

Effects of Service Quality on Students' Satisfaction in Libraries in Kenya Using Servperf Model: Case of St Pauls' University in Kenya

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ABSTRACT

Service quality is increasingly recognized as being of key strategic value by organizations and more so in institutions of higher learning. These institutions are continuously seeking ways to offer quality service especially in the libraries. The purpose of this research study was to examine the effects of service quality on students' satisfaction in libraries in Kenya, using Servperf Model. The objectives of the study were to determine the effect of service reliability on student's satisfaction in libraries in Kenya; to examine the effect of service assurance on student's satisfaction in libraries in Kenya; to establish the effect of service tangibility on student's satisfaction in libraries in Kenya; and to determine the effect of service responsiveness on student's satisfaction in libraries in Kenya. The study adopted a descriptive research design. The study targeted approximately 600 Bachelors degree students in the main campus. The sample size was 60 students who were picked through simple random sampling. The study collected primary data use of a questionnaire. A pilot test was conducted to test for validity and reliability of the data collection tool. The researcher personally administered the questionnaire to the respondents. The data collected from the field was cleaned, coded and entered in SPSS software which also aided in its analysis. The data was analysed through descriptive statistics which included frequency distribution tables, mean and standard deviation. The analysed data was presented using tables, charts and graphs. The study found out that the students felt secure and relaxed when interacting with the library staff and that the library was opened for students' access at the appropriate time. The study also found out that the students had confidence in librarians' ability in handling their problems. The librarians were always willing to help the library students and that the library staff had respect for all class of students. The study found out that the librarians were always available to respond to students' needs and that they were competent in solving students problems. The library had functional facilities that inspired study and learning and that it had most e-resources the students needed for my studies. However, the students were not able to access the electronic resources in the library from home/ office. The study concludes that service reliability, service assurance, service tangibility and service responsiveness in the university library influenced students' satisfaction to a great extent. The study recommends that the librarians should be well trained on quality aspects and service delivery so as to enhance service quality in the library. The study also recommends that libraries should be well equipped with modern functional facilities that inspire study and learning. The libraries should enhance proper recording and maintenance of the students' details to create a better service responsiveness.

Key words: Service quality, Library, Students, Satisfaction and SERVEPERF Model

INTRODUCTION

Background

The quest for quality improvement has become a highly desired objective in today's intensively competitive markets. Quality management has been reckoned as the prime mover towards enhanced business performance and competitiveness (Awwad, Al Khattab & Anchor (2013). Service quality especially in learning institutions is becoming an important aspect of interest as

it focuses on meeting needs and requirements, and how well the service delivered matches customers' expectations (Adil, 2013).

Service quality is defined as the consumer's comparison between service expectation and service performance. They proposed service quality to be a function of pre-purchase customer expectations, perceived process quality, and perceived output quality (Parasuraman et al., 1985). Based on their statement in 1985, they then suggest that service quality is determined by the differences between customers' expectations of the service and their perceptions of the service experience (Parasuraman et al, 1988).

Quality in the context of business organizations refers to an administrative philosophy that addresses policy formation or a comprehensive administrative system based on positive radical changes within the organization. These changes should include thought and behavior, culture, leadership style, and work procedure improvements and achieve outputs of the highest quality (Saif, 2014). Quality in universities refers to a set of attributes, dimensions and characteristics that relate to university services. If quality is embedded in the system, then the university will be able to fulfill students' needs based on students' traits and desires (Majeed et al., 2008). Quality standards in educational institutions emphasize providing library services and electronic information resources to help achieve the organization's mission and goals. The maintenance of essentials of quality service in education institutions, for instance, well managed and updated libraries play a vital role in determining the performance of students, development of organizational image and quality assurance (Usman, 2010).

In the improvement of quality of higher education, libraries have a vital role to play. Library is the vital agent in dissemination of information and knowledge to the right persons, in the right manner and at the right time in this era of knowledge and information. The libraries have transformed drastically from storehouses for books and journals to the powerhouses of knowledge and information since the middle of the 20th century (Abraham & Kennedy, 2012). The transformation of libraries has witnessed increased use of technology in library management; availability of varied information materials and increased number of users. Despite these developments service quality has become increasingly important aspect in libraries owing to challenges such as limited organization of resources, insufficient skilled professionals, accumulation of multiple resources, multidimensional requirements of the readers due to multidisciplinary research, among others (Pandiya & Sarmah, 2014).

In the global information age new ways to conceive and measure quality in contemporary libraries have emerged and changed the primary focus of libraries from material collections to service-orientation (Miller, 2012). With the increasing emphasis on assessment and accountability, coupled with the changes in the pattern of libraries and library collections which was made possible by information and communication technologies, librarians in developing countries have begun to seek new measures to evaluate service quality (Asogwa, 2014).

Problem Statement

Service quality is increasingly recognized as being of key strategic value by organizations. The students in institutions of higher learning are motivated from the academic as well as the administrative efficiency of their institution such as the libraries which play a vital role in determining the performance of students (Usman, 2010). Though libraries play a critical in the universities sector, they lag behind in service quality due to poor service delivery (Somaratna & Peiris, 2011) both globally and locally. Students' satisfaction in libraries has been studied by

different scholars, for example Rehman (2012), Asogwa (2014), Saif (2014), from its measurement to its relationship with other concepts. The problem is that despite the numerous studies on service quality in institutions in developed countries, there are very few references to the application of SERVPERF in academic libraries in developing countries (Asogwa, 2014). These and many other studies have been carried out to evaluate service quality and user satisfaction levels of libraries in different technological and social-cultural contexts, and different evaluation methods have been adopted.

In this study, the researcher is interested in bridging this knowledge gap, by using the SERVPERF model to determine the relationship between the two constructs from the students' point of view. It should also be noted that in the improvement of quality of higher education, libraries have a vital role to play and therefore service quality is key. It is against this background that this study sought to establish the effects of service quality on students' satisfaction in libraries in Kenya, using Servperf Model, with a focus on St. Pauls' University Library Services.

Purpose of the Study

The purpose of this research study is to examine the effects of service quality on students' satisfaction in libraries in Kenya, a case of St. Pauls' university

Objectives of the Study

1. To determine the effect of service reliability on student's satisfaction.
2. To examine the effect of service assurance on student's satisfaction.
3. To establish the effect of service tangibility on student's satisfaction.
4. To determine the effect of service responsiveness on student's satisfaction

Scope of the Study

This study focused on the effects of service quality on students' satisfaction in libraries in Kenya. The study targeted the students of St Pauls' University who were the users of the school Library. The study was limited to the students in the main Campus in Limuru, Kiambu County. The students are the customers and consumer of the library services in St Pauls' University and therefore they were the main target population for the study.

LITERATURE REVIEW

Effect of Service Reliability on Student's Satisfaction

Yousef and Limooni (2015) conducted a study to determining the correlation between the quality of library service at Mazandaran University of Medical Sciences, based on SERVPERF model, and customer loyalty. The results indicate that there was a significant positive correlation between the quality of service (based on SERVPERF model) and physical dimensions, reliability, accountability, assurance and empathy with customer loyalty. There was a significant correlation between the quality of service (based on SERVPERF model) and customer loyalty in libraries of Mazandaran University of Medical Sciences, so that the customer loyalty is increased by enhancing the service quality in libraries of Mazandaran University of Medical Sciences. This study proves that the increased reliability of quality of service will lead to the increased at the levels of loyalty and vice versa.

Karami and Olfati (2012) conducted a study to measure master students' perception of service quality in business schools in Iran. The study used a modified SERVPERF for measuring students' satisfaction in higher education which had 6 dimensions which were tangibles, reliability, empathy, employee, professor and career guidance was represented for measuring service quality in business schools. The research findings show that there was a positive

relationship between reliability and service quality in business schools.

In Ghana Anwowie, Amoako and Abrefa (2015) investigated students' satisfaction of service quality at the Takoradi Polytechnic. The study found out that students' perceptions of service quality exceeded their expectations on four service quality dimensions namely tangibility, responsiveness, assurance and empathy, while their expectations for reliability exceeded their perceptions. It was recommended that, the management of Takoradi Polytechnic must maintain or improve if possible their tangibility, assurance, empathy and responsiveness. Nevertheless, institutions must take urgent measures to tactically tackle their reliability dimension.

Effect of Service Assurance on Student's Satisfaction in Libraries

Phan and Nham (2015) conducted a study to investigate the impact of service quality performance on customer satisfaction on ATM service in a commercial bank in Vietnam. This study applied SERVPERF framework to analyze the data collected from a questionnaire survey and found that Assurance and Tangibles factors significantly impact on the customer satisfaction.

Anand and Selvaraj (2012) examined the impact of service quality on customer satisfaction and Loyalty in Indian Banking sector by applying SERVPERF scale. The result revealed that out of five service quality factors considered, Assurance had a highest Mean score of SERVPERF (P) score and the bank should concentrate on Reliability as it had the least mean score of SERVPERF. It is also observed that there was a significant association found between all the Service quality factors and the customer satisfaction as well as with customer loyalty. While analyzing the antecedents of customer satisfaction and loyalty, factors like Responsiveness, Reliability and Empathy are significantly influenced and also explained respective percentage of relevant changes in the independent variables considered.

In Pakistan, Malik et al. (2012) analyzed the impact of different quality services on student satisfaction in higher educational institutes of a big division of Punjab province of Pakistan. Both public and private sector institutes were included in this study. Data was collected from 240 students of business courses either enrolled in master program or graduation program in provincially chartered universities of the Gujranwala region. The results show that students were overall satisfied with services of Assurance, Reliability and Empathy but not much satisfied with for example parking facilities, computer labs and cafeteria services.

Rahman and and Zarim (2014) explored the degree of influence of the variables: reliability, responsiveness, ease of use and security assurance on the student satisfaction in purchasing online educational resources. The researchers established that the security assurance of the service providers is very important to meet the existing and likely customers. This guide the seller of online education materials an efficient marketing tactic with dynamic policy to insure all the components (Security, Reliability, Responsiveness and Ease of usage). The study concluded that the students are likely to utilize more and more for online materials with assurance by the providers (the library).

Effect of Service Tangibility on Student's Satisfaction in Libraries

Shafiq et al. (2013) conducted a study to evaluate the hotels' service quality through customer satisfaction. SERVPERF tool was adopted which also checked which dimensions of SERVPREF were need to be focused more in Pakistan. The study shows that the hotel managers focused on the tangible dimension as well as the assurances because people give importance to tangibility

of services. Therefore by applying SERVPERF scale, the most important implication of this study is that managers have to improve their physical facilities, reduce the delayed time and improve their current services. The results also indicated that in Pakistan among the five dimensions of SERVPERF the dimension tangible and empathy needed to be focused more.

Marques da Silva (2014) examined the impact of service quality dimensions including, tangibility, reliability, responsiveness, assurance and empathy, on customer satisfaction in a Dublin hostel. The study found out that the dimensions of service quality, tangibility and assurance has influence on customer satisfaction in a hostel industry. It also emphasized on the dimensions of service quality, especially tangibility and assurance, and also improve the communication skills of staff with the purpose to improve the level of empathy with customers. The study recommended that hostels' managers have to be aware that among the various dimensions of service quality, tangibility and assurance were especially significant in predict the customer satisfaction. Improving the level of service offered is the key factor to customer satisfaction.

In Malaysia, Hassan et al. (2013) examined the relationship between service quality dimensions and overall service quality (tangibility, responsiveness, reliability, assurance and empathy) and students satisfaction in private higher education institutions. The study is also examined critical factors in service quality dimensions (tangibility, responsiveness, reliability, assurance and empathy) that contribute most to the satisfaction of the students. This study was conducted using a set of questionnaire to 200 Bachelor Degree students from two private higher education institutions. The study found out that tangibility had a stronger relationship with students' satisfaction than responsiveness and reliability. The study concluded that service quality has significant positive relationship with student satisfaction. Thus, it confirms what other literature try to suggest, which is by improving service quality, it may potentially improve the students' satisfaction.

Effect of Service Responsiveness on Student's Satisfaction in Libraries

Wang and Shieh (2006) examined the relationship between service quality and customer satisfaction, with a focus on Chang Jung Christian University (CJCU) library. The study investigated the users' degree of importance and the performance provided by the library as well as user satisfaction. The study evaluated five service quality dimensions which are tangibles, responsiveness, reliability, assurance and empathy. The results indicate the overall service quality has a significantly positive effect on overall user satisfaction. Among these five dimensions except responsiveness, all of them have a significantly positive effect on overall user satisfaction.

Ahmed and Masud (2014) conducted a quantitative survey on students' perception of a higher educational institute in Malaysia namely Graduate School of Management, IIUM based on service quality performance. This paper mainly focused on critical factors of service quality of academic programmes which are offered by the Graduate School of Management, IIUM. The structural equation modeling (SEM) analysis shows that responsiveness of staffs ($\beta = 0.197$) had a positive and significant influence on satisfaction. Responsiveness and feedback factors positively and directly affected students' satisfaction.

In another study, Wei and Ramalu (2013) examined the relationship between service quality (SQ) and the level of student's satisfaction (SS) using a field study of 100 undergraduate students in one of the university in Malaysia. The findings of this study revealed that service quality is a vital factor that determines the level of student's satisfaction. Specifically, the result of this study reveals that the better the service quality provided by the university, the higher

the level of SS. Responsiveness was positively related to student satisfaction (SS) indicating that the higher the level of responsiveness, the higher the level of student's satisfaction. Responsiveness was therefore one of the dimensions of SQ that is significantly related to the level of SS.

In this study, the independent variables are: service reliability, service tangibility, service responsiveness, and service assurance while the dependent variable is students' satisfaction. The variables are presented in Figure 2.1 below.

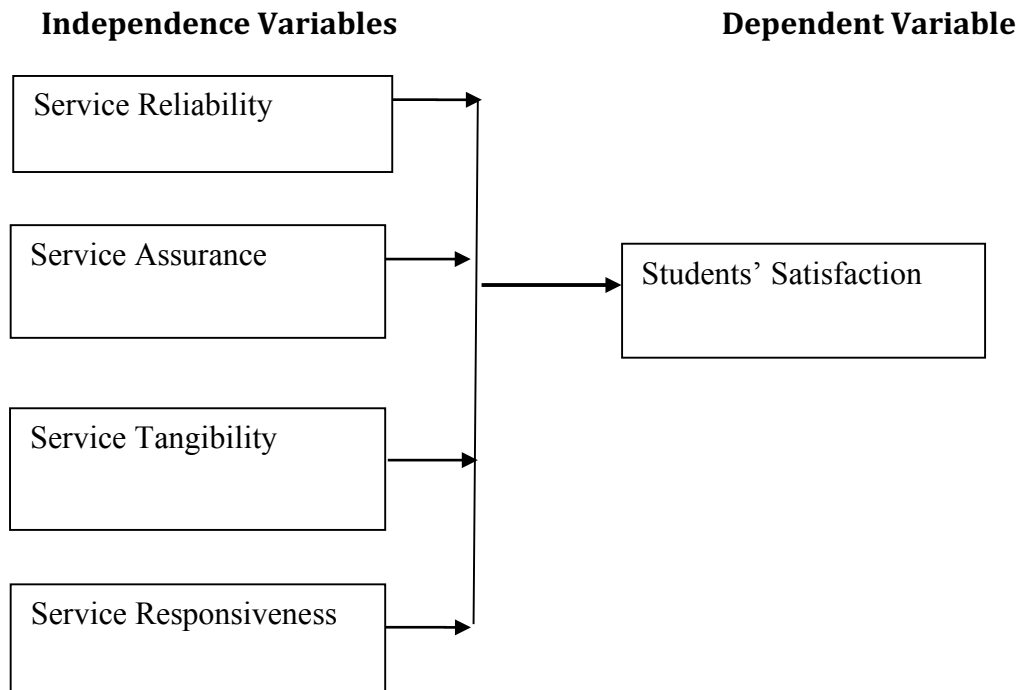


Figure 2.1: Conceptual Framework

Satisfaction is a feeling of happiness and joy that individuals obtain when they have fulfilled their human needs and desires. Educational institutions use certain methodologies to determine the level of their students' satisfaction regarding the services and programs they offer to better fulfill student needs and satisfy student aspirations (Qureshi et al., 2011). Customers are one of the per-eminent stakeholders of all organizations and their satisfaction or dissatisfaction is a primary determinant of success for organizations. Students are similarly playing the same role in universities. As noted by Gold (2001), students should be considered as primary customers and educational institutes should focus on student-centered education (Qureshi et al., 2010).

In consequence, consumers' satisfaction is nearly the most notable concern of service organizations. Several studies have confirmed the relationship between quality of service and satisfaction (Helgesen & Nettet, 2007). Students as customers always have some expectations from universities and when these expectations are met, they grew more satisfied and loyal towards the institute (Karami & Olfati, 2012). As there is positive relationship between quality of service offered and student satisfaction, management should pay a keen attention to the quality of service offered (Helgesen & Nettet, 2007).

Reliability involves ability to provide the promised services or resources needed by users dependably and accurately in a way that could satisfy the expectations of library users.

Assurance measures knowledge, competences and courtesy of employees and their ability to convey trust and confidence in customers towards the service firm. Competences in librarianship refer to the possession of required skills, knowledge and willingness to use them to transform the service needs of users in libraries; and courtesy involves politeness and respect for clients, friendliness, honesty and trustworthiness of library employees. Tangibility covers the existence of physical and functional facilities, equipment experiences/knowledgeable personnel and communication materials used in rendering and promoting effective services in libraries (Asogwa, 2014). Responsiveness measures the “willingness of organization’s staff to help customers and provide them with prompt services”. This refers to the timeliness and promptness which Ranganathan 1988 cited in Manjunatha and Shivalingaiah (2004) envisaged in his fourth laws of librarianship that librarians should save the time of the reader while providing the service.

RESEARCH METHODOLOGY

Research Design

The study used mixed method by adopting descriptive research design. The descriptive research design is one of the best methods for conducting research in human contexts because of portraying accurate current facts through data collection for testing hypothesis or answering questions to conclude the study (Williams, 2007).

The design is appropriate for this study since it helps in collecting data to answer the questions of the current status and describe the nature of existing conditions of the subject under study. The design also facilitates the use of a questionnaire to collect both quantitative and qualitative data for the study.

Population

The target population consists of students of St Pauls’ University who are the users of the school Library. The student population at St Paul’s University is now between 6000-7000 across all the university’s campuses. This study was limited to Bachelors degree students in the main campus in Limuru who are approximately 600 students.

Sample Size

The study took a 10% sample. This was guided by Mugenda and Mugenda, (2008), who says that when the population is 1000 and over, 10% of the population should be sampled, while when the population is less than 1000, a 30% sample should be taken. From the target population of 600 students, the sample size was therefore 60 respondents.

Sampling Technique

The study used simple random sampling, by using simple random sampling, all members of the study population are either physically present or listed, and the members are selected at random until a previously specified number of members or units has been selected. Simple random sampling gives each and every student a chance of being selected.

Data Collection Tools

The study collected primary data. The data was collected using a questionnaire. The questionnaire had both closed and open-ended questions. The closed ended questions enabled the researcher to collect quantitative data while open-ended questions enabled the researcher to collect qualitative data. The questionnaire was divided into six sections. Section one was concerned with the general information about respondents, while section two to six collect information on the variables under study.

Questionnaires were considered for the study since they provide a high degree of data standardization, they are relatively quick to collect information from people in a non-threatening way and they are cheap to administer. According to Kombo and Tromp (2009), a self-administered questionnaire is the only way to elicit self report on people's opinion, attitudes, beliefs and values. Questionnaires also give a detailed answer to complex problems.

Data Collection Procedure

During the data collection process, the researcher sought permission to collect the data from the management of St. Pauls University and further notified and made arrangements with the university library management on how to conduct the data collection without interfering with library operations. The researcher personally administered the questionnaire to the respondents. However, where the respondents were busy or unable to fill the questionnaires at that moment, a drop and pick later method was adopted. A deadline was set by which the completed questionnaires were ready. To ensure high response rates, the researcher interpreted each of the sections of the questionnaires to the respondents to ensure that they fully understood the questions before answering.

Questionnaire Pre-test

Pilot test was conducted to detect weakness in design and instrumentation and to provide alternative data for selection of a probability sample (Cooper & Schindler, 2011). A pre-test of the questionnaire was out prior to the actual data collection. The developed questionnaire was checked for its validity and reliability through pilot testing. The research subjected the questionnaire to 5 respondents to participate in the pilot study. According to Mugenda (2008) a successful pilot study would use 1% to 10% of the actual sample size.

The objectives of pre-testing was to allow for modification of various questions in order to rephrase, clarify and or clear up any shortcomings in the questionnaires before administering them to the actual respondents. It helped the researcher to correct inconsistencies arising from the instruments, which ensured that they measured what was intended.

Data Analysis and Presentation

The data collected by the questionnaire was edited, coded, entered into Statistical Package for Social Sciences (SPSS) which aided in the data analysis. This study generated qualitative and quantitative data. The qualitative data was generated from the open ended questions and was categorized in themes in accordance with research objectives and reported in narrative form along with quantitative presentation.

The data was analyzed by using descriptive statistics which included frequency distribution tables and measures of central tendency (the mean), measures of variability (standard deviation) and measures of relative frequencies. The data was presented using tables, charts and graphs.

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

Response Rate

In this section, the study shows percentage of the respondents who responded to the survey. A survey must have a good response rate in order to produce accurate, useful results. This was therefore important so as to establish whether the response rate was good enough and representative of the population.

Table 4.1 Response Rate

| Response Rate | Frequency | Percentage |
|--------------------------|------------------|-------------------|
| Responses | 57 | 95.0 |
| Non-Response | 3 | 5.0 |
| Total Sample size | 60 | 100.0 |

The study sample size was 60 Bachelors students in St Pauls' University main Campus in Limuru. A total of 77 questionnaires were successfully filled in time for data analysis. This represented 95% of the total sample size. According to Mugenda and Mugenda (2003) a 50 percent response rate is adequate, 60 percent good and above 70 percent rated very well. The response rate of 74% was therefore considered appropriate to derive the inferences regarding the objectives of the research.

Demographic Information

Gender of the Respondents

This section of the study sought to establish the gender of the respondents who took part in the study. The results are presented in Figure 4.1.

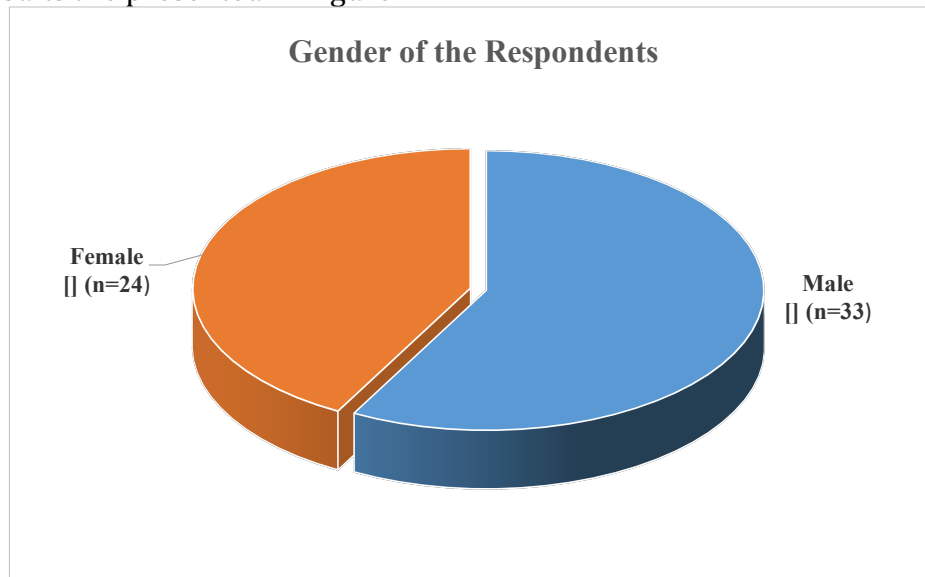


Figure 4.1 Gender of the Respondents

The study results in the Table 4.2 show that a majority (57.9%) 33 students of the respondents who took part in the study were male while (42.1%) 24 students of were female. This shows that the study accommodated both genders and it was not discriminatory to any gender.

Age of the Respondents

In this section the respondents were asked to indicate their age. The respondents' age was captured in structured age brackets. The results are presented in Figure 4.2.

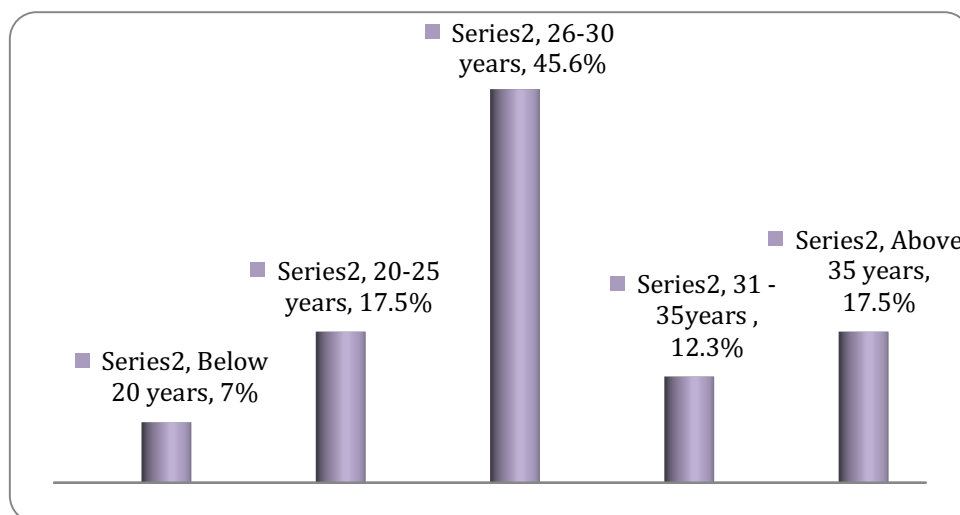


Figure 4. 2: Age of the Respondents

The results show that most of the respondents 45.6% were aged between 26-30 years while 17.5% of the respondents were aged between 20-25 years and above 35 years. On the other hand, 12.3% of the respondents were aged between 31-35 years while 7% (frequency) of the respondents were aged below 20 years.

Use of the library by the respondent

The respondents were asked to indicate how often they used the library at St. Pauls' University. The results are presented in Table 4.2.

Table 4.2 Use of the library by the respondent

| Course | Frequency | Percent |
|------------------------|------------------|----------------|
| Frequently use | 23 | 40.4 |
| Almost every time | 11 | 19.3 |
| Occasionally/sometimes | 20 | 35.1 |
| Almost never | 3 | 5.3 |
| Total | 57 | 100 |

Most of the respondents (40.4%) reported to have been using the university library frequently while 35.1% of the respondents indicated to be occasional users. On the other hand, 19.3% of the respondents indicated that they used the library almost every time while 5.3% of the respondents indicated to almost never use the university library.

Service Reliability and Students Satisfaction

The respondents were asked to indicate their level of agreement with the various statements on service reliability at the University Library. A five point likert scale was used to interpret the responses whereby the scores of "strongly disagree" and "disagree" were represented by mean score, equivalent to likert scale (1≤disagree≤2.5). The scores of 'neutral' were equivalent to 2.6 to 3.5 on the likert scale (2.6≤neutral≤3.5) The scores of "agree" and "strongly agree" were equivalent to (3.6≤agree≤5) on the likert scale which shows a strong agreement with the statement. The findings are presented in Table 4.3.

Table 4.3 Service Reliability and Students Satisfaction

| Statements on Service Reliability | Mean | Std. Deviation |
|----------------------------------------------------------------------------|-------------|-----------------------|
| Students have confidence in librarians' ability in handling their problems | 4.05 | 1.059 |
| The library opens to students at the appropriate time | 4.21 | 0.977 |
| The library has access tools for users/students | 3.88 | 0.825 |
| Students feel secure and relaxed when interacting with the library staff | 4.33 | 1.024 |
| Students are well informed about the time of receiving their services | 4.02 | 0.973 |

The respondents agreed that Students felt secure and relaxed when interacting with the library staff and that the library was opened for students' access at the appropriate time; as shown by the mean scores of 4.33 and 4.21 respectively. The respondents also agreed that the students had confidence in librarians' ability in handling their problems, were well informed about the time of receiving their services and that the library had access tools for users/students; as shown by the mean scores of 4.05, 4.02 and 3.88 respectively.

Extent to Which Service Reliability in the Library Affect Students' Satisfaction at St. Paul's University

The respondents were asked to indicate the extent to which the service reliability affected their satisfaction at university. The results are presented in Table 4.4.

Table 4.4 Effect of Reliability on Students' Satisfaction

| Extent | Frequency | Percent |
|----------------------|------------------|----------------|
| Not at all | 2 | 3.5 |
| To a small extent | 3 | 5.3 |
| To a moderate extent | 17 | 29.8 |
| To a great extent | 28 | 49.1 |
| To a very great | 7 | 12.3 |
| Total | 57 | 100 |

Most of the respondents (49.1%) indicated that the service reliability affected their satisfaction to a great extent while 29.8% of the respondents indicated that service reliability affected their satisfaction to a moderate extent. On the other hand, 12.3% of the respondents indicated that service reliability affected their satisfaction to a very great extent while 5.3% of the respondents indicated that the service reliability affected their satisfaction to a small extent. However, 3.5% of the respondents indicated that the service reliability had not affected their satisfaction at all.

Service Assurance and Students Satisfaction

The respondents were asked to indicate their level of agreement with the various statement regarding the service assurance and students satisfaction. The results are presented in Table 4.5.

Table 4.5 Service Assurance and Students Satisfaction

| Statements on Service Assurance | Mean | Std. Deviation |
|---------------------------------------------------------------|-------------|-----------------------|
| Librarians are always willing to help users | 4.56 | 0.907 |
| Students have confidence in librarians' ability to guide them | 4.32 | 0.909 |
| Library staff has respect for all class of users/students | 4.54 | 0.803 |
| Library services are provided at the pre-determined time | 3.91 | 1.074 |

The respondents agreed that the librarians were always willing to help the library users and that the library staff had respect for all class of users/students; as shown by the mean scores of 4.56 and 4.54 respectively. The respondents also agreed that they had confidence in librarians' ability to guide them and that Library services were provided at the pre-determined time; as shown by the mean scores of 4.32 and 3.91 respectively.

Effect of Service Assurance on Students' Satisfaction

The respondents were asked to indicate the extent to which the service assurance affected their satisfaction at university. The results are presented in Table 4.6.

Table 4.6 Effect of Service Assurance on Students' Satisfaction

| Extent | Frequency | Percent |
|----------------------|------------------|----------------|
| Not at all | 2 | 3.5 |
| To a small extent | 4 | 7 |
| To a moderate extent | 12 | 21.1 |
| To a great extent | 30 | 52.6 |
| To a very great | 9 | 15.8 |
| Total | 57 | 100 |

Most of the respondents (52.6%) indicated that the service assurance affected their satisfaction to a great extent while 21.1% of the respondents indicated that service assurance affected their satisfaction to a moderate extent. On the other hand, 15.8% of the respondents indicated that service assurance affected their satisfaction to a very great extent while 7% of the respondents indicated that the service assurance affected their satisfaction to a small extent. However, 3.5% of the respondents indicated that the service assurance had not affected their satisfaction at all.

Service Tangibility and Students Satisfaction

The respondents were asked to indicate their level of agreement with the various statement regarding the service tangibility and students satisfaction. The results are presented in Table 4.7.

Table 4.7 Service Tangibility and Students Satisfaction

| Statements on Service Tangibility | Mean | Std. Deviation |
|-------------------------------------------------------------------------|-------------|-----------------------|
| The library has modern and functional equipment | 3.53 | 1.104 |
| The library has functional facilities that inspires study and learning | 3.63 | 1.046 |
| Electronic resources in the library are accessible from my home/ office | 3.32 | 1.338 |
| The library has most e-resources I need for my studies | 3.60 | 1.116 |

The respondents agreed that the library had functional facilities that inspired study and learning and that it had most e-resources the students needed for my studies; as shown by the mean scores of 3.63 and 3.60 respectively. The respondents also agreed that the library had modern and functional equipment; as shown by a mean score of 3.53. However, the respondents appeared to be neutral on the opinion that the electronic resources in the library were accessible from home/ office; as shown by a mean of 3.32.

Effect of Tangibility on Students' Satisfaction

The respondents were asked to indicate the extent to which the service tangibility affected their satisfaction at university. The results are presented in Table 4.8.

Table 4.8 Effect of Tangibility on Students' Satisfaction

| Extent | Frequency | Percent |
|----------------------|------------------|----------------|
| Not at all | 2 | 3.5 |
| To a small extent | 5 | 8.8 |
| To a moderate extent | 15 | 26.3 |
| To a great extent | 28 | 49.1 |
| To a very great | 7 | 12.3 |
| Total | 57 | 100 |

Most of the respondents (49.1%) indicated that the service tangibility affected their satisfaction to a great extent while 26.1% of the respondents indicated that service tangibility affected their satisfaction to a moderate extent. On the other hand, 12.3% of the respondents indicated that service assurance affected their satisfaction to a very great extent while 8.8% of the respondents indicated that the service tangibility affected their satisfaction to a small extent. However, 3.5% of the respondents indicated that the service tangibility had not affected their satisfaction at all.

Service Responsiveness and Students Satisfaction

The respondents were asked to indicate their level of agreement with the various statement regarding the service responsiveness and students satisfaction. The results are presented in Table 4.9.

Table 4.9 Service Responsiveness and Students Satisfaction

| Statements on Service Responsiveness | Mean | Std. Deviation |
|------------------------------------------------------------------------|-------------|-----------------------|
| Librarians are always available to respond to users'/students' needs | 4.47 | 0.630 |
| Librarians are competent in solving users/students problems | 4.30 | 0.844 |
| Students' records in the library are appropriately kept and maintained | 4.28 | 0.840 |
| Students are able to obtain e-services without much delayed | 3.54 | 1.036 |

The respondents agreed that the librarians were always available to respond to users'/students' needs and that they were competent in solving users/students problems; as shown by the mean scores of 4.47 and 4.30 respectively. The respondents also agreed that Students' records in the library were appropriately kept and maintained and that the students were able to obtain e-services without much delays; as shown by the mean scores of 4.28 and 3.54 respectively.

Effect of Service Responsiveness on Students' Satisfaction

The respondents were asked to indicate the extent to which the service responsiveness affected their satisfaction at university. The results are presented in Table 4.10.

Table 4.10 Effect of Service Responsiveness on Students' Satisfaction

| Extent | Frequency | Percent |
|----------------------|------------------|----------------|
| Not at all | 1 | 1.8 |
| To a small extent | 5 | 8.8 |
| To a moderate extent | 20 | 35.1 |
| To a great extent | 23 | 40.4 |
| To a very great | 8 | 14 |
| Total | 57 | 100 |

Most of the respondents (40.4%) indicated that the service responsiveness affected their satisfaction to a great extent while 35.1% of the respondents indicated that service responsiveness affected their satisfaction to a moderate extent. On the other hand, 14% of the respondents indicated that service responsiveness affected their satisfaction to a very great extent while 8.8% of the respondents indicated that the service responsiveness affected their satisfaction to a small extent. However, 1.8% of the respondents indicated that the service responsiveness had not affected their satisfaction at all.

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

Influence of Service Reliability on Students' Satisfaction

The objective of the study was to determine the effect of service reliability on student's satisfaction in St. Pauls' university. The study found out that the students felt secure and relaxed when interacting with the library staff and that the library was opened for students' access at the appropriate time. The study also found out that the students had confidence in librarians' ability in handling their problems, were well informed about the time of receiving their services and that the library had access tools for users/students. The study further found out that that the service reliability affected students' satisfaction to a great extent.

Influence of Service Assurance on Students' Satisfaction

The objective of the study was to examine the effect of service assurance on students' satisfaction in St. Pauls' university. The study found out that the librarians were always willing to help the library users and that the library staff had respect for all class of users/students. The study also established that the students had confidence in librarians' ability to guide them and that that the library services were provided at the pre-determined time. The study further found out that that the service assurance affected students' satisfaction to a great extent.

Influence of Service Tangibility on Students' Satisfaction

The objective of the study was to establish the effect of service tangibility on student's satisfaction in St. Pauls' university. The study found out that the library had functional facilities that inspired study and learning and that it had most e-resources the students needed for my studies. The study also established that that the library had modern and functional equipment. The study also established that electronic resources in the library were not accessible from home/ office. The study further found out that that the service tangibility affected students' satisfaction to a great extent.

Influence of Service Responsiveness on Students' Satisfaction

The objective of the study was to determine the effect of service responsiveness on student's satisfaction in St. Pauls' university. The study found out that the librarians were always available to respond to users'/students' needs and that they were competent in solving users'/students problems. The study also found out that the students' records in the library

were appropriately kept and maintained and that the students were able to obtain e-services without much delays. The study further found out that that the service responsiveness affected students' satisfaction to a great extent.

CONCLUSION

The study concludes that the students felt secure and relaxed when interacting with the library staff and that the library was opened for students' access at the appropriate time St. Pauls' university. The students also had confidence in librarians' ability in handling their problems, the librarians well informed about the time of receiving their services and that the library had access tools for users/students. On overall, it can be concluded that service reliability at the libraries affected students' satisfaction to a great extent.

The study also concludes that the librarians at St. Pauls' university were always willing to help the library users and that the library staff had respect for all class of users/students. The students had confidence in librarians' ability to guide them and that the library services were provided at the pre-determined time. In overall, service assurance in the library affected students' satisfaction to a great extent.

The study also concludes that the library at St. Pauls' university had functional facilities that inspired study and learning and that it had most e-resources the students needed for my studies. The library also had modern and functional equipment. The electronic resources in the St. Pauls' university library were not accessible from home/ office. On overall, it can be deduced that the service tangibility in the library affected students' satisfaction to a great extent.

The study further concludes that the librarians at St. Pauls' university were always available to respond to users'/students' needs and that were competent in solving users'/students problems. The students' records in the library were appropriately kept and maintained and that the students were able to obtain e-services without much delays. On overall, the study concludes that the service responsiveness in the library affected students' satisfaction to a great extent.

RECOMMENDATIONS

The study recommends that the librarians should be well trained on service delivery so as to ensure that the students/users feel secure and relaxed when interacting with the library staff. This should also ensures that the librarians are well informed so as to establish confidence amongst the students/users on librarians' ability in handling their problems. The librarians should always ensure that the libraries are open for students' access at the convenient time to further enhance service reliability.

The study also recommend that libraries should be well equipped with modern functional facilities that inspires study and learning e.g. resources the students are required by students according their specific fields of study so as to enhance the establishment of better service quality. The study also recommends that St. Pauls' university should improve on its libraries service quality by ensuring that its electronic resources are accessible to the students/users from home/ office.

The study recommends that efficiency at the libraries should be enhanced by ensuring that there is proper recording and maintenance of the students' details to create a better service responsiveness. The e-service delivery should also be well managed to ensure that library users access the services without much days.

AREAS OF FURTHER STUDY

This study sought to establish the effects of service quality on students' satisfaction in libraries in Kenya, a case of St Pauls' university. The study established that the university library had not fully adopted the e-services in its service delivery and most of the students/users could not access the most of its electronic resources from home/office. The study recommends that a study be conducted, to establish the challenges affecting the adoption and implementation of various e-services in the institution.

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