ANALYSIS OF RELATIONSHIP BETWEEN INFORMATION SERVICES AND STUDENTS' SATISFACTION AT KENYA SCHOOL OF LAW LIBRARY

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OCTOBER, 2020

DECLARATION

DECLARATION

I declare that this thesis is my original work and has not been presented for a degree or other awards in any other university.

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RECOMMENDATION

We confirm that the work reported in this thesis was carried out by the candidate under our supervision.

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Nganga Judy Wairimu

DEDICATION

I dedicate this thesis to my husband Moses and our children; Ariannah and Alvin.

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ABSTRACT

Despite the heavy investment being done by university libraries, majority of them are not able to satisfy their users. Scholars have attributed user dissatisfaction to various difficulties such as inadequate information materials, challenge in using new information technologies, inadequate library facilities, lack of support from librarians and lack of information literacy training. This study therefore sought to examine the relationship between information services and students' satisfaction at Kenya school of law library. The specific objectives included: to assess effect of reader services, digital information services, circulation services and information literacy training on students' satisfaction at KSL library. The investigation was informed by the theory of expectancy disconfirmation. It adopted quantitative approach and used descriptive survey research design. The target population of the study included both students studying in the KSL and librarians. There were a total of 1827 students registered for the 2019/2020 academic year and 6 librarians. Stratified sampling method was adopted to select a sample of 190 that included 184 students and 6 librarians. The main research instruments for the study were questionnaires and interview guides. Quantitative data was analysed by descriptive and inferential statistical methods while qualitative data was analysed thematically. The findings revealed that separately, all the predictor variables (reader services, digital information services, circulation services, information literacy training) positively and significantly relate with students' satisfaction at KSL library. The study noted that when combined, all the predictor variables except reader services positively and significantly influence students' satisfaction at Kenya school of law library. In particular, information literacy training was found to be the most significant predictor of students' satisfaction, followed by digital information services, then circulation services and lastly reader services. Overall, the study concluded that information services have a positive and significant relationship with students' satisfaction at Kenya school of law library. Based on the findings, the study recommended that the library management at KSL should improve readers' services including provision of adequate reading rooms, library and bibliographic instructions and online searches; should improve digital infrastructure including internet connectivity; should undertake measures to improve provision of circulation services such as team work, working days policy, adherence to library service charter, complaints register and prompt response to issues; Library management should also implement measures to enhance provision of information literacy training services including online training on various databases, consultation meeting with the librarian, improved network connectivity and preparation of user guides. The study implicate on information services provision policy at KSL library. Findings inform library staff on how best to improve provision of information services in order to satisfy the needs of users.

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LIST OF ABBREVIATIONS AND ACRONYMS

AAALL   American Association of Law Librarians

CD-ROM   Compact Disk Read Only Memory

CUE   Commission of University Education

E-Books   Electronic books

E-Database   Electronic database

E-Library   Electronic library

E-Resources   Electronic Resources

ILCT   Information literacy and Competency Training

KSL   Kenya School of Law

LibQual   Library Quality

OPAC   Online Public Access Catalogue

SERVQUAL   Service Quality

SPSS   Statistical package for social Sciences

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

User's information needs and expectations keep on changing. This is noted by Arshard and Ameen, (2010) who asserts that, due to the growth of technological innovations, user's needs' and expectations in library service have increased. The continued development of information communication technology has disrupted how services are provided to customers in various industries. Libraries are no exception and have also been affected by this technological development. Due to ICT revolution, library users' can access digital content through internet and mobile phones (Verma, 2018). Because of the internet library clients have the comfort of accessing electronic resources from an off-campus site. They are able to access online services such as reference services, and digital services among others. Verma (2018) postulate that, libraries are normally service institutions, they exist to satisfy their users' information needs and the services and activities offered in libraries are core to student satisfaction.

1.1.1 Students Satisfaction

In libraries there are various terms used to describe a user or a consumer of library services this include clients, customers, borrowers, and even patrons. However, Verma, (2018) indicates that, the most frequently used term is the "user". Verma defines a user a client who usually visits and uses a library in a given year. The library client is described as the main aspect in the 21st century of library service delivery since the library primarily exists to satisfy his/her information needs (Verma,

2018). It is accordingly significant to understand library users, their information needs and means of providing relevant services.

The Cambridge dictionary defines contentment as that pleasant feeling one gets when he/she receive something she/he wanted or when she/he have done something he/she wanted. Customer satisfaction according to Lovelock et al. (2014) is a momentary enthusiastic response to a particular assistance activity or service expectations; satisfaction is an attitude like judgement following a consumption experience. Tiemo and Ateboh (2016) note that, student satisfaction as the methods by which clients confirm that an item or administration meet the necessary needs and aspirations.

In academic libraries, users have diverse needs with different levels of expectations. According to Tiemo and Ateboh (2016), if users are not content with the products and resources offered, it is therefore assumed the services or products do not meet their needs and expectations hence dissatisfaction. Expectations as explained by Hawkins and Mothersbough (2014) embrace several elements sector of resilience that falls between the ideal and s that includes, required, sufficient and anticipated assistance, it also includes a zone of tolerance that falls between the ideal and satisfactory service levels.

World over, libraries exist to provide users with information services meant to satisfy their information needs and meet their expectations. However, Idiegbeyan-Ose and Esse (2013) notes that, no library can satisfy all its users all the time, this is evidenced by several studies done (Idiegbeyan-Ose & Esse 2013; Tiemo & Ateboh, 2014; Yang, 2004). The above studies revealed that even satisfaction of users towards information services provided; they are still dissatisfied with specific services. A survey carried by Yang (2014) in A&M universities Library Texas, revealed that, few Library users

were dissatisfied with Electronic document delivery services while, majority were satisfied with the service. The user satisfaction survey done in Niger Delta University Library, Nigeria by Tiemo and Ateboh (2016) outlined that library clients either satisfied or not content with the resources offered. They were not content with the services; references materials which were not current, both local and global journals that were out of date, lack of books, electronic resources which were not comprehensive, irregular online data subscription and inadequate database resources.

However, clients were content due to the following general library services. On the other hand, library clients were not content with the following services, reference services, current awareness services, and weekend services; inter library loan services, and computer training services. Bea et al. (2018) study at Sokoine National Agricultural library revealed that, users were dissatisfied with library services because of challenges associated with library assets because of poor course of action of books and time spent in searching the books on the shelves, lack of adequate security in the library resulting to lose of properties, and lack of proper client activities from some library staff. According to Hossain (2014) one of the methods used to assess the effectiveness of library services is user's satisfaction.

Users can either be satisfied with services or dissatisfied. There are several factors that influence user satisfaction in the library which include; responsiveness, competence, assurances, and tangible resources (Idiegbeyan-Ose & Esse, 2013). A survey on customer satisfaction in Texas, USA by A&M University Libraries on their interlibrary and sharing of documents (deliverEdoc's), revealed that, the service was well received and appreciated. The factors that influenced user's satisfaction with deliverEdoc's service according to the survey were that documents were delivered

electronically to their desktops; users didn't have to pay for the service and the library worked difficult to meet clients expected turnaround time (Yang, 2004).

Library users in A&M university library were specifically satisfied with electronic delivery of articles to their desktops free of charge confirming Lovelock et al. (2014) asserts that consumer loyalty is a momentary passionate response to a particular assistance. Motry not to live up to their necessities or desires are often than not, library users are dissatisfied with services or products if they lack their necessities or desires. Users' satisfaction is considered as the satisfaction clients get from utilizing the various types of service delivery in the library which satisfy their data requirements for their day by day exercises (Tiemo & Ateboh, 2014).

Several studies done on student satisfaction in different geographical areas for example by Bea et al. (2018) in Tanzania, Khan et al. (2014) in Pakistani, Tiemo and Ateboh, (2016), in Nigeria, Yang, (2014) in Texas, USA, uncovered that, clients were happy with various administrations and products offered by libraries however, they were dissatisfied with others. Locally in Kenya, studies conducted for example by Maina et al. (2017) and Ouda (2015) revealed the same scenario that is, library users were satisfied with some services and dissatisfied with others.

Recently there is increased empathises of offering quality services which meets users' expectations and satisfies their needs (Lovelock et al., 2014). According to Hossain (2014), for libraries to be able to hold its current clients and draw in new ones they must maintain quality service. Identified with quality assistance is the idea of consumer loyalty (Kiran, 2010).

1.1.2 The Role of Academic Libraries in the Provision of Information Services

Academic libraries are an important component in institutions in which they exist and they serve (Verma, 2018). Idiegbeyan-Ose and Esse (2013) opine that, libraries are service oriented and are meant to give critical information sources to meet their client data needs. Manjunatha and Shivalingaiah (2004) similarly states that, libraries are basically learning associations meant to stimulate academic and research activities through provision of information resources to their users. While Panday (2014) argues that, library and information centers in assisting the learning and research needs of their parent institutions, libraries act as places for learning and provide information services acceptable to the users to their satisfaction. Itsekor (2012) notes that, libraries serve as tools for educational advancement, they also help students in individualised, group and virtual learning that help them to improve their academic performance. Itsekor further notes that, libraries are fundamental to the arrangement of the correct sort of data assets that engage instructive establishments to deliver exceptionally clever individuals who have a positive effect on national advancement.

Onwudinjo (2015) placed that, the principle capacity of a scholarly library is to serve its mother organization and help it's to achieve its objectives. Libraries are the backbone of research and teaching activities in academic institutions, they help in access to a wide range of information resources both in print and electronic formats (Mohindra & Kumar, 2015). Over time, libraries have continued to evolve, Thakuria (2007) asserts that, they have transformed from being store houses for books and journals to the power houses of knowledge and information. This is collaborated by Arshad and Ameen (2010) who states that, the role of libraries has evolved from store of books to centres of access to both locally and remotely held databases in the developed world.

Libraries houses different types of information materials such as books, periodicals, newspapers, reports, special collections and government documents in both electronic resources and print for their users (Verma, 2018). Academic libraries in line with the changing information infrastructure are offering information resources in electronic formats. These resources include; e-databases, e-books, open access e-books and open access journals (Khan et al., 2014). On the other hand, library and information services, according to (Khan et al., 2014) have rapidly being transforming from tangible to intangible formats. This has resulted to virtual library, digital library, and e-services.

In the ever-changing information environment, Verma (2018) notes that libraries must improve their services to enable them face the emerging challenges associated with information explosion. According to Idiegbeyan-Ose and Esse (2013) library users expect competent services and quality resources; they also expect access information when needed and where needed. Idiegbeyan-Ose and Esse (2013) further notes that, library staff should be knowledgeable in order to be able to assist users to locate the needed information materials quickly and efficiently. Fulfilling client needs is the essential goal of scholarly libraries.

In order to meet their user needs, academic libraries offers a variety of services these includes, lending and borrowing services internet services, electronic document delivery, renewal of library materials, photocopying services, circulation services, online services, reference services, interlibrary loans, information literacy trainings, among others (Khan et al., 2014; Kiran, 2010; Yang, 2014). Verma (2018) opine that, academic libraries are outfitted towards serving the necessities of clients and make them fulfilled. Some libraries such as A&M university library, Texas offers electronic delivery services to its users delivering electronic articles to their desktops (Yang,

2014). All these services are meant to meet user's information needs and their expectations. Hossain (2014) opine that, the viability of a library is typically estimated by how well the library addresses the clients' issues comparative with the library objectives and targets.

1.1.3 The Kenya School of Law

Kenya School of Law is a public institution that was previously a department in the office of the Attorney General from 1963 to 1995.It is situated in Karen and it has a satellite campus in development house in Nairobi CBD that offers Paralegal programme. The function of the school has from inception been to train, on behalf of the government, lawyers for entry into legal profession. In 1995, parliament enacted the council of Legal Education Act which provided for the setting up of the Kenya school of Law as an entity managed by the Council of Legal Education (CLE).The government of Kenya started the KSL College in an effort to boost the training activities of the legal professionals in Kenya.

In 2012, the Kenya School of Law Act 2012, and the Legal Education Act 2012, were enacted, separating the functions of training from supervisory functions of regulating and supervising legal education, and this left the school with the responsibility of legal training, including the Advocates and Para-legal training as well as the continuing professional development, and the Council now focuses on regulation and supervision of legal service providers.

1.1.4 Brief Overview of the Kenya School of Law Library

The Kenya School of law library is the bedrock upon which the School is built to support the teaching and training of legal education. The Kenya School of Law Main

library is located in Karen. The library has been in operation since the inception of the School in 1963.

The library provides information sources and services to the students, staff, alumni and the surrounding community. The availability of quality information in legal studies is paramount to legal professionals, among them law lecturers, judges, lawyers, law students and researchers among others. According to Bhatt (2014) legitimate data is critical to lawful experts for dependable dynamic in every lawful region. Legitimate experts among them law teachers and understudies require lawful data for their scholarly work that is, planning for addresses, directing exploration, class introductions, assignments and assessments for which data is gained through a deliberate investigation of the lawful research process, subsequently, their fulfillment with library administrations is vital.

The approach of Information and Communication Technology (ICT) has changed how data got to in the lawful control in the most recent decade. As confirmed by the accessibility of data sources that are in the electronic organization and proceeded with utilization of innovation in the availability of equity. The Kenya School of law library (KSL) has a collection of legal information materials which comprises of both traditional print materials and electronic materials. They incorporate case law, constitution, statues, law articles, journal articles, and other legitimate data assets. Moreover, there are educational programs related to subject core texts and other books. The advancement and development of online law research databases, for example, Westlaw, LexisNexis and Hein Online, have decreased the requirement for certain sorts of printed volumes.

The aim of the KSL library is to build collections of both legal and professional knowledge. The library in conjunction with the ICT department performs information literacy trainings for students on the use of information resources.

According to annual report of 2018 the KSL library offers the following library services, circulation service, information literacy training, reference services, internet services and ICT services which for provision of library services. However, users get satisfaction by receiving high quality services. The extent to which such services affect student satisfaction has not been investigated hence the need for this study

1.2 Statement of the Problem

Client fulfilment is one of the critical indicators of quality service and satisfaction in many industries. Fulfilling library clients' needs is one of the essential targets of university libraries (Adam, 2017). In universities and colleges, students go to the libraries with different information needs and expectations (Adam, 2017). In line with their mandate, university libraries are expected to respond by providing quality information sources and services with an aim of satisfying customers' information needs. This is characterized by investment in ICT infrastructures, provision of ambient reading spaces, recruitment of qualified and experienced information professionals, subscription to online information sources, and doubling budgetary allocations to support collection development among others.

Despite the heavy investment being done by university and college libraries to meet the information needs of their users, most libraries are not able to satisfy their customers (Adam, 2017). Some past studies (Onuoha et al., 2013; Khan et al., 2014; Nyantakyi-Baah, 2016) have attributed users dissatisfaction to various difficulties encountered by users in the library; for example, inadequate information materials,

difficulties in identifying relevant information sources, challenge in using new information communication technologies, inadequate library facilities, non-functioning library facilities, mistreatment by library staff, lack of support from librarians in using information resources, lack of training/information literacy courses, insufficient computer terminals, and low bandwidth among others.

These complaints are largely anchored in the core service areas found in university and college libraries, which include; reader services, information literacy and competency training, circulation services user support services, and digital information services. Apart from the above problems, Jamil and Tooranloo (2009) and Kiran (2010) noted that academic libraries are facing major threats from digital environment, competition from alternative information providers and sources as well as the progressing change in client information needs that appears to be dictated by users' satisfaction. As noted by several studies (Khan et al., 2014; Nyantakyi-Baah, 2016; Onuoha et al., 2013) library users are dissatisfied with the services offered by majority of university and college libraries despite great effort made towards acquisition of information resources, investment in information communication technologies and human resources.

There are numerous studies that have investigated student satisfaction in libraries but majority have concentrated on service quality (Nejati, 2008). The quality of information services was noted to have deteriorated hence numerous user complaints and increased dissatisfaction. Kenya School of Law Library is not an exception. Although there are studies done on students' satisfaction in Kenya, there is none done on the relationship between information services and clients' satisfaction in the KSL. This study therefore aimed to examine the relationship between information services

and students' satisfaction at Kenya school of law library and recommend appropriate remedies.

1.3 Aim of the Study

The purpose of this study was to examine the relationship between information services and students' satisfaction at Kenya school of law library with view of improving service delivery and enhance user experience and satisfaction in the library.

1.4 Research Objectives

The following are the specific objectives that guided the following study:

i.   To assess effect of reader services on student satisfaction at KSL library.

ii.   To examine effect of digital information services on student satisfaction at KSL library.

iii. To assess the influence of circulation services on student satisfaction at KSL library.

iv.   To examine influence of information literacy training on student satisfaction at KSL library.

1.5 Hypotheses of the Study

H01: There is no significant relationship between reader's services and students' satisfaction at KSL library.

H02: The digital information services have no significant relationship with students' satisfaction at KSL library.

H03: Circulation services have no influence on students' satisfaction at KSL library.

H04: The information literacy training has no significant relationship with students' satisfaction at KSL library.

1.6 Significance of the Study

It is normal that the discoveries of this exploration has been good for the accompanying classes of individuals: understudies, curators, library committee consisting of Judges, Lawyers and the KSL management and researchers

The study has helped Library management committee to have close interrelationship between different departments that is the library staff, academics, and students' representatives, lawyers with legal advice to manage libraries and resources effectively. This has helped the library to strategically align it services with the institution's mission and objectives responsive to students' needs.

The study has been a key reference point to the librarians and library officers for effective service delivery to users. The study helped the library management to come up with policies and strategies that has stimulated the workers to offer quality services to its users. Quality services ensure customer satisfaction.

The findings of this study have been a reference point to many libraries in terms of user satisfaction. The findings have helped point out some of gaps which exist in relation to effective service delivery. If the findings are implemented, they will help in creating a positive change in the perception of students and attitude of librarians and library workers. This has facilitated better and more effective teaching and learning at the Kenya School of Law. The findings have helped library committee to address the issue of sustainable e-library services like utilization of e-resources and image elevation of digital library section.

High quality services offered by the library have drawn in more clients and hold the current ones. With countless fulfilled clients, the library will have the option to achieve a higher profile in the organization and thusly draw in better financing. The alumni's, law firms and legal fraternity are able to find the resources useful as they execute their mandates to the community.

Lastly, discoveries of this research have contributed new knowledge to the existing knowledge on students' satisfaction on library services. It is additionally expected that it has empowered future analysts to understand the requirement for additional research and concentrates regarding the matter and guide them on different measurements open for additional exploration.

1.7 Scope of the Study

The scope of the study explained the boundaries of the study and the parameters under which the study has undertaken. The study is restricted to the Kenya School of Law Karen library. The researcher will not include KSL branch library located in Nairobi (CBD) due to the constraints of finances and time.

Due to the changing behavior of library users mostly due to the development of ICTs which enables users to have an alternative to information resources and services, student satisfaction has attracted a lot of attention from information professionals, researchers, academicians, scholars as well as library users. It is a core element in quality services. Therefore, scope of the study has covered students' satisfaction in relation to information services offered at the Kenya School of Law library with the aim of understanding the factors affecting students' satisfaction.

1.8 Limitations of the Study

A limitation is an aspect of the study that may adversely affect the results of the study or generalizability of the results, but over which the researcher has no direct control over (Orodho, 2008). Limitations could be experienced as a result of lack of enough time and cost implications. Mutula et al. (2018) also notes limitations could be as a result of unpredictability of weather, insecurity, and lack of respondent's cooperation. When it comes to methodology, limitations are encountered because of the choice of research design, sampling methods and research instruments.

This study was conducted in KSL Karen. Although the Kenya School of Law has another branch in Nairobi the study is limited to KSL library main campus, Karen whose users were students training to be advocates, lecturers, library staff and other employees of KSL. The choice of Karen was informed by the accessibility of the study population.

There are a few techniques for gathering information yet this study used questionnaires to collect data. Although there are other methods like interviews the use of questionnaires was considered because of its ability to collect data within a short period of time and the possibility of collecting data from many respondents.

1.9 Assumptions of the Study

This study was conducted on the basis of the following assumptions:

That Kenya School of law main campus users are actively utilizing information services provided by KSL library

The library information services and products offered at KSL meets the users information needs.

The KSL library information services meet the expectations of the users.

1.10 Operational Definition of Terms

Academic Library: This is a library established to serve library users in colleges, universities or other institutions of post-secondary education (Buchholz, 2011).

Digital libraries: an online collection of digital objects, of guaranteed quality, that are created and managed in accordance to widely accepted principles and made available in a consistent and sustainable manner (IFLA Manifesto for Digital Libraries, 2014).

Information Professionals: An Information professional is an individual who is educated, trained, and has the experience to strategically identify, seek out and locate answers that address common information problems. The Information Professional strategically develops, deploys, and manages available information resources and services so as to advance the mission of the library or information centre (Shumaker et al., 2016).

Information services: These are services provided by various information agencies such as libraries, documentation centres and record centres among others. The agencies provide information to their clients.

Institutional repository (IR): An online database that contains the intellectual materials of an organization normally stored in digital format.

Quality Library Services: is defined as a means used to satisfy the query of each and every user accurately, exhaustively and expeditiously (Sahu, 2006).

Satisfaction: is an attitude of fulfilment like good judgement or feeling following a consumption experience.

Service: Assistance is a period short-lived impalpable experience performed for a client acting in the job of co-maker (Fitzsimmons & Fitzsimmons, 2011).

Service Quality: Service quality is the difference between customers' desires for the administration experience and the impression of the administration got (Munusamy et al., 2010).

Service quality expectations: Such are the expectations of the clients of service delivery. These desires are affected by what others state about the nature of the processes, the requirements of the client, and the client's past understanding of that specific assistance.

Service Quality Gap: The challenge that exists between what clients expect of assistance and how they understand after experiencing the assistance.

Service quality perception: This is the thing that a client considers as specific assistance in the wake of encountering it. A client encounters assistance and makes his/her assessment of it.

Students' satisfaction: is the overall response of a customer to a particular product or service expectations. It determines how happy a customer is with a particular products or services.

1.11 Summary of the Chapter

Chapter one gives the background information of the study, it also gives an overview of students' satisfaction, provides the perspective the role of academic library in provision of information services. The chapter gives the background information of the Kenya School of Law and a brief overview of the KSL Library. The section also outlines the problem statement, aim of the study, research objectives and the hypothesis. In addition, the chapter outlines the importance of the study, the scope and limitations of the study, assumptions of the study and finally the operational definition of terms.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Chapter two discusses literature based on the research on the connection with regards to information services and students' satisfaction. Literature review is the systematic analysis of scholarly articles, books, theses, and dissertations and other academic resources to establish what is already known about the research (Mutula et al., 2018). Literature review according to Kumar (2011) helps the researcher to familiarize herself with present information in her area of interest. The review of literature is based on different information in either e-format or print. This included journals, thesis and dissertations from various universities, government reports and books. Kumar (2011) notes that, review of the literature assists with building up hypothetical underlying foundations of the research, explain thoughts and help to firm up the researcher's information as well as help the scientist incorporate the analysis of the study with the current available information. Panday (2014) postulate, literature review is the most essential process of research that provides the theoretical foundation of research problem.

The chapter also discusses the theory that informs and guides the research. Moreover, it discusses the conceptual framework used to guide the study. The themes used in literature review in relation to the objectives of the study. The discussion is organized according to the various topics that include; concept of students' satisfaction, students' satisfaction and service quality in libraries, reader services, digital information services and sources, circulation processes, and information literacy and competency sensitization.

2.2 The Concept of Student Satisfaction

Satisfaction is the assessment of an item or services in terms of whether it meets the user requirements and fulfilment (Motiang et al., 2014). Omuoha et al. (2013) describe as a feeling of happiness that emerges from a genuine encounter corresponding to a normal outcome; a decision that availed through an enthusiastic mode of use. Ijiekhuamhen et al. (2015) argues that, fulfilling client's requirements in scholastic libraries is the essential goal of libraries and administrators. Notably, satisfying user needs could only be achieved by offering quality service delivery in academic libraries enabling clients to meet their knowledge information requirements.

Omuoha et al. (2013) opine that, for a service to be said of quality the librarians ought to be capable and ready to support clients, courteous and knowledgeable. They ought to guarantee that the resources they provide are accurate, reliable, available in delivery, not complex, and meet special users' requirements. Ijiekhuamhen et al. (2015) is of the view that, the degree to which the client's needs are fulfilled often depend on how big the library, its assortment, the sufficiency, and exactness in which it have organized its information materials, and the usefulness of the finding tools in providing access the collection. He further notes that the librarianship and their cooperation in achieving the information materials to the consideration of clients and maximizing their introduction to these assets and other library administrations add agreeable to clients. Undoubtedly, the availability of services and resources for users has significance influence on user satisfaction. Client fulfilment is one of the important methods used in evaluating the effectiveness of library resources and services as rightfully noted by (Sritharan, 2018).

Motiang et al. (2014) elucidates that, inability to address the issues and desires for clients is frequently expected to result to disappointment with the item or the administration. In libraries, fulfilment manages the client's desire for administration and the impression of genuine assistance. Fulfilment is a sentiment of satisfaction which emerges because of what they had the option to accomplish through library administration (Omuoha et al., 2013). Ijiekhuamhen et al. (2015) postulates the degree to which the library is utilized reflects the degree of user satisfaction. Motiang et al. (2014) opined that, inability to address issues and desires of users is assumed to result into dissatisfaction with products or services. This is also echoed by Ijiekhuamhen et al. (2015) who expresses that, the failure to effectively recognize the particular utilization of a library's administrations in view of the new advances and the challenge of accessing innovations would all be able to add to client disappointment among academic library clients. Therefore, satisfaction plays a significant job as it can keep clients and urge them to keep utilizing the resources (Motiang et al., 2014).

Several studies on user satisfactions have been done in academic libraries around the world with the aim of assessing the perception of user satisfaction with information sources and services. Zalauddin (2018) indicates that it is important to identify the problems, weakness, strength and importance in library service, in order to, significant responsibility as it can keep clients and urge them to keep utilizing the resources at the University.

Cristobal (2018) study was on assumptions on library administrations, library-quality (LibQual) measurement and library consumer loyalty and relationship to client steadfastness at University of Saint Louis College library Philippines. The study used descriptive correlation method. It relied on two theories, Expectancy Disconfirmation Theory by Oliver (1980) and Parasuraman et al. (1988). A sample size of 400 students

at St Louis University was used. The study concluded that customer expectations in terms of least worthy and wanted assistance were for the most part and moderately high over the four library administration quality measurement with the exception of on the measurement access to data and library as spot.

The study revealed that the customers did not go to the library only for assets yet in addition to utilize different offices, for example, PCs agreements rooms and others. Clients were commonly happy with the various administrations offered by the library but access to information didn't meet their expectations. The study found out that, library service quality, customer satisfaction and customer loyalty were interrelated. The study by Cristobal (2018) brought about critical issues on the relationship between service quality, customer satisfaction and customer loyalty. However, there was a gap in library services since St Louis University library didn't fully meet their customers' expectations.

Verma (2018) study on user's satisfaction with library resources and services of Lunglei government college library in India revealed that, most respondents are for the most part happy with administrations which were provided by the library. However, activities like newspapers clipping, reprographic and library direction administrations needed to be improved towards proper running of the library. The study by Verma (2018) concentrated on information sources and their use in Lunglei Government College. The study by Verma (2018) was critical on the lack of use of e-resources such as e-book and e-journals among users despite the continued growth of the internet in access of information resources. The assumption of lack of awareness pointed to an existing gap on online services.

A study carried out by Zalauddin (2018) in India on perceived client fulfilment with library assets and service performance at the Tagore library users were satisfied with the library services and dissatisfied with other. According to Zalauddin's findings, 53.8% of users were highly pleased with library opening times, 13.4% were satisfied with reference books available in the libraries, while 63% were satisfied with adequate information on library websites while, 50.14% were dissatisfied with reservation of books in the library.

Tiemo and Ateboh (2016) assessed client fulfilment with library data and processes at wellbeing sciences library at Niger delta college in Nigeria, where they found that library clients were disappointed with some library data assets, for example, reference materials in their branches of knowledge which were not exceptional, national and worldwide diaries since they were additionally not cutting-edge, insufficient books on the racks deficient ventures and theory, assortment in the electronic assets, for example, CD-ROM were not extensive, notice and membership of online databases were not standard, and lacking on the web database assets in the diverse branches of knowledge. The examination likewise uncovered that the clients were happy with some data assets, for example, loaning administrations, restoration of library materials, and longer long periods of internet providers in the library reasonable opening times downloading and printing of assets administrations. Moreover, Omuoha et al. (2013) assessed the effectiveness and satisfaction with library service in Babcock University Nigeria. The study revealed that, overall most of the respondents expressed little satisfaction with library services. The study found that, the most effective services in Babcock library was photocopying followed by reference and circulation services.

Wanyonyi et al. (2018) study was on the effect of library services on user's satisfaction at Pwani University. They adopted the Value Expectancy Theory (VET) by Martin Fishbein (1970) to guide their study. They used mixed study methods. The study population was regular library users where they sampled to 265 users. The study revealed that Pwani University provided different library services to users which included, reference, circulation, acquisition services, reading services, reprographic and technical services. Wanyonyi et al. (2018) concluded that, the library should always focus on user satisfaction while offering information services to the users. Libraries should have all the essential services under respective sections and departments to meet the need of the users.

The above research uncovers that in great quantity of the libraries however clients were happy with certain administrations they were not so much happy with all the administrations. Zalauddin (2018) clarifies that the library's assets are basic agreeable to clients in any case, no library can have the option to fulfil all its client's needs. This is on the grounds that some library have constrained assets and are plainly incapable to fulfil their clients' needs while others are enormous in measure and have considerable possessions and accordingly are capable give an assortment of administrations.

2.3 Student Satisfaction and Information Service Quality in Libraries

Academic libraries exist to support the academic activities of students and faculty members. Motiang et al. (2014) highlight the important role of the library by stating that, it provides services and resources to assist users in their studies and research activities. Libraries exist in order to provide the right information to the readers (Sritharan, 2018). Libraries host vast collections of information materials and offers

different services to their users. The services and information resources offered therefore should satisfy user's needs and meet their expectations. It should however be noted that quality services and products offered to users in academic libraries are the main ingredient to their satisfaction.

Quality can be sorted regarding different viewpoints like judgment, item, client, and worth or assembling point of view (Evans, 2011). Quality along these lines must be in congruity with the client's necessities or requirements. This implies the nature of help can be the meaning of the client's view of what is positive or negative; adequate or not worthy assistance. Quality help is one that completely meets the desire and necessities of clients as clarified in Oliver (1980) Expectancy Disconfirmation Theory. On the off chance that the library gives suitable data to the correct clients at the opportune time and in the necessary structure, at that point, it could be contended to look after quality. Panday (2014) is of view that, a library should concentrate on offering the most ideal types of assistance, and be happy to change to serve clients. Mohindra and Kumar (2015) contend that client fulfilment and library administration quality (LSQ) are extreme objectives of libraries as administration associations. Because of the fast mechanical developments client's needs and data just as the assumptions about library administration quality have increased (Arshard & Ameen, 2010).

Mohindra and Kumar (2015) elucidate that, process quality is a proportion of how well the facility was conveyed matches customers satisfactions. Conveying quality assistance implies adjusting to client desires on a predictable premise. User satisfaction is related to matching the expectation of the users. A study by Musyoka (2010) on library quality and library satisfaction among universities in Kenya revealed that, the average user expectation score was 4.37 in a scale of 1to 5 where the perception score was 3.27 in a scale of 1 to 5. The user expectations were more

than perceptions that implied that they were dissatisfied with the services they were getting from their respective libraries. Ahmed (2010) talked about assistance quality as a key to the execution estimation of instructive greatness and is a fundamental key variable for colleges to make a solid discernment in the buyer's brain. This was additionally talked about by Kara et al. (2016) on the nature of scholastic assets and understudies fulfilment in state-funded colleges. The research uncovered the relationship between quality scholastic assets and understudy fulfilment particularly as far as nature of showing offices, nature of library administration condition, accessibility of course books in library and the web facilities.

Several studies have been done on user satisfaction visa vis quality of information services in various libraries around the world. Motiang et al. (2014) study was on evaluation of user satisfaction with library services at the University of Limpopo, Medusa Campus, and South Africa. Their research concentrated on the sort of administrations required by the clients, ampleness of data assets and client fulfilment of the administrations they received. The study population was 327 where 233 filled and returned the questionnaires which translated to 71% response rate. The population comprised of students, academic staff, and administrative staff. The findings revealed that, users visited the library frequently and made use of information resources (books). They were satisfied with some services such as library opening hours however; they indicated there was need for improvement of some services such as internet services and support from library staff.

Aresearch by Kara et al. (2016) on the nature of scholastic assets and understudies fulfilment in state-funded colleges in Kenya demonstrated that quality library administrations are one of the segments of value scholarly assets in state-funded colleges that affected understudy fulfilment. The research was done in eight state-

funded colleges in Kenya. They adopted cross sectional research design. Data was collected from a total of 1062 students who included 3rd and 4th year students. Data for the study was analysed using descriptive statistics, factor analysis and regression analysis. The research uncovered that the nature of academic assets had four solid measurements that are, standard of school infrastructure, the standard of library administration condition, accessibility of course books in the library, and accessibility of internet providers. The research revealed that these four measurements were emphatically and essentially identified with understudy fulfilment. On the nature of library administration condition, the examination uncovered that understudies had above appraisals of which state-funded universities had libraries administration resources that could bolster students' private research. However, the findings revealed that most state-funded colleges in Kenya didn't have satisfactory number of legitimate course resources available for use, including those suggested by instructors. This fundamentally was probably going to influence the measures, quality and importance of college instruction as learners didn't have satisfactory course readings to confirm from.

Although the above study by Kara et al. (2016) was on quality of academic resources it revealed the relationship of quality library service and students satisfaction. It also revealed the role of library in provision of quality academic resources in public universities.

Kadir et al. (2016) highlights that, little work had been minimal publications satisfaction of library clients published on the user satisfaction on the library. In Kenya few studies exist on user satisfaction. Those which exist are not exclusively on user's satisfaction and information sources and services in libraries. Some such as Ouda (2015) are on customer care and service quality. Ouda study was on customer

care in public university libraries in Kenya, with special reference to Moi University. Kanguru (2014) study was on the utilization of complete quality administration (TQM) in assessing the nature of Library administrations at the Aga Khan University. Kara et al. (2016) study was on the nature of scholastic assets and learners' fulfilment in state-funded colleges in Kenya. The few studies that exist such as Musyoka (2010) on library quality and library fulfilment among universities in Kenya, and Maina, et al. (2017) study on usage and user satisfaction of library resources in Kisii University Library could not be termed as adequate therefore, creating a knowledge gap in research. Therefore, there is inadequate literature on students' satisfaction in academic libraries creating a gap on students' satisfaction studies. There is need for more examines on client fulfilment with the library activities and resources in Kenya.

2.4 Readers Services and Student Satisfaction in University Libraries

Vijeyaluxmy (2015) states that the essential capacity of a scholarly library is to give educating, learning and research bolster exercises through the arrangement of significant and valuable assets like books, serials, and electronic information materials. Academic libraries hold both printed and electronic information resources including government documents, student's thesis and dissertations, journals and periodicals, books, and newspapers. Users' ability to effectively get and utilize the above assets they require support from librarians and other information professionals. Readers' services in academic libraries exist to assist users through the best way possible.

There are several readers' services which are part of accessing information service, reading room services photocopying activities, printing activities and short loan services. Akor and Alhassan (2015) elucidates that, library reader's services may be

categorized in different types including reference services, periodical services, study room facility, information guidance, CAS and SDI, and short loan services. Akor and Alhassan (2015) highlights the following reference services directed to users, answering substantive questions, providing information retrieval for the clients, guiding clients to the area of library assets, aiding the assessment of data, and alluding supporters to assets outside the library when proper.

Moradi and Hariri (2006) have also included reader's advisory services, and referral services as reference services. Bandyopadhyay and Boyd-Bayrnes (2016) asserts that the reference librarians have access to different information resources in numerous models to meet clients' data needs, guide clients toward the physical or virtual areas of those assets in the libraries, show clients how to look through insightful data, and encourage learners on how to utilize and refer to the accessed data.

2.4.1 Reference Services

Reference services according to Akor and Alhassan (2015) is the one guidance offered by the library staff and can still be offered online from the library OPAC. Reference services in academic libraries are meant to help library users to access the relevant information to meet their needs. It is the personal assistance offered to users by librarians to enable patrons get the right information.

Reference desks according to Bandyopadhyay and Boyd-Bayrnes (2016) in academic libraries are traditionally where trained librarians go about as mediators to linking clients to library information resources and facilities. Due to the development of information communication technology, reference services in libraries continue to evolve. This has also affected the role of reference librarians. Akor and Alhassan (2015) argue that reference librarians' roles have expanded by society needs for data

access through upgraded electronic resources. They further note that, reference librarians are key to the continued success of the libraries. On the flipside Bandyopadhyay and Boyd-Bayrnes (2016) argue that the ever present nature of computerization, the expansion in the quantity of technology-oriented clients and open access of data assets on the web are making intervened reference benefits less basic for most of the clients. This brings the need for reference librarians to offer services which will meet the expectations of users. Reference services are critical in ensuring user's satisfaction in academic libraries.

Several studies have been carried out on reference services and user satisfaction. A study by Zalauddin (2018) revealed that only a small number of users totalling to 13.54% were satisfied with reference books available in Tagore library, at the University of Lucknow, India. A study by Akor and Alhassan (2015) was on the evaluation of reference services in academic libraries in Nigeria. The study adopted survey design. The study population consisted of students from three universities, Mkar, Makundi and Benue State University. The research uncovered that, the degree to which the reference services were provided was good and there were highly competent reference librarians. However, the study revealed that the provisions of referral services were not so good and the adequacies of reference sources were average.

Bandyopadhyay and Boyd-Bayrnes (2016) on the requirement for interceded reference resources in scholastic libraries did a review of literature on the published information. The objective was to examine the ongoing requirement for interceded reference resources in the innovation-driven condition in scholarly libraries. The research inferred that there is a requirement for trained, proficient librarians to give successful and effective reference benefits in digitized situations. Regardless of the

proceeded move to computerized information resources, the research uncovered that not all clients can discover what they required online all alone. In this way, proficient ability on the most proficient method to locate the pertinent data is as yet required.

In the computerized condition, there is as yet a noteworthy requirement for human mediation, human to human correspondence in the securing of inferential, critical thinking and basic reasoning abilities (Bandyopadhyay & Boyd-Bayrnes, 2016).

2.4.2 Current Awareness Services and Selective Dissemination of Information

Moreover, services offered to users under readers' a service is the current awareness services (CAS). Cabonero et al. (2019) opined that, CAS is one of the significant libraries' resources for quick and simple recovery and sharing of data. Current awareness services is now more than needed in academic libraries because of information explosion as a result of the development of information communication technologies. CAS according to Cabonero et al. (2019) is achieved through the sharing of the accession register of chapters of periodicals contents of a book. This updates clients on the improvements within the library environment. As part of CAS, reference librarians also offer selective dissemination of information services to users.

According to Panday (2014) Selective Dissemination of Information (SDI) alludes to devices and assets used for maintaining a client subject needs regarding new assets on special topic. Panday (2014) elucidate that, the basic concept of SDI consist of matching the information with the interest of readers and is based on personal service. Cabonero et al. (2019) carried a study on the viability, causes and issues in CAS benefits in scholarly library, with a view for creating an activity plan. They adopted both quantitative and qualitative methods. The study population were faculty members and students of St Mary University. The study revealed that the

effectiveness of CAS at St Mary's learning resource center was high. CAS at St Mary's was utilized to remind clients on the present and flow of data and give fast data, help specialists in the quest for their research and sensitive to employees and learners. The study also revealed that CAS problems were related to up-to-date, regularity of positing, attractiveness and design, quality of information and location of the bulletin board, quality of information and provision of copies of the library publications.

2.4.3 Photocopying and Reprographic Services

Sritharan (2018) noted that now necessary more than ever for academic libraries to provide user support services which include internet services, computer facilities, scanning, printing services, reprographic services, among others in order to meet users' needs. Reprographic services have to do with any process that produces a copy of a document from an original document. It is a term now used to represent photo duplication, duplication, reprinting, and document reproduction (Aghauche et al., 2017).

Reprography is used in dissemination of information in libraries. Aghauche et al. (2017) notes that, reprographic services aid the advancement of access to information, help to recognize, find and convey data or record required by the researcher. This is achieved through the production of multiple copies of needed library materials and catalogues. Aghauche et al. (2017) asserts that reprography in library ensures speedy access and processes in acquiring and original work, helps in elimination of time lag, it also enhances the use of library materials. The study by Aghauche et al. (2017) revealed that reprographic services to a high extent enhanced the accessibility of library materials through services such as photocopying, printing and computer

services among others. The availability of such services as noted by Aghauche et al. (2017) to a large extent helped solve the problem of scarcity of information resources in the library. This is because reprographic services not only make copies of printed documents it also print soft copies downloaded from the internet. The study by Aghauche et al. (2017) showed that there was a high extent on the use reprographic services such as photocopying, printing services as well as computer services. This emphasized the importance of reprographic services in library operation, because no library can function effectively without the provision of such services.

Services such as photocopying are important because as noted by Aghauche et al. (2017), Ashikuzzaman (2018); and Motiang et al. (2014) they are used to make copies out of information materials which cannot be taken out of the libraries but are used within the library premises for instance journals, newspapers, pamphlets and even question papers.

According to Ashikuzzaman (2018) photocopying services available in libraries have helped many libraries to better their services by ensuring better access to many information materials. Aghauche et al. (2017) opine that, reprographic services provide a guarantee of access for available library materials. This is means that insufficient copies of a given library material will not be a barrier to access as long as reprographic services are concerned, because more copies can always be made. Through reprographic services libraries ensures that multiple copies of popular library materials are made available.

2.4.4 Library Facilities

Different library users have different expectations from academic libraries. Apart from the direct services offered, users also have different expectations when it comes

to library facilities such as reading space, reading rooms/carrels, conducive reading environment such as quite reading atmosphere, good ventilation, and library aesthetics among others. A study by Harjit (2018) on the effect of services cape on customer satisfaction at USIU-A library revealed that library users are concerned with the overall physical environment of the library in terms of exterior, interior and aesthetic of USIU-A library.

Harjit (2018) notes that services cape include the physical evidence. The aim of the study was to establish the effect of the services cape on customer satisfaction in USIU-A library. The study used descriptive survey design and adopted stratification to select a sample size of 394 students. The study revealed that majority of the users at 56% were satisfied with external landscape, those who were satisfied said that they liked hear the birds chirping, and admire the scenery from the library windows, majority of the students were satisfied with the external appearance of the library, 74.4% were satisfied with the signs and symbols, 94.2 were satisfied with the external colour of the library.

Majority of the users were dissatisfied with the parking spaces although they said the parking spaces were insufficient. On interior services cape of USIU-A majority of the users were satisfied with the internal signage, furniture design and layout, the colour scheme and paintings, the noise level on and temperature. Those who were dissatisfied with the level of noise in the library indicated that discussion groups create noise and external events which involved events which involved music distracted students.

Overall, the study revealed that users were satisfied with the overall external, interior and aesthetic of USIU-A library. The above study revealed that user satisfaction is

influenced by so many factors including the availability of the parking space in the library. It could be said that library users need parking where they can park their vehicles in order to access information services.

Reader's services in academic libraries as highlighted by Akor and Alhassan (2015) are not just a single service. The services are a big component of information services in academic libraries and are key to users satisfaction these is also collaborated by several studies (Ashikuzzaman, 2018; Bandyopadhyay & Boyd-Bayrnes, 2016; Harjit 2018) among others. Some of the indicators of effective and efficient reader's services include availability of the service, accessibility of the services, timely services, enabling reading environment, and easy retrieval of information.

2.5 Digital Information Services and Student Satisfaction in University Libraries

Information communication technology has brought about changes in academic libraries. In light of these changes academic libraries are changing the way services are offered in order to conform to these changes. This is highlighted by Stewart and Newman (2017) who states that academic libraries devised methods for keeping abreast with innovative changes and have been making the most of chances offered by current innovations, for example, library 2.0 and its web SMS, social network and video conferencing. The change brought about by the continued evolution of library services has brought about the need of users to be guided and educated in order to achieve realistic expectations (Okuonghae & Ogiamien, 2016).

This kind of change has brought about stiff competition between traditional services and online-based services and digital services. It is therefore imperative for academic libraries to offer effective and proficient administrations to clients that will fulfil their data needs and encourage them to continue using the library services. Stewart and

Newman (2017) observed that, if academic libraries do not have the necessary assets to offer top-notch client administrations (for example, those offered in emerging nations then the benefactors may go somewhere else and the academic institution loses credibility.

The advancement of Information Communication Technologies has seen an increase of information resources in other formats apart from the traditional print format. The resources are now available in electronic format such as e-books, e-journals, CD-ROMs online databases, internet and other resources (Panday, 2014). This continues to influence how library services are being offered. Academic libraries continue to embrace the concept of digital library enabling them to offer digital services.

Other terms used to describe digital library include virtual library, library without walls, library of the future, community network, and electronic library (Theresa & Jerome, 2010). Theresa and Jerome (2010) describe digital libraries as a device at the focal point of scholarly movement which has no legitimate, issues, physical, fleeting or individual fringes or boundaries to data. Computerized libraries contain assortments in an advanced arrangement which are kept locally or got to remotely through PC systems. Kadir et al. (2016) indicates that, electronic assets are the item that conveys information in content, numerical, graphical accessible in advanced structure and incorporates full content databases, electronic diaries, picture assortments and interactive media items. Ahmad and Abawajy (2013) highlights some of the new services available in digital libraries such as, access to electronic or digital collections, online databases, electronic journals, eBooks, electronic publishing, web portals, digital reference service and information services, and document delivery, online help desk and online library instructions. Some of the digital reference services available include email reference service, live chat reference, text messaging, instant

messaging, audio and desktop video conferencing, virtual reference service (Bandyopadhyay & Boyd, 2016). Others digital services include, bibliography service, referral service.

Stewart and Newman (2017) asserts that, before the computerization of libraries, the essential methods for getting data was for clients to visit the physical library and access print or microform materials with the assistance of custodians in any case, with the advent of the internet, these trends have now changed. Theresa and Jerome (2010) note that, digital services are now offered through the internet and the World Wide Web. Bandyopadhyay and Boyd-Bayrnes (2016) assert that, the technological revolution coupled with the advent of the internet has made resources and services available to users anywhere and at any time without any hindrances.

Ahmad and Abawajy (2013) elucidate that, the advancement of ICTs have led to changes in the way libraries operates in terms of gathering, organizing, storing, retrieving, and disseminating their resources and also offering their services. Bandyopadhyay and Boyd-Bayrnes (2016) state that scholarly libraries have held onto innovation as a method for improving their resources and assortments. Bandyopadhyay and Boyd-Bayrnes, further notes that the use of technology in libraries increased their efficiency furthermore, improved access to assets for learners, lecturers, scientists and clients.

In the area of legal arena Theresa and Jerome (2010) argues that, the foundation of advanced libraries have encouraged legitimate research since data can be gotten to at quicker pace and analysts are presented to more data sources than can be found in conventional law libraries. A viable advanced library encourages the accessibility of data assets required by lawful experts (Theresa & Jerome, 2010). Theresa and Jerome

appropriately note that strolling to the library to blow dust out of the books will be a relic of days gone by. Having all resolutions, guidelines, analyses, cases, practice, notes and more on-line and cross ordered, will bring about better and all the more auspicious research.

Ahmad and Abawajy (2013) opine that, the introduction of digital services in libraries have enhanced availability and important data fast time. However, they note that digital libraries are always changing. Therefore, ensuring user satisfaction through provision of high quality services would be the main drivers to the success of digital libraries. Quality services are essential in determining the patron their desires and fulfilment in such a way that the advanced library conveys their requirements. User satisfaction can therefore be achieved from through provision of timely services which is now possible through digital platforms. With digital services, library users are able to access information materials and services easily and quickly, current materials and they also have a variety of choices.

Ahmad and Abawajy (2013) study on digitized library administration quality appraisal model on the effect of outsider sourced benefits on advanced library administrations uncovered that there are new techniques for data chasing, source inclinations types of rivalry just as changing administrations into an electronic condition that should have been considered from the library. There are few empirical studies if any that exist in Kenya on digital services and students' satisfaction.

In line with the continued changes in library services due to the availability of online services, there is need for studies in this area. The impact of online services and customer satisfaction should be further explored.

2.6 Circulation Services and Student Satisfaction in University Libraries

Circulation services are offered by the circulation department in academic libraries. The work of the circulation department include, lending of library materials to users, dealing with overdue fines, taking of user statistics, and assisting library users. Other circulation duties includes advertising the library by using public relation devices, for example, library guidance labels, indexes, rack course of action guides, displays, media discussions, notice board bulletins, public suggestion boxes and public information desks, and many other duties. These public relation tools help serve the library patrons better and also promote readership and library usage (Babafemi, 2002). Khan (2013), opine that, it is the responsibility of the circulation department to keep orderly flow of the information materials and to avail information materials to the readers expeditiously.

The circulation staffs are important component of the circulation services since they are the customer representative and they are the first point of contact for library users. Vijeyaluxmy, (2015) argues that, the staffs should be considered as reliable resources. The counter staffs who confront the user make the impression about the library hence the friendly approach of staff, efficiency and willingness of staff to assist users contributes to users' satisfaction. Kiriri (2018) highlights the importance of library employees by arguing that, in arrangement of library resources, the library workers assume a significant job in how the resources are given as well as how they are seen by library clients.

Babafemi (2002) appropriately takes note of that, PR official in any association is the representative of such association and subsequently has numerous tasks to carry out so as to guarantee great assumption for the association. The circulation librarians

offering circulation services are the customer care people in the library and their attitude towards the users affects the use of the library services. In other ways, they are the image of the library and it services. Babafemi (2002) argues that the data responsibilities of the library can be enhanced if the librarians are abreast with the current changes. The perception of the users towards library services can therefore be determined to an extent by the circulation staff.

2.7 Information Literacy Training Service and Student Satisfaction in University Libraries

The continued development of Information Communication Technologies (ICTs) continues to change the library services landscape. According to Mairaj and Naseer (2013), users now have multiple options from where they can access information. Nowadays library users prefer to use online information and services.

Mairaj and Naseer (2013) argues that, ICT have come with several challenges especially information overload. Although, ICT have enabled users to access a lot of information, it has also made it difficult for them to select the relevant information for their needs. The continued information overloads from the internet affects users ability to locate, evaluate and use the information effectively (Bandyopadhyay & Boyd-Bayrnes, 2016). Ijiekhuamhen et al. (2015) assert that, new innovation, databases and increasingly inventive frameworks for getting to data have made the library progressively difficult for bookkeepers and clients. This has created the requirement for library clients to be outfitted with data abilities; a movement which is these days alluded to as data education.

The Association of College and Research Libraries (ACRL) (2002) alludes to data proficiency as a great deal of limits anticipating that individuals should see when

information is required and can discover, evaluate and use effectively the necessary information. Data education is the capacity to know when data is required, to have the option to discover data, to assess the data and to utilize the data that has been found. It incorporates the innovative aptitudes that permit people to access and use data sources (Bothma et al., 2014).

Mairaj and Naseer (2013) observed that, clients think about library directions truly important and it is the obligation of the librarians to help clients in looking, recovering and finding the necessary library material as well as use it effectively to answer their inquiries in a superior manner. It has supplanted the customary bibliographic guidance or client exercises in scholarly libraries (Bandyopadhyay& Boyd-Bayrnes, 2016).

The Commission of University Education in Kenya lays emphasis on information literacy competency skills in universities by indicating that, the library staff in an organization with the staff, ought to give data and guidance to all clients through an all-around organized education competency program (Commission of University Education [CUE], 2014). Therefore; in Kenya librarians are responsible in information literacy trainings in academic libraries. Mairaj and Naseer (2013) held that librarians should be experienced in information literacy. Bandyopadhyay and Boyd-Bayrnes (2016) opine that guidance has consistently been the basic segment of reference librarian activity objectives. Bandyopadhyay and Boyd-Bayrnes further note that scholastic librarians have for some time been showing understudies and different clients of data assets, the data recovery instruments and databases looking through systems routinely; as a gathering and furthermore on coordinated at the reference work section. Alam and Mugande (2016) in their study found that, 80% of librarians

in Indian Universities were involved in information literacy training for legal professionals.

Information literacy skills enable users to access information especially in the current networked library environment. It is notably necessary for legal professionals as noted by Theresa and Jerome (2010) who argued that, legal professionals are lawyers and they can be barristers, certified conveyancer's and solicitors hence great need for information literacy skills. This is because to be able to carry out their jobs, legal professionals require information in their respective areas of practice. Theresa and Jerome further states that in whatever limit lawful experts' capacity, they need data to achieve their errands. Lawal et al. (2014) hypothesize that legitimate practice is more data concentrated as in a lot of data is required so as to achieve a given errand for instance in preparing for the court teachers, composing of scholarly papers, preparation and in house meetings.

As per American Association of Law Librarians (2013), legitimate specialists normally need vital research capacities. AAALL saw that, among legal specialists, real research is hampered by the frailty to find appropriate information materials, inefficient online interest philosophies, failure to concentrate on fundamental real factors or thoughts of the research issues, and limited capacities in evaluating the authenticity and authority of sources. Kim-prieto and Kahvecioglu, (2014) centers that, information capability in real examinations is getting dynamically huge as graduate schools the world over are by and by focusing upon capacities rules; they are in like manner making understudies who are more arranged for preparing than previously.

The training according to Theresa and Jerome (2010) is equally central to all judicial officers for successes in locating the correct books, records, and documents when they are required. This without a doubt would take the researchers to the law library site or entryway to look for these assets. This procedure is exceptionally awkward and has made legitimate research less fascinating and unappealing (Theresa & Jerome, 2010); a view that is also supported by Lawal et al. (2014) who noted that, law cases, for the most part, capture such duties as exhorting customers for their privileges and liabilities, drafting movements and leases of property, deeds of organizations other business understandings and wills customer portrayals in legal disputes, all of which require the handy utilization of legitimate hypothesis and information and consequently essential requirement for compelling lawful research ability in critical thinking.

Theresa and Jerome (2010) states that, the law studies are the finding and capturing up of experts that bear on an issue of law and this is the essence of legal practice. They proposed lawful experts who are into case would require data to set up their cases and make their contention influential under the steady gaze of a courtroom. This would include a ton of looking through content, files to law reports, case law and old records that managed comparative cases previously. Kim-prieto and Kahvecioglu (2014), contends that, data proficiency iterated as recognizing, getting to, assessing and sharing data morally, stay one of the incredible difficulties in contemporary lawful research instruction.

A study by Alam and Mugande (2016) in India on legal information literacy, found that 80% of the librarian were involved in information literacy training programmes in their Law schools. The librarians provided library instruction, carried both introductory and advanced information skills instruction, and taught research level

skills. Alam and Mugande (2016) found out that, 8 out of 12 universities where the study was carried out, the information literacy training was embedded in their curriculum, which underscored the importance of information literacy training for legal professionals.

Okuonghae and Ogiamien (2016) on information literacy as correlates of library users' satisfaction among undergraduate students in Nigeria revealed that, majority of the students were in agreement that information literacy program exposed them to the different information retrieve tools. It also revealed that, 44.5% of the students were in agreement that information literacy skill competencies affected their satisfaction with library resources and services.

A study on information skills among incoming undergraduate students at the Catholic University of Eastern Africa by Kimani and Omwoyo (2015) revealed that, students have limited knowledge on information searching strategies that are important for a success information search. They also had little knowledge on intellectual property rights. Okuonghae and Ogiamien (2016) study revealed that, majority of undergraduate students did not have excellent information skills competences.

Although studies existed on information literacy such as Alam and Mugande (2016), Kimani and Omwoyo, (2015) they were not on information literacy training and user satisfaction, rather they assessed notably the level of information literacy skills among the students. These studies revealed the knowledge gap on information literacy and students' satisfaction. The empirical studies reviewed (Alam & Mugande, 2016; Kimani & Omwoyo 2015; Okuonghae & Ogiamien, 2016) points to issues relating to information literacy trainings in academic libraries. The studies reveal gaps in the

training strategies. Majority of the libraries have training programs but the studies indicate students still have inadequate IL skills.

2.8 Theoretical Framework

Theory as indicated by Kombo and Tromp (2006) is a contemplated explanation or gatherings of proclamations that assist by proof, intended to clarify marvels. A hypothetical structure is an assortment of interrelated thoughts dependent on hypotheses; it is a contemplated set of relational thoughts that are gotten from and bolstered by information or proof (Kombo & Tromp, 2006). It aims at providing an analytical structure within which the researcher locates particular forms of arguments, ideas, constructs to add clarity and avoid misconception (Mutula et al., 2018).

There are several theories found in customer/user satisfaction literature. Solanke and Nwalo (2016) highlights the following theories developed to elucidate satisfaction; assimilation theory, contrast theory, assimilation-contrast theory, comparison level theory, generalized negativity theory, value perception theory, expectation confirmation/ disconfirmation theory, equity theory and attribution theory among others. This study is anchored on Expectation Disconfirmation Theory (EDT) by Richard Oliver (1980).

2.8.1 Expectancy Disconfirmation Theory

The theory of expectancy disconfirmation was proposed by Richard L. Oliver in 1980. Oliver (1980) contended that the fulfilment level is because of the distinction among expected and saw execution. The hypothesis initially showed up in brain science and show casing writing.

It has now been received in a few other logical fields that incorporate shopper explore, data innovation among others. Lankton and McKnight (2012) noticed that Expectation Disconfirmation Theory (EDT) has for some time been a prevailing showcasing worldview for considering consumer loyalty across numerous items and administrations. Grimmelikhuijsen and Porumbescu (2017) noticed the anticipation disconfirmation model (EDM) has developed as the transcendent model clarifying resident fulfilment in the open segment. It has become the most broadly utilized hypothesis in consumer loyalty in the study (Solonke & Nwalo, 2016).

Figure 2.1

Expectancy Disconfirmation model, Adopted from Olivers' model of (1980)
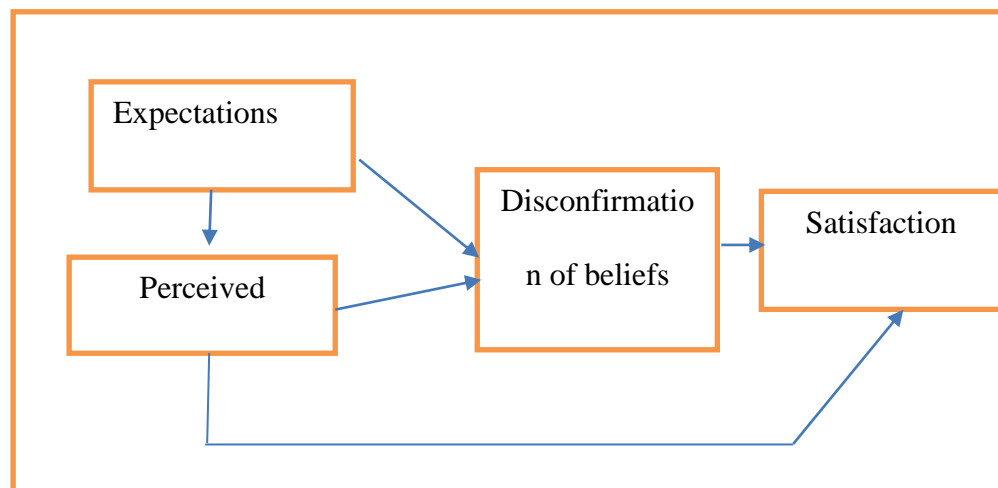
Olivers' model of (1980), Figure 2.1 show that, desires decidedly impact execution, while execution emphatically impacts disconfirmation and fulfilment individually (Lankton & McKnight, 2012). At the core of the fulfilment, the procedure is the correlation of what was normal with items or process execution and this procedure is alluded to as disconfirmation and affirmation. Desire affirmation hypothesis sets that

desire combined with apparent execution decide whether post utilization fulfilment will be negative or positive (Solanke & Nwalo, 2016).

Oliver (1980) featured that, commentators and early analysts in the zone of occupation, life, self and patient fulfilment concur that fulfilment is an element of an underlying standard and some apparent error from the underlying reference focuses. In this manner, it tends to be said that fulfilment is impacted by the exhibition of any assistance or item.

A hypothesis comprises a great deal of limits anticipating that individuals should see when information is required and can discover, evaluate and use effectively the necessary information. In anticipation of the disconfirmation hypothesis, the builds are; desires, seen execution, disconfirmation of convictions and fulfilment.

Desires: with regards to this hypothesis, desires allude to the qualities or attributes that an individual foresees or predicts will be relationship with an item or administration. Desires are a basic factor in post-buy assessment (Oliver, 1980). Desires are thought to make an edge of reference about which one makes a near judgment. Subsequently, when the results are less fortunate than anticipated (a negative disconfirmation) is when appraised beneath this reference point, though those superior to anticipated (a positive disconfirmation) are those assessed over the edge (Oliver, 1980). In the absence of service delivery, the person's remarkable wants the disconfirmation is sure which set in increase post-purchase or post choice satisfaction, while, the service neglects to meet desires the individuals one of a kind wants the gap is negative which reduces post-purchase or post apportionment satisfaction that is to construct dissatisfaction (Oliver, 1980).

Bandyopadhyay and Boyd-Bayrnes (2016) clarify that the progressing development of data innovation is changing clients' practices and their desires in scholarly organizations. The accessibility of data assets in the web and World Wide Web, for example, online databases, e-diaries and digital books among different assets have changed the manner in which clients can get to data sources and administrations.

Clients presently have choices separated from libraries. This implies if the client's desires are unachieved, users can access information elsewhere. Therefore, library services that include but not limited to, readers' services, digital information services and sources, circulation services and information literacy training should meet users' expectation. If the library is able to meet users' expectations, the user becomes satisfied which is a positive disconfirmation while if the services are poor and the users ends up not satisfied would then lead to negative disconfirmation.

With stiff competition arising from online services and sources, the libraries should strive to meet users' expectations. This is emphasized by Wanyonyi et al. (2018) who elucidates that, when library user can choose from combination of elective channels of information transport, an extensive parcel of which are dynamically useful and can battle on cost, libraries need to rethink the range and nature of organizations they give and make systems to the conversation and joint effort with their customer needs and wants to the most raised level.

Perceived Performance: Kiriri (2018) demonstrates that observation is the whole procedure by which an individual gets mindful of the earth and deciphers it with the goal that it will fit into their casing of reference. Kiriri along these lines depict observation as the adjustment of the real world, whereby contributions from the condition are chosen, handled and deciphered to give them a reason. Seen execution

alludes to an individual view of genuine execution of an item or administration. The presentation of different library administrations influences client fulfilment. In the event that the library administrations surpass the apparent exhibition from a client, it results to fulfilment. Execution emphatically impacts disconfirmation and fulfilment (Lankton & McKnight, 2012). As indicated by Lankton and McKnight (2012), one way how execution can clarify how fulfilment structures is by uncovering digestion impacts through its intervening job in the desires – fulfilment joins. Lankton and McKnight (2012) states that digestion influences focus to a solid dependence on desires than disconfirmation.

Disconfirmation: Oliver (1980) argues that, poor performance results in dissatisfaction (negative disconfirmation). The hypothesis behind EDT says that disconfirmation is an examination that the individual makes among desires and production (Lankton & McKnight, 2012). Disconfirmation is commonly characterized as disparity between two ideas separately, and inconsistency between a pre-buying standard, (for example, desires or wants) and genuine execution (Isac & Rusu, 2014). Isac and Rusu (2014) propose disconfirmation was assessed as particular intellectual state emotionally apparent by the buyer which can be estimated independent of its forerunners.

Disconfirmation of convictions alludes to the judgment or assessments that individual makes as for an item or administration. For instance, the information services offered in academic libraries such as KSL judged by the user after use, could result into negative or positive disconfirmation.

These evaluation or judgment are made in comparison to the person's original expectations Expectation Disconfirmation Theory (EDT) sets that desires,

disconfirmation, execution would all be able to influence productivity(Lankton & McKnight, 2012). Poor library services that don't meet users' expectation result in negative disconfirmation. This is an indication that the user is dissatisfied with the services. Wanyonyi et al. (2018) opine that, many universities allocate funds for their libraries to procure information materials and preserve them in good states so as to meet both current and future needs of users.

However, the funds are not adequate and many libraries usually fail to stock enough information; something that ends up causing dissatisfaction. Several studies for example (Cristobal, 2018; Musyoka, 2010; Verma, 2018; Zalauddin, 2018) among other studies have revealed that users are satisfied with some services but are often dissatisfied with others since libraries are unable to meet all information needs of users. The inadequate library funding as indicated by Wanyonyi et al. (2018) affects nature and quality of library services.

Satisfaction is seen as a blend of the desire level and coming about disconfirmation (Oliver, 1980). Fulfilment is the degree to which an individual is satisfied or mollified with administrations in the wake of having increased direct involvement in a help or an item. Client fulfilment speaks to how much a library lives up to its clients' needs and desires (Hossain, 2014).

Oliver (1980) noticed that two builds, that is, production of explicit desire and hope disconfirmation assume a significant job in fulfilment choice. The anticipation disconfirmation hypothesis proposes that purchasers structure fulfilment decisions by assessing real item administration. Client fulfilment is regularly considered as a library achievement (Hossain, 2014).

Academic libraries offer different services to library users including reader's services such as advisory services, CAS, sharing of data, reference services. They also offer digital information services and resources such as electronic databases, circulation services including lending and retuning of books, simple enquiries, short loans services, user support services such as printing services, photocopying services and internet services, they also offer information literacy training to students and staff. The kind of satisfaction users get when receiving these services is essential.

Often, users visit academic libraries with different expectations on the above services or products being offered by academic libraries. This depends on the information needs of the users. If the library services are poor than expected or perform below expectations, the user becomes dissatisfied; something that is termed as negative disconfirmation by Oliver (1980). If the service performs above the expectations of the user; he/she becomes satisfied, which is positive disconfirmation (Oliver, 1980). For library users to be satisfied with the above information services the library should make them efficient, reliable current and accessible to users.

As Panday (2014) elucidate, library sources and services always have been placed a crucial and strategic role in users' satisfaction and success of any library in today's environment depend upon if library fulfils information needs of users. Variables that impact clients' fulfilment incorporate responsiveness, fitness and confirmations, physical assets (Wanyonyi et al., 2018). Further, they note that the nature of data assets has an impact on the utilization of library administrations. Suggesting that the nature of a library's data assets has been distinguished as one of the measuring sticks for estimating the library clients' fulfilment of library administrations. This study is on the analysis of the connection on information services and users' satisfaction at Kenya school of law library.

The main question is, do library clients get happy with the data administrations offered at the Kenya School of Law library? The information services offered at KSL library include reader services, digital services, circulation services, user support services and information literacy training among others. The disconfirmation theory by Oliver (1980) posits during productivity of activities or a product is below parity result to a negative disconfirmation which is dissatisfaction; and when the service is better than expected, that is (a positive disconfirmation) it results to satisfaction.

Lankton and McKnight (2012) argue that, the use of the EDT model can assist researchers with bettering see how the desire disconfirmation process attempts to frame fulfilment. The EDT model shows how fulfilment shapes through a disconfirmation procedure including both one's underlying desires, and whether beginning desires were met or not (Lankton & McKnight, 2012). Other studies which have used the EDT theory include Bea et al. (2018) who carried a study on the analyses of consumer loyalty with library administrations at the Sokoine National Agricultural library in Tanzania.

The discoveries show that larger part of the clients were happy with the library administrations, however there were customers who had below 50% satisfaction levels an indication that they were dissatisfied. Therefore, the model of EDT is appropriate for the current study. Mohindra and Kumar (2015) opine that, the achievement of any library relies on how well assistance fulfils the clients. It is consequently important to survey the nature of library administrations rendered and decide the degree of client fulfilment. The library clients at the KSL library have their desires identifying with the idea of data administrations offered in that. As confirmed by Wanyonyi et al. (2018), scholarly libraries ought to endeavour to endure and develop their utilization base concentrating on living up to their clients' desires.

2.9 The Conceptual Framework

The conceptual framework of this study consists of four independent variables and one dependent variable as identified in Figure 2.2.

Figure 2.2

Conceptual Framework

Independent Variables   **Dependent Variable**

Readers Services
Timely services
Accessibility of readers' services
Reliable services
Efficient readers' services
Availability current information sources

Digital Information sources and services
Reliable digital services
Accessible digital sources
Timely services
Availability of digital services
User support
Qualified staff
Up to date information

Circulation services

Timely services
Friendly staff
High quality service
Reliable services
Accessibility of circulation service

Information literacy training

Availability of IL trainings
Frequency of IL trainings
Quality of IL Trainings

STUDENT

SATISFACTION

- *High quality service*
- *Timely services*
- *Reliable services*
- *Efficient service*
- *Current information*

Source: Researcher (2019)

The independent variables depicted in the conceptual framework are information services offered to library users. They are readers' services, digital information services, circulation services and information literacy and competency training.

These independent variables influence the dependent variable. In this case the dependent variable is students' satisfaction. Ideally the information services offered to users should meet their information needs and expectations resulting to students' satisfaction.

Readers' services consist of library administrations, for example, particular spread of data, contemporary dissemination of information among others provided to users and aimed at assisting them in effective, efficient and easier access and retrieval of information materials (Akor & Alhassan, 2015). Readers' service is one of the independent variable in this study. In academic libraries readers service include reference administrations, current mindfulness administrations, and particular spread of data, and online information search, library instructions among others.

Reference services and readers' advisory services are core to the readers' services in academic libraries. Readers' services offer some of the personalized services to users in libraries. The indicators of readers' service in academic libraries include productivity and adequacy of the administration.

This is in terms of accessibility, current of information resources and availability of information sources and service, timely services, friendly staff among other factors. For library users to be satisfied in readers' services at the KSL library the service must be efficiency and effective in terms of availability of the service, the reliable data materials and the accessibility of the service.

Digital data services involve the provision of library services through digital platforms. Digital information sources and administrations accessible in scholarly libraries include e-reference services offered through such services as online chats, blogs, social media interactions with library users among others, CD-ROM databases, Internet connectivity, E-mail Services, Online Public Access Catalog (OPAC), dedicated websites with links to internet sources, electronic books and journals, Frequently Asked Questions (FAQs) pages, Online databases, interactive services which incorporate borrowing status, check and fines gathered, online recharging, new securing, charged books, reservation and interlibrary advance solicitations and assets accessible on the library software (Kadir & Singh, 2006; Zalauddin, 2018).

Legal information sources available for legal professionals in digital format include Kenya gazette, law reports Lexis Nexus databases, EBSCOHOST databases among others. As an independent variable digital information services will be measured against the following indicators, accessibility of the digital services, and availability of the services, reliable the services, availability of user support, and adequate infrastructure. The main question is whether digital information services offered at KSL library often satisfy the users in terms of accessibility, availability, variability and currency of the information materials?

Circulation services are offered by circulation librarians who are directly involved with library users. It is one of the independent variable that influences the dependent variable (students' satisfaction) in this study. The circulation librarians are crucial in the success of academic libraries. Circulation librarians are key drivers in consumer loyalty in scholarly libraries. They are a section of advertising of the library in this way, they have to create character attributes, for example, honesty, confident, and obvious in data arrangement, they ought to likewise have the option to display data

legitimately, and reliably (Babafemi, 2002). Circulation librarian offering library services in a happy and positive attitude would ensure a happy customer.

The circulation service impacts on customer satisfaction either negatively or positively. In KSL library circulation service would be measured against the following indicators, are circulation librarians courteous to library users, their willingness to assist library users, knowledgeable with the library operations in order to be able to answer users queries, they should also be in a position to provide services quickly to users and at the shortest time possible.

Information literacy training has evolved from the traditional bibliographic instruction which was meant to train library users in using the various services and sources of information in libraries. It's aimed to equip users with information skills for them to be able to utilize the vast information available from the internet. Information skills enable the library users to be able to search, locate and use information easily and within the shortest time possible.

As an independent variable in this study information literacy training is seen to influence students' satisfaction. Majority of KSL students who are the main consumers of information services and products are young people being trained to become legal professionals, referred as millennials in the current knowledge age. Hawthorne (2015) note that, this is a generation of people born between the early 1980's and 2000s and who are characterized as confident and optimistic.

They are people who have such vastly different needs and expectations that, the library are forced to rethink and redesign library services, technologies and buildings (Sweeney, 2015). For libraries to be able to satisfy such a group it needs to equip them with the right information skills to enable them use the available resources.

The dependent variable is students' satisfaction. Depending on the services offered at the Kenya school of law Library, the customers can either get satisfied or dissatisfied. As earlier discussed if the performance of the service surpasses the user expectation the user gets satisfied. Moreover, if the services are below the expectation of users they get dissatisfied. Satisfaction of users with library services may lead them to use the services over again and even recommend it to others (Motiang et al., 2014).

In this study, student satisfaction as a dependent variable was measured against the following independent variables, readers' services, digital information sources and services, circulation services and information literacy training this is in terms of performance. The independent variables in the study influences students' satisfaction. The information services offered at KSL library should be of high quality, efficient and effective for it to satisfy users. Students' satisfaction has been recognized as an important measure of library performance (Verma, 2018). This is also reinforced by Kadir et al. (2016) who postulate that, user satisfaction is one method of evaluating the effectiveness of library services. Kadir et al. (2016) further notes that, user satisfaction helps the library to measure the services based on the satisfaction feedback from users.

2.10 Summary Chapter and Research Gaps

This Chapter has provided a review of related literature on analysis of relationship between information services and users' satisfaction. The discussion of the literature is organized according themes derived from the research objectives which resulted to the following topics: the concept of student satisfaction, the relationship between student satisfaction and service quality in libraries, readers' services, digital information services and sources, and circulation serviced. The review of empirical

studies revealed that there were research gaps in Kenya on student satisfaction in academic libraries. Previous studies such as (Alam & Mugande, 2016; Khan et al., 2014; Nyantakyi-Baah, 2016; Onuoha et al., 2013) revealed contextual gaps since they were carried out in different contexts from that of Kenya. On the other hand, local studies such as Kimani and Omwoyo (2015) did not focus on student satisfaction at KSL.

The study has adopted Oliver (1980) expectancy disconfirmation theory which consists of the following constructs: expectations, perceived performance, disconfirmation of beliefs, and satisfaction. The conceptual framework for the study shows the relationship between the independent variables and dependent variable. The independent variables are readers' services, digital information services, circulation services and information literacy training while the dependent variable in this study is students' satisfaction. The next chapter discusses the research methodology adopted for the study. The chapter outlines the methodology the study used achieve it research objectives.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The past section assessed writing on the connection between data administrations and clients' fulfilment. Part three frameworks the exploration strategy for actualizing this examination. Wellington and Szczerbinski (2007) portray philosophy as the action or business of picking, reflecting after, assessing and legitimizing the strategies to be utilized by the scientist. Research strategy as indicated by Dawson (2002) is the way of thinking or general rule which directs the exploration.

The part portrays the philosophical perspectives that supports the examination, the exploration approaches received for this investigation, it depicts the exploration configuration, target populace, study test and size, inspecting strategy and strategies, instrumentation, the unwavering quality and legitimacy of the investigation, information assortment techniques and methods, information examination, translation and introduction lastly the moral issues addressing the investigation. The target of the part three was to precisely and unbiasedly answer the exploration questions.

3.2 Philosophical World View

Philosophical thoughts impact on research (Creswell, 2009). Philosophical perspectives are thoughts which the analysts have confidence in and enlighten their study. Walliman (2011) holds that philosophical positions and their chaperons, approaches, expressly or verifiably hold a view about the real world. Walliman, further notes that this view thusly, figures out what can be viewed to as authentic information.Creswell (2009) define worldview as the basic set of beliefs that guide action. They are the lenses in which the researcher sees his/her research. They help

explain why a researcher prefers or chooses one research approach from another. Creswell (2009) notes that various authors uses different term in reference to philosophical worldview such as paradigms, epistemologies, ontologies, or research methodology. For this study the researcher used research paradigm. The following are the various philosophical ideas as outlined by various authors: pragmatism, constructivism, positivism and post-positivism among others.

Constructivism which is likewise alluded to as explanatory (Walliam, 2011) depends on the philosophical principles of vision and humanism and keeps up that the perspective on the world that we see around us is the production of the mentality. Walliman (2011) notes that, in constructivism, the researcher is part of the research process and does not observe the phenomena from the system, but they are inextricably bound into human situation which he/she is studying. Constructivist is subjective and inductive in nature; in that it starts from specific observation and then develops general conclusions from them. Qualitative approach is aligned to constructivist philosophical ideas.

Pragmatic worldview is another philosophical worldview. According to Creswell (2009) researchers leaning on pragmatism perspective as opposed to concentrating on strategies, analysts stress the exploration issue and utilize all methodologies accessible to comprehend the issue. Pragmatic world view is the philosophical worldview which underpins mixed method research. The proponents of mixed methods hold the view that both qualitative and quantitative; none is superior to the other but complement each. As noted by Creswell (2009), been keen isn't linked to anyone's arrangement of theory and reality. Singular scientists have the opportunity for decision. In that, the analysts have the opportunity to pick the strategies, methods, and methodology of research that best address their issues and purposes.

Positivism according to Walliman (2011) depends on acknowledgment as actuality that our general surroundings is genuine, and we can discover these real factors. Flick (2002) contended that positivism is a world view behind doing quantitative research driven by changing the measures of the characteristic sciences to the sociologies. Post positivist as indicated by Creswell (2009) is more situated in quantitative research than subjective research. Positivist methodology is deductive in nature. Deductive starts with general articulations and through coherent contention, and arrives at a particular resolution; the enquiry is guided by the hypothesis that goes before it. The specialist is a characteristic eyewitness in positivist methodology (Walliman, 2011).

This study is positioned within the positivism paradigm because it adopted the quantitative research approach. In quantitative approach the researcher aimed at collecting statistical data. The researcher also used quantitative analysis to validate, reject or refine hypotheses. As noted by Walliman (2011) research is heavily influenced by the theory or philosophy that underpins it.

3.3 Research Paradigm

The term paradigm was advanced by Thomas Kuhn' through his work "the structure of logical upheavals" (Bryman, 2008; Wellington & Szczerbinski, 2007). Wellington and Szczerbinski (2007) propose that Kuhn utilized the term in the feeling of a (halfway understood) arrangement of presumptions in regards to what science ought to be worried about and how it ought to be done, suspicions that are shared by the network of analysts over a specific timeframe. Bryman (2008) characterizes ideal models as a group of convictions and directs which for researchers in a specific order impact what to be examined, how research ought to be done and how the outcomes ought to be deciphered. Different terms used to allude the word worldview

incorporate, look into approaches, and techniques. There are three principles inquire about worldview utilized to look into which incorporate subjective, quantitative and blended strategies.

Kumar (2014) opines that the primary focal point of qualitative inquire and understand, explain, examine, discover and clarify conditions, feelings, insight, viewpoints, characteristics, feelings and experiences of a get-together of people. Dawson (2002) explains that subjective research examines perspectives, conduct and encounters through such techniques as meetings or focus groups; it endeavours to hear a top to the bottom point of view from members. Qualitative research is aligned to constructivist paradigm. In qualitative approach researchers' collects non numerical data or non-statistical data that is narrative in nature. However, this study adopted quantitative approach rather than qualitative approach since it aimed at generating statistical data through the use of questionnaires and structured interviews.

Another research approach is the mixed methods approach. This method combines both qualitative and quantitative methods. Dawson (2002) postulates that against popular arguments from different authors that one is superior than the other, neither is better than the other, they are just different and both have strengths and weaknesses. Dawson further notes that using both quantitative and qualitative methods help in counteracting the weaknesses in both.

Kothari and Garg (2014) contend that quantitative study captures the time of data for a quantitative structure which can be presented to an exhaustive quantitative assessment in a formal and unbendable way. Bryman (2008) explains that, quantitative research as an exploration methodology stresses evaluation in the assortment and investigation of information. Quantitative research is deductive in

nature in the connection between hypothesis and research in which the highlight is put on the testing of speculations. Quantitative research follows an inflexible, organized and foreordained arrangement of methodology (Kumar, 2014).

The research used the quantitative methodology and utilizations both self-controlled polls and organized meetings to gather information from the members. Dawson (2002) note that, quantitative research produces measurable information using enormous scope overview explore utilizing strategies, for example, polls or organized meetings. Review configuration is favoured in light of the capacity to gather factual information. The benefits of quantitative research as showed by Dawson (2002) is that it examines numerous individuals and it is speedier contrasted with subjective research.

3.4 Research Design

The research design is the manner by which information will be made, gathered, built, coded, investigated and deciphered (Peri & Bellamy, 2012). Kothari and Garg (2014), takes note of that, it is the hypothetical structure inside which research is driven; it sets up the graph for the variety, estimation, and examination of data. As indicated by Kumar (2014) an exploration configuration causes the analyst to choose, portray, legitimize and clarify how he/she will discover answers to the examination questions. Kothari and Garg (2014) contend that inquire about structure represents the early planning to be received to capture the applicable processes to be used in their investigation, keeping in see the goal of the examination and the availability of staff, time and cash. In this manner, an exploration configuration is an arrangement of how the examination is to be completed regarding the determination of the respondents,

information assortment and investigation so as to have the option to address the examination questions. The current study used descriptive survey method.

3.4.1 Descriptive Survey Method

Descriptive survey research design Kumar (2014) it is the hypothetical structure inside which research is driven; it sets up the graph for the variety, estimation, and examination of data the living states of a network, or depicts mentalities towards an issue. Punch (2016) takes note of that, a descriptive study is set to gather, arrange, and condense data about the issue being examined. Questionnaires and structured interviews are used as data collection methods in descriptive survey. Descriptive research design enables collection of data relevant to the current status of the subject under the study. Descriptive survey was adopted because it is suitable to collect data from large population through the use of questionnaire. As discussed earlier the study adopted quantitative approach and therefore descriptive survey is quantitative in nature. It enables the researcher to collect statistical data.

3.5 Study Location

The study was carried out in Kenya at the Kenya School of Law, situated in Nairobi County. The Kenya school of Law was established in 1963 under the Council of Legal Education Act. The main aim is to train legal professionals after the completion of the four-year law degree. KSL is where students who have completed the Bachelor of law degree from different universities in Kenya are specifically trained as advocates for one and half years. KSL has two branches that is, Karen which is the main campus and Nairobi Town Campus situated in development house. The Town campus offer diploma courses for paralegals. The KSL Karen campus has a well-stocked law library and offers various information services. The study was carried out

in the main campus at Karen. This is because majority of students are in Karen campus. This enabled the research assistant to easily access the target population. It also provided adequate population for sampling purposes.

3.6 Target Population

Target population is a group of people that meet the designated set of criteria. Sekaran and Bougie (2013) defines a target population as a specific group of people or objects that are of significant interest to the scholar and one which the researcher intends to investigate. Population of the study comprises of all items or subjects that possess the characteristics and knowledge of the phenomenon under the study. The population for this study included students and librarians working at KSL main campus.

The students are the main consumers of the information services offered at the Kenya School of Law Library. On the other hand, the librarians are in charge of the provision of library services. They are a key component of the library services and are rich in information regarding both the services they offer and the sources of information materials available to the users. The librarians acted as the key informants for this study.

KSL library collection consists of legal information materials both in electronic and print format. There is a total of 1827 student registered in the academic year 2019/2020, and there are 6 librarians working in the various sections. The library staff working in the various sections includes the principal librarian, the collection development librarian, system librarian, the circulation librarian and 2 reference assistants. Table 3.1 outlines the total number of the target population according to the different categories.

Table 3.1

Study Population of Kenya School of Law

	Category	Total
1.	Students	1827
2.	Librarians	6
		1833

Source: Author (2019)

3.7 Sampling and Sampling Techniques

Selvam (2017) refers sampling as the determination of certain cases from the entire populace of study. It is the determination of some piece of a total or totality based on which a judgment or surmising about a totality is made (Kothari & Garg, 2014). Testing empowers the specialist to choose an example from the examination populace to take an interest in the investigation. The example should be illustrative of populace qualities without inclination. There are two primary testing plans utilized in look into that is, non-likelihood and likelihood inspecting structures.

Likelihood examining is whereby each component in the objective populace is given an equivalent possibility of being chosen to be a piece of the examination through arbitrary testing. While non-likelihood examining is non-irregular, components in the investigation populace don't have an equivalent opportunity to be chosen to be a piece of the example. In non-likelihood inspecting the components or subjects are chosen by their accommodation or the judgment of the scientist. The upside of utilizing the probability testing technique is that the outcome discoveries can be summed up to the investigation populace. Orodho (2008) opine that examples can either be probability or non-probability. However, this depends on the research design. The research design

adopted for the study was descriptive survey design which is quantitative in nature. The sampling method adopted therefore was probability sampling method.

3.7.1 Sampling Techniques

The study used stratified sampling technique which is a probability sampling method to select the sample from the target population. Machet and Maepa (2004) explains that, stratification of the sample means that the researcher does not only want to draw a representative sample from the population, but also wants to include subgroups in the sample proportion as they occur in the population.

The study population is not homogenous and consist of more than one category of people that is, students and the librarians. The sample was drawn from the two groups of people (students and librarians). Stratified sampling was deemed appropriate for selecting a sample from a heterogeneous population. Stratified sampling was designed to produce more representative sample from different subgroups within the population. In this case the population consists of more than one group that is, students and librarians. The goal of stratified sampling as highlighted by Mugenda and Mugenda (2003), who says it, is meant to achieve desired representation from various subgroups. Simple random sampling was then carried out within the subgroups.

3.7.2 Sample Size

A sample size consists of the total elements selected from the target population to participate in the study. The students registered for the academic year 2019/2020 at the KSL are 1827 there is also a total of 135 employees whereby 6 are librarians working at the KSL Karen campus. Due to the small number of librarians working in KSL the researcher found it necessary to include all in the sample. Therefore, no

sampling was carried out for this category. The library staffs are 6 in total and include the principal librarian, the collection development librarian, system librarian, the circulation section and 2 reference assistants. A total of 190 respondents were chosen to participate in the study. The study used Slovin (1960) method of calculating stratified sample to calculate the required sample size for the students. The confidence level is 93% and margin error is 7.

Slovin's formula is written as:

$n = N \div (1 + Ne^2)$

Where:
n = sample size,
N = population
e = the confidence level
1 = constant.

$$n = \frac{1827}{1 + 1827(0.07)^2}$$

$$n = 184$$

Table 3.2

Target population at Kenya School of Law

Category	Study (N)	Population	Sample Size	Percentage
1.	Students	1827	184	10.1
2.	Librarians	6	6	100
Total		1833	190	

Source: Kenya School of Law Human resource office (2019)

3.8 Instrumentation

Data collection involves collecting data from the field using different methods. There are several methods used in data collection. This includes interviews, questionnaires, participants' observation and focus groups. This study was quantitative in nature therefore adopted questionnaires and interviews as its main data collection methods. Self-administered questionnaires were used to collect data from the students, while structured interviews were used to collect data from the librarians working at the Kenya School of Law Library.

3.8.1 Questionnaires

Questionnaires were used to collect data from students. The questionnaire is divided intosix parts, that is, Sections 1: Background information, Section 2, Readers services at KSL library, Section 3, Digital information services /Resources at KSL Library, Section 4, Circulation services at KSL Library, Section 5, Information literacy training at KSL Library Section 6,Students' satisfaction, (see appendix II & III). The questionnaire contains closed ended questions most of which are based on a Likert scale.

Kumar (2014) notes that, the Likert scale is based upon the assumption that each statement /item on the scale has equal attitudinal value, importance of weight in terms of reflecting the attitude towards an issue or question. The Likert scale combines the attitudes towards different aspect into overall indicator. The reason for adopting questionnaires was because they were quick, less expensive and offers greater anonymity. Questionnaires are also suitable for collecting data from people who are literate since they could understand and answer questions on their own. Several authors highlights the advantages of using questionnaires as they are economic,

ensures anonymity, and are standardized enabling uniform procedures to be applied during administration, they also provide time to the respondents to fill them.

3.8.2 Interview

One of the methods that was used to collect data from the librarians working at the Kenya School of Law library was interviewing. Interviewing according to Kumar (2014) involves a person to person interaction either face to face or otherwise, between two or more individuals with a specific purpose in mind. There are several form of interviewing methods including, unstructured, semi-structured and structured interviewing methods (Flick, 2015; Kumar, 2014; Punch, 2016). Unstructured and semi-structured interview methods are qualitative in nature and are used to collect qualitative data while, structured interviews align with quantitative methods. The study used structured interviews to collect data from the librarians.

As highlighted by Kumar (2014) in a structured interview the researcher asks a predetermined set of questions using the same wording and order as specified in the interview schedule. Kumar indicates that one of the advantages of using structured interview is that it provides uniform information, which assures the comparability of data. The researcher interviewed one librarian from each library section preferably the section heads who were in-charge of the various library services such as the circulation librarian, and reference librarian. The choice of interviewing the section head is informed by their position as supervisors. This means that as supervisors they have the experience and also are rich in information concerning the library service. Their position also makes them interact with library users in their capacity as supervisors.

For this study an interview schedule was developed with questions on *"relationship between information services and users' satisfaction at Kenya school of law library"*.

The interview schedule has six sections and contains standardized questions (see Appendix IV). The interview schedule has the following sections; 1: Background information, Section 2, Readers services at KSL library, Section 3, Digital information services /Resources at KSL Library, Section 4, Circulation services at KSL Library, Section 5, Information literacy training at KSL Library Section 6, students' satisfaction, see appendix II). The aim of adopting structured interview for this study was to enable the researcher to have a standardized interview guide.

3.9 Validity and Reliability of Research Instrument

In this section the validity and reliability issues of the research instruments are discussed. Validity and reliability is central to any research, it is generally concerned with the research instruments. The research instrument for this study included the questionnaire and the interview guide.

3.9.1 Reliability of Research Instruments

Dependability, as indicated by Bhattacherjee (2012), is how much the proportion of development is steady or trustworthy. David and Sutton (2014) show that, the unwavering quality of a measure is decided by consistency accordingly and constraint of blunder measure. An instrument of measure is named to be solid on the off chance that it delivers similar outcomes when rehashed with a similar populace or under comparative conditions with another populace. The research instrument is said to be reliable if it is consistent and stable hence predicable and accurate. The goal of reliability is in essence to minimize the errors and biases in the study. Reliability in quantitative research is mostly related to the internal consistency of the research

instruments. Some of the factors that affect the reliability of research instruments include the wording used in the research instruments.

During interviewing reliability could be affected by the nature of interaction, interviewers'/respondents moods and physical setting among others (Kumar, 2014). There are several methods as indicated by several authors (David & Sutton, 2014; Flick, 2015; Kumar, 2014) used to test the reliability of the research instruments which include, test/retest, parallel test reliability, and split half technique.

According to Kumar (2014) a test/retest involves administering a research instrument once (in this case testing), and administering again (retest), under the same or similar conditions. In retest the researcher applies the research instrument twice to the same group and then calculates the correlation between the results of the two applications (Flick, 2015).While, in parallel test forms two research instruments proposed to gauge a similar wonder are built and are regulated either to a similar populace or two comparative populaces.

The results obtained are then compared form one another (Kumar, 2014). To test the internal consistency the researcher used Cronbach's Alpha. Selvam (2017) asserts that, the value of Cronbach's Alpha (α) coefficient ranges from 0 to 1. The nearer the Cronbach's Alpha coefficient is to 1, the more prominent the interior consistency of the thing in the scale. Cronbach's Alpha is anything but difficult to test unwavering quality since it just requires just one testing meeting. A pilot study was done to pre-test the examination instruments. The pretesting of the exploration instruments is examined beneath in segment 3.9.3.

3.9.2 Validity of Research Instruments

The validity of instrument is portrayed as the degree to which the measure instrument estimates what it should quantify. It is how much an examination instrument really gauges and portrays the idea it is intended to (David & Sutton, 2014). Flick (2015) notes that validity is assessed for both research designs and for measurements instruments. Bhattacherjee (2012) asserts that, Validity is evaluated by utilizing hypothetical or observational methodologies however in a perfect world ought to be estimated utilizing the two methodologies. There are several types of validity that is, construct validity, face validity and content validity.

Face validity as noted by Bhattacherjee (2012) legitimacy can be surveyed utilizing hypothetical or observational methodologies yet in a perfect world ought to be estimated utilizing the two methodologies. On the other hand, he notes that, content validity is an appraisal of how well a lot of size of things matches with the significant substance area of the build that it is attempting to quantify. Construct validity is the accuracy with which the theoretic concept/construct is operationalized in terms of measurements (Selvam, 2017). This study is particular concerned with both face and content validity.

To validate the research instrument for face validity the researcher gave the questionnaire and interview schedule to experts and the two supervisors. The experts were drawn from the field of information science which is the subject area of this study. Theyevaluated instruments and gave their input and recommendations on how to improve on them. The recommendations from both the supervisors and the experts were incorporated in the research instruments.

For content validity the researcher ensured that the items in the research instruments matched with the constructs of the research that is, students' satisfactionand information services offered in the KSL library. This ensured that the research instruments do not deviate from what it intends to measure.

3.9.3 Pretesting of Research Instruments

The pretesting of a research instrument involves a critical examination of the understanding of each question by respondents (Kumar, 2014). Pretesting of the research instrument was carried out at the Catholic University of Eastern Africa through a pilot study. A pilot study is a small scale study done before the actual study. The population of the pilot study consisted of law students and librarians working in the Catholic University library. The rationale behind selecting the librarians and law students from CUEA is that they had similar characteristics with the actual study population.

The Catholic University law students have similar characteristics with KSL students in that both groups are being trained to become legal professionals. The law students require the same information resources which includes legal information materials and services. While, the librarian working at the Catholic university library are involved in offering library services to the students. The librarians were purposively selected. The researcher's judgement is that the librarians are key drivers in information service delivery in the Catholic University of Eastern Africa library and they are key factor in user satisfaction. The researcher interviewed 5 librarians from each of the library department at the Catholic University of Eastern Africa from the various sections that is, the circulation section, the reference section, the reserve &

Africana section, the post graduate & academic writing section and user services. The researcher sampled and administered questionnaires to 20 CUEA law students.

To select the 20 CUEA law students' stratification was used to sample students from in their levels of academic learning that is, 1st year to 4th year. This enabled every student in the four levels to have an equal chance to participate in the pilot study. The population participating in the pilot study was requested to complete the questionnaires and also fill the pre-test check list (attached Appendix IV.) This enabled the researcher identify any errors, or omissions in the questionnaires such as grammatical mistakes, typographical mistakes, length of time taken in administration of the questionnaire and appropriateness of the wordings. This helped the researcher to rectify the identified mistakes before the administration of the research instrument in the main study.

3.10 Data Collection Procedures

This section outlines the data collection procedures used to collect data from the respondents. The researcher sought permission from the Kenya School of Law where the research was carried out. She also applied for a research permit from the NACOSTI before carrying out the research. This ensured the research complied with the regulations and procedures regarding research activities from KeMU where the researcher are a student, Kenya School of Law where the research will be conducted and the National Commission for Science, Technology and Innovation. The study used both questionnaires and interview schedules to collect data from the respondent.

The researcher hired a research assistant to help in data collection. The research assistant helped administer the questionnaires and conducting the interviews. It was deemed critical to hire research assistance since the researcher is an employee of KSL

which is the area of study. This ensured there was no interference with the data collection therefore helping preserve the integrity of data.

3.10.1 Procedures for Administering Questionnaires

The study collected primary data from students registered at the KSL in 2019/2020 academic year and the academic and library staff working in KSL Karen. The data collected was on the relationship between information services at KSL and student satisfaction. The study as discussed earlier adopted quantitative research approach and descriptive survey design. There are several methods used for collecting data in quantitative research including interviews, questionnaires, experiments and observations.

Punch (2016) highlights the following quantitative data collection instruments questionnaires, standardized measuring instruments, ad hoc rating scales and observation schedules. The study collected data from KSL students through the use of questionnaires (See Appendix II, questionnaire for data collection for students). Self-administered questionnaires were distributed to the respondents for them to fill and return to the researcher. Questionnaires were suitable because they are simple to understand and also are less costly.

3.10.2 Procedures for Conducting Interview

One of the methods used to collect data is interviewing. The researcher adopted structured interview to collect relevant information from the librarians working in KSL library. There were 6 librarians to be interviewed. The researcher booked appointments with the librarians in order to be able to carry out the interview. The booking of interviews with the librarians was because they were busy and could be engaged in other duties. Booking interviews in advance increased the response rate.

The interviews were conducted face to face. An interview schedule was the main data collection tool (see attached Appendix III).

3.11 Data Analysis and Procedures

Perri and Bellamy (2012) describe data analyses methods as procedures used to manipulate data so that the researcher can be able to answer the research question by identifying the important patterns. The researcher used quantitative data analysis methods to analyse data collected through the use of questionnaires from the KSL students. In this study both descriptive and inferential statistics were generated. According to Selvam (2017) descriptive statistics is often reported in frequencies, percentages, mean scores and standard deviation. He further asserts that, inferential statistics consists in finding out if what is true of the sample data set could be true of the population by establishing statistical significance after creating the standard error. The researcher generated inferential statistics to be able to test the hypothesis of the study. The study used computer programs to analyse data.

The researcher used Statistical Package for Social Sciences software (SPSS version 24) to analyse quantitative data. The program enabled the researcher to generate both descriptive and inferential statistical data from the questionnaires. After data was collected it was first cleaned by ensuring all errors and omissions in the filled questionnaires were identified. The questionnaires were also coded to enable data to be input in the SPSS software. Statistical data was analyzed through descriptive, inferential and regression statistical methods.

Descriptive statistics in frequencies and percentages, inferential using Pearson correlation while regression by linear regression. The software helped in the generations of frequencies, percentages, bar graphs, charts, and tables. It was also able

to generate the mean scores, standard deviation. The mean score being the arithmetic average of the data, while standard deviation being the measurement of the distribution of data about a mean value (Selvam, 2017).

Thematic analysis was used to analyse data collected through interview from the 6 librarians working at the Kenya School of Law library. The interview guide was arranged in several themes that is 1-6, (see attached appendix IV) therefore it was easier to analyze the data generated from the interviewees.

The importance of data analysis as highlighted by Kombo and Tromp (2006) who states that, the research findings and results are clearly revealed and helps point gaps for further research.

To study the relationship between the variables on information services and student satisfaction in current study, the researcher used regression and correlation analysis for data analysis.   According to Creswell (2012) correlation technique is used to analyze the degree of association between two variables. Outlined below is the regression mathematical model to be used.

3.11.1 Analytical Model

The study used multiple linear regression mathematical model for analysis. The model adopted for this study is detailed below. Selvam (2017) opine that regression analysis is a statistical process for estimating the relationships among variables. The analysis helped derive relationship between information services and student satisfaction. The multiple regression analysis was used to establish the relations between the independent and dependent variables. It is suitable to for more than two or more independent variables to predict a dependent variable.

There are four independent variables and the multiple regression model assumes the following equation:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

The model represent the relationship between dependent variable **(Y)** student satisfaction and independent variables **(X)** Readers service, digital services, circulation services, information literacy training

Where:

β_0 =Constant

X_1 =Readers services

X_2 =Digital services

X_3 = Circulation services

X_4 = Information literacy training

$\beta_1 - \beta_4$ =Co-efficient which influence the variables

ε =Error term

Y is student satisfaction which is the dependent variable as adopted in the conceptual framework while, $X_{1,=}$Readers services, X_2 = digital services, X_3 = circulation services, X_4= information literacy training   are the independent variables.$\beta_0$is a constant,$\beta_1, \beta_2, \beta_3, \beta_4,$ are the regression coefficients of the variables X_1 **to** X_4, **n** is the error term.

There are several diagnostics methods used in testing the assumptions of regression analysis which include normality test, linearity test, heteroskedasticity test, auto-

correlation test and multicollinearity tests. Normality test was applied to test the assumptions of regression analysis using SPSS. This was assessed numerically and graphically.

3.12 Ethical Considerations of the Study

Creswell (2012) postulates that, ethical issues in research arise in all stages of research that is, while specifying the research problem, when developing the purpose of the statement and research questions, collecting and analysing data and while writing the results. Many associations have written and published standards or code of ethics aimed at guiding researchers such as the German Sociological Association, American Sociological Association, The American Educational Research Associations code, The Australian For Research in Education among others (Flick, 2015, Punch, 2016, Ethical issues touching on research as highlighted by several authors include; plagiarism, informed consent, confidentiality, anonymity data protection and data integrity (Creswell, 2008; Flick, 2015; Kumar, 2014; Punch, 2016).

This research was conducted in an ethical manner and the researcher adhered to the following ethical issues:

Informed consent; all the respondents who participated in the study did it voluntarily and the researcher clearly informed the respondents the purpose of the study (See Appendix I). The respondents involved in this study are both students and staff of Kenya School of Law who are adults therefore, are able to make their own decisions on whether to participate in the study or not.

Confidentiality and anonymity of the respondents, to maintain the anonymity and confidentiality of the respondents, the respondents were not required to indicate their

names on the questionnaires. Therefore, the respondents remained anonymous. In relation to confidentiality, data from the respondents was treated with utmost confidentiality; collected data was used for academic purpose.

Data integrity, the researcher ensured that the sanctity of data was maintained during data collection and analysis. Flick (2015) indicates that, it is important to store data (questionnaires, recordings, transcripts, field notes, interpretations etc. physically in a safe and locked way, so that no one gain access to the data who is not supposed to have access to. This will also ensure that the data is safe and don't get lost. The researcher also ensured that data was not interfered with during collection and analysis. The report finding only reflected the data that was collected from the respondents. Data was analysed quantitatively using SPSS version 24.

One of the problems experienced while doing research is plagiarism. Flick (2015) notes that, plagiarism is when one use ideas or formulations by other authors without acknowledging them and making evident that you have quoted them. To avoid plagiarism, the researcher has acknowledged any work or ideas used in this research either through in-text citations and a compilation of a list of references which was done in accordance to American Psychological Association guidelines.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The previous chapter discussed the research methodology adopted in this study. The purpose of this chapter is to present results and provide discussion of the findings based on the data collected from library users at the Kenya School of Law. The study aimed at analyzing the relationship between information services and students' satisfaction at Kenya school of law library. The presentation of the data was guided by the study objectives outlined in chapter one section.

4.2 The reliability of the research instrument

Reliability is concerned with the internal consistency and reliability of the research instrument. To measure the internal consistency and reliability of the research instrument Cronbach's Alpha method was adopted. A total of 121 samples were analyzed using SPSS software Version 24 and the results are presented in Table 4.1.

Table 4.1

Reliability statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.912	.913	4

The reliability test for all the study items obtained an Alpha (α) of .912 for the 4 items that is, readers' services, digital information services, circulation services and information literacy. Selvam (2019) notes that the value of Cronbach's α ranges from

0 to 1 whereas 1 is the highest A value of α=.912 for this study signifies a higher

level of reliability and was deemed acceptable.

4.3 Response rate

As previously indicated in chapter three, the target population for this study was

heterogeneous and included more than one group. This ensured that all the groups

were well represented. Table 4.2 outlines the response rate of the respondents'.

Table 4.2

Response rate

Category	Population (N)	Sample size	Response rate	Percent (%)
Students	1827	184	121	65.8
Librarians	6	6	5	83.3
Total	**1833**	**190**	**126**	**66.3**

A total of 190questionnaires were distributed to the respondents, 184 students

enrolled for the academic year 2019/2020 at the KSL. This was done through

electronic mail. Out of 184 questionnaires distributed to the students 121 were

returned with a response rate of 65.8%. The researcher also interviewed 5 librarians

working at KSL library a response rate of 83.3%.

Overall, the response rate was (126) 66.3%. This response rate was considered as

adequate. Morton et al. (2019) argued that, response rate alone may not be sufficient

evidence to be used to judge the quality or validity of a study. Morton et al. further

noted that, there is no correlation between response rate and validity. The interviews

response rate for the librarians was high at 83.3%. The researcher considered the

overall 66.3% response rate for this study as satisfactory considering the complexities involved during data collection due to the health crisis of COVID-19. The sample could be considered representative and acceptable since it was above 50% of the target population.

4.4 Background Information

In order to be able to gather background information on library users using the KSL library, the researcher sought to collect data on the following; gender, job specification, education qualifications, and working experience for the librarians. For background information on the students the researcher sought to know their gender, library awareness and their level of library use. The profiling of the respondents was important since it helped reveal the characteristics of library users in KSL.

4.4.1Gender

Table 4.3 outlines the gender of the respondents presented in frequencies and percentages.

Table 4.3

Gender

	Frequency	Percent (%)
Librarians		
Female	4	80
Male	1	20
Total	**5**	**100**
Law students		
Female	63	52.1
Male	58	47.9
Total	**127**	**100.0**

The students were 63(52%) female and 58(47.9%) male. As indicated in the Table 4.3 there were more female students who participated in the study than men. The

librarians interviewed included 4(80%) female and 1(10%) male. The findings revealed more female librarians than men participated in the study.

4.4.2 Job Specification

Table 4.4 shows the job specifications of the librarians.

Table 4.4

Job Specification of Librarians at KSL

Librarians	Frequency	Percent (%)
Principal librarian	1	20
Circulation librarian	1	20
Reference librarian	1	20
Library Assistants	2	40
Total	5	100

The library staff who participated in this study included one (20%) principal librarian, one (20%) circulation and reference librarian respectively and two (40%) library assistants. The data shows that KSL library has employed qualified staff to offer information services in the various library sections. The staffs are considered reliable resources (Vijeyaluxmy, 2015). This is because qualified staffs are able to offer quality services to users. Some of the indicators used to assess perceived student satisfaction in academic libraries include qualified and reliable staff.

4.4.3 Education level of librarians working at KSL

The researcher sought to know the education level of the librarians working at KSL. Table 4.5 outlines the education level of the staff.

Table 4.5

Education level of the librarians

Librarians		Frequency	Percent (%)
	Masters	2	40
	Bachelor's degree	2	40
	Diploma	1	20
Total		**5**	**100**

The librarians interviewed 2(40%) had masters in library and information science, 2(40%) had a bachelor degree, while one (20%) had a diploma in library and information science. This was an indication that KSL has employed qualified staff. This in conformity with the Commission of University Education (2014) universities standards and guidelines that recommends for appropriate qualifications for staff teaching in Kenyan universities. It also recommends qualified and adequate library personnel commensurate with the academic programmes been offered in universities. High qualified staffs are key quality of service delivery.

4.4.4 Working experience for librarians

A question on how many years the librarians had worked at KSL was posed. For the librarians interviewed, three had worked for 8, 10 and 11 years respectively while, 2 (40%) had worked for 5 years. The librarians working experience had a Mean= 7.8 and Std deviation = 2.775. This was an indication that librarians working at KSL library had enough experience in library work. Job experience usually impacts on performance either positively or negatively. The number of years worked could have enabled the librarians to gain knowledge and experience. Therefore, it could be assumed that KSL librarians had enough experience which could have positively

impacted on service delivery. Good service delivery results to student satisfaction while, bad experience results to user dissatisfaction.

4.4.5 Library use

This section sought to examine the use of library by students. Salaudin (2018) asserted that, library use is used in assessing the usefulness of library resources and services among the users. The results findings revealed that, a total of 29 (22.8%) of the law students at KSL used the library very often, while 69 (54.3%) and 23 (18.1%) of the students used the library often and not often respectively. This was an indication that the students accessed and used library services at KSL library. The rate of library use among students was an indication that they valued the library services and often visited the library. This confirms the earlier statement in Chapter 1 section 1.1.4 that the KSL library provided information sources and services to students.

4.4.6 Awareness of library products and services among students at KSL library

The researcher sought to know whether KSL students were aware of the information services and products offered at KSL library. The findings revealed that, majority of the students 113 (93.4%) were aware of the information services at offered at KSL library. There was a significant number of eight (6.6%) who indicated that they were not aware of the information services. The number of students who were not aware of the information services could not be ignored since KSL offers legal studies to students who were interested in joining the legal professional. The American Association of Law Librarians (2013) noted that legal specialist require vital research capacities while, Theresa and Jerome (2010) affirms this by stating that, legal professional require information in their respect areas. It could therefore be assumed that the numbers of students who were not aware of information services at KSL

library although few revealed there was a gap in creating awareness on availability of information services among students.

4.4.7 Information services offered at KSL library

In order to determine the information services the respondents accessed at the KSL library they were provided with a list of information services and given an option to choose more than one service which they accessed. Figure 4.1 shows the information services accessed by students at KSL library

Figure 4.1

Information services offered at KSL library
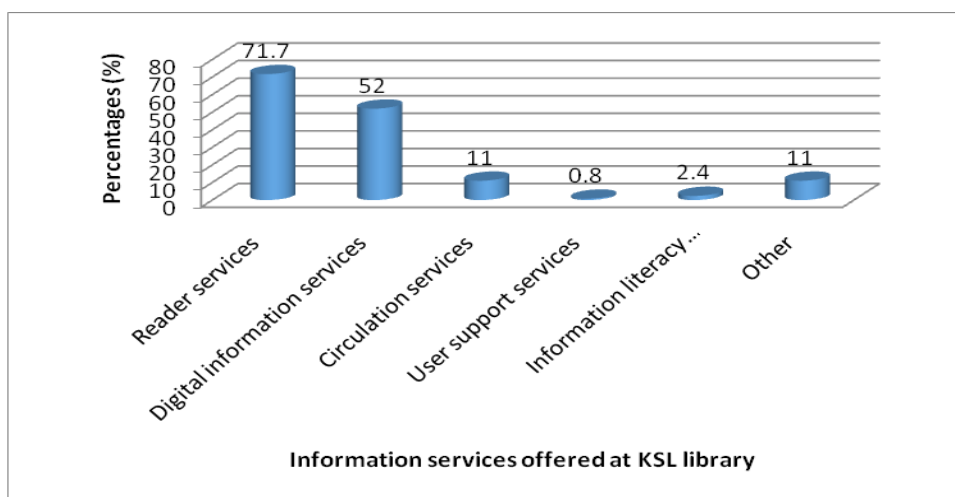
N=127

The results revealed that, students accessed the following information services; readers services was accessed by 91(71.7%) of the students, 66 (52%) students accessed digital information services, 14 (11%) accessed circulation services,1(0.8%) sought for user support, while information literacy training services was accessed by 3 (2.4%) of the students, a total of 4 (11%) indicated they accessed other services not provided on the list. As revealed in various studies, Kimani and Omwoyo (2015),

Wanyonyi et al. (2018), Salauddin (2018) university libraries offers a variety of information services and resources in order to support the academic activities of the universities. This study shows KSL offers a variety of information services and resources to it users confirming the findings from other studies.

The above findings revealed the most sought after information services in KSL library was readers services accessed by 71.7% of the library users, this was followed by digital services with 52%. The least sought after service was user support services accessed by only one (0.8%). Information literacy training services also ranked lower at 2.4% of services accessed by library users. This is despite the importance of the information literacy trainings in training library users on information searching skills. A study by Salauadin (2018) Tagore university library, India showed that majority of users sought computers facilities for research purposes, printing and photocopying services. Wanyonyi et al. (2018) found out that Pwani University offered the following library services to its user reference services, circulation services, multimedia services and electronic resources, among others. These studies revealed that, library users have different information needs and visit the library for different information services.

4.5 Descriptive statistical results based on Reader Services

This section presents descriptive statistics results on reader services construct. The descriptive statistics is reported in frequencies, percentages, mean and standard deviation.

4.5.1 Nature of reader services offered at KSL

This section sought to determine the relationship between readers' services and student satisfaction guided by the following objective; *"to assess the effect of reader*

services on student satisfaction at KSL library". KSL library offers various readers services to its users including user education, library orientation, information guidance, current awareness services, dissemination of information, library and bibliographic instructions, online information searches instruction and special reading spaces also here referred as carrels.

4.5.2 Readers services accessed by library users in KSL library

The researcher sought to identify which readers services the library users accessed. The respondents were requested to indicate the readers services they accessed. They were provided with a list of information services and given an option to choose more than one service. Figure 4.2 shows the readers services accessed by library users at KSL library.

Figure 4.2

Readers services accessed by users at KSL library
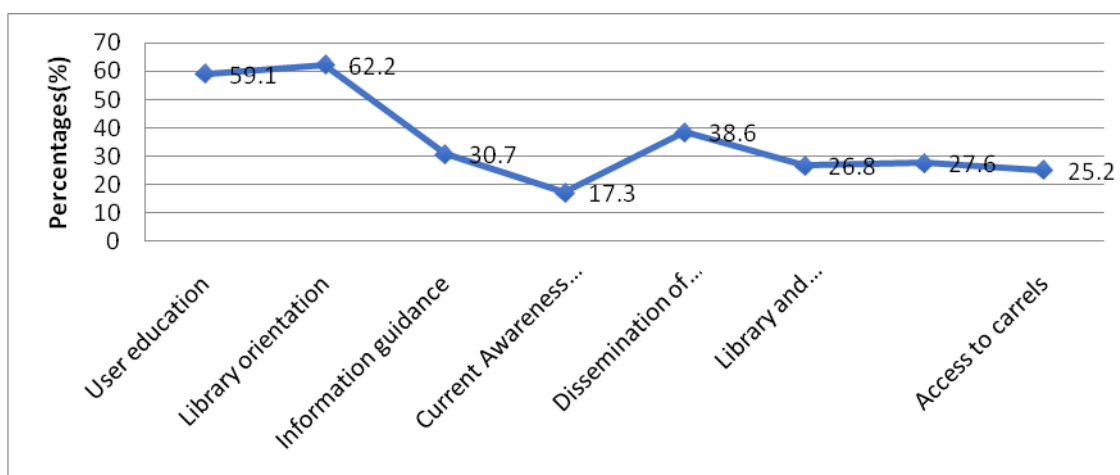
N=127

The result findings shown in Figure 4.2 revealed that, library users accessed the following services; 75(59.1%) accessed user education, 79(62.2%) library orientation,

information guidance 39 (30.7%), current Awareness Program 22 (17.3%), dissemination of information 49 (38.6%), library and bibliographic instructions 34 (26.8%), online information search instructions 35 (27.6%),and use of reading rooms (Carrels) 32 (25.2%.) According to the above result findings majority of users attended library orientation at 62.2% followed by those who sought for user education at 59.1%. Few 17.3% users accessed current awareness service. A significant number accessed other services such as information guidance 30.7%, dissemination of information 38.6%, online information searches 27.6%, library and bibliographic instruction 26.8% reading rooms 25.2%. This was an indication that majority of the respondents accessed readers services at KSL library. Previous studies, by Salauddin, (2018), Wanyonyi et al. (2018), also showed that, library users accessed different types of reader services in order to fulfill their information needs and meet their expectations. Wanyonyi et al. (2018) opined that libraries should always focus on user satisfaction while offering their services to users and should offer custom made services. This study agrees with Wanyonyi et al. (2018) views on libraries focusing on user satisfaction and offering custom made services.

Current awareness service in academic libraries is key in informing and alerting library users on new information materials the library had acquired. The findings from the study showed that CAS is least with 17.3% of the respondents who accessed the service. It could be assumed that there is a weak link in the service resulting to poor access. The library could use library orientation and user education which were the most accessed services by users to popularize CAS and create awareness on it existence. This will also ensure that library users are always updated on new information materials. The provision of current and up-to-date materials to library users is a key factor in student satisfaction.

4.5.3 Rating of readers services by library users at KSL library

Readers' service was an independent variable in this study. The respondents were requested to rate reader services offered at KSL library using various indicators. The indicators used included, timely services, efficient services, qualified staff, prompt services, availability of current information service, accessibility of readers services, reliable reader services friendly staff, and finally availability of reading rooms carrels and were used to rate readers services. The rating was done on a Likert scale of 1-5 where, 1-very satisfactory, 2-satisfactory, 3 moderately satisfactory, 4 unsatisfactory and 5-very unsatisfactory. Table 4.6 shows the rating presented in frequencies and percentages.

Table 4.6

Readers services rating at KSL library: descriptive statistics

	1	2	3	4	Total	Mean	SD
You receive timely services	24 (18.9%)	72 (56.7%)	31 (24.4%)		127 (100%)	2.06	.658
The services were efficient	22 (17.3%)	73 (57.5%)	32 (25.2%)		127 (100%)	2.08	.650
Qualified staff	25 (19.7%)	79 (62.2%)	23 (18.1%)		127 (100%)	1.98	.617
The services were prompt	49 (38.6%)	63 (49.6%)	14 (11%)	1 (0.8%)	127 (100%)	1.74	.681
Availability of current information service	18 (14.2%)	74 (58.3%)	33 (26%)	2 (1.6%)	127 (100%)	2.15	.668
Accessibility of readers services	28 (22%)	50 (39.4%)	39 (30.7%)	10(7.9%)	127 (100%)	2.24	.888
The readers services were reliable	28 (22%)	52 (40.9%)	40 (31.5%)	7 (5.5%)	127 (100%)	2.20	.848
Friendly staff	27 (21.3%)	73 (57.5%)	27 (21.3%)		127 (100%)	2.00	.655
Availability of reading rooms	27 (21.3%)	65 (51.2%)	25 (19.7%)	10 (7.9%)	127 (100%)	2.14	.843

According to the findings majority of the users were very satisfied or satisfied with the services. A significant number of the users were moderately satisfied with the various readers services available. A total of 23.7% were dissatisfied with the readers' services. Among those dissatisfied 10 (7.9%) were dissatisfied with the accessibility

of the services and availability of the reading rooms(carrels) respectively. A further 7(5.5%) were dissatisfied with lack of reliable readers services, 2(1.6%) were dissatisfied with lack of availability of the current information services and one (0.8%) was not satisfied with the availability of prompt services. This was an indication of a knowledge gap in readers' services.

The study revealed that library users were dissatisfied with some of the services such as lack of current awareness services, reliable readers' services and accessibility of the readers services. Accessibility of readers services and availability of readers services were rated poorly with a mean score of 2.24 and 2.20 respectively. Some of the factors that contribute to student satisfaction the ease of accessibility of the services, and reliability of the information services among other factors. According to the above result findings, there is a gap in providing dependable readers service to all it library users at KSL library. To be able to meet users information needs the library provide high quality services. It should also ensure consistency in their reader services.

4.5.4 The relationship between readers services and student satisfaction at KSL among library users

The question sought to determine the perceived students' satisfaction with readers services offered at KSL library. The independent variables indicators included; user education, library orientation, information guidance, current awareness services, dissemination of information, library and bibliographic instructions and online information instructions.

Table 4.7

Readers services and student satisfaction: descriptive statistics

	1	2	3	4	5	M	Std.dev
User education	30(23.6%)	63(49.6%)	28(22%)	6(4.7%)		2.08	.083
Library orientation	28(22%)	62(48.8%)	23(18.1%)	10(7.9%)	4(3.1%)	2.21	.981
Information guidance	32(25.2%)	77(60.2%)	4(3.1%)	11(14%)		2.00	.854
Current awareness service	35(27.6%)	60(47.2%)	26(20.5%)	6(4.7%)		2.02	.821
Dissemination of information	30(23.6%)	55(43.3%)	32(25.2%)	10(7.9%)		2.17	.883
Library bibliographic instructions	24(18.9%)	76((59.8%)	18(14.2%)	9(7.1%)		2.09	.781
Online information search instructions.	26(20.5%)	81(63.8%)	16(12.6%)	4(3.1%)		1.98	.676

This study collaborates with Ali and Khan (2019) that showed that majority of users were satisfied with Current Awareness services and user orientation. CAS in academic libraries help in informing users on new information materials while, user orientation is used in inducting new library users and orientating them on how to access and use the library facilities. These two services are vital in ensuring users are aware of information services and sources. They are a key determinant on the continued use of the library by users.

The librarian was asked to state the nature of reader's services they offer in KSL library. The respondents noted the following: circulation, reference services, shelving,

book processing, user support, enquiries, reading carrels and access to information resources. The librarian was also asked to state the key measures that have been undertaken by the library in addressing users' dissatisfaction with reader's services. The respondents noted that they have adopted a holistic response addressing users' concerns. They have also adopted the use of physical complaints register as well as online platforms such as Facebook and Twitter where users can raise their concerns. This implies that the KSL library management has taken measures to address grievances from users and this is likely to influence their level of satisfaction.

4.6 Descriptive statistical results based on Digital information services

This section aimed at examining the perceived student satisfaction with digital information services offered at the KSL library among library users. It was guided by the following research objective; "*to examine effect of digital information services on student satisfaction at KSL library*". The independent variable was digital information services while the dependent variable was student satisfaction.

4.6.1 Nature of digital information services provided at the KSL library

The respondents were asked to indicate the digital information services they accessed at KSL library. Figure 4.3 shows the findings of the study.

Figure 4.3

Digital information services offered at KSL library
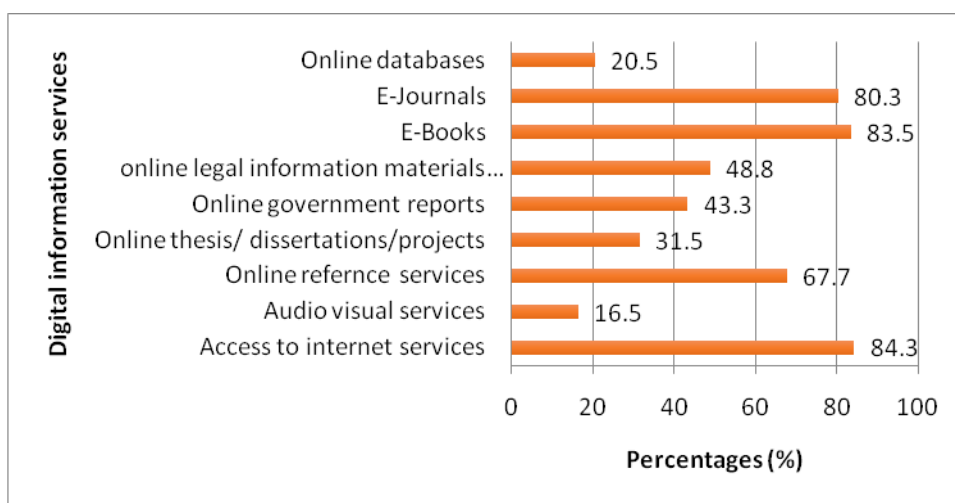
N=127

The findings as shown in Figure 4.3 revealed that, access to internet services was one of the most sought digital services with 107(84.4%), followed by electronic books with 106(83.5%) and electronic journals with 102(80.3%). The least sought after digital service was audio visual services with only 21(16.5%) of the users seeking the service. The findings showed that majority of library users access digital information services. The findings of the study are in agreement with Okongo (2014) on the access and utilization of digital information services at the University of Nairobi. The studies revealed that a significance number of users are visiting the library to access electronic journals and books. This was an indication that, library users have embraced electronic resources and they are no longer relying on the traditional information sources. The high access of electronic books and journals points to a change in user preferences. This also could also be linked to the high number of users accessing the internet. Availability of information resources such as eBooks, e-journal and online references among other at KSL is a factor in student satisfaction. It could

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be concluded that the available of digital information services electronic resources influences student satisfaction.

4.6.2 Rating of digital information services among library users at KSL library

The researcher sought to examine the perceived student satisfaction in digital information services offered at KSL library. The indicators for digital information services included; the library offered current digital resources, there was timely digital services, there were adequate digital information resources, the digital services were reliable, qualified staff offering digital services, availability of a variety of digital information services and resources, adequate digital infrastructure (internet, computers, among others). Table 8 shows the rating presented in frequencies and percentages.

Table 4.8

Digital Services Rating at KSL library: descriptive statistics

	1	2	3	4	5	M	Std. Dev
The library offers current/up to-date digital resources	33 (26%)	68 (53.5%)	20(15.7%)	3(2.4%)	3(2.4%)	2.02	0.854
There is timely digital services	35 (27%)	70 (55.1%)	19(15%)	0.00%	3(2.4%)	1.94	0.8
There are adequate digital information resources	24(18.9%)	72(56.7%)	26(20.5%)	1(0.8%)	4(43.1%)	2.13	0.836
The digital services are reliable	26 (20.5%)	69(54.3%)	23(18.1%)	6(4.7%)	3(2.4%)	2.14	0.879
There are qualified staff offering digital services	27 (21.3%	66(52%)	21(16.5%)	7(5.5%)	6(4.7%)	2.2	0.995
There is availability of a variety of digital information services and sources	34(26.8)	61(48%)	23(18.1%)	4(3.1%)	5(3.9%)	2.09	0.963
Availability of user support	34(26.8%)	61(48%)	17(13.4%)	11(8.7%)	4(3.1%)	2.13	1.011
There is adequate digital infrastructure (internet, computers) etc	21(16.5%)	67(52.8%)	17(13.4%)	14(11%)	8(6.3%)	2.38	1.083

Table 4.8 shows that, 33 (26%) and 68(53.5%) of the users were very satisfied and satisfied that KSL library has update and current digital resources respectively, 20(15.7%) were moderately satisfied with the status of currency of digital resources, while 3(2.4%) were unsatisfied and very unsatisfied with the currency of digital resources. 35 (27.6%) and 70(55.1%) of the library users were very satisfied and satisfied with the timely digital services, 19(15%) were moderately satisfied while 3 (2.4%) were very unsatisfied with the timeliness of digital services.

A total of 24 (18.9%) of users were very satisfied that there was adequate digital information resources, 72 (56.7%) were satisfied that the digital information resources were adequate, 2620.5%) were moderately satisfied, while one(0.8%) and 4 (3.1%) were unsatisfied and very unsatisfied with the adequacy of the digital information resources, a total of 36(20.5% and 69 (52%) were very satisfied and satisfied that the digital services were reliable, while 23(18.1%) were moderately satisfied with the reliability of the digital services, a further 6 (4.7%) and 3 (2.4%) were unsatisfied and very unsatisfied with the reliability of the digital services.

On whether the library users were satisfied with the staff, a total of 27(21.3%) of the users were very satisfied that qualified staff were offering digital services, 66 (52%) were satisfied, 21(16.5%) were moderately satisfied, 7(5.5% were unsatisfied, while 6(4.7%) were very unsatisfied. A total of 34(26.8%) were very satisfied with the availability of a variety of digital information sources and services, 61(48%) were satisfied, 23 (18.1%) were moderately satisfied, 4 (3.1% and 5 (3.9%) were very unsatisfied and satisfied respectively. Those who were very satisfied with user support were 36(26.8%), a total of 61(48%) were satisfied while, 17(13.4%) were moderately satisfied, a further 11 (8.7%) and 4(3.1%) were unsatisfied and very unsatisfied respectively with user support services. Twenty one (16.5%) were very

satisfied with the digital infrastructure available at KSL, 67(52.8%) were satisfied with the digital infrastructure, 17(13.4%) were moderately satisfied, while, 14(11%) and 8 (6.3%) were very unsatisfied and unsatisfied respectively with digital infrastructure at KSL library.

Salauddin (2018) in his study had noted that, library users at Tagore library at the university of Lucknow had rated internet connectivity and adequacy of computers poorly at 23.83% and 14.6% respectively, an indication of inadequate digital infrastructure at Tagore library. This study validates Salauddin (2018) findings since 17.3% of library users at KSL were dissatisfied with digital infrastructure while, 13.4% were moderately satisfied. Although, majority of the library users were satisfied with digital information services at KSL library. A substantial number of user were moderately satisfied with the digital services. There was a significant number of user who were dissatisfied with the digital services. It can be concluded that the digital infrastructure at KSL library needs to be improved for users to be able to fulfill their information needs. Earlier findings had showed that, majority of KSL library users accessed digital services such as e-book, e-journals, internet access among others. For the library to be able to meet users' expectations it should provide adequate and efficient digital services.

4.6.3 Relationship between digital information services student satisfaction with at KSL library

The researcher sought to determine the relationship between digital information services and student satisfaction at KSL library. Table 4.9 outlines the findings.

Table 4.9

Descriptive statistics for digital information services

	N	Mean	Std. Deviation
Access to internet services	127	2.04	.987
Audio visual services	127	2.02	1.058
Online reference services	127	1.83	1.187
Online thesis/dissertations and student projects	127	2.04	1.237
Online government reports	127	2.07	1.092
Online Legal information materials (Statutes, Kenya gazettes, legal notices,	127	2.01	1.080
E-Books	127	1.97	1.161
E-Journals	127	1.88	1.110
Online databases	127	1.65	1.198
Others	127	1.59	1.268

The findings as shown in Table 4.9 indicates that, online government reports had a mean of 2.07 while, online thesis and dissertations , access to internet services had a mean of 2.04 respectively, online legal materials (statutes, Kenya gazettes, legal notices etc) had a mean of 2.01. This was an indication that some of the digital information services at KSL library scored poorly in terms of student satisfaction. A study by Ali and Khan (2019) indicated that, users were satisfied with e-books, e-journals, e-mail services. Law students require information on legal matters and government reports are major source of such legal information. The internet is also a valuable source of information for students. KSL library should therefore ensure that there is accessibility to digital information resources that are current, accessible and

reliable. The number of students who are dissatisfied with digital services could negatively influence other students impacting on library service.

The librarian was asked to outline the various digital information services offered to users in KSL library. The respondents highlighted a number of digital information services including Off campus access, Library management system (KOHA), Library security system (Radar), email, -ebrary, overdue fine settlements, library webpage and online databases. The librarian was also asked to state the key measures that have been undertaken by the library in addressing users' dissatisfaction with digital information services. The respondents noted the following measures:

   i.   Library on call 24/7
  ii.   Review of the objective of ILCT annually
 iii.   Continuous student satisfaction survey aimed at improving performance index.
  iv.   Complaints register
   v.   Library email
  vi.   Prompt responses to issues

The findings imply that the library offers variety of digital information services to users. This is vital in influencing the users' satisfaction. The library has also taken measures to address users' concerns regarding the use of digital information services. With the necessary measures in place, the level of users' satisfaction is expected to increase.

4.7 Descriptive statistical results based on Circulation services

One of the services rendered to library users at KSL library is circulation services. This section aimed at examining the relationship between circulation services and

student satisfaction guided by the following objective "to assess the influence of circulation services on student satisfaction at KSL library"

4.7.1 Circulation services accessed by students in KSL library

The respondents were asked to indicate the circulation services they accessed at KSL library. They were provided with a list of circulation services and given an option to choose more than one service. Figure 4.4 shows results findings on circulation services accessed.

Figure 4.4

Circulation services offered at KSL library
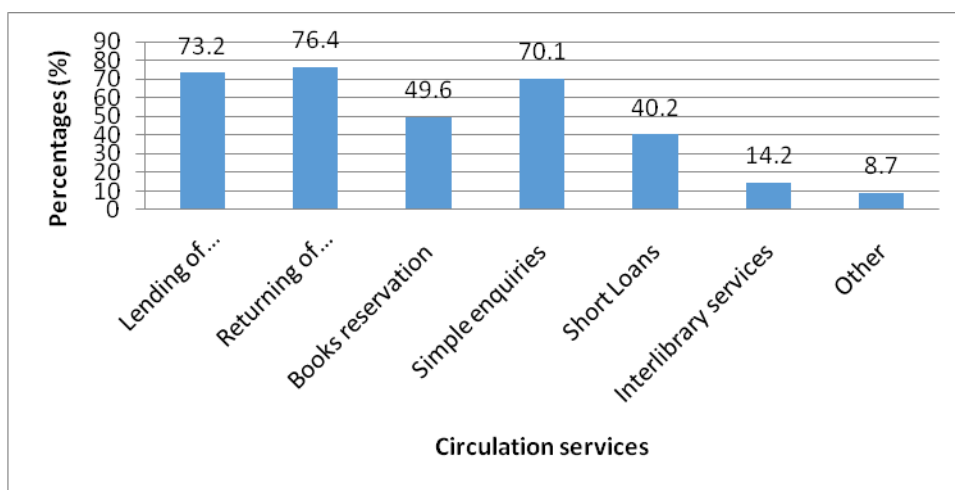
N=127

The result findings as shown in Figure 4.4 revealed that one of the most sought circulation service was the return of information materials 97(76.4%) followed by lending of information materials at 93(73.2%). Lending and returning of information materials is related to each other and often go hand in hand. This finding agrees with Salauddin (2018) who indicated that, library users mostly visited the Tagore library at the University of Luckuow to check in and checkout library materials. Simple

enquires were also ranked high among the users with 89 (70.1%) accessing the services. The least sought circulation service was the interlibrary service with only 18(14.2%) of the users requesting for the service. Other services accessed by users included reservation of books sought by 63 (49.6%) of the users, and short loans with 51 (40.2%). There were few users 11 (8.7%) who indicated they accessed other services.

4.7.2 Rating of the circulation services at KSL library

Student satisfactions is usually rated using various indicators. The study used the indicators outlined in Table 4.10 to rate the circulation services offered at the KSL on Likert scale of 1-5 where 1-Very satisfactory, 2- Satisfactory, 3-Moderately satisfactory, 4-Unsatisfactory and 5- Very unsatisfactory.

Table 4.10

Ranking of circulation services at KSL library

	1	2	3	4	5	M	Std Dev
Helpful circulation staff	49(38.6%)	64(50.4%)	5(3.9%)	5(3.9%)	4(3.1%)	1.83	.918
Timely services	46(36.2%)	60(47.2%)	18(14.2%)	1(0.8%	2(1.6%)	1.84	.811
Friendly staff	39(30.7%)	64(50.4%)	23(18.1%)	1(0.8%)		1.89	.715
High quality circulation services	43(33.9%)	55(43.3%)	13(10.2%)	15(11.8%)	1(0.8%)	2.02	.996
Reliable circulation services	42(33.1%)	52(40.9%)	12(9.4%)	13(10.2%)	8(6.3%)	2.16	1.178
Circulation services are accessible	43(33.9%	56(44.1%)	12(9.4%)	12(9.4%)	4(3.1%)	2.04	1.050
Circulation services are offered by qualified staff	46(36.2%)	58(45.7%)	14(11%)	7(5.5%)	2(1.9%)	1.91	.912

The findings as reflected in Table 4.10 showed that library users were both satisfied and dissatisfied with circulation services at the KSL library. According to the findings as shown in Table 4.9, library users were dissatisfied with the following services, 21(16.5%) were dissatisfied with the availability of reliable circulation services, 16 (12.6%) were dissatisfied with the accessibility of the circulation services and quality of the circulation services respectively, while 9(7%) and were dissatisfied with the staff who were not helpful and qualified respectively. A substantial number 97(76.2) were moderately satisfied with the circulation services. Some of the services that the users were satisfied with included, lending of information materials 75(59.1%) who were very satisfied and 51(40.2%) who were satisfied, returning of information materials also ranked higher with 35(27.6%) and 92(72.$%) indicating they were very satisfied and satisfied respectively. This finding agrees with the Tiemo and Ateboh (2016) who indicated that, library users at Delta University college of Health Sciences library were satisfied with the lending services. Babafemi, (2002) acknowledged the role of circulation librarians in customer care and public relations in libraries. Any negative reaction to circulation services would negatively impact the library services. The above findings reveal a significant number of users were dissatisfied while a substantial number were moderately satisfied.

4.7.3 Relationship between circulation services and student satisfaction at KSL library

This section discusses the relationship between circulation services and students satisfaction at the KSL library. Table 4.11 outlines the findings.

Table 4.11

Descriptive statistics on circulation services and student satisfaction

	N	Mean	Std. Deviation
Lending of information materials	127	1.42	.511
Returning of information materials	127	1.72	.449
Reserving books	127	2.38	.518
Simple enquiries	127	1.83	1.029
Short Loans	127	2.50	1.441
Interlibrary services	127	2.83	1.512

The findings as shown in Table 4.11 indicates that interlibrary services had a mean= 2.83, short loans had a mean= 2.50 while, reserving book had a mean= 2.30. This meant that, they were rated poorly by the respondents in terms of student satisfaction. Lending and returning of information materials had a mean of 1.42 and 1.72 an indication they scored highly in terms of student satisfaction among the respondents. The study agrees with Ali and Khan (2019) done on users satisfaction on library and information resources facilities and services that showed that majority of the users were satisfied with lending services.

The librarian was asked to explain the nature of circulation services they offer to users in KSL library. The respondents noted a number of circulation services including clearance of students, lending resources, fines management, reference queries, charging and discharging of books, checking in and checking out and automated circulation system. The librarian was also asked to state the key measures that have been undertaken by the library in addressing users' dissatisfaction with circulation

services. The respondents noted the following measures; team work, working days policy, adherence to library service charter, complaints register and prompt response to issues. This implies that the library employs various measures to address users' concerns. This is expected to boost users' satisfaction level with the use KSL library circulation services.

4.8 Descriptive statistical results based on Information literacy training

This section aimed at assessing student satisfaction with information literacy training offered at the KSL library. The research objective was; to examine influence of Information Literacy and competency training on student satisfaction at KSL library.

A question was posed to the respondents whether KSL library offers information literacy trainings to library users. A total of 123(97%) library users were aware there was information literacy trainings at KSL while 4 (3%) were not aware. This was an indication that, majority of the respondents was aware of the information literacy trainings offered at KSL library. This study agrees with Inyang and Ekeng (2019) study on awareness of information literacy among students of art and sciences colleges at Tirunelveli, who found out majority of students with a mean of 3.20 were aware of information literacy. Because of the few respondents 3% who were not aware of the trainings there was room for KSL library to create awareness among all the library users. The interviews with librarians confirmed that there was an information literacy training program at KSL library. However, the librarians noted that the information literacy program is not integrated with the regular academic program.

4.8.1 Rating of Information literacy training satisfaction by students at KSL Library

The respondents were further asked to rate the information literacy training offered at KSL on whether they were satisfied or dissatisfied service. They were provided with statements that reflected on the quality of on information literacy trainings and requested to choose that well presented their opinions to the best of their knowledge on a Likert scale of 1-5 where 1-Very satisfactory, 2- Satisfactory, 3-Moderately satisfactory, 4-Unsatisfactory and 5- Very unsatisfactory. Table 4.12 shows the rating of information literacy training at KSL library among the library users.

Table 4.12

Information literacy training among library users at KSL library

Information literacy trainings indicators	1	2	3	4	5	M	STD. Dev
Information Literacy Trainings were frequently carried out	15 11.8%)	66(52%)	23 (18.1%)	10 (7.9%)	9(7.1%)	2.45	1.05
Information Literacy Trainings was of high quality	32 (25.2%)	60 (47.2%)	11 (8.7%)	11 (8.7%)	9(7.1%)	2.23	1.151
Information Literacy Trainings was offered by highly qualified staff	29 (22.8%)	70 (55.1%)	5 (3.9%)	10 (7.9%)	9(7.1%)	2.19	1.111
Information Literacy Trainings was available in KSL library	26 (20.5%)	60 (47.2%)	18 (14.2%)	10 (7.9%)	9(7.1%)	2.32	1.119
Information Literacy Trainings carried out by knowledgeable staff	41 (32.3%)	63 (49.2%)	-	10 (7.9%)	9(7.1%)	2.02	1.151

N=123

The findings revealed that majority of the users as indicated in Table 4.12 were satisfied with the quality of information literacy trainings offered by the library. However, there was a significant number of respondents who were dissatisfied while

others were moderately satisfied with the quality of the information literacy trainings service. Four (3.1%) users did not respondent to the question. Majority of the respondents were in agreement that information literacy training was carried out by highly qualified and knowledgeable staff. This confirmed the earlier findings that, KSL employed qualified staff who had masters and bachelor degrees in library and information science. The earlier findings had also revealed library staffs were experienced with a mean of 7.8 years of work experience. Information literacy training in universities is important and cannot be underscored it supports lifelong learning and teaching. This is well empathized in the CUE (2014) universities standards and guidelines which requires university libraries to offer information literacy trainings in partnership with the faculties. The findings reveal that, there were information literacy trainings at KSL an indication that, the library supports the academic activities of KSL. A study by Alam and Mugande (2016) had found out that, 8 out of 12 universities the information literacy training was embedded in their curriculum, however this was not the case at the KSL Library. The librarians had interviewed opined that, the information literacy training was not part of the regular academic programs.

Information literacy skills in the current knowledge society are critical skills. Students require information skills to be able to access and retrieval vital information in their area of specialization such as legal studies. The high number of students who were satisfied with information literacy training points to the quality of information literacy training at KSL library in terms of frequency of trainings, qualified and knowledge staff ,and availability of the trainings. It could therefore be concluded that the quality of IL at KSL has a positive influence. Comparatively, the few users who were dissatisfied should not be ignored. Inyang and Ekeng (2019) (2019) study found

out, one of the problems in universities was lack information literacy among students. KSL library should carry out a user survey to evaluate their information literacy trainings. The feedback would help them identify the existing gaps.

4.8.2 Information literacy training and student satisfaction among library users at KSL library

In order to determine the level of satisfaction among library users with the information literacy trainings at KSL, the respondents were requested to rate the services on a Likert scale of 1-5 where, 1-Very satisfactory, 2-Satisfactory, 3-Moderately satisfactory, 4-Unsatisfactory and 5-Very unsatisfactory.

Figure 4.5

Information literacy training satisfaction among students
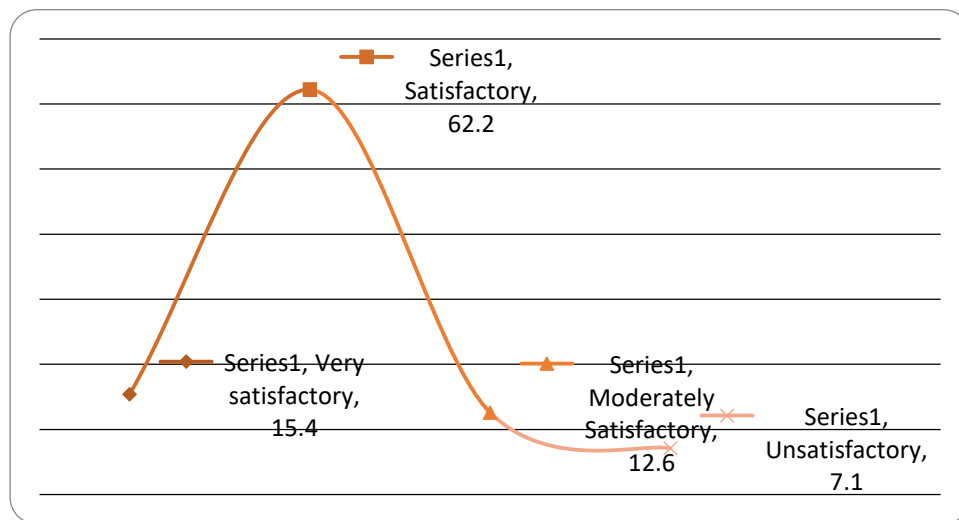
N=123

Figure 4.5 shows that, 62.2% of the respondents were satisfied with the information literacy trainings offered, 15.4% were very satisfied, while, 12.6% of the respondents were moderately satisfied, a further 7.1% were dissatisfied with the information literacy training services. Four (3.1%) of the respondents did not answer the question.

The results findings revealed that majority of the library users were satisfied with the information literacy trainings. The study corroborates Kimani and Omwoyo (2015) study which had revealed that, there was a gap on information literacy and student satisfaction. A total of 7.1% of respondents were unsatisfied while a further 12.6% were moderately satisfied with the trainings. According to the findings there was negative disconfirmation (dissatisfaction) among some of the library users in relation to information literacy trainings. Negative disconfirmation resulted from the 12.6% users who were moderately satisfied and dissatisfied with information literacy trainings.

The librarians indicated that there were measures in place to mitigate on user dissatisfaction related to information literacy training for instance use one on one trainings, and evaluation of the information literacy training. This study agrees with Wanyonyi et al. (2018), that, libraries should focus on student satisfaction when offering information services and should understand their user information needs. The researcher concluded that majority of library users were satisfied with information literacy training at KSL library. Information literacy trainings impacts on the information search skills of users. This could in essence improve the utilization of information resources in libraries.

4.8.3 The relationship between information services and student satisfaction at the KSL library

This section aimed at examining the perceived student satisfaction with information services offered at KSL library. Student satisfaction is the satisfaction users derive from using various information sources and services to fulfil their information needs (Tiemo & Ateboh, 2016). The library users rated their level of satisfaction with information services on Likert scale of 1-5 where 1-Very satisfactory, 2- Satisfactory,

3-Moderately satisfactory, 4-Unsatisfactory and 5- Very unsatisfactory. The information services rated included readers services, digital information services, circulation services, user support services, information literacy and competency training, professionalism of the library staff, library facilities and ICT infrastructure.

Table 4.13

Descriptive statistics on information services and student satisfaction

	1	2	3	4	5	Mean	Std. Deviation
Readers services	36(28.3%)	72(56.7%)	12(10.2%)	6(4.7%)		1.91	.756
Digital information services	28(22%)	63(49.6%)	23(18.1%)	13(10.2%)		2.17	.889
Circulation services	15(11.8%)	76(59.8%)	22(17.3%)	14(11%)		2.28	.813
User support services	34(26.8%)	41(32.3%)	33(26%)	19(15%)		2.29	1.024
Information literacy trainings	35(27.6%)	58(45.7%)	28(22%)	6(4.7%)		2.04	.830
Professionals of the library staff	47(37%)	60(47.2%)	15(11.8%)	5(3.9%)		1.83	.788
Library facilities	33(26%)	75(59.1%)	5(3.9%)	14(11%)		2.00	.864
ICT infrastructure	19(15%)	80(63%)	9(7.1%)	19(15%)		2.22	.881

The librarian was asked whether the KSL library offer information literacy training to users and the response was a yes. However, the respondents noted that the information literacy is not integrated in the KSL curriculum as a credit earning unit. When asked to state the key measures that have been undertaken by the library in addressing dissatisfaction raised by users on information literacy training, the respondents noted the following: complaints register, through class representative,

through library email, staff members, face to face training on various databases, consultation meeting with the librarian, improved network connectivity and preparation of user guides. This implies that the library has put measures in place to address concerns from users. This is expected to increases users' satisfaction with use of information literacy training service.

4.9 Student satisfaction

This section provides results on level of student satisfaction based on various information services offered at KSL library on a scale of 1-5 where 1- Very satisfactory 2= Satisfactory, 3= moderately satisfactory, 4, unsatisfactory and 5=very unsatisfactory.

The results of the findings revealed that 36 (28.3%) of the respondents were very satisfied with the readers services, 72(56.7%) were satisfied, 13 (10.2%) were moderately satisfied while, 6 (4.7%) were dissatisfied with the services. The results revealed that majority of the respondents at 85% were satisfied with the reader's services offered at KSL library. A few were 4.7% were unsatisfied with the readers services.

Readers services involves direct contact with users and it includes such services as reference services, current awareness services, information search instructions among others. The study revealed a high number of library users were satisfied with the reader services. This could be attributed to the level of education among library staff who had diploma certificate and above. It assumed people with high level of education are knowledgeable and are able to offer quality services. The level of satisfaction with reader services among users could also be attributed to work experience. Earlier findings had indicated that, the librarians had worked for more

than five years which could loosely be equated to work experience. The findings agree with Akor and Alhassan (2015) who elucidates that for users to be able to effectively use information resources they require support from librarians.

A total 22 (28%) of the respondents were very satisfied with the digital information services offered at KSL library, 63 (49.6%) were satisfied, 23 (18.1%) were moderately satisfied while, 13 (10.2%) were unsatisfied with the digital services offered at KSL library. The development of ICT has enabled university libraries to integrate their resources with digital information resources. This has enabled library users to have wide access to a variety of information resources and also enjoy unhindered access to information. The above findings revealed that although majority of users were satisfied with digital information services offered at KSL, there were few users 10.2% who were dissatisfied. The study by Panday (2014) had also showed that, some library users were dissatisfied with eBooks and CD/DVD databases that were part of the digital services. These two studies revealed that, there still exists a gap in digital information services in academic libraries. The libraries should therefore strive to bridge the gap.

Fifteen (11.8%) users were very satisfied with the circulation services, 76 (59.8%) were satisfied, 22 (17.3%) were moderately satisfied, while 14 (11%) dissatisfied with the circulation services. Majority of the users were satisfied with circulation services at the KSL library and indication of good customer care. The findings agrees with Panday (2014) study that showed that, 44.67% library users of Guru Gobind Singh Indraprastha University, Delhi were satisfied with circulation services. Circulation services play the role of customer care in academic libraries and are key student satisfaction in libraries.

A total of 34(26.8%) of the users were very satisfied with user support services, 41 (32.3%) were satisfied with the support services, a further 33(26%) were moderately satisfied, while 19(15%) were dissatisfied with the user services. According to the findings a large number of library users were moderately satisfied with user support services while, there were a significant number who were dissatisfied with the services. The users who are dissatisfied could negatively influence others. The assumption is that those users were moderately satisfied with the services were dissatisfied with some of the services. The library should ensure that user support services at KSL meet the needs of users.

Majority of the library users were satisfied with the information literacy trainings offered at KSL with a total of 35 (27.6%) been very satisfied a further 58 (45.7) were satisfied while, 28 (22%) were moderately satisfied, and 6 (4.7%) were not satisfied. The development of ICT and integration of information resources with digital resources in academic libraries have seen a paradigm shift in information service delivery. There is need for libraries and librarians to keep abreast with the new development in order to help library users efficiently access the resources. Information literacy trainings is part of this development and they are meant to help equip users with information skills. Okuonghae and Ogiamien (2016), noted that there was need for library users to be guided and educated in the face of continued evolution of services for them to be able to meet their expectations. The above findings revealed that, 22% and 4.7% of library users at KSL library were moderately satisfied and dissatisfied with the information literacy training respectively. This number cannot be ignored and librarians should put in place strategies to enhance their information literacy trainings in order to meet users' expectations.

Professionalism of the staff in libraries as a factor that contributes to student satisfaction was assessed. Forty seven (37%) of library users were very satisfied with how library staff offered their services, 60 (47.2%) were satisfied, 15(11.8%) were moderately satisfied, while 5 (3.9%) were dissatisfied. The findings showed majority of the library users were satisfied with the professionalism of the library staff. However there were few 3.9% of the users who were dissatisfied with professionalism of the staff. Professionalism among library staff enables the library to offer information services in a dignified and acceptable manner. Therefore, the 11.8% and 3.9% library users who were moderately dissatisfied and dissatisfied with the unprofessional behaviour of the library staff should not be ignored. The library should ensure that, the staffs are professional in their work. This could be achieved through proper training. A study by Koech and Kimile (2019), at Maasai Mara University revealed that, library users were satisfied with the provision of information services since they were offered the services without discrimination and the staff were approachable.

A total of 33(26%) of the users were very satisfied with the library facilities, 75 (59.1%) were satisfied, 5 (3.9%) moderately satisfied while, 14 (14%) of the library users were not satisfied. The findings showed that. 19 (15%) of the users were very satisfied with the ICT infrastructure, another 80 (63%) were satisfied, a total of 9 (7.1%) users were moderately satisfied while, 19(15%) were dissatisfied. According to Harjit (2018) library users are influenced by the availability of good library facilities and reading environment. A study by Koech and Kimile (2019) showed that the library was rated averagely in terms of conducive learning environment. This confirmed Harjit assertion that users were influenced by library reading environment. This study revealed that majority of library users at KSL library were satisfied with

library facilities. It was worth to note that, a significant number 7.1% and 15% were moderately satisfied and dissatisfied respectively. These findings agree with Harjit (2018) on overall satisfaction of users with library facilities.

The researcher sought to know KSL policy on students' satisfaction from the librarians since it directs on how services should be carried out in order to fulfill user needs. Those interviewed opined that, there was a section on quality assurance where monitoring and evaluation of library services are addressed. One librarian noted that, complains should be addressed within three working days. To quote one librarian "*student satisfaction is one of the pillars lest the library remain stagnated.*"

4.10 Diagnostic Tests Results

In regression analysis a number of diagnostic tests are done to evaluate the model based on certain assumptions. The diagnostic tests done for this study included normality test, linearity test, heteroscedasticity test and multicollinearity test. These tests were conducted to ensure accuracy of the results.

4.10.1 Normality test

To test the normality of the data, Kolmogorov-Smirnov test on normality was done. Table 4.14 shows the findings.

Table 4.14

Kolmogorov-Smirnov test on normality

		Readers services (X1)	Digital services (X2)	Circulation services (X3)	Information literacy trainings (X4)	Student satisfaction (Y)
N		127	127	127	127	127
Normal	Mean	1.91	2.17	2.28	2.04	1.96
Parameters[a,b]	Std. Deviation	.756	.889	.813	.830	.660
Most Extreme	Absolute	.305	.290	.349	.251	.288
Differences	Positive	.305	.290	.349	.251	.279
	Negative	-.262	-.206	-.249	-.205	-.288
Kolmogorov-Smirnov Z		3.435	3.272	3.935	2.831	3.241
Asymp. Sig. (2-tailed)		.000	.000	.000	.000	.000

a. Test distribution is Normal.

b. Calculated from data.

Based on the one sample Kolmogorov-Smirnov test, the Asymp. Sig. value for (readers services) X1, (Digital information services) X2, (Circulation services)X3, (Information literacy training) X4, had P value $=.000<0.05$, an indication that the data was not normally distributed. However, normality was assumed since the number of observations (N=127) was large enough.

4.10.2 Linearity test

The linearity test is aimed at testing the relationship between independent variables (information services) and dependent variable (student satisfaction). It is aimed at determining whether the relationship between the variables was linear or not.

Figure 4.6

Linearity test: Scatter Plots
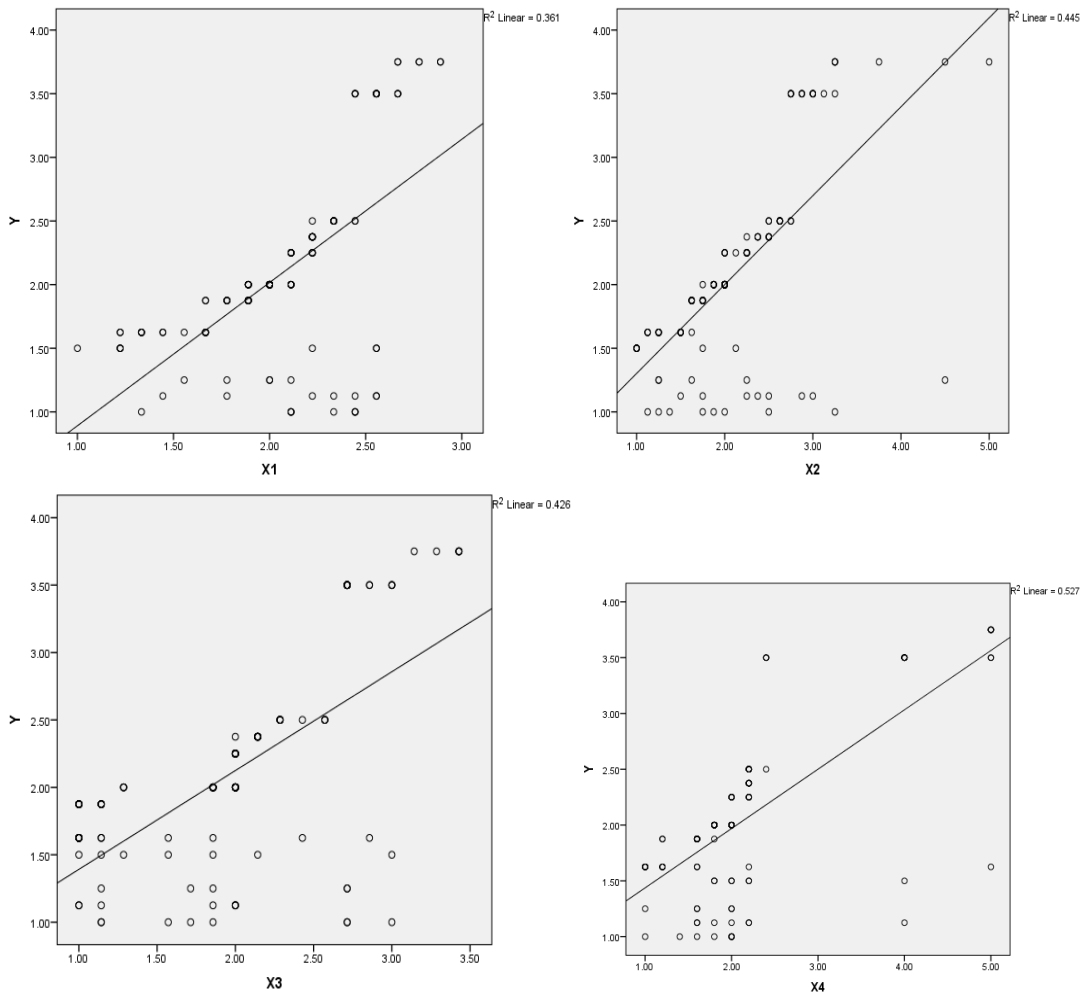
The scatter plots in Figure 4.6 reveal existence of linear dependence between the independent variables (reader services, digital information services, circulation services, information literacy training and dependent variable (student satisfaction). This is demonstrated by the fit line in each of the plots.

4.10.3 Heteroscedasticity Test

The heteroskedasticitytest was carried out by use of Levene's test of equality of error variances. Results are indicated in Table 4.15.

Table 4.15

Levene's Test of Equality of Error Variances

Dependent Variable: Y

F	df1	df2	Sig.
1.992	16	110	0.115
1.523	21	105	0.201
1.688	16	110	0.170
1.43	9	117	0.277

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a Design: Intercept + X1 X2 X3 X4

The findings in Table 4.15 indicate that the P values for independent variables (X1, X2, X3 and X4) were more than 0.05 and therefore the null hypothesis of constant variance of error terms was accepted. This implies that the data was homoscedastic.

4.10.4 Multicollinearity test

The research tested for multicollinearity between independent variables. Table 4.16 outlines the findings of the multicollinearity test.

Table 4.16

Multicollinearity test

Variables	Tolerance	VIF
Reader services	0.373	2.681
Digital services	0.318	3.146
Circulation services	0.24	4.167
Information literacy trainings	0.322	3.108

Dhakai (2019) opines that, the Variance Inflationary Factor (VIF) should be less than 10 (< 10) or Tolerance >0.1 for all variables. It is noted that, if the value of VIF lies between 1-10 the existence of multicollinearity is ruled out. All the variables for this study had a VIF value of less than 10. Therefore, there was no multicollinearity

among variables understudy. This was an indication the regression model adopted for the study was fit for data analysis and interpretation.

4.11 Hypothesis Testing using Correlation Analysis Results

This section provides results on the correlation between the independent variables - reader services (X1), digital information services (X2), circulation services (X3), information literacy training (X4) and dependent variable-student satisfaction, Y. The correlation analysis was used to determine the relationship between the constructs in terms of strength and direction. Table 4.17 shows the findings.

Table 4.17

Correlation Results: Information Services and Student satisfaction

		Y	X1	X2	X3	X4
Y	Pearson Correlation	1				
	Sig. (2-tailed)					
X1	Pearson Correlation	.601**	1			
	Sig. (2-tailed)	.000				
X2	Pearson Correlation	.667**	.744**	1		
	Sig. (2-tailed)	.000	.000			
X3	Pearson Correlation	.653**	.593**	.650**	1	
	Sig. (2-tailed)	.000	0	.000		
X4	Pearson Correlation	.726**	.576**	.637**	.680**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	127	127	127	127	127

** Correlation is significant at the 0.01 level (2-tailed).

The findings in Table 4.17 indicate that reader services, X1 (r =.601**, P = .000), had a strong positive and significant correlation with student satisfaction, Y. The first null hypothesis (H_{01}) predicted that there was no significant relationship between reader's services and users' satisfaction at KSL library. The computed *P*-value was 0.000 at 95% confidence level implying that reader's services had a positive and significant relationship (r= .601) with users' satisfaction at KSL library (Table 4.17). The null

hypothesis was therefore rejected and settled that there was a significant relationship between reader's services and users' satisfaction at KSL library. The results imply that reader services significantly contribute towards student satisfaction at KSL library. The findings support the assertions by Akor and Alhassan (2015) that reference services directed to users, answering substantive questions, providing information retrieval for the clients, guiding clients to the area of library assets and aiding the assessment of data influence users' satisfaction.

The second null hypothesis (H_{02}) predicted that digital information services have no significant relationship with student satisfaction at KSL library. The computed P-value was 0.000 at 95% confidence level implying that digital information services had a positive and significant relationship (r= .667) with users' satisfaction at KSL library (Table 4.17). The null hypothesis was therefore rejected and concluded that digital information services has a significant relationship with student satisfaction at KSL library. The results indicate that digital information services, X2 (r =.667**, P = .000), had a strong positive and significant correlation with student satisfaction, Y. The results imply that digital information services significantly contribute towards student satisfaction at KSL library. The findings are consistent with Bandyopadhyay and Boyd-Bayrnes (2016) assertion that, the technological revolution coupled with the advent of the internet has made resources and services available to users anywhere and at any time without any hindrances.

The third null hypothesis (H_{03}) predicted that circulation services have no significant influence on student satisfaction at KSL library. The computed P-value was 0.000 at 95% confidence level implying that circulation services had a positive and significant relationship (r=.653) with users' satisfaction at KSL library (Table 4.17). The null hypothesis was therefore rejected and concluded that circulation services have

significant influence on student satisfaction at KSL library. The results show that circulation services, X3 (r =.653**, P = .000), had a strong positive and significant correlation with student satisfaction, Y. The results imply that circulation services significantly contribute towards student satisfaction at KSL library. This concurs with Kiriri (2018) argument that in arrangement of library resources, the library workers assume a significant job in how the resources are given as well as how they are seen by library clients.

The fourth null hypothesis (H_{04}) predicted that information literacy training has no significant relationship with student satisfaction at KSL library. The computed *P*-value was 0.000 at 95% confidence level implying that information literacy training had a positive and significant relationship (r=.726) with users' satisfaction at KSL library (Table 4.17). The null hypothesis was therefore rejected and concluded that information literacy training has a significant relationship with student satisfaction at KSL Library. The findings indicate that information literacy training, X4 (r =.726**, P = .000), had a strong positive and significant correlation with student satisfaction, Y. The results imply that information literacy training significantly contribute towards student satisfaction at KSL library. This is similar to Mairaj and Naseer (2013) observation that, clients think about library directions truly important and it is the obligation of the librarians to help clients in looking, recovering and finding the necessary library material as well as use it effectively to answer their inquiries in a superior manner.

4.12 Multiple Regression analysis results on the overall model

The study aimed at analyzing the relationship between information services and students' satisfaction at Kenya school of law library. This section provides results on

the combined effect of the four independent variables (reader services, digital information services, circulation services and information literacy training) on student satisfaction at KSL library. A multiple linear regression analysis was therefore conducted to establish the relationship between variables. The independent variables (reader services, digital information services, circulation services and information literacy training) were regressed on the dependent variable (student satisfaction at KSL library). The model summary, ANOVA and coefficient results are presented in Table 4.18, 4.19 and 4.20respectively.

Table 4.18

Model Summary; Information Services and Student satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.785a	0.617	0.604	0.47077

a Predictors: (Constant), X4, X1, X3, X2

Results in Table 4.18 indicate that all the four predictor variables in this study jointly explains 60.4% (adjusted R^2= .604) of the total variations in student satisfaction at KSL library. The adjusted R-square was preferred because the constant value in Table 4.20 is insignificant. These results confirm the correlations output in Table 4.17 that a positive and significant correlation exists between all predator variables and the dependent variable.

Table 4.19

ANOVA; Information Services and Student satisfaction

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.538	4	10.885	49.112	.000b
	Residual	27.038	122	0.222		
	Total	70.577	126			

a Dependent Variable: Y
b Predictors: (Constant), X4, X1, X3, X2

The regression ANOVA model in Table 4.19indicates an F statistic of 49.112 and reported P value of 0.000. The *P* value being less than the alpha value ($P < .05$), the proposed model is therefore statistically significant (good fit) in predicting the dependent variable.

Table 4.20

Coefficients; Information Services and Student satisfaction

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	**Std. Error**	**Beta**	**t**	**Sig.**
1	(Constant)	0.172	0.23		0.749	0.455
	X1	0.184	0.162	0.098	1.134	0.259
	X2	0.23	0.098	0.219	2.346	0.021
	X3	0.191	0.094	0.17	2.037	0.044
	X4	0.303	0.06	0.414	5.037	0.000

a Dependent Variable: Y

All the predictor factors of reader services (X1), digital information services (X2), circulation services (X3), information literacy training (X4) have identical (Likert) scales, however, the constant value in the model is insignificant, thus the use of standardized beta coefficients as opposed to unstandardized B-coefficients. The multiple regressions results in Table 4.20 reveal that digital information services (X2), ($\beta2 = 0.219$, P = .021); circulation services (X3), ($\beta3= 0.17$, P =.044); and information

literacy training (X4), (β4= 0.414, P =.000) are significant and positively related to student satisfaction at KSL library. However, the relationship between reader services (X1), (P>0.000, 0.259) and student satisfaction is not statistically significant.

The hypothesized model ($\mathbf{Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon}$) is estimated as follows:

Y =0.219X2 +0.17X3+ 0.414X4

Where:

Y = Student satisfaction

$X2$= Digital services

$X3$= Circulation services

$X4$= Information literacy training

From regression weights in Table 4.20, it is evident that all the independent variables except reader services are significantly influencing the dependent variable in varying degrees. When all of them are combined in one model, the most significant predictor of student satisfaction is information literacy training (β4= 0.414, P =.000), followed by digital information services (β2 = 0.219, P = .021), and then circulation services(β3= 0.17, P =.044). The variable, reader services (P=0.259) is not significant.

The results imply that information literacy training contributes significantly towards student satisfaction at KSL library. This supports the findings by Okuonghae and Ogiamien (2016) that information literacy influences library users' satisfaction among undergraduate students. Information literacy training is therefore critical in influencing the satisfaction of library users.

The findings also imply that digital information services contribute significantly towards student satisfaction at KSL Library. The findings are consistent with those of Ahmad and Abawajy (2013) who opined that, the introduction of digital services in libraries have enhanced availability and important data fast time. The implication is that digital information services are crucial in determining library users' satisfaction.

The findings further imply that circulation services contribute significantly towards student satisfaction at KSL Library. The results agree with Khan (2013) observation that it is the responsibility of the circulation department to keep orderly flow of the information materials and to avail information materials to the readers expeditiously. The implication is that circulation services are paramount in determining library users' satisfaction.

The insignificance of reader services in influencing users' satisfaction could be attributed to the fact that there is a change in user behavior where users prefer to borrower books and leave. Conventionally, reader services are associated with print resources while prevalence of e-resources is taking center stage. Moreover, data was collected during the COVID-19 pandemic and this may have swayed user response where many were not utilizing reader services. Therefore, majority of the users preferred reading from home given that physical learning had been suspended. The findings disagreed with Akor and Alhassan (2015) assertions that reference services directed to users, answering substantive questions, providing information retrieval for the clients, guiding clients to the area of library assets and aiding the assessment of data influence users' satisfaction. Based on the findings, reader services do not a have significant predictive ability to influence student satisfaction at the KSL library.

4.13 Chapter summary

The aim of the study was to determine the relationship between information services and student satisfaction at KSL library. Chapter four presented the research finding using both descriptive and inferential statistics. Based on the correlation findings, it is clear that each independent variable (reader services, digital information services, circulation services, information literacy training) is individually statistically significant in predicting students' satisfaction at Kenya school of law library. The predictor variables have strong and statistically significant relationship with student satisfaction, and therefore all the null hypotheses were rejected. From the multiple regression model results, all the predictors except reader services have a positive and significant effect on student satisfaction at KSL library. When all of them are combined in one model, the most significant predictor of student satisfaction is information literacy training followed by digital information services, then circulation services and lastly reader services.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter discussed and presented the study findings. Chapter five presents the summary, conclusions and it also gives the recommendations based on the research findings. The study aimed at analyzing the relationship between information services and students' satisfaction at Kenya school of law library. It was guided by the following objectives: to assess effect of reader services on student satisfaction at KSL library, to examine effect of digital information services on student satisfaction at KSL library, to assess the influence of circulation services on student satisfaction at KSL library, to examine influence of Information Literacy and competency training on student satisfaction at KSL library. The study anchored on Oliver (1980) Expectancy Disconfirmation model.

The research used descriptive survey design. The study population consisted of 184 law students and 6 librarians from KSL. Data was collected through questionnaires and interviews. A total of 184 questionnaires were distributed to the respondents through electronic mail. The response rate was 121 (60.5%) students and 5 librarians (83.3%). The overall, the response rate was (126) 66.3%. Data collected from the field was analyzed using SPSS version 24 and was presented using descriptive and inferential statistics. Data from the interviews was analyzed using thematic analysis and presented using narratives.

5.2 Summary

This section presents the summary of the key findings based on the research objectives that the study sought to achieve. The findings are arranged thematically

according to the objectives of the study. The findings indicated a significant relationship between information services and student satisfaction at KSL library.

5.2.1 Reader Services and Students' Satisfaction

The first study objective was to assess the effect of reader services on student satisfaction at KSL library. Readers services had several indicators that were used to rate the services. The highest rated indicator was availability of prompt services with a mean=1.74, while the least was the accessibility of readers services with a mean = 2.24. Some of the reader services to which the users were dissatisfied with were: current awareness services, lack of reliable readers' services and accessibility of the readers' services. Overall library users were satisfied with readers' services at KSL library.

The findings from the interview revealed that KSL library provides several readers' services including reference services, shelving, book processing, user support, enquiries, reading carrels and access to information resources. Further, a number of measures have been taken to address users' dissatisfaction. These are: use of physical complaints register as well as online platforms such as Facebook and Twitter where users can raise their concerns.

The correlation analysis results indicated that there is a significantly positive association between reader services and student satisfaction at KSL library. This was supported by a correlation value of 0.601 and P value of 0.000. This led to rejection of the null hypothesis that there was no significant relationship between reader's services and students' satisfaction at KSL library.

5.2.2 Digital information services and Students satisfaction

The research objective two was to examine effect of digital information services on student satisfaction at KSL library. The findings revealed that, access to internet services was one of the most sought digital services with 107(84.4%), followed by electronic books with 106(83.5%) and electronic journals with 102(80.3%). The least sought service after digital service was audio visual services with only 21(16.5%). The findings revealed that some of the digital services to which the readers were dissatisfied with included, online government reports with a mean of 2.07 while, online thesis and dissertations, access to internet services with a mean of 2.04 respectively, online legal materials (statutes, Kenya gazettes, legal notices etc.) with mean of 2.01. The users were satisfied with timely digital serves at KSL library.

The findings from the interviews indicated that various digital information services are offered in KSL library. Some of these services include; Off campus access, library management system (KOHA), library security system (Radar), email, -ebrary, overdue fine settlements, library webpage and online databases. The library has also taken measures to address users' concerns including library on call 24/7, continuous student satisfaction survey aimed at improving performance index, complaints register, library email and prompt responses to issues.

The correlation analysis results indicated that there is a significantly positive association between digital information services and student satisfaction at KSL library. This was supported by a correlation value of 0.667 and P value of 0.000. This led to rejection of the null hypothesis that digital information services have no significant relationship with student satisfaction at KSL library.

5.2.3 Circulation services and Students satisfaction

The third research objective was to assess the influence of circulation services on student satisfaction at KSL library. The findings showed that one of the most sought circulation service was the return of information materials 76.4% followed by lending of information materials 73.2%. The least sought circulation service was the interlibrary service with only 14.2% of the users requesting for the service.

The highest ranked indicator for circulation services was helpful circulation staff with a mean of 1.83 and availability of timely services with a mean of 1.84. The least ranked indicator was availability of reliable circulation services with a mean of 2.16 and std. deviation of 1.176. The findings revealed that, library users were dissatisfied with interlibrary services with a mean= 2.83, short loans with mean of 2.50 and reserving book, mean of 2.30.

The findings from the interviews indicated that the KSL library provides several circulation services to users such as clearance of students, lending resources, fines management, reference queries, charging and discharging of books, checking in and checking out and automated circulation system. Measures have also been put in place to meet the users' needs. These are: team work, working days policy, adherence to library service charter, complaints register and prompt response to issues.

The correlation analysis results indicated that there is a significantly positive association between circulation services and student satisfaction at KSL library. This was supported by a correlation value of 0.653 and P value of 0.000. This led to rejection of the null hypothesis that circulation services have no significant influence on student satisfaction at KSL library.

5.2.4 Information literacy training at KSL and Students satisfaction

The fourth research objective was to examine influence of information literacy and competency training on student satisfaction at KSL library. Majority of the respondents, 97% were aware of information literacy trainings offered at KSL library. The findings revealed that majority of the respondents were satisfied with the quality of information literacy trainings offered by the library. Only 7.1% of the users were dissatisfied with the information literacy trainings at KSL Library.

The findings from the interviews indicated that the KSL library has taken steps to address dissatisfaction raised by users on information literacy training. Some of the measures include: complaints register, through class representative, through library email, staff members, face to face training on various databases, consultation meeting with the librarian, improved network connectivity and preparation of user guides.

The correlation analysis results indicated that there is a significantly positive association between information literacy training and student satisfaction at KSL library. This was supported by a correlation value of 0.726 and P value of 0.000. This led to rejection of the null hypothesis that information literacy training has no significant relationship with student satisfaction at KSL library.

5.3 Conclusions

From the findings of objective one, the study concluded that reader services have a statistically significant and positive relationship with student satisfaction at the KSL library. However, when combined with other variables, reader services did not have a significant predictive ability to influence student satisfaction at the KSL library. Availability of prompt services was identified as a key aspect of reader services that

can enhance student satisfaction. Other aspects such as awareness services, lack of reliable readers' services and accessibility of the readers' services need improvement.

From the findings of objective two, the study concluded that digital information services have a statistically significant and positive relationship with student satisfaction at the KSL library. Furthermore, when combined with other variables, digital information services had a significant predictive ability to influence student satisfaction at the KSL library. Access to internet services, electronic books and electronic journals were identified as key digital services that satisfy students. However, students were dissatisfied with the following digital services: online government report, online thesis and dissertations, access to internet services and online legal materials.

On objective three, the study concluded that circulation services have a statistically significant and positive relationship with student satisfaction at the KSL library. Furthermore, when combined with other variables, circulation services had a significant predictive ability to influence student satisfaction at the KSL library. A number of circulation services aspects were identified as significant contributors of student satisfaction. These are; return of information materials, lending of information materials, helpful circulation staff and availability of timely services. However, students were dissatisfied with several aspects of circulation services such as interlibrary services, short loans and reserving book.

Based on objective four, the study concluded that information literacy training had a statistically significant and positive relationship with student satisfaction at the KSL library. Furthermore, when combined with other variables, information literacy training had a significant predictive ability to influence student satisfaction at the KSL

library. Quality of information literacy trainings was identified as critical in influencing student satisfaction.

From the multiple regression results, the study concluded that when combined, all the predictor variables except reader services positively and significantly influence student satisfaction at Kenya school of law library. In particular, information literacy training was found to be the most significant predictor of student satisfaction, followed by digital information services, then circulation services and lastly reader services.

5.4 Recommendations

In view of the foregoing conclusions, the study made several recommendations which are presented as per each research objectives.

5.4.1 Recommendations on Research Findings

Based on the findings for objective one, reader services had a statistically significant and positive relationship with student satisfaction at the KSL library. The library management at KSL should improve reader services including the current awareness service which was poorly rated. The KSL library management should also improve on all the other readers' services including provision of adequate reading rooms, library and bibliographic instructions, online searches, which were rated below fifty percent.

Based on the findings for objective two, digital services had a statistically significant and positive relationship with student satisfaction at the KSL library. The world is moving towards digital services and it is imperative for the library to offer high quality digital information services in line with international standards. The KSL library should improve its digital infrastructure. It should provide reliable internet

connections. The library should create awareness on online databases so as to enhance accessibility among readers. This can be achieved by sending emails to the students.

From the findings for objective three, circulation services had a statistically significant and positive relationship with student satisfaction at the KSL library. The study recommends for the library management to undertake measures aimed at improving provision of circulation services. Some of these measures include team work, working days policy, adherence to library service charter; complaints register and prompt response to issues.

From the findings for objective four, information literacy training had a statistically significant and positive relationship with student satisfaction at the KSL library. The study recommends that the KSL library management should implement measures to enhance provision of information literacy training services. Some the measures include online training on various databases, consultation meeting with the librarian, improved network connectivity and preparation of user guides.

The overall model revealed that all the predictor variables except reader services had a statistically significant and positive relationship with student satisfaction at the KSL library. The library management should therefore improve information literacy training, digital information services and circulation services aspects. This will further enhance students' satisfaction.

5.4.2 Implications on Policies and Practices

This study is expected to make substantial contribution to policy and practice in the faculty of information science.

On policy, the study will guide relevant policy makers including library management and ministry of education on what to change or improve in the information services provision policy. Particular focus should be on readers' services, which was found not have a significant predictive ability to influence student satisfaction at the KSL library. In particular, the policy should address reliability and accessibility of readers' services. On digital services, the policy should focus on provision of timely digital services. On circulation services, the policy should focus on competence of staff in-charge of circulation services. In regard to information literacy training, the policy should focus on provision of quality information literacy training services.

On practice, the study informs library management and library staff on how best to improve provision of information services and measures to take in order to meet the needs of students. In particular, the library management should adopt online platforms such as Facebook and Twitter where students can raise their concerns. On digital services, the library management should focus on the following aspects: continuous student satisfaction survey, complaints register, library email and prompt responses to issues. On circulation services, the library management should focus on team work, working days policy and adherence to library service charter. In regard to information literacy training, the library management should adopt online training, consultation meeting with the librarian, improved network connectivity and preparation of students' guides.

5.5 Suggestions Further Research

This study focused on information services and student satisfaction at KSL library limiting its scope to only one institution. The study recommends future studies to be carried out in other learning institutions, especially those offering Law degrees and or other institutions that provide specialized courses. A comparative study between such institutions would suffice to great extent.

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APPENDICES

Appendix I: Introductory Letter

Dear respondent,

I am a Master's student in the Department of Information Science at the Kenya Methodist University (KEMU), pursuing a Master's Degree in Information Science. I am undertaking a research on "Analysis *ofRelationship between Information Services and Students' Satisfaction at Kenya School of Law library".* This study is in partial fulfilment for the award of Master of Science in information science at the fore mentioned university. The study is purely for academic purposes and any information collected for this study will not be used otherwise. I am kindly requesting you to be part of the study by filling in the questionnaire provided. Your participation will be highly appreciated and I wish to thank you in advance.

Sincerely

Judy Nganga

Appendix II: Questionnaire for KSL Students

1. Please indicate your gender?

   Male [ ]   b) Female [ ]

2. Are you aware of the information product/services offered at Kenya School of Law library?

   i. Yes [   ] ii. No [   ]

4. How often do you use the library?
   a) Very often   [ ]
   b) Often   [ ]
   c) Not often   [ ]
   d) Never   [ ]

5. Which of the following information product/services offered at Kenya School of Law library do you usually access?   (You can tick all that apply)

	Information services offered in KSL Library	√
i	Readers services	
ii	Digital information services	
iii	Circulation services	
iv	User support services	
v	Information literacy training	
vi	Other	

SECTION 2: READER SERVICES AT KSL LIBRARY

6. Indicate the readers services that you access from KSL library below (may tick all that apply)

	Readers services accessed from KSL	√
1	User education	
2	Library orientation	
3	Information guidance	
4	Current awareness services	
5	Dissemination of information	
6	Library and bibliographic instructions	
7	Online information search instructions.	
8	There are carrels (reading rooms) for users	
9	Other	

7. Please rate the following **READER SERVICES** offered at KSL library on a scale of 1-5 where 1- Very satisfactory 2= Satisfactory, 3= moderately satisfactory, 4, unsatisfactory and 5=very unsatisfactory.

	Please tick the statement that reflect your opinion on readers services offered in KSL Library	1	2	3	4	5
1	You receive timely services					
2	The services are efficient					
3	Qualified staff					
4	The services are prompt					
5	Availability of current information service					
6	Accessibility of readers services					
7	The readers services are reliable					
8	The staff are friendly					

| 9 | There are carrels (reading rooms) for users | | | | | |

8. Please rate the level of satisfaction on the following **READER SERVICES** offered at KSL library on a scale of 1-5 where 1- Very satisfactory 2= Satisfactory, 3= moderately satisfactory, 4, unsatisfactory and 5=very unsatisfactory.

	Readers services offered in KSL	1	2	3	4	5
1	User education					
2	Library orientation					
3	Information guidance					
4	Current awareness services					
5	Dissemination of information					
6	Library and bibliographic instructions					
7	Online information search instructions.					

SECTION 3: DIGITAL INFORMATION SERVICES/SOURCES AT KSL LIBRARY

9. Indicate the **DIGITAL INFORMATION** services sources that you get from KSL library below (may tick all that apply

	Digital services offered at KSL Library	√
1	Access to internet services	
2	Audio visual services	
3	Online reference services	
4	Online thesis/dissertations and student projects	
5	Online government reports	
6	Online Legal information materials (Statutes, Kenya gazettes, legal notices, etc)	
7	E- books	
8	E-Journals	

9	Online databases	
10	Other	

10. Please rate the **DIGITAL SERVICES** offered at KSL library on a scale of 1-5 where 1- Very satisfactory 2= Satisfactory, 3= moderately satisfactory, 4, unsatisfactory and 5=very unsatisfactory.

	Please tick the statement that reflect your opinion on digital services offered in KSL Library	**1**	**2**	**3**	**4**	**5**
i	The library offers current/up to-date digital resources					
ii	There is timely digital services					
iii	There are adequate digital information resources					
iv	The digital services are reliable					
v	There are qualified staff offering digital services					
vi	There is availability of a variety of digital information services and sources					
vii	Availability of user support					
viii	There is adequate digital infrastructure (internet, computers) etc					
ix	The digital services are reliable					

11. How satisfactory are digital services offered in KSL library on a scale of 1-5 where 1- Very satisfactory 2= Satisfactory, 3= moderately satisfactory, 4, unsatisfactory and 5=very unsatisfactory.

		Digital services offered at KSL Library	1	2	3	4	5
1		Access to internet services					
2		Audio visual services					
3		Online reference services					
4		Online thesis/dissertations and student projects					
5		Online government reports					
6		Online Legal information materials (Statutes, Kenya gazettes, legal notices, etc)					
7		E- books					
8		E-Journals					
9		Online databases					
10		Other					

SECTION 4: CIRCULATION SERVICES AT KSL LIBRARY

12. Indicate the **CIRCULATION SERVICES** that you use below (may tick all that apply)

		Circulation services offered at KSL Library	
	i	Borrowing of information materials	
	ii	Returning of information materials	
	iii	Reserving books	
	iv	Simple enquiries	
	v	Short loans	
	vi	Interlibrary services	
vii		Other	

13. Please rate the CIRCULATION **SERVICES** offered at KSL library on a scale of 1-5 where 1- Very satisfactory 2= Satisfactory, 3= moderately satisfactory, 4, unsatisfactory and 5=very unsatisfactory.

	Please tick the statement that reflect your opinion on circulation services offered in KSL Library (can tick all that apply)	**1**	**2**	**3**	**4**	**5**
i.	Helpful circulation staff					
ii.	The services are timely					
iii.	The Circulation staff are friendly					
iv.	KSL library circulation services are of high quality					
v.	The circulation services are reliable					
vi.	The circulation services in KSL library are easily accessible					
vii.	The services are offered by qualified staff					

14. How satisfactory are circulation services offered in KSL library on a scale of 1-5 where 1- Very satisfactory 2= Satisfactory, 3= moderately satisfactory, 4, unsatisfactory and 5=very unsatisfactory.

	Circulation services offered at KSL Library	**1**	**2**	**3**	**4**	**5**
1	Borrowing of information materials					
2	Returning of information materials					
3	Reserving books					
4	Simple enquiries					
5	Short loans					
6	Interlibrary services					

SECTION 5: INFORMATION LITERACY AND COMPETENCY TRAINING AT KSL LIBRARY.

15. The KSL library offers Information literacy training

    Yes   [ ]   No   [ ]

16. Please rate Information literacy training offered at KSL library on a scale of 1-5 where 1- Very satisfactory 2= Satisfactory, 3= moderately satisfactory, 4, unsatisfactory and 5=very unsatisfactory.

	Please tick the statement that reflect your opinion on IL services offered in KSL Library (can tick all that apply)	1	2	3	4	5
1	The IL training in KSL library are frequently carried out					
2	The IL training in KSL library are of high quality					
3	The staff who carry out the IL training are highly qualified					
4	The IL training are available in KSL library					
5	The staff who carry IL training knowledgeable on the content					

17. How satisfactory are the information literacy offered in KSL library?

        1 Very Satisfactory   [   ]
        2 Satisfactory   [   ]
        3 Moderately satisfactory   [   ]
        4 Unsatisfactory   [   ]
        5 Very unsatisfactory   [   ]

SECTION 6: STUDENT SATISFACTION

18. Please rate the level of satisfaction on the following **INFORMATION SERVICES/RESOURCES** offered at KSL library on a scale of 1-5 where 1- Very satisfactory 2= Satisfactory, 3= moderately satisfactory, 4, unsatisfactory and 5=very unsatisfactory.

	Overall rating of Information services offered in KSL library	1	2	3	4	5
1	Reader services					
2	Digital information services					
3	Circulation services					
4	User support services					
5	Information Literacy and competency training					
6	Professionalism of the Library staff					
7	Library facilities					
8	ICT infrastructure					

7. What is the overall satisfaction   of information services in KSL library?
1   Very Satisfactory   [   ]
2   Satisfactory   [   ]
3   Moderately satisfactory   [   ]
4   Unsatisfactory   [   ]
5   Very unsatisfactory   [   ]

---END---

Appendix III: Interview Schedule for Librarian In KSL Library

SECTION 1: BACKGROUND INFORMATION

1. How many years have you worked in KSL Library?
2. What is your highest level of education?
3. What is your gender?
4. What is your position in Ksl library?

SECTION 2: READERS SERVICES AT KSL LIBRARY

5. Please explain the nature of reader's services you offer in KSL library?
6. What are the key measures that have been undertaken by your library in addressing users' dissatisfaction with reader's services?

SECTION 3: DIGITAL INFORMATION SERVICES/SOURCES AT KSL LIBRARY

7. Please outline the various digital information services offered to users in KSL library?
8. What are the key measures that have been undertaken by your library in addressing users' dissatisfaction with digital information services?

SECTION 4: CIRCULATION SERVICES AT KSL LIBRARY

9. Please explain the nature of circulation services you offer to users in KSL library.

8. What are the key measures that have been undertaken by your library in addressing users' dissatisfaction with digital circulation services?

SECTION 5: INFORMATION LITERACY TRAINING AT KSL LIBRARY.

9. Does KSL library offer information literacy training to users?

10. Is the information literacy integrated in the KSL curriculum as a credit earning unit?

11. What are the key measures that have been undertaken by your library in addressing dissatisfaction raised by users on information literacy training?

SECTION 6: OVER RATING STUDENT SATISFACTION

10. As a librarian working in KSL library how would you rate the information services offered in KSL Library? On a scale of 1-5 where 1- Very satisfactory 2= Satisfactory, 3= moderately satisfactory, 4, unsatisfactory and 5=very unsatisfactory

	Overall rating of Information services offered in KSL library	**1**	**2**	**3**	**4**	**5**
1	Reader services					
2	Digital information services					
3	Circulation services					
4	User support services					
5	Information Literacy and competency training					
6	Professionalism of the Library staff					
7	Library facilities					
8	ICT infrastructure					

11. How often do you measure / determine user's satisfaction with information services offered at KSL library?

12. What does KSL library policy say about student satisfaction?

---THANK YOU --------------------------------

Appendix IV: NACOSTI Research Permit

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 895489

Date of Issue: 26/June/2020

RESEARCH LICENSE

This is to Certify that Ms.. JUDY WAIRIMU NGANGA of Kenya Methodist University, has been licensed to conduct research in Nairobi on the topic: Analysis of Relationship between Information Services and user's satisfaction at Kenya School of Law Library for the period ending : 26/June/2021.

License No: NACOSTI/P/20/5437

895489

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

Verification QR Code

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Scan the QR Code using QR scanner application.

Appendix V: Authorization Letter from KeMU

KENYA METHODIST UNIVERSITY

P. O. Box 267 Meru - 60200, Kenya
Tel: 254-064-30301/3-229/30367/31171

Fax: 254-64-30162
Email: Info@kemu.ac.ke

June 17, 2020

Commission Secretary,
National Commission for Science, Technology and Innovations,
P.O. Box 30623-00100,
NAIROBI.

Dear sir/ Madam,

RE: JUDY WAIRIMU NG'ANG'A (ISK-3-2097-1/2016)

This is to confirm that the above named is a bona fide student of Kenya Methodist University, Information Science undertaking a Degree of Master of Information Science. She is conducting research on, 'Analysis of Relationship between Information Services and users' satisfaction at Kenya School of Law Library '.

We confirm that her Research proposal has been defended and approved by the University.

In this regard, we are requesting your office to issue a permit to enable her collect data for her research.

Any assistance accorded to her will be appreciated.

Thank you.

Dr. John Muchiri, PHD.
Director Postgraduate Studies