

**FACTORS INFLUENCING QUALITY SERVICE DELIVERY IN PUBLIC
LIBRARIES: A CASE STUDY OF GARISSA PROVINCIAL LIBRARY**

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DECLARATION

This research project is my original work and has not been presented for any award of a degree in any other university.

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DEDICATION

I dedicate this research to my lat beloved wife Maryan and my children

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First, I am greatly indebted to my PARENTS for teaching me the value of education . Secondly to my late beloved wife Miriam and children for encouraging me immensely while I was attending to my studies.

Thirdly, I would like to thank my supervisor Dr. Kyalo for her unweaving support throughout this research project.

It was not that easy, but I had all the assistance and encouragement a student would know.

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ABBREVIATIONS AND ACRONYMS

ALA	American Library Association
BCE	Before the Common Era
CD-ROM	Compact Disc Read Only Memory
ICT	Information and Communication Technology
IER	Institute of Environmental Research
IFLA	International Federation of Library Associations
LBQ	Library Board of Queensland
LIS	Library of Iterative Solvers
SDI	Selective Dissemination of Information
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organisation

ABSTRACT

The purpose of the study was to establish the factors that influence quality service delivery in public libraries in Kenya a case of Garissa provincial library. Four research objectives were formulated to guide the study. The study employed descriptive survey design. The sample comprised of 4 librarians 3 camel riders and 120 library Data were collected by use of questionnaires. Data were analysed by use of qualitative and quantitative means. Findings revealed that availability of reading materials influenced quality library service delivery. The library lacked the required information for all categories of users. Findings further revealed that adaptation of technology influenced quality library service delivery. For example, all the library users, librarians and camel riders indicated that the library was not connected to the internet. Findings show that the librarians said that there was telephone and computers in the library but there were not adequate. Audio visual devices were not available in the library as indicated by library staffs. There was no TV set and audio visual in the library and hence were not in a potion to watch informative movies. Findings also revealed that quality service delivery was influenced by infrastructure. For example tables, chairs, shelves, computer tables and officers were available but inadequate, the same number of staffs said that there were reading hall, lighting, funs and electricity were not available. Findings also revealed that tables, chairs, shelves, computer tables, officers and toilets were available but inadequate. They further indicated that reading hall, lighting, funs and electricity were not available. Based on the findings, the study concluded that availability of reading materials influenced quality library service delivery. The library lacked the required information for all categories of users. Library users indicated that they did always have what they wanted from the library. The users did not get what they wanted from the library due to the distance from their area of study and the library. The study further concluded that adaptation of technology influenced quality library service delivery. The library was not connected to the internet they lacked facilities such as audio visual devices which affected quality service delivery. The study further concluded that infrastructure affected quality library service delivery. For example, infrastructure such tables, chairs, computer tables, offices, lighting, funs and electricity were not available in the libraries were inadequate in the library. Reading hall, lighting, funs and electricity were not available. Based on the findings, the study recommended that the government should provide reading materials so that to enhance quality service delivery at the library. The government should enhance technology adaptation in the library to facilitate quality service delivery at the library. The government should provide the necessary infrastructure to enhance quality service delivery at the library. It was suggested that a study on factors influencing library use in rural library service should be conducted. It was also suggested that a study on stakeholders attitude towards library quality service delivery in national library services should be conducted.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

All over the world libraries are dedicated to providing free and equitable access to information for all, be it in written, electronic or audiovisual form. They play a key role in creating literate environments and promoting literacy by offering relevant and attractive reading material for all ages and all literacy levels and by offering adult and family literacy classes. They embrace the social responsibility to offer services that bridge social, political and economic barriers, and traditionally make a special effort to extend their services to marginalized people. Libraries assist in finding, using and interpreting appropriate information that opens up opportunities for lifelong learning, literacy enhancement, informed citizenship, recreation, creative imagination, individual research, critical thinking, and ultimately, empowerment in an increasingly complex world.

The concept of providing information services has been known for thousands of years. As early as the seventh century BCE, a library existed in Nineveh, while the library in Alexandria of the third century BCE was known as one of the greatest cultural institutions of the world (Hessel 1955; Jackson 1974; Thompson 1977). In ancient times, librarians were graduates of schools for scribes who subsequently underwent internships lasting several years in specific work settings. In the middle Ages, monks, who were responsible for the

preservation of cultural treasures, also copied manuscripts and maintained the libraries in monasteries. Although the invention of the printing press in the 15th century by Johannes Gutenberg increased the assortment of books in private libraries of the nobility as well as in those of religious orders, the librarian's traditional role in organizing and preserving information remained unchanged (Thompson 1977; Jackson 1974; Hessel 1955; Steig 1992; Jenkins & Godow 2000). The Age of Enlightenment, characterized especially by the transition from a religious to a secular society, significantly contributed to the development of large national and public libraries, as secular institutions where systematic cataloguing was used. Libraries also played an important role in the dissemination of knowledge subsequent to the extension of education, the accelerated process of urbanization and the emerging need for technological education for a growing class of labourers.

In 1876, the American Library Association (ALA) was formed with the aim of providing for the needs of public libraries all over the US. One of the association's famous founding members, Melvil Dewey, also published the first edition of his "decimal system classification" at that time. Dewey also headed the first school for librarians, which he established in 1887 at Columbia University in the US (Steig 1992; Black 1998; Jenkins & Godow 2000). The institution symbolized the beginning of a transition from random and individual training to a formal, structured and standard professional training program. Over the years, curricula in schools of librarianship underwent major changes, as did the very definition of the profession. By the end of the twentieth century, the following definition of librarianship, which appeared in the American Library Association

It is a basic human right to be able to have access to and an understanding of information, and there is now more information available than ever before in the world's history. As a public service open to all, the public library has a key role in collecting, organizing and exploiting information, as well as providing access to a wide range of information sources. The public library has a particular responsibility to collect local information and make it readily available (IER Planning, Research and Management Services, 2008). It also acts as a memory of the past by collecting, conserving and providing access to material relating to the history of the community and of individuals. In providing a wide range of information the public library assists the community in informed debate and decision-making on key issues. In collecting and providing information the public library should, wherever possible, co-operate with other agencies to make the best use of available resources. (Himmel, Ethel and Wilson, 1998).

The rapid growth in the volume of available information and the continuing technological changes, which have radically affected the way information is accessed, have already made a significant effect on public libraries and their services. Information is very important to the development of the individual and of society, and information technology gives considerable power to those able to access and use it. Despite its rapid growth it is not available to the majority of the world's population, and the gap between the information rich and the information poor continues to widen. A vital role for the public library is to bridge that gap by providing public access to the Internet as well as providing information in traditional formats. Public libraries should recognize and exploit the opportunities provided by the

exciting developments in information and communications technology. They have the opportunity to become the electronic gateway to the information world (King, 2008).

Global trends such as rising customer expectations, budgetary constraints, global competition for investment, public sector reform programmes and changing demographics have transformed the environment in which the public sector operates. Driven by these changing expectations, the public sector is increasingly required to redefine its role, strengthen its customer focus and build integrated service delivery models (Library Association, 1999). Reforms in the public sector aimed at improving service delivery have received considerable focus during the last decade. If they are to realise the desired benefits, these models must be based on meeting customer needs more efficiently and more effectively. This means keeping the customer's needs at the core of every decision, from strategy formulation and design through to execution.

‘The public library is the local centre of information making all kinds of knowledge and information readily available to its users.’ Some public libraries in South Africa provide space for information kiosks and telecentres.(Library Association, 2005) Open access Internet points have been established in public libraries in Estonia. Rural multi-purpose community telecentres have been established in five African countries (Benin, Mali, Mozambique, Tanzania and Uganda) to provide access to modern information and communication tools (Library Association, 2003). The public library in Sunderland, England, is developing ‘electronic village halls’, based in a variety of locations, including library buildings, a further education college, a community business centre, and around a community

and voluntary network. They provide free access to PCs (personal computers) and the Internet, a wide range of software for adults and children and trained staff who are available to help users.

In Singapore the stated mission for the public library service is ‘to continuously expand this nation’s capacity to learn through a national network of libraries and information resource centres providing services and learning opportunities to support the advancement of Singapore’. In South Africa, where many people have inadequate living space and no electricity to enable them to study, public libraries give a high priority to providing the basic facilities, light, tables and chairs (Library Board of Queensland, [LBQ] 2007).

In many countries libraries that fulfill the function of both public and school library are provided. In Trafford, England, three smaller libraries have been integrated into existing facilities. One branch library has been combined with a school library and two are located with leisure facilities. In Bulawayo, Zimbabwe, a weekly mobile library service visits thirty seven primary schools greatly increasing access to the library service for children in the city (McClure, 2006). In Amazonas State, Venezuela, where there are no school libraries, rural libraries concentrate on providing support for school students and teachers (Moore, 2009). In Barcelona province, Spain, some library services give support to distance learning students from the Open University in Catalonia. In the State of Queensland, Australia, public libraries provide homework resources and support to upper primary and secondary school children through organized homework clubs in libraries. Electronic homework support is also available (<http://netlinks.slq.qld.gov.au>).

Public libraries are a world-wide phenomenon. They occur in a variety of societies, in differing cultures and at different stages of development. Although the varied contexts in which they operate inevitably result in differences in the services they provide, and the way those services are delivered, they normally have characteristics in common, which can be defined as follows. A public library is an organization established, supported and funded by the community, either through local, regional or national government or through some other form of community organization. It provides access to knowledge, information and works of the imagination through a range of resources and services and is equally available to all members of the community regardless of race, nationality, age, gender, religion, language, disability, economic and employment status and educational attainment (<http://netlinks.slq.qld.gov.au>).

Public libraries which are the local gateway to knowledge, provides a basic condition for lifelong learning, independent decision-making and cultural development of the individual and social groups.’ (IFLA/UNESCO Public Library Manifesto, 1994). A public library provides access to knowledge, information and works of the imagination through a range of resources and services and is equally available to all members of the community regardless of race, nationality, age, gender, religion, Many public libraries have responded to the challenge of the electronic revolution and taken the opportunity to develop services in new and exciting ways.

An important role of the public library is providing a focus for cultural and artistic development in the community and helping to shape and support the cultural identity of the

community. This can be achieved by working in partnership with appropriate local and regional organizations, by providing space for cultural activity, organizing cultural programmes and by ensuring that cultural interests are represented in the library's materials. The library's contribution should reflect the variety of cultures represented in the community. It should provide materials in the languages spoken and read in the local community, and support cultural traditions (Sturges, Paul & Neill, 2008).

The primary purposes of the public library are to provide resources and services in a variety of media to meet the needs of individuals and groups for education, information and personal development including recreation and leisure. They have an important role in the development and maintenance of a democratic society by giving the individual access to a wide and varied range of knowledge, ideas and opinions. The need for an agency available to all, which provides access to knowledge in printed and other formats to support formal and informal education, has been the reason for the foundation and maintenance of most public libraries and remains a core purpose for the public library. Throughout their lives people require education either at formal institutions, for example, schools, colleges and universities, or in a less formal context related to their employment and daily life. Learning does not end with the completion of formal education but is, for most people, a lifelong activity. In an increasingly complex society people will need to acquire new skills at various stages of their life. The public library has an important role in assisting this process (Brawner & Donald, 2006).

Some of the new undertakings of the public libraries is an exciting opportunity to help to bring everyone into the global conversation and to bridge what is often called 'the digital divide' of the internet. They can achieve this by providing information technology for public access, by teaching basic computer skills and by participating in programmes to combat illiteracy. However, to fulfill the principle of access for all, they must also continue to maintain services that provide information in different ways, for example, through print or the oral tradition (IFLA, 2007).

The public library should provide material in the appropriate media to support formal and informal learning processes. It should also help the user to make use of these learning resources effectively as well as providing facilities that enable people to study. The ability to access information and make effective use of it is vital to successful education and, where possible, public libraries should co-operate with other educational organizations in teaching the use of information resources. Where adequate library facilities exist to support formal education the public library should complement them rather than duplicating library provision available elsewhere (Marie, 1999).

The public library should also actively support literacy campaigns, as literacy is the key to education and knowledge and to the use of libraries and information services. Newly literate people need easy access to appropriate reading materials to maintain and develop their skills. In some countries the need for educational development is seen to be paramount and the focus of public libraries is to support formal education. There are, however, a variety of ways in which public libraries can support both formal and informal education. How this is

achieved will depend on the local context and the level of available resources (Koontz & Christine, 2007).

These are likely to remain of vital importance for the foreseeable future. While becoming the gateway to the electronic information world should be a key objective for the public library, every effort must be made not to close other doors through which knowledge and information can be provided. These factors present public libraries with a major challenge, and their response will determine the continuing viability of the public library service. The recommendations have been framed with these issues in mind (McCabe & Gerard, 2000).

The primary purposes of the public library are to provide resources and services in a variety of media to meet the needs of individuals and groups for education, information and personal development including recreation and leisure. They have an important role in the development and maintenance of a democratic society by giving the individual access to a wide and varied range of knowledge, ideas and opinions.

The public library should be able to represent all ranges of human experience and opinion, free from the risk of censorship. In some countries a Freedom of Information Act will help to ensure these rights are maintained (McCabe, 2000). Librarians and governing bodies should uphold these basic human rights and resist pressure from individuals and groups to limit the material available in the public library. A fundamental principle of the public library is that its services must be available to all and not directed to one group in the community to the exclusion of others. Provision should be made to ensure services are equally available to

minority groups who for some reason are not able to use the mainstream services, for example, linguistic minorities, people with physical and sensory disabilities or those living in remote communities who are unable to reach library buildings. The level of funding, development of services, the design of libraries and their opening hours should all be planned with the concept of universal access as a basic principle (IFLA, 2007). Public libraries are a community agency providing access at local level to a range of knowledge and information for the benefit of the individual and society as a whole. In order to maintain the level of service required to fulfill their functions public libraries should be supported by legislation and sustained funding (McCabe, 2000).

1.2 Statement of the problem

A public library is a locally based service meeting the needs of the local community and operating within the context of that community. This means keeping the customer's needs at the core of every decision, from strategy formulation and design through to execution. Kenya national library service is a corporate body of the Kenya government established by an Act of parliament Cap 225(1965) to provide library and information services to the Kenyan Public. The customers for the libraries cover the entire public and includes students, children, youth, researchers, Government agencies, Private institutions among other categories of people.

The mission of the Kenya National Library is to make information resources available and preserve national imprint for use by all communities through utilization of appropriate technology. However, the Garissa provincial library has been encountered by several

challenges which include provisions of copyright law which restrict production of original materials in alternative format without permission of the author, high cost of acquiring. Expensive mobility physical barriers to information, lack of supportive policies and linguistic challenge to basic learners in the available software. These challenges among other hinder the provision of quality service delivery to the public. The study will therefore establish the factors that influence quality service delivery in public libraries in Kenya a case of Garissa provincial library.

1.3 Purpose of the study

The purpose of the study was to establish the factors that influence quality service delivery in public libraries in Kenya a case of Garissa provincial library.

1.4 Objectives of the study

The following objectives guided the study

- i. To establish how availability of reading materials influence quality service delivery at the Garissa provincial library
- ii. To assess the influence of technology adaptation on quality service delivery at the Garissa provincial library
- iii. To determine how accessibility to the public influence quality service delivery at the Garissa provincial library

- iv. To establish how infrastructure influence quality service delivery at the Garissa provincial library

1.5 Research questions

- i. In what ways does availability of reading materials influence quality service delivery at the Garissa provincial library?
- ii. What is the influence of technology adaptation on quality service delivery at the Garissa provincial library?
- iii. How does accessibility to the public influence quality service delivery at the Garissa provincial library?
- iv. How does library infrastructure influence quality service delivery at the Garissa provincial library?

1.6 Significance of the study

The findings of the study would be useful to the policy makers at the Ministry of Education since it will provide a comprehensive analysis on the factors that influence service delivery in the public libraries. The findings of the study may also be important to the KNLS in evaluating the service delivery in the public library. Finally, this study will contribute to literature and form a base for further studies on the factors that influence service delivery in the libraries.

1.7 Limitations of the study

Mugenda and Mugenda (1990) noted that limitation is an aspect of research that may influence the results negatively but over which the researcher has no control. One of the limitation of the study is that there has not been many studies on the factors affecting library services in Kenya. Another limitation was that the researcher was not able to control the attitude of the respondent as they respond to the questions

1.8 Delimitation of the study

The study was conducted in one public library in Garissa county. For a comprehensive study all the public libraries should be studied however, this was not possible due to time and money factors. The research used librarians and service consumers in the library. The researcher made use of other stakeholders such as officials from the headquarters due to technicalities of getting them.

1.9 Assumptions of the study

The study made the following basic assumptions:

- i) That, public libraries are well established to provide best service delivery to the clients.
- ii) That the library staff are well equipped to provide services at the library

iii) That the respondents in the study will give genuine information pertaining the curriculum implementation in the colleges.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses the literature review. The chapter addresses the influence of availability of information on quality service delivery, influence of availability of reading materials on quality service delivery, influence of technology adaptation on quality service delivery, influence of accessibility to the public on quality service delivery and the influence of infrastructure on quality service delivery at the Garissa provincial library

2.2 Background to the provision of information

The concept of providing information services has been known for thousands of years. As early as the seventh century BCE, a library existed in Nineveh, while the library in Alexandria of the third century BCE was known as one of the greatest cultural institutions of the world (Hessel 1955; Jackson 1974; Thompson 1977). In ancient times, librarians were graduates of schools for scribes who subsequently underwent internships lasting several years in specific work settings. In the Middle Ages, monks, who were responsible for the preservation of cultural treasures, also copied manuscripts and maintained the libraries in monasteries. Although the invention of the printing press in the 15th century by Johannes Gutenberg increased the assortment of books in private libraries of the nobility as well as in

those of religious orders, the librarian's traditional role in organizing and preserving information remained unchanged (Thompson 1977; Jackson 1974; Hessel 1955; Steig 1992; Jenkins & Godow 2000). The Age of Enlightenment, characterized especially by the transition from a religious to a secular society, significantly contributed to the development of large national and public libraries, as secular institutions where systematic cataloguing was used. Libraries also played an important role in the dissemination of knowledge subsequent to the extension of education, the accelerated process of urbanization and the emerging need for technological education for a growing class of labourers.

In 1876, the American Library Association was formed with the aim of providing for the needs of public libraries all over the US. One of the association's famous founding members, Melvil Dewey, also published the first edition of his "decimal system classification" at that time. Dewey also headed the first school for librarians, which he established in 1887 at Columbia University in the US (Steig 1992; Black 1998; Jenkins & Godow 2000). The institution symbolized the beginning of a transition from random and individual training to a formal, structured and standard professional training program. Over the years, curricula in schools of librarianship underwent major changes, as did the very definition of the profession. By the end of the twentieth century, the following definition of librarianship, which appeared in the American Library Association

2.3 Influence of availability of information on quality service delivery

Aguolu and Aguolu (2002) argue that availability should be viewed from both national and instructional levels. They attribute the lack of availability of information sources to the steady proliferation of universities: federal, state, and private, along with increases in students and faculty, and the diversification of courses and academic and research programmes, without adequate information sources to meet the actual and information needs. They identify obstacles to the development of adequate information sources. Dike (1992) conducted research on the scarcity of books in Nigeria and the threat to academic excellence. She was able to establish that non-availability of information sources has led faculty and students not to use library services.

Buckland (1975) analyzes frustrations felt by users who fail to find the information sources they want in the library. He outlines four relationships between the user and availability or resources, which are the greater, the popularity, the lower the immediate availability. The longer the loan period, the lower the immediate availability, the shorter the loan period, the higher the immediate availability. The greater the popularity, the shorter the loan period has to be and the less the popularity, the longer the loan period can be. Increasing the number of copies available, like shortening the length of loan periods, increases the immediate availability.

(LIS) collections in most Nigerian university libraries, which had a negative effect on the use of information sources in the libraries studied. The librarians cannot conduct quality research and get published, and library students cannot even use library services. The authors recommended that at least 5 percent of the book budget be set aside for LIS information sources. The study, though limited to LIS, can be generalized to other subject areas. Unomah (1987) conducted a study at the former Bendel State University to determine the unavailability rate in the library and to find out its causes. The survey revealed an unavailability rate of 34 percent. One effect on the use of library service was that 300 users (71.4%) gave up and went away frustrated. On acquisition performance, the survey showed that the library acquired only a little more than half the items requested. A similar study by Okiy (2000) showed an unavailability rate of only 7.5%. Iyoro (2004) found that availability of serials at the University of Ibadan was 94 percent, with 242 of 256 respondents agreeing that serial publications are available and readily accessible.

Ajayi and Akinniyi (2004) found frustration among information seekers due to the non-availability of sources. Aina (1985) analyzed the availability of periodical titles used in Nigerian libraries, finding that only 67 (11.5%) of the 578 periodical titles studied were not available in any of the major libraries, and confirming a high availability rate. Oyediran-Tidings (2004) studied information needs of library users at the Yaba College of Technology, Lagos, and observed low use of the library by the students, which was “attributed to the expressed unavailability of desired information resources.” The paper suggests seeking user input for the acquisition process and policy.

2.4 Influence of availability of reading materials on quality service delivery

Accessibility of information sources is an important recurring theme in the literature. According to Aguolu and Aguolu (2002), resources may be available in the library and even identified bibliographically as relevant to one's subject of interest, but the user may not be able to lay hands on them. One may identify citations in indexes, but may not have access to the sources containing the relevant articles. The more accessible information sources are, the more likely they are to be used. Readers tend to use information sources that require the least effort to access. These observations have been validated by empirical studies such as Slater (1963), Allen (1968), and Rosenberg (1967). The user may encounter five possible types of inaccessibility. The types are conceptual, linguistic, critical, bibliographic, and physical inaccessibility. Aguolu and Aguolu note that availability of an information source does not necessarily imply its accessibility, because the source may be available but access to it is prevented for one reason or the other. Osundina (1974) studies the relationship between accessibility and library use by undergraduates in Nigeria and notes that the problem of Nigerian students is not the question of wanting to use the college library, but whether or not the university library can provide for their needs, and whether there is access to what is provided.

Aina (1983) writes on access to scientific and technological information in Nigeria, revealing that of the 7,014 scientific papers published between 1900 and 1975, 5,607 (79%) are journal articles and 1,116 or (20%) of these journal articles were not indexed or abstracted, making them inaccessible. Further analysis shows that 77% of the papers not covered by any

indexing or abstracting services were published in Nigeria. He recommends the establishment of a National Science Information Center to acquire, organize, and disseminate scientific information sources in Nigeria and other places. Olowu (2004) identifies natural and artificial barriers to free access to information. The library's poor reputation was attributed to lack of accessibility of information sources. Iyoro (2004) examines the impact of serial publications in the promotion of educational excellence among information professionals receiving further training at the University of Ibadan. The study looks at the perception of how serial accessibility has contributed to students' learning process. Serials were found to play a significant role in the acquisition of knowledge, because the serial collection was easily and conveniently accessible.

In a similar study by Oyediran–Tidings (2004) at Yaba College of Technology, Lagos, low use of the library by students was observed. This was attributed to expressed accessibility problems. Neelamegham (1981) has identifies accessibility as one of the prerequisites of information use while Kuhlthau (1991) argues that the action of information seeking depends on the needs, the perceived accessibility, sources, and information seeking habits. Aguolu and Aguolu (2002) reveal that efforts are being made worldwide to promote access to information in all formats. They lament the attendant features of underdevelopment such as power failure, machine breakdowns, and lack of spare parts and technicians, which intermittently stall the performance of the modern gadgets of information storage and transfer in developing countries.

The services rendered by academic libraries, according to Bassey (2006) include: circulating materials to eligible patrons under equitable policies; providing reference referral services; providing indexing and abstracting services covering the professional periodicals received in library; providing current awareness services, which include library display, selective dissemination of information (SDI), and compilation of bibliographies; providing continuing instruction to patrons in the effective use of the library (user education); preparing a library handbook giving details of the rules, resources, services and staff of the library and making it available to patrons free of charge or at minimal cost; promoting inter library cooperation loans; provision of computer services and convenient hours of services; and displaying newly received books in an appropriate place and arranging book exhibitions on different themes appropriate to a given occasion in an effort to bring its resources to the notice of its patrons or users.

Mallaiah, Kumbar and Mudhol (2008) analysed the main tasks of a library to include collection, storage and distribution of the reading materials keeping in view the user requirements. Out of these three main functions, the collection occupies the most vital position. If the book collection of library is efficient, ideal and could satisfy the needs of the readers, then it would enhance the image of the library. The quantity and quality of the collection are vital in the achievement of the university library's goals and objectives. The efficiency of library is governed by the quantity and quality of its collection.

The materials stocked in the library, according to Aina (2004) are meant to be a source of knowledge, pleasure and assistance for generations to come. The collection and services of

these libraries are usually consciously built up and organised for maximum utilisation by clientele they are meant for. It is therefore necessary for such libraries to periodically examine the extent to which these facilities and services are utilized, as this will assist the library management in the planning and management of activities as well as evaluating the performance and achievement of their goals. Library user studies have, therefore, become a veritable tool for this assessment.

Thus, knowledge of the level and extent of use of any library is seen as vital component of the planning processes that provides librarians and library administrator with feed back information and service delivery in response to user needs and preferences. This knowledge is, therefore, considered an important factor in management of libraries. Therefore, it is imperative that academic libraries and its resources be within the reach of the users in order for them to broaden their knowledge and make meaningful and effective contribution to the development of the nation (Awojobi and Madu, 2005).

University libraries have long shifted from the old notion of being the custodian of books to that of being the disseminator of information. For university library and information professionals to be effective as information providers, according to Bello and Musa (2005), they require a fuller knowledge of students' information needs, the characteristics of needed materials, the context of research process in which information needs occur, how information is used and whether users' information needs have been met.

The library today is a busy information centre where information is packaged in various formats to the advantage of the users. The value of the library collection depends not only on the quantity of information sources but on the effective ways and means of providing and interpreting them to users. The artificial techniques followed in the library activities are not common to the users hence these should be interpreted in the easy understandable ways (Mallaiah, Kumbar and Patil, 2008). The library within the university today is user-centered as a result of the provision of Information and Communication Technology (ICT) facilities in Nigeria (Onwubiko, 2005). According to Aina (2004b), ICT has radically transformed most of the services provided by a library.

ICT is heavily utilized in the storage, processing and dissemination of information. It has made the organization of information very efficient, the delivery of basic information services more effective and dissemination of information to users easier. It has eliminated a lot of routine and repetitive tasks in a library. Any modern library and information professional must be knowledgeable in library automation, networking, Internet surfing, database management, processing software, statistical software, etc in order to provide tailored information, according to the user information needs, and adequate facilities for physical comfort and mental peace.

The primary purpose of university libraries, according to Oyewusi and Oyeboade (2009) is to support teaching, learning and research in ways consistent with, and supportive of, the institution's mission and goals. In addition, library resources and services should be sufficient in quality, depth, diversity, and currency to support the institution curriculum. As a

result of this, university libraries are often considered as the most important resource centre of an academic institution. However, university education in Nigeria is facing a critical challenge in meeting new demand of 21st Century with its ever increasing population growth, inadequate library facilities and resources. Adequate library resources and services at the appropriate level for degrees offered should be available to support intellectual, cultural, and technical development of students enrolled in Nigerian universities.

The growth of research in all fields of human endeavors is becoming increasingly detailed and sophisticated, faculty members and students have realized that the library has great role to play in the provision of information necessary for their day to day research. Moreover, the library acts as a medium of getting latest scientific and technological information either in print or electronic form. University libraries collect varieties of materials for preservation and use of library patrons. These resources include not only traditional print-on-paper media like books, journals , newspapers and maps, but also audio visual materials like records, audio cassettes, video cassette and projectors. Libraries maintain collections that include not only printed materials but also art reproductions, maps, photographs, microfiches, CD-ROM, computer software, online databases, Internet, electronic books and e-journals and other media in addition to maintaining collections within library buildings, libraries often feature telecommunications links that provide users with access to information at remote sites (Halsey, 2006)

2.5 Influence of technology adaptation on quality service delivery

The influence of Information and Communication Technology (ICT) on every discourse of human knowledge is undisputed and is also considered all pervasive. But a profession which is in “search of identity” has imbibed a friendly internship with technology or mechanization as it was termed then, since the late nineteenth century. The nineteenth century called the scholarly era saw the emergence of the two scientific disciplines from the genus of Librarianship – Classification and cataloguing, which today are the most wanted areas in knowledge processing and organization of the electronic era. However the field still suffers from such concepts as the ‘digital divide’, meaning the differences in the technological competencies of the countries. It is this fact today which makes education distinct in quality and skills vary among the developed and developing countries (Crosby, 2000).

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) School Library Manifesto states that ‘the school library provides information and ideas that are fundamental to functioning successfully in today’s society, which is increasingly information and knowledge-based. The school library equips students with lifelong learning skills and develops the imagination, enabling them to live as responsible citizens. (UNESCO/IFLA, 2003).

At a fundamental level then, the instructional role of the school librarian, in proactively engaging with the curriculum and learning goals of the school, is formational as well as informational, interventionist and integrative, supportive and service-oriented, and it is both

outcomes-oriented and process-oriented. Against this backdrop, school librarians have significant challenges ahead of them as they contribute to the development of their school as an inclusive, interactive and empowered learning community, particularly now in the context of an intense information and technological environment (Crosby, 2000).

According to Bonnano (1996) students who enter schooling today must develop skills to become independent lifelong learners. A key focus of teacher librarians has been to develop retrieval and interpretation skills with students. With the global nature of information it is important to emphasize the evaluation of the retrieved information; to provide our users with an ability to assess information and test for authenticity, reliability, bias and prejudice. Accessing and using information in an electronic world has become a complex task. Now, more than ever, students need to develop information literacy skills within a resource-based learning environment to survive in the Information Age and beyond. It is important to stress that information literacy is only one area of a teacher librarian's teaching responsibility and that their role encompasses everything from promoting literature and actively engaging readers, to working with classes on 'how to create a bibliography' to professional development for staff on areas such as copyright, plagiarism and using online catalogues.

Given that teacher-librarians are trained in the use of technology for information retrieval and search and part of their duties is the training of staff and students, it is possible that schools with a qualified teacher-librarian are more likely to incorporate technology applications into teaching practices. In addition, in some schools the teacher-librarian also serves as the IT resource person. The American Association of School Librarians states that the school library

has undergone a 'radical change in emphasis.' The library has gone beyond the simple provision of resources to students, and it now focuses on creating lifelong learners equipped with the skills to locate, use and evaluate information. Information literacy, whether electronic or otherwise, is fundamental to the school library program (Curry Lance, 2004).

Libraries are ideally placed to provide universal access to global information and to bridge the information gap between developed and developing countries. A survey of 22 public library services in ten English-speaking African countries showed that the majority of African libraries have yet to acquire computers (Mostert, 2001). Some libraries have computers, some even have Internet access for e-mail, but almost none provide access to information on the Internet. Most libraries will not have access to modern information technologies for various reasons, including a lack of the necessary infrastructure, such as telephone lines, electricity, software and hardware, and a lack of trained staff for maintenance and training in the use of computers. Since the late 1990s, outside funding has been invested in telecentres, but many of them have proved to be unsustainable due to the complex challenges mentioned above, including the reliance on continuing donor funding (Makotsi, 2004). But many librarians see the huge investment in information technology with mixed feelings, as *"ICT cannot offer quick and easy solutions to the lack of reading, educational and information materials in Africa. Huge investment is needed to put in place the necessary infrastructure of telephone lines, electricity and to build human capacities. Books provide a complementary, flexible and low-cost medium for learning"* (Book Aid International, 2004). Furthermore, critical literacy skills are a prerequisite for using the

Internet effectively and they have to be acquired through access to a wide range of reading materials.

2.6 Influence of accessibility to the public on quality service delivery

The frequencies of the visit to the library are one index to judge the utilization of the library resources. If the users frequently visit the library it can be said that they are using the library more in comparison to those users who rarely visit the library. A public library is a library that is accessible by the public and is generally funded from public sources (such as tax money) and operated by civil servants. There are five fundamental characteristics shared by public libraries. The first is that they are generally supported by taxes (usually local, though any level of government can and may contribute); they are governed by a board to serve the public interest; they are open to all and every community member can access the collection; they are entirely voluntary in that no one is ever forced to use the services provided; and public libraries provide basic services without charge

Public libraries exist in many countries across the world and are often considered an essential part of having an educated and literate population. Public libraries are distinct from research libraries, school libraries, and other special libraries in that their mandate is to serve the general public's information needs (rather than the needs of a particular school, institution, or research population). Public Libraries also provide free services such as preschool story times to encourage early literacy, quiet study and work areas for students and professionals, or book clubs to encourage appreciation of literature in adults. Public libraries typically allow

users to take books and other materials off the premises temporarily; they also have non-circulating reference collections and provide computer and Internet access to patrons.

A library's success depends upon the availability of information resources. It is not enough that they are available, or even bibliographically accessible; they must be physically accessible to those who need them. The growth of knowledge, especially in science and recorded knowledge. There are generally two kinds of failure in library use: stock failure and reader's failure. The former is a library's failure to acquire or produce the material needed by the patron. The reader's failure has two aspects: bibliographical and physical. The bibliographical aspect involves the reader's inability to find the item sought in the library catalogue. The physical aspect is the failure to locate the materials housed in the library.

2.7 Influence of infrastructure on quality service delivery at the Garissa provincial library

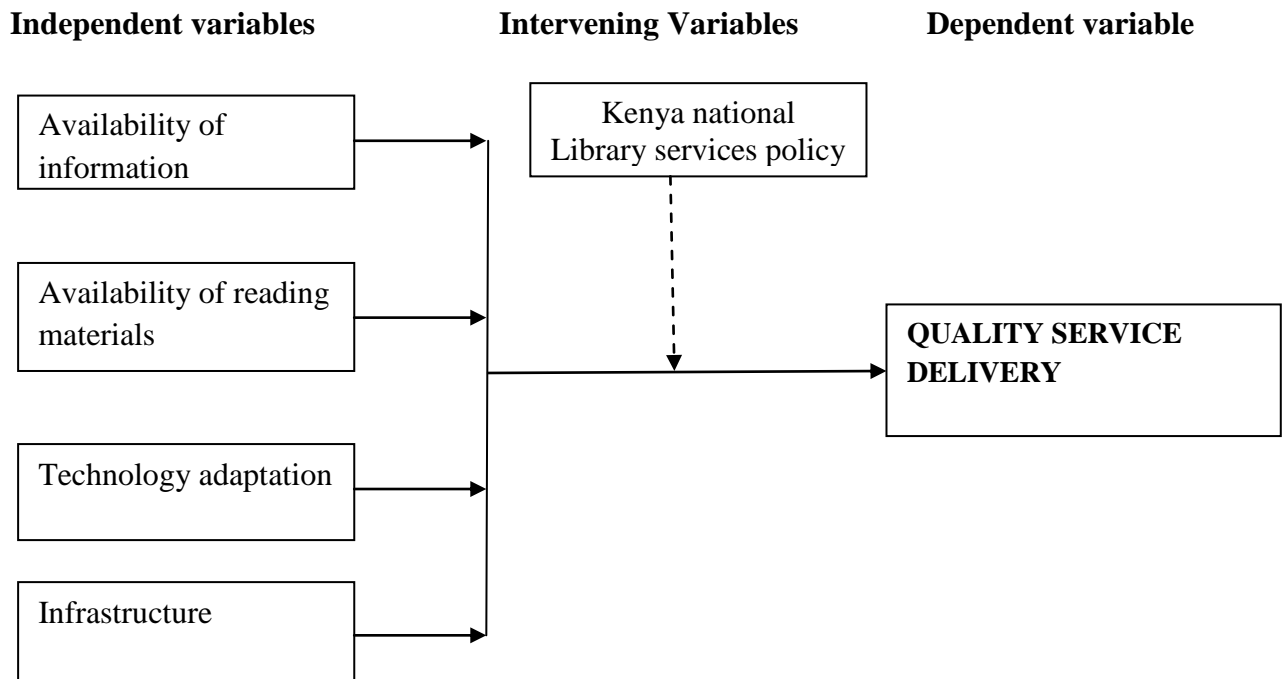
Infrastructure is the basic framework of any information organization. Effective information access and use depends on communication facilities such as telephones, Internet, telex, fax, computers, and even postal service, as well as an adequate supply of electricity. Books, computers and audio-visual materials are very sensitive and have to be protected from extreme weather conditions, be it rain and humidity or sun and heat. Ideally they need to be

kept in a dry, temperate environment. In many countries this would require an air-conditioned environment. Another problem is the protection from theft. The building and library materials need to be protected by bars and proper doors. During office hours, ideally, a surveillance person, camera or appropriate equipment should prevent materials from being stolen. Protective measures are very cost-effective and are unaffordable for most libraries.

2.8 Conceptual framework

The conceptual framework for the study is presented in figure 1.

Figure 1 Conceptual framework



The conceptual framework for the study presents the relationship between the independent and the dependent variables of the study. The figure shows that the quality service delivery at the Garissa provincial library is influenced by a number of factors which include availability of information, availability of reading materials and technology adaptation infrastructure. Once these factors are conducive, it is expected that there will be quality service delivery and on the other hand, when there factors are not favorable, the services at the library will not be of good quality.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The methodology to be used is under headings which include the research design, target population, sampling techniques and sample size, research instruments, validity of instruments, reliability of instruments, data collection procedures and data analysis techniques.

3.2 Research design

The study was based on descriptive survey method. Survey research sought to obtain information that describes existing phenomena by asking individuals about their perceptions, attitudes, behaviour or values (Mugenda & Mugenda, 2003). The researcher sought information from principals, parents and school drop outs.

3.3 The target population

The target population refers to all members of a real or of set of subjects to which a researcher wishes to generalize results of the research (Borg and Gall, 1989). The target population of this study was 2 librarians and their two assistants, and 3 camel riders. The study also incorporated 120 library users. The target was therefore be 87 respondents.

3.4 Sampling techniques and sample size

In this study the researcher used census sampling and non probability sampling at various stages of the research process.

A sample is a part of a whole aily2003 defining a sample as a group of subjects chosen from a large population with the aim of collecting information of this population as whole.

A sample is crucial to the research process because the method of sampling determining whether or not the study sampl represents the whole from which it has been drawn.

According to Bless and smith (2004) studying a part of a whole saves both time and resources of the researcher and is a practical way of collecting data. The sample population for this study, since the library staff are few all the seven members – 4 static library staff and 3 camel mobile staff here is refered as camel riders. Non probabi lity sampling was used to select 120 library users. This would accidental sampling.

3.5 Research instruments

The study used research instruments for data collection that is questionnaire however there were two sets of questionnaires one for the library staff namely the librarians, their assistants and the camels and another for the library users. The questionnaire is a printed or typed list of questions where the answers are to be written. It is a set of pre-determined questions by the

researcher based on the objectives of the study. Therefore were distributed in advance to the respondents to enable them give appropriate answers.

3.6 Pilot Study

A pilot study was carried out to assess the validity of the research instruments (Borg and Gall, 1989). It is also useful in assessing the reliability of the instruments.

3.6 .1 Instruments' validity

According to Mugenda (2003), validity is the degree to which a test measures what it purports to measure. A pilot study will be carried out in another library. Content validity was used to establish the validity of the instruments.

3.6.2 Instruments' reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). The instruments were pretested during the pilot study to certify their reliability. Test retest technique was used to determine the reliability of the instruments. The computation of Pearson product moment correlation

3.7 Data collection procedures

The research permit was obtained from the National Council of Science and Technology (NCST). The researcher administered questionnaires to the participants of the study.

3.8 Data analysis techniques

Data analysis follows after the data has been collected. Coding is usually done through which categories of data are transformed into symbols that may be tabulated and counted (Kothari, 2004). The analysis of the coded data will be done using the statistical package for social sciences (SPSS). Quantitative and qualitative methods of data analysis were used in which descriptive statistics like frequencies and percentages were applied to summarize the data in an effective and meaningful way.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

Presented in this chapter is data analysis, presentation and interpretation of finding. The data presented in this chapter were processed using Statistical Package for Social Sciences (SPSS). All themes discussing the same research questions were presented and analyzed together. The analysis of data was presented in both narrative and tabular forms.

4.1 Response rate

Out of the 2 librarians and their two assistants, 3 camel riders and 120 library users sampled in the study, all of them responded to the items hence deemed adequate for the study 100% response.

4.2 Demographic data of the library staff

The demographic data of the library staff was based on their gender, age, academic qualification and the duration they had been working in the current library. To establish the gender of the librarians they were asked to indicate the same. Data is presented in Table 4.1

Table 4.1: Distribution of the library staff according to gender

Gender	F	%
Male	2	50.0
Female	2	50.0
Total	4	100.0

Data shows that majority 2(50.0%) of the staff were male while the same number of the staff were female. The data shows that there were an equal number of male and female in the study. This was important in providing a balance opinion in terms of gender. They were further asked to indicate their gender. Their responses are presented in Table 4.2

Table 4. 2: Distribution of the library staff according to age

Age in years	F	%
Below 25	1	25.0
31 – 35	2	50.0
41 – 45	1	25.0
Total	4	100.0

Table 4.2 shows that majority 2(50.0%) of the staff were between 31 and 35 years, 1(25.0%) of the staff were aged below 25 years the same number of staffs were between 41 and 45 years. The data shows that the library staff were relatively old and hence may have served in the library for a long time adequate for them to provide information on the factors that influence quality service delivery in public libraries in Kenya a case of Garissa provincial library.

The staff were further asked to indicate their highest level of education. Table 4.3 shows librarians' highest level of academic qualifications.

Table 4.3: Library staffs highest level of academic qualifications

Academic qualifications.	F	%
Certificate	1	25.0
Diploma	1	25.0
Degree	1	25.0
Masters	1	25.0
Total	4	100.0

Data shows that the library staffs had various academic qualifications which included certificate. Diploma, Degree and Masters. Data indicated that the staff had different qualifications hence there were varied responses from responses with different levels of education. The study sought to investigate whether the librarians had been trained as library staff. Table 4.4 tabulates the responses

Table 4.4: Librarians responses on whether they had been trained as library staff

Response	F	%
Yes	3	75.0
No	1	25.0
Total	4	100.0

Data revealed that majority 3 (75.0%) of the librarian had been trained as library staff while 1(25.0%) had not been trained. Findings further indicated that 2(50.0%) of the staffs who had been trained had received certificate level while the same number had diploma. The data

shows that majority had been trained hence are able to provide information on factors that influence quality service delivery in public libraries in Kenya a case of Garissa provincial library. To determine the duration that the staff had been working in the current library, the staffs were asked to indicate the duration. The data is presented in table 4.5.

Table 4.5: Duration of the staff in the current library

Years	F	%
1 – 5 years	3	75.0
6 – 10 years	1	25.0
Total	4	100.0

Table 4.5 shows that majority 3(75.0%) of the staff had been working for between 1 and 5 years while 1(25.0%) of staffs for between 6 and 10 years. The data implies that majority had a relatively long duration of hence they are aware of the factors that influence quality service delivery in public library. After presenting the demographic of the library staff, the researcher addressed the demographic data of the library users. The demographic data of the library users is presented in the following section.

4.2.1: Demographic data of the library users

The demographic data of the library users was based on their gender, age, level of education, their category and the duration they had been using the library.

To establish the gender of the library users they were asked to indicate the same. The data is presented in Table 4.6

Table 4.6: Distribution of the library users by gender

Gender	F	%
Male	69	57.5
Female	51	42.5
Total	120	100.0

Majority 69(57.5%) of the library users were male while 51(42.5%) of users were female. The data shows that majority of the library users were male. The data shows that there were almost balanced number of respondents as per gender hence a balanced view on factors that influence quality service delivery in public libraries.

The library users were also asked to indicate their age. They responded as indicated in Table 4.7.

Table 4.7: Distribution of the library users according to age

Age	F	%
Below 25 years	43	35.8
26 – 30 years	51	42.5
31 – 35 years	15	12.5
36 – 40 years	2	1.7
41 – 45 years	9	7.5
Total	120	100.0

Data shows that 51(42.5%) of the users were between 26 and 30 years, 43(35.8%) of users were below 25 years of age, 15(12.5%) of users were between 31 and 35 years while 9(7.5%) of users were between 41 and 45 years. The data shows that library was used by users of

different ages. This was important in providing views from respondents of different ages. The researcher further sought to establish the level of education of the users. They responded as presented in Table 4.8.

Table 4.8: Distribution of library users by level of education

Academic qualifications	F	%
Certificate	19	15.8
Diploma	66	55.0
Degree	8	6.7
Masters	27	22.5
Total	120	100.0

Findings shows that majority 66(55.0%) of library users had diploma education, 27(22.5%) of users had masters, 19(15.8%) of users had certificate while 8(6.7%) of library users had degree level of education. The data implies that the library was used by of users in terms of educational qualification. This was important in providing different opinions from users of different qualifications. To establish the category of the library users, they were asked to indicate the same. Table 4.9 shows their categories.

Table 4.9: Distribution of library users

Category	F	%
Student	51	42.5
Researcher	30	25.0
Consultant	27	22.5
General reader	12	10.0
Total	120	100.0

Findings shows that 51(42.5%) of library users were students, 30(25.0%) of users were researchers, 27(22.5%) of the users were consultants while 12(10.0%) of the users were general readers. The data shows that a relatively large number of users were students. The data was importation in that the respondents were from different areas of specialization hence balanced opinion in terms of usage. The researcher also sought to establish the number of years that they users had used the library. The data in tabulated in Table 4.10.

Table4.10: Distribution of the users according to number of years they had been using the library

Years	F	%
Below 1 year	20	16.7
1 – 5 years	84	70.0
6 – 10 years	16	13.3
Total	120	100.0

Data shows that majority 84(70.0%) of the library users had been using the library for between 1 and 5 years, 20(16.7%) of the users had been using for below 1 year while 16(13.3%) of users had been using the library for between 6 and 10 years. This data implies that the users can provide information on the factors that affect quality service delivery of library services. After presenting the demographic data of the respondents, the study sought to address the research questions. The following section presents the results on the research questions.

4.3 Influence of availability of reading materials on quality library service delivery

One of the objectives of the study was to analyse how availability of reading materials affected quality service delivery of library services. The researcher examined the respondents' responses on the influence of availability of reading materials on quality library service delivery. Different items were posed to the library staff and users so as to establish the same. For instance, the staffs were asked whether the library had the required information for all categories of users. Table shows the librarians and their assistant responses

Table 4.11 Library and their assistant responses on whether the library had the required information for all categories of users

Response	F	%
No	3	75.0
Yes	1	25.0
Total	4	100.0

Data shows that majority 3(75.0%) of the librarians indicated that the library lacked the required information for all categories of users. Data revealed that the library did not have the required information for all categories of users. Lack of such information was a factor that affected service delivery. The library users were asked to respond to the same item. Table 4.12 shows their responses.

Table 4.12 Library user responses on whether the library had the required information for all categories of users

Response	F	%
Yes	8	6.7
No	112	93.3
Total	120	100.0

Data revealed that majority 112(93.3%) of the library users indicated that library lacked the required information for all categories of users. The researcher further sought to establish whether there were times that the users visited the library and failed to get what they required. The data implies that lack of the required information was a factor in provision of quality service delivery.

When the users were asked whether they always got what you wanted from the library, the library users responded as Table. 4.13.

Table 4.13: Library user responses on whether they always got what they wanted from the library

Response	F	%
Yes	4	3.3
Sometimes	23	19.2
No	92	76.7
Total	120	100

Data shows that majority 92(76.7%) of the library users indicated that they did always have what they wanted from the library while 26(19.2%) of the users sometimes got what they want. The data shows that the library did not have the required materials.

The camel riders were posed with the items that sought to establish whether they users got they wanted from the library. Data is tabulated in Table 4.14

Table 4.14: Camel riders’ responses on whether users got what they wanted from the library

Response	F	%
Yes	1	33.3
No	2	66.6
Total	3	100

Majority 2(66.6%) of the camel riders indicated that users did not get what they wanted from the library due to the distance from their area of study and the library. This agreed with the library users who indicated that the information in the library did not cater for all categories of users as indicated in Table 4.15.

Table 4.15: Library users rate of their library in terms of information

Rate	F	%
Has a lot of information	3	2.5
Is limited	35	29.2
Does not cater for all categories of users	82	68.3
Total	120	100.0

Majority 82(68.3%) of library users indicated that the information in the library did not cater for all categories of users while 35(29.2%) of users said that the information was limited. The data confirms that of the library staff and the users that the library did not have adequate information hence affecting service delivery.

The librarians were asked to rate their library in terms of information, they responded as

Table 4.16

Table 4.16: Librarians rate of their library in terms of information

Response	F	%
Has a lot of information	1	25.0
Is limited	3	75.0
Total	4	100.0

Majority 2(75.0%) of the librarians staffs said that the information in their library was limited. The data confirms previous findings that there was limited information in the library hence affective quality service delivery. The library staffs were further asked to indicate the adequacy of the reading materials. Their responses are presented in 4.17, 4.18 and 4.19.

Table 4.17: Librarians responses on the adequacy of the reading materials

Reading materials	Available		Not Available		Adequate		Not adequate	
	F	%	F	%	F	%	F	%
Generalities	0	00.0	4	100	0	00.0	0	00.0
Philosophy and psychology	0	00.0	4	100	0	00.0	0	00.0
Religion	4	100	0	00.0	0	00.0	0	00.0
Social sciences	4	100	0	00.0	0	00.0	0	00.0
Languages	0	00.0	0	00.0	0	00.0	4	100
Natural sciences and mathematics	0	00.0	0	00.0	0	00.0	4	100
Technology (Applied Sciences)	0	00.0	0	00.0	0	00.0	4	100
The arts fine and decorative arts	0	00.0	4	100	0	00.0	4	
Literature and rhetoric	0	00.0	0	00.0	0	00.0	4	100
Geography and history	0	00.0	0	00.0	0	00.0	4	100

Table 4.18: Camel riders' responses on the adequacy of the reading materials

Reading materials	Available		Not Available		Adequate		Not adequate	
	F	%	F	%	F	%	F	%
Generalities	0	00.0	3	100	0	00.0	0	00.0
Philosophy and psychology	0	00.0	3	100	0	00.0	0	00.0
Religion	0	00.0	0	00.0	0	00.0	3	100
Social sciences	0	00.0	3	100	0	00.0	0	00.0
Languages	0	00.0	3	100	0	00.0	0	00.0
Natural sciences and mathematics	0	00.0	3	100	0	00.0	0	00.0
Technology (Applied Sciences)	0	00.0	3	100	0	00.0	0	00.0
The arts fine and decorative arts	0	00.0	0	00.0	0	00.0	3	100
Literature and rhetoric	0	00.0	3	100	0	00.0	0	00.0
Geography and history	0	00.0	0	00.0	0	00.0	3	100

Table 4.19: Library users responses on the adequacy of the reading materials.

Reading materials	Available		Not Available		Adequate		Not adequate	
	F	%	F	%	F	%	F	%
Generalities	0	0.00	120	100	0	00.0	0	00.0
Philosophy and psychology	0	00.0	120	100	0	00.0	0	00.0
Religion	12	100	0	00.0	0	00.0	0	00.0
Social sciences	120	100	0	00.0	0	00.0	0	00.0
Languages	0	00.0	0	00.0	0	00.0	120	100
Natural sciences and mathematics	0	00.0	0	00.0	0	00.0	120	100
Technology (Applied Sciences)	0	00.0	0	00.0	0	00.0	120	100
The arts fine and decorative arts	0	00.0	120	100	0	00.0	0	00.0
Literature and rhetoric	0	00.0	0	00.0	0	00.0	120	100
Geography and history	0	00.0	0	00.0	0	00.0	120	100

Table 4.17 shows that generalities and philosophy and psychology, the arts fine and decorative arts reading materials were not available, religion and social sciences materials were available, while languages, natural sciences and mathematics and technology (Applied Sciences) materials, literature and rhetoric and geography and history reading materials were not adequate. Data presented in table 4.18 shows that camel riders indicated that generalities, philosophy and psychology, religion, languages, natural sciences and mathematics, and technology (Applied Sciences) were not available. They further indicated that religion, the arts fine and decorative arts and geography and history were not adequate. Table 4.19 shows that 120(100%) of the library users indicated that generalities and philosophy and psychology, the arts fine and decorative arts reading materials were not available, religion and social sciences materials were available, while languages, natural sciences and mathematics and technology (Applied Sciences) materials, literature and rhetoric and geography and history reading materials were not adequate. The data shows that the library did not have adequacy of reading materials.

4.4 Influence of technology adaptation on quality library service delivery

To establish the influence of technology adaptation on quality library service delivery. The respondents were posed with questions that sought to establish the same. For example, when asked whether their library was connected to the internet, 120(100%) of the library users, 3(100%) camel riders and 4(100%) of the librarians indicated that the library was not connected to the internet. The data shows that the libraries had not

adapted technology. The researcher further sought to establish the technology devices that the library had. Table 4.20 shows staffs responses on the item.

Table 4.20 Librarians responses on the availability of technology devices in the library

Technology devices	Yes		No	
	F	%	F	%
Telephone	4	100		
Computers	4	100		
Adequate computers in the library			4	100
Audio visual			4	100

Findings show that the librarians said that there was telephone and computers in the library but there were not adequate. Audio visual devices were not available in the library as indicated by library staffs. The data implies that the library had not adapted technology which was a factor affecting quality service delivery in the library. The researcher further sought to establish the same from the camel riders. Table 4.21 tabulates their responses

Table 4.21 Camel riders’ responses on the availability of technology devices in the library

Technology devices	Yes		No	
	F	%	F	%
Telephone	0	00.0	3	100
Computers	0	00.0	3	100
Audio visual	0	00.0	3	100

Findings showed that camel riders did access with telephone, computers and audio visual devices in the library. The data further indicated that the library had not adapted technology which affected service delivery. The researcher further sought to establish the same from the library users. Table 4.22 tabulates their responses

Table 4.22: Library users’ responses on the availability of technology devices in the library

Statement	Yes		No	
	F	%	F	%
TV	0	00.0	120	100
Allowed to use the TV to watch informative movies	0	00.0	120	100
Audio visual	0	00.0	120	100

Findings shows that the library users indicated that there was no TV set and audio visual in the library and hence were not in a position to watch informative movies. The further

shows that the library provision of quality delivery was affected by lack of technology adoption. The study further sought to establish from the respondents the availability of technology adaptation in their library. Table 4.23 shows librarians responses

Table 4.23 Librarians responses on the availability of technology adaptation in their library

Technology devices	Available and Adequate		Available and inadequate		Not available	
	F	%	F	%	F	%
Internet facilities	0	00.0	0	00.0	4	100
Radio	0	00.0	0	00.0	4	100
Computer	0	00.0	4	100	0	00.0
Telephone	0	00.0	4	100	0	00.0
Tape recorder	0	00.0	0	00.0	4	100
Overhead projector	0	00.0	0	00.0	4	100
Film projector	0	00.0	0	00.0	4	100
Video cassette recorder	0	00.0	0	00.0	4	100
Printer	0	00.0	4	100	0	00.0
T.V set	0	00.0	0	00.0	4	100
Microphone for audio-recording	0	00.0	0	00.0	4	100

Data shows that the librarians indicated that internet facilities, radio, tape recorder, overhead projector, film projector, video cassette recorder, T.V set and microphone for

audio-recording were not available, while computers, telephone and printer were available and inadequate. This hindered quality library service delivery. Table 4.24 shows camel riders responses on the same item.

Table 4.24: Camel responses on the availability of technology adaptation in their library

Technology devices	Available and Adequate		Available and inadequate		Not available	
	F	%	F	%	F	%
Internet facilities	0	00.0	0	00.0	3	100
Radio	0	00.0	0	00.0	3	100
Computer	0	00.0	0	00.0	3	100
Telephone	0	00.0	0	00.0	3	100
Tape recorder	0	00.0	0	00.0	3	100
Overhead projector	0	00.0	0	00.0	3	100
Film projector	0	00.0	0	00.0	3	100
Video cassette recorder	0	00.0	0	00.0	3	100
Printer	0	00.0	0	00.0	3	100
T.V set	0	00.0	0	00.0	3	100
Microphone for audio-recording	0	00.0	0	00.0	3	100

Data from camel riders indicated that there were not in a position to access internet facilities, radio, tape recorder, overhead projector, film projector, video cassette recorder, T.V set and microphone for audio-recording, computers, telephone and printer because they were not available to them. The data shows that quality service delivery was affected by lack of technology. Table 4.25 shows library users responses on the same item.

Table 4.25: Librarians users’ responses on the availability of technology adaptation in their library

Technology devices	Available and Adequate		Available and inadequate		Not available	
	F	%	F	%	F	%
Internet facilities	0	00.0	0	00.0	120	100
Radio	0	00.0	0	00.0	120	100
Computer	0	00.0	120	100	0	00.0
Telephone	0	00.0	120	100	0	00.0
Tape recorder	0	00.0	0	00.0	120	100
Overhead projector	0	00.0	0	00.0	120	100
Film projector	0	00.0	0	00.0	120	100
Video cassette recorder	0	00.0	0	00.0	120	100
Printer	0	00.0	120	100	0	00.0
T.V set	0	00.0	0	00.0	120	100
Microphone for audio-recording	0	00.0	0	00.0	120	100

Findings from the library users indicated that internet facilities, radio, tape recorder, overhead projector, film projector, video cassette recorder, T.V set and microphone for audio-recording were not available, while computers, telephone and printer were available and inadequate which hindered quality library service delivery.

The study further sought to establish the challenge in the library. The respondents were asked to rate the challenges. Table 4.26 shows librarians rate.

Table 4.26: Librarians rate on the challenges in library

Technology devices	Not a challenge		A minor challenge		A major challenge	
	F	%	F	%	F	%
Insufficient number of computers			1	25.0	3	75.0
Library staff lack knowledge	2	50.0	1	25.0	1	25.0
Difficult to access materials	0	00.0	1	25.0	3	75.0
Scheduling computer time for users	0	00.0	1	25.0	3	75.0
Insufficient peripherals such as printers and scanners	0	00.0	0	00.0	4	100.0
Lack of internet connection in the library	0	00.0	0	00.0	4	100.0
Lack of technical assistance from staff	2	50.0	1	25.0	1	25.0
WWW: slow network performance	0	00.0	0	00.0	4	100.0
Lack of interest by teachers	2	50.0	1	25.0	1	25.0
Telecomm infrastructure weak	0	00.0	0	00.0	4	100.0
WWW: difficult finding information	0	00.0	1	25.0	3	75.0
WWW: no time for teachers to explore	0	00.0	1	25.0	3	75.0
Lack of information about software	2	50.0	1	25.0	1	25.0
WWW: not enough connections	0	00.0	0	00.0	4	100.0
WWW: insufficient technical support	2	50.0	1	25.0	1	25.0
Software too complicated to use			1	25.0	3	75.0

Table 4.26 shows that majority 3(75.0%) of the librarians rated insufficient number of computers, difficult to access materials, scheduling computer time for users, difficult in finding information, teachers having no time to explore, software being too complicated to use as a major challenge. Majority 4(100.0%) of the librarians said that insufficient peripherals such as printers and scanners, lack of internet connection in the library, telecomm infrastructure being weak and lack of enough connections was a major challenge.

Table 4.27: Camel riders rate on the challenges in library

Technology devices	Not a challenge		A minor challenge		A major challenge	
	F	%	F	%	F	%
Insufficient number of computers	0	00.0	0	00.0	3	100
Library staff lack knowledge	0	00.0	0	00.0	3	100
Difficult to access materials	0	00.0	0	00.0	3	100
Scheduling computer time for users	0	00.0	3	100	0	00.0
Insufficient peripherals such as printers and scanners	0	00.0	0	00.0	3	100
Lack of internet connection in the library	0	00.0	0	00.0	3	100
Lack of technical assistance from staff	0	00.0	0	00.0	3	100
WWW: slow network performance	0	00.0			3	100
Lack of interest by teachers	0	00.0	3	100	0	00.0
Telecomm infrastructure weak	0	00.0	3	100	0	00.0
WWW: difficult finding information	0	00.0	3	100	0	00.0
WWW: no time for teachers to explore	0	00.0			3	100
Lack of information about software	0	00.0	3	100	0	00.0
WWW: not enough connections	0	00.0	0	00.0	3	100
WWW: insufficient technical support	0	00.0	0	00.0	3	100
Software too complicated to use	0	00.0	3	100	0	00.0

Table 4.27 shows that majority 3 (100.0%) of the camel riders indicated that insufficient number of computers, lack of knowledge by library staff, difficult to access materials, insufficient peripherals such as printers and scanners, lack of internet connection in the library, lack of technical assistance from staff, and teachers having no time to explore,

lack of enough connections and insufficient technical support was a major challenge. Scheduling computer time for users, lack of interest by teachers, telecomm infrastructure being weak, difficult in finding information and lack of information about software was rated as a minor challenge by 3(100.0%) of the camel riders.

Table 4.28: Library users rate on the challenges in library

Technology devices	Not a challenge		A minor challenge		A major challenge	
	F	%	F	%	F	%
Insufficient number of computers			30	25.0	90	75.0
Library staff lack knowledge	60	50.0	30	25.0	30	25.0
Difficult to access materials			30	25.0	60	75.0
Scheduling computer time for users			30	25.0	60	75.0
Insufficient peripherals such as printers and scanners					120	100.0
Lack of internet connection in the library					120	100.0
Lack of technical assistance from staff	80	66.6	10	8.4	30	25.0
WWW: slow network performance			30	25.0	90	75.0
Lack of interest by teachers	90	75.0	15	12.5	15	12.5
Telecomm infrastructure weak			9	7.0	111	93.0
WWW: difficult finding information			8	6.7	112	93.3
WWW: no time for teachers to explore			3	25.0	90	75.0
Lack of information about software	30	25.0	60	50.0	30	25.0
WWW: not enough connections			7	5.9	113	94.1
WWW: insufficient technical support	15	25.0	15	25.0	90	75.0
Software too complicated to use	4	3.6	3.6		112	93.3

Data shows that majority 90(75.0%) of library users rated insufficient number of computers, WWW: being slow network performance, teachers having no time to explore

and insufficient technical support as a major challenge. Majority 60(75.0%) of users said that difficult to access materials and scheduling computer time for users was a major challenge, the same rate of users indicated that lack of knowledge by library staff was not a challenge. The findings further indicates that lack of teachers interest was not a challenge in the library as indicated by majority 90(75.0%) of the library users.

4.5 Influence of accessibility to the public on quality library service delivery

The study sought to establish from the respondents the influence of accessibility to the public on quality library service delivery. Data is presented in the following section. The librarians were posed with items that sought to investigate the same. Table 4.29 shows librarians responses on accessibility to the public on quality library service delivery

Table 4.29: Librarians staffs responses on accessibility to the public on quality library service delivery

Statement	Yes		No	
	F	%	F	%
Is the library accessible to all users in the province	1	25.0	3	75.0
Is the library accessible to a large population	1	25.0	3	75.0
Is the time provided for using the library adequate	4	100		

Data shows that majority 3(75.0%) of the librarians felt that the library was not accessible to all users in the province and it was not accessible to a large population. The data shows that accessibility affected quality service delivery of library services. They further said

that the time that was provided for using the library adequate although the information in the library was inadequate. Table 4.30 shows the librarians' staffs responses on the catchment of the users.

Table 4.30: Librarians staffs responses on the catchment of the library users.

Catchment	Frequency	Percent
2 – 3 km	1	25.0
4-5 km	3	75.0
Total	4	100.0

Data further shows that majority 3(75.0%) of the librarians indicated that the catchment area of the users that they had were from 4-5 Kms. The data shows that readers came from relatively long distances

4.6 Influence of infrastructure on quality library service delivery

The study further sought to examine the influence of infrastructure on quality library service delivery. The camel users were asked to indicate the availability of infrastructure in the library.

Table 4.31: Camel users' responses on availability of infrastructure in the library

Technology devices	Available and Adequate		Available and inadequate		Not available	
	F	%	F	%	F	%
Tables	0	00.0	1	33.3	2	66.0
Chairs	0	00.0	1	33.3	2	66.0
Shelves	0	00.0	0	00.0	3	100.
Computer tables	0	00.0	1	33.3	2	66.0
Offices	0	00.0	1	33.3	2	66.0
Toilets	0	00.0	2	66.0	1	33.3
Reading hall	0	00.0	0	00.0	3	100.
Lighting	0	00.0	0	00.0	3	100.
Funs	0	00.0	0	00.0	3	100.
Electricity	0	00.0	0	00.0	3	100.

Majority 2(66.0%) of the camel users indicated infrastructure such tables, chairs, computer tables, offices, lighting, fans and electricity were not available in the libraries. They further said that toilets were available but there were inadequate.

Table 4.32: Librarians responses on availability of infrastructure in the library

Technology devices	Available and Adequate		Available and inadequate		Not available	
	F	%	F	%	F	%
Tables	1	25.0	3	75.0	0	00.0
Chairs	1	25.0	3	75.0	0	00.0
Shelves	1	25.0	3	75.0	0	00.0
Computer tables	1	25.0	3	75.0	0	00.0
Offices	1	25.0	3	75.0	0	00.0
Toilets	2	50.0	2	50.0	0	00.0
Reading hall	0	00.0	1	25.0	3	75.0
Lighting	0	00.0	1	25.0	3	75.0
Fans	0	00.0	1	25.0	3	75.0
Electricity	0	00.0	1	25.0	3	75.0

Findings from the library staff indicated that majority 3(75.0%) said that tables, chairs, shelves, computer tables and officers were available but inadequate, the same number of staffs said that there were reading hall, lighting, funs and electricity were not available.

Table 4.33: Library users on availability of infrastructure in the library

Technology devices	Available and Adequate		Available and inadequate		Not available	
	F	%	F	%	F	%
Tables	0	00.0	120	100	0	00.0
Chairs	0	00.0	120	100	0	00.0
Shelves	0	00.0	120	100	0	00.0
Computer tables	0	00.0	120	100	0	00.0
Offices	0	00.0	120	100	0	00.0
Toilets	0	00.0	120	100	0	00.0
Reading hall	0	00.0	0	00.0	120	100
Lighting	0	00.0	0	00.0	120	100
Funs	0	00.0	0	00.0	120	100
Electricity	0	00.0	0	00.0	120	100

Data shows that the library users indicated that tables, chairs, shelves, computer tables, officers and toilets were available but inadequate. They further indicated that reading hall, lighting, funs and electricity were not available. The study further sought to establish the infrastructural challenge that was encountered in the library. Data from librarians

indicated that there were inadequate infrastructures. They also faced a challenge of extreme weather conditions and theft of the available resources because protective measures are very cost-effective and are unaffordable to their libraries. For quality delivery in the library, the respondents suggested that the libraries should be generally supported by government, they should be open to all and every community member to access the collection of information. They further added that their libraries should be fully equipped with all information to cater for different users. Public libraries which are voluntary in that no one is ever forced to use the services provided; and provide basic services without charge should also be adequate for the users.

CHAPTER FIVE

SUMMARY OF FINDINGS DISCUSSION CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusions, recommendations and suggestions for further study. The purpose of the study was to establish the factors that influence quality service delivery in public libraries in Kenya a case of Garissa provincial library. Four research objectives were formulated to guide the study. Research question one sought to establish how availability of reading materials influence quality service delivery at the Garissa provincial library, research question two sought to assess the influence of technology adaptation on quality service delivery at the Garissa provincial library, research question three sought to determine how accessibility to the public influence quality service delivery at the Garissa provincial library while research question four sought to establish how infrastructure influence quality service delivery at the Garissa provincial library. The study employed descriptive survey design. The sample comprised of 4 librarians 3 camel riders and 120 library Data were collected by use of questionnaires. Data were analysed by use of qualitative and quantitative means.

5.2 Summary of findings

Findings revealed that availability of reading materials influenced quality library service delivery. For example, majority 3(75.0%) of the librarians indicated that the library lacked the required information for all categories of users. Majority 112(93.3%) of the library users indicated that library lacked the required information for all categories of users. Majority 92(76.7%) of the library users indicated that they did always have what they wanted from the library. The camel riders indicated that users did not get what they wanted from the library due to the distance from their area of study and the library. This agreed with the library users who indicated that the information in the library did not cater for all categories of users. Majority 82(68.3%) of library users indicated that the information in the library did not cater for all categories of users. Majority 2(75.0%) of the librarians staffs said that the information in their library was limited. Camel riders indicated that generalities, philosophy and psychology, religion, languages, natural sciences and mathematics, and technology (Applied Sciences) were not available. They further indicated that religion, the arts fine and decorative arts and geography and history were not adequate. Majority 120(100%) of the library users indicated that generalities and philosophy and psychology, the arts fine and decorative arts reading materials were not available, religion and social sciences materials were available, while languages, natural sciences and mathematics and technology (Applied Sciences) materials, literature and rhetoric and geography and history reading materials were not adequate.

Findings further revealed that adaptation of technology influenced quality library service delivery. For example, all the library users, librarians and camel riders indicated that the library was not connected to the internet. Findings show that the librarians said that there was telephone and computers in the library but they were not adequate. Audio visual devices were not available in the library as indicated by library staffs. There was no TV set and audio visual in the library and hence were not in a position to watch informative movies. Data shows that the librarians indicated that internet facilities, radio, tape recorder, overhead projector, film projector, video cassette recorder, T.V set and microphone for audio-recording were not available, while computers, telephone and printer were available and inadequate. This hindered quality library service delivery. Data from camel riders indicated that there were not in a position to access internet facilities, radio, tape recorder, overhead projector, film projector, video cassette recorder, T.V set and microphone for audio-recording, computers, telephone and printer because they were not available to them. Majority 3(75.0%) of the librarians rated insufficient number of computers, difficult to access materials, scheduling computer time for users, difficult in finding information, teachers having no time to explore, software being too complicated to use as a major challenge. Majority 4(100.0%) of the librarians said that insufficient peripherals such as printers and scanners, lack of internet connection in the library, telecomm infrastructure being weak and was a major challenge.

Majority 3 (100.0%) of the camel riders indicated that insufficient number of computers, lack of knowledge by library staff, difficult to access materials, insufficient peripherals

such as printers and scanners, lack of internet connection in the library, lack of technical assistance from staff, and teachers having no time to explore, lack of enough connections and insufficient technical support was a major challenge. Scheduling computer time for users, lack of interest by teachers, telecomm infrastructure being weak, difficult in finding information and lack of information about software was rated as a minor challenge by 3(100.0%) of the camel riders.

Findings on the influence of accessibility to the public on quality library service delivery revealed that majority 3(75.0%) of the librarians felt that the library was not accessible to all users in the province and it was not accessible to a large population. They further said that the time that was provided for using the library adequate although the information in the library was inadequate. Majority 3(75.0%) of the librarians indicated that the catchment area of the users that they had were from 4-5 Kms. The data shows that readers came from relatively long distances.

Findings on the influence of infrastructure on quality library service delivery revealed that majority 2(66.0%) of the camel users indicated infrastructure such tables, chairs, computer tables, offices, lighting, fans and were not available in the library. Findings from the library staff indicated that majority 3(75.0%) said that tables, chairs, shelves, computer tables and officers were available but inadequate, the same number of staffs said that there were reading hall, lighting, fans were not available. Findings also revealed that tables, chairs, shelves, computer tables, offices and toilets were available but inadequate. They further indicated that reading hall, lighting, were not adequate.

5.3 Discussion

Agoulu and Agoulu (2002) argue that availability should be viewed from both national and instructional levels. The findings are in line with Dike (1992) who found that scarcity of books in Nigeria libraries was a threat to academic excellence. She was able to establish that non-availability of information sources has led to faculty and students not to use library services.

Unomah (1987) conducted a study at a former Bendel State University to determine the unavailability rate in the library and to find out its causes. The survey revealed an unavailability rate of 34 percent. One effect on the use of library service was that 300 Users (71.4%) gave up and went away frustrated. On acquisition performance, the survey showed that the library acquired only a little more than half the items requested. A similar study by Okiy (2000) showed an unavailability rate of only 7.5%. Iyoro (2004) found that availability of series at the university of Ibadan was 94 percent, with 242 of 256 respondents agreeing that serial publications are available and readily accessible. The findings are also in line with Ajayi and Akinniyi (2004) who found frustration among information seekers due to the non-availability of sources. They also concur with Aina (1985) who found that periodical titles studied were not available in any of the major libraries and confirming a high availability rate. Oyediran – Tidings (2004) studied information needs of library users at the Yaba College of Technology, Lagos and observed low use of the library by the students which was attributed to the expressed un

availability of desired information resources. The paper suggests seeking user input for the acquisition process and policy.

According to Bannano (1996) students who enter schooling today must develop skills to become independent lifelong learners. A key focus of teacher librarians has been to develop retrieval and interpretation skills and students. The findings concur with Mostert (2001) who found that libraries are ideally placed to provide universal access to global information and to bridge the information gap between developed and developing countries.

5.4 Conclusions

Based on the findings, the study concluded that availability of reading materials influenced quality library service delivery. For example, the library lacked the required information for all categories of users. The library lacked the required information for all categories of users. Library users indicated that they did not always have what they wanted from the library. The users did not get what they wanted from the library due to the distance from their area of study and the library. The study further concluded that adaptation of technology influenced quality library service delivery. For example, the library was not connected to the internet. The library lacked facilities such as audio visual devices TV set and audio visual internet facilities, radio, tape recorder, overhead projector, film projector, video cassette recorder, audio-recording, overhead projector, film projector, video cassette recorder which affected quality service delivery. The study

further concluded that infrastructure affected quality library service delivery. For example, infrastructure such tables, chairs, computer tables, offices, adequate lighting, fans were not available in the library or were inadequate.

5.5 Recommendations

Based on the findings, the following were the recommendations:

- i. The government should provide reading materials so that to enhance quality service delivery at the library
- ii. The government should enhance technology adaptation in the library to facilitate quality service delivery at the library.
- iii. The government should provide the necessary infrastructure to enhance quality service delivery at the library.

5.6 Suggestions for further research

Taking the limitations and delimitations of the study, the following were suggestions for further research

- i. A study on factors influencing library use in rural library service
- ii. A study on stakeholders attitude towards library quality service delivery in national library services

- iii. Since the study was carried on one library, a similar study should be carried in other areas for comparison of results.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

University of Nairobi,
SCDE,
Garissa Extra Mural centre.

Dear respondent

REF: RESEARCH

I am a student at University of Nairobi currently pursuing a Master of Arts in Project Planning and Management. I am carrying out a research on “The purpose of the study will be to establish the factors that influence quality service delivery in public libraries in Kenya a case of Garissa provincial library. The purpose of this letter is to request you to participate in the study.

Thank you for your cooperation.

Rashid M. Farah

University of Nairobi

APPENDIX II

QUESTIONNAIRE FOR THE LIBRARY STAFF

This questionnaire is designed to help the researcher establish the factors that influence quality service delivery in public libraries in Kenya a case of Garissa provincial library. The information you give will be used for the purpose of the study only. Therefore, do not write your name. Please respond to all the items

Section One: Demographic data

1. What is your gender?

Male [] Female []

2. What is your age bracket?

Below 25 years [] 26 – 30 years []

31 – 35 years [] 36 – 40 years []

41 – 45 years [] 46 – 50 years []

51 years and above []

3. What is your highest level academic qualifications?

Certificate [] Diploma []

Degree [] Masters []

4. Are you a trained library staff?

Yes [] No []

5. If yes what level of training have you received?

Certificate [] Diploma []

Degree [] Masters []

6. How long have you been working in this library?

Below 1 year [] 1 – 5 years [] 6 – 10 years []

11 – 15 years [] 16 years and above []

Section Two: Influence of availability of reading materials on quality library service delivery

7. Does the library have the required information for all categories of users?

Yes [] No []

8. Do the users visit the library and fail to get what they require?

Yes [] No []

9. What category of users do you have in your library?

10. How do you rate your library in terms of information?

Has a lot of information []

Is limited []

Does not cater for all categories of users []

11. Indicate the availability and adequacy of the following materials

Code	Material	Available	Not available	Adequate	Not adequate
000	Generalities				
100	Philosophy and psychology				
200	Religion				
300	Social sciences				
400	Languages				
500	Natural sciences and mathematics				
600	Technology (Applied Sciences)				
700	The arts fine and decorative arts				
800	Literature and rhetoric				
900	Geography and history				

Section Three: Influence of technology adaptation on quality library service delivery

12. Is your library connected to the internet?

Yes [] No []

13. Is there a telephone in the library?

Yes [] No []

14. Do you have computers in the library?

Yes [] No []

15. Are the computers in the library adequate for all users?

Yes [] No []

16. Is there audio visual materials in the library?

Yes [] No []

17. Indicate the extent to which you have the following

Item	Available and Adequate	Available and inadequate	Not available
Internet facilities			
Radio			
Computer			
Telephone			
Tape recorder			
Overhead projector			
Film projector			
Video cassette recorder			
Printer			
T.V set			

Microphone for audio-recording			
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18. Please indicate whether you consider each obstacle not a challenge, a minor challenge or a major challenge in the library.

Potential challenge‘	Not a challenge	A minor challenge	A major Challenge
Insufficient number of computers			
Library staff lack knowledge			
Difficult to access materials			
Scheduling computer time for users			
Insufficient peripherals such as printers and scanners			
Lack of internet connection in the library			
Lack of technical assistance from staff			
WWW: slow network performance			

Lack of interest by teachers			
Telecomm infrastructure weak			
WWW: difficult finding information			
WWW: no time for teachers to explore			
Lack of information about software			
WWW: not enough connections			
WWW: insufficient technical support			
Software too complicated to use			

Section Four: Influence of accessibility to the public on quality library service delivery

19. Is the library accessible to all users in the province?

Yes [] No []

20. What is the catchment area of the users do you have?

Less than 1 km []

2 – 3 km []

4-5 km []

Over 5 km []

21. In your opinion is the library accessible to a large population?

Yes [] No []

22. Is the time provided for using the library adequate?

Yes [] No []

Section Five: Influence of infrastructure on quality library service delivery

23. Indicate the availability of the following in the library

Item	Available	Not available	adequate	Not adequate
Tables				
Chairs				
Shelves				
Computer tables				
Offices				
Toilets				
Reading hall				
Lighting				
Funs				
Electricity				

24. What infrastructural challenge do you encounter?

25. What suggestion would you provide for improved quality delivery in the library?

APPENDIX III

QUESTIONNAIRE FOR THE LIBRARY USERS

This questionnaire is designed to help the researcher establish the factors that influence quality service delivery in public libraries in Kenya a case of Garissa provincial library. The information you give will be used for the purpose of the study only. Therefore, do not write your name. Please respond to all the items

Section One: Demographic data

1. What is your gender?

Male [] Female []

2. What is your age bracket?

Below 25 years [] 26 – 30 years []

31 – 35 years [] 36 – 40 years []

41 – 45 years [] 46 – 50 years []

51 years and above []

3. What is your highest level academic qualifications?

Certificate [] Diploma []

Degree [] Masters []

4. What category of user do you have?

Student []

Researcher []

Consultant []

General reader []

Any other (specify) _____

5. How long have you been using the library?

Below 1 year [] 1 – 5 years [] 6 – 10 years []

11 – 15 years [] 16 years and above []

Section Two: Influence of availability of reading materials on quality library service delivery

6. Does the library have the required information for your as a user?

Yes [] No []

7. Do you always get what you want from the library?

Yes [] Sometimes [] No []

8. How do you rate your library in terms of information?

Has a lot of information []

Is limited []

Need to be improved []

9. Indicate the availability and adequacy of the following materials

Code	Material	Available	Not available	Adequate	Not adequate
000	Generalities				
100	Philosophy and psychology				
200	Religion				
300	Social sciences				
400	Languages				
500	Natural sciences and mathematics				
600	Technology (Applied Sciences)				
700	The arts fine and decorative arts				
800	Literature and rhetoric				
900	Geography and history				

10. What challenges do you face in accessing information from the library?

Section Three: Influence of technology adaptation on quality library service delivery

11. Is your library connected to the internet?

Yes [] No []

12. Are the computers in the library adequate for all users?

Yes [] No []

13. Is there audio visual materials in the library?

Yes [] No []

14. Is there a TV in the library?

Yes [] No []

15. Are you allowed to use the TV to watch informative movies?

Yes [] No []

16. Indicate the extent to which the library has the following

Item	Available and Adequate	Available and inadequate	Not available
Internet facilities			
Radio			
Computer			
Telephone			
Tape recorder			

Overhead projector			
Film projector			
Video cassette recorder			
Printer			
T.V set			
Microphone for audio-recording			
DVD romes			

17. How is the following a challenge to you as a user of the library

Potential challenge‘	Not a challenge	A minor challenge	A major challenge
Insufficient number of computers			
Library staff lack knowledge			
Difficult to access materials			
Scheduling computer time for users			

Insufficient peripherals such as printers and scanners			
Lack of internet connection in the library			
Lack of technical assistance from staff			
WWW: slow network performance			
Lack of interest by teachers			
Telecomm infrastructure weak			
WWW: difficult finding information			
WWW: no time for teachers to explore			
Lack of information about software			
WWW: not enough connections			
WWW: insufficient technical support			
Software too complicated to use			

Section Four: Influence of accessibility to the public on quality library service delivery

18. Is the library accessible to you any time you need?

Yes [] No []

19. How far do you come from to access the library?

Less than 1 km []

2 – 3 km []

4-5 km []

Over 5 km []

20. In your opinion is the library accessible to a large population?

Yes [] No []

21. Is the time provided for using the library adequate for your?

Yes [] No []

22. Are there users who may want to come to the library but are not because of distance?

Yes [] No []

Section Five: Influence of infrastructure on quality library service delivery

23. Indicate the availability of the following in the library

Item	Available	Not available	adequate	Not adequate
Tables				
Chairs				

Shelves				
Computer tables				
Offices				
Toilets				
Reading hall				
Lighting				
Funs				
Electricity				

24. What infrastructural challenges do you encounter?

25. What suggestion would you provide for improved quality delivery in the library?
