

**IMPACT OF LIBRARY SERVICE CHARTER ON QUALITY DELIVERY AT
THE UNIVERSITY OF NAIROBI, KENYA**

BY

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ELDORET**

2023

DECLARATION

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DEDICATION

This work is dedicated to my beloved parents: my mother, Anastacia Njeri and my father, Patrick Ng'ang'a for their unwavering support during the course of my study. To my wife Lucy and our daughter Krystal, "many thanks" for your love, support and patience. Thank you my brother George, my sisters Catherine, Monica, Christine and Lucy, my nieces Liz, Karen and Naima and my nephew Brian for reminding me to work very hard. Much appreciation to my colleagues at the University of Nairobi, Kenyatta University and Moi University for their tireless and constant encouragement as well as the support to accomplish my dreams.

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LIST OF ABBREVIATIONS

CL:	College Librarian
DDLIS:	Deputy Director Library and Information Services
DLIS:	Director Library and Information Services
GoK:	Government of Kenya
HPWPS:	High-Performance Work Practices
LSC:	Library Service Charter
MBO:	Management by Objectives
MDA:	Ministries Department Agencies
MIS:	Management Information Systems
MoE:	Ministry of Education
MOU:	Memorandum of Understanding
MTP II:	Medium Term Plans II
NMS:	Non Management Staff
PC:	Performance Contracting
SC:	Service Charter
SWOT:	Strength Weakness Opportunity Test
UoN:	University of Nairobi
UoNL:	University of Nairobi Library

ABSTRACT

The public university library service sector has been experiencing increased demand for standardised information services and readjustment of roles. The aim of this study was to investigate the impact of library service charter on quality delivery at the University of Nairobi, and propose measures to improve the practice. Objectives of the study were to: determine the extent to which the library has aligned services with parameters of quality service delivery in the library service charter; interpret library staff awareness, perception and responsiveness to principle of quality service delivery in the library service charter; assess the realisation of the matrices of the library service charter for quality improvements; elicit the challenges experienced by the library in realising the commitments of the service delivery charter; and propose measures to be undertaken to ensure successful realisation of the library service charter. A single case study in a mixed research approach was used. Purposive and convenience sampling was used in selecting University of Nairobi Library Systems whereas census sampling was used in incorporating the entire 156 staff members of the university library staff. Interviews and questionnaires were deployed in collecting data. Qualitative data was analysed using thematic analysis and presented in direct quotations and narratives while descriptive analysis for frequencies and percentages was used in the analysis of quantitative data and the findings presented in tables and charts. The findings show that: the Library charter influenced service delivery, enhanced library facilities and environment as well as promotes collaboration and partnerships for resource sharing; the library staff awareness, perception and responsiveness to principle of quality information service delivery had positively changed; client attitudes towards the library staff had changed due to the level of work professionalism, ethics capacity building scheme, staff development programmes and standards requirement of the service charter; and management tools were important in adoption, interpretation, implementation and realization of the library service charter in addition to improved communication and timely consultations among the stakeholders. On the downside, set target performance in the charter were inhibited by a myriad of human resources factors such as lack of staff motivation, increased workload, lack of comprehension, as well as institutional weakness such as inadequate facilitation and resources. The study concludes that there is need to take stock of the service charter implementation programme in order to establish the strengths, weakness, opportunities and threats to the process of implementation and map the best way forward. Consequently, the study proposes the following strategies to enhance successful actualization of the library service charter: introduction of information fluency programmes, development of working objectives for the various tools of management, encouragement of teamwork, remuneration and equity in rewarding employees and elaborate.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The Kenyan government has been highly committed to public sector reforms since the early 1990s, in order to enhance values and standards of service delivery to clients and within the agencies. Desired values and standards of services to the citizens are anchored in Chapter Thirteen Part One of the 2010 constitution. This is to ensure that the public served by government ministries, departments or agencies (MDAs) get a consistent, effective, timely and effective manner in accordance with the principle of fair play and justice. The University of Nairobi Library falls under the public service sector, though it has been experiencing increased demand for standardised information services and readjustment of roles as compelled by the government of Kenya (GoK). The library seeks to reorient, refocus and provide services that support the needs and desires of its clients. One of the mechanisms used is to cascade and localise various government and university policies and frameworks in the library operations and functions. The process entails the introduction of action control guidelines, standards of measures and quality assurance tools that focus on improvement of the quality of services provided. These guidelines, tools and standard measures include the service charter, performance contracting, international standards organisation, management by objectives, high-performance work practices, management information systems, benchmarking, stretch targets as well as systems thinking and strategic planning. Despite these efforts, dominance has been on input process and performance indicators that have continuously failed to relate to public expectations. As a result, the public and especially library clients or users have found it

difficult to relate to the results of the set measures. In particular, some members of the library management are of the view that such practices limit their mandate and freedom of operations.

Baseline results from the customer surveys feedback and staff appraisal have shown varied levels of customer dissatisfaction of services offered by the university library. In the past ten years, the library has experienced an evolution of service assessment in its daily operations, driven largely by the advancement of information technology in managing library systems, as well as a conceptual change of higher education standards (Shi & Levy, 2005). Defining and standardizing quality services in library is recognized not only by the institution administrators, but also by librarians. All understand that evaluating and improving information services to meet and attain dynamic needs and demands of the clients is essential in the successful process of supporting educational goals and the core mission of the parent institution in teaching, learning and research activities. In addition, as new approaches and trends of service delivery continue to develop rapidly, standardization and establishment of fundamental principles and practices have to be applied and evaluated constantly, because of the changing nature of service orientations and service delivery mechanisms, which should be synchronized with existing work plans in the library.

The university library service charter has been pegged at the apex of services delivery within the university system. The charter establishes the guiding principles and quality objectives, which dictates the processes and procedures of providing services to the clients and stakeholders. The charter objectives that have been cascaded from the

University of Nairobi (UoN) service charter, and not only seek to assure clients of the standardized nature of services but also to ensure customers are informed and have access to complete, accurate relevant and timely information within a defined framework. The main objective of the service charter is to commit the university library to a well defined and standardized course of action, for the purpose of supporting and realizing the core mandate of teaching, learning, research and consultancy services. Additional core objectives of the service charter include developing systems for preservation and conservation of valuable and rare information resources for posterity, increase and update facilities for improved information delivery, create measures to promote proactive, transparent and accountable management system, ensure provision of secure, clean and conducive environment for information resources, clients and staff as well as strengthen and increase collaboration and partnerships at national, regional and international levels (UoNL Website, 2014).

Formulation of guiding quality objectives among other measures that have been adopted to improve service delivery and client satisfaction in academic institutions is a practice that has been acquired from the private business sector. This practice has led to a conceptual shift in the management approach of academic institutions and especially academic libraries, which are required to cascade and align operations within the mission, vision and objectives of the parent institutions. One of the key trends being experienced in the new dispensation of operations and provision of services in academic libraries is the paradigm shift from bibliographic control to managerial approach. Perception of the former roles of libraries as conservator of information materials has been disqualified by increased demand of information services leading to adoption of managerial tools and

standards such as the service charter, benchmarking, management by objectives, quality assurance, and performance contracting that were not predominant in the past approaches of academic library services delivery and operations. Further, the university library being a structured system, has been contextualised within the contemporary framework of the organisation. At the crux of such organisation is the management that is responsible for execution of managerial functions that include planning, organisation, decision making, leading, budgeting as well as monitoring, assessment and evaluation.

The university library service charter defines the priorities and the areas where the information management has to focus concerted efforts of executing managerial functions in order to accomplish the library mandate, and ultimately ascertain its impact in realising the library set goals and objectives. Further, the change in titles and job descriptions of senior library management staff demonstrates clear reflection of the desire employed in different styles of handling information operations and services. At the University of Nairobi Library and other academic libraries, the title of chief librarian or university librarian has changed to the Director of Library and Information Services. Deputies to Director with expansive portfolios and managerial departments have been established and created to assist in management of the ever changing and dynamic academic information functions and services. The executive information managers have well defined job descriptions with latent emphasis being on new public management that has been tailored within the confines of the managerial tools employed in the library. The mandate is not just the library management but other managerial matrices that includes increased exchange of information with external stakeholders and environment, need for marketing of library services and change of policies from funding agencies and stakeholders (UONL

Website, 2014). The underlying factor for this change is in complexities and ever-mutating nature of platforms of availing information resources, information channels, flows and the introduction of management tools that have to be cascaded in the library operations and services from the parent organisations and government. The library ends using too many action control guidelines, standard of measure and quality assurance tools that leads to confusion if there is no understanding to guide the interpretation of matrices and the application of tools, processes and procedures to actualize operations and service delivery.

Furthermore, many senior information and knowledge managers content that policies formulated to guide service delivery limit the freedom of operations and actions. Other alleged dangers include the formation of standards that can be difficult to withdraw from because of the changing circumstance, possibility of standards or management tool not covering the whole range of aspects in service delivery and rigidity of policy statement may restrict the discretion of librarians to deal systematically with individual cases. There is in fact the danger of establishing a rigidly bureaucratic structure without the flexibility and sympathy necessary to temper formal policies. This raises immense urgency in the need to expound and explain the functions of action control standards and policies, quality assurance tools and measures to enhance visibility as well as describe the impact and express concern from stakeholders for development of a broader focus with multiple purposes facet. The primary purpose of the library service charter is to serve as the basis of dependable variables that measures the impact of the university library on service delivery to customers. Research findings established immense impact of predetermined approach and strategic planning that define and detail various aspects of service delivery

and performance undertaken in relation to information operations and functions. Institutional factors that affect realisation of the intended delivery of quality services as stipulated in the charter were ascertained, in addition to, implementation of various themes that have impacted on fulfilling the objectives of the University of Nairobi Library System.

1.1.1 Library Service Charter and Customer Services

The library service charter is a social contract, commitment and agreement between the library management and the clients. It is a quality assurance tool, written and signed document that sets out the roles and responsibilities of the partners to improve performance, enhance and fast track delivery of services so as to improve the lives and engagement experiences of clients in relation to access and use of information services. The service charter enables information services beneficiaries to understand the role and expectations of the university library and forms the basis of engagement between the library management and the stakeholders. Service charter document sets standard guidelines that stipulate commitment of the particular library and information organization in clear and simple terms on how service is to be delivered to the clients and stakeholders. The tool sequentially prescribes the nature, standards and schedule of services delivery. Fundamentally, the document establishes the engagement platform of interactions and communication that provides commitment to consistence and professionalism among the stakeholders. The library service charter is the indemnity to information clients or patrons that the services to be offered shall be in line with core values and aspiration of the given academic library or institution. Librarians and information professionals in embracing such standard guideline clearly express a high

level of interest in actualizing its matrices, but occasionally lack skills and competences needed to effectively implement the various themes of the service charter in the most appropriate context.

Funding for personnel and equipment and lack of broader institutional support as well as competition between academic libraries and other departments for resources in institutions of higher learning have curtailed successful realization of the objectives and goals of introducing the service charter as the foundation of quality delivery. The service charter is one among many standard measures that the government has employed in the public sector reforms since the early 1990. The government and affiliated ministries agencies and departments has strived to align the service charter to other adopted measures such as performance contracting and strategic plan to form the basis for evaluating and reporting performance in an environment that is client centred and advocates for excellence and professionalism in delivery of services. The process has faced various challenges, namely discordant strategic plans with scant linkages to the national goals and aspirations, and dominance of input and process performance indicators that fail to relate to the citizens' expectations, and as a result of this, citizens have found it difficult to relate to the results of set standards of service delivery (Simiyu, 2012). The Kenyan government has a mandatory requirement for all government ministries, departments and agencies to come up with among others, action control guidelines such as service charter, which serves as the strategic tool intended for improved efficiency, effectiveness, accountability and timely delivery of all aspects in the services offered. Introducing some of these approaches is a clear demonstration that the government is enhancing the quality of services, aiming at refocusing the mindset of the

public service away from the culture of inward looking towards one of business focused on customer and results (Obong'o, 2009). The University of Nairobi Library System being the integral unit within the university is expected to cascade services from the service charter, strategically plan, and entrench the related matrices in the locus of services offered through documented information guidelines and standards that informs the gamut of this study.

1.1.2 Library Leadership, Governance and Management

Leadership, governance and management practices have been integrated in the organizational culture and change of the library. This is substantially driven by the service charter in the wider quality assurance and improvement context at the university. Library leadership and management are fundamental in enhancing successful implementation of the services charter not only for customer service satisfaction and improvement but also to sustain and achieve organizational change and culture. Formal planning of the library to enhance administrative and implementation of the charter reflects the efforts of the top managers to provide high quality services. Top managers champion the policies and procedures that promote effective implementation and improvement of service delivery to the customers. The University of Nairobi has the largest university library system in Kenya and Eastern Africa. In the University of Nairobi Library System, the Director of Library of Information Services is the chief executive responsible for administration, management, strategic planning and formulation of policies (UoNL Website, 2014).

The Director represents the library in the university management boards and related forums. Deputy Directors, Branch Librarians and other information professionals, head the organizational structure and management governance of the other university library sections. Head of departments manage and support respective service units of the university library. The libraries serve the respective colleges of the University of Nairobi, that include the College of Agriculture and Veterinary Sciences (Upper Kabete Campus), College of Architecture and Engineering (Main Campus), College of Biological and Physical Sciences (Chiromo Campus), College of Education and External Studies (Kikuyu Campus), College of Health Sciences (Kenyatta National Hospital), and College of Humanities and Social sciences (Main Campus - Faculty of Arts; Parklands-Faculty of Law; Lower Kabete Campus - Faculty of Commerce). Transformation and development of the university has been as broad as enshrined in the vision and mission. From the humble beginning of a technical college to the status of a major international teaching and research institution, the University of Nairobi has produced more trained human resources than any other institution of higher learning in Kenya, with over 150,000 graduates. As restructuring and change management continues to transform the University Library, the leadership and management remain committed in achieving high quality information services to the customers through effective implementation and application of the service charter.

Since 1970, the University of Nairobi has witnessed numerous innovations, which have contributed to societal transformation and development nationally, regionally and internationally. The university has grown from the faculty based university serving student population of 2,768 (2,584 undergraduate and 184 postgraduate students) in 1979,

to the college focused one with 70,000 students in the 2012/2013 Academic Year (about 58,200 undergraduate and 11,800 postgraduate students). To attain this level of educational progress numerous concerted efforts led to the:

- a) Growth of academic programmes in the 1970s.
- b) Establishment of Campus Colleges in 1985.
- c) First double intake in 1986.
- d) Property acquisition resulting in Lower Kabete and Parklands Campuses in 1988.
- e) Intake of the first students undertaking the University component of the 8-4-4 educational system in 1990.
- f) Introduction of Module II and part-time programmes in 1998.

1.2 University of Nairobi Library System

The University of Nairobi Library System supports the philosophy of the university as spelt out in the mission and vision. The library endeavours to empower the university to retain its leadership role as the world class university through provision of relevant and quality information to enhance teaching, research and consultancy programmes of the institution. The functions of the university library towards the accomplishment of the mandate of the university are to carry out basic functions of acquiring, organizing and disseminating information in support of teaching, research, learning and community services. More specifically, the university provides information products and services, reference and research materials and other services to the clients - students, academic faculty, non-academic staff and a limited number of qualified outsiders. The library grew

in both information collections and staffing in order to meet the needs of the intellectual community.

The University of Nairobi Library began when the Royal Technical College was established in 1956. Europeans managed the library with African employees as subordinate staff, and information resources were in humanities and social sciences. In the early 1960s, the Gandhi Memorial foundation offered to build the library for the Royal Technical College in memory of the slain Indian freedom fighter Mahatma Gandhi. This birthed the University of Nairobi Gandhi Memorial Library, whose information collections had grown to 100,000 print resources with few electronic materials. In 1987, the Jomo Kenyatta Memorial Library (JKML) was opened, with information resources from the Gandhi Memorial Library, with Mr. John Ndegwa as the first black University Librarian. The university library system is composed of twelve libraries spread across the six college libraries including the central library. The central library known as the Jomo Kenyatta Memorial Library houses the administration, and central services such as acquisitions, cataloguing co-ordinating unit, union catalogues, bindery and archives. Total collection of information resources is approximately 750,000 volumes, inclusive of books, periodicals and other non-print materials. Information resources are grouped into general lending materials and specialised research collections using the Library of Congress Classification scheme. The library maintains and manages the union catalogue of information materials in the system. Digital information resources of both books and journals are also offered in the library. Information products and services are automated and the library has established the institutional repository since

July 2014. The University of Nairobi Digital Repository manages and disseminates scholarly research outputs of the University of Nairobi (UoNL Website, 2014).

1.3 Statement of the Problem

The service charter of the university library outlines the practices used to deliver services to the customers. The aim of the charter is to assure clients of the levels of expected services by enhancing awareness on the value of the library, vision, mission, core activities and the best standards (UoNL Website, 2014). This however is not the case; first, the levels of actualization of the matrices of the library service charter are yet to be established. The charter also acts as the identifier of the approaches to be embraced in the delivery of services. However, it is not known if this creates the natural tendency that limits the library staff thinking of the services provided, thus fostering the defence of status quo rather than formulating new and innovative ideas and practices.

However, previous research shows that service marketers may not always understand what consumers expect in service delivery (Langeard et al. 1981 & Parasuraman & Zeithaml, 1982) neither do they always appreciate aspects that connote high quality services to customers, as spelt out in such standards. Furthermore, the library structure and diversity as well as the views of the stakeholders constitute a major stumbling block for conclusive implementation of the matrices of the service charter. Lack of agreed checklist or template to determine if the service charter is the right tool for tracking the challenges facing the library is also an area of concern. Besides, it is yet to be established if the library work force has the desired capacity, competences, skills and knowledge to actualize the matrices of the service charter. With all these uncertainties, it is unclear whether the introduction of library service charter at the University of Nairobi Library

has enhanced and improved service deliver to the customers. This study therefore sought to examine the impact of the University of Nairobi Library service charter on information operations and service delivery. The objective was to ascertain the practical implication and relevance of the introduction of service charter on library operations and service delivery.

1.4 Aim of the Study

The aim of this study was to investigate the impact of library service charter on quality delivery at the University of Nairobi, and propose measures to improve the practice.

1.4.1 Objectives of the Study

The objectives of the study were to:

- 1) Determine the extent to which the library has aligned services with parameters of quality service delivery in the library service charter.
- 2) Interpret library staff awareness, perception and responsiveness to principle of quality service delivery in the library service charter.
- 3) Assess the realisation of the matrices of the library service charter for quality improvements.
- 4) Elicit the challenges experienced by the library in realising the commitments of the service delivery charter.
- 5) Propose measures to be undertaken to ensure successful realisation of the library service charter.

1.5 Research Questions

- 1) How has the library adhered to library service charter parameters of quality service delivery?
- 2) How does staff awareness and perception of the service charter influence their responsiveness to service delivery in the library?
- 3) How has the library realised the application of the matrices of the information service charter?
- 4) What factors hinder the library from realising the objectives of the service charter?
- 5) How can the university library effectively use the service charter to improve information service delivery to clients?

1.6 Assumptions of the Study

The study assumes that the library service charter is an appropriate service quality assurance tool for customer service satisfaction and improvement. The study also assumes that the implementation of the library service charter directly influences the quality of services offered at the University of Nairobi Library.

1.7 Justification of the Study

The implementation of the University of Nairobi Library service charter demands development and use of new approaches, management strategies and actions by the library management with respect to information services offered and customer satisfaction. Provision of information services is the most fundamental function of all libraries. The service charter guarantees the clientele with timely, accurate, relevant and complete access to information in desirable format. This study was therefore important

because there is need to know the impact of the service charter with respect to quality of services delivered and customer satisfaction. There is need also to involve the ideas of the stakeholders in implementation and adoption of the library service charter.

1.8 Significance of the Study

The findings of this research have practical policy and theoretical implications for library managers, librarians, information practitioners and customers. First, the library service charter upon which quality service and customer satisfaction are based is a fundamental management tool that enhances delivery of information services in the university library. Second, management strategies and practices proposed can be used to realise the value of the library service charter on effective delivery of services to the customers. Third, the results provide relevant information that can be utilized to improve customer service delivery in academic university libraries and other related information agencies. Hence, in highlighting the aspects of library service charter, the research results provide the library management and information staff with vital knowledge to enhance quality service delivery at the university library. In addition, the research results can be used by the University of Nairobi Library System to create synergy in library operations and services as well as provide vital information to improve customer service satisfaction. Consequently, this study also has a direct benefit to the system and other service providers that need to identify and address issues associated with actualizing quality assurance tools. Most importantly, the study findings will help create awareness of the need of the library service charter in improving operations and enhancing service delivery in libraries. Significantly, information professionals, librarians, practitioners,

academicians and customers will benefit from the research findings and suggestions for further research.

1.9 Scope and Limitation of the Study

Research was limited to the University of Nairobi due to historical development of the institution in addition to having the largest number of students. The University of Nairobi has the largest number of training programmes in many fields of arts and sciences (Webometrics Ranking of Universities, 2018). Additionally, the University of Nairobi has the largest university library system that supports six colleges - College of Humanities and Social Sciences (CHSS), College of Education and External Studies (CEES), College of Biological and Physical Sciences (CBPS), College of Architecture and Engineering (CAE), College of Health Sciences (CHS) and College of Agriculture and Veterinary Sciences (CAVS). The University of Nairobi Library System consists of twelve libraries that are within the six college university libraries. Management and provision of information services in the college university libraries are guided by the principles of library service charter. Besides, the University of Nairobi has been highly ranked in webometrics ranking of universities (Webometrics Ranking of Universities, 2018). The research survey at the University of Nairobi Library was within the context of the public service sector as advocated by the government of Kenya, though the results represented the other academic institutions.

1.10 Chapter Summary

This chapter has provided knowledge on introduction and background information in relation to the university library service charter and customer management. Aspects of leadership and governance at the university library system have also been discussed.

Gaps in the research problem are highlighted in the statement of the problem together with the research matrix of the aim, objectives and questions. The chapter also highlights the novel contribution of the research problem within the context of the information profession and associated sectors of the economy where parameters for service delivery are indeed fundamental. Definitions of concepts within the context of the research problem are explained.

1.11 Definition of Terms

Academic Libraries

Libraries that provide information products and services to support teaching, research, and learning within the context of higher education.

Customer

Information audience or clients that consume and use information products and services in academic libraries.

Information Professionals

Information science experts that manage and provide information products and services in academic and university libraries.

Librarians

Information professionals and practitioners that manage and provide information services in academic and university libraries

Library Service Charter

Strategic principles and practices that guide management and provision of effective delivery of services to customers.

Quality Service Delivery

Practice and process of providing excellent services in order to sustain customer expectations and satisfaction.

University of Nairobi

Largest public academic institution that provides education and training programmes in Kenya.

University of Nairobi Library

University library that manages and supports information services at the University of Nairobi.

University of Nairobi Library System

Library and information system that manages and supports information services within the University of Nairobi.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Literature review provides detailed understanding of findings of other studies on the research problem so as to avoid duplication of what has already been established and published through theoretical and empirical aspects (Busha, 1980). This chapter presents detailed and systematic review of literature on library service charter and application, quality services and customer satisfaction in university libraries in addition to highlighting the knowledge gap. In addition, the challenges and solutions observed in realizing the service charter in university libraries are discussed. Empirical researches have been evaluated in line with these themes. The chapter begins with the theoretical framework that anchors and guides the research topic and related parameters. Fundamental principles and practices that affect service charter application and provisions in university libraries and information organizations are reviewed. Review also highlights management standards and procedures that normally impact on provision of information products and services in university libraries.

2.2 Theoretical Framework

According to Kombo and (Tromp, 2006), first, theories are reasoned statements that are supported by evidence to systematically explain the phenomena. Second, theoretical framework introduces new dimensions and aspects of the research problem that need to be understood, explained and conceptualized. Theories enable scientific researchers to explain and draw new conclusions, improve actions and generate theories that are more sophisticated (Dale, 1998). The theoretical framework theorizes or makes logical sense of

the relationship among the several factors that have been identified as important to the research problem (Sekaran, 2003). The theories considered in this research are motivation and goal setting theory Maslow, 1954 & Latham & Locke, 1979. Consequently, these theories provided adequate knowledge on perspectives of information service charter on quality service delivery in the context of the university library. The content of motivation and goal setting theories have been put into perspective and contextualised below.

2.2.1 Motivation Theory

Motivation theory focuses on explaining and predicting the behaviour of people based on the needs and desires. The theory encompasses the hierarchy of needs developed by Abraham Maslow, and proposes that employees are motivated through five levels - physiological, safety, social, esteem and self-actualization. These are fundamental aspects that normally influence human motivation and behaviour in life including working environment in university libraries. Motivational theory focuses on the welfare of the staff but does not consider the work processes and influences of interventions to operations and service delivery that this study seeks to establish. Motivation theory of Frederick Herzberg two-factor theory on the other hand, proposes that employees are motivated by higher level needs (motivators) rather than maintenance or lower factors. Maintenance or extrinsic factors comes from outside the person and the job aspect. Motivators or intrinsic factors comes from within the person through the work, and therefore, the theory contradicts the need of introducing the service charter in the library, sets expectations and establishes the framework for engagement with patrons rather than individual initiatives to deliver services.

The last of the motivation theory considered is the acquired need theory of David McClelland, which states that people are motivated by the needs for achievement, power and affiliation. Acquired need theory is limited because its deliverables are only dependant on the inputs of employees without encapsulating the role that the library service charter plays in realising the desired results in provision of information services. The theory proposes that behaviour can be explained, predicted and controlled through the consequence with positive reinforcement, avoidance, extinction and punishment reinforcement (Achua, 2010). The theory would have sufficed the need of the objectives of this research, but it is limited in one aspect of the library service charter, that is, expectations from different stakeholders, and therefore, it does not incorporate other themes such as customer satisfaction, operations, service delivery efficiency and effectiveness.

The library service charter defines the parameters and responsibilities of the information staff and the customers. First, motivation theory encompasses the values and aspects of human needs and behaviour in the university libraries. Second, factors that enhance the service charter and staff performance in the library depend on the fundamental hierarchy of needs. From the library service charter perspective, the needs of the staff must be sustained in order to enhance service delivery to the customers. Third, social contract together with responsibilities of the partners, including the library staff and customers are well defined and elaborated. As a consequence, the library service charter provides the library management and the information staff with standard guidelines and expectations for effective service delivery to the customers. Hence, the library service charter aspects of staff performance and customer service satisfaction and improvement are grounded in

motivation theory. Motivation theory embraces the whole range of hierarchy of needs - physiological, safety, social, esteem and self-actualization. Consequently, the library service charter incorporates these fundamental values as exemplified through standard guidelines, operations and services as well as customer satisfaction.

2.2.2 Goal Setting Theory

Subsequently, this theory was adopted to guide the research because it is directly related to the objectives and also provides the framework for answering the research questions. Goal setting theory (GST) was developed by Locke and Lotham in 1979, and incorporates two cognitive determinants of behaviour, values and intentions or goals. Goal is defined simply as the result in an action that the individual is consciously trying to achieve (Lunenburg, 2011). According to Locke and Lotham, first, motivation and performance are higher when individuals are set specific goals, when goals are difficult but accepted, and when there is feedback on performance. Second, participation in goal setting is important as a means of getting agreement to the setting of higher goals. Finally, feedback is vital in maintaining motivation, particularly towards the achievement of even higher goals. Goals also affect behaviour (job performance) through other mechanisms such as direct attention and action. This theory focuses on behaviour, values and goals that affect both staff performance and customer service delivery. In essence, these are the collective and complementary management objectives and intentions of the library service charter. Staff performance and customer expectations are instrumental in goal setting theory. In highlighting staff performance and customer expectations of the service charter, the goal setting theory provides the library management with tools to enhance delivery of services to customers.

Goal setting theory plays a key part in performance management process and was evolved from the largely discredited management by objectives approach. Locke and Latham postulate that the form in which one experiences the value judgments is emotional, and a result creates the desire to do things consistently. The basic premise of this theory (Figure 1) is that goals or intentions of people play important roles in determining behavior. Goals guide people's response and action by directing work behavior and performance, and lead to certain feedback. It is therefore anchored on the premise that predetermined goal is an inducer to performance. Thus, the notion advanced by goal-setting theory is that a goal establishes a purpose or path for a person(s). The purpose subsequently drives direction, motivation and intensity of effort to achieve it. Amplifying this premise, Latham and Locke (1979), observed that enhanced performance are likely to be achieved when specific goals, accompanied by challenging performance targets are set. Collaborated research findings on goal setting, established that individuals provided with specific and difficult tasks with attainable goals perform better than the ones with easy, nonspecific, or no goals at all (Lunenburg, 2011). However, the individuals must have sufficient ability, accept the goals, and receive feedback related to performance (Latham, 2003).

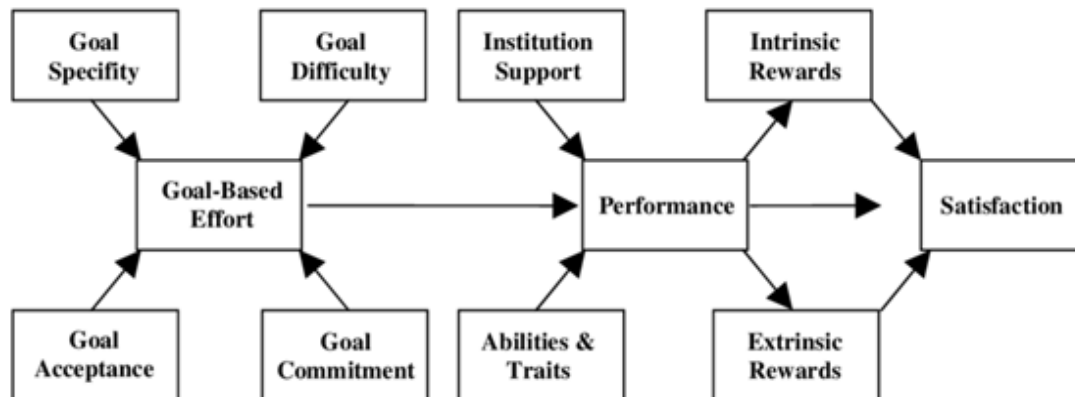


Figure 1: The Expanded Goal Setting Theory of Locke and Latham (1979)

Source: Middlemass & Auchterlounie (2005)

Locke and Latham (1979) goal setting theory (Figure 1) shows four variables of the theory which act as antecedents influencing the level of goal-based effort which an individual ultimately makes: the *goal based efforts* depicted as a function of: *goal specificity* (the extent to which goal are clear), *goal difficulty* (the extent to which goals are achievable), *goal acceptance* (the extent to which individuals accept goals as their own) and *goal commitment* (the extent to which individuals feel committed to goal outcome).

Although goal setting is not viewed as a formal theory of motivation, it is nonetheless a motivational technique. In fact, the theory is considered as the underlying explanation for all major theories of work motivation be it Maslow (1970), Herzberg (2009) or operant-based behaviourism (Skinner, 1979). Locke and Latham (1990) suggest that “at present, goal-setting is one of the most influential theories of work motivation applicable to all cultures”. The theory’s motivational impact is reasoned from various perspectives. For instance, it is argued that need for acceptance of and commitment to goal leads to better

performance than easy ones (Erez & Zidon, 1984) as well as to better feedback (Erez, 1977). Additionally, it is stated that goals inform individuals to achieve particular levels of performance, in order to direct and evaluate their actions. Performance feedback on the other hand allows the individual to track how well the individual has been doing in relation to the goal, so that if necessary, adjustment in effort, direction or possibly task strategies can be made (Armstrong, 2006). It has been demonstrated that challenging goals mobilize energy, lead to higher effort, and increase persistent effort (Locke & Latham, 2006). Suffice it to say therefore that goals motivate people to develop strategies that enable performance at the required levels. Accomplishing goal can lead to satisfaction and further motivation or frustration and lower motivation if the goal is not accomplished.

As Lunenburg (2011) clearly state, goal setting theory emphasizes the important relationship between goals and performance. Locke and Latham (2002) term this relation as pervasive influence of goals on employee behaviour and performance in organizations and management practice. It is no surprise that managers widely accept goal setting as the means to improve and sustain performance (DuBrin, 2012). However, motivational impact of goals may be affected by moderators such as ability and self-efficacy while deadlines improve effectiveness of performance This means that individuals must have sufficient ability, accept the goals, and receive feedback related to performance (Latham, 2003) and participate in the setting of the higher goals (Armstrong, 2005). Locke and Latham (2002) argued that, feedback is a moderator of goal setting effects. Service charter explicitly establishes such a frame work for feedback with defined timeframe. Thus in this study, goal setting theory was considered important in determining the

impact of the process used in implementation of the library service charter (goals set) in service delivery.

2.3 Application and Justification of the Theories

Modern libraries are complex systems and solutions with diverse aspects and perspectives that cannot be explained in one dimension (Calvert, 2008). Library operations and activities emanate from departments with different orientations and background of diversity in duties and roles. Goal setting theory is applied in this study as the foundation of motivation in service charter that guides performance and behaviour patterns in the work environment. Library personnel are inclined to compare performance with the set standards and procedures for achievement and fulfilment. Management standard tools and procedures that guide the service charter enable the staff members to attain the set goals. Library service charter defines the functions of the library, management structure and governance, principles of service delivery, clients, partners/stakeholders, expectations of clients and staff, client obligations, support services, commitments to service delivery and handling of complaints. This clearly establishes clear goals that the library seeks to envisage and deliver within the set timeframe.

Studies involving variety of tasks in both laboratory and field settings have consistently established that performance is a positive function of goal level (Latham & Locke, 2007). Subsequently this study presumes that the library fraternity has to adjust its efforts to the level of the goal for which all the stakeholders are striving to achieve. The study also takes cognizance of William et al. (2005) sentiment that persistence is required in setting the series of challenging performance goals, that may be difficult when negative feedback

is received suggesting that previous goals have not been attained. In addition, the library service charter provides communication feedback where delivery of services, staff performance and the need for improvement are highlighted, and therefore, comprehensively serves the desired goals of stakeholders. Library service charter involves fundamental strategic principles and practices that guide quality delivery of services to the customers with defined policies, procedures and parameters for the staff. This makes it possible for the library staff to apply the standards in service delivery so as to meet the needs and satisfaction of the customer.

2.4 Conceptual Framework

Motivation and goal setting theories informed the objectives of the research regarding the impact of library service charter in service delivery and customer satisfaction in university library work environment. The theories formed the basis of the conceptual framework that informed the fundamental components and matrices of the research such as: provision of information services, customer satisfaction, clients and stakeholders, expectations from the clients and staff, job environment, information professionals, information resources and facilities as well as library and institutional management. In order to gain insights on the research objectives and questions pertaining to impact of library service charter on quality service delivery, the theories provided vital knowledge on library service charter, quality services, perception and responsiveness of staff, and strategies and measures for customer satisfaction and improvement. All these components directly influence the library service charter in delivery of services to the customers. The university library provides the work environment where information products and services of the customers are provided and managed. Librarians and

information professionals offer services, train clients, facilities and resources and support services as enshrined in the library service charter.

The library service charter sets the performance contracts and the goal setting targets that the individual staff must ensure in order to offer effective delivery of services. The application of motivation theory determines the desires of the library and information staff. Goal setting helps to evaluate the role of the library service charter and all the stakeholders in service delivery and customer satisfaction. The impact of the library service charter and quality provision of information services are grounded both theories. Motivation and goal setting touch on factors that impact on the service charter and performance of the information staff and customers in libraries. While the library service charter defines the roles and responsibilities to guide library management, staff and clients in service delivery, the theories support the needs and desires of the stakeholders. To gain deep understanding of the library service charter in service delivery, the information staff must be connected to the needs and expectations of the customers in the library. This research examined the influence of the library service charter in providing quality services while promoting motivational and goal setting values towards customer satisfaction and improvement.

In essence, the library service charter impacts the delivery of services to the customers. With motivation together with goal setting and attaining of targets and expectations, all the elements in the delivery of services must mutually work together for better results. The service charter defines the roles and responsibilities of the various stakeholders and expectations. The library management and information staff members must provide

services that support the quality vision, mission and strategic objectives of the university – teaching, research, community and scholarly communication. The library customers normally access and use information resources and services in universities libraries. Indeed, negative consequences of inadequate library service charter in academic and university libraries have been highlighted. In the digital and economy age, university libraries and information professionals face many problems in provision of services to the customers. Digital technologies and new information products and services have developed, hence, the need for effective service delivery in organizations. Librarians and information professionals provide and manage information services in libraries. Motivation and goal setting of the library service charter ensures that adequate resources and facilities for effective and efficient services are provided and should not be compromised.

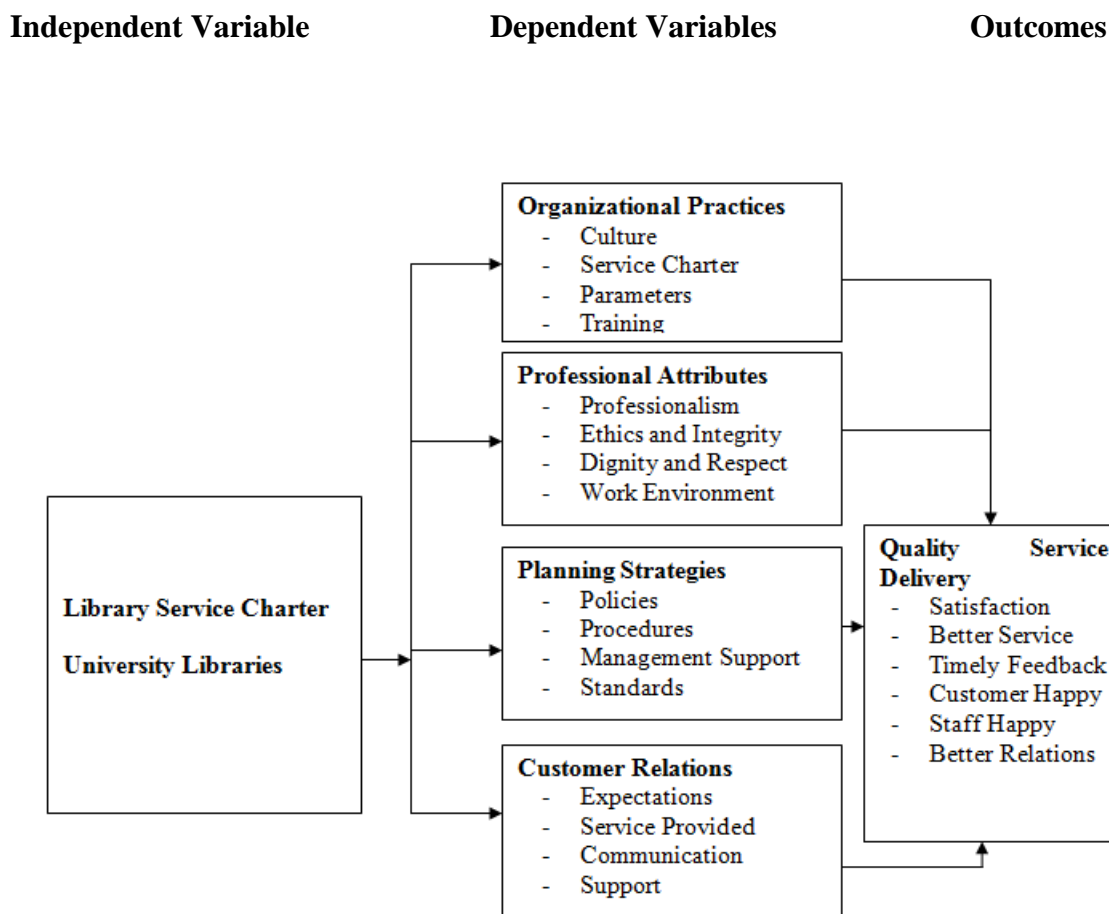


Figure 2: Impact of Library Service Charter in Quality Service Delivery

Source: Researcher

Figure 2 depicts the conceptual framework of the study that highlights the relationship of the elements within the library service charter which impacts service delivery within the university library context. The library service charter is the planning strategic code that outlines fundamental principles and practices (dependent variables) that impacts quality service delivery at the University of Nairobi Library (independent variable). In particular, the library service charter forms the foundation of high quality services and customer satisfaction in the university library environment. The service charter defines the regulations and rules to be applied and implemented if high quality services are to be achieved in the university library. Of

critical importance in the service charter is that the needs and desires of the customers must be provided in respect of the challenges.

2.5 Central Role of Academic Libraries

University libraries are expected to provide variety of services to support the teaching, learning and research capabilities of the institution (Adam, 2017). Sample of information services provided in academic libraries include, information literacy training programmes, access to digital or electronic information resources, internet of things solutions and conducive research space. University libraries provide support services for formal educational programs and facilities for research and generation of new knowledge (Cristobal, 2018). Therefore, it is important for information professionals working in academic libraries and related establishments know the real needs of the user community (Gunasekera, 2010). In the library service charter, user satisfaction is an important measure of service quality that provides valued feedback for libraries and information professionals to assess and improve services (Kumar, 2012). Main clients of university libraries include the students' community, faculty academic staff, non-teaching members and researchers. For successful customer satisfaction, university libraries must provide adequate information products, services and facilities (Gama, 2013). With the service charter based on quality vision, mission, goals and strategic objectives university libraries constantly and regularly provide information services to support the needs of the customers.

Development of digital technology and internet of things have impacted on the role of universities libraries and information professionals in sustaining the information needs and seeking behaviour of customers. Information professionals and university libraries

are evolving and rapidly changing to the needs of the digital knowledge environment. Library users that once needed to work with the librarian to access information resources in the physical library building can now access scholarly works and other library materials from school offices or home at any time regardless of library hours (Pearl, 2014). Students and faculty can get synchronous online research help through virtual reference, instant messaging, or video chatting with librarians, adds the author. Cristobal (2018) notes that, first, modern university and college libraries are faced with challenges on several elements such as mega book stores, online information providers specially the internet, online databases (both free and subscription based), e-learning and multimedia products, document delivery services, and other competitive sources of information that seems to be threatening the role of academic libraries. Second, academic libraries may have to adopt more strategic direction in which the creation and delivery of service satisfaction for the users play important role. Finally, in order to achieve customer satisfaction on services, academic libraries should conform to quality standards (national or international).

2.6 Improving Customer Orientation through Service Charters

In educational and academic institutions, libraries are normally the heart and centre of teaching, research, learning and scholarly communication. Academic libraries are powerhouses of information and knowledge that support and influence research, teaching, learning, publishing and community services in higher education and learning (Makori, 2015). The university library is an integral part of the parent institution that is vested with the responsibility of supporting the core functions of teaching, learning and research activities (Adam, 2017). University libraries provide information products and services

that support the scholarly communication and information sharing. The university library or any other library attached to the institution of higher education exists to support the vision, mission, goals and objectives of the parent organization (Cristobal, 2018). Academic information professionals coordinate the administration and planning of academic libraries based on the goals and objectives of the parent. Library top management must focus on the service charter and high quality services driven through the vision, mission and strategic objectives. In addition, the role of the library top management is to implement and promote the core functions of the university through the service charters. In order to function and serve the information needs of the users, the library must have information resources (both print and electronic materials), render different services and provide facilities for effective service delivery, assets Adam. Academic libraries more so university one advance and disseminate knowledge in addition to making sure that the services are effectively utilized to benefit the customers.

Library service charter refers to the professional code of practice and conduct that guide information professionals in delivery of high quality services to the clientele. Purpose of the service charter is to ensure that the needs and demands of the patrons are achieved in relation to the services provided. Service is a concept that is fundamental to libraries, and since library users are the focus point of library service, it is important that libraries incorporate high standards of customer service (Kaur & Singh, 2010 & Hong & Mia, 2007). Service charter is useful and effective if the both the staff and patrons are aware of its existence and provisions. Information professionals and university libraries have the cardinal duty and responsibility of creating awareness of the service charter and its application in service delivery. It is commonly accepted that quality customer service is

based on two requirements, a formal strategy for quality customer service, and a commitment to hiring front-line people selected, trained and supported with customer-service goals in mind (Kaur & Singh, 2010).

Academic libraries face numerous challenges. The application of customer relationship management aims at adding value to not only the information services but also to confidence and satisfaction among users (Vongprasert et al. 2011). Correspondingly the author admits that the knowledge and understanding of customer relationship management of library staff and leadership of library administrators, which include perception and awareness of service quality as well as clear vision and mission of strategic plan, focuses its importance in service delivery in academic libraries. The library service charter provides communication feedback mechanism that usually helps customers to evaluate information services and staff performance. From Cristobal (2018), listening and asking customers to share experiences and views about service library, helps the library management to understand the perceptions of the customers and the value the library provides rather than drawing conclusions and inferences using the one-sided vision of the assumptions and beliefs of the management.

2.7 University of Nairobi Library Service Charter

The services rendered by University of Nairobi Library System to the patrons are outlined in the service charter (UoNL Website, 2014). Purpose of the service charter is to enhance the level of awareness on the role of the library including the vision, mission, core activities and set standards of total quality management. The charter provides the commitment to clients and stakeholders regarding the provision of quality services. The

vision of the library is to be a world class information centre committed to excellence in provision, dissemination and preservation of knowledge, while the mission is to provide quality information services in order to empower the University in carrying out the core activities of teaching, learning, research, community service and consultancy. The library in its quest for timely provision of quality services, is guided by core values that includes innovativeness and creativity, and strives to be up to date, set trends in technology, resources and services, provide quality customer focused services, freedom of access to information where the library provides all information needed for academic pursuits, promote professional ethics and standards in all its actions and interactions, maintains ethical behaviour, professional etiquette and honesty, support intellectual property rights where the library adheres to the copyright and intellectual property laws and conventions, preservation and conservation of knowledge for posterity, teamwork for the library fraternity so as to meet the information needs of customers and stakeholders, and finally respect for and conservation of the environment and in all its activities.

Strategic objectives of the university library that guide the service charter in delivery of services include to: provide access to information for teaching, learning, research and consultancy; enhance library facilities and environment for improved information delivery, enhance staff capacity and innovativeness; and establish and promote collaborations and partnerships for resource-sharing. In terms of leadership, governance and management structure the Director is the Head of the Library and Information Services, assisted with Three Deputy Directors, in-charge of Administration, Technical services and Planning. The College and Senior Librarians manage the Colleges, Institutes, Schools and Branch Libraries while Librarians assist the College and Senior

Librarians to manage libraries. The Library Assistants help the Librarians to manage library services, whilst the Bindery staff offer bindery services.

The service charter of the university library is guided by the following principles: to serve clients with dignity, courtesy and respect; provide efficient and effective library and information service at all times; adhere to ethical and professional service provision; uphold transparency and accountability at all times; exhibit the principles of natural justice at all times; and adhere to set international standards. This is a commitment to service delivery and pledge: (1) All libraries, except institute libraries, shall be open from 8.00 am to 10.00 pm on Weekdays and 8.00 am to 5.00 pm on Saturdays. (2) Institute libraries shall open from 8.00 am to 5.00 pm on Weekdays only. (3) The University libraries will generally open on Sundays from 10.00 am to 4.00 pm and inquiries from library users shall be responded to within a day. (4) On feedback, complaints, compliments and suggestions are to be forwarded to the respective units for action through telephone, letters, e-mail, suggestion boxes or in person. In addition, the feedback should be addressed within two days while confidentiality and privacy are observed.

2.7.1 Accessibility and Clients

The University of Nairobi Library System is open from Monday to Saturday, to staff, researchers, consultants and students both undergraduate and postgraduate for reference and borrowing services. Members of public are not allowed to use the library information services except for some specific categories at the discretion of the Librarian. Clients and stakeholders of the library comprise of the following among others: students, teaching staff, researchers, non-teaching staff, alumni, suppliers and partners. The clients expect

efficient and effective provision of services based on prompt and transparent provision of information services, safe and healthy environment, courteous and timely response to requests and enquiries, and prompt clearance of students and staff. The library in return has the following expectations from clients and stakeholders need to treat the staff with respect and courtesy, provide sufficient and accurate information to enable library to respond to inquiries and requests appropriately, and provide feedback and comments on the services rendered.

2.7.2 Staffing

The library staff members play fundamental role in provision and management of information services to the clients. The total number of staff as at 2019 is 152, which comprise of the Director, Library and Information Services (DLIS), Deputy Directors, Library and Information Services (DDLIS), Senior Librarians and Librarians, Senior Library Assistants and Library Assistants, Library Attendants and Support staff. The library employs staff with professional qualifications and wide experience in library work, hence, the need to expect delivery of high quality services to the customers.

2.7.3 Information Services

The university library is involved in provision and dissemination of information through the following services; book lending, electronic resources, special collections, interlibrary cooperation, information literacy, multimedia resources, preservation and conservation of library and information materials, photocopy services and reading and study space. In addition, the library is a training centre that imparts knowledge, skills and competencies to patrons and staff, orientation for all new students, teaching of Master of Library and Information Science programme, Kenya National Examination Council Diploma in

Information Studies, library staff teaching information skills component of communication skills course for all first year undergraduate students.

2.8 Knowledge Gap

Numerous relevant researches have been extensively and widely carried out in customer service charters in academic and university libraries in developed and developing countries. The bias of these researches has been on library information services, quality services and customer care and satisfaction. According to Orayo et al. (2019) that Jomo Kenyatta Memorial Library at the University of Nairobi lacks customer care practices though librarians and information professionals provide reliable services. On a related note, Ouda (2015) established that students and academic staff were the primary customers at the Moi University Library though the desired needs were not sufficiently being met. Cristobal (2018) research on library services, quality and customer satisfaction at the University of Saint Louis established that the level of desired services did not meet the expectations of the clients. In examining library service quality and user satisfaction among undergraduate students of Yusuf Maitama Sule University, the author concluded that the general perception towards the use of facilities, resources and services of was highly satisfactory, but needed improvement (Adam, 2017). Research on satisfaction and service quality of university libraries in Kerala found that services rendered were moderately good Kumar (2012). Many of the researches concentrate on customer care and satisfaction, and provision of information services. From the literature, no particular studies have been done to investigate the impact of library service charter on quality service delivery in university libraries in Kenya.

2.9 Chapter Summary

The chapter has highlighted relevant literature review and related sources underpinning the research problem. Theoretical and conceptual framework and their applications in the research have been discussed. Theories adopted in support of the research problem include motivation and goal setting theory. These theories provided fundamental insights on the various components of the library service charter and its application in the university setting. Literature review aspects highlighted are academic libraries and management, library service charter and customer management; and information provision and stakeholders. The literature analysis is redefined in the context of the core functions of academic libraries in supporting teaching, research and scholarly communications in universities. Libraries play fundamental role in provision of information products and services to the customers as defined in the service charter. The chapter has also reviewed the elements and applications of the service charter of the University of Nairobi Library System. Knowledge gaps and studies in the research problem have been explained.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes and discusses the various stages and phases that were used in conducting this study. It consists of the research design, population of the study, sampling procedure, data collection procedure and instrument, pilot testing and data analysis and presentation.

3.2 Research Approach

Research approach includes the application of qualitative, quantitative and mixed methods in the research problem (Creswell 2014). Qualitative research method uses participant observations, interviews, document analysis and focus groups to gather data and information (Creswell, 2014). Quantitative research methods applies questionnaire in data collection process. Mixed research method involves the use of qualitative and quantitative techniques to collect and analysis data and information. The research problem utilized the mixed research approach in collection of data and information from the respondents. This provided the participants with the best opportunity to give comprehensive and detailed information in the natural settings. Qualitatively and quantitatively, the participants provided opinions, perceptions and experiences on the impact and application of the library service charter on quality service delivery to the customers. From the mixed research method the participants provided detailed information on the matrices of the library service charter and elicited challenges realised together with measures for improvement.

3.3 Research Design

Research design is the programme that guides the investigator to collection data and information, analyze and interpret observations and results. Kothari (2004) while citing Claire Selltiz and others (1962), states that, the research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. Generally, research design means all levels involved in planning and executing the investigation, identifying the project, reporting and publishing the results. This research involved a single case study of the University of Nairobi Library Systems together with the library staff. This helped to collect information about people's attitudes, opinions, habits or any of the variety of education or social issues. Research design creates the link between research questions and data collected and analysed. Data and information were collected from the different variables based on descriptive survey. Adoption of descriptive survey provided practical implication of introducing the service charter on library operations and service delivery.

3.4 Location of the Study

The University of Nairobi Library System is composed of twelve libraries grouped into six college libraries plus a central library. The central library known as Jomo Kenyatta Memorial Library houses the administration, centralized services such as acquisitions, cataloguing co-ordinating unit, the union catalogues, the bindery and the archives. The researcher carried out the research at the University of Nairobi main library and campuses library around Nairobi involving of 12 libraries. Purposive sampling was used to select the university library since it has the largest number of libraries in Kenya. The service charter has been employed throughout the University of Nairobi Library System.

Request to carry out the research was done through a formal letter addressed to the Director, Library and Information Services.

3.5 Population of the Study

Research population represents a group of respondents, objects or items from which samples are taken for measure (Kombo & Tromp, 2006) or the population to which the research results are generalized (Mugenda, 2003). The population census of the library staff of the University of Nairobi Library System formed the basis of data and information collection that determined if the expectations of the customers are achieved through the services offered. These included the library management, heads of the various departments in the library, and staff in every section providing information services. Justification for the selection of study population was guided by the knowledge, diversity, representation of the respondents directly affected by the service charter and its impact on service delivery. Heads of departments are normally involved in implementation and execution of the information service charter. In addition, the heads of departments manage the provision of information services in respective sections. It is the duty and responsibility of the heads of departments to cascade the library service charter to all staff members.

3.6 Sample and Sampling Techniques

Sampling is the process of selecting few from the many in order to carry out empirical research (Pickard, 2007). It is the process of selecting a number of individuals or objects from the population so that the identified group contains elements representative of the characteristics of the entire group (Kombo, 2002). Sampling methods are used when it is

not possible to include the entire population in the research. This research adopted both probability and non-probability sampling method. The University of Library System together with the library staff constitute the biggest collection of college libraries and related affiliations that were purposively selected. Non-probability sampling is the sampling procedure that does not afford any basis to estimate the probability that each item in the population has equal chance of being included in the sample (Kothari, 2004). It is also known as the deliberate, purposive or judgmental sampling. Non-probability sampling is used when the focus is on in-depth information. This sampling method was used because the need focused on useful sample that gave in-depth and relevant information for the study.

3.6.1 Sample Size

The study included the total population in order to ensure that maximum variation is obtained for all research questions as well as comprehensive data to satisfy the aim and objectives of the study. Census inquiry was employed for this objective and basically involved complete enumeration of all items in the population. According to Kothari (2004), when all items are covered, no element of chance is left and the highest accuracy is obtained. Sample is a small group obtained from the accessible study population (Mugenda & Mugenda, 2003). The University of Nairobi Library has a population of approximately 156 members of staff. In total, all the 156 staff members of the university library were incorporated as the population of the study. The sample for this study was the entire population of the library staff of the University of Nairobi. The selected colleges are College of Humanities and Social Sciences, College of Education and External Studies, College of Biological and Physical Sciences, College of Architecture

and Engineering, College of Health Sciences and College of Agriculture and Veterinary Sciences. The six college libraries have adopted the service charter as the central guiding standard for service delivery, hence, appropriate for the research. Sample respondents were the Director, Library and Information Services (DLIS), Deputy Directors, Library and Information Services (DDLIS), College Librarian (CL), Head Section (HS) and non-management staff (NMS) (Table 1).

Table 1: Sample Size

UoN Library System	DLIS	DDLIS	CL	HS	NMS	TOTAL
CHSS Libraries	1	3	1	15	60	80
CEES Libraries			1	3	15	19
CHS Library			1	3	14	18
CAVS Library			1	3	14	18
CBPS Library			1	3	12	16
CAE Library			1	1	3	5
Total	1	3	6	28	118	156

Source: Field Data

3.6.2 Sampling Techniques

Purposive, convenience and census sampling techniques were adopted and used to select the area of study, sample population for data and information collection. Census is the complete enumeration of all items in a population (Kothari, 2004). Further, the author states that all items are covered and no element of chance is left and the highest accuracy

is obtained. Sample population consisted of heads of departments and the information staff directly providing services to the clientele. Respondents were purposively and carefully selected so as to provide comprehensive knowledge in relation to the library service charter and customer satisfaction.

3.7 Data Collection Methods

Face-to-face interviewing method was used to gather information from the library top management in the college libraries. In addition, paper based questionnaires were self administered to the library staff, filled and collected later date as par the agreed schedule.

3.7.1 Interview Schedules

Interview is the technique of understanding the other people's construction of reality (own terms) through questioning (Punch, 2005) & Jones, 1985. Data were gathered through verbal interaction between individuals. Interviews are intended to get to what a person who is a participant in the research thinks, attitudes of that person, and/or to explore one's reasons for thinking in a certain way or for carrying particular perceptions or attitudes. The reason for selecting interview as the main data collection instrument was because of the ability to obtain in-depth information. To many researchers, interviews are considered to be powerful tools for data collection especially for qualitative investigation. The use of in-depth interview methods is always the best method for collecting data about the' experiences, opinions, attitudes, knowledge, and their reactions to trends and developments from the respondents (Kaar, 2009). Conversely, the methods give the opportunity to establish rapport and greater flexibility in collecting information since the interviewee and interviewer are both present, adds the author. Data were collected using interview schedules that were filled by the researcher. The interview schedules carried

questions on all aspects of the service charter that were considered relevant in the research.

3.7.2 Questionnaires

Questionnaires are tools often used by researchers to collect data or information on several indicators of the target audience or population. Mugenda (2008) established that questionnaires are normally used in a large-scale survey of well-educated people in the country or area where the research is done. The researcher used questionnaires to collect information from the large group of the library clients. Interviews were conducted on the library staff. The researcher personally hand delivered and distributed the questionnaires to the clients of the University of Nairobi Library System. Since questionnaires normally suffer from low response rate, the researcher designed them short, with straight forward questions. Questionnaires are also preferred because of their suitability in instances where both the researcher and respondents prefer own privacy. Findings from the questionnaire were augmented by face-to-face interviews with key informants drawn from the respondents.

3.7.3 Documentary Review

Bailey (1994) describes measures of assessing documentary tools. Information resources from performance evaluation reports, policy documents, published university reports and thesis and dissertations addressing the same topic were also applied. These provided past references and findings hence revealing knowledge gaps for improvement. Secondary data and information were obtained through library information materials and other search on the online databases and other internet sources. The university library and the

university website equally provided useful knowledge regarding the service charter and customer satisfaction.

3.8 Research Instruments

Research instruments are tools applied to collect data from the respondents. Empirical studies demand accuracy and precision in the instruments used to collect its data (Kline, 1998). In carrying out research, researchers want methods that provide high accuracy, generalization and explanatory satisfaction, with low cost, rapid speed and minimum of management demands with administrative conveniences. In this study, semi structured interview schedules, questionnaires, and documentary reviews were the instruments for data and information collection. These instruments were selected based on the nature of data obtained, time and objectives of the study. Interview schedules were used in order to probe for comprehensive information. Both primary and secondary data and information collection methods were applied in the research. The data collection instruments included structured interviews, questionnaires and documented sources. The questionnaires were used to capture views from the clients of the university library while interviews were for the library staff members. Interviews allowed a lot of interactions while questionnaires enabled the respondents to answer questions at their own time in addition to being free to give any information without staying away from interviewee.

3.8.1 Pilot Study

Pilot study is defined as a small-scale replica of the main study (Krishnaswami & Ranganatham, 2009). It is the rehearsal of the main study which covers the entire process of the research. The purpose of the pilot study was to try out the collection tools on the

respondents with similar characteristics before the actual research. This was to measure the effectiveness and efficiency of the research instruments as well as to ascertain ambiguity if any in the process. The process involved the researcher piloting the instruments to a number of library staff members and clients. The exercise followed the test-retest reliability approach in determining accuracy of the instruments. Tuckman (1978:161) commented that, one way to measure reliability is to give the same people, the same test on more than one occasion and then compare each person's performance on both testing. This was only done to the senior library staff with the same consideration, and was able to understand and answer the research questions. In the pretesting stage, a sample of 20 and 40 library staff and clients in different university environment were used respectively.

3.8.2 Reliability

Reliability refers to the extent to which an item gives the same response every time it is used (Frankel & Wallen, 1993). Pretesting of the questionnaire and the interview schedule helped to address the issues that would negatively impacted on the data and information gathering process. Relevance and accuracy of the data and information collection methods were ascertained from the library professional experts. Research instruments were developed from the literature reviewed, making reliability to be in the extent to which the text or procedures produced similar results under constant conditions on all occasions. Reliability was achieved when data collection process were done repeatedly at different times using same population to ensure consistence of the results.

3.8.3 Validity

Kothari (1990:90) defines context validity as the extent to which a measuring instrument provides adequate coverage of the topic under study. If the instrument contains a representative sample of the universe, the content validity is good. It is purposely done towards establishing whether the questions are clear, appropriate and if there are other aspects to be added for the coverage of the study. It also helped in testing the language and the content of the questions and the general approach of the interview. Modifications were made accordingly based on the findings of the pilot study. The pilot exercise helped in identifying problems in the interview schedules. This study will only be considered valid when conclusions will be found to be true. Interview schedule and questionnaires were designed through brainstorming and involving the information professional experts. The validity measurement was based on logical judgment and external criteria such as professional and expert opinions. This was done where preliminary interviews were done to the respondents (DLIS, DDLIS and CL) after which the results were critically reviewed to ensure similarities and complements between interview questions and questionnaires. This was done bearing in mind that the study adopted qualitative research methods.

3.9 Ethical Considerations

The respondents were treated as anonymous and remained the same unless there was any necessity to be mentioned. In addition, respondents were assured of confidentiality of the information given. The respondents were provided with the Informed Consent Form before participating in the research exercise. This meant that the respondents were aware of what was being asked and the risks involved, before agreeing to take part. The

Information Sheet used provided the potential respondents with information about the research. Guidance on the preparation of Information Sheets and Consent Forms were obtained from the researchers. The respondent was asked to sign a Consent Form as informed evidence and agreement to take part in the study. Incentives to take part were not provided. If respondents failed to complete and return the questionnaire in advance, the researcher informed them on what to do. This involved making a follow-up request for its completion and return and, if so, how it will be worded. Individual autonomy and privacy were respected and adhered to. Autonomy means the freedom to decide what to do. Even when someone has signed the Consent Form, they were made aware that they are free to withdraw from the study at any time, *without giving a reason*. Respondents were also informed that they were free to request that the data they have given be removed from the study. The respondents were made aware that the researcher was not intending to cause harm. Finally, the researcher-maintained anonymity and confidentiality.

3.10 Data Collection Procedures

Letter of introduction and permission from the University of Nairobi Library System through the Director, Library and Information services and other relevant authorities were done first. After due diligence and planning were completed, the process of data collection began with the distribution of the questionnaires to the participants. In the questionnaire and interview schedule, the respondents were introduced to the purpose of the research before requested to provide appropriate responses. Data were collected from 156 respondents including the library top management the non-management library staff. Semi structured interview schedules were used for data collection process. The

questionnaires were hand delivered and distributed to the respondents to ensure integrity and high response rate. For respondents who were not immediately available the researcher made follow ups to collect the questionnaires. For interview sessions adequate arrangements were made where respondents were notified and prepared in advance. Interviewing process was conducted in the working environment of the respondents. The answers from the interviewees were manually recorded by the researcher as the interview continued. This was done to ensure that no information was forgotten or exaggerated while maintaining accuracy of the results. For documentary review, data and information resources from performance evaluation reports, policy documents and websites were organized and analyzed based on the themes and subthemes of the research.

3.11 Data Analysis

Data collected were qualitative whose analysis was descriptive in nature. Thematic analysis was used in the analysis of the data. This involved categorizing related data into themes or topics by reviewing the collected data and identifying information that is related to the research questions and objectives. Once the data were organized and categorized the researcher evaluated, analyzed and compared the information for credibility, usefulness and validity in answering the research questions. After all the data were categorized and codes developed on the basis of the collected data then the coded materials were placed under the identified themes. Interpretation of the data followed where the major themes were identifying and summarized. Qualitative information was put in direct quotations or narrative format while percentages, tables and charts were used to present quantitative data.

3.12 Chapter Summary

This chapter has presented aspects of research methodologies and related issues. The mixed research approach was used in the data collection and analysis. The chapter also focuses sample population, sampling techniques, data collection approaches, validity and reliability, ethical issues and data analysis. This study was carried out by using a single case study of the University of Nairobi Library. The research design provided the framework upon which the researcher collected in-depth data and information from the respondents in relation to the impact of the library service charter on service delivery at the library. The study was carried out at the University of Nairobi Library spread across six colleges where three hundred and fifty respondents were sampled using non-probability method. Census, purposive and convenient sampling were used to select the study sample because of the in-depth analysis of the research.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This study sort an understanding of the impact of quality assurance management tools, and specifically the service charter on operations and service delivery in academic libraries, using a single case study of the University of Nairobi Library System. Data and information were gathered through questionnaires and interviews from all staff cadres at the university library. Organisational structure of the library consists of senior management staff and junior information staff. Research questions guided the presentation, analysis and interpretation of data and information. Data and information collected were based on: How has the library adhered to library service charter parameters of quality service delivery? How does staff awareness and perception of the service charter impact on responsiveness to service delivery in the library? How has the library realised the application of the matrices of the information service charter? What factors hinder the library from realising the objectives of the service charter? How can the university library effectively use the service charter to improve information service delivery to clients? Data collected using the different methods – interview, questionnaire and documentary analysis have been integrated in the presentation, analysis and interpreted thematically addressing the research questions. This being mixed research method, the results has been presented in narrative format with quantitative data being presented in charts and table.

4.2 Response Rate

Data and information were collected from library staff of the six college libraries of the University of Nairobi - College of Humanities and Social Sciences 80, College of Education and External Studies 19, College of Health Sciences 18, College of Agriculture and Veterinary Sciences 18, College of Biological and Physical Sciences 16, and College of Architecture and Engineering 5. Most of the respondents were from the College of Humanities and Social Sciences because it is the largest college in terms of student population and hosts a number of libraries that include the University of Nairobi main library, Jomo Kenyatta Memorial Library that houses the library main administration and most of the centralised units that serve the entire library. In addition, the college has 6 other libraries that include: Kisumu and Mombasa Campus Libraries; School of Law Library, Parklands; IAGAS Library, Nairobi National Museum; IDS/PSRI block; and School of Business Library, Lower Kabete. All these libraries have a total population of 97 permanent staff members. The College of Education and External Studies has two libraries - Kikuyu Library and Kenya Science Library. Respondents were categorized into five groups drawn from the college libraries of the University of Nairobi in order to facilitate quick data and information collection, presentation and coding. The colleges included the College of Humanities and Social Sciences, College of Biological and Physical Sciences, College of Architecture and Engineering, College of Education and External Studies, College of Health Sciences, and College of Agriculture and Veterinary Sciences, while the categories of respondents were the Director, Library and Information Services (DLIS), Deputy Directors, Library and Information Services (DDLIS), College Librarian (CL), Head Section (HS) and non-management staff (NMS) (Table 2).

Table 2: Respondents Rate

College Library	DLIS	DDLIS	CL	HS	NMS	TOTAL	RESPONDENTS %
CHSS Libraries	1	3	1	15	60	80	51.3
CEES Libraries			1	3	15	19	12.2
CHS Library			1	3	14	18	11.5
CAVS Library			1	3	14	18	11.5
CBPS Library			1	3	12	16	10.3
CAE Library			1	1	3	5	3.2
Total	1	3	6	28	118	156	100

Source: Field Data

The total sample size of the population was 156 respondents out of which 117 (81.82%) (Table 2) participated in the data collection process successfully with no major gender imbalance amongst librarians, although it is noteworthy that in all libraries of the university library system majority are women and most sections are headed by female information professionals. While this finding is not core to aspects under investigation it nonetheless lends credence to the notion that the information profession attracts more females than males. Indeed, some research studies have concluded that librarianship is dominated by females with some putting the ratio at four females to one male (Carmichael, 1992 & Goodson, 2008). Similar surveys revealed that male librarians in North America face more challenges than female counterparts (Carmichael, 1992). Most challenges emanate from stereotypes such as male librarians are gay, effeminate, socially

inept, lacking ambition and failing in other fields of endeavour (Piper & Collamer, 2001; Goodson, 2008).

Field of inquiry was not only relatively small but manageable and rather than miniaturizing and getting a cross-section of the population the researcher decided to enumerate the total population. The difference between the actual sample size and total population was brought about by the nature of library work which is divided into shifts. Library staff members work in shifts to ensure that services are offered continuously and uninterrupted for almost 16 hours a day during the week, and 18 hours a day on weekends. Shift work is basically the practice of dividing the day into set periods of time during which selective groups are engaged in performing specific duties and responsibilities. Biographic information of the respondents was not core to the study though it was considered important in establishing the general profile and characteristic of the participants.

4.3 Background Information of Respondents

Background information of the respondents was established on the basis of age and duration of services at the university library. Most respondents were aged 39-40 years as indicated in Figure 3. The age of respondents was not necessarily directly proportion to the years of service in the library though. This explains the variation between the number of years in service and the age of the respondents.

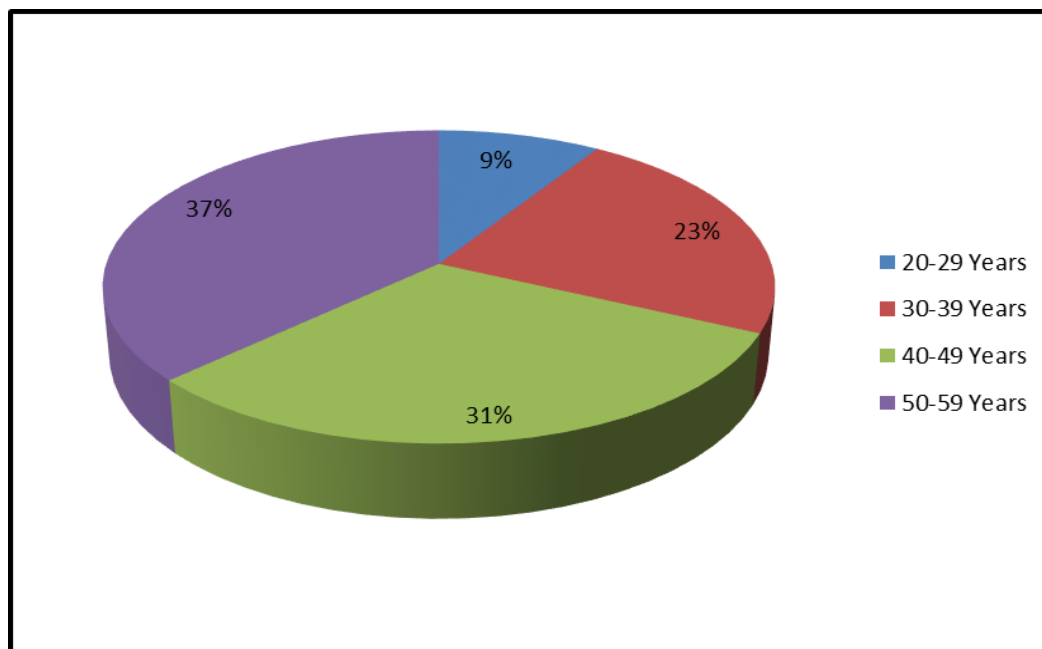


Figure 3: Distribution Age of Respondents

Source: Field Data

The study sought the opinion of the respondents on whether age and years of service had any bearing on service delivery. Most respondents (87%) strongly agreed that age is not the major factor that impacts the services offered to the library clients though (68%) those between 50-59 years said the changing dynamics of service demands adequate and continuous capacity building program if the staff are to keep advancing orientation of service delivery and specifically on technology, new requirements of management standards and policies to be adopted in the library service. Respondents were of the opinion that though the library service charter is important it does not necessarily contribute to provision of quality services, having entirely worked in the library with dedication and integrity before the charter was introduced. The respondents said the core values focus on service, professionalism and ensuring that clients are contented with the

services offered. This notion is further supported by a 2003 user survey on satisfaction with services offered at the University of Nairobi Library which was rated at 78%. The user survey findings underscore the shared opinion of respondents in the study that higher level of desired services that were being offered long before when most of the library management tools including the library service charter had been introduced. The age distribution of the respondents is as indicated in Figure 4.

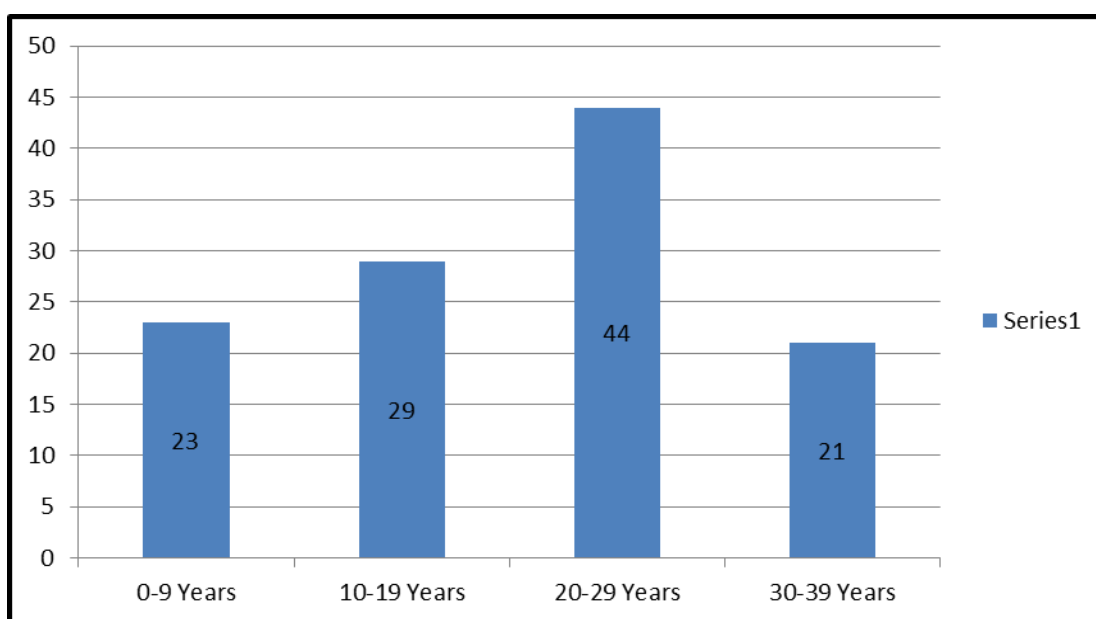


Figure 4: Staff Duration of Service in the Library

Source: Field Data

4.4 Library Service Charter and Quality Services

4.4.1 Provide Information for Teaching, Learning, Research and Consultancy

The research sought to examine the impact of the library service charter in terms of quality of services and improved service delivery to the clients. The level of impact (direct and indirect) was determined by several parameters such as staff ability to cascade

and adhere to the core values, strategic objectives, principles of service delivery, client expectation, commitment to service delivery and provision of timely feedback as stated in the library service charter. All these are important indicators of the general level upon which the library service charter impacts service delivery at the university library. The intention of the charter is to provide library clients with high quality services. Ideally, the library staff are supposed to set individual targets from the strategic objectives of the library. The library service charter has identified four strategic objectives that include: providing access to information for teaching, learning, research and consultancy, enhance library facilities and environment for improved service delivery, enhance staff capacity and innovativeness, and establish and promote collaborations and partnership for resources sharing. The first objective of providing access to information for teaching, learning, research and consultancy is the cumulative responsibility of all staff in the library while the rest concerns the top library management. Consequently, 95% of the senior management staff agreed while 97% of the junior staff were not aware that the library service charter was the source of the strategic objective that informed the targets of service delivery within the given financial year. Most important, cascading of the strategic objectives as the key of setting individual targets of service delivery was identified as a key factor that impacts service delivery. However, most junior library staff are unaware of this key service objective.

4.4.2 Enhance Library facilities for Improved Service Delivery

The second strategic objective of the library service charter is to enhance library facilities and environment for improved service delivery. Most senior library staff (97.2%) were affirmative that this objective makes the charter appropriate tool for enhancing service

delivery as most of the targets set in the performance contract on enhancing library facilities and environment are derived from this one. One respondent said;

The library has been able to provide justification on the basis of continuous improvement of library facilities such as the buildings, technology, furniture and equipment, and the general library environment by quoting this objective during the defense of the performance contract.

Findings revealed that most junior staff (93.3%) play a very minor role in enhancing library facilities while the environment which involved decisions is at the managerial level. One of the respondents said:

My role is very minor regarding the process of enhancing library facilities and the environment. Basically I'm tasked with care and maintenance of these facilities and the environment as well as promoting collaboration partnership for resource sharing and staff capacity while innovation is taken care of by our supervisors.

It was not clear if there are efforts to engage the junior library staff in:

- a) Policy formulation to enhance library facilities and environment.
- b) Enhance staff contribution in capacity building and innovation.
- c) Establish collaborations and partnerships for resource sharing.

4.4.3 Enhance Staff Capacity and Innovativeness

The third strategic objective on appropriateness of the service charter was the level at which staff capacity and innovativeness has been embedded in the daily operations and service delivery. Indeed, most senior library staff (94.1%) said the library had implemented this objective to the letter. Top library management respondents unanimously said;

We have a continuous training program that is tailored to keep the staff abreast with the current trends in library and information science. The staff have been trained on digitization of grey literature in the library, new standards of cataloguing, various policies like plagiarism and acquisition, open access, open science, public and customer care and data security among other programmes

that enhance capacity and innovativeness of library staff. All these gearing up to improved service delivery to our users.

4.4.4 Establish and Promote Collaborations and Partnerships for Resources Sharing

The final objective of establishing and promoting collaboration and partnerships for resource sharing, and determining appropriateness of the service charter as the quality assurance and improvement tool gave varied responses. Most senior staff said the top library management (Director and Deputy Directors) was responsible for this objective, though minority (5.3%) said they would be willing to play a role if given the chance to establish and promote collaborations and partnerships for resource sharing. The study found out that though the objectives of the service charter were clear and straight forward, the level of collaboration and the most appropriate tool of quality assurance was still wanting. The library management needs to be more inclusive and open to contributions, especially from the creative and innovative junior staff of the library most of whom said they felt alienated from the decision making process with regard library operations and services.

4.5 Staff Awareness, Perception and Responsiveness to Service Delivery

The study set to establish levels of library staff awareness, perception and responsiveness to information service delivery at the university library. This objective aimed at analyzing the transformation of library services and operations resulting from the introduction of the charter. To capture the quintessence of this objective, the library staff were asked to state whether changes had been experienced in terms of library staff awareness, perception and responsiveness in service delivery since the launch of the charter. Opinion

was also sought from the other group of library staff on the nature of the experience observed in providing services on the basis of the provisions of the service charter. The general aim was for the respondents to indicate if the documentation of standards, management tools and other action control processes influenced the services provided to library customers. The library service charter contains key themes that define the aims and objectives of service delivery and satisfaction. The study was guided by the key pillars and variables that established comprehensive list of expected changes that were observed and derived from implementing the various matrices of the services charter (Table 3).

Table 3: Observed Changes after Introduction of the Service Charter

SNO.	Observed Changes	Nature of Experienced Change					
		CHSS	CBPS	CAVS	CEES	CHS	CAE
1	Commitment to service delivery	+/-	+/-	+/-	+/-	+/-	+/-
2	Enhance library facilities and environment	+	+	+	+	+	+
3	Enhanced collaborations and partnerships for resource sharing	+	+	+	+	+	+
4	Quality customer services, prompt and transparent provision of services	+	+	+	+	+	+
5	Enhance staff capacity and innovativeness	+/-	+/-	+/-	+/-	+/-	+/-

6	Professional ethics and standards	+	+	+	+	+	+
7	Freedom of access to information	+	+	+	+	+	+
8	Intellectual property rights	+/-	+/-	+/-	+/-	+/-	+/-
9	Preservation and conservation of knowledge	+	+	+	+	+	+
10	Respect for and conservation of the environment	+/-	+/-	+/-	+/-	+/-	+/-
11	Teamwork	+	+	+	+	+	+
12	Increased flexibility	+/-	+/-	+/-	+/-	+/-	+/-
13	Job description changes	+/-	+/-	+/-	+/-	+/-	+/-
14	Users treating library staff with respect and courtesy	+/-	+/-	+/-	+/-	+/-	+/-
15	Users providing feedback and comments on services offered	+	+	+	+	+	+
16	Courteous and timely response to requests and enquiries	+/-	+/-	+/-	+/-	+/-	+/-
17	Prompt clearance of clients	+	+	+	+	+	+

Where + Stands for Positive, - Negative and +/- Sometimes

Source: Field Data

Staff were asked to ascertain the nature of changes experienced in the library operations and services. In general, the introduction of library charter has immensely contributed to positive change. With the introduction of the library service charter, it was unanimously established that most library staff had experienced more positive changes than negative ones (Table 4). In all the matrices under consideration, positive changes were observed, though in eight (+8) instances both positive and negative variations were reported and illustrated as the changes experienced among the library staff of the six college libraries of the University of Nairobi (Table 4). The responses from all the college libraries indicated that operations and services were enhanced as the terms of engagement between library staff and clients were defined and pronounced in the various provisions of the service charter. The most significant and dominant change observed as a result of introducing the service charter by the majority (81%) of the library staff from all colleges of the University of Nairobi, was timely feedback to the users of the library.

Ideally, clients are supposed to provide feedback and comments on the services rendered, (sufficient and accurate information to enable the library to respond to inquiries and requests appropriately). The library expects to receive complaints, compliments and suggestions from clients who are expected to forward this information to respective units for action. Feedback may be channeled via telephone, letters, e-mail, suggestion boxes or in person and addressed within two days while observing confidentiality and privacy through this established framework where the client query the system by forwarding the request. The client of the library leaves the contact information and within the stipulated time the staff concerned ensures that all queries from the patrons are documented and the customer is notified through the email address of the various stages that the query

undergoes and the person(s) responsible. Sequential approach of various stages in addressing the queries is supported with the trail of evidence, and ultimately the client within the defined period get the feedback with the option of rating the quality, and the level of satisfaction of the service rendered, if it has to a greater length improved the library commitment to service delivery.

Most (70%) librarians indicated the changes in the client attitude towards the library staff that was attributed to the level of professionalism, ethics and standards requirement of the service charter. Ten percent (10%) of the library staff from the College of Humanities and Social Sciences said staff capacity and innovativeness had been enhanced essentially because of the requirement of the service charter of establishing a capacity building scheme and staff development program that has been entwined in the library performance contract which establishes the various targets of training and capacity building to individual and group cadres of the library staff. The respondents from all the colleges said teamwork was enhanced through the introduction of the services charter that clearly defines the structure of governance, roles and responsibilities of the library staff. The structure of governance generates the basic unit of command that guides the systematic approach of executing tasks, and therefore, the processes are fashioned on the basis of command and behavioural control. This has also created a stable and predictable environment in the library that has conveniently enhanced staff cooperation for mutual and exclusive benefits to all stakeholders.

All library staff from all the college libraries said they had experienced changes on the job description as it had to include training for purpose of enhancing service delivery and

processing of information resources. Most respondents from all the college libraries of the University of Nairobi Library were of the opinion that the service charter had played a major role in streamlining and standardizing library services and operations. The clarity of stated customer satisfaction, library expectation and commitment to service delivery through the pledge of operating and opening the libraries within specified time, had greatly helped to manage the desires of the patrons. This has ensured that access to information is as far as possible free from any subjective biasness stemming from individuals' personal convictions, religious or cultural affiliations or otherwise. A clear distinction has made between personal convictions and professional duties with the aim of minimizing personal beliefs interfering with provision of access to information resources at the University of Nairobi Library.

4.6 Actualization of the Library Service Charter Matrices

The study sought to assess the actualization of the matrices of the library service charter for quality improvements. The service charter directly and indirectly relates to other management standards and tools in the library. These management tools include the strategic plan, Rapid Results Approach, Performance Contracting, Transformative Leadership, International Standards Organisation, Management By Objectives, High-Performance Work Practices, Management Information Systems, Benchmarking, Stretch Targets, as well as Systems Thinking and Institutional Capacity Building. Most (94.7%) junior library staff from all the college libraries had a challenge in identifying the distinction between the library service charter and other tools of management. The University of Nairobi Library had adopted and introduced varied tools of management,

though the respondents in this cadre could not clearly differentiate between the various tools of management. From the responses, most respondents opined that,

Where a library management tool has been introduced, there is often little or no communication to the junior library staff, either few copies of the policy documents are availed with very insignificant follow up training programmes to ensure that this cadre of staff are fully aware of the matrices involved in initiating the management tool, thus, the staff are left to come up with their own mechanisms of interpreting the different standards. Actually it is only once in 2016, during a team building event that the Director mentioned about the strategic plan and performance contract.

It was established that most junior library staff were unable to distinguish between International Standards Organization standards, staff appraisals, strategic plan and performance contracting. Tools such as management objectives, quality assurance, and rapid result initiatives are mostly of concern to senior library staff. All cadres of staff from all colleges libraries said most documents of the standards and tools of management are voluminous, and contain technical jargon that requires expert interpretations. This has contributed to duplication as standards requirements have not been harmonised and synchronized to be consistent with varied provision of each standard. The only document that had been simplified is the library service charter which is a 14 paged pocket size document.

The respondents said one limitation of the charter is that it lacks a cross reference and an indicative tool that comprehensively defines the existing relationship with other tools and standards of management. However, all the management tools and standards are related directly or indirectly to the service charter as pointed out by majority of the library senior staff.

The strategic plan is the main document that gives birth to the performance contract, guided by the quality assurance tool of the service charter and ISO standards. All these standards and policies are cascaded from the same documents of the University of Nairobi. The library mission and vision as stated in the service charter has been cascaded from the University of Nairobi Vision and mission.” In addition, “The four strategic objectives of the service charter include to provide information for teaching, learning, research and consultancy, enhance library facilities and environment for improved information delivery, enhance staff capacity and innovation and establish and promote collaborations and partnerships for resource sharing forms among the library targets and individual staff targets of the performance contracting. This is one of the clear alignment of the service charter to other tools and standards of the management performance contract.

Though the library service charter is aligned to other policy documents, tools of management standards and action control protocols, most junior staff were unaware of this approach and how it affected work and productivity. Most senior library staff were all aware of the distinction of the various tools but attributed this to the job description that included but not limited to policy formulation and interpretation. The University of Nairobi Library might be required to implement strong information fluency programs of promoting and upholding the various matrices of the service charter so as to ensure that all stakeholders comply with the provisions of the charter. The library might also need to consider creating a single document with a thesauri and summary of what the various tools of management present, relate and contextualize their applications. The unification of the various aspects of different tools of management allows the library to create seamless working environment devoid of conflicting roles and responsibilities as spelt out in the standards and tools of management.

4.7 Realization of the Library Service Charter

The research questions also established factors that influenced the library in actualizing the realization of the library service charter. Factors considered to establish this were:

- a) Managerial support,
- b) Client satisfaction and
- c) Attitudes of library staff towards delivery of the provisions of the service charter.

The findings show that most respondents were optimistic about the essence and provision of the service charter. They believed that it improved the job performance and that the staff were up to the challenges that arise during implementation of the service charter. This also indicates staff readiness to embrace new approaches of service delivery despite the challenge of training which means strong information literacy programs is of profound importance to catch up with the numerous emerging managerial tools and standards. However, the respondents felt there were concerted efforts from the management to support and acknowledge their contribution and performance.

Lack of timely communication and different interpretation of the provisions of the library service charter were cited as frequent stressors. Insufficient formal training of information fluency programs created the highest level of stress. One respondent aptly captured this in the following remark:

The library management need to train all the library staff on how to cascade some of the provision of the service charter. We have a serious problem of understanding the extent to which we are supposed to do without conflicting with the provision and demands of the service charter. We also need students trained to ensure that they are in the picture of what is expected of them. Ideally, all stakeholders in the University should strive to ensure that they play their respective roles in actualization of the provision of the service charter. For example a cleaner should know that the effort in their work helps the library to

provide a conducive environment but again this cleaner should have the right tools and protective clothing provided by the University.

Responses from College of Humanities and Social Sciences indicated that apart from being required to respond to inquiries within 24 hours, there were very few people who were trained on how to use the helpdesk platform which automatically updates the user on the progress of the query time and creating efficiency and effectiveness in providing feedback. This was different from the responses from the College of Education and External Studies where almost every staff had the knowledge on how to operate the helpdesk platform.

The attitudes of library staff actualizing the provision of the service charter like opening the library on time without failure, providing patrons with timely feedback, promoting prompt and transparency provision of services, mainly depend on the motivating factors such as the terms and conditions of employment and managerial support in training staff. Learning self-management skills including professional or career growth lacked support of the parent institution. However, senior librarians who enjoy better terms of service tended to have more positive attitudes than those of the lower carders. Therefore, improvement of terms of service, implementing strong information fluency programs, promoting and upholding professionalism in service provision; setting explicit standards and policies adequate are crucial in encouraging library staff to show positive attitude towards the implementation of the provisions of the service charter. This reaffirmed that sufficient knowledge of any management tool and resources are important to the development of the positive attitude to the management tool being introduced in the library by all categories of the staff.

The responses from the library staff show that the levels of understanding of the requirements of the service charter varied from one college library to another with different reasons for the variations. First the responses indicated that levels of understanding of the requirements of the service charter varied between the staff with differences in training levels where those with certificates and diploma were not as effective as those with the first degree and above. The other element on perception and response of library staff towards the library service charter was the level of customer satisfaction. To establish the level of user satisfaction of the library, the study relied on the reviews of the last five years of users' satisfaction surveys carried out by the University of Nairobi Library giving a general overview of the average indicator of client satisfaction as summarized in the Table 4 which clearly indicates that the level of client satisfaction throughout the university has been very high. Clients of the University of Nairobi Library through the feedback process have rated the level and nature of services as indeed very good at 80.6% from the year 2012 to 2016. The level of satisfaction indicates that the quality of library services provided is indeed very good to the users. Consequently, the client satisfaction survey attributes the rating to varied reasons, for which the library service charter plays a key role in ensuring that the needs and desires of the patrons are in line with the services provided.

Table 4: Level of Client Satisfaction in Library

SNO.	Year	Level of Client Satisfaction in Library (Percentage)
1	2012	78%
2	2013	81%
3	2014	79%
4	2015	82%
5	2016	81%
Total Percentage of Client Satisfaction		80.6%

Source: Field Data

4.8 Challenges Experienced in Realizing Commitments of the Charter

The fourth study objective established the challenges experienced by the library in realizing the commitments of the service delivery charter. Challenges experienced by the University of Nairobi Library in realising the commitments to service delivery as set out in the library service charter were also ascertained in the study. The results of the analysis are presented in Table 5. It was observed that there is a general endorsement by respondents that issues like understanding and conceptualizing the provision of the library service charter was a major challenge, especially among the junior library staff who were majority of the respondents. Other challenges include alignment of the library service charter to the performance contract that demand alignment with the strategic objectives of the library service charter. Staff said this setup inhibits individual performance because of being confined to work with the set targets of the performance contract further hindering creativity as the target does not compel library staff to think “outside the box”. Workload that requires certain competences are set as targets and the

staff cannot attain and actualize the target within the job matrices because of lacking enabling capacities, qualification and competences.

Table 5: Challenges in Realizing Commitments of the Charter

SNO.	Factor	Agree		Disagree	
		Frequency	Percentage	Frequency	Percentage
1	Lack of motivation	70	59.9%	47	40.1%
2	Workload	78	66.7%	39	33.3%
3	Complexity of the charter	96	82.1%	21	17.9%
4	Evaluation	32	27.4%	85	72.6%
5	Limited time	48	41%	71	59%
6	Facilitation	94	82.9%	23	17.1%
7	Institutional weakness	41	34.1%	76	65.9%
8	Human resources	82	70.1%	35	29.9%
9	Bureaucracy	64	54.7%	53	45.3%
10	Target inhibits performance	97	82.9%	20	17.1%

Source: Field Data

In spite of the mandatory requirement for implementing the provisions of the service charter in all the departments within the university, most library staff lack motivation, feel that evaluation is biased and not defined and the time for implementation is limited. Institutional weakness to support and fund effectively the budget for complete actualization so as to ensure efficiency, effectiveness, quality, accuracy or timeliness of

providing supporting resources and materials to enable successful actualization of the provisions of the library service charter. Most respondents said bureaucracies in library procedures contributes to the slow implementation and actualization of the provisions of the service charter, while delay in decision-making because the library relies on other departments such as the University management and University legal office in case of policy interpretation that play greater role in slowing down the process of implementation and actualization of the provisions of the service charter. Human resource factors such as inadequate qualified personnel were cited as major contributors to delays in service delivery. Respondents were of the opinion that the University of Nairobi Library needs to liaise with the relevant departments to ensure that adequate, qualified, skilled, knowledgeable and competent staff are employed in all its units to facilitate successful actualization of the programmes and more so the provision of the library service charter. Deci and Flaste (1996) stated that intrinsic motivation results from action that produces self-satisfaction, self-confidence and enjoyment.

4.9 Measures to Ensure Successful Actualization of the Charter

The fifth study objective proposed measures to be undertaken to ensure successful actualization of the library service charter. The measures to be undertaken to ensure successful actualization of the library service charter in improving information service delivery were also established (Table 6). The University of Nairobi Library needs to come up with a conceptual approach to focus on understanding the areas that inhibits the complete actualization and realization of measurable and sustainable results of the library service charter (Table 6). This is can be achieved through elaborated information fluency programmes that impact competences, skills, knowledge and experiences to develop a

workforce that fully appreciates the importance of achieving the set targets. Again, there is an urgent need to establish congruence of working objectives of the various tools of management. Teams should work in pursuit of unifying objectives that relates to the vision and mission of the library through concerted and coordinated efforts. Remuneration and equity in rewarding employees often results in more pronounced performance. Respondents said a fair discipline culture if sustained could result in systematic approach of providing services and create a propitious environment for innovation and creativity that speedily delivers desired results.

Table 6: Measures Taken to Ensure Successful Actualization of the Charter

SNO.	Measures Taken	Agree		Disagree	
		Frequency	Percentage	Frequency	Percentage
1	Capacity building	97	82.9%	20	17.1%
2	Unity of Workload and direction	94	80.3%	23	19.7%
3	Remuneration	41	34.1%	76	64.9%
4	Team spirit	82	69.1%	35	29.9%
5	Discipline	64	54.7%	53	44.3%
6	Order	97	82.9%	20	17.1%

Source: Field Data

The exponential rate at which the modern academic library progress in adopting approaches that focus on improved client satisfaction and experience in service delivery, has transformed the terrain of library services and operations. In spite of the initiatives

undertaken by the University of Nairobi Library to ensure seamless adoption and maximisation of benefit from various tools of management that it has cascaded in its operations and services challenges are still abound. The library has put in place information fluency programs for both the library and information professionals and clients but it is still inadequate and requires more resources and time allocation if maximum advantages are to be realised. Other factors that have been established as mitigating the effective actualization of most provisions of the service charter include adequate and timely communication, duplication of standards and matrices of various management tools and adequate budgetary allocation.

This step enhances accountability and transparency further bridging the gap between users and service providers (Post & Agarwa, 2008). In essence it creates a sense of ownership of the process among all the stakeholders of the library enabling and facilitating successful implementation. The issue of feedback to the patrons consulted is most important, even though many do not expect that all of their views and wishes will be accepted but definitely want to confirm that opinions have been listened to and taken into account (Elke et al. 2007). The service charter should be posted at service delivery points in order to improve its awareness (Mario & Carmen, 2010). Further, different units in the library should work in pursuit of unifying objectives that relates to the vision and mission of the library through concerted and coordinated effort that creates a balance between individual, group and the library interests.

4.10 Chapter Summary

The data collected from all the college libraries of the University of Nairobi Library System indicated that the service charter had implemented though at varying levels with the underlying initiative being the adoption of quality assurance tools among other reform strategy for improvement of service delivery and to enhance the proficiency of the staff in service delivery and library operations. The study identified a number of challenges that hinders the realisation of implementing the service charter such as the dynamic environment that the academic library operates requires a relook at the prerequisite knowledge, skills, experience and competencies required of the librarians and information staff to implement the various strategic tools that aim at improving the quality of services. Summary of the research findings in regard to the library service charter have also been provided in this chapter.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the main findings of the study and recommendations for addressing issues found to undermine effectiveness and efficiency of adoption and implementation of the library service charter in order to enhance library operations and service delivery. The chapter presents the findings based on the objectives of the study. Finally, the chapter presents the conclusion and recommendations for addressing issues impacting on the role of service charter in service delivery and suggestions for further research.

5.2 Summary of the Findings

Library service charter addresses the desires and concerns of the external stakeholders specifically the potential patrons and provides the staff members with clear perspective of the kind of service standards required to ensure effective customer satisfaction. Summary of the main findings are presented based on the specific objectives and research questions whose answers formed the basis of the themes of the study. Findings with respect to the objectives are summarized based on the library service charter and quality services, leverage of library staff awareness, perception and responsiveness to information service delivery, actualization of the library service charter matrices, challenges experienced by the library in realizing the commitments of the service delivery charter, and measures to be undertaken to ensure successful actualization of the library service charter.

5.2.1 Library Service Charter and Quality Services

The first objective of this study was to examine the library service charter in terms of quality of services and improved service delivery. The objective of this was to provide qualitative assessment of the charter and its adequacy and appropriateness as a tool for ensuring high quality services and customer satisfaction. Findings established that the four strategic objectives of the library service charter formed the foundation of service delivery. The first objective of providing access to information for teaching, learning, research and consultancy is the cumulative responsibility of all staff in the library while the rest concerns the top library management. Consequently, 95% of the senior management staff agreed while 97% of the junior staff were not aware that the library service charter was the source of the strategic objective that informed the targets of service delivery within the given financial year. Most important, cascading of the strategic objectives as the key of setting individual targets of service delivery was identified as a key factor that impacts service delivery. However, most junior library staff are unaware of this key service objective. This indicated that the lower staff understood the requirements of the strategic objectives while setting respective individual targets without knowledge of its source, or were aware of the library service charter as the source of the strategic objectives without knowing where and how to cascade the service charter in the individual performance targets. Library service charter being a public document should be used as the driver for cultural change within the library, encompass and focus on client satisfaction approach, provide quality services and outcomes, ensure better and more responsive communications, and improved relationships with patrons.

The second strategic objective of the library service charter is to enhance library facilities and environment for improved service delivery. Most senior library staff (97.2%) were affirmative that this objective makes the charter appropriate tool for enhancing service delivery as most of the targets set in the performance contract on enhancing library facilities and environment are derived from this one. One respondent said:

The library has been able to provide justification on the basis of continuous improvement of library facilities such as the buildings, technology, furniture and equipment, and the general library environment by quoting this objective during the defense of the performance contract.

Findings revealed that most junior staff (93.3%) play a very minor role in enhancing library facilities while the environment which involved decisions is at the managerial level. One of the respondents said:

My role is very minor regarding the process of enhancing library facilities and the environment. Basically I'm tasked with care and maintenance of these facilities and the environment as well as promoting collaboration partnership for resource sharing and staff capacity while innovation is taken care of by our supervisors.

The third strategic objective on appropriateness of the service charter was the level at which staff capacity and innovativeness has been embedded in the daily operations and service delivery. Indeed, most senior library staff (94.1%) said the library had implemented this objective to the letter. Top library management respondents unanimously said:

We have a continuous training program that is tailored to keep the staff abreast with the current trends in library and information science. The staff have been trained on digitization of grey literature in the library, new standards of cataloguing, various policies like plagiarism and acquisition, open access, open science, public and customer care and data security among other programmes that enhance capacity and innovativeness of library staff. All these gearing up to improved service delivery to our users.

The final objective of establishing and promoting collaboration and partnerships for resource sharing, and determining appropriateness of the service charter as the quality assurance and improvement tool gave varied responses. Most senior staff said the top library management (Director and Deputy Directors) was responsible for this objective, though minority (5.3%) said they would be willing to play a role if given the chance to establish and promote collaborations and partnerships for resource sharing.

The study found out that though the objectives of the service charter were clear and straight forward, the level of collaboration and the most appropriate tool of quality assurance was still wanting. The library management needs to be more inclusive and open to contributions, especially from the creative and innovative junior staff of the library most of whom said they felt alienated from the decision making process with regard library operations and services.

Findings established that the university library system service charter is a summarized pocket and portable size publication that describes the need for quality services and the clientele expectations from all the library branches. The charter facilitates a working framework that is open and transparent in approach allowing all the stakeholders to understand the matrices of quality services; provides fundamental information about the service delivery approach in the library and establishes the foundation of the relationship among the stakeholders; and details library operations and functions; vision, mission, strategic objectives and core values; contact information and communicate; stakeholders and standard of service expected; client expectations, basic rights and responsibilities; and feedback or make complaint platform. The library charter is a complete summary of

the general overview of information functions and services, and detailed aspects of service delivery that focuses on the needs of the stakeholders - clients, staff and library. Essentially, the service charter is a living document that has been tailored in line with the ongoing changes in the service delivery and managerial approach that has been established in the library. The charter is not intended to confer legally enforceable rights on the patrons, though some individual commitments may have legislative link. Therefore, it has been formulated with the input of the legal department to ensure that the wording and interpretation do not inadvertently give rise to legal liability.

All stakeholders in the library need to internalize the general overview of the provisions of management tools and more so the library service charter to make it appropriate and relevant to service delivery and customer satisfaction. Thus, for the aforementioned to be realized more efforts needs to be put in place to ensure that the service charter appropriateness is realized. Generally, the findings revealed that the library was facing challenges such as inadequate resources, inadequate budget, low skill levels of library patrons and inadequate qualified staff. This sometimes is caused with the inadequate commitment by institutional management and poor training of library staff policies. The University of Nairobi Library management clearly understands the benefits and appropriateness of the service charter. The benefit need to be spelt out clearly to the rest of the library work force to ensure that all departments are interdem with the set objectives and synergies to realize the collective mandate of improving quality of the service delivered to the customers. Creating awareness on how to relate the library service charter with other quality tools already being used in the library will defiantly

ensure that maximum benefits are attained as the charter provides the foundation of establishing necessary incentive for quality improvements.

5.2.2 Staff Awareness, Perception and Responsiveness to Service Delivery

The second objective of this study was to establish levels of library staff awareness, perception and responsiveness to information service delivery at the university library. The objective aimed at analyzing the transformation in library operations and services brought about by the introduction of the library service charter. Findings showed that a number of changes had generally taken place in the entire university library system. Most (70%) librarians indicated the changes in the client attitude towards the library staff that was attributed to the level of professionalism, ethics and standards requirement of the service charter. Ten percent (10%) of the library staff from the College of Humanities and Social Sciences said staff capacity and innovativeness had been enhanced essentially because of the requirement of the service charter of establishing a capacity building scheme and staff development program that has been entwined in the library performance contract which establishes the various targets of training and capacity building to individual and group cadres of the library staff. The respondents from all the colleges said teamwork was enhanced through the introduction of the services charter that clearly defines the structure of governance, roles and responsibilities of the library staff. The structure of governance generates the basic unit of command that guides the systematic approach of executing tasks, and therefore, the processes are fashioned on the basis of command and behavioural control. This has also created a stable and predictable environment in the library that has conveniently enhanced staff cooperation for mutual and exclusive benefits to all stakeholders.

All library staff from all the college libraries said they had experienced changes on the job description as it had to include training for purpose of enhancing service delivery and processing of information resources. Most respondents from all the college libraries of the University of Nairobi Library were of the opinion that the service charter had played a major role in streamlining and standardizing library services and operations. The clarity of stated customer satisfaction, library expectation and commitment to service delivery through the pledge of operating and opening the libraries within specified time, had greatly helped to manage the desires of the patrons. This has ensured that access to information is as far as possible free from any subjective biasness stemming from individuals' personal convictions, religious or cultural affiliations or otherwise. A clear distinction has made between personal convictions and professional duties with the aim of minimizing personal beliefs interfering with provision of access to information resources at the University of Nairobi Library. Library service charter provides the fundamental framework that stipulates the roles of the stakeholders and the expected standards of services while maintaining professionalism and not personal convictions and beliefs.

5.2.3 Actualization of the Library Service Charter Matrices

The third objective of this study was to assess the actualization of the matrices of the library service charter for quality improvements. This objective sought to investigate the awareness and alignment of the service charter in relation to other management tools that have been adopted in the library for improving service delivery. Library operations and services are changing rapidly and information personnel would need to adapt new plans, tasks and activities, develop competences on how to relate and cascade the various

approaches in daily work. Most (94.7%) junior library staff from all the college libraries had a challenge in identifying the distinction between the library service charter and other tools of management. For example, in the recent past the University of Nairobi Library had adopted and introduced varied tools of management. The respondents in this cadre said they could not clearly differentiate between the various tools of management. From the responses, most respondents opined that,

Where a library management tool has been introduced, there is often little or no communication to the junior library staff, either few copies of the policy documents are availed with very insignificant follow up training programmes to ensure that this cadre of staff are fully aware of the matrices involved in initiating the management tool, thus, the staff are left to come up with their own mechanisms of interpreting the different standards. Actually it is only once in 2016, during a team building event that the Director mentioned about the strategic plan and performance contract.

It was established that most junior library staff were unable to distinguish between International Standards Organization standards, staff appraisals, strategic plan and performance contracting. Tools such as management objectives, quality assurance, and rapid result initiatives are mostly of concern to senior library staff. All cadres of staff from all colleges libraries said most documents of the standards and tools of management are voluminous, and contain technical jargon that requires expert interpretations. This has contributed to duplication as standards requirements have not been harmonised and synchronized to be consistent with varied provision of each standard. The only document that had been simplified is the library service charter which is a 14 paged pocket size document.

The respondents said one limitation of the charter is that it lacks a cross reference and an indicative tool that comprehensively defines the existing relationship with other tools and

standards of management. However, all the management tools and standards are related directly or indirectly to the service charter as pointed out by majority of the library senior staff.

The strategic plan is the main document that gives birth to the performance contract, guided by the quality assurance tool of the service charter and ISO standards. All these standards and policies are cascaded from the same documents of the University of Nairobi. The library mission and vision as stated in the service charter has been cascaded from the University of Nairobi Vision and mission.” In addition, “The four strategic objectives of the service charter include to provide information for teaching, learning, research and consultancy, enhance library facilities and environment for improved information delivery, enhance staff capacity and innovation and establish and promote collaborations and partnerships for resource sharing forms among the library targets and individual staff targets of the performance contracting. This is one of the clear alignment of the service charter to other tools and standards of the management performance contract.

Though the library service charter is aligned to other policy documents, tools of management standards and action control protocols, most junior staff were unaware of this approach and how it affected work and productivity. Most senior library staff were all aware of the distinction of the various tools but attributed this to the job description that included but not limited to policy formulation and interpretation. The University of Nairobi Library might be required to implement strong information fluency programs of promoting and upholding the various matrices of the service charter so as to ensure that all stakeholders comply with the provisions of the charter. The library might also need to consider creating a single document with a thesauri and summary of what the various tools of management present, relate and contextualize their applications. The unification of the various aspects of different tools of management allows the library to create seamless working environment devoid of conflicting roles and responsibilities as spelt out in the standards and tools of management.

5.2.4 Realization of the Library Service Charter

This study also established factors that influenced the library in actualizing the realization of the information service charter. Factors considered to establish this were:

- a) Managerial support,
- b) Client satisfaction and
- c) Attitudes of library staff towards delivery of the provisions of the service charter.

The findings show that most respondents were optimistic about the essence and provision of the service charter. They believed that it improved the job performance and that the staff were up to the challenges that arise during implementation of the service charter. This also indicates staff readiness to embrace new approaches of service delivery despite the challenge of training which means strong information literacy programs is of profound importance to catch up with the numerous emerging managerial tools and standards. However, the respondents felt there were concerted efforts from the management to support and acknowledge their contribution and performance.

Lack of timely communication and different interpretation of the provisions of the library service charter were cited as frequent stressors. Insufficient formal training of information fluency programs created the highest level of stress. One respondent aptly captured this in the following remark:

The library management need to train all the library staff on how to cascade some of the provision of the service charter. We have a serious problem of understanding the extent to which we are supposed to do without conflicting with the provision and demands of the service charter. We also need students trained to ensure that they are in the picture of what is expected of them. Ideally, all stakeholders in the University should strive to ensure that they play their respective roles in actualization of the provision of the service charter. For example a cleaner should know that the effort in their work helps the library to

provide a conducive environment but again this cleaner should have the right tools and protective clothing provided by the University.

Responses from College of Humanities and Social Sciences indicated that apart from being required to respond to inquiries within 24 hours, there were very few people who were trained on how to use the helpdesk platform which automatically updates the user on the progress of the query time and creating efficiency and effectiveness in providing feedback. This was different from the responses from the College of Education and External Studies where almost every staff had the knowledge on how to operate the helpdesk platform.

The attitudes of library staff actualizing the provision of the service charter like opening the library on time without failure, providing patrons with timely feedback, promoting prompt and transparency provision of services, mainly depend on the motivating factors such as the terms and conditions of employment and managerial support in training staff. Learning self-management skills including professional or career growth lacked support of the parent institution. However, senior librarians who enjoy better terms of service tended to have more positive attitudes than those of the lower carders. Therefore, improvement of terms of service, implementing strong information fluency programs, promoting and upholding professionalism in service provision; setting explicit standards and policies adequate are crucial in encouraging library staff to show positive attitude towards the implementation of the provisions of the service charter. This reaffirmed that sufficient knowledge of any management tool and resources are important to the development of the positive attitude to the management tool being introduced in the library by all categories of the staff.

The responses from the library staff show that the levels of understanding of the requirements of the service charter varied from one college library to another with different reasons for the variations. First the responses indicated that levels of understanding of the requirements of the service charter varied between the staff with differences in training levels where those with certificates and diploma were not as effective as those with the first degree and above.

Most of the respondents were of the opinion that if the library established strong information fluency programs with appropriate training the profound importance to acquire the necessary abilities, skills, knowledge and competences with the numerous emerging managerial tools and standards will be realized. There is need for the library to harmonise information services with all the staff having the necessary capacity to interact with the channels and platforms of charter. The level of customer satisfaction was ranked very high, and therefore, the quality of information services provided were indeed good.

5.2.5 Challenges Experienced in Realizing Commitments of the Charter

The fourth objective of this study was to establish the challenges experienced by the library in realizing the commitments of the service delivery charter. The purpose was find out if there were challenges the college libraries were facing in adoption and implementation of the service charter. Findings revealed various challenges associated with the process of application and realization of the provisions of the service charter such as lack of motivation, increased workload, lack of comprehension, bureaucracy, institutional weakness, targets set inhibits performance, human resources factors, facilitation, limited time and evaluation (Table 5). Staff motivation occurs and depends upon many factors either intrinsic (internal) or extrinsic (external). Work motivation is

one of the core components that library policy makers and management need to examine. Extrinsic motivators in the work environment include: bonuses, salaries, scholarships, commissions, promotions, health care insurance, vacations and other tangible rewards. Intrinsic motivational factors in the workplace include: job satisfaction, public and personal recognition, positive relationships with library management and coworkers, and ability to influence the work situation.

Library management together with University management cannot direct intrinsic motivation; however, both can encourage an environment that fosters and supports employee opportunities to work toward personal satisfaction and accomplishment. Respondents also felt that the evaluation and performance appraisal is biased and the time for implementation is limited. The library should work towards streamlining and standardising the appraisal mechanism and strive for understanding, tolerance, acceptance and inclusiveness so as to eliminate individual biases and provide the true reflection of the correct indicators of individual library staff work performance. The library management should further consider liaising with the University management to establish the scholarship programme for the junior staff members who are the majority with diploma and certificate in information science as the highest qualification. This will not only impact on motivation but also address the deficiency of inadequate qualified staff.

5.2.6 Measures to Ensure Successful Actualization of the Charter

The fifth objective of this study was to propose measures to be undertaken to ensure successful actualization of the library service charter. In essence, various strategies were

identified as being appropriate to enhance the adoption and implementation of the library service charter at the university library system (Table 6). All professions and disciplines stumble upon change internally and externally to move forward successfully in this knowledge age where change and evolution are necessary and inevitable. The current convergence of aspects of different disciplines such as information communication technology, international communications protocols, managerialism, human resource and increasingly flexible web-based services has led to significant changes in the scholarly information environment. These changes, and the opportunities presented, have made the concept of evolving library reality. This new reality has forced academic libraries to give serious thought to how best to realign resources to meet the challenges of the library in the 21st century.

Moving forward successfully in this information age, university libraries are deemed to deploy futuristic strategy and policies from other related disciplines in order to survive and effectively compete within the current dynamic and ever changing trend. Although the process of adopting, cascading and implementing some of this managerial demands and changes are challenging, the library needs to work with consistence to ensure that the patrons benefit from convenient, complete, accurate and timely services and operations. It is of vital importance to dedicate time and resources in order to advocate and publicize the library service charter in its adoption and implementation stages.

First, cascading, implementation and adoption of the strategic objectives of the library service charter formed the foundation of service delivery. The charter influences service delivery, enhances library facilities and environment, applied in information operations

and services, and promotes collaboration and partnerships for resource sharing. Therefore, the impact of implementation of the service charter on service delivery remains mandatory and important for the library and staff members. The mandatory requirement by the government of Kenya for its ministries departments and agencies has compelled the University of Nairobi and more so the library to adopt and deploy policies, working documents and standards among other action control programmes for maximum advantage in improvement and enhancement on the levels of service delivery to the citizenry.

Second, level of library staff awareness, perception and responsiveness to information service delivery had generally changed in the entire university library system. Notable changes in the client attitude towards the library staff was attributed to the level of professionalism, ethics and standards requirement of the service charter. Accordingly, library staff capacity and innovativeness had been enhanced because of the requirement of the service charter that establishes capacity building scheme and staff development programmes. Similarly, these staff capability building programmes have been entwined in the library performance contract as enshrined in the service charter. The library should invest in professionalizing the staff through education support and other capacity building strategies to improve on adherence to customer service charter commitments.

Third, actualization of the matrices of the library service charter for quality improvements and service delivery is essential in the library establishments. Numerous management tools are usually adopted and applied in aligning the service charter. Lack of timely communication, different interpretation of the provisions of the library service

charter and insufficient formal training of information fluency programmes were cited as frequent stressors. There is need for the university library to improve communication and ensure timely consultations with various stakeholders who have roles in the process of adoption, interpretation, implementation and realization of the given policy and specifically the library service charter.

Fourth, various or myriad challenges associated with the process of application and realization of the provisions of the service charter are lack of motivation, increased workload, lack of comprehension, bureaucracy, institutional weakness, targets set inhibits performance, human resources factors, facilitation, limited time and evaluation. These are the major hindrances in the realization of the strategic objectives and the core values as spelt out in the University of Nairobi Library service charter. It is therefore, recommended that there is need to take stock of the service charter implementation programme in order to establish the strengths, weakness, opportunities and threats to the process of implementation and map the best way forward. There is need to design integrated monitoring, reporting and evaluation system on implementation and management of service charters across the University of Nairobi Library System.

Fifth, measures have to be undertaken in order to ensure successful actualization of the library service charter. The strategies identified as being appropriate to enhance adoption and implementation of the library service charter at the university library system include information fluency programmes, define working objectives of the various tools of management, teamwork, remuneration and equity in rewarding employees. The university library should greatly improve on the implementation strategies of the service charter through adequate investment in processes and procedures. This will help in

determining the various needs and demands of the clients in order to ensure conformity with the established standards in the library service charter.

5.3 Recommendations

The advanced notion of this research is that academic libraries are faced with numerous challenges of adopting, interpreting and realising the demands of standards, policies, regulations in the process of enhancing and improving library operations and service delivery to the clients. Tellingly, the research proposes the following measures to be undertaken in order to optimize the potential benefits of the library service charter at the University of Nairobi Library System and other academic libraries in Kenya and Africa in general.

5.3.1 Library Service Charter and Quality Services

The library service charter is one of the most appropriate management tools that any academic library should adopt and implement in order to enhance operations and service delivery. The charter provides the management with necessary standards, procedures and regulations to facilitate effective service delivery and customer satisfaction. Top library management, information professionals and other stakeholders have to work together in order to implement the fundamental matrices of the service charter. Information organizations and management should provide adequate resources so as to support and sustain the principles and practices of service charter. Most important, the library service charter being a living public document that guides quality assurance management and improvement should be shared with the stakeholders. Information professionals in academic libraries and related agencies must implement the service charter for effective and efficient high quality services and customer satisfaction.

5.3.2 Staff Awareness, Perception and Responsiveness to Service Delivery

In essence, the library service charter influences provision of information operations and services provides to the customers. Positive impact naturally leads to high quality services to the customers, increased work performance and productivity, effective mechanism for solving issues, and accountability in libraries and organizations. With the service charter, the library management and information professionals can ensure effective coordination and provision of innovative products and services to the customers. Standards and procedures improve service delivery where high quality and value investment has been compromised. The library service charter being the modern management tool and mechanism for transparency and accountability should be aligned and embraced in academic libraries and information organizations. With the service charter, it is quite possible for the library management and information professionals to assess and evaluate the strengths, weakness, opportunities, and threats that might hinder high quality services to the customers for improvement.

5.3.3 Actualization of the Library Service Charter Matrices

There are numerous management tools and standards that guide coordination and improvement of service delivery in academic libraries and organizations. In the digital economy, the library service charter is a total quality management strategy and approach that guides the development and implementation of information operations and services in a rapidly changing and competitive business environment. Academic libraries and information professionals have to adapt and cascade the new management plans and approaches in order to ensure effective service delivery and customer satisfaction. Findings established that both the top library management and the junior staff members

need to work together in a seamless environment devoid of conflicting roles and responsibilities of standards and tools of management. Top library management should play a fundamental in creating and increasing awareness of the service charter and related tools and standards through training opportunities to junior staff members and customers. For successful implementation and alignment of the service charter, library and information professionals must understand the matrices and the contextual application of its provisions.

5.3.4 Realization of the Library Service Charter

Considering the ramifications of the adoption of different management tools in the information environment, academic libraries need to focus on innovative approaches and strategies so as to produce a dynamic and blended culture for both staff and clients. There is need to adhere to the provision and matrices of the charter that demands stable and mutually respectful work environment as well as allocation of adequate resources in the process of facilitating the actualisation of the different demands of the given policy document. In order to improve staff and clients' perception and response to requirements of the library service charter, there is need to maintain sufficient, competent and knowledgeable skilled workforce. Library staff should be empowered through capacity building so as to understand and comprehensively implement tools of management embraced and adopted. There is also need to design and implement training curricula so as to empower information professionals with skills and abilities to benefit fully from the myriad managerial approaches and tools applied in service delivery.

Library management should expedite measures to provide the much needed support, in collaboration with other relevant departments in the University such as the legal and ICT, to ensure the staff have clear perspective of the work environment and are able to work with technology in place such as the helpdesk that provides prompt feedback. The rationale being that the mission and vision of academic libraries have continuously changed, thus, the library staff cannot continue to remain indifferent to managerial changes. New approaches to library management have changed the way information is accessed and delivered in libraries. Information staff need to be motivated and equipped with the relevant skills to accept and adapt to change. There is need to elevate the rank and status of librarians and information professionals in university libraries through proper initiatives to make sure that the available human capital is effectively and efficiently exploited. This can be accomplished through implementing well-structured positive reinforcement or reward system that includes financial compensation, written appreciation, verbal recognition and decentralizing decision making process thereby encouraging participative management and collective approach that establishes not only the sense of belonging but the notion of ownership of all library operations and processes.

5.3.5 Challenges Experienced in Realizing Commitments of the Charter

The library service charter is a living document that constantly and regularly needs management support for effective implementation. Library management, information staff and the clients must adhere to the provisions of the service charter without any compromise to high quality and satisfaction. Institutional management and support should be provided through staff motivation, training opportunities, facilitation and adequate resources. Implementation and management of the library service charter should

be done through participation and collaboration of all stakeholders. There is need to train the library junior staff on the provisions of the service charter and its applications in service delivery. The library service charter acts as the source of deriving performance and increased productivity through set targets. Academic libraries and information professionals have the mandatory requirement of implementing and managing the provisions of the service charter for sustainable high quality services.

5.3.6 Measures to Ensure Successful Actualization of the Charter

There is need for academic libraries, information professionals and institutional management to put in place proper planning strategies and approaches to support the service charter such as capacity building, remuneration and teamwork. Professional integration and collaboration in sharing of knowledge and wisdom across disciplines is useful in realizing the actualization of the service charter. In a blended digital enterprise service delivery, stakeholders, professionals and customers support one another in unison in order to maximize the limited resources for maximum benefits. In the digital and knowledge age, academic libraries and information professionals are guided by the fundamental philosophy of the service charter that defines operations and services based on the needs and desires of the clients. Total quality management, customer satisfaction demands and value addition have to be cascaded and implemented in a seamless environment without any conflict of interest whatsoever. Information literacy training programmes can impart knowledge, skills, competences and experiences on the provisions of the service charter.

5.4 Suggestions for Further Research

5.4.1 Impact of Library Service Charter in Private Academic Organizations

This study provides useful information and knowledge related researches in private academic information organizations. Comparative studies can be done to gauge the applications and provisions of the service charter in provision of services and customer satisfaction. In addition, the studies can address pertinent issues that information professionals and academic libraries face in providing services to the clients. Practical solutions to factors that hinder principles and practices of service charter in academic libraries are very important for effective and efficient service delivery and improved customer satisfaction.

5.4.2 Barriers to Adoption of Library Service Charter

The library service charter is a fundamental management tool and standards for modern information professionals and organizations. However, many information organizations and information professionals have not really embraced and adopted this total quality management practice. There is need for comprehensive research in order to identify and unmask the barriers to the adoption of provisions of the service charter. Some obstacles were identified in this study but that is not adequate for planning and policy making. Investigative surveys on a wider scale will provide adequate solutions to the many challenges that information organizations face insofar implementation and management of the service charters is concerned.

5.4.3 Challenges of Digital Information Management

Management of information operations and services in academic libraries is evolving and rapidly changing due to implications of the digital and knowledge economy. Purpose of this research is to evaluate the value of the service charter in linking with the clients in the digital information dispensation. Modern information clients need digital service charter. There is need to search for solutions and measures to address the needs and desires of the digital clients in the modern knowledge environment.

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APPENDIX I

QUESTIONNAIRE FOR MIDDLE MANAGEMENT

GENERAL INSTRUCTION

This is an educational research that investigates the impact of service charter on service delivery at the University of Nairobi Library. Kindly participate in providing answers to the following questions to help out find your opinion on performance contract and service delivery at your work place. Please note that you response will be treated with utmost confidence.

Please use a tick [√] within the space provided to respond to the questions, and provide suggestions or comments where required.

BACKGROUND INFORMATION

1. Gender. _____
2. Job Title. _____
3. Years of Service. _____

IMPACT OF LIBRARY SERVICE CHARTER AND SERVICE DELIVERY

4. Select the appropriate level of awareness of the service charter in the library.

NO.	Service Charter Awareness	Yes	No
1	Aware of the existence of the service charter		
2	Knows the University of Nairobi service charter		
3	Library service charter used as quality assurance tool		

5. Indicate the level of the library service charter, using the scale of 5 to 1, where 5 = Very High (H), 4 = High, 3 = Average, 2 = Low and 1= Not At All.

NO.	Level of Library Service Charter	5	4	3	2	1
1	Aware of the core values of the library					
2	Knows the strategic objectives of the library					
3	Library services offered as stated in the service charter					
4	Library provides client feedback platform					
5	Aware of the client expectations from the library					
6	Aware of the library expectations from the clients					
7	Knows the library structure and governance					
8	Knows of the library's commitment to service delivery					
9	Aware of the principles of service delivery in the library					

- 10 Knows the clients/stakeholders in the library
6. Highlight the vision of the organization.
-
-

7. Outline the main aspects of the university library vision.
-
-

8. Select the appropriate response in relation to the library service charter.

NO.	Library Service Charter	Yes	No
1	Strategic objectives drawn from the library mandate		
2	Strategic objectives linked to government policy priorities		
3	Strategic objectives are simple and specific		
4	Measurable and attainable objectives		
5	Realistic and easily understood objectives		
6	Ensures that patrons have access to relevant information		
7	Facilities are updated to improve information delivery		
8	Identifies priority areas to maximize customer results		
9	Performance contract reports are submitted		
10	Feedback of performance is provided		
11	Rewarded for improved performance		

MANAGEMENT AND CUSTOMER PARTNERSHIP IN SERVICE DELIVERY

9. State the expectations of the staff in realising the objectives of the service charter.
-
-

10. State the expectations of the clients from the staff.
-
-

11. Indicate your opinion on the library service charter since its inception.
-
-

12. Indicate your general perception on the stated positions. Use the scale of 5 to 1, where 5 = Very High, 4 = High, 3 = Average, 2 = Low and 1= Not At All.

NO.	Perception on Service Charter	5	4	3	2	1
1	Library service charter is a waste of time					
2	Hard to relate my performance targets with the service charter objectives					
3	Firmly support the use of the service charter as quality					

- assurance tool
 - 4 Understand why the library service charter was adopted in the library
 - 5 Firmly support the indicators in the library service charter
 - 6 Need to explain the library service charter clearly
 - 7 Implementation of the service charter need to be monitored well
 - 8 Library should continue using the service charter
-

13. Suggest improvements that can be done to the university library service charter.

14. State challenges encountered when using the library service charter.

15. Suggest ways the above challenges of library service charter can be overcome.

Thank you very much for your cooperation.

APPENDIX II

INTERVIEW SCHEDULE GUIDE FOR LIBRARY MANAGEMENT

GENERAL INSTRUCTION

This interview process is for educational research that investigates the impact of service charter on service delivery at the University of Nairobi Library. Kindly feel free to provide and share your thoughts, opinions and any other information relevant to the study. Please note that your response will be treated with utmost confidence.

BACKGROUND INFORMATION

1. Gender. _____
2. Job Title. _____
3. Years of Service. _____

STRATEGIC PLANNING, DECISION MAKING AND MANAGEMENT

4. Highlight the vision statement of the university library and its contents.

5. Outline the contents of the mission statement of the university library.

6. State the mandate and application of the University of Nairobi Library.

7. Outline the objectives of the University of Nairobi Library.

8. Explain on the policy that support implementation of the service charter.

MANAGING AND SUPPORTING SERVICE DELIVERY IN THE LIBRARY

9. Highlight the key requirement required for operations and service delivery.

10. State the nature of computing resources that support operations and service delivery.

11. Explain on the human resource and personnel that service the customers.

12. Highlight if the library has a section committee that monitors and evaluates implementation of the matrices of the University of Nairobi service charter.

13. Indicate if the library has an officer appointed to purely coordinate service charter implementation.

Thank you very much for your cooperation.

**APPENDIX III:
PLAGIARISM REPORT**



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THESIS WRITING COURSE

PLAGIARISM AWARENESS CERTIFICATE

This certificate is awarded to

JOHN WAWERU NG'ANG'A

IS/MSC/LIS/13/13

In recognition for passing the University's plagiarism

Awareness test for Thesis entitled: **IMPACT OF LIBRARY SERVICE CHARTER ON QUALITY DELIVERY AT THE UNIVERSITY OF NAIROBI, KENYA** with a similarity index of 4% and striving to maintain academic integrity.

Word count: 24558

Awarded by

Prof. Anne Syomwene Kisilu
CERM-ESA Project Leader Date: 16/11/2023