accessibility, insufficient space, and quality of the service provided. The most significant issues are insufficient and outdate collections and inaccurate accessibility. It also buttresses Adeniran (2011) study that established re-shelving and inadequate physical facilities such as reading chairs and tables could result in a low level of use of the libraries. Gwang (2010) concluded that the numerous challenges identified with this endeavour could be

surmounted through the strategies enumerated, of which proactive actions by the library and information professionals are essential.

On the other hand, library staff indicated inadequate training as a significant challenge. In the same line, Patrick, Blessing and Ferdinand (2015) suggested that the level of user satisfaction in any library depends on the volume of its resources, their significance and adequacy to users' needs and the presence of good information retrieval tools. If the library is well managed by qualified, experienced and cultured staff, users will often be encouraged to use the library. Successful user satisfaction in the library is a function of how efficiently the services are rendered and the degree of availability and accessibility of needed information resources.

### **5.5 Chapter Summary**

In this chapter, the results of the findings are analysed and discussed. The study results are analysed and interpreted in line with the objectives. The summary and recommendation of these can be found in Chapter 6.

## **CHAPTER SIX**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **6.0 Introduction**

This chapter presents a summary of the study so far on library users' perception of the five service quality determinants as identified by the Gap Model and the SERVQUAL tool. By answering the study's research questions, conclusive observations have been made. From the conclusions, policy recommendations and areas for further research have also been drawn.

In summary, the study set out to address the following research objectives:

- i. Establish the services offered at the College of Insurance Library;
- ii. Determine the level of service quality at the College of Insurance Library;
- iii. Examine whether there exist relationships between service quality and library user satisfaction at the College of Insurance Library;
- iv. Determine the challenges faced in the provision of quality information services and propose a model to enhance the quality of services at the College of Insurance Library;

#### **6.1 Services offered at the College of Insurance Library**

The researcher sought to establish the services offered at the College of Insurance Library. Photocopying/printing/scanning/binding/laminating services were the most utilized service, with 300 (80%) responses out of the 376 respondents acknowledging that they utilise this service. It closely followed Computer/Internet services (73%) and 263(70%) newspaper services. All aspects of service, such as the ability of the library to meet users' promises, interest in solving users' problems, and ability to perform service requests promptly and keep error-free records, were rated below expectations by the majority of 300(80%) of users in libraries. The majority of 124(33%) library users reported that the physical facilities and equipment in

the college library met or exceeded their expectations. The researcher noted that most 342(90%) respondents were frequent library users, and users were aware of the services offered. They were happy about their physical facilities. However, library employee appearance was rated comparatively poorer than other aspects of the physical environment. There was no significant difference in the perception of physical facilities between teaching staff and students.

## **6.2. Users' overall assessment of the service quality of their library**

The study established that one-third, 124 (33%) of College of Library users assessed service quality in their library to be average. Only 56 (15%) thought that the services were excellent. The library staff should be more concerned about improving the services offered to users. The conduct of library staff in service delivery is crucial because staff service is one of the critical factors in providing quality services in academic libraries.

The study emphasized the need for the library staff conduct in terms of service delivery is crucial because staff service is one of the critical factors in providing quality services in academic libraries.

## **6.3 Relationship between service quality and library user satisfaction at the College of Insurance Library**

The study pursued to analyse the relationship between service quality and library user satisfaction at the College of Insurance Library by calculating the regression score. The regression score for this study was found to be -1.10 (Perceptions - Expectations). This negative score indicates that users are unhappy with how their respective libraries serve them. It is, therefore, a sign of dissatisfaction. Four of the five SERVQUAL dimensions studied were statistically significant, except for one, empathy. It was established that the Reliability dimension has the most significant impact on user satisfaction, followed by Assurance and



Responsiveness. Tangibles and Empathy are seen as minor contributors to user satisfaction by library users. The relationship between the two variables, the subject of this study, was also established.

#### **6.4 Challenges faced in the provision of quality information services**

The top issue of concern to the library users was courtesy on the part of library staff. Users suggested that to improve service quality, the staff should be more friendly and courteous to users. Users also indicated that library staff try and understand users' needs. The highest number of users gave these suggestions. The second most crucial service quality issue for library users was that of the library collections. The users suggested that the libraries ensure they have the most current materials. More and improved internet facilities were ranked the third most crucial service quality issue. Users indicated that they would like libraries to have more and better internet facilities. Other service quality issues placed among the top ten issues of concern by users focused on library management and operations, such as staff training and motivation, increased working hours, need for more library staff, enhanced security, and constant evaluation of the services.

#### **6.5 Conclusion**

The conclusion drawn from the study's findings disapproved the widespread view that library users do not know what they want from libraries and cannot be good judges of service quality (Hernon & Altman, 1996). Throughout the study, library users could pinpoint areas of service that did not meet their expectations. These were many. They also clearly pointed out areas of service that met their expectations. Library users were also able to give straightforward suggestions on what libraries should do to improve service quality. Librarians should stop

assuming that library users do not know what they want. Libraries should listen to their users and use the feedback to enhance the quality of service.

## **6.6 Recommendations**

The user community should be adequately informed of what materials were available on the library website and other online forums, e.g., emails. The management of the College of Insurance library should endeavour to seek the opinion of users as to how the library services could further be improved. The management of the library should intensify efforts to enhance the virtual library's internet access.

College of Insurance Library management should conduct user needs surveys to understand users' needs, how they want them met, and when. This will narrow the gap between customer expectations and management's perception of those customer expectations. This will have addressed Service Gap One of the Gap Model.

College of Insurance Library should also establish channels where staff in contact with users can communicate individual expectations of the service to top management. This would reduce the significant percentage of users who find many aspects of service quality below their expectations. This also aligns with the Gap Model, which recommends realistic communication with users.

The College of Insurance Library needs to draw specifications on what will constitute high-quality service and what they will do to achieve high-quality service. The Gap Model also highlights these issues (specifically Gap 2). They can only do that if they have researched user service expectations and understand them.

Library managers at the College of Insurance must ensure they meet their service quality specifications. The desired service quality level, as specified by the service statements of the library, should be delivered. This would avoid situations where users' expectations are consistently not met.

College of Insurance Library should promise only what they can deliver. What is communicated to users through the library service charter, brochures, and external communication should be realistic. These are issues also captured by the Gap Model, as shown in the conceptual framework of this study.

Library managers at the College of Insurance should design a dynamic service quality measuring system that uses information from multiple sources such as users, staff and competitors. The feedback should be aimed at improving the service quality.

Additionally, library staff at the College of Insurance should be alive because they now serve different types of users, young, highly computer literate and in love with the new technology. They have high expectations of what the library should deliver. The library should understand the needs and expectations of this group and go the extra mile to serve it effectively and professionally.

Library staff at the College of Insurance should pay more attention to service aspects that involve interaction between users and library staff. The study has shown that these are the primary sources of poor service quality assessment by users. Library schools should also design curriculum that gives a lot of attention to user /staff interactions and customer care during service delivery.

### **6.5.2 Suggestions for further research**

The research was a case study of the College of Insurance Library. The study was able to interrogate users' perceptions and expectations of the critical determiners of service quality, such as tangibles, service reliability, responsiveness, assurance and empathy. Important perceptions and expectations were identified. However, it is recommended that other researchers may wish to expand the sample to cover several university libraries, including those in the newly established campuses.

The present study used the SERVQUAL research tool to assess service quality using the 22-item statements based on users' perceptions and expectations of service quality. It is recommended that other researchers may wish to use different research tools and approaches to measuring service quality. One such tool uses a modification of SERVQUAL and incorporates the concept of desired service expectations, minimum service expectations, and an in-between situation called a zone of tolerance. Users are asked to comment on a series of statements and assess the service as either falling within desired, minimum or in between zone of tolerance. Service is seen as a continuum, with the top being the desired service, the bottom level being minimum service and an in-between service level called the zone of tolerance representing good service. (Parasuraman, Zeithaml and Berry, 1994). Other tools that others can use to assess service quality include LibQUAL, which focuses specifically on library service, and SERVPERF, which measures service quality by focusing on service performance. It would be interesting to compare the results of these other tools for assessing service quality were applied.

Is there a direct causal link between service quality and customer satisfaction? This study did not address this question. The relationship between customer satisfaction and service quality is a debate in service quality management. (White & Abels, 1995). Some authors equate service quality with satisfaction. Others think satisfaction is the antecedent to service quality. Only focused research can settle this question. A researcher can, for example, design a correlational study with service quality as one variable and satisfaction as the second variable. The researcher would then be able to establish whether there was a causal link between the two.

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## APPENDICES

### Appendix I: Letter of Authorization from the School of Graduate and Advanced Studies



#### THE TECHNICAL UNIVERSITY OF KENYA

Haile Selassie Avenue, P. O. Box 52428, Nairobi, 00200, Tel: +254 (020) 343672, 2249974, 2251300, 341639,  
Fax: 2219689, E-mail: [vc@kenpoly.ac.ke](mailto:vc@kenpoly.ac.ke), Website: [www.tukenya.ac.ke](http://www.tukenya.ac.ke)

#### Office of the Director School of Graduate and Advanced Studies

REF: AIIU/09507P/2017

8<sup>th</sup> October, 2019

**The Chief Executive Officer**

National Commission for Science, Technology and Innovation  
NACOSTI Building, Off Waiyaki Way  
P.O. Box 30623 - 00100

**Nairobi, KENYA**

Tel: 020 400 7000/0713788787/0735404245

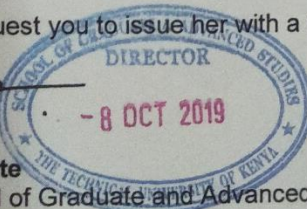
Dear Sir/Madam

**REF: APPLICATION FOR RESEARCH PERMIT**

This is to inform you that **Ms. Musanya Celestine** is a registered Master of Science in Information and Knowledge Management student in the Department of Information and Knowledge Management, School of Information and Communication Studies, The Technical University of Kenya. The course is offered by Course Work, Research and Dissertation. The title of her Dissertation is "**Enhancing Service Quality for Library User Satisfaction at the College of Insurance Nairobi, Kenya.**"

Ms. Musanya has defended her research proposal and is currently proceeding for field work which will involve data collection using approved surveys and research methods.

This is to kindly request you to issue her with a research permit.



**Prof. Jackson Odote**

Ag. Director- School of Graduate and Advanced Studies

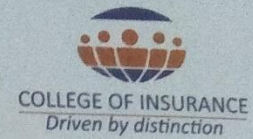
File Copy: Student File

JO/smm

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Education and Training for the Real World  
ISO 9001:2015 Certified

## Appendix II: Letter of Authorization from the College of Insurance



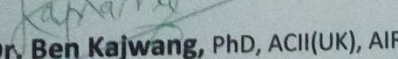
8<sup>th</sup> March 2021  
Celestine Musanya,  
Masters' Student,  
The Technical University of Kenya,  
P.O BOX 52428,  
**Nairobi, Kenya**  
**Email: musanyacelestine@gmail.com**

### **RE: AUTHORIZATION TO COLLECT DATA AT COLLEGE OF INSURANCE**

The Director at College of Insurance has granted you the authorization to collect data within the College. The authorization is effective from 14<sup>th</sup> March 2021 to 30 April 2021. The data collection is for your Masters' Dissertation titled ""

Ms. Patricia Nyaga the librarian, College of Insurance, has been assigned to supervise the process during the aforementioned period.

Yours sincerely,

  
**Dr. Ben Kajwang**, PhD, ACII(UK), AIR(UK), FIIK, CPT, Chartered Insurer, Risk Mgt. Consultant  
**Director/CEO**

**Cc: Patricia Nyanya-College of Insurance Librarian**



### **Appendix III: Interview Schedule for Librarians (Informants)**

Dear Participant,

My name is **MUSANYA CELESTINE**. I am pursuing my Master of Science degree in Information and Knowledge Management in the Department of Information and Knowledge Management, The Technical University of Kenya. As part of this programme, I am undertaking a research project on **“ENHANCING SERVICE QUALITY FOR LIBRARY USER SATISFACTION AT THE COLLEGE OF INSURANCE NAIROBI, KENYA”**.

I humbly request you to participate in this study by responding to my interview question.

I also wish to assure you that your responses will be treated with the utmost confidentiality and will be used solely for this study. If you have any concerns, please, contact my supervisors or me on the contacts provided hereunder.

Thank you so much for your attention and participation.

This interview schedule aims to gather information on service quality for user satisfaction.

#### **Section 1: Personal information**

1. Your position is:

- Chief librarian
- Deputy Librarian
- Senior librarian
- Assistant librarian
- Senior library assistant
- Library assistant

Other specify.....

#### **Section: 2. Customers served by the College of Insurance Library**

4. Who are the College of Insurance Library users according to the policy?

- Students
- Lectures
- None teaching staff

Other (please specify)

.....

5. How do you know that they are your users?

.....  
.....  
.....  
.....

**Section 3: User care structure and practices**

6. Is there a section or unit and people responsible for user services in your library?

7. If the user care section or unit exists, what function does it serve?

.....  
.....  
.....  
.....

8. Does the user care program have enough resources to enable it to fulfil its function?

If NO, why don't you have enough resources to fulfil the user care program?

.....  
.....  
.....

9. Which resources have you put in place to ensure user satisfaction?

- a)
- b)
- c)
- d)

10. Would you say library management strongly supports users?

11. User care entails ensuring that all critical aspects about users necessary to satisfy their needs are taken care of. Would you say the information needs of library users are;

- a) Well taken care of?
- b) Fairly well taken care of?
- c) Poorly taken care of?
- d) Not taken care of?

12. If your answer is a or b, briefly explain what is being done right

.....  
.....

.....  
.....  
.....

13. If your answer is (c) or (d), in which area do you think the services are deficient?

.....  
.....  
.....  
.....  
.....

14. How are their information needs being met?

.....  
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.....

**Section 4: Nature, quality and relevance of services provided.**

15. Please comment on the nature and quality of the information product services and services you provide to your users.

.....  
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.....  
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.....

16. Are there set standards that have to be met as a way of enhancing quality services?

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.....

17. How do you determine whether your users are satisfied with the information services and products provided by the library?

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.....

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.....

18. Do you think the users are satisfied with your services?

a) If yes, how do you know?

b) If no, what would you say are some of your user's significant causes of dissatisfaction?

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.....

19. How do you create awareness of the availability of information products and services to your users?

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.....

**Section 5: User care practices**

20. Please comment on whether and/or how user care research is conducted by your library (for example, use of surveys, interviews, information audit methods, focus group discussion, etc.)

a) How often?

b) How many times have you used the method(s) you have indicated in the last year?

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.....

21. Who can handle your library's problems and/or user complaints?

22. Comments on the attitude of staff towards the library users.

.....  
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.....

**Section 6: Challenges encountered**

23. What are the challenges of user care practices in your Library?

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.....

24. Suggest ways/recommendations on how to address the identified problems?

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.....

25. What one thing would you change about this library to ensure you provide quality services to improve user satisfaction?

.....  
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.....  
.....

26. Any other comments and recommendations about user satisfaction in your library?

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.....  
.....  
.....

Thank you very much for participating in this interview

**Appendix IV: Questionnaire for students and academic staff**

Dear Participant,

My name is **MUSANYA CELESTINE**. I am pursuing my Master of Science degree in Information and Knowledge Management in the Department of Information and Knowledge Management, The Technical University of Kenya. As part of this programme, I am undertaking a research project on “**ENHANCING SERVICE QUALITY FOR LIBRARY USER SATISFACTION AT THE COLLEGE OF INSURANCE NAIROBI, KENYA**”.

I humbly request you to participate in this study by responding to the questions in this questionnaire.

Your participation in this study is voluntary. You may withdraw at any time without any consequences to you whatsoever. Please, indicate your consent to participate in the study by ticking the checkboxes below:

I voluntarily consent to participate in this study:    YES        NO   

I also wish to assure you that your responses will be treated with the utmost confidentiality and used solely for this study's purposes. If you have any concerns, please, contact my supervisors or me on the contacts provided hereunder.

Thank you so much for your attention and participation.

## **SECTION A: Background information**

1. Gender (Tick appropriately)

Male Female Prefer not to say

2. For how many years have you been at the college?

0-1

1-2

2-3

3-4

3. What is your highest level of education?

Higher national diploma

Diploma

Other (please, specify).....

**SECTION B: Services offered at the College of Insurance Library**

4. Do you consider yourself a College of Insurance Library user?

[ ] Yes [ ] No

6. User satisfaction entails ensuring that all critical aspects of a user necessary to meet the user's needs are taken care of. Would you say that your information needs as a College of Insurance Library user are?

[ ] Well taken care of

[ ] Fairly taken care of

[ ] Not taken care of.

5. How often do you get the information you need?

[ ] Always

[ ] Some of the time

[ ] Most of the time

[ ] Never

a) If your answer is sometimes or never, what are some of the explanations librarians give for not getting the information you need?

.....  
.....  
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.....

b) Would you say that those explanations are?

[     ] Always satisfactory

[     ] Sometimes, satisfactory

[     ] Never satisfactory

6. How friendly and helpful do you find the library staff in response to your requests for information?

[     ] Friendly and Helpful

[     ] Friendly but not helpful

[     ] Unfriendly but helpful

[     ] Unfriendly and not helpful

7. In general, how would you rate the attitude of library staff when serving you?

[     ] Good

[     ] Fair

[     ] Poor

Other (specify) .....

**SECTION C: Level of service quality at the College of Insurance Library**

9. How often do you use the library?

[     ] Regularly

[     ] Sometimes

[     ] Never

10. Are you aware of the information products/services the College of Insurance Library offers?

[     ] Yes     [     ] No



11. Indicate the information product that you use below (You may tick all that apply)

Journals	
Books	
Reference sources (e.g. encyclopedias, dictionaries, etc.)	
Conference Proceedings	
Research reports	
Past exam papers	
Official and government publications (for example, legislation, government gazette, parliament proceedings, etc.)	
Online or electronic databases	
Other (please specify)	

12. Indicate the information services offered in the library (may tick all that apply)

Information materials not found in the library are availed via inter-library loan	
Borrowing of information materials on Short loan	
Access to internet services	
Lending services	
Audiovisual services	
Referral to other places/institutions where I can get required information if not available in the library	
Printing services	
Photocopying services and electronic document delivery	
Other (please specify)	

13. Indicate how you find out about new library services, resources and development

Library website	
Leaflets	
Newsletters/flyers/Posters	
Memos	
Targeted e-mails	
Meetings/Committees	
Not informed	

**SECTION D: Relationships between service quality and library user satisfaction at the College of Insurance Library**

14. Please rate your level of satisfaction with the following:

	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
Overall Customer/User care				
Helpfulness of staff				
Friendliness of staff				
Library Catalogue				
Staff availability				
The usefulness of the information available				
Library Operation hours				
Up-to-date information materials				
Speed of downloading information				
Range of services offered				
Speed of response to your initial enquiry				
Ease of finding the information materials				

15. Do the products/services provided by the library meet your information needs?

[     ] Yes

[     ] No

16. If the answer to Q15 is yes, please indicate your satisfaction as rated below:

[     ] Well taken care of

[     ] Fairly taken care of

[     ] Not taken care of

17. If the answer to Q15 is “no”, briefly explain

.....

.....  
 .....  
 18. How would you rate the efficiency of the library staff in making available the information you request?

- [     ] Very efficient
- [     ] Fairly efficient
- [     ] Not efficient

19. What activities/experiences have you participated in while using your library?

Discussion(s) on user care policy in the library	
Using an electronic library card to borrow books	
Returning borrowed books on time so that such books may be available to other fellow users	
Being treated with respect and courtesy by library staff	
Avoid smoking, eating and drinking in prohibited areas in the library to ensure a conducive atmosphere for the other customers and the library materials.	
Feeling that the library provides services in a friendly and helpful manner	
Being able to read comfortably as the library provides a conducive reading environment	
Available information resources in the library are appropriate for users' needs	
The publicity of Library services makes it possible to know the range of services	
Provided library services to meet and exceeds customer expectations	
Participated in library customer care research	
Others specify	

**SECTION F: Challenges faced in the provision of quality information services at the College of Insurance Library**

20. Enumerate the challenges you have encountered while using the library?

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.....  
.....

21. Do you ever suggest how the library services/product could be improved?

Yes

No

a) If “Yes”, what means do you use to make them

.....  
.....  
.....  
.....

b) If your answer is “Yes”, how often would you say that your suggestions are considered in improving services?

Never

A few times

Many times

Always

c) If your answer is “No” to the above question, what is the reason for not making any suggestions?

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.....  
.....

22. Based on the identified challenges, what suggestions can you give on improving the user care programme in the College of Insurance Library?

.....  
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.....

Thank you for taking the time to respond to this questionnaire


## Appendix V: Budget


Item/Activity	Rate (Kshs.)	Cost (Kshs.)
Research assistants	2 assistants @ 5,000 per person	10,000
Photocopying services	1,500	1,500
Internet use	8 months @ 2,000 per month	16,000
Editorial support	10,000	10,000
Printing proposal and Dissertation	8,000	8,000
Binding proposal and Dissertation	3,000	3,000
Journal Publishing	30,000	30,000
<b>TOTAL</b>		<b>78,500</b>

## Appendix VI: Work plan

<b>General Timeline</b>	<b>Activities</b>
August 2020	Make all corrections made during the proposal defence
January 2021	Acquire and develop all consent letters, letters of authorisation for research
February 2021	Analyse and review the questionnaire, interview schedule and checklist
March 2021	Collect all data
April 2021	Clean the data
May 2021	Analyse the data
June 2021	Complete Chapter Four
July 2021	Complete Chapter Five
August 2021	Complete Chapter Six
August 2021	Make revisions to the dissertation and format it as per the set standards.
September 2021	Submit the dissertation for examination
February 2022	Oral defence of the dissertation
March-September 2022	Dissertation correction
October 2022	Final Dissertation Submission
October 2022	Publish in a peer review journal


## Appendix VII: Research Permit

  
REPUBLIC OF KENYA

  
NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION

RefNo: **928629** Date of Issue: **16/March/2020**

**RESEARCH LICENSE**




**This is to Certify that Ms. Celestine Anyango Musanya of Technical University of Kenya, has been licensed to conduct research in Nairobi on the topic: Enhancing Service Quality for Library User Satisfaction at the College of Insurance Nairobi, Kenya for the period ending : 16/March/2021.**

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## Appendix VIII: Plagiarism Report

# Dissertation final

*by* Celestine Musanya

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## Dissertation final

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