CUSTOMER CARE IN PUBLIC UNIVERSITY LIBRARIES IN KENYA: CASE STUDY OF THE MOI UNIVERSITY LIBRARY

By

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DECLARATION

Student number 36896500

I declare that CUSTOMER CARE IN PUBLIC UNIVERSITY LIBRARIES IN KENYA: CASE STUDY OF THE MOI UNIVERSITY LIBRARIES is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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DECLARATION BY SUPERVISOR

________________________________
SIGNATURE
SUMMARY

The main aim of the study was to investigate the state of customer care in Public University libraries in Kenya: case study of Moi University Library. Specifically the study was set to determine the composition of customers served and extent to which their information needs were being met. It was also set out to identify and evaluate the quality and relevance of information services/products provided. Consequently, the study was undertaken to establish if there is a customer care structure and policy in place and also to explore the customer care practices. Lastly, to determine the challenges that were encountered in the process of offering customer care program.

The mixed method research was used. Data was collected in two phases, questionnaires and interview survey methods were used to collect both quantitative and qualitative data.

The study established that students and academic staff were the primary customers but their needs were not sufficiently being met. Library staff were friendly and helpful but overall rating of their attitude was below expectations. The study established that the library has variety of products/services and users' were aware them. They were also aware of the existence of customer care unit, which allowed users to make suggestions for improvement of library products/services. The study recommends that the library should be provided with resources to run the program and also it is important that the Moi University Library adopts the use of a social media (Web: 2.0/lib 2.0) for communicating and updating users on new services and products.
Title of Dissertation:
CUSTOMER CARE IN PUBLIC UNIVERSITY LIBRARIES IN KENYA: CASE STUDY OF THE MOI UNIVERSITY LIBRARY

Key terms:
Customer care; customer care services; academic libraries; University Libraries; Mixed method; Kenya
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DEDICATION
This dissertation is dedicated to my late father, Jeremiah Ataro Ouda, for instilling the importance of hard work in me and to my husband who has been a source of motivation and inspiration and to my children and to my grandchildren – may you be motivated and encouraged to reach your dreams.
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LIST OF ABBREVIATIONS AND ACRONYMS

MTL: Margaret Thatcher Library

MTRH: Moi Teaching and Referral Hospital

RM: Relationship Marketing

UNISA: University of South Africa

CUE: Commission for University Education

ISO: International Standards Organisation
CHAPTER ONE: INTRODUCTION AND THE BACKGROUND TO THE STUDY

1.1 Conceptual setting
Customer care is activity that ensures that products, services and aftercare associated with serving customer needs at least meets and in most cases, exceeds expectations (Jobber, 2003:168). Jobber further explains that customer care is a way of improving an organization by allowing customers to give comments on the products and their use. In the light of the above, customer care is an important issue for library and information managers.

Keeping existing customers is easier than finding new ones and satisfied customers will promote the use of the library. Dissatisfied customers spread the bad news and undermine the library. Therefore, a library should provide the highest standard of customer care possible and always aim for excellence. Accordingly, customer care is a customer service that comprises a series of activities designed to enhance the level of customer satisfaction – that is, feeling that the product or service has met customer expectations (Dlamini, 2006:1).

Customer service refers to how a business satisfies its customer’s needs. Customer services consists of offering fair prices, products, clear information, efficiency within the business, responding to enquiries and many more (Hernandez, 2010:1). Hernandez (2010) explains that to gain or retain customers, a business must provide something that another competitor does not provide. In a library situation, for example, this might include longer opening hours of the library, new programmes such as a customer care program, new books on the shelves and free internet services. If a customer is satisfied with the services and/or experiences when he/she leaves the library, he/she may start to use it regularly and become a loyal customer. Accordingly, such a customer is likely to recommend the library to others. This means the library will win new customers and retain old customers, thereby acquiring a good reputation.

Customer satisfaction is the degree to which an organization’s product or service performance matches up to the expectations of its customers (Bernedt
and Brink, 2008:48). The two authors further explain that the level of satisfaction depends on the degree to which the expectations are matched, that is, a high level of satisfaction is achieved if the results exceed customer expectations. This implies that satisfaction involves customer evaluation of a service/product to determine if it measures up to a desired standard. For example, in a public library, customer satisfaction starts from the moment a customer seeks to park his/her car or makes a connection through the telephone network, to the moment the customer leaves the library with appropriate information, documents or leisure experience.

1.1.1 Customer care and the public sector
The concept ‘customer care’ has been associated with the private sector where it was linked to issues of profitability and providing a competitive advantage over rivals and effective service delivery. It has not featured much in the public sector because many public sector services are engaged in offering services to other public sector services. Because many public sector services are “free” in the sense that the customer does not pay directly for them, it is often construed that there is no need for customer care. However, all these services are paid for in one way or the other, even if this takes place in directly in the form of tax

Customer care is a crucial issue in both the public and private sectors and according to Idossou (2010:3), customer care has been missing in both the public and private sectors, which has affected the economy of Rwanda. Idossou (2010) further advises that customer care indeed becomes an urgent necessity today especially if the country wants to reach its objectives. Therefore, it is time that both the public and private sectors are encouraged to include good customer care in their corporate strategies and in their vision and mission statements. The same can be said about libraries.

1.1.2 Customer care in libraries
Currently, libraries are competing with many commercial and non-commercial services to provide access to information and therefore, customer care is an important issue for library and information managers. According to Talley (2001:1), customer care was not a focal point in libraries in the past. The
librarians worked on the assumption that serving their customers was a natural aspect of their work and, as long as they performed well, no additional efforts were required. Customers knew where they were situated and they went to them. This has been the case for a long time.

Talley (2001), further asserts that now, as never before, customers can choose where they go for information and the information center may not be their first choice, they can choose to use the internet, end-user databases, individual subscriptions to the electronic news media, electronic or print document delivery services and internal document collections mounted on an Intranet. In addition customers can easily locate many research collections on the internet, and they can find information that may or may not be available in libraries. Therefore, libraries have stiff competition and are expected to treat their customers with respect in order to survive in the marketplace today.

Academic Libraries have been described by Wand (2005:2) as a source of intellectual and knowledge coherence for the university. Wand further explains that an academic library fulfills the role of the intellectual ombudsman as it brings more disciplines together, than any other campus enterprise. Furthermore, the library symbolises the distinct characteristics of the university and its mission across all disciplines: to develop the human intellect through teaching and learning and to contribute through research to the expanding body of human knowledge. A study by Hisle (2002:1) suggests that academic librarians are there to shape and change their services to improve learning further and to provide solutions to the research problems faced by its users/customers. Hisle further explains that the role of a library in an academic enterprise is to maintain the importance and relevance of the academic library as a place of intellectual stimulation and a centre of activity on campus.

An academic library should seek to identify, meet and exceed customer wants and needs, welcome, guide and support customers both internal and external and provide access to information in the most useful way. Hisle (2002:2) points out those academic libraries should support new users by providing
them with appropriate services and resources, whether they are distance education students or those involved in new teaching and learning methods.

Hisle (2002) further warns that the organisation patterns of academic libraries are thought to be barriers to providing these students with access to instructions and information appropriate to their education. This view is echoed by Wand (2005:1), who contends that the library should support learners no matter where they are or what time their information needs arise, recognizing that their services will be in demand both on and off site. She points out that the library should link users to the sources of information.

Civic Technology (2009:1) warns that public and academic libraries face a plethora of information age challenges, in a world of customised service, where Amazon.com knows which books a customer might want to read and Netflix. inc. suggests films a customer may want to watch. Civic Technology further advises public and academic librarians that, they have the opportunity to reinvent their customer relationships and to strategise on how to create meaningful relationships with potential customers, and those that start to understand their customers’ needs and develop products, services, and programmes to meet those needs, will survive in the 21st century.

1.2 Contextual setting
This study was focus on exploring the customer care function within an academic library using the Moi University Library system as a case study.

1.2.1 A brief background of the Moi University Library
The Moi University Library was established in 1984 along with the Moi University. It started its services in a small wooden building at Kaptagat country hotel where students and lecturers were temporarily accommodated. In January 1985, the library was moved to the then new campus at Kesses and located in a three-bed roomed residential house. As it continued to grow and expand, the library moved three more times on the main campus before its final destination at the Margaret Thatcher Library (MTL) building. The library was established according to the policy existing at that time, to have one main library building to serve the needs of all university members. After 1990, the period of exponential expansion of academic programmes, branch
libraries were soon established to cater for the needs of users geographically located away from the main campus.

At the inception of the university in 1985, the idea to construct a modern library building which was later named the Margaret Thatcher Library (MTL) was mooted, and the search for a donor begun. Lady Margaret Thatcher, the then British Prime Minister, made a historic visit to Moi University in 1987. The construction of the MTL began in November 1990 and was completed and occupied in 1994. It is currently among the largest, fully equipped and well-furnished university libraries in the East African. It currently has 14 branch libraries. These are the School of Medicine Resource Centre; the Eldoret West campus; the SES Documentation Centre; the School of Business and Economics library; the School of Law Library; the Mombasa Campus Library; the Alupe Campus Library; the Garissa Campus Library; the Rongo Campus Library; the Odera Akango Campus Library in Yala; the Nairobi Campus Library; the Kericho Campus Library and the Kitale Campus Library. The main library, also known as the MTL, plus the 14 branches together form the Moi University Library.

The Moi University Libraries offers various services such as reference and information services, current awareness services, dissemination of information services, online public access catalogue, audio visual services, interlibrary loan services, CD Rom databases, circulation services, electronic services, information literacy services and reservation services.

The overall administration of the Moi University Library operates from the Margaret Thatcher Library (MTL) building. The current organisational structure of the library is as follows; the library is headed by the university librarian, two deputy university librarians, senior librarians who are heading branch libraries and some are heading departments in the library, senior library assistants, library assistants and library attendants. The objectives of the Moi University Libraries as discussed in (http://www.mu.ac.ke/) is to:

- Expand the capacity of the libraries continuously to facilitate the university's core business of teaching, learning, research and extension.
• Acquire and manage relevant information materials and provide information services to the university community.

• Facilitate communication and dissemination and presentation of knowledge.

• Train users on information literacy skills in order to facilitate the full exploitation of information resources and services.

• Provide an adequate and conducive environment for users

The Moi University Library is working towards fulfilling the above objectives by establishing each campus with a library in response to user needs and by expanding the activity area where they can explore the breadth and depth of information and create knowledge.

The library also acquires information materials and manages information services by employing qualified staff, providing quality collections and information in support of the university research and its mission. Furthermore, it provides a service by acquiring materials through interlibrary loans, direct purchases donations, photocopies and also linking them to where the information can be found in order to support students learning and teaching.

On the other hand, the library also trains their customers/users with regard to information literacy skills in order to facilitate the full exploitation of information resources and services that are also fully integrated into the curricula. Similarly, the library also provides the principle learning environment outside the classroom by providing a place of quiet study, an arranged service, ample space for seating and creating an attractive and welcoming environment, and a highly competent and visible staff.

However, with the expansion coupled with an increasing number of customers, storage space restrictions and with a low level of funding, has caused the library not to meet its objectives such as providing important programmes such as customer care programme.
1.2.2 Moi University Library customers

Moi University has established branch libraries to serve different campuses across the country and to provide services to different types of customer with varied needs. The libraries serve approximately thirty thousand (30,000) customers/users on all the campuses. The primary customers/users are the academic staff and students of Moi University. In addition, there are also the university’s management, administrative and general staff, including library staff, who have a wide range of diverse information needs. Furthermore, other educational institutions, their students and staff as well as other libraries within the country and communities around the university campuses are also significant clients of the Moi University Library. In developing services to meet the needs of its clients, the Moi University Library has identified categories of students in terms of disciplines, programmes, courses as well as the level of study and the learning approach. All students want quality services because they are paying for their education.

These customers use the libraries in different ways; they look up, locate items, borrow items, make photocopies, print items or return items. Some are looking for a leisurely “eat in” experience, borrowing, studying and working in-depth, individually or in groups. Some clients use libraries to “self-serve,” others want detailed help and guidance with a “menu” choice. Many others now remain at home or in their offices and “order in” the information they require, especially the mature entry students who are working and studying at the same time because they do not have time to visit the library. Furthermore, the libraries collect many statistics and these can be analysed to understand the changing client needs.

The library can determine both the area’s most heavily used and the areas that are weak in terms of the use of materials borrowed by customers/users; this will assist in the acquisition of the information materials. Their customers/users want basic services and competence, reliability, responsiveness, timeliness, honesty and a caring approach. They want everything to work properly and they want assistance with the use of both the library and its resources. They want promises made to them to be kept and they want what they need, when they need it. Students want information
content for assignments, research or knowledge acquisition. Furthermore, they want assistance with assignments and research support. They want e-books and e-journals and real books and real journal articles. In addition, they want training and motivation in resource discovery, Information Technology skills and equitable service delivery. In short, they want instant gratification.

1.2.3 Background of the problem
As the Moi University Library expands by establishing branch libraries to serve different campuses across the country, it also expands in terms of the population and diversification of academic programmes and needs. This expansion, coupled with the rapidly increasing number of customers, puts pressure on the need for efficient, effective and timely delivery of library services. The expansion of the population together with the diversified programmes characterised by little improvement of the infrastructure and increased staffing results in many challenges. Some of these challenges include an increase in the number of customers/users, competition in accessing the few current available information materials and the lack of adequate funds to acquire more resources.

In addition to the above pressures, the programmes offered by some of the colleges require library customers/users to be made aware of current information in their field of expertise. This demands that databases, digital products, internet services, printers, photocopying machines, current journals and newspapers be in place. These demands can only be met adequately if there is a customer care programme in place. Satisfaction of the customers/users with the services offered is crucial in making the library grow by recommending new customers to it and also keeping those it has. This ensures the long-term survival of the Moi University Libraries because it remains relevant to its clients.

1.3 Statement of the problem
Even though the concept of ‘customer care’ has been applied in the private sector to ensure effective service delivery, the concept has not fully developed in the public sector and especially in academic libraries and with regard to information services. This is because librarians have always worked on the
assumption that serving their customers is a natural focus of their work and, as long as they performed their functions well, no additional effort was required. Academic libraries specifically assume that they have a knowledgeable clientele whose focus to succeed in their academic and scholarly work will keep them as customers/users of the library even without customer care interventions. In view of this, customer care functions are significantly absent or minimal in many important public university libraries such as the Moi University irrespective of being among the largest, best equipped and well-furnished university libraries in East Africa.

In Kenya, in particular, the idea of customer care has not received much attention as evidenced by the dearth of literature on the subject, Thus it is not always clear whether or not there is any effort to establish or implement customer care in academic libraries such as the Moi University Library.

1.4 Aim of the study
The aim of the study was to investigate the state of customer care at Moi University Library in Kenya.

1.4.1 Objectives of the study
In order to achieve the aim, the objectives of the study were as follows:

1.4.1.1. To determine the composition of Moi University customers;

1.4.1.2. To determine the extent to which their information needs are being met;

1.4.1.3. To identify and evaluate the quality and relevance of information services/products, provided by Moi University Library;

1.4.1.4. To establish if there are customer care structure and policy in place;

1.4.1.5. To explore the customer care practices of the Moi University Library and;
1.4.1.6. To determine the challenges encountered in the process of offering customer care programmes and make recommendations.

1.4.2. Research questions

The study was guided by the following research question;

1.4.2.1. Customer care entails that all critical aspects about customers that are necessary to meet their needs are well taken care of. How do the MU Libraries ensure that customer’s needs are taken care of?

1.4.2.2. What products/services are provided by the MU Libraries?

1.4.2.3. Are the customers aware of the product/services provided by the MU libraries?

1.4.2.4. Do the services/products provided by the MU Libraries meet their customers' needs?

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

1.4.2.6. What are the customer care practices?

1.4.2.7. How does the top management support customer care practices in MU Libraries?

1.4.2.8. What are the challenges encountered while using the library services?

1.4.2.9. Based on the identified challenges, what are the ways of improving customer care program in MU Libraries?

1.5 Motivation

The researcher’s interest has been inspired by the concerns raised by civic technology (2009:1) that public and academic libraries face a plethora of information challenges and that those libraries that start understanding their customer’s needs and develop products, services and programmes to meet those needs – will ultimately find success as a 21st century community leader. Another concern raised by Talley (2001:1) is that in the present context, library customers can choose where they can go for information and the
library and information centre may not be their first choice, prompted this research.

The studies referred to above, indicate that customer care is an important issue for library and information managers in order for it to survive in the market. Another study on aspects such as customer care and strategies adopted in academic libraries, were conducted by Dlamini (2006) in Kwazulu Natal. This research revealed, in general, that academic libraries do not have proper methods and strategies for conducting customer care.

The Moi University Library is the largest, best equipped and furnished university libraries in the East and Central Africa region, whose study’s lessons and practices will be applied in Kenya and other countries in the region. Therefore, this study will strive to contribute pertinent information on how to handle customers in public libraries to help make them able to compete with other competitors such as the Internet and electronic or print document delivery services.

1.6 Significance of the study
The study intended to explore and contribute to the improvement of customer care services in academic libraries in Kenya. It is expected that the findings will help not only the Moi University Library but also all the academic libraries in Kenya in planning, implementing and improving a customer care program. The study may also be of significance to research, learning and information literacy among customers of academic libraries, especially the new users. It may also help the researchers in gaining knowledge on the customer care programme as applied in academic libraries. It may contribute to the growing number of literature on customer care and academic research, more especially in Kenya where little has been written on the subject, particularly in relationship to customer care in non-profit making organisations.

1.7 Scope and Limitations of the study
The study will only look at the state of customer care at Moi University Libraries. The limitations of the study are:
• As the data will be collected through questionnaires, there are chances of biased information that will be provided by the respondents.

• The researcher may not be able to interview all the staff because of time and distance and resources.

• The researcher may not be able to cover the entire Moi University Libraries because of the limitations imposed by distance, resources and time.

1.8 Ethical considerations
This research was based on the four internationally established and accepted moral principles promoted by University of South Africa (UNISA), including:

• Autonomy (the study respects the autonomy, rights and dignity of research participants);

• Beneficence (the study makes a positive contribution towards the welfare of people);

• Non-malfeasance (the study could not cause harm to the research participants in particular or to people in general); and

• Justice at (the benefits and risks of research will be fairly distributed among people) (UNISA 2007:9).

This study adhered to the ten general ethics principles of research as per the UNISA Policy on Research Ethics (UNISA 2007:9). The following ethical statements therefore guided the research:

• A written confirmation of authority to conduct the research was provided to the participating institutions, explaining the nature of the study.

• An informed consent form developed for participants to sign before engaging them in research. The right to participate was voluntary and information to withdraw voluntary any time was mentioned in the form.

• The purpose and procedure of this study were explained in the questionnaire and during the interview survey.
• This study protected the anonymity of individual roles and incidents during the research.
• An accurate account of the findings was presented during the interpretation of data (UNISA, 2007:9).

1.9 Definition of terms
The following terms used in the study are defined as follows:

1.9.1 Academic libraries
Academic library is defined as a “heart” of academic institutions, providing a base venue from which students and faculty members can conduct research and advance knowledge (Simmonds & Andaleed, 2001:266).

A building in which collections of books, CDs and newspapers are kept for people to read study or borrow (The Advanced Learners Dictionary, 2006:850)

1.9.2 Customers
The term customer is defined as a person or an organisation that buys something from a shop or a business (The Advanced Learner's Dictionary, 2006:354).

1.9.3 Customer care
Customer care is a customer service that comprises a series of activities designed to enhance the level of customer satisfaction – that is, feeling that the product or service has met customer expectations (Dlamini, 2004:1).

1.9.4 Public university
A public university is a university that is predominantly funded by the public means through nationals or sub-national government (The Advanced Learner's Dictionary, 2006:854).

1.9.5 Customer service
Customer service is the amount and how a business satisfies its customer’s needs, customer services consists of offering fair prices, products, clear information, efficiency within the business, responding to enquiries and many more (Hernandez 2010:1).
1.9.6 Customer satisfaction
Customer satisfaction is the degree to which an organisation's product or service performance matches the expectations of customers (Bernedt and Brink, 2008:48).

1.10 Outline of chapters – Organisation of the dissertation
Chapter one – Introduction: This covers the introduction, the conceptual and contextual settings and statement of the problem, motivation of the study, aim and objectives of the study, significance of the study, hypotheses and definition of terms.

Chapter two – Literature review:
Chapter two covers literature reviewed from books, journals articles and internet Resources.

Chapter three – Research methodology: This chapter focusses on how the research will be designed and conducted and covers sections on the research method, study population, data collection techniques, data collection procedure, and data analysis.

Chapter four – Data presentation, analysis and interpretation: This chapter will present an analysis of data from the questionnaires and interviews.

Chapter five – Discussion of results: This chapter will discuss the results of findings from chapter four.

Chapter six– Summary of findings, conclusions and recommendations: This last chapter will provide the summary, recommendations and conclusions based on the research findings.

References–This study adopted the Harvard referencing style as recommended by the Department of Information Science (UNISA 2010:49). The facts, ideas or arguments of other authors cited in the study were identified and acknowledged.
1.11 Summary
This chapter provided the background information for the research. The introduction established the concern leading to the research problem. The emerging trends in customer care in public university libraries worldwide were highlighted, alongside the accompanying challenges. The terms and concepts used in the study were also defined in this chapter. The status of customer care worldwide was also provided.
A description of the research problem and justification of the study were also provided. The purpose statement and research objectives and questions were then stated. The scope and limitations, key assumptions and ethical considerations were also outlined in this chapter. The chapter ended with an outline of the thesis and the referencing style adopted.
CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction
This chapter presents a literature review on customer care with special focus on practices in public university libraries. Kombo (2006:62) describes a literature review as an account of what has been published on a topic by accredited scholars and researchers. He explains that it is a critical look at the existing research that is significant to the work that the searcher will be carrying out.

According to Gall and Borg (2007:98), the purpose of the literature review is to inform the reader about what is already known and what is yet to be known, about problems or questions that a researcher plans to investigate. O’Leary (2007:97) adds that, a literature review is undertaken to inform people what is happening in the field; gaining a level of topical and methodological knowledge and expertise and finding potential gaps in literature that may point to potential research questions. In addition, it evaluates common typical methods critically and facilitates the development of your own methodology approach. Kombo and Tromp (2006) summarised the importance of literature review in research as follows:

- It sharpens and deepens the theoretical foundation of the research.
- It gives the researcher insight into what has already been done in the selected fields, pinpointing its strengths and weaknesses.
- It enables the researcher to know the kind of additional data needed in the study.
- Understanding of previous works help the researcher to develop a significant problem, this will provide further knowledge in the field of study.
- Wide reading exposes a researcher to a variety of approaches with regard to dealing with the research issues.
• It helps in developing analytical framework or a basis for analysing and interpreting data.

2.2 Theoretical framework
According to the literature, there are a number of conceptual studies that have been done on relationship marketing theory.

2.2.1 Relationship marketing theory
The study was informed by the relational marketing theory (RM) that builds on the transactional approach to marketing which is defined by Keefe (2004:17) as “…process of planning and executing the conception, pricing, promotion and distribution of ideas goods and services to create exchanges that satisfy individual and organisational objectives.” This definition is centered on the concept of the marketing mix that includes product/service, price, promotion and distribution to ensure customer satisfaction. However, the customer is considered as a passive entity that should either accept or reject the product or service. Gronroos (2007:22) provides a more proactive definition of marketing and states that its purpose is to:

, identify and establish, maintain and enhance, and when necessary, terminate relationship with customers so that objectives regarding economic and other variables of all parties are met. This is achieved through mutual exchange and fulfillment of promise.

In turn, Gummessons (2008:5) defines relationship marketing as the “interaction in the network of relationships,” which is a paradigm shift from transactional to relational marketing. Transactional marketing is focused on individual transactions based on finding out customer needs and offering the relevant services. Relational marketing, on the other hand, provides a new approach to communication with customers or a loyalty programme. It emphasizes users or customers rather than products/services. According to the relational marketing theory, every employee has a marketing role as its role is focused on the way the organisation deals with its user community. RM is cross functional or a blend of the two approaches.
2.2.2 Relevance of the theory to the current study
RM is derived from the marketing concept of ‘business management,’ which has moved from a product oriented to a customer oriented approach. This model is relevant when addressing customer care in both private and public sectors. Academic libraries can therefore adapt to RM by focusing on building relationships and meeting the expectations of customers.

Customer care is a customer service that seeks to acquire new customers, provides superior customer satisfaction and builds customer loyalty (Dlamini, 2006:1). The definition by Dlamini concurs with the guiding principles of RM. The main focus is on the customer and not the product or service. The concept of ‘customer care’ has been associated with the private sector, and it has not featured much in the public sector. In the private sector, customer care has been linked to the issue of profitability, competitive advantage over rivals and effective service delivery. According to Talley (2001:1), librarians have worked on the assumption that serving their customers is a natural focus of their work and, as long as they have performed well, no additional effort is required. However, today as never before, library customers can choose where they go for information and the academic library may not be the first choice as they have other options such as cyber cafes.

The application of RM will ensure that the library determines the customers’ needs and wants in a changing environment. The information will be used to create products and services that satisfy them. The provision of excellent customer care entails making every effort to satisfy the customers’ needs and requirements. Over the years, private libraries in particular, have borrowed successful customer service strategies from the corporate world, which are yet to make inroads in public libraries, hence the motivation to conduct this study. This study conducted customer care studies, surveys and audits and explored segmentation and customer needs; customer care practices; customer care products and services and the challenges of customer care in the library. This may help in building relationships and provide quality services geared at customer satisfaction.
2.3 Identification of library customers
Every organisation of every kind has customers, even if it is difficult in some cases to decide who they are. A customer is anyone who receives a product, either a good or a service from an organisation. Marketing theory portrays customers as internal, external and corporate customers, and arranges them as potential target markets. Arden and Edwards (2009:12) defines customers/users as any of a range of people or organisation. Customers always have particular requirements each individual differ in their needs and desires due to demographic differences such as age income and education, In most situations the customers always pay to obtain the product, but this is not always the case. For example, library users are increasingly referred to as the ‘customers’ of the library that they use, but the majority of them do not pay directly for the service they receive. Customers both current and potential-are the focal point and the reason for the organisation's existence and for any organisation to survive they must take their customer seriously so that they don’t lose them. A customer, within the context of this study, will be taken to constitute persons that use the academic library.

2.3.1 Library users
The most crucial component of the 21st century library is the users/customers. Who is the library user? Everybody who uses information, either to support their organisation business and professional activities, or for education purposes, leisure or community involvement is a library user. Anyira (2011:1) defines a user as anybody who visits the library with the purpose of exploiting its resources to satisfy his/her information need. He further explains that the underlined word "visits" includes remote access to the library portal or website. Library users are the people who avail themselves of the services offered by a library and they are the focal point for the library and information services. Libraries attempt to meet the needs of diverse and complex groups of users who have varieties of special interests and demands. One fundamental aim of an academic library is to formulate a philosophy of intellectual freedom, and to provide access to all sources of information to their users.
Simmond and Andaleeb (2001:1) notes that competitive pressure, information availability, rising costs, and increasing awareness mandate that academic libraries become more user focused, this calls for a better understanding of library users and their needs in order to provide the appropriate type and level of service that meets their needs. One way of doing so, is to understand who the customers/users of an academic library are.

2.3.2 Customers served by academic library

An academic library is an important agent in the pursuit of academic excellence in the university system. Its goal is to support the objectives of the university which is learning, teaching, and research and community services. Wand (2010:1) describes an academic library as a source of intellectual and knowledge coherence for the university. Simmonds and Andaleeb (2001:266) describe an academic library as the “heart” of learning, providing a place for students and faculty to do their research and advance their knowledge. In addition, Schmidt (2006:1) notes that in an academic library, the primary clients are the staff and students. Schmidt further explains that there are other significant academic libraries who include administrative staff, including library staff, as well as university management who have a wide range of needs, other educational institutions and their students or staff are also significant customers/users for libraries that participate in document delivery services.

2.4 Segmentation and customer care studies

This section discusses segmentation and customer care studies in public university libraries.

2.4.1 Segmentation and customers information needs

According to Kassim (2009:1), satisfying customer’s information needs in academic libraries has always been the primary objective of libraries and librarians. Every year, new customers/users come to the university with different needs and expectations. Generally, they want basic services. They want competence, reliability, responsiveness, timeliness, honesty, and a caring approach. They want everything to work properly and they want assistance with use both of the library and of the resources.
Students/customers want information content for assignments, research or knowledge acquisition. They want assistance with assignments and research support. They want e-books and e-journals and print books and real journal articles.

They want training and motivation in resource discovery, IT skills and equitable service delivery (Schmidt, 2006:5). This calls for the need for customer care programme. Dlamini (2006) note that customer care is a customer service that seeks to acquire new customers, provides superior customer satisfaction, and builds customer loyalty. Further, the author adds that customer care has to do with good customer relations so that their expectations on products and services will produce the benefits and standards promised.

For academic library to ensure that products/services are of benefit to their customers there is need for market segmentation. This is the process by which customers are grouped into smaller, more similar segments to achieve a different group size to be able to offer a standard market mixed (Rowley, 2000:2). Esri (2010:1) and Schmidt (2006:1) describes market segmentation as the categorisation of potential buyers into groups based on common characteristics such as levels of study segregated into undergraduate and postgraduate studies, and faculty/discipline.

Rowley (2000) advices that in order to respond effectively to the customer needs of groups of customers, organisation such as the academic library will segment their customers into groups of people with similar needs, and then create a profile of that group. Civic Technology (2009:1) advises that public and academic libraries can use market segmentation to achieve growth in the number of customers; realise a higher return on investment in materials and services; and increase the utilisation of their resources (e.g., books, DVDs, etc.) across a higher number of people. Rowley (2000: 2) observes that all members of a market segment have common characteristics. She elaborates that segmentation offers a better understanding of customers and their needs, better understanding of competitors; more effective targeting of resources and tailored marketing communication. Civic Technology (2009:1) and Millsap
(2011: 1) found out that public and academic libraries can specifically use market segmentation in the following cases:

- The library can use market segmentation to know about their current and future customers in order to work well for them. These will help the library to know more about their lifestyles and consumer habits, how they spend their leisure time, how they get news and information. This information will give the library a definite edge in predicting and anticipating customer wants and needs.

The library also will have the very clear picture of the open market potential in the service area, and they will begin to understand the strategies they need to pursue to achieve the following goals:

i. Increase existing customers’ satisfaction; and

ii. Increase existing customers’ usage.

- Market segmentation data can be used by the library to evaluate and plan programmes such as customer care and to help decide how to deploy services (such as DVD and book dispensers and bookmobiles); the data can also be used to develop specific plans and messages for market segments to build awareness and to entice more people to use the library.

- Market segmentation data will consistently drive how the library communicate with customers and potential customers and that it will help determine which collections, services, and programmes they will provide and how they will deliver them in the future.

The authors’ above are of the view that connecting with people and building relationships based on real knowledge about library customer is very important. The data that will help the library develop relationships is market segmentation. These will help the information professionals, to affirm their commitment to serve their customers by using the best information available (Millsap, 2011:1). Segmentation, is then, based on the premise that any product/service created should offer the benefit that customers seek and this
brings the whole issue back to the central theme of customer care—what matters most to the customer.

2.4.2 Conducting customer care studies
As the needs and expectations of library users change in the digital environment, academic libraries should find the best ways to define their user/customer needs, and understand what they value, and provide information services to meet their demands. Dlamini (2006:29) notes that an organisation/library must find out what these customers want. The author has explains that libraries need to focus on the requirements and expectations of end-users, in order to determine their needs and their wants. Once this is done, it will be easier to evaluate the degree of current available products and services. There are several ways that are available to the information professionals to determine key needs and obtain input on preferred solutions. Plosker (2002) a support by saying that while all of the tactics are viable, he suggests the use of surveys interviews and information audits will provide a framework and foundation for all other approaches.

2.4.2.1 Customer care survey
User surveys are often used when information professionals want to strategise on expanding the reach and recognition of library services and programmes such as customer care programme. According to Convey (2002:1), surveys are an effective way to gather information about respondents' previous or current behaviors, attitudes, beliefs, and feelings. Survey is the best way both to ascertain what customers desire to inform them of capabilities they are an aware of or don’t use. Survey also gather comparable information from relatively large number of people and are good for gathering quantitative information. A survey can tell the characteristics of users; demographics, how often they use the library services and their attitude towards library services. Plosker (2002) summarises that surveys will reveal service issues and opportunities, identify (unmet) needs, have implicit marketing functions, and utilize limited resources in a more efficient manner by obtaining input for strategic planning.
2.4.2.2 Focus group discussion

According to Vogt (2004:16) focus group discussion is a qualitative method of customer survey. He explains further that, it is a special form of group discussion used for the purpose of measuring quality in libraries, on topics of customer satisfaction. Higa-Moore (2002:1) adds that the use of focus groups is to determine customer satisfaction with library resources and services in extensive and well established manner by responding to questions about their long-term library and information needs.

Academic libraries can also use a focus group on the question about customer satisfaction, general satisfaction with the library performance such as staff friendliness, quick service and opening hour. The intent of the focus groups is usually to enhance staff knowledge about the needs of their customers or to determine customer satisfaction levels with services or resources. This information can be used to address relatively short-term concerns by improving, developing, eliminating, or acquiring services or resources based on the input received from the customers (Higa-Moore, 2002:1).

2.4.2.3 Information audit

Botha and Noon (2003:1) defines information audit as systematic examination of the information resources, their use and flows and there management in an organisation. The authors further explained that information audit involves the identification of users’ information needs and how effectively (or not) these needs are being met; the (monetary) cost and the value of the information resources to the organization are calculated and determined. An Information audit will reveal where the information come from, where it goes, how it is used and transformed, who keeps it and shares it. Similarly, Plosker (2002) summerises that the major purpose of an information audit is the identification of users’ information needs as well as how well these needs are met by the information services department.

2.4.2.4 Interviews

Plosker (2002:1) notes that reference interviews work best for evaluating information needs, staff responsiveness, and attitudes toward the library and
information services in general. Interviews are the best technique for tracking the flow of information within the library. Reference interview remains a valid avenue to determine what a user needs. Dobson (2000) explains that librarians might ask additional questions at the conclusion of the traditional reference interview to see if key users have ideas on enhancing and extending user services. It is believed that once the library has conducted customer care studies, the library need to evaluate the quality and relevance of the information product/services they provide.

2.5 Identification and evaluation of the quality and relevance of information products/services provided by an academic library

The previous section discussed segmentation and customer information needs. However, this section discusses quality and relevance of information products/services provided by an academic library

2.5.1 Customer care products and services
Customer care products/services offered by academic library have to be seen in the context of the following:

2.5.1.1 Customer care products in libraries
Dlamini (2006:23) refers to the product as anything that can be offered by a library to satisfy customers/users need. Philip Kottler (as cited in Weingard, 1999:86) author of marketing for non-profit organisations asserts that, the library’s product can be arranged within three dimensional: i) structure of the product mix; ii) product line and iii) product item. For example, in the library situation, books, periodicals, films records, CDs, pamphlets, circulation, interlibrary loan, online searches, film series customer care are all classified as “product mixed” whereas the programmes of the library are referred to as “product line”. In this category, a product item would consist of bibliographic instructions and lectures.

According to Weingard (1997:34) the concept of product is less well defined in the not-for-profit world. She explains further that, the milieu in which libraries operated and the identities of various library products are both tangible (the collection bibliographies, pathfinders, research report) and
intangible are (reference services, circulation programmes, readers or leaner's, advisory, online services, interlibrary loan, information and referral. Dlamini (2006:23) further identifies information products as traditional journals, electronics journals, CD ROM, books, newspapers cassettes and microfilms. Different authors have described them differently as follows:

2.5.1.1.1 Scholarly journal
Reitz (as cited by Mgobozi:13) defines a scholarly journal “as a scholarly periodical devoted to disseminating current research on developments within a specific discipline, sub-discipline, or field of study, usually published quarterly or bimonthly”. Most journal articles are longer than five pages and include a bibliography. These journals may be distributed in various ways such as CD-ROM and internet and most of the libraries don’t lend them out to their customers.

2.5.1.1.2 Electronic journal
An electronic journal has been described (McMaster University Library, 2008) as publication made available in a computerised format and distributed on the internet. Mgobozi (2002:13) describes electronic journal as serial publications that are available in digital format. Mgobozi further explains that electronic journals may be distributed in various ways such as CD-ROM and Internet and those delivered through Internet are available through World Wide Web and e-mail and some are in ASCII text while others are in HTML format. There are some which use formats such as Adobe's PDF, some are purely electronic while others also appear in print form (Mgobozi, 2002:13). Users have a free access to some electronic journals while they have to subscribe to others.

2.5.1.1.3 CD ROM
According to Advance learners dictionary (2006:1) a CD ROM (Compact disc read only memory) is type of optical storage media that allow data to be written to it only once. Rutgers University Library (2012) explains that, some CD ROM databases are available on standard alone or locally networked station and these CD ROM databases include the same type of information as
printed periodical and abstracts and online databases. In some cases they include the full text of journal article, books.

2.5.1.4 Books
A book is a printed, illustrated, written work or blank sheet, made of ink, paper, glued or sewn together along one side and bound in hard cover or paper back covers (Dictionary.com, 2012:1).

2.5.1.5 Newspapers
Dictionary.com. (2012) describes a newspaper as a weekly or a daily publication casually issued daily or weekly consisting of either folded sheets containing articles on the news, features, reviews and advertisements, often shortened. It is usually printed on relatively inexpensive, low grade paper such as newsprint; most newspapers are now published online as well as print. The online version are called online news site.

2.5.1.6 Microfilm
Dictionary.com (2012) describes a microfilm as a film which printed material are photographed at a great reduced size for ease of storage. The dictionary further explains that microfilm can only be read by a special machine and they are also kept in audiovisual section of the library.

2.5.1.2 Customer care services in libraries
According to Hernandez (2010:1) customer service is the extent on how and the means by which a business satisfies its customer’s needs. It consists of offering a fair “prices, products, clear information, efficiency within the business”, and responding to enquiries and thanking customers and telling them to have a nice day. Hernandez explains further that to gain or retain customers, a good business must provide services and products that another competitor does not. In a library situation for example, services such as interlibrary loan, free internet services, long opening hours of the library, and new books on the shelves, a good parking lot, and thanking them for using the library would be unique services provided. The following lists below are some of the services provided in academic libraries.

2.5.1.2.1 Circulation service
Library circulation or library lending services comprises the activities around the lending of library books and other material to users/customers of the library. A circulation or lending department is one of the key departments of a library. It is the main service point, usually found near the main entrance of a library; it provides lending services and facilitates for return of loaned items (Rutgers University Libraries, 2012). Renewal of information materials, payment of fines for overdue materials and basic search and reference services are also handled at the circulation desk, though more in-depth questions are usually referred to reference librarians at the library reference desk.

2.5.1.2.2 Reference services
The first place a library customers/users should stop for help with their question or research is the reference desk. The reference desk or information desk of an academic library is a customer service counter where customers/users are provided with direction by reference librarians about library materials, advice on library collections and services, and expertise on multiple kinds of information requested by them (Rutgers University Library, 2012). In the reference service the reference librarian receives different types of question, such as:

- I need some information on hypothyroid diseases?
- I'm writing a paper on the history of Ogiga Odinga do you have a book that I can get more information?
- Do you have Kenya Nation newspaper?

Sometimes questions are quickly resolved, while other questions seem easy but are actually quite detailed.

2.5.1.2.3 Online Database services
The databases provided by the academic libraries gives online access to valuable information including full text journal articles, dissertations, government publications, conference papers, technical reports on specific subjects and abstracts (Rutgers University Library, 2012). They provide citation information about the items they index, this citation consists of author, title of article, title of the publication, publisher and date of publication.
2.5.1.2.4 Internet service
The internet is the largest system of connected computer networks in the world. This information superhighway connects millions of campuses, states, regional, national, and international networks. On the internet, customers/users can have access to library catalogues, archives, specialised databases, electronic journals, conferences, newsgroups, software, multimedia, electronic mails, and many other resources and tools (Rutgers University Libraries, 2012). The academic libraries should try to adjust their services to these new realities while still serving the needs of users/customers that rely on more traditional resources.

2.5.1.2.5 Selective dissemination of information
Selective dissemination of information services is defined as a system which selectively and automatically disseminates information about new documents to researchers who may be interested in these materials (Moi University, 2011). It refers to tools and resources used to keep customers/users informed of new resources on a specific topic.

2.5.1.2.6 Current awareness services
Users of libraries are informed daily of current events through provision of services being offered through various means. This may involve means such as photocopying of newspapers citing important information items and placing them in a strategic area where users can access (Moi University Library, 2008). The purpose of this is to inform the customers/users about new acquisitions in the library. They can also use the display boards and also selective lists for circulation to customers/users.

2.5.1.2.7 Interlibrary loan
Interlibrary loan (abbreviated ILL, and sometimes called inter-loan, interlending, document delivery, or document supply) is a service whereby a customers/users of one library can borrow books or receive photocopies of documents that are owned by another library (Moi University Library, 2008:1). The customers/users makes a request with the library, the library then, identifies the library which owns the item and then places the request, receives the item, makes it available to the users, and arranges for its return.
2.5.2 Quality of information products/services

Library customers are becoming critical of the quality of services they experience and they want something done about it. A good quality library services is one which offers customers/users an “experience” with the services offered satisfying the customer’s themselves. Kiran (2009:163) defines quality as being “the overall evaluation of a specific service firm that results from comparing the firm’s performance with the customer’s general expectations of how firms in that industry should perform”. If a library provides appropriate information to the right user at the right time and in the required form, then it could be argued to be maintaining quality. Academic libraries must improve on the quality of their services to enable them face the challenges of information explosion in the 21st century. Derfert-Wolf and Goski (2005) argues that the quality of academic libraries is connected with services, product as well as staff, facilities, and space. Hermon and Nitecki (2001:690) states that service quality definitions vary across the literature and are based on four underlying perspectives:

a) Excellence, which is often externally defined.

b) Value, which incorporates multiple attributes and is focused on benefit to the recipient.

c) Conformance to specifications, which enables precise measurement, but customers may not know or care about internal specifications.

d) Meeting or exceeding expectations, which is all-encompassing and applies to all service industries.

Most marketing and library science researchers, however, have focused on the fourth perspective. Hermon and Nitecki, (2001:690) (the Gaps Model of Service Quality) uses the fourth perspective as a framework to identify the gaps created when performance either exceeds or falls short of meeting customer expectations.
Hernon and Altaman (1998:8) argue that quality services are multi-dimensional. There are two critical dimensions, these are content and context. Content refers to obtaining what prompted the visit—particularly material or information and study space in the library. While context covers the experience itself: interaction with staff, ease or difficult in navigating the system and the comfort of the physical environment, customer who come to the library as well as those who visit through an electronic highway experiences both the content and context (Hernon and Altaman, 1998:8).

Simmonds and Andaleeb (2001:2) observes that providing quality services in academic libraries is now a major issue among academic librarians; library customers see the library more in terms of the provision of access to service quality than as just a physical place. Adeniran (2011:12) explains that quality service is a competitive necessity for businesses and service organisations such as an academic library. Assessing service quality is therefore the first step in retaining customers in today’s competitive environment. When library customers are faced with a variety of alternative channels of information delivery, many of which are more convenient and can compete on cost, libraries need to re-examine the range and quality of services they provide and develop systems for consultation and cooperation with their customer needs and customer expectations to the highest degree. Whereas, Walter (1994:6), also advices that quality services require constant vigilance, training and commitment. He gives the following as the demands for quality services:

2.5.2.1 Delegation
Trusting employees and allowing them to make decisions is an important process in building capacity of employees. Managers need to delegate decisions regarding customers to their line staff. For, example, in a library situation, university librarians should delegate to library assistants who most of the time deal with customers. That is often difficult to do if you don’t have competent staff.

2.5.2.2 Providing autonomy and trust
Creating an environment in which an individual employee can make a mistake is important. Creating an atmosphere of trust and autonomy enables
employees to feel important and respected. These employees will provide the best services to customers.

2.5.2.3 Developing informed judgment
Rules, policies and accepted procedures are often convenient to hide behind. In a customer-oriented environment we expect line staff to make decisions and to use their judgment. But they require training and support to this. They also need access to good information in order to feel informed.

2.5.2.4 Creating risk taking environment
Libraries have been following their rigid rules that were set many years ago in their designs; libraries have not encouraged risk taking by delegating to their juniors. Customer care requires more authority by line staff to make decisions on the sport. They must be trained to provide the customer with good service, even if there is conflict with the policy. This requires the ability to take risk of being wrong. There will be mistakes at times as usual with any business. Employees need to know if they make a mistake they will not lose their jobs.

Harmon and Altman (1998:9), make a case that quality service is both personal to individual and collective among many customers. When the collective opinions of many customers become known and seem to agree, those opinions create a reputation for the library and of the quality of its services. However, Begun (2003:1) advised that an academic library must develop systems, philosophies, and strategies for managing quality.

2.6 Customer care policy and structures
Academic libraries are critical information providers and part of their work is to make information policies that guide all the areas of the library such as customer care programme. According to Kargbo (2007:1) policy is any written or unwritten law, regulations, rules or practices that affect the creation, acquisition, organisation and dissemination of the information they possess determines, in large part, their effectiveness. Mellings (2003:29) elaborates that “a policy is more often seen as a statement of principle, intended to provide a framework for decisions on a continuing basis”. University libraries have traditionally dealt with policy statements, which include the scope of
collection, borrowing of library material, etc. Cornett, (1999:1) explains and
advices that: library policies and procedures are the framework on which the
library operates. Library policy dictates the rules and regulations that form the
basis of the library's operation, while procedures dictate how the library
performs the services that it offers. They should have policies in place that
dictate both the internal functions of the library.

Talley (2001:5) however criticised the librarians by saying that the librarians
have had reputation for linking rules for rules sake, and for implementing rules
without regard to whether they are inconvenient to customers or actually get
in the way of the services they are trying to provide. Talley (2001) advises that
evaluating the information policy and procedures is an overlooked but vital
step in the process of accessing customer service and it forms the underlying
structure for the processes of providing services. However, Cornett (1999:1),
advices that “a library that has and follows good policies and procedures
ensures that every customers/users is treated equally and granted equal
access to library resources”. Similarly, New Castle University Library (2010:1)
states that libraries are committed to customer certification policy to ensure
that library:

- The library will put customers at the center of their services.
- The library will create a service responsive to their user needs.
- Provides a service, which is friendly, helpful and responsive to
customer needs.
- Provides the fullest possible service at all times, within the constraints
  of available resources.
- User complaints and suggestions scheme and user surveys to help the
  library improve services.
- Publicises the library range of services, library regulations and opening
  hours, and keeps users informed of any changes which creates a
  pleasant and welcoming environment in which users can work.
• Makes available materials and information resources appropriate to customer needs.

• Trains and develops the library staff so that they continue to provide quality service.

• Meets and exceeds customers’ expectations.

• Provides the highest - quality products, training and services to all customers.

• Treats all users with respect and courtesy.

• Is aware of and assists users with disabilities and users whose first language is not English.

• Keeps users informed about library services and opening hours, rules and regulations and publicise any changes.

• Consults users, for example by meeting with library representatives, conducting regular surveys of user opinion and providing a suggestions box.

• Offers a professional and effective service based on up-to-date information sources and modern technology.

University of Cambridge library (2002:1) points out that, personal information of customers/users may not be disclosed to other readers. This has also been supported by Jordan Hill Library- customer care policy (as cited by Dlamini, 2006:22) that libraries are expected to treat personal information in the strictest confidence in particular, by not giving any information supplied to the library to any other organisation or any other person without customers/users consent or unless the library is required to do so by the law. This personal information can be used by other people in a bad way and so the library needs protected it.
2.7 Practices of customer care
Academic libraries have entered a period of gross mutability, state of constant change; this calls for proper training for the staff, proper way of handling complaints and problems, good communication, good quality services, good customer care policy, customer orientation and methods for establishing customer care satisfaction in order to survive in the 21st century. Academic libraries should put customers on top of their agenda and priorities. They need to develop their core resources – staff. The human capabilities a library possesses will either empower or constrain it, and they also need to adjust to their programme and their approach to the collection, and to do so they need staff with different skills and willingness to explore new approaches and to break out from the established way of doing things.

2.7.1 Employees training and customer care
Mclean-Conner (2006:23) describes customer care as the face of the utility to its customers, having a team of talented trained customer service professionals can have a major impact on customer satisfaction. She further explains that every employee who interacts with the customer in anyway must have appropriate skills to respond, efficiently and effectively, to customer needs. This is because employees can enhance or jeopardise the relationship that the academic library has built with customers. Weigand (1997:101) advises that the library staff members should be introduced to the principles of customer care and emphasises the level of administration commitment behind the effort; she advises that, the library should establish a training program for all staff that will support the customer care programme.

Bailey (1996:2) supports by saying that this training should start at the top, but the courses at each level should defer to reflect the very different outcomes which are required, he suggests that customer care training for senior managers needs to be about the development and implementation of customer focus, he further says that training should target real understanding of customers’ requirements. Walters (1994:43) emphasises the need for training and retaining staff. She further explains that when a customer care programme is first implemented, there is a significant need for training. Training should be continued for all staff throughout their work life. Training
should emphasize the employee’s vital role in customer satisfaction by making the employees realise that they are all service providers, and that everyone in the library, from low to high should be able to handle any customers at any given time.

Barden (1997:2), points out that the modern information worker must be customer focused. He further explains that arguments that this has always been the case, even if this may not be correct in some instances, are not adequate for the information worker of the current modern age. The nature of customer care has changed. He further explains that, the kinds of customer care skills required by information workers of the twenty-first century include the following:

- The requirement that the customer comes first must be translated into entrepreneurial initiatives by the information worker not just to meet the customers’ requirements, but to exceed them and to delight the customer with a range of information options that will expand the opportunities available to the users of information services. Creativity must be integrated within customer care provision.

- Customer care, for the information worker will need to expand to take account of the continuous lifetime education of the user in the use of information resources. The information worker must be educated in the skills of marketing services.

- For the information worker of the future, a crucial contribution to the industry will be a continuing dialogue with information users on how best to extract new value added services from the configuration of information resources managed by the information worker. Training in modern customer service techniques will be crucial to the development of the new breed of information workers who will be perceived as an integral part of the wider business team rather than as an adjunct to the organisation only required when an information need is perceived.

In the light of the above, to ensure that quality services are provided, every employee who interacts with the customer in anyway must have appropriate
skills to respond, efficiently and effectively, to customer needs and complaints.

2.7.2 Complaint and problem handling

Another important issue in achieving customer care is immediate and effective handling of customer complaints management. Customer complaints are the magic in improving customer care programme. According to Weingand (1997:62) problem solving is an inevitable companion to improving customer care programme. If no problems were present, there would be no reason to be concerned about improving customer care programme for staff dealings with customers would already be excellent. But such an ideal situation is not a reality and no service providing organisation is without problems to attend to. According to Vogt (2004:10) complaint management is one of the qualitative customer satisfaction measurement method used to ascertain what satisfaction problems are present among customers. Walters (1994:49) adds that “complaints give as an opportunity to hear from the customers, and give as an opportunity to improve our services”.

Problems and complaints are inevitable and are part of a business process. If customers don’t complain, it is too often assumed that they have been satisfied, and yet, often time’s evidence suggests that only a minority of customers complain about bad service although the number will vary with the circumstance. A survey by American Airlines (as cited in Plosker, 2001:1) explains that;

one unhappy customer tells 9 to 13 other customers about his or her bad experience and only 4 percent of unhappy customers’ complaint to the company. For every person who complains, 24 other unhappy customers do not communicate at all, and 75 percent to 90 percent of unhappy customers who say nothing will never do business with the company again. However, the study also showed that 82 percent to 95 percent of those who complain will come back if their problem is resolved quickly.

This has also been observed by Vogt (2004:11) who explains that dissatisfied customers assume that their complaints will not achieve anything, they do not know to whom complaints should be submitted or are of the opinion that the
effort is not worth it. Vogt (2004) further explains that customer whose
complains have been satisfactorily addressed subsequently have a better
relationship with the institution than customers who never had a reason to
complain. The library should take the complaints seriously because the
problems interfere with customer’s satisfaction.

If something doesn’t go right, the customer wants it fixed immediately before it
also affect employees morale. If employees see a problem that they can’t do
anything about, it takes values away from their job. Therefore, the librarians
needs to make it easy for their customers to talk to them, to express their
concerns, complaints, and complements too. Walters (1997:49) suggests that
library staff need to develop a system that ensures responsiveness by the
entire library system and not just one office. However proper analysis of
complaints and problems allows an organisation to achieve dramatic increase
in the chances of doing things right.

2.7.3 Communication and customer care programme
In a customer care programme, communication contributes noticeably to the
creation of strong bond between the staff (who are the service providers) and
customers. Good customer care ‘wears many faces’; friendly staff, accurate
information, good behavior from staff, convenient service, speedy response,
right people with the right approach to customers, work issues and ethics and
so forth (Weingand, 1997:79). This has been supported by Walters (1994:25)
happy employees make customers happy, she further explains that
employees who are demoralised, who feel unappreciated, will demonstrate
their feelings to the customers. According to Weingand (1997) a welcoming
smile, a faxed magazine article, and adequate parking lot, a dial-in online
public access catalogue, and a bright and colorful library are important to
library customers. He further explains that communication is the heart of
customer care programme. Good communication builds commitment,
investment ownership; it gives people the opportunity to express themselves.

2.7.4 Customer satisfaction
The goal of customer care programme is to achieve customer satisfaction
through excellent service provision and also to build a relationship by the
library and the customers. Vogt (2004:4) point out that the aim of the library work is to satisfy as many customers as possible by utilising resources optimally. According to (Bernett and Brink, 2008:48), customer satisfaction is the degree to which an organisations products/services performance matches up to the expectations of customers. Kassim (2009:10) defines customer satisfaction as “a personal,” emotional reaction to a library service. Heron and Whitman (2002:32) explain that, customer satisfaction is a measure of how the customer perceives service delivery and possible shortcomings at a particular time. Bernedt and Brink (2008) further explains that the level of satisfaction depends on the degree to which the expectations are matched, i.e. a high level of satisfaction is achieved if the result exceeds customer expectations. This has also been supported by Dlamini (2006:121) who explains that customer satisfaction represents the degree to which a library has met the user’s needs and expectation. Dlamini point out that satisfaction is based on the concept of disconfirmation, which represents the gap that exists between customer expectations and services performance. The author is of the view that customer satisfaction creates win-win situation in which libraries gain valuable support from their organisations.

According to Rowley (1997:7) customer satisfaction depends on the customer experience from the moment the customer seeks to park the car or make a connection through the telephone network to the moment the customer leaves the library with appropriate information, document or leisure experience. Rowley (1997) states that the satisfaction quotient necessary includes the following:

- Contribution to fulfilment of customer’s goals for the use of the information or materials.
- Fulfilment of the customer’s specific wishes, needs and expectation.
- Customer anticipation that future needs will also be met, this components are essential attributes of customer satisfaction.

Libraries need to take action with regards to customer satisfaction, since, in the face of ever increasing competition in the leisure, education, and culture
sector; they must retain their ground and present themselves to the customer as an attractive option (Vogt, 2004). In the light of the above, satisfaction involves customer evaluation of products/services to determine if it measures up to a desired standard.

2.7.5 Customer Orientation
Libraries are facing so many changes and the increase demand on their services; the increased competitive environment, the need for accountability, the pressure on resources and an ever more demanding customer base (Gupta and Jambhekar, 2002:29). A customer oriented library is one that makes every effort to serve and satisfy the needs and wants of customers within the constraints of available resources. This study has adopted the definition of Vogt (2004:4) that writes that “customer orientation is the comprehensive, continuous establishing and analysis of customer expectations as well as their internal and external realisation into both entrepreneurial performance and interactions intended to establish stable and economically profitable customer relations in the long term”.

Adopting a market-orientated strategy is posited as a way of successfully managing the impact of changes in the library domain. For library customers it could mean more appropriate services that better meet their needs. For library staff it could mean a better understanding of their roles in achieving organisational and personal goals. For libraries it could mean survival. Lazano (2000:19) explains that customer orientation is based on an organisation commitment to design and develop products and services that meets customer needs. She further explains that, customers are at the center of organisation and is the reason for existence of such an organisation.

The Motto “everyone knows where the library is and who wants to get something from the library will go to them” is not valid any longer. Fortunately this attitude does not exist anymore in most of our libraries. The library should use all means to implement, to attract new users/customers or prevent loss of existing customers. Vogt (2004:3) explains that perfect customer orientation besides focusing on customers – requires the very best products. This means optimising the collection development based on well –defined profile and
respecting the wishes and needs of the customer as much as possible (Vogt, 2004). Furthermore, he explains that this does not mean giving preference to every customer wish but it means buying the media that is specific to the profile of the library and focusing on the main user group.

2.8. Challenges and suggestions for customer care in an academic library
The previous section discussed practices of customer care. However, section will address the challenges and suggestions for customer care in an academic library.

2.8.1 Challenges
The networked environment offers academic libraries challenges and opportunities in a number of areas including competition, need for training of library staff, library funding and changes in user behavior among many others.

2.8.1.1 Competition
Traditionally, libraries have been the center for providing the organisation with accessibility to written information, now, the business organisations have also engaged and marketed themselves as being in the “information business” competing with the library and information services, which is now threatening their role and even their very survival in the market. Simmonds and Andaleeb (2001:1) point out that “competitive pressure from other information providers; widely available information resources especially in the internet; rising costs of books, serials, and electronic resources; and emerging new technologies and services providing information to potential library users raise questions about the role of academic libraries in present times”. This has also been supported by Singh (2003:36) who noted that,

“Today libraries are facing serious competition from the profit making information industry which has seen the potential of an ever increasing information sector, sophisticated information retrieval system, management information systems that are finding their way into research organizations areas traditionally served by libraries”.

He also explains that with further involvement technology, innovations and a variety of abundance of information that is becoming available to information users, competitive pressure continues to intensify for academic libraries.
Based on the above, the library needs to market, improve on their products and services to face off competition from different information providers. They must evaluate their products and services to ensure that they meet customer expectations. It will be bypassed in favour of others that can provide better services.

2.8.1.2 Training of library staff
The nature of customer care has changed. The kind of customer care skills required by information workers of the twenty first century has changed and this calls for training for all library staff. Library staff require training for example, for computer-based catalogue, automated circulation systems, online access to machine-readable bibliographic databases, and the development and formalisation of personnel policies etc. Abba and Dawha (2009:1) assert that lack of training results in a lack of ability to use existing knowledge, poor customer care programme, which causes a lack of customer satisfaction, and lower productivity. Well-trained library staff know the scope and expectations of their customers. Jacintha (2012:2) explains that training of library staff enhances productivity and serves as a useful means of upgrading the human intellect and skills for productive employment. Training should target real understanding of customer requirements.

2.8.1.3 Changing customers/users behavior
Today’s customers are knowledgeable and are very different compared to the customer of just a few years ago. Easy availability and instant access to information due to variety of Information technology products and services has raised the customer expectations for information to an enormous extent, both in terms of delivery as well as quality of information service and product. Due to changes in the customer needs, the relevant traditional product and services offered in academic libraries should change to more electronic management.

Kassim (2009:34) observes that given this transformation, clients may need information to be encapsulated and supplied on continuous basis rather than spending time in the reference section of the information center scanning for relevant information. He has warned that libraries with limited array of
traditional services/products will find a sharp reduction in their customer base in the future.

2.8.1.4 Funding
So many University Librarians have lost or retired because of clashing with faculty and administration over how much funds should be allocated to the library and how fast the university library should change. Funding will always be the “big challenge” for libraries. Kniffel (2009:1) indicates that the shrinking budget impacts everything, from staff, to collections, equipment, and facilities. He further explains that budget cuts have created a culture of fear in the institutions, no more hiring of new staff and this has resulted in an inability to pursue desired projects/materials due to lack of funds, and more work for librarians as vacancies are not filled. The Library will conquer every challenge put before it if it has enough funding to acquire the resource.

2.8.2 Suggestions
Kalamazoo (2006:1) and Singh (2003:34) have made the following suggestions on how to improve on the challenges facing the library as follows;

- The academic library should network with other libraries. They need to share resources within cooperatives, while building and educating library staff to be outstanding example, of customer service and proactive involvement.
- The library should become a hub for the university community where the students and the academic staff gather for countless activities and materials.
- The library should provide information in a way that suits almost all the needs and wants of the present day customer.
- Library and information professionals should find out ways in which information can be marketed and managed, as the user expectations have greatly increased and they have become more concerned with the quality of the services and product.
• Academic library needs to step up and provide customer care programme, because the information we deliver can be obtained from elsewhere.

• The librarians should know that the resources allocation is based on the value of the service the library provides, and that value is determined by the effectiveness of the services in the lives of information customers.

• A customer relationship consists of an episode of encounters through resources facilities, services and service providers and so we need to build this networks, or refuse to do so, then a successful future is not going to be achieved by library and information

In the light of the above, library customers/users can choose where they go for information and the library may not be their first choice. The library needs to make a choice on how they make their decisions, which path they choose which will determine whether the library will be there in the future or not.

2.9 Summary
Customer care programme is indeed an urgent necessity, especially if an academic library wants to survive in the 21st century. This chapter has discussed customer care programmes as applied in this study. A variety of studies have also been reviewed which relates to the current study. The study has identified library customer and their information needs, practices of customer care, customer care products and services, quality of services, customer care policy, and challenges of customer care. The literature review in this study has helped to determine the importance of customer care in academic libraries.
CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Methodology

The main aim of the study was to investigate the state of customer care in public university libraries in Kenya: case study of Moi University Library. Specifically, the study was set to determine the composition of customers served and extent to which their information needs are being met, it was also set out to identify and evaluate the quality and relevance of information services/products provided by the Moi University Library. Consequently, the study was undertaken to establish if there is a customer care structure and policy in place and the and also to explore the customer care practices of the Moi University Library and; Lastly, to determine the challenges that are encountered in the process of offering customer care programme. This chapter also elaborates on the research methodology.

Kombo and Tromp (2006:70) define methodology as process applied in carrying out research. O'Leary (2004:85) defines the word methodology as a “framework associated with a particular set of paradigmatic assumptions used to conduct research”. Kombo and Tromp (2006:74) further explain that, this part of the research deals with the description of the processes applied in carrying out the research study. This study adapts from the two authors’ structures in describing the methodology. The chapter is therefore, organised into the following sections:

i. Research design

ii. Research site population

iii. Sampling techniques

iv. Research instruments

v. Data collection procedures

vi. Data analysis

The selection of the methods and their application are always dependent on the objectives of the study, the nature of the phenomenon being investigated and the underlying theory or expectations of the investigator (Babbie and
Mouton, 2001:48), These were considerations which were taken into account in this study because this study used both quantitative and qualitative methods as an appropriate approach to address the complexity associated with the study. The following section discusses the research design and methodology, study population, data collection methods, data collection procedures, data analysis and presentation.

3.2. Theoretical perspective of the study
Traditionally, the research approach has been dominated by two distinct orientations, i.e. quantitative and qualitative. But lately, the mixed approach has also asserted its potency. In order to provide sufficient perspective, the study briefly explains the elements of qualitative and quantitative research methods as outlined in detail in the sections below.

3.2.1 Quantitative research
In quantitative research, the goal is to determine the relationship between one thing (an independent variable and another dependent variable or outcome variable) in a population. Newman and Benz (as cited by Mostaghel, 2006:47) explain that, quantitative methods emphasise objective measurements and numerical analysis of data collected through polls, questionnaires or surveys. Quantitative method embodies a view of social reality in relations to research findings. Through this, the study outcomes will be subjected into the practices of customers of Moi University to see if the general findings shall closely resemble those found in other scientific models of similar public universities.

3.2.2 Qualitative research
Qualitative studies usually aim for depth rather than quantity of understanding. This type of research is much more subjective than quantitative research and uses very different methods of collecting data, mainly individual, in-depth interviews and focus groups. The nature of this type of research is exploratory and open-ended. Small numbers of people are interviewed in-depth and/or a relatively small number of focus groups are conducted. Participants are asked to respond to general questions and the interviewer or group moderator probes and explores their responses to identify and define people’s
perceptions, opinions and feelings about the topic or idea being discussed and to determine the degree of agreement that exists in the group.

Therefore, to show credence of the need for this particular research methodology, the study referred to Newman and Benz (as cited by Mostaghel, 2006:47) thoughts on qualitative research as “a multi method in focus, involving an interpretive, natural approach to its subjects matter”. In this situation, this means that this qualitative research will look at natural settings of Moi University, while attempting to make sense of, or interpret, its practices in terms of the perspectives of its customers. This is relevant in this study because qualitative research survey will yield detailed information as reported directly from participants and will further reflect the contextual settings of Moi University Library. This phenomenon is illustrated by a case detailed bellow.

3.2.3 Case study

Busha and Hunter (1980:151) points out that a case study is particularly appropriate for this type of inquiry; this approach allows a concentrated focus on a single phenomenon and utilisation of wide array of data gathering methods. Bryman (2008:52) adds that a case study entails the detailed and intensive analysis of a single case.

Kombo and Tromp (2006:72) adds that the case study seek to describe the unit in sufficient details, in context and holistically. Case study methods are useful for doing research because they help to focus on a smaller number of units than would otherwise be involved if the whole object were to be measured. In addition, Busha and Hunter (1980:80) and Kombo and Tromp (2006:72) states that:

- Case study allows close examination of unique problems of individuals groups or situation –something that other methodologies do not readily permit

- It also reduces the area to be studied, and increases the range of different units within the study that will help the researcher to understand complex organizational problems and deduce causes and effects of change.
• In view of concern about the social utility and responsibility of libraries, the case study approach to inquiry appears to be particularly appropriate in studying relationships between library services and variety of social problems.

Moi University was chosen as a case study. This university was established in the year 1984 as the second public university in Kenya and 31,723 registered students. There is a total of over 3,662 staff all levels of whom 934 are academic staff (http://www.mu.ac.ke/). Its practices and customer care approaches and policies are fairly similar to other public and private universities in Kenya. It has one of the largest, fully equipped and well-furnished libraries in Kenya. The researcher felt that the library at this university would be a classical representative of most other university libraries in Kenya.

3.2.4 Mixed method rationale
From the above discussion, the two main approaches to research can be used reinforce each other. Utilization of a mixed method approach provides an opportunity for credible results which indicate perceptive views of the respondents as well as quantitative outcomes of the administered survey through a structured questionnaire. Johnson and Onwuegbuzie (2004:16) define mixed method research as “the procedure of collecting, analysing, and integrating both quantitative and qualitative data within a single investigation”. This definition therefore distinguishes mixed methods studies from multi methods studies incorporating both qualitative and quantitative components but with no evidence of mixing. The rationale for adopting a mixed methods approach was driven by the need for both quantitative and qualitative method to fully explore customer care in public universities. By using quantitative and qualitative methods in combination, the study sought to provide a more comprehensive understanding of the research topic than could be achieved having used either methods alone (Creswell, 2003:12). Furthermore, the mixing of both approaches in this study demonstrated how the contextual and in-depth nature of qualitative findings can be used to complement the representativeness and generalizability of quantitative findings (Hartnell 2011:95).
3.2.5 Proportionate stratified random sampling
Kombo and Tromp (2006:79) explain that guidance is necessary while undertaking research where the samples being looked at are not uniform. Both explain that stratification should involve dividing a population into homogeneous subgroups and then taking a simple random sample in each subgroup. This process was followed in this study. Further, Kombo and Tromp note that the sample should be selected in such a way as to ensure that certain subgroups in the population are represented in the sample in proportional to their number in the population.

3.2.6 Sequential mixed method design
This study used a process where one type of data provides a basis for the collection of another type/sets of data and by either answering one type of question through the collection and analysis of more than two types/sets of data. Various researchers (Tashakkori & Teddlie, 2003:12; Ivankova et al., 2006 :2) observe that while these types of analysis are common, it is found to be useful in the context of this study because a wide range of information from qualitative and quantitative information needs to be harmonised and deductions made from either sets/types of data and information gathered. This needs and approaches to combining quantitative and qualitative methods using mixed method research exist and has been widely published before. For this study specifically, the mixed methods research design was found to be best suited to meet the research objectives and can be described as “sequential explanatory design which is also known as a sequential mixed design or qualitative follow-up design” (Cameron, 2009:144). Most importantly, the study used questionnaires to collect both quantitative and qualitative information among many others and included information such as “improvements on customer care services, challenges of offering customer care services and what suggestions they can make for improvement of customer care in the library”. In respect to qualitative information which was collected, it was important to collect information related to, and not limit to information such as: “rate and level of satisfaction with the library products/services and awareness of information products and services offered
by the library”. A full scope of quantitative and qualitative information collected are analysed in chapter 4 of this study.

Ivankova et al., (2006:2) explains that, sequential design incorporates two phases of data collection and analysis conducted in a quantitative, followed by qualitative in a sequential manner. In the first part of the study, quantitative data was collected and analysed to provide a general understanding of the research problem. In the second part of the study, qualitative data was collected and analysed to provide further explanation of the findings identified in the initial quantitative part.

3.3 Study population
A research population is generally a large collection of individuals or objects that are the main focus of a scientific query. Kombo and Tromp (2006:76) provides an example of a population and defines it as “group of persons, objectives or items from which samples are taken for measurement”, for example a population of students. As discussed earlier in chapter 1, section 1.2.2, this population has two main groups, namely: students and academic staff of Moi University. Three campuses were selected for sampling purposes: Nairobi campus, Main campus in Kesses in Eldoret, and College of Health Sciences in the town campus in Eldoret Town, with a population of 18,278 students, 820 academic staff and 33 professional librarians. This study chose these three campuses to represent the entire university because they are easily accessible and have high volumes of customers/users.

3.3.1 Sampling
This is a procedure a researcher uses to gather people, places or things to study. Trachim (2006:1) explains that, “sampling is the process of selecting a sample from the population, where a sample is a subset of the population whose properties are to be generalized to the population”. Welman and Kruger (2001:47) suggest that samples are always subsets or a small part of the population that could be studied. When the population is small, you have enough time to carry out your research and also you have enough research assistant’s and resources for your study, and time. Since it is not possible to
study the whole population of Moi University, the researcher only took a sample, using the random sampling approach.

3.3.2 Sampling procedure
Since the university is comprised of many groups which are viewed as different stratum, and the need to reduce sample biases, a stratification process was done based on users. The selection of individuals to be interviewed was done in a random manner. Therefore, the proportionate stratified random sampling procedure was used.

3.3.3 Sample size
A sample size is a number of sample units a researcher selects for data collection. A sample can be composed of people, animals or anything that is being evaluated. Ellen (2012:1) explains that a sample size is a small percentage of population that is used for statistical analysis.

To arrive at the sample sizes, Moi University students, lecturers, professional librarians’ numbers are used. Periodic sample were taken out of the population and paired and their means calculated. From a total population of 19,131 from the three campuses (2011/2012 census), a sample size calculation was done using the Raosoft\(^1\) sample size calculator, which also agrees with the calculations used by Krejcie & Morgan (1970:607) in their article “determining sample size for research activities”.

The Z-table was used to derive the critical values based on the confidence limits. The number of students needed for the study based on a 95% confidence interval, and at a 5% margin of error \((E)\) is estimated using the formula below;

\[
x = Z\left(\frac{c}{100}\right)^2 r(100-r)
\]

\[
n = \frac{N \times x}{\left((N-1)E^2 + x\right)}
\]

\[
E = \text{Sqrt} \left[\frac{(N-n)x}{n(N-1)}\right]
\]

\(^1\) http://www.raosoft.com/samplesize.html.
Where, $N$ is the population size, $r$ is the estimated proportion of library users/customers reporting either satisfaction or lack of it as they utilize the library. The study used 50% since the actual proportions are unknown and this gave the maximum sample size. Using this formula, the determined sample sizes are as follows:

Table 3.1: Category or Stratum reflecting levels of sampling intensity in each group

<table>
<thead>
<tr>
<th>#</th>
<th>Constituent Campuses of Moi</th>
<th>Students</th>
<th>Lecturers</th>
<th>Professional librarians</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Main campus (Kesses)</td>
<td>11,778</td>
<td>670</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>College of Health Science</td>
<td>2,000</td>
<td>150</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>Nairobi campus</td>
<td>4,500</td>
<td>175*</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total Population Size (N)</strong></td>
<td><strong>18,278</strong></td>
<td><strong>820</strong></td>
<td><strong>33</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Sample Size (n)</strong></td>
<td><strong>377</strong></td>
<td><strong>262</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

*Note: All lecturers who teach in Nairobi campus are the same as those who teach in the main campus. Therefore, the figure for Nairobi campus was counted once within the main and college of health services population.

This brought the total of respondents to six hundred and seventy two (662) which represent 3.5% from the sampling population.

3.3.4 Sample frame
Before selecting a sample, there was need to establish sampling frame i.e. the list of all persons in the population from which sample were selected. The sample frame for this study was based on a list of all lecturers and another list of students who use the library that was provided by the university librarians of all the three campuses.
For the library staff population, the researcher used the purposeful method of sampling by selecting only professional librarians. This was done because the total population of professional librarians is small in number, manageable, easier to identify. The section below discusses data collection methods.

3.4 Data collection methods
The choice of data collection method is largely based on the kind of data required as well as the efficiency and accuracy with which the information will be collected. According to Welman and Kruger (2004:127), each data collection method and the use of measuring instruments have advantages and drawbacks. When deciding on the method to use, the researcher considered the extent to which the methods would provide precise and adequate data on the variables the researcher wishes to study. Bearing this in mind, the methods used to collect data for this study were, interview, questionnaires and inspection of documents.

3.4.1 Questionnaire - Phase one
The aim of the questionnaire was to obtain information regarding customer care in academic libraries in Kenya. According to Kombo and Tromp (2006:89) a questionnaire is a research instrument that gathers data over a large sample. Webster's new collegiate dictionary (as cited by Powell, 1997:90) defines a questionnaire as “a set of questions for submission to a number of people to get data”. Walonick (1993:1) explains that a questionnaire is one of the most popular methods of conducting scholarly research. He further explains that questionnaires are the most widely used survey data collecting instruments that are normally distributed to the respondents to complete during their own time. The summaries from these references are as follows:

1. The questionnaires especially the mail questionnaires tend to encourage frank answers. In addition the respondent can complete the questionnaire without the researcher’s being present, thus the questionnaire can be quite effective at measuring attitude.

2. Questionnaires can be constructed so that quantitative data are relatively easy to collect and analyse.
3. Last but not least, questionnaires are usually relatively inexpensive to administer.

In the light of the above the questionnaire was used to collect data. To overcome the disadvantages, structured self-administered questionnaires, simple to understand questions, and open-ended questions were used. The reason behind the questionnaires being used to collect data from the population (students and academic staff) was because they were many and they could not be individually interviewed.

3.4.1.1 Layout of the questionnaire
The first section (Items 1-5) of the questionnaire included questions, which elicited the name of campus they belong to, gender, whether they are academic staff or students, and if academic, which level and if student the name of the degree as indicated in Appendix 4.

Item (6-7) which covers objective 1 and 2 was about library customers/users and their information needs. Item (11-19) gathered facts on nature, quality and relevance of services provided by academic library. Item (20-22) was to gather information on customer care structure, policy and practices. The last item (23-25) was to gather facts on the challenges encountered in the process of offering customer care in an academic library.

3.4.1.2 Pre-testing of the questionnaire
A pre-test of the questionnaire was undertaken to determine the consistency and ease of administering the tools. Kombo and Tromp (2006:102) suggest that;

the researcher should pilot the questionnaire with a small representative sample, they further adds that a pre-test of the questionnaire and field procedure is the only way the researcher can find out if everything “works” particularly the research instruments.

Before engaging in the actual exercise of data collection, the instrument was given to 3 librarians who are experts in customer care in academic library, 2 lectures and 2 students to validate the questionnaire, as shown in Appendix 6. The study depended on 7 respondents to examine the soundness and validity of the questions. Their comments were incorporated into the final instrument.
revisions. This enabled the researcher to avoid bad responses, distortion of data and subjectivity of responses. The testing was important to establish the content validity of the instrument and to improve questions, formats and scales.

3.4.1.3 Validity and reliability of the questionnaire
A number of different steps were taken to ensure the validity of the study and reliability of results whenever logical deductions were made or generalisation of results were made based on a small sample of respondents that was assessed. In this regards, the following listed items/processes were done in the study:

- Data was collected from the reliable and credible sources, respondents (students and academic staff) who are the primary customers/users of the library.

- The survey questions were made based on literature review and from the results frame of expected outcomes to ensure synergies and validity of information.

- The questionnaire was pre-tested by the respondents before starting the survey with 7 persons selected from each stratum as identified in the study methodology.

- Data was collected during one month, and within this short period of time, no major event was changed from the planned milestones within the same and or related topics.

3.4.1.4 Administering the questionnaires
The questionnaire was addressed to 377 students and 262 academic staff in all the three campuses of Moi University (Nairobi campus, Main campus Kesses Eldoret, College of Health Sciences Eldoret town) in Kenya. The questionnaire was sent to students and academic staff via hand delivery and postal mails. Those whom the researcher could not get at that time received them via postal mail. To avoid a low response rate, a short, advance notice letter was sent to all members informing them of the survey, its significance
and value as recommended by O'Leary (2004:140). Clear background information and instructions were provided which clarified the survey’s purpose, assured anonymity/confidentiality, provided return information and offered thanks for the respondents’ time and assistance (O'Leary 2004:140), as shown in Appendix 3. Hand delivery of the questionnaire gave the researcher an opportunity to explain further the purpose of the study and to appeal to the respondents to complete the questions in full and where to drop them.

3.4.1.4 Data analysis
This was done with objectives and research questions of the study in mind. A codebook that lists the variables, their definitions and the variable numbers for each was developed using the SPSS V17, summary statistics were then computed for each variable to determine their distribution, identify outliers as well as inconsistent data. Corrections were made on the data that was found to be incorrect. Variables were then recoded to a format that would generate the results in the required design. The statistical results were presented using tables and charts with detail description.

3.4.2 Interviews
Unstructured interviews were used to collect qualitative data for this study. Open-ended questions were asked with the intention of eliciting the participant’s views and opinions on customer care in libraries as shown in Appendix 5. Open-ended questions have a number of advantages because they are flexible; probing the respondent can be done so that more depth is achieved to clear any misunderstanding, they encourage co-operation, establish rapport and they allow the interviewer to make a truer assessment of what the respondent really believes (Kombo and Tromp 2006:93; O'Leary 2004:275).

The main advantages of interview surveys are that they attain a high response rate and the respondents are less likely to turn away an interviewer standing on their doorstep than to throw away a mailed questionnaire out of the window. They also allow for greater depth than other data collection methods. The presence of an interviewer also reduces the number of “oh I
don’t know” and “no answers”. The interviewer can also observe respondents as he/she asks questions. Interviews can also guard against confusing questionnaire item (O’Leary, 2004:162; Kombo and Tromp 93).

3.4.2.1 The interview process
First, a letter of introduction from the researcher seeking authorisation to conduct an interview especially with the professional librarian of Moi university was delivered to the university librarians who gave consent and booking of appointments with potential respondents followed thereafter.

During the booking of the appointments, the researcher took some time to inform the interviewees on the objectives of the study. The interview protocol form was used to record the interview. Each interview session took about half an hour to one hour as some respondents got so involved in the (interview) discussion and did not mind extending the initial half an hour requested. The interview method gives the opportunity to establish rapport with the interviewees, especially the reluctant ones and to get the answer skillfully by making explanations as required and securing greater details where intense interest had been revealed by the respondent. Qualitative and quantitative data were thus obtained.

Also through the interviews, nonverbal communication was taken into consideration through observation. The nonverbal behavior of respondents helped to verify his or her claim. This gave the interviewer the opportunity to probe further. Full and complete responses were thus obtained as well as supplementary information that was not included in the interview schedule but which still was relevant to the study.

3.4.2.2 preparing the data for analysis
Analysing text presents a challenging task for the qualitative researcher. Creswell (2007:147) explains that, “it is difficult to represent qualitative data using tables and matrices” This section presents the procedure the study adopted for preparing qualitative data for analysis, exploring the data, analysing the data and data presentation.
3.4.2.3 Data analysis
This was done with the objectives and research questions in mind. The researcher transcribed the interview recordings verbatim and checked the transcripts against the original recording for accuracy. The interview responses were grouped into various categories for analysing using descriptive and inferential statistics. The statistical results were presented using charts with detail description.

3.4.3 Document review
Document review is a supplementary method that was used to confirm some of the data gathered. In between the appointments for the interviews the researcher spent time in the library for some time. This afforded her the opportunity to review documents. The review involved getting manual that are used to train the staff on customer care and getting evidence on information created by customer care programme.

3.4.4 Data collection matrix
The table in appendix1 provides a data collection matrix that shows which instruments were used to collect data for the intended objectives. The table describes the instruments used in this study as well as what objectives they are achieving noting that there were also primary and secondary objectives matched up with the associated instruments.

3.5 Ethical considerations
The following ethical statements therefore guided the research:

- A written confirmation of authority to conduct the research was provided to the participating institutions, explaining the nature of the study;

- An informed consent form developed for participants to sign before engaging them in research. The right to participate was voluntarily and information to withdraw any time was mentioned in the form;

- The purpose and procedure of the study were explained in the questionnaire and during the interview survey;
The study protected the anonymity of individual roles and incidents during the research

3.6 The summary
This chapter presented research methodology and design for gathering data for this study. The theoretical perspective of the study was discussed and presented. The literature on the quantitative and qualitative, and mixed method research approaches was reviewed.

The reason for selecting mixed methodology for this study was provided. Data was collected in two phases. In the first phase, a questionnaire was used to collect data on customer care in university libraries in Kenya. In the second Phase, an interview was conducted on the same. The methods of data collection and analysis used for this study were also explained customer complaints/compliments register. The next chapter presents the data for the study.

CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction
This chapter presents and analyses data from the questionnaires and interviews surveys conducted for this study. The findings was analysed according to the research objectives as follows: to help determine the composition of customers served and how their needs are met; the nature, quality and relevance of services provided; the existence of customer care structure and policy; customer care practices and the challenges encountered in the process of offering customer care program in the Moi University Library
services. The analysis adopted both quantitative and qualitative analytical techniques as discussed in chapter 3, section 3.4. Data analysis was in two parts. Part one: covered data derived from questionnaires distributed among academic staff and students, while part two: covered interviews conducted amongst professional librarians.

4.2. Part One: Presentation and analysis of data from students and academic staff

This part will address data presentation with a view of providing deductions based on the objectives of the study.

4.2.1. Response rate

Questionnaires were sent to all students via hand delivery while delivery of questionnaires to academic staff was through both hand delivery and e-mail as was convenient. The study targeted 639 population samples of which 377 were students and 262 were academic staff. The actual response rate comprised of 276(82%) students and 150(57%) academic staff from who duly completed questionnaires were returned. The overall response rate was 426(71%) which was quite high and can be considered representative of the sample population.

4.2.1.1 Campus-based distribution of respondents

The respondents were required to indicate the campus they were affiliated to. This was important so as to ensure equity in representation from the campuses. The findings are indicated in Chart 4.1.

Chart 4.1: Campus distribution (n= 426)
Chart 4.1: reveals that the Main campus had the highest number of respondents 172(40%), College of Health Science 134(34%) and Nairobi campus had the least 120(28%). This means that all the targeted campuses were represented in the study.

4.2.1.2 Distribution of respondents by gender

The study sought to find out the gender distributions of the respondents. This was important as it ensured there was no bias as both male and female respondents were included in the study.

Chart 4.2: Gender distributions by Campus (n=426)
Chart 4.2 shows that out of the 426 respondents, 264 (62%) were male while 162 (38%) were female. Thus, it can be said that about two thirds of the study respondents were males. The College of Health Sciences had a significant imbalance which can be explained by the fact that most science-based courses are male dominated. Although, the target was to strive for 50:50 rules for males and females, this was not achieved.

4.2.1.3 Distribution of respondents by category
The study sought to ensure that all categories of targeted respondents were represented. The findings indicated that 276 (82%) were students while 150(57%) were academic staff of the actual sample targeted in the two categories. These findings revealed that majority of the respondents were students whose population was also larger as indicated in chapter 3, section 3.2.3.

4.2.1.4 Distribution of academic staff by status
A question was posed to academic staff to identify their academic status. This question was important as it ensured the various categories of academic staff were included in the study to eliminate any bias in the findings.
Chart 4.3 reveals that the majority of the respondents were 76(51%) lecturers while the least were 3(2%) Professors and the other respondents were 30(20%) assistant lecturers, 20(13%) senior lecturers, 9(6%) Tutorial fellows, 7(5%) Associate professors and the least were 5(3%) Graduate assistants. These results reflect the academic staff spreads in universities.

4.2.1.5 Distribution of academic staff by discipline
Academic staff were required to state their various disciplines. The results are indicated in the table 4.1 below:
Table 4.1: Distribution by discipline (n=150)

<table>
<thead>
<tr>
<th>Discipline</th>
<th>No. of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Health</td>
<td>12 (8%)</td>
</tr>
<tr>
<td>Dentistry</td>
<td>12 (8%)</td>
</tr>
<tr>
<td>Nursing</td>
<td>12 (8%)</td>
</tr>
<tr>
<td>Medicine</td>
<td>12 (8%)</td>
</tr>
<tr>
<td>Arts and Social Sciences</td>
<td>12 (8%)</td>
</tr>
<tr>
<td>Biological and Physical Sciences</td>
<td>12 (8%)</td>
</tr>
<tr>
<td>Education</td>
<td>15 (10%)</td>
</tr>
<tr>
<td>Engineering</td>
<td>12 (8%)</td>
</tr>
<tr>
<td>Human Resource Development</td>
<td>12 (8%)</td>
</tr>
<tr>
<td>Information Sciences</td>
<td>12 (8%)</td>
</tr>
<tr>
<td>Business and Economics</td>
<td>15 (10%)</td>
</tr>
<tr>
<td>Tourism, Hospitality and events management</td>
<td>12 (8%)</td>
</tr>
<tr>
<td>Total</td>
<td>150 (100%)</td>
</tr>
</tbody>
</table>

The findings revealed that there was equitable distribution of academic staff in all the disciplines.

4.2.1.6 Distribution of students by academic status
The question was posed to ensure that students from the various courses offered in the university were represented.
Table 4.2: Degree status (n=276)

<table>
<thead>
<tr>
<th>Degree</th>
<th>No. of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Health</td>
<td>20(7%)</td>
</tr>
<tr>
<td>Dentistry</td>
<td>19(7%)</td>
</tr>
<tr>
<td>Nursing</td>
<td>18(6%)</td>
</tr>
<tr>
<td>Medicine</td>
<td>19(7%)</td>
</tr>
<tr>
<td>Arts and Social Sciences</td>
<td>20(7%)</td>
</tr>
<tr>
<td>Biological and Physical Sciences</td>
<td>20(7%)</td>
</tr>
<tr>
<td>Education</td>
<td>32(12%)</td>
</tr>
<tr>
<td>Engineering</td>
<td>19(7%)</td>
</tr>
<tr>
<td>Human Resource Development</td>
<td>26(9%)</td>
</tr>
<tr>
<td>Information Sciences</td>
<td>29(11%)</td>
</tr>
<tr>
<td>Business and Economics</td>
<td>28(10%)</td>
</tr>
<tr>
<td>Tourism, Hospitality and events management</td>
<td>26(9%)</td>
</tr>
<tr>
<td>Total</td>
<td>276(100%)</td>
</tr>
</tbody>
</table>

Table 4.2 shows that the entire degree courses response rate was fairly distributed. Education 32(12%), Information sciences 29 (11%), Business and economics which were ranked over 10% were taught in more than one campus. The other ranged between 6% and 9% which was considered representative of the varied degree programs.

4.2.1.7 Distribution of students by level of study

The study sought to find out the level of study of students. The findings are presented below:
Chart 4.4: Level of study (n=276)

Chart 4.4 reveals that the majority of the students were 215 (78%) undergraduates, 47 (17%) postgraduates and the least were 14 (5%) doctorate. This finding is typical of most Universities where undergraduates’ students are the majority.

4.2.2 Section 2: Library customers

This section presents data on the composition of Moi University Library customers/uses.

4.2.2.1 Students’ status as customers

The student respondents were asked to state whether they considered themselves customers of the Moi University Library. The choice was between ‘yes’ and ‘no’. Their responses are captured in the following chart:

Chart 4.5: Students as customers (n=276)
The majority of students 251(90%) considered themselves customers of the library as indicated in chart 4.3. and 25(10%) did not consider themselves customers. This shows that most students are customers of the Moi University Library. There was insignificant difference between campuses as the percentages ranging between 25% - 36% compared well with the response rate in the various campuses.

4.2.2.2 Academic staff status as customers
This question targeted academic staff was meant to find out whether academic staff considered themselves customers of the Moi University Library. The findings revealed that 106(71%) academic staff considered themselves customers while 44(29%) did not consider themselves customers. This may imply that with the increased use of the internet, some lecturers are accessing information via the comfort of their offices and did not physically visit the library and hence do not feel they are library customers.

4.2.2.3 Academic staff and students as customers
An attempt was made to compare the response of both students and academic staff who considered themselves as customers of the Moi University Library and those who did not. The findings suggest that the majority of the respondents 357(84%) considered themselves as customers while only 69(16%) did not consider themselves as customers of the library.
This implies that the majority of the respondents considered themselves customers of the library.

4.2.3 section 3: The extent to which their information needs are being met

The previous section presented the result on the composition of library customers. However, the section below presents results on the extent to which customer/users information needs are met.

4.2.3.1 Information needs

The respondents were asked to indicate whether their information needs are taken care of. They were to choose between three options as indicated below:

Chart 4.6 Information needs satisfaction (n=426)

![Chart 4.6 Information needs satisfaction](image)

Chart 4.6 shows that the majority of the respondents rated ‘fairly taken care of’ highly with 213(77%) of the students and 117(78%) academic staff. The other option ‘well taken care of’ had 40(15%) of the students and 25(17%) academic staff while ‘not well taken care of’ had 23(8%) students and 8(5%) academic staff respectively. These findings indicate satisfaction of information needs were moderate.
4.2.3.2 Frequency of meeting information needs
The respondents were asked to state how often their information needs were met by the Moi University Library. Both the students and academic staff were required to select among four options. The findings are captured below:

Chart 4.7: frequency of meeting information needs (n=426)

Chart 4.7 reveals that most of the respondents felt that their needs were met ‘most of the time’ with 203(73%) of the students and 96(64%) academic staff. The option ‘always’ had 47(17%) of the students and 32(21%) academic staff, ‘some of the time’ had 16(6%) of the students and 15(10%) academic staff while ‘Never’ was ranked lowest with 10(45%) of the students and 7(5%) academic staff. This implies that information needs in the library were met regularly.

4.2.3.2.1 Dissatisfaction of users
Respondents who felt that their information needs were met ‘some of the time’ or ‘never’ were required to give the explanations librarians give for not meeting their information needs. Overall, about 26(10%) of the students and 22(15%) of academic staff were in these two categories. The explanations librarians give are sampled and quoted as follows;

- Books have been borrowed by other students 48(100%);
The library system is temporarily out of order and should come later 40(83%);

The person concerned is not around 18(38%);

Give us more time to look for information and come later 15(31%);

The book is on high demand you have to wait 45(94%);

The book is torn and it is in the bindery section 10(21%);

We have a network failure come later 45(94%);

We don’t have the current books in this area 25(52%);

We are busy come later 8(17%) and;

We don’t have that information but referred to other branches/libraries 23(48%).

The responses above indicate that librarians gave reasons for not meeting the information needs of users on various occasions.

4.2.3.2.2 Satisfaction of explanations

As a follow up question the respondents in the above category were asked to state whether the explanations are satisfactory. Their responses are captured in chart 4.8:

Chart 4.8: Satisfaction rate (n=48)
The findings indicate that the majority felt that the explanations were ‘sometimes satisfactory’ where at least 16 (62%) of the students and 13 (59%) academic staff affirmed to this explanation. The other option ‘always satisfactory’ was selected by 8 (31%) of the students and 6 (27%) academic staff. The lowest rating ‘never satisfactory’ was selected by 2 (7%) of the students and 3 (14%) academic staff. These results indicate that the respondents were not always satisfied with the explanations given by librarians for not meeting their information needs.

4.2.3.3 Friendliness and helpfulness of library staff
The respondents were asked to rate the friendliness and helpfulness of library staff when serving them. They were supposed to choose between four options as follows:

Chart 4.9: Friendliness and helpfulness of staff (n=426)

Most of the respondents felt that the librarians were both friendly and helpful as shown in Chart 4.9 i.e. 220 (80%) of the students and 117 (78%) academic staff. At least 25 (9%) of the students and academic staff 20 (13%) respectively said that staff were friendly and not helpful. Furthermore, 19 (7%) of the students and 9 (6%) academic staff felt that the library staff were unfriendly but helpful while, 12 (4%) of the students and 4 (3%) academic staff
said that staff were unfriendly and not helpful. Overall, the findings indicate that the library staff assisted their customers in a friendly manner.

4.2.3.4 Staff attitude when serving customers/users of the library
The respondents were asked to rate the general attitude of library staff when serving them. Their ratings are summed in chart 4.10:

Chart 4.10: Staff attitude

<table>
<thead>
<tr>
<th></th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>☀️ Academic Staffs</td>
<td>22%</td>
<td>76%</td>
<td>2%</td>
</tr>
<tr>
<td>☪️ Students</td>
<td>15%</td>
<td>82%</td>
<td>3%</td>
</tr>
</tbody>
</table>

The overall rating of staff attitude was fair having been highly rated by 225(83%) of the students and 114(76%) academic staff as seen in Chart 4.10. Forty two (15%) of the students and 33(22%) academic staff rated the attitude as good while students 3(9%) felt the attitude was poor. These results imply library attitude is mostly moderate.
4.2.4 Section 4: Identification and evaluation of the quality and relevance of information services/products provided.

The previous section presented data on the extent to which the customers/users information needs are met. The section below presents data on the quality and relevance of information services/products provided by Moi University Libraries.

4.2.4.1 Frequency of library use

The respondents were asked to state how frequently they used the library. The choice was between ‘regularly’ ‘sometimes’ and ‘never’. Their responses are captured as follows:

Table 4.3: Library use (n=426)

<table>
<thead>
<tr>
<th>Library use</th>
<th>Students</th>
<th>Academic staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regularly</td>
<td>231(54%)</td>
<td>23(%)</td>
</tr>
<tr>
<td>Sometimes</td>
<td>39(%)</td>
<td>119(28%)</td>
</tr>
<tr>
<td>Never</td>
<td>6(2%)</td>
<td>8(5%)</td>
</tr>
<tr>
<td>Total</td>
<td>276(100%)</td>
<td>150(100%)</td>
</tr>
</tbody>
</table>

Table 4.3 shows that the majority 231(54%) of the students were regular library users while 119(28%) academic staff used the library sometimes and only 6(2%) of the students and 8(5%) academic staff had never used the library. This implies that more students were faithful library users while academic staff used the library occasionally.

4.2.4.2 Awareness of products/services in the library

The respondents were asked to state whether they were aware of the information product/services offered at the Moi University Library. The choice was between ‘yes’ and ‘no’. The findings are presented below:
Chart 4.11: Product/services awareness (n=426)

The majority 216(78%) of the students were aware of the products/services offered in the library and only 60(22%) were not aware. Eighty two (55%) of the academic staff were aware while 68(45%) were not aware. This suggests that students were regular library users hence more aware of the product/services provided as compared to academic staff.

4.2.4.3 Information products used in the library
Respondents were supposed to identify the products that they used in the library. The findings have been captured in table 4.4 below:
Table 4.4: Information products (n=426)

<table>
<thead>
<tr>
<th>Product</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stud. (n=276)</td>
</tr>
<tr>
<td>Journals</td>
<td>150 (54%)</td>
</tr>
<tr>
<td>Reference sources (e.g. encyclopedias, dictionaries, etc.)</td>
<td>202 (73%)</td>
</tr>
<tr>
<td>Conference proceedings</td>
<td>20 (7%)</td>
</tr>
<tr>
<td>Research reports</td>
<td>123 (45%)</td>
</tr>
<tr>
<td>Past exam papers</td>
<td>271 (98%)</td>
</tr>
<tr>
<td>Official and government publications (example legislation, government gazette, parliament proceedings, etc.)</td>
<td>50 (18%)</td>
</tr>
<tr>
<td>Online or electronic databases</td>
<td>265 (96%)</td>
</tr>
<tr>
<td>Others (Please indicate)</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 4.4 reveals that some products were more popular with a certain category of users. Students ranked high in use of past exam papers 271(98%), online/electronic databases 265 (96%), and reference sources 202 (73%). On the other hand academic staff ranked high in the use of government publications 120(80%), research reports 115 (77%), journals 100 (67%), online/electronic databases 110 (73%) and conference proceedings 93 (62%). This results indicate that the different category of users have different information needs.

4.2.4.4 Information service used in the library

The respondents were required to select the service they use in the Moi University Library. This question was important as it sought to ensure users...
were familiar with services offered. The findings are summarized in table 4.5 below:

**Table 4.5: Information services (n=426)**

<table>
<thead>
<tr>
<th>Services</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stud. (n=276)</td>
</tr>
<tr>
<td>Information materials not found in the library are availed via interlibrary loan</td>
<td>10(4%)</td>
</tr>
<tr>
<td>Borrowing of information materials on Short loan</td>
<td>274(99%)</td>
</tr>
<tr>
<td>Access to internet services</td>
<td>200(74%)</td>
</tr>
<tr>
<td>Lending services</td>
<td>273(99%)</td>
</tr>
<tr>
<td>Audio visual services</td>
<td>50(18%)</td>
</tr>
<tr>
<td>Advice about other places/institutions where I can get required information if not available in the library</td>
<td>80(29%)</td>
</tr>
<tr>
<td>Printing services</td>
<td>10(4%)</td>
</tr>
<tr>
<td>Photocopying services</td>
<td>276(100%)</td>
</tr>
<tr>
<td>Others (Please indicate)</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 4.5 shows that students ranked high in most of the services which indicates they are regular users of the library. The most popular services were borrowing from short loan 274(99%), lending services 273 (99%), photocopying services 276 (100%) and access to the internet 200(74%). Audio visual services 50(18%), printing services 10(4%) and interlibrary loans ranked lowest. Response from academic staff confirmed earlier findings that revealed that they used the library sometimes to satisfy needs that come up from time to time. All the responses from this category ranked 50% and
below. This implies students were more familiar and used services offered by the library.

4.2.4.5 Level of satisfaction
Respondents were asked to rate their level of satisfaction by choosing between “excellent”, “Good”, “Fair”, “Poor”. The purpose for this question was to assess the satisfaction of users. Their responses are presented as follows:

Table 4.6: Satisfaction levels (n=426)

<table>
<thead>
<tr>
<th>Level of satisfaction</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exc.</td>
</tr>
<tr>
<td>Overall customer care</td>
<td>50(12%)</td>
</tr>
<tr>
<td>Helpfulness of staff</td>
<td>55 (13%)</td>
</tr>
<tr>
<td>Friendliness of staff</td>
<td>70 (16%)</td>
</tr>
<tr>
<td>Library catalogue</td>
<td>323(76%)</td>
</tr>
<tr>
<td>Staff availability</td>
<td>101(24%)</td>
</tr>
<tr>
<td>Usefulness of information available</td>
<td>80 (19%)</td>
</tr>
<tr>
<td>Library opening hours</td>
<td>350(82%)</td>
</tr>
<tr>
<td>Up to date ness of information materials</td>
<td>80(19%)</td>
</tr>
<tr>
<td>Speed of downloading information</td>
<td>100(23%)</td>
</tr>
<tr>
<td>Range of services offered</td>
<td>98(23%)</td>
</tr>
<tr>
<td>Speed of response to your initial enquiry</td>
<td>80(19%)</td>
</tr>
<tr>
<td>Ease of finding the information materials</td>
<td>89(21%)</td>
</tr>
</tbody>
</table>
4.2.4.5.1 Overall customer care
The respondents felt that overall customer care was indicated as ‘Good’ by 300(70%), excellent and fair by 50 and 49(12%) respectively. Only 27(6%) felt customer care was poor. This indicates that customer care at Moi university library was generally good.

4.2.4.5.2 Helpfulness of staff
Staff helpfulness was found to be good 285(67%), fair 62(15%), excellent 55(13%) and poor 24(6%). Generally staff were helpful.

4.2.4.5.3 Friendliness of staff
Staff friendliness was rated as good by 305(72%), excellent by 70(16%), fair by 40(%) and poor by 11(3%). Staff friendliness was therefore generally good.

4.2.4.5.4 Library catalogue
The respondents felt that the library catalogue was excellent 323(76%), good 90(21%) and fair 13(3%). No respondents rated the catalogue poor. This implies that they were satisfied with the catalogue which is web-based.

4.2.4.5.5 Staff availability
Staff availability was found to be good 280(66%), excellent 104(24%), fair 35(8%) and poor 10(2%). This means staffs were available whenever needed in the library.

4.2.4.5.6 Usefulness of information available
The study sought to find out how useful the available information was. The finding revealed that the information was good 250(57%), excellent 80(19%), fair 50(12%) and poor 46(11%). This shows that the information available in the library was useful.

4.2.4.5.7 Library opening hours
Most of the respondents were happy with the opening hours which were ranked excellent by the majority of the respondents 350(82%), 50(12%), fair 26(6%) and none of the respondents gave a poor rating. This implies that the respondents were comfortable with the library opening hours.
4.2.4.5.8 Up-to-date information materials
The majority of the respondents felt that the up to dateness of information materials was fair 216(51%), good 100(23%), excellent 80(19%) and poor 30(7%). This means that the library information materials were not very current.

4.2.4.5.9 Speed of downloading information
The finding indicate that the speed of downloading information was fair 180(42%), good 117(27%), excellent 100(23%) and poor 29(7%). This implies that the speed of the internet was generally average.

4.2.4.5.10 Range of services offered
Most of the respondents were of the view that the range of services offered by the library were good 205(48%), excellent 90(23%), fair 93(22%) and poor 30(7%). The findings reveal that the services were satisfactory.

4.2.4.5.11 Speed of response to your initial enquiry
Most of the respondents felt that the speed of response to their enquiry was good 178(42%), fair 108(25%), excellent 80(19%) and poor 60(14%). These findings indicate that the speed of response is moderate.

4.2.4.5.12 Ease of finding the information materials
The findings indicate that 213 (50%) respondents said the ease of finding information materials was good, excellent 89(21%), fair 73(17%) and 51(12%). Based on the findings it shows that nearly half of the respondents were not able to find required information materials with ease.

4.2.4.5.13 Product/services provided by the library meet your information needs?
All the respondents were required to choose between “Yes” or “No” to determine whether product/service meet their information needs. The findings revealed that 303(73%) said ‘yes’ while 114(27%) said ‘no’. This implies that the majority of the respondents felt that products/services met their information needs.
4.2.4.6 Rate of satisfaction of products/services
A follow up question to those who said ‘yes’ required them to rate their level of satisfaction. The findings are captured in the following chart.

Chart 4.12: Satisfaction rate (n=426)

The findings show that the majority of the respondents rated their satisfaction as ‘fairly taken care of’ with 223(81%) of the students and 92(61%) academic staff. Well taken care of had 42(15%) of the students and 53(35%) academic staff. At least 11(4%) of the students and 5(3%) academic staff selected the option ‘not taken care of’. These results imply that satisfaction of services/products was generally average.

4.2.4.7 Dissatisfaction of product/services
This question was directed at 114(27%) respondents who said ‘no’ to product/services in meeting their information needs. Their explanations are sampled as follows:

- The information materials are very few 48(42%)
- One day borrowing of short loan materials was too short 90(79%)
- Most of the information materials are out dated 40(35%)
- Power fluctuations are too regular 100(88%)
- The internet was too slow most of the times 71(62%)
- The library staffs are not cooperative 33(29%)
The above revelations suggest that products/services offered by the library were not very satisfactory.

4.2.4.8 Library staff efficiency
The respondents were asked to rate the efficiency of the library staff in making available the information requested. The results are reflected in chart 4.13:

Chart 4.13: Level of efficiency (n=426)

Chart 4.13 reveals that library staff efficiency was fairly efficient as shown by 225 (82%) of the students and 91 (61%) academic staff. Further ‘very efficient’ was selected by 35 (13%) of the students and 49 (33%) academic staff, ‘not efficient’ had 16 (6%) of the students while 10 (6%) were academic staff. This reveals that staff efficiency was basically moderate.

4.2.5 Section 5: Customer care structure and policy
The previous section presented data on quality and relevance of information services/products provided by Moi University Libraries. However the section below analyses data on customer care structure and policy on customer care programme.
4.2.5.1 Awareness of customer care unit
Respondents were required to state if the library had a customer care unit. They were supposed to choose between “Yes” and “No”. The findings indicate that 351(82%) said they were aware of customer care unit while 75(18%) said they were not aware. This implies that most of the respondents were aware of the existence of a customer care unit.

4.2.5.2 Awareness of customer care policy
Respondents were asked to indicate if the library had a customer care policy. The choice was between “Yes” or “No”. The findings revealed that 317(74%) said ‘yes’ while 108(26%) said ‘no’. This shows that most respondents were aware of the customer care policy.

4.2.6 section 6: Customer care practices
The previous section analysed data on customer care structure and policy. However, the section below analyses data on customer care practices

4.2.6.1 Activities/experiences
The respondents were asked to select activities/experiences they have participated in the library. The results are captured in table 4.7:
Table 4.7: Activities/experiences (n=426)

<table>
<thead>
<tr>
<th>Activity/experience</th>
<th>No. of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion(s) on customer care policy in the academic library</td>
<td>98(23%)</td>
</tr>
<tr>
<td>Using an electronic library card to borrow books</td>
<td>426(100%)</td>
</tr>
<tr>
<td>Returning of borrowed books on time so that such books may be available to other fellow customers</td>
<td>420(99%)</td>
</tr>
<tr>
<td>Being treated with respect and courtesy by library staff</td>
<td>400(94%)</td>
</tr>
<tr>
<td>Avoiding smoking, eating and drinking in prohibited areas in the library so as to ensure a conducive atmosphere for both the other customers as well as the library materials.</td>
<td>426(100%)</td>
</tr>
<tr>
<td>Feeling that the library provides services in a friendly and helpful manner</td>
<td>316(74%)</td>
</tr>
<tr>
<td>Being able to read comfortably as the library provides a conducive reading environment</td>
<td>350(82%)</td>
</tr>
<tr>
<td>Available information resources in the Library are appropriate for users’ needs</td>
<td>307(72%)</td>
</tr>
<tr>
<td>Publicity of Library services makes it possible to know the range of services</td>
<td>242(57%)</td>
</tr>
<tr>
<td>Provided library services meets and exceeds customer expectations</td>
<td>155(36%)</td>
</tr>
<tr>
<td>Participated in library customer care research</td>
<td>245(58%)</td>
</tr>
<tr>
<td>Others (Please indicate)</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 4.7 indicates that most library customers participated in the various activities/experiences in the library at various levels.
4.2.7 Section 7: Challenges encountered in the process of offering customer care and suggestions and recommendations for improvement

This section presents the result on challenges encountered in the process of offering customer care programmes, suggestions and recommendations for improvement.

4.2.7.1 Challenges
The respondents were asked to state the challenges they encountered while using the library. The challenges identified are summarised as follows:

- Inadequate computers with internet connectivity 286(67%);
- Lack of up to date information materials 293(69%);
- Regular power surges 353(83%);
- Insufficient information materials 359(84%);
- Improperly shelved of information materials such that it takes long to get required information 87(20%);
- Lack of adequate skills in surfing the internet 215(50%) and;
- Lack of space especially during exam times 173(41%).

The identified challenges suggest that, the library is facing numerous issues in the provision of customer care.

4.2.7.2 Suggestions for improvement
The respondents were asked to state whether they make suggestions on the improvement of library services/products. The choice was between “Yes” and “No”. The findings revealed that 335(77%) were on the affirmative while 91(23%) did not make any suggestions.

4.2.7.2.1 Suggestions
A follow up question was directed at those who said “Yes”. They were meant to state how often they felt their suggestions are considered for the improvement of services/products. The option was between “Never”, “A few times”, “Many times”, “Always”. The findings are presented below:
Chart 4.14: Suggestions

Chart 4.14 shows that, the majority of the respondents were of the view that their suggestions were considered ‘a few times’ where 203(74%) of the students and 94(63%) academic staff selected this option. The option of ‘many times’ had 32(11%) of the students and 44(29%) academic staff while ‘always’ had 33(12%) of the students and 12(3%) academic staff. Only 8(3%) of students said ‘never’. The responses given by respondents indicate the need to listen to users for effective customer care.

4.2.7.2.2 No suggestions

A further probing question was aimed at 91(23%) of the respondents who said they did not make any suggestions for the improvement of the service/product. Some of the reasons they gave are outlined below:

- I am comfortable with what is offered 50(55%);
- No action will be taken and hence a waste of time 34(37%);
- We have been selecting books yearly and they are never bought 63(69%);
- There is no clear communication of what has been done 19(21%) and;
- I am afraid 15(16%).
The findings show about a quarter of the respondents made no suggestions for the improvement of service/products.

4.2.7.3 Suggestions for customer care improvement
The respondents were asked to give their suggestions for improvement of customer care at the Moi University library and their views are summarised as follows:

- Users should be incorporated in developing customer care policy 300(70%);
- The library should be more sensitive to users’ needs and improve customer care 269(63%);
- Purchase more relevant and up to date information materials 409(96%);
- Sufficient funding should be allocated to the library so as to improve the products/services 343(81%);
- Have a well labeled customer care desk as opposed to information desk 259(61%);
- Identify user needs and seek ways of satisfying them 364(85%);
- Improve on the marketing/publicity of products/services 387(91%);
- Train users on effective ways of retrieving information from the internet 226(53%);
- Increase the number of computers with internet access and sockets for charging laptops 404(95%);
- Purchase Uninterrupted Power Supply (UPS) to curb power black outs 391(92%) and;
- Adopt social media (Web:2.0/lib 2.0) in communicating and updating users 246(58%).

The respondents gave important suggestions that the library can consider in the improvement of customer care in the library.
Part Two: Presentation and analysis of data from library staff

Part two provides presentation and analysis of data derived from professional librarians from the three campuses of Moi University namely; Nairobi campus, College of Health Science and Main campus (Kesses). The study targeted 31 librarians however, 28(90%) professional librarians were successfully interviewed. This was considered adequate for the study. Part two consists of six sections as outlined below:

Section 1: Personal information and characteristics of respondents

This section presents data on personal characteristics of librarians based on campus and designations.

Respondents by campus

Chart 4.15 presents data on the response rate of librarians per campus:

Chart 4.15: Response rate by campus

The findings reflected in chart 4.15 show that the highest number of respondents were from main campus 18(64%), College of Health Sciences and Nairobi campus 5(18%) respectively. The high response rate at the main campus was occasioned by the fact that the campus has the highest concentration of professional staff.
4.3.1.2 Distribution of respondents by designations
The respondents were required to state their designations. The results are shown below:

Chart 4.16: Library staff designations

<table>
<thead>
<tr>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Librarian</td>
</tr>
<tr>
<td>Assistant Librarian</td>
</tr>
<tr>
<td>Senior Library Assistant</td>
</tr>
<tr>
<td>Librarian</td>
</tr>
<tr>
<td>Deputy University Librarian</td>
</tr>
</tbody>
</table>

Chart 4.15 reveals that the majority of the respondents were senior library assistants 15(54%), assistant librarians 6(21%), senior librarians 4(14%), deputy university librarian 2(7%) and university librarian 1(4%). Staff designations were well distributed and they reflect the various ranks among senior staff in the library.

4.3.2 Section 2: customer care structure and policy
The previous section presents data on personal characteristics of librarians based on campus and designations. The section below analyses data on customer care structure and policy.

4.3.2.1 Customer care policy
The library professionals interviewed were required to state whether the library has a customer care policy. The purpose of asking this question was to find out the existence of a customer care policy and how it addresses customer care in the Moi University Library. The findings indicate that the majority 20 (71%) indicated that there was a policy in place while 8(29%) felt
that, a customer care policy did exist per se but there were various policies that address various aspects of customer care.

### 4.3.2.2 Comment on customer care policy

Further probing asked those who said there was a policy to avail it. The respondents said that the Moi University Library vision guides customer care as it stipulates that, “To be a user-centered focused and competitive university library service”. Further the respondents provided library rules and regulations which they said provided guidelines on the conduct of users in the library. They also felt that since Moi University is ISO 9001:2008 certified and the major focus is Customer satisfaction and that the library has been striving to adhere to it. The rules and regulations are sampled as follows:

**Library regulations for conduct:**

- All library users shall respect all the rules and regulations pertaining to the library use;
- Smoking, eating, drinking, making noise and other conducts which are a nuisance to other users are strictly prohibited;
- Writing on, misuse, abuse, defacing or damaging of library property and materials is prohibited;
- Overcoats, hats, bags, equipment, and other non-library materials shall be deposited in designated areas and;
- The library users shall comply with fire, security and other safety regulations.

**Library regulations for borrowing:**

- All library users must produce student/staff identification/registration card for any transaction in the library;
- All library materials may be borrowed with the exception of reference books, periodicals and materials from special collections;
- All borrowed materials shall be returned on or before the due date;
- All books borrowed from the library are subject to recall if required by other users and;
- Books on high demand shall be placed be on ‘short Loan’ section for equitable use.
The library rules and regulations indicated the existence of a customer care program in the Moi University Library.

4.3.2.3 Customer care unit/department
The librarians were asked to state whether a department or unit and people responsible for customer services existed in the library. The findings revealed that 23 (82%) agreed such a unit existed, 4 (14%) felt such a unit did not exist while 1 (4%) was not sure. It can be implied that such a department/unit existed.

4.3.2.3 Functions of customer care department/unit
A follow up question was meant to find out the functions of the customer care department/unit. The librarians identified the readers’ services department as the department responsible for customer care in the library. The department is divided into two sections: circulation and reference services. The functions of the department are presented verbatim as follows:

- Provide orientation to new users of the library 28(100%);
- Current awareness services 25(89%);
- Conduct customer care survey and analysis of data 20(71%);
- Provide information literacy skills to customers 27(96%);
- Address all customer enquiries 28(100%);
- Ensure circulation of information services 28(100%);
- Train users on the use of the OPAC 28(96%);
- Enforce rules and regulations of the library 28(100%) and;
- Selective dissemination of information 24(86%).

Overall, all the librarians interviewed seemed to understand the functions of the customer care unit. However, the general feeling was that all library staff were responsible for customer care in the library.

4.3.2.4 Customer care resources
The question sought to find out whether the customer care program had enough resources to enable it meet its expectations. The findings indicated that 25(89%) felt that the resources were inadequate, while 3(11%) felt that the resources were adequate. These findings reveal that the resources are not sufficient for the success of a customer program.
4.3.2.5 Library management support for customer care
The study sought to establish whether there was strong library management support for customer care. The majority of the respondents 23(82%) felt that the support was inadequate as the library lacks a clear policy that specifically addresses Customer care to guide the process. Five (18%) said there was strong support as the university is ISO 9001: 2008 which focuses on customer satisfaction.

4.3.3 Section: 3. Library Customers
This section presents and analyses data on customers/users served by Moi University Library

4.3.3.1 Customers/users served by Moi University Library
The librarians interviewed were asked to state who their customers according to the customer care policy were. The question meant to confirm information presented in chapter 1, section 1.2.2. The findings confirmed the information in the section where all the respondents said that students, lecturers and non-teaching staff were the primary customers of the Library. However, 5 (18%) from the College of Health Science identified staff from Moi Teaching and Referral Hospital (MTRH) as their customers, while the 18 (64%) from the main campus identified children under the age of 18 years from schools neighboring the university. Others were visiting lecturers who were identified by all the campus libraries.

4.3.3.1.1 Identification of customers
Having stated library customers, Librarians were asked to state how they identified their customers. The findings are quoted verbatim as follows:

- “They have to be registered in the library and issued with an electronic user card” 28(100%);
- “They identify themselves with either student/ staff identification card issued by Moi University” 28(100%);
- “Staff from MTRH identify themselves with their staff identification card” 5(18%);
- “They are regular users of the library” 20(71%) and;
“Children are issued with library cards’ 18(64%).

The findings reveal that, library customers in the library were identifiable by library staff.

4.3.4 Section 4: The Information needs of library customers

The previous section presented data on customers/users served by Moi University Library. However, this section presents and analyses data on customers’ information needs.

4.3.4.1 Information needs

The respondents were asked to state whether information needs of customers are taken care of. The findings are summarised as follows:

Chart 4.17: Satisfaction of Information needs

The findings indicate that most of the librarians felt that information needs were ‘fairly taken care of’ 20(71%), ‘well taken care of’ and ‘poorly taken care of’ were ranked 5(18%) and 3(11%) respectively. This finding confirms what students and academic staff revealed in the questionnaires i.e satisfaction of information needs in the Moi University Library was average.

4.3.4.1.1 Satisfaction of information needs
A further probing question asked those who selected “well taken care of” and “fairly taken care of” to state what was being done right, some of their responses are quoted verbatim as follows:

- ‘The library had long working hours from 8am-10pm and the library was also open over the weekends’ 25(100%);
- ‘The library provides a conducive reading environment’ 20(80%);
- ‘Library customers are allowed to borrow information materials’ 25(100%);
- ‘Books on high demand are placed on short loan to ensure all users get a chance to use them’ 21(84%) and;
- ‘The library provides wireless network to all users’ 25(100%).

The respondents revealed that the Moi University Library had made positive attempts in meeting the information needs of users.

### 4.3.4.1.2 Dissatisfaction of information needs by customers

A follow-up question targeted eight respondents who chose “poorly taken care of” and “not taken care of”. This question sought to find out the areas the library was deficient with as relates to customer care. Their revelations are summed as:

- Lack of a policy that specifically addresses customer care 2(67%);
- Lack UPS to address constant power blackouts 3(100%);
- Inadequate power sockets to charge users’ laptops 3(100%);
- Inadequate information resources 2(67%) and
- Few computers with internet connections 2(67%).

The findings indicate that the library had shortcomings in addressing user information needs.

### 4.3.4.2 Meeting of information needs of customers

The study sought to find out how needs of customers are met. The question was important as customer care entails ensuring that all critical aspects about a customer necessary to meet the customer’s need are taken care of. Some of their responses are quoted verbatim as follows:

- ‘Provision of information materials that meet information needs of users’ 28(100%);
‘Provide a wide range of service/products to meet various user needs’ 28(100%);  
‘Provide information literacy skills to users’ 25(89%);  
‘Train users on the use of the OPAC’ 28(100%);  
‘Conduct customer care studies’ 23(82%);  
‘Access to wireless networking to all library users’ 28(100%);  
‘Library rules and regulations to guide the conduct of users’ 26 (93%) and  
‘Publicity of information services and products via exhibitions, displays, notice, library web page, SDI, CAS, etc. 25 (89%).  

The above responses indicate that the library had customer care program in place that has been striving to meet information needs of users.

4.3.5 Section 5: Identification and evaluate the quality and relevance of information services/products, provided by MU library

This section presents data on the Identification and evaluation of quality and relevance of information services/products provided by MU library.

4.3.5.1 Quality and relevance of information services/products, provided

Respondents were asked to comment on the quality of the information product/services provided to customers. Their respondents were varied some of these comments are sampled as follows:

- Current as the library subscribes to a wide range of e-books and e-journals 28(100%);  
- Products/services provided are in response to their suggestions and via their feedback in surveys 20(71%);  
- We provide fairly good quality services against available resources 26(93%);  
- Customers are provided with wireless access to the internet to provide access to its wide range of information resources 28(100%);  
- Our services are satisfactory 23(82%) and  
- We provide to our customers both print and electronic resources 27(96%).
The comments made by librarians on the nature and quality of products/services provided by the library were generally positive.

4.3.5.2 Standards for enhancing quality services
The librarians interviewed were required to state any set standards that have to be met as a way of enhancing quality services. All the librarians interviewed agreed that there were standard set that have to be met. They all mentioned ISO 9001: 2008 which clearly define quality management system standards and also Commission for University Education (CUE) standards for libraries.

4.3.5.3 Customer satisfaction with information services/products
The respondents were asked to indicate how they determine whether their customers are satisfied with the information services and products provided by the library. Their responses are quoted verbatim as follows:

- Findings from customer studies/surveys 25(89%);
- Suggestion box where they give their views 28(100%);
- Personal feedback after answering their enquiries 28(100%).

These findings show that the library evaluates customer care to ensure customer satisfaction with information services/products.

4.3.5.4 Customer satisfaction
The respondents were required to state whether they think that their customers are satisfied with the services provided. The findings suggest that most 23(82%) were on the affirmative while 5(18%) felt customers were not satisfied.

a) The respondents who felt that their customers were satisfied with their services gave the following reasons:

- ‘Customer surveys revealed that they were satisfied’ 23(100%);
- ‘Comments on the compliments register were positive’ 18(78%);
- ‘The library has always strived to solve most of their complaints’ 18(78%);
- ‘The library provides wireless internet access and the library is well packed’ 23(100%);
- ‘We are providing e-resources that have very current information’ 20(87%);
‘We increase copies of popular titles every year’ 15(65%)
‘Our OPAC is web-based’ 22(96%);
‘Our staffs are very supportive and helpful to users’ 16(70%) and
‘We have long opening hours including weekends’ 23(100%).
The findings above suggest that the library has in place a customer care program that adheres to satisfy customers.

b). The Respondents who said ‘No’ identified some of the customer’s major causes of dissatisfaction as:
- Shortage of core texts 2(40%);
- Slow internet access 5(100%);
- Constant power surges 5(100%) and
- Out dated information materials 3(60%).
The responses identified show that, customers were not always satisfied by the services provided by the Moi University Library.

4.3.5.5 Publicity information, products and services
The respondents were supposed to indicate how they create awareness of the availability of the information products/services to their customers. The results revealed the following methods:
- Display/exhibitions of all new information materials 28(100%);
- Library orientation 28(100%);
- Notices 28(100%);
- E-mails especially to academic staff 10(36%);
- Library web pages 15(54%);
- Library guide 20(71%);
- Selective Dissemination of Information (SDI) 17(61%) and
- Current Awareness Service (CAS) 28(100%).
The findings reveal that the library has been marketing its information products/services to create awareness to their users.
4.3.6 Section 6: Customer care practices
The previous section analysed data on the Identification and evaluation of quality and relevance of information services/products provided by MU library. This section presents results on customer care practices.

4.3.6.1 Customer care research
The respondents were asked to comment on whether and/or how customer care research is conducted by their library (e.g. use of surveys, interviews, information audit methods, focus group discussion or any other).

4.3.6.2 Number of times customer care research is carried out annually
The responses that emanated from this question revealed that most of the respondents 25(86%) said customer surveys are carried out three times in a year while 3(14%) were of the view that customer care research using surveys is conducted four times in a year.

4.3.6.3 Number of times customer care research was carried out
The study found out that all the respondents said that, in the last one year customer surveys were conducted three times.

4.3.6.4 Customer problems/complaints
The question sought to find out who has authority to deal with problems and or customer complaints in the Moi university library. The majority of the respondents were of the opinion that all library staff had the authority to deal with customer problems/complaints as guided by the rules and regulations. Where this was not possible the issue is referred to higher authority such as readers’ services librarian, librarian in-charge, university librarian, library management committee as the weight of the issue will determine.

4.3.6.5 Staff attitude
Library staffs were required to Comment on the attitude of staff towards the library customers and their comments are sampled as follows:

- ‘Quite commendable as their rapport is always good’ 25(89%);
- ‘Customers are seen as the most important and are treated as such’ 20(71%);
- ‘Our staffs treat customers with outmost respect’ 18(64%);
‘Our staffs are have a good attitude’ 25(89%); ‘Staff attitude towards customers is generally positive’ 22(79%) and ‘Most staffs are caring but a few staff may be indifferent’ 25(89%).
The findings above reveal that staff attitude was generally good.

4.3.7 Section 7: Challenges encountered in the process of offering customer care
This section presents data on challenges encountered in the process of providing customer care programmes and providing suggestions and recommendations for improvement.

4.3.7.1 Challenges of customer care
The respondents identified the following challenges to customer care practices in the library:

- Inadequate funds 28(100%);
- Lack of a consolidated Customer care policy to guide the practices 18(64%);
- Inadequate information materials against a large user base 22(79%);
- Shortage of well trained staff in customer care 15(54%);
- Limited space to accommodate most of the customers especially now that we have wireless internet access 28(100%);
- Inadequate computers to cater for those without laptops 28(100%);
- Few sockets to charge laptops being used by customers in the library 28(100%) and
- Regular power surges 26(93%).
The challenges identified suggest that the Moi University Library should endeavor to surmount them in order to improve their customer care.

4.3.7.2 Recommendations made by the respondents
The respondents suggested the following ways/recommendations on how to address the identified problems:

- Allocate adequate funds so as to address all issues concerning customer care 28(100%);
Develop an all-inclusive customer care policy to guide the practices 18(64%);
Purchase an increased number of information material to ensure information needs all met 28(100%);
Conduct more seminars and workshops for staff on customer care 22(79%);
Install an uninterrupted Power supply System (UPS) to minimize power interruptions for users 28(100%) and
Use of social media such as face book and twitter in the receipt and in addressing key concerns from customers and in publicising information products/services 20(71%).

The respondents provided key recommendations that if adopted can help improve customer care in the Moi University Library.

4.3.7.3 Changes on customer care services
The respondents identified the following changes to improve customer care in the library:

- Most librarians were of the opinion that library orientation which is carried on at the beginning of first year was inadequate and there was need to provide more regular information literacy skills to their customers for effective utilization of information resource both manual and online.
- The library should have an online library newsletter that would help promote library products/services and any new developments in the library.

4.3.7.4 Other comments/recommendations made by respondents
Additional comments and recommendations were given as:
- Have more seminars/workshops on proper customer care strategies.
- Purpose build library especially in Nairobi campus.
- Ensure the library has a well-equipped computer laboratory with fast internet access.
- Provide modern facilities to customers who are physically challenged.
4.4 Summary of chapter four
Chapter 4 presented findings of the data collected from students, academic staff and librarians on the state of customer care in academic libraries in Kenya. The chapter provide an analysis of data as per the study objectives as presented in chapter 1, section 1.4.1.

The students interviewed were well distributed in the various campuses. The majority of the students considered themselves customers of the library and felt that their information needs were fairly taken care of. Further, most students considered themselves regular library users and were aware of the services and products offered by the library.

On the other hand, academic staff was equitably distributed in the various disciplines of Moi University. The level of lecturers had the majority of respondents. Although academic staff considered themselves customers of the library, there were those who felt they were not library customers as the used the library occasionally. They felt that, meeting of their information needs was average. At the same time their use of the library was generally occasional.

The designations of library staff interviewed were well distributed in the various ranks of senior staff. They identified primary customers of the library as students, academic staff and non-teaching staff. They said the customer care resources were inadequate. They were of the view that meeting of the information needs of their customers was generally moderate. They also identified standards that have to be met to ensure provision of quality services. They marketed information products/services via displays/exhibitions, library orientation, notices, e-mails among others.

Generally the respondents were aware of the customer care unit and customer care policy. The challenges identified include insufficient information materials, regular power surges among others. The suggestions for improvement were given as identification of information needs and seek ways
of meeting them, purchase of UPS to curb power black-outs and allocation of adequate funds to address all issues concerning customer care.
CHAPTER FIVE: INTERPRETATION AND DISCUSSION OF THE FINDINGS

5.1 Introduction
This chapter discusses the results obtained from the interpretation and analysis of data (from the questionnaires and interviews) which was presented in Chapter 4. The interpretations of the research findings were based on the specific objectives as given in section 1.2.2 of this study. The information, which emerged from the literature review, also provided a source for comparison with the findings of this study whose purpose is to investigate the state of customer care in Public University libraries in Kenya, with specific reference to Moi University Library.

The interpretations of the results were guided by the following objectives:
1. To determine the composition of Moi University customers;
2. To determine the extent to which their information needs are being met;
3. To identify and evaluate the quality and relevance of information services/products, provided by MUL;
4. To establish if there are customer care structure and policy in place;
5. To determine customer care practices of Moi University Library; and
6. To evaluate the challenges encountered in the process of offering customer care programmes and makes recommendations.

This chapter discusses the findings presented in section 4 of this study, which looked at characteristics of the students and academic staff. The library professionals were not part of the specific objectives of the study, but they were relevant in the interpretation of the results and subsequent discussion.

5.2 Respondents to the study
The study targeted students, academic staff and library staff of Moi University. Responses were obtained from all three segments in acceptable rates of 82% for student, 57% for academic staff and 90% for library staff. The overall response rate of 76% and individual segments response rates of above 12% was acceptable for the findings to be valid for this study because, as compared to Dlamini, (2006:48) in his pilot study to determine if the methods
and sampling was representative, found out that a study sample of 5 (29%) academic, 10 (59%) students and 2 (12%) professionals with an average response rate of 69% was acceptable and this level has been used as he minimum acceptable rate of response. Consequently Dlamini study used an overall rate of 67% (Dlamini, 2006:52). Given that the overall percentage in this study (76%) is higher than that which was used to authenticate Dlamini’s (69%) study in similar academic libraries in South Africa, this gives credence to the data generated from questionnaires and interviews as well as the subsequent deductions made out of the analysis of Moi University study.

The findings revealed that the campus distribution of students, academic staff and professional librarians were equitably represented as shown in chart 4.1 on chapter 4. Further, the findings of this study show that total respondents when compared on gender, male respondents 264 (62%) dominated the groups as compared/against female respondents 162 (38%) although the target was a 50/50 ratio. While this was aimed at, the study could not be able to follow this ratios because gender ratios at the university does not follow this perfect scenario that would be expected of such a study but appeared that there was twice as many males than females that responded to the study and provided the results being discussed.

In order to understand the distributions of respondents, the results reaffirmed what is expected. That is all the categories targeted which ranged from students, academic staff and professional librarians were represented given that the study case is an academic library. Again it is important to note that the majority of the respondents were students whose sample size was also larger. Unexpectedly though, there were groups which also uses the library and do not come out as main users as such. These were students from neighbouring schools, a virtue that should be considered in the future when considering customer care services and products that a university library can offer. MU with its primary location being in the Eldoret city and in the rural area of Kesses, presents a unique opportunity that could be exploited by non-university inhabiting category of users such as the surrounding communities. Therefore, it may appear that the location of a library institution could
determine the type and nature of library users and not just the resident students and various staff which the study evidently confirmed. One other area of study that can be pursued in the future is whether spouses, relatives and children of academic and non-academic staff as well as surrounding communities visited the library for academic and non-academic services. The study however did not provide evidence that indeed these non-conventional academic users were also considered legitimate university customers/users whose needs should also be catered for when designing library policies, product and service provision.

As required of any scientific and social studies, biases in assessing outcomes should be eliminated or reduced to the bear minimum. This study made efforts to reduce such biases to the minimum. In fact, in regards to the distribution of respondents by their status, it was important that there were considerations of various segments that are found in a typical university. For example, the study ensured that the various levels of academic staff, ranging from professors to assistant lecturers, were well spread in all the disciplines taught in the university.

This undoubtable should be the case and the study only strengthened this assertion in the way in which it was implemented. In a similar manner, students were well distributed across all the degree programs and where the programs were taught in more than one campus, the response rate was also higher because as would be expected, the students tend to respond better on this type of research than the busy and often not available academic staff. The distribution of these two key cadres of respondents ensured that there was equal distribution that eliminated any bias but also points out that future study of library customers/users must take such considerations when designing research methods and levels of involvements of users. This will ensure that the results can be extrapolated in similar situations.

Again it is important to underscore the absence of other categories that were not from the university setting. What this really shows is that the library should review and see how its policy is friendly to the neighboring users and to be
sure that the university policies do not unduly exclude the use of library services by non-university staff. It appears that this was the case as it is difficult to determine, certainly not from this study, why there were very little interactions with neighboring communities with the exception of neighboring schools. The reason for this is probably because the main campus in Kesses, in particular, is located in farmlands with farmers who have little interests or unaware of what the services of the library could be to them. Schools obviously found good use of the university library but what may be limiting their full use are most likely the limited resource materials that are relevant to them. In Eldoret and Nairobi campuses, this issue should not have arisen even though the study did specifically set out to determine this type of variations.

The distribution of students by level of study indicated that the majority of the students were undergraduates (78%) and the least were doctorate candidates (5%). This corroborated the obvious fact that undergraduates are the majority in MU and it will be unrealistic to expect the opposite. Conversely, the majority who participated in the study were senior library assistants (54%) while the least were University librarians (4%). There results also showed that all targeted categories were represented although in different proportions, a reflection of the different diversities and populations of users.

5.3 The objectives.
From the data which was presented in chapter 4 based on the objectives of the study, the findings can be discussed as follows:

5.3.1 Identification of library customers
The respondents were required to indicate whether they considered themselves as customers/users of the library. The findings indicated that students overwhelmingly considered themselves to be library customers because a large majority (90%) indicated so. On the other hand, a considerable proportion (70%) of academic staff considered themselves library customers. This is because most likely the respondents find the library environment to be good for learning, libraries are also helpful for News Archives because they continue to subscribe to and stock a vast list of
newspapers, journals, and trade publications, back issues, freely accessible issues of major periodicals that would otherwise require online subscription, like many sections of Kenyan newspapers and numerous academic research papers, journals, and other important materials are virtually inaccessible to someone seeking to pull them off the web for free. Therefore, it is safe to indicate that the expectations of these two important categories of library users are being met with the services and products offered by the MU Library. Overall, this implies that the majority of the respondents (academic staff and students) considered themselves customers of the library. This confirms the information discussed in 1.2.2 and those of professional librarians who were interviewed. The findings are in agreement with the suggestion made by Simmonds and Andaleeb (2001:266), and Schmidt (2006:1) that reiterated that the primary customers/users are students and academic staff. This study basically underscores the fact that in academic libraries, students and academic staff remains the primary customers/users of such institution and their views should be respected and occasionally sought to improve customer care programme.

5.3.2 The extent to which their information needs are being met.
The study established that the information needs of respondent were “fairly taken care of” and not necessarily “well taken care of” by the library as it should. This can be deduced on the basis of the fact that a majority of students (77%) and academic staff (78%) agreed with this position during the interviews. This finding is also in agreement with the library professionals who indicated that customers/users’ needs were “fairly taken care” with 78% responding affirmatively. A follow up question was asked to those library professionals who said “fairly taken care of” to state what was being done right with some of their responses categorised as follows; long opening hours from 8am-10pm 7 days a week, conducive reading environment, borrowing information materials, books on high demand are place on short loan to ensure all customers/users get a chance to use them, and wireless network to all customers/users. These findings indicate that there is need to improve on customer care programme to help improve on customers/users information needs. These positions which this study established are contrary to what has
been discussed by Jobber (2003:168) that customer care is a philosophy which ensures that the products/services and aftercare associated with serving customer's needs, meet, and in most cases exceeds expectations. Based on the findings and subsequent deductions, the library needs to improve their products and services to face off competition from different information providers. They must evaluate their products and services to ensure that they meet customer expectations.

Similarly, the study on how frequent their information needs were met by the library, it was established that the information needs were met “most of the time” and not always. This is so because students (73%) and academic staff (64%) said so. This implies that their particular information needs were met most of the time. This does not concur with the findings of Kassim (2009:1) that satisfying customer information needs in academic libraries has always been the primary objective of libraries and librarians. Based on these findings, it is noted that there are several ways that are available to the library professions to determine key needs and obtain inputs on preferred solutions. This meant that the library meets their information needs to an acceptable level although there is still room for improvements.

Friendliness and helpfulness of library staff are important factors in customer care, which have to do with the way in which staff manage customer requests and level of assistance they provide to customers. On these issues, the study established that the library staff were both friendly and helpful as evidenced in a large majority of students (80%) and of academic staff (78%) indicated that this was the case. This study results confirms similar findings by Walter (1994:25) and Weingand (1979:79) that good customer care ‘wears many faces’; friendly staff, accurate information, good behavior from staff, convenient service, speedy response, right people with the right approach to customers, and work issues are important in the provision of customer care.

The general attitude of library staff is another important contributor to customer care. The majority of students, academicians and library professionals who were respondents to this study rated library staff attitude
towards them as fair and not good. This is because majority of the students (83%) and academic staff (76%) suggest so as shown on the chart 4.10. This information derived from study implies that library staff attitudes are mostly moderate. This however is somewhat different to what the library professional staff in MU believes to be when they were interviewed since most of them rated staff attitude as being positive. However, the result from the students and academic staff are not in agreement with the studies done by Weingand (1997:79) and Walters (1994:250) that good customer care ‘wears many faces as discussed in 2.3.3.

5.3.3 To Identify and evaluate the quality and relevance of information services/ products, provided by MUL.

On the issue of frequency of library use the study shows that students 54% were regular library users while 28% of academic staff used the library “sometime” as shown in table 4.3. This indicates that more students were regular customers/users of the library while academic staff used the library occasionally, possibly for references, when checking new materials that they could refer students to or for research purposes. This makes sense given that academic staff often have other sources other than the library which provide similar services offered by the library, such as internet, while students often depend fully on the university library due to inability to afford the expensive technological devices for accessing resource and learning materials.

In Moi University, like many universities in developing countries, only a few students have the means to purchase such electronic device. However, these findings are contrary to studies conducted on customer care by Dlamini (2006:29) in section 2.2.4 which indicated that the need and expectation of library customers/user changes in the digital environment, academic libraries should find the best way to define their users/customers’ needs, and under standard what they value, and provide information services to meet their demands. The library should also guide and support customers both from internal and external and to provide access to information in the most useful way for them because satisfied customers will do a lot of advertising for the library as they talk good about it.
Respondents were aware of the information products/services offered by the MU Library. As evidenced by 78% of students and 55% of academic staff who indicated that they were aware of the information products/services offered by the library. This suggests that students who were found to be more regular library customers/users are more aware of the product/services provided as compared to academic staff who seldom spent time in the library. Based on this study’s findings, it can be deduced that the library has succeeded in creating awareness on the information products and services for their customers/users. This corroborates the assertions by professional librarians of MU who were interviewed on how they create awareness of the information products and services and their opinions were unequivocal that display/exhibitions of all new information materials, library orientation, notices, e-mails especially to academic staff, library web pages, library guide, Selective Dissemination of Information (SDI), all were excellent means to create awareness on service provision.

Concerning the information products they use in the library, the study found out that some products were more popular with certain categories of users than others. For example, students ranked high in use of past exam papers, online/electronic databases, and reference sources, while on the other hand academic staff ranked high in the use of government publications, research reports, journals, online/electronic databases and conference proceedings. This implies that different category of users have different information needs. This supports and compliments the findings of Dlamini (2002:23) that showed similar results for the study on customer care provision in academic libraries. These results indicate that different categories of users have different information needs and that MU Library made good efforts in providing different products for different users.

Regarding the preferred information services, the study revealed that short loan, lending services, photocopying services and access to the internet, were the most popular and demanding in proportions as provided in table 4.5 which summarises the priority services which were ranked by the respondents in
accordance to their priorities. Services like audio visual services, printing services and interlibrary loans were lowly ranked (less than 50%) by most of the respondents. The study generally demonstrates that the respondents were familiar with the variety of services offered by the library.

To fully satisfy library customers is normally difficult. In order to rate whether this was the case with MU Library, the purpose being to assess the satisfaction of library users towards the services and products that the library offered, the study revealed that satisfaction with the overall customer care, helpfulness of staff, friendliness, library staff availability, usefulness of information, library opening hours, up-to-datedness of information material, ease of finding information materials, products/services provided by the library in meeting their needs, speed of downloading of information, the range of services offered, speed of response to initial inquiry, all these services contributed to user satisfaction and were rated as good with most of them being over 50% rate of satisfaction as shown in table 4.6. This indicates that customer care at Moi University Library was generally good.

Concerning products/services provided by the library in meeting customers/users information needs, the study found out that the majority (73%) of the respondents said “Yes”. This implies that the respondents felt that the products/services met their information needs. This is in agreement with the library professionals who in a large way did indicate that customers/users were satisfied with products/services offered by the library. Some of the factors that the study found out to contribute to the customers satisfaction includes; through customers/users surveys, comments on the compliments register which were mostly positive, they solved most of their complaints, they provided wireless internet access, e-resources that had very current information, and the library also increased copies of popular titles every year. In addition to this list of services, the users were able to access services such as library OPAC that is web-based, and that the library staffs were very supportive and helpful to them most of the time. More particularly, long opening hours including weekends, as discussed in section 4.7.7.3.
One of the outcomes of the study was that library staff efficiency in delivering services was rated by all respondents as “fair”. This is because students (82%) who are the majority of users and academic staff (61%) rated the library efficiency as fair. Considering what has been discussed by Mclean-Conner (2006:23) as shown in section 2.3.1 where she indicates that, every employee who interacts with customers in any way must have appropriate skills to respond, efficiently and effectively to customer needs. This particular revelation suggests that MU Library staff have some of the requisite skills but which are not sufficient to execute maximum efficiency expected in the provision of customer care. However, even though skills are important for them to effectively execute their duties, it is still possible that staff may have skills but not use them properly and may also fail to apply them when in need. It is important that the causes of this deficiency be further explored with future researchers.

5.3.4 Customer care structure and policy at MU Library
The study looked at the structures that facilitated customer care programme and the policies and practices that guided the same was evaluated, and the findings revealed that the majority of respondents were aware of the existence and activities of customer care unit. This is because a large majority 82% indicated so. This implies that such a unit exists. This information is in agreement with the information gathered from the library professionals of MU that such a unit and staff responsible for customer care exists in the library. The study also established that the unit provide orientation to new users, provide current awareness services, conduct occasional customer care survey and analysis of data, provide information on literacy skills to customers, address all customer enquiries, ensure circulation of information services, train users on the use of the OPAC, enforce rules and regulations of the library and provid selective dissemination of information (SDI)as shown in table 4.5.1.

In addition to the above, the study also showed that the majority of respondents (74%) were aware of customer care policy. This is in agreement with the findings from library professionals who indicated that there is a policy
in place as discussed in 4.7.2 within the MU Library. This is in agreement with the findings from the majority of library professionals interviewed who indicated that there is a policy in place. Further probing to asked those who said there was a policy to avail it for verification by the interviewee, it became clear that while no specific policy document existed parse, the “policy” is actually enshrined in the MU Library vision which guides customer care matters as it stipulates that the library’s motto which is, “to be user centered, focused and (offer) competitive university library services” encompasses the spirit and intent of a customer care policy. Moreover, rules and regulations guide the conduct of customer/users in the library. Since MU is ISO 9001:2008 certified and the major focus is customer satisfaction and that the library has been striving to adhere to it. The rules and regulations are sampled in section 4.7.2.2. This view is partially supported by New Castle University (2010) that the library should be committed to customer care policy in order to provide satisfactory customer care.

5.3.5 Customer care practices
The study showed that most customers/users have participated in the various activities/experiences in the library at various levels because most of the activities were rated over 50%. The activities/experiences that they have participated included using an electronic library card to borrow books, returning of borrowed books on time so that such books may be available to other fellow customers/users being treated with respect and courtesy by library staff, avoiding smoking, eating and drinking in prohibited areas in the library so as to ensure a conducive atmosphere for both the other customers as well as the library materials. In addition, other activities such as, feeling that the library provides services in a friendly and helpful manner, being able to read comfortably as the library provides a conducive reading environment, and the available information resources in the library were appropriate for users’ needs. Moreover, publicity of library services made it possible to know the range of services while participation in library customer care research was considered an important input to proper management of customer care services. Based on these revelations, it was important that the library needs to address the activities/experiences that were rated below 50%.
5.3.6 Challenges of offering customer care in Moi University library

The study revealed that, users/customers were concerned with the issues encountered while offering customer care. This was increased by the fact that there was inadequacy of computers with internet connectivity, lack of up to date information materials, regular power surges, insufficient information materials, improperly shelving of information materials such that it takes long to get required information, lack of adequate skills in customers in surfing the internet, lack of space for studying especially during exam times. The identified challenges suggest that, the library is facing numerous issues in the provision of customer care. This situation of having rather acute shortages and or inadequacy of primary resources for an academic library seems to be in agreement with the findings from the responses from the majority of library professionals interviewed who identified similar challenges that the library face when offering customer care in the library. The professionals however recommended some important ways to address the current challenges by advocating for the library to allocate adequate funds so as to address all issues concerning customer care, develop an all-inclusive and comprehensive customer care policy to guide the practices, purchase an increased number of information material to ensure information needs are all met, conducting more seminars and workshops for staff on customer care, install an uninterrupted Power Supply System (UPS) to minimize power interruptions for users, use of social media such as Face book and Twitter in the receipt and in addressing key concerns from customers and in publicizing information products/services.

5.3.6.1 Suggestions for improvement in the library services/products

The study showed that customers/users were allowed to make suggestions on the improvement of library products/services offered in the library. This is because 77% of users were affirmative and considered it important. This implies that majority of the respondents made suggestions towards possible improvements of library products/services.

On the issue, whether customers/users suggestions were considered on the improvement on products/services. The study showed that the majority of the respondents were of the view that their suggestions, when given, were
considered ‘a few times’ this is because students (74%) and academic staff (63%) were of this opinion when assessed on this issue. This implies that the library does not listen to their customers/users opinions for supporting in providing effective customer care. This findings, does not agree with the findings of Dlamini (2006:29) which indicated that it is important to embrace customer expectations to produce the benefits and standards of service delivery promised. Based on these outcomes, there are several ways that are available to the information professionals to determine key needs as discussed in 2.2.4 while the suggestions of a “few times” showed that to some extent the library is open to external thoughts and could improve services based on customer opinion surveys results.

5.3.6.2 Suggestion for customer care improvements
On the issue on suggestions for customer care improvement, the study received some suggestions that would lead to proper customer care. Some of the suggestions made by the respondent include the need to involve customers/users view in developing customer care policy, the library should be more sensitive to ‘users’ needs if it is interested in improving customer care services. Similarly it is important that MU library should procure more relevant and up to date information materials which mean that it should be sufficiently funded so as to improve the products/services.

Given that customers should be made aware of how to access information, respondents suggested that there should be a well labeled shelves and customer care desk as opposed to information desk, should be put in place and a proactive approach in identifying user needs and seeking ways of satisfying them by improving on the marketing/publicity of products/services, as well as training users on effective ways of retrieving information from the internet. Some technological improvements by way of simply increasing the number of computers with internet access and providing adequate numbers of sockets for charging laptops which are supported by Uninterrupted Power Supply (UPS) to curb power black outs are necessary to improve usability of the MU Library. More importantly, it will be important that the MU Library adopts social media (Web: 2.0/lib 2.0) for communicating and updating users
on new services and products. If all these improvements can be put in place, it is foreseen that MU library shall be able to retain and accommodate its customer base.
CHAPTER SIX: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction
The previous two chapters presented the findings and interpretations of the study. The purpose of this study was to investigate the state of customer care in public university libraries in Kenya. The study was conducted based on the problems identified that affect customer care programmes in academic libraries in Kenya using Moi University as a case study. The aim and objectives that guided the study were:

1. To determine the composition of Moi University library customers;
2. To determine the extent to which their information needs are being met;
3. To identify and evaluate the quality and relevance of information services/products, provided by Moi University Library;
4. To establish if there are customer care structures and policies in place;
5. To determine customer care practices of Moi University Library; and
6. To evaluate the challenges encountered in the process of offering customer care programmes and make recommendations.

Chapter 3 presented the theoretical perspective, research methodology and design for gathering data for this study. A review of the literature on the qualitative, quantitative and mixed method research approaches was provided. This involved collecting data in two phases. In the first phase, a questionnaire was sent to students and academic staff and on the second phase, professional librarians were interviewed through a structured questionnaire process.

In chapter 4, the data from the interview was analysed and the key results that needed further explanation were identified for a follow-up interview. From the questionnaires the study had targeted 639 population samples of which 377 were students and 262 were academic staff. The actual response rate was of 82% students and 57% academic staff who duly completed questionnaires and returned. In addition to the questionnaire, the study also targeted 31 professional librarians where 28(90%) were successfully interviewed, from the three campuses of Moi University: Nairobi campus, College of Health Science in Eldoret town and Main campus (Kesses) in Eldoret. The overall response
rate from the questionnaires and interviews was 77% which was considered sufficient representative of the sample population.

This chapter summarises the findings and presents the conclusions and recommendations

6.2 Summary of the findings
From the data which was presented in chapter 4 and in combination with the discussion in chapter 5 and based on the objectives of the study, the findings can be summarised as follows:

6.2.1 The composition of Moi University customers
The respondents (students and academic staff) were required to state whether they considered themselves customers of the Moi University Library. This question was important as it sought to ensure students and academic staff considered themselves as customers of the library. The study established that those who considered themselves as the primary customers/users of MU Library were students and academic staff. However, the study also revealed that there are other secondary customers such as the staff of Moi Teaching and Referral Hospital as well as the children under age 18 years from schools neighbouring the University who are also identified by professional librarians as being their customers.

6.2.2 Meeting of information needs of customers/user
The second objective sought to find out from respondents the extent to which their information needs are taken care of. The study revealed that the majority of the primary customers (students and academic staff) felt that their information needs were “fairly taken care of” but not “well taken care of” by the library as it should be the case.

To further understand the extent to which their information needs were being met, the study explored the frequency that customer’s get their needs met by the library. The study revealed that the primary customers (students and academic staff) felt that their needs were met “most of the time”. Nevertheless, it is important to note that the ultimate should be not just “most of the time” but “all the time”.
On the issue on friendliness and helpfulness of library staff, it was found that the library staffs were both friendly and helpful as evidenced in a large majority of students and of academic staff indicated that this was the case.

The general attitude of library staff when serving customers was reported as merely fair. Ideally, the attitude should be rated as good. For successful customer care the library staff should be trained and provide accurate information, exhibit good behavior, provide speedy responses, and know how to approach their customers. All the above, are important in the provision of customer care, In general the study revealed that even though the library staff at Moi University tries to satisfy their customers’ needs, they do not excel in doing so.

6.2.3. Identification and evaluation of the quality and relevance of information services/products

The discussion in chapter 5 section 5.2.3 points to the revelation that the library has a variety of products/services and most of the users were aware of them. Generally, students appear to be more regular users of the library than academic staff. But when it comes to use, it was found that different products and/or services appeal to different customers. For example, students ranked high in use of past exam papers, online/electronic databases, and reference sources while on the other hand academic staff ranked high in the use of government publications, research reports, journals, online/electronic databases and conference proceedings.

To fully satisfy library customers/users is normally difficult. In order to rate whether this was the case with MU Library, the study revealed that satisfaction with the overall customer care, helpfulness of staff, friendliness, library staff availability, usefulness of information, library opening hours, up-to-datedness of information material, ease of finding information materials, products and services provided by the library in meeting their needs, speed of downloading of information, the range of services offered, speed of response to initial inquiry, all these services contributed to user satisfaction and were rated as good with most of them being rated over 50% satisfaction as shown in table 4.6 and also as discussed in 5.2.3.
Concerning products/services provided by the library in meeting customers/users information needs. The study found out that the majority of the library customers felt that the products/services met their information needs.

In rating the efficiency of the library staff in making available the information requested. The outcome of the study was that the library staff efficiency in delivering services was generally “fair” and not good as it is supposed to be.

### 6.2.4. Customer care structure and policy

The discussion in chapter 5 section 5.2.4 further points out that the primary customer/users (students and academic staff) were aware of the existence of the unit and the library staff responsible for the unit. The study further reveals that, the unit provides orientation to new users, current awareness services, conduct occasional customer care survey and analysis of data, provide information on literacy skills to customers, address all customer enquiries, ensure circulation of information services, train users on the use of the OPAC, enforce rules and regulations of the library and provided Selective Dissemination of Information.

In addition to the above, the study also established that the majority of primary customers/users were aware of customer care policy and that the “policy” is actually enshrined in the MU Library vision which guides customer care matters as it stipulates that the library’s motto which is, “to be user centered, focused and (offer) competitive university library services” which encompasses the spirit and intent of a customer care policy.

### 6.2.5 Customer care activities/practices

The primary customers/users (students and academic staff) were to select activities/experiences that they had participated in the library. The study revealed that the activities/experience that they participated in are discussed in 5.2.5.
6.2.6 Challenges encountered in the process of offering customer care programmes in MU Library and selected recommendations.

Various challenges were revealed by the primary customers (students and academic). Among these were: inadequacy of computers with internet connectivity, lack of up to date information materials, regular power surges, insufficient information materials, improperly shelving of information materials such that it takes long to get required information, lack of adequate skills in customers in surfing the internet and lack of space for studying especially during exam times. Library professionals on the other hand identified some challenges that included; Inadequate funds, lack of a consolidated Customer care policy to guide the practices, Inadequate information materials against a large user base, shortage of well trained staff in customer care, limited space to accommodate most of the customers/users especially now that we have wireless internet access, inadequate computers to cater for those without laptops, few sockets to charge laptops being used by customers/users in the library and regular power surges.

On the issue of whether they make suggestions on the improvement on library products/services. The study established that customers/users were allowed to make suggestions on the improvement of library products/services offered in the library and that their views/suggestions were considered ‘a few times and not all the time’ as it should be.

6.2.7 Suggestions for customer care improvement
The discussion in chapter 5 section 5.2.8 further points out on the suggestions for customer care improvement made by students and academic staff.

6.3 Conclusions
From the summary of the key findings of this study, which are provided in the precious section (6.1), this section draws the conclusions for each of the research objectives and themes that emerged from the findings.

6.3.1 Library customers and the extent to which their information needs are met
This research concludes that:
a) The primary customers/users of an academic library are students and academic staff and this is what is expected of an academic library. The fact that these two groups are the majority; it is a confirmation of the reality.

b) The information needs of a majority of the primary customers/users were not sufficiently met by the library as they should be. Furthermore, even those needs which are met are not consistently met “most of the time”.

c) The library staff were both friendly and helpful, which is important for customer service provision. However, it was also evident that the overall rating of library staff’s attitude when serving their customers was felt to be below expectations.

6.3.2. Identification and evaluation of the quality and relevance of information services/products.

a) The library has variety of products and services and most of the users/customers were aware of them. Generally, students appear to be more regular users of the library than academic staff. But when it comes to use, it was found that different products and/or services appeal to different customers.

b) Similarly the study concludes that the level of satisfaction by users on the following aspects: the overall customer care, helpfulness of staff, friendliness, library catalogue, staff availability, usefulness of information available, library opening hours, up to date ness of information materials, ease of finding the information materials, were all found to be satisfactorily implemented in regards to the needs of the primary customers of Moi University Library.

c) Concerning products/services provided by the library in meeting customer/user information needs. The study established that the majority of the library customers/users felt that the products/services met their information needs.

d) In rating the efficiency of the library staff in making available the information requested, the outcome of the study was that the library
staff efficiency in delivering services was generally “fair” and not good as it is supposed to be.

6.3.3. Customer care structure and policy
The study concludes that:

a) The primary customers were aware of the existence of the customer care unit and the fact that all the library staff was responsible for the unit.

b) The unit provides orientation to new customers/users, provides current awareness services, conducts occasional customer care surveys and analysis of data thereof, provides information on literacy skills to customers, address all customer enquiries, ensure circulation of information services, trains customers/users on the use of the OPAC, enforces rules and regulations of the library and provides Selective Dissemination of Information (SDI).

c) On the area of policy, the majority who are the primary customers/users were aware of customer care policy, and that the “policy” is actually enshrined in the MU Library vision which guides customer care matters as it stipulates that the library’s motto which is, “to be user centered, focused and (offer) competitive University Library services” which encompasses the spirit and intent of customer care policy.

6.3.4 Customer care activities/practices
a) The study established that most customers/users have participated in the various activities/experiences in the library at various levels as discussed in 5.2.5.

6.3.5 Challenges of offering customer care in Moi University library
b) On the identified challenges of offering customer care as discussed in 5.2.6. The study therefore concludes that lack of resources hinders the achievement of good customer care.

c) While addressing the challenges, the study found that users/customers were allowed to make suggestions for improvement of library
products/services and further that their views/suggestions were considered only sometimes. However, the study did not explore why the views of customers were not always incorporated. The study therefore concludes that there is insufficient communication regarding the contribution of customers toward the improvement of customer care delivery.

b) On the issue on suggestions for customer care improvement, the study received some suggestions that would lead to proper customer care. Some of the suggestions made by the respondents are discussed in 5.2.8.

6.4 Recommendations
Following the conclusions above derived from the findings of the study, it is important to make recommendations. The recommendations are numerated below.

6.4.1 Meeting of information needs of customers/users
In reference to conclusion 6.2.1:

a) The study recommends that customer care programme should be provided with resources to run it.

b) In reference to conclusion 6.2.1(c) staff attitude when serving their customers, the study recommended that the library staff should be trained and provide accurate information, exhibit good behavior, provide speedy responses, and know how to approach their customers.

6.4.2. Identification and evaluation of the quality and relevance of information services/products
In reference to conclusion 6.2.2 (d) on the issues of the efficiency of library staff in the study highly recommends that every staff that interacts with the customers in anyway should have appropriate skills to respond effectively and efficiently to customer needs.

6.4.3 Challenges of offering customer care in Moi University Library
To address the challenges identified in 5.3.6. It is recommended that:
a) It is important that MU Library should procure more relevant and up to date information materials which mean that it should be sufficiently funded so as to improve the products/services. Given that customers should be made aware of how to access information, it is recommended that a well labeled shelves and customer care desk as opposed to the current information desk should be put in place and a proactive approach in identifying user needs and seeking ways of satisfying them by improving on the marketing/publicity of products/services as well as training users on effective ways of retrieving information from the internet should be a priority.

b) It is recognised from the study that technological improvements by way of simply increasing the number of computers with internet access and providing adequate numbers of sockets for charging laptops which are supported by Uninterrupted Power Supply (UPS) to curb power black outs are necessary to improve usability of the MU Library but is not solving the critical needs of the users. In the light of this, it is important and recommended that the MU Library adopts social media (Web: 2.0/lib 2.0) for communicating and updating users on new services and products. If all these improvements can be put in place, it is foreseen that MU shall be able to retain and accommodate its customer base.

6.5 Summary
This chapter presents the summary and conclusion of the findings in chapter 4 and 5 based on the objectives of the study.

The study established that students and academic staff were the primary customers but their needs were not sufficiently being met as they should be and that even those needs which are met are not consistently met “most of the time”. Library staff were friendly and helpful but overall rating of their attitude was below expectations.

The study established that the library has variety of products/services and users’ were aware of them. Generally, students appear to be more regular users of the library than academic staff. But when it comes to use, it was found that different products and/or services appeal to different customers
and that the level of satisfaction with the product/services was good and efficiency of library staff in making available the information requested was ‘fairly efficient’ and not good. They were also aware of the existence of customer care unit, its functions and the policy.

It was revealed that customers/users have participated in the various activities/experiences in the library at various levels. The study revealed that, users/customers were concerned with the challenges encountered while offering customer care as discussed in 5.3.5. It was apparent that customers/users were allowed to make suggestions for improvement of library products/services even though their suggestions were considered ‘a few times’ and not always as is expected.
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## Appendix 1: Instruments used in Data Collection

<table>
<thead>
<tr>
<th>Objective</th>
<th>Data Collection Instrument</th>
<th>Secondary Data Collection Instrument</th>
</tr>
</thead>
</table>
| 1. To determine the composition of Moi University customers and their information needs. | a) Questionnaires to students.  
  b) Documentation review. | a) Interview with the university librarian. |
| 2. To determine the extent to which their information needs are being met | a) Questionnaires to students.  
  b) Documentation review. | a) Interview with the university librarian. |
| 3. To identify and evaluate the quality and relevance of information services/products, provided by Moi University Library. | a) Questionnaires to students.  
  b) Documentation review. | a) Interview with the university librarian. |
| 4. To establish if there are customer care structure and policy in place. | a) Questionnaires to students.  
  b) Documentation review. | a) Interview with the university librarian. |
| 5. To determine customer care practices of Moi University Library. | a) Questionnaires to students.  
  b) Documentation review. | a) Interview with the university librarian. |
| 6. To determine the challenges encountered in the process of offering customer care programme and make recommendations. | a) Questionnaires to students.  
  b) Documentation review. | i. Interview with university librarian. |
### Appendix 2: Research objectives and possible sources of data

<table>
<thead>
<tr>
<th>Instruments used in data collection</th>
<th>Primary data collection instrument</th>
<th>Secondary data collection instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) To determine the composition of Moi University customers and their information needs</td>
<td>Questionnaires to students and lectures Q. 6 - 10</td>
<td>Interview with university librarian Q. 5 - 6</td>
</tr>
<tr>
<td>2) To determine how their information needs are being met</td>
<td>Questionnaires to students and lectures Q. 7 - 10</td>
<td>Interview with university librarian Q. 7 - 14</td>
</tr>
<tr>
<td>3) To establish the nature, quality and relevance of services provided by Moi University libraries.</td>
<td>Questionnaires to students and lectures Q 11- 19</td>
<td>Interview with university librarian Q. 15 - 19</td>
</tr>
<tr>
<td>4) To establish if there are customer care structure and policy in place</td>
<td>Questionnaires to students and lectures Q 20 - 22</td>
<td>Interview with university librarian Q 3 - 4</td>
</tr>
<tr>
<td>5) To determine customer care practices of Moi University Library</td>
<td>Questionnaires to students and lectures Q 22</td>
<td>Interview with university librarian Q 20 - 22 16 -18</td>
</tr>
<tr>
<td>6) To determine the challenges encountered in the process of offering customer care programme and make recommendations.</td>
<td>Questionnaires to students and lectures Q 23 - 25</td>
<td>Interview with university librarian Q23 – 26</td>
</tr>
</tbody>
</table>
APPENDIX 3: Letter to the University librarian

Dear University Librarian,

My name is Penina Ouda, I am a Masters’ student at the University South Africa (UNISA) in the Department of Information Science. I am conducting research titled “Customer care in Public University Libraries in Kenya: case study of the Moi University Library.” The aim of the study is to investigate the state of customer care and to help find out how public universities libraries can sufficiently address the issues of customer care. I am also a staff member of the Moi University Library.

I wish therefore to request your permission to conduct this research in three Moi University Libraries, that is, Margaret Thatcher library, College of Health Science and Nairobi campus, where selected library staff will be interviewed by the researcher. In addition, Moi University lecturers and students at these three campuses will also be asked to provide data.

I will be grateful to get your support also through your participation in the interview and if possible facilitating the collection of data with the staff and students of Moi University.

I wish to assure you that the information provided by the staff and students will be treated with utmost confidentiality and used specifically for the purpose of this research. I will also share the results of the research with you as soon as my studies are concluded.

Thank you for your support and cooperation.

Yours faithfully
Penina Ouda
Dear Sir/madam

I am a Masters’ student at the University South Africa (UNISA) Department of Information Science. I am conducting research on customer care in Public University libraries in Kenya, using Moi University Libraries as the case study.

I would be grateful if you can assist me obtain information for this study by completing the questionnaire provided, targeting lecturers and students of Moi University. Your responses will be critically instructive in understanding the status of customer care in these libraries. I assure you that the information that you provide will be treated with utmost confidentiality and used specifically and only for the purpose of this research.

Please find attached a copy of the questionnaire.
Thank you for your participation, I appreciate the time and effort you committed to complete this questionnaire.

Thank you for cooperating

Yours faithfully

Penina Ouda
APPENDIX 5: Questionnaire for Students and Academic Staff

INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE
1. Tick the appropriate answer(s) to all questions.
2. Use spaces provided to write your answers to the questions.
3. If you use additional sheets of paper for detailed answers, kindly indicate in all cases the question number you are referring to.

Section 1: Personal Information

1. Please indicate which campus you belong to (use an x or tick)
   [   ] Nairobi Campus
   [   ] College of Health Science (Eldoret)
   [   ] Main Campus (Kesses)

2. What is your Gender?
   [   ] Male
   [   ] Female

3. Are you an academic staff member or student?
   [   ] Academic Staff
   [   ] Student

4. If academic staff, please indicate your academic status
   [   ] Professor
   [   ] Associate Professor
   [   ] Senior Lecture
   [   ] Lecturer
   [   ] Research assistant
   Other (please specify) ..........................................................

5. If you are a student please indicate:
a) Name of the degree for which you are registered

…………………………………………..

b) The level of study

[ ] Undergraduate

[ ] Masters

[ ] Doctorate

Section 2: Library customers and their information needs

6. Do you consider yourself a customer of Moi University Library?

[ ] Yes

[ ] No

7. Customer care entails ensuring that all critical aspects about a customer that are necessary to meet the customers’ needs are taken care of. Would you say that your information needs as a customer of Moi University Library are?

[ ] Well taken care of

[ ] Fairly taken care of

[ ] Not taken care of.

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

[ ] Always

[ ] Some of the time

[ ] Most of the time

[ ] Never

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

……………………………………………………………………………………..

……………………………………………………………………………………..

……………………………………………………………………………………..

……………………………………………………………………………………….

b) Would you say that those explanations are

[ ] Always satisfactory

[ ] Sometimes satisfactory

[ ] Never satisfactory

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

[ ] Friendly and Helpful
[ ] Friendly but not helpful
[ ] Unfriendly but helpful
[ ] Unfriendly and not helpful

10. In general, how would you rate the attitude of library staff when serving you?
[ ] Good
[ ] Fair
[ ] Poor
Other (specify) .............................................

Section 3: To Identify and evaluate the quality and relevance of information services/products, provided by Moi University Library

11. How often do you use the library?
[ ] Regularly
[ ] Sometimes
[ ] Never

12. Are you aware of the information product/services offered by Moi University Library?
[ ] Yes
[ ] No

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

<table>
<thead>
<tr>
<th>Journals</th>
<th>Reference sources (e.g. encyclopedias, dictionaries, etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference proceedings</td>
<td></td>
</tr>
<tr>
<td>Research reports</td>
<td></td>
</tr>
<tr>
<td>Past exam papers</td>
<td></td>
</tr>
<tr>
<td>Official and government publications ( example legislation, government gazette, parliament proceedings, etc)</td>
<td></td>
</tr>
<tr>
<td>Online or electronic databases</td>
<td></td>
</tr>
</tbody>
</table>

Other (please specify)
14. Indicate the information services that you use below (may tick all that apply)

<table>
<thead>
<tr>
<th>Information services</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Information materials not found in the library are availed via inter library loan</td>
<td></td>
</tr>
<tr>
<td>Borrowing of information materials on Short loan</td>
<td></td>
</tr>
<tr>
<td>Access to internet services</td>
<td></td>
</tr>
<tr>
<td>Lending services</td>
<td></td>
</tr>
<tr>
<td>Audio visual services</td>
<td></td>
</tr>
<tr>
<td>Advice about other places/institutions where I can get required information if not</td>
<td></td>
</tr>
<tr>
<td>available in the library</td>
<td></td>
</tr>
<tr>
<td>Printing services</td>
<td></td>
</tr>
<tr>
<td>Photocopying services</td>
<td></td>
</tr>
<tr>
<td>Others (Please indicate)</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Service</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall customer care</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helpfulness of staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friendliness of staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Catalogue</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff availability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Usefulness of information available</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Opening hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Up to date ness of information materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speed of downloading information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Range of services offered</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speed of response to your initial enquiry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
16. Do the product/services provided by the library meet your information needs?

[   ] Yes
[   ] No

17. If the answer to Q16 is yes, please indicate your satisfaction as rated below:

[   ] Well taken care of
[   ] Fairly taken care of
[   ] Not taken care of

18. If the answer to Q16 is “no” briefly explain

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

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

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

Section 4: Customer care structure, policy and practices

20. Are you aware of the customer care unit within the library?

[   ] Yes
[   ] No

21. Are you aware of any customer care policy at your library?

[   ] Yes
[   ] No
### Section 5: Practices of customer care in the library

22. Which of the following activities/experiences have you participated in while using your library?

<table>
<thead>
<tr>
<th>Activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion(s) on customer care policy in the academic library</td>
<td></td>
</tr>
<tr>
<td>Using an electronic library card to borrow books</td>
<td></td>
</tr>
<tr>
<td>Returning of borrowed books on time so that such books may be available to other fellow customers</td>
<td></td>
</tr>
<tr>
<td>Being treated with respect and courtesy by library staff</td>
<td></td>
</tr>
<tr>
<td>Avoiding smoking, eating and drinking in prohibited areas in the library so as to ensure a conducive atmosphere for both the other customers as well as the library materials.</td>
<td></td>
</tr>
<tr>
<td>Feeling that the library provides services in a friendly and helpful manner</td>
<td></td>
</tr>
<tr>
<td>Being able to read comfortably as the library provides a conducive reading environment</td>
<td></td>
</tr>
<tr>
<td>Available information resources in the Library are appropriate for users’ needs</td>
<td></td>
</tr>
<tr>
<td>Publicity of Library services makes it possible to know the range of services</td>
<td></td>
</tr>
<tr>
<td>Provided library services meets and exceeds customer expectations</td>
<td></td>
</tr>
</tbody>
</table>
Section 6: Challenges encountered in the process of offering customer care in an academic library

23. What are the challenges you encountered while using the library?
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

24. Do you ever make suggestions on how the library services/product could be improved?
[ ] Yes
[ ] No
a) If your answer is “Yes” how often would you say that your suggestions are considered in the improvement of services?
[ ] Never
[ ] A few times
[ ] Many times
[ ] Always

b) If your answer is “No” to the above question, what is the reason for not making any suggestion?
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
25. Based on the identified challenges, what are the ways of improving customer care programme in Moi University Libraries?

Thank you for taking your time to respond to this questionnaire

APPENDIX 6: INTERVIEW SCHEDULE/QUESTIONNAIRE FOR THE LIBRARY STAFF

The purpose of this interview schedule is to gather information on customer care.

Section 1: Personal information

1. On which campus do you work?
   [ ] Nairobi campus library
   [ ] College of Health Science Library
   [ ] Margaret Thatcher Library (main campus)

2. Your position is:
   [ ] University librarian
   [ ] Deputy University Librarian
   [ ] Senior librarian
   [ ] Assistant librarian
   [ ] Senior library assistant
Section 2: Policy and structure of academic library
3. Does the library have a customer care policy?
4. If your answer to Q3 is “yes”, please comment on your library policy particularly how the policy addresses customer care programme?

Section: 3. Customers served by Moi University Library
5. Who are the customers of Moi University Libraries according to the customer care policy?
   [ ] Students
   [ ] Lectures
   [ ] None teaching staff
   Other (please specify) ……………………………………………………………………………………

6. How do you know that they are your customers?
   ………………………………………………………………………………………………………………….
   ………………………………………………………………………………………………………………….

Section 4: Customer care structure, policy and practices
7. Is there department or unit and people responsible for customer services in your library?
8. If customer care department or unit exists what is the function does it serve?
9. Does customer care program have enough resource e.g. funds, personnel equipment to enable it fulfill its function?
10. Would you say that the library management has strong support for customer care?
11. Customer care entails ensuring that all critical aspects about a customer that necessary to meet the customer’s need are taken care of. Would you say the information needs of library customers are;
a) Well taken care of?
b) Fairly well taken care of?
c) Poorly taken care of?
d) Not taken care of?
12. If your answer is a or b, briefly explain what is being done right
13. If your answer is (c) or (d) in which area do you think the services are deficient?
14. How are their information needs being met?

**Section 5: Nature, quality and relevance of services provided.**

15. Please comment on the nature and quality of the services of the information product and services that you provide to your customers?
16. Are there set standards that have to be met as a way of enhancing quality services?
17. How do you determine whether your customers are satisfied with the information services and products provided by the library?
18. Do you think that the customers are satisfied with the services you provide?
   a) If yes, how do you know?
   b) If no, what would you say are some your customer's major causes of dissatisfaction?
19. How do you create awareness of the availability of the information products and services to your customers?.

**Section 5: Customer care practices**

20. Please comment on whether and/or how customer care research is conducted by your library (example use of surveys, interviews, information audit methods, focus group discussion or any other etc).
   a) How often?
   b) How many times have you used the method(s) you have indicated in the last one year?
21. Who has authority to deal with problems and or customer complaints in your library?
22. Comments on the attitude of staff towards the library customers.

Section 6: Challenges encountered

23. What are the challenges of customer care practices in your Library?
24. Suggest ways/recommendations on how to address the identified problems?
25. What one thing would you change about this library to improve customer care?
26. Any other comments and recommendations about customer care in your library?

Thank you very much for participating in this interview
Appendix 7: Pre-testing of questionnaire

Dear

I am currently a Master student in the University of South Africa (UNISA) conducting research on the Customer Care in Public University Libraries in Kenya: case study of the Moi University Library. The research includes a questionnaire survey for the first phase of data collection. I kindly request you to pre-test the attached questionnaire and kindly return it in one week time if possible.

You are invited to feel free to write comments or advice on improvement for the questionnaire itself.

1. How long did it take to complete the questionnaire?

2. Are the aspects of customer care in the university library addressed?

3. Are there questions which should be omitted?

4. Do you have any criticisms, comments or suggestions on the format of the survey?

Yours Sincerely

Penina Ouda
Masters student
UNISA