RELATIONSHIP BETWEEN INFORMATION LITERACY TRAINING AND STUDENTS' SATISFACTION AT KENYA SCHOOL OF LAW LIBRARY

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ABSTRACT

Purpose of the study: The objective of this study was to analyze the relationship between information literacy training and students' satisfaction at the Kenya school of law library.

Statement of the problem: Failure by the libraries to meet customer needs and expectations leads to user dissatisfaction. The quality of information services has been deteriorating in many libraries including the Kenya school of law library. Although there are studies on student satisfaction in Kenya, there is none done on evaluation of the connection between information literacy training and students' satisfaction at Kenya school of law library.

Research methodology: It employed quantitative approach and used descriptive survey research design. The main research instruments for the study were questionnaires and interview guides. Quantitative data was analyzed by descriptive and inferential statistical methods, while qualitative data was analyzed thematically.

Findings: 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 students' satisfaction. Therefore, the null hypothesis was rejected and concluded that information literacy training had a significant relationship with student satisfaction at KSL Library.

Conclusions: The study concluded that information literacy training had a statistically significant and positive relationship with student satisfaction at the KSL library. Quality of information literacy trainings was identified as critical in influencing students' satisfaction at the Kenya school of law library.

Recommendations: The study recommended that the KSL library management should implement measures to enhance provision of information literacy training services. Some of the measures include online training on various databases, consultation meeting with the librarian, improved network connectivity and preparation of user guides.

Keywords: *Information literacy training, students' satisfaction, Kenya school of law library*

1.0 INTRODUCTION

Academic libraries are an important component in institutions in which they exist and they serve (Verma, 2018). Idiegbeyan-Ose and Esse (2013) opined that, libraries are service oriented and are meant to give critical information sources to meet their client data needs. Manjunatha and Shivalingaiah (2004) similarly state that libraries are basically learning associations meant to stimulate academic and research activities by providing information resources to their users. World over, libraries exist to provide users with information services meant to satisfy their information needs and meet their expectations. However, no library can satisfy all its users all the time, this is evidenced by several studies done (Idiegbeyan-Ose & Esse 2013; Tiemo & Ateboh, 2016; Yang, 2004). These studies revealed that users are still dissatisfied with some information services.

The Kenya School of Law (KSL) library provides information 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 (Bhatt, 2014). The aim of the KSL library is to build collections of both legal and professional knowledge. The library in conjunction with the information technology department performs information literacy trainings for students on the use of information resources. 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.

1.1 STATEMENT OF THE PROBLEM

Students go to the libraries with different information needs and expectations (Adam, 2017). Despite the heavy investment done by university libraries, several past studies show that majority of the libraries are not able to satisfy their users (Adam, 2017). Some past studies such as Nyantakyi-Baah (2016); Onuoha, Omokoje and Bamidele (2013); Khan, Ahmed and Masrek (2014) have attributed users dissatisfaction to various difficulties they encounter. These include inadequate information materials, difficulties in identifying relevant information sources and lack of training on information literacy. Apart from the above problems, Jamal and Tooranloo (2009); Kiran, (2010) opine that, academic libraries are facing major threats from digital environment, competition and the progressing change in client needs and desires for data administrations.

As noted by several studies; Nyantakyi-Baah (2016); Onuoha, Omokoje and Bamidele (2013; Khan, Ahmed and Masrek (2014) library users are dissatisfied with the services offered by majority of university libraries despite the continued investment in information resources, information communication technologies and human resources. Failure by the libraries to meet customer needs and expectations leads to user dissatisfaction. The quality of information services was noted to have deteriorated hence numerous user complaints. Kenya school of law library is not an exception. Although there are studies done on student satisfaction in Kenya, there is none done on evaluation of connection between information literacy training and students' satisfaction at Kenya school of law library.

1.2 OBJECTIVE OF THE STUDY

This study sought to analyze the relationship between information literacy training and students' satisfaction at Kenya school of law library

1.3 RESEARCH HYPOTHESIS

H_0: The information literacy training has no significant relationship with students' satisfaction at KSL library.

2.0 LITERATURE REVIEW

The theory of expectancy disconfirmation was proposed by Richard L. Oliver in 1980.Oliver (1980) contended that the fulfillment level is because of the distinction among expected and saw execution. 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).

Information literacy skills enable users to access information especially in the current networked library environment. Theresa and Jerome (2010) argued that legal professionals are lawyers and they can be barristers, certified conveyancer's and solicitors hence great need for information literacy skills. They further state that in whatever limits lawful experts' capacity, they need data to achieve their errands. Lawal, Stiwell, Kuhn and Underwood (2014) hypothesize that legitimate practice is more data concentrated as a lot of data is required to make a given errand, for instance, in preparing for the court teachers composing of scholarly papers, preparation and in house meetings..

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.

3.0 RESEARCH METHODOLOGY

The study 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. It used stratified sampling method 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. Construct, face and content validities were used in this study. Quantitative data was analysed by descriptive (frequencies, percentages, means and standard deviations) and inferential (correlation and multiple regression) statistical methods, while qualitative data was analyzed thematically.

4.0 RESULTS AND DISCUSSION

4.1 Reliability Statistics

To measure the internal consistency and reliability of the research instrument Cronbach's Alpha method was adopted. Results are presented in Table 1.

Table 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.

4.2 Response Rate

A total of 190 questionnaires and interview guides were distributed to the respondents. 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 adequate.

4.3 Descriptive Statistics on Information Literacy Training

4.3.1 Provision of Information Literacy Training Services

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 respondent was aware of the information literacy trainings offered at KSL library. 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.

4.3.2 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 2 shows the rating of information literacy training at KSL library among the library users.

Table 2: Information literacy training rating 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

The findings revealed that majority of the users as indicated in Table 2 were satisfied with the quality of information literacy trainings offered by the library. However, there were 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. KSL library should carry out a user survey to evaluate their information literacy trainings. The feedback would help them identify the existing gaps.

4.3.3 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 1: Information literacy training satisfaction among students at KSL library

Figure 1 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, Odini and Sikolia (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.

4.3.4 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 3: Descriptive statistics on information services and student satisfaction at KSL library

	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.

4.4 Descriptive Statistics on 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.

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 Pandey (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 Pandey (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.

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.

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.*"

4.5 Correlation Analysis Results

This section provides results on the correlation between information literacy training (X) 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 shows the findings.

Table 4: Correlation Results; Information literacy training and Student satisfaction

		Y	X
Y	Pearson Correlation	1	
	Sig. (2-tailed)		
X	Pearson Correlation	.726**	1
	Sig. (2-tailed)	.000	
	N	127	127

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

The null hypothesis (H_0) 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 students' satisfaction at KSL library (Table 4). 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, X (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.

5.0 CONCLUSION

In line with the findings, the study concluded that information literacy training had a statistically significant and positive relationship with student satisfaction at the KSL library. Quality of information literacy trainings was identified as critical in influencing students' satisfaction at the Kenya school of law library.

6.0 RECOMMENDATIONS

From the findings, information literacy training had a statistically significant and positive relationship with student satisfaction at the KSL library. The study recommended 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.

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