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A Survey on Library Services as relates to Quality of Learning and Teaching; A Case Study of Pwani University, Kenya

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ABSTRACT: The exponential growth in information needs, usage and digital technologies has confounded academic libraries who are faced with the hard task of providing effective services to its users, in addition academic libraries face other challenges ranging from the ubiquitous competition from readily available web sites, constant changes in subscription packages, formats, and technological advancements. This paper considers the impact that learners and teachers highlighted to be the role the university libraries play in their learning and teaching endeavors. A questionnaire was developed to gather information from 83 class representatives. The resources under study were rated on a Likert 4-point scale as: very inadequate; inadequate; adequate or very adequate. The resources being assessed included; teaching materials; available equipment; learning environment; library resources; library opening hour; WI-FI access and course outlines. Open ended questions were also used. The findings were that none of the resources under study was rated to have been provided in excess. The library opening hours was rated as the most adequate resource in the institution with a mean of 2.77, followed by the learning environment at a mean of 2.60. The Wi-Fi access was rated as the most inadequate resource with 1.59 mean score. The library services were highlighted by most respondents as being the services that was heavily liked by the students at the university among others. The provision of adequate learning and teaching equipment was found to be an issue that needed urgent improvement in order to achieve quality of learning and teaching.

KEYWORDS: Pwani University, Library, Quality Services, Learning & Teaching Resources

I. INTRODUCTION

The Government granted Pwani University a Charter on 31st January, 2013 Standard Newspaper [4] and she is committed to the principles of academic freedom, civility, social responsibility, integrity and accountability determined to be a centre of excellence for research in the areas of Marine Sciences and Oceanography, Coastal and Dry Land Agriculture, Coastal Culture, Art and Languages and Tropical Medicine with strategic objectives that entail the production of graduates equipped with new knowledge, skills, attitudes and values critical to the posterity of human beings and society; undertaking research innovation and extension aimed at generating new knowledge, skills and strategies that shall drive sustainable development and wealth creation for the benefit of the community; establishing and maintaining learning infrastructure and services; advancing the intellectual and human resource capacity through training and team-building; publicizing university programmes, activities and promote its public image and practicing prudent financial management Rajab [11].

II. LITERATURE REVIEW

The exponential growth in information needs, usage and digital technologies has confounded academic libraries who are faced with the hard task of providing effective services to its users Lawal [5]. Challenges from Google and Amazon.com's customer gratification web-based services have dramatically altered the information landscape, and

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now academic library users expect similar ease of use and immediate results when accessing information through the library gateway. With technology moving out of the lab and into classroom, digital technologies is immensely affecting teaching and learning practices with techn tools such as websites, educational games, simulations, ipads, Chromebooks, GAFE and other geeky devises. The changing information landscape and users' demand force academic libraries to confront some tough questions, hence the continued increase in the focus on user centered approaches, performance and quality of service by adopting a range of quality approaches and methodologies. Modern digital education and learning practices presents variety of information and knowledge resources including canva educational, iPad in education, skype, YouTube edu and Google for education Atsalaki[1] , Wilson[12]. These digital technologies have changed the face of teaching and learning environments in universities and libraries promoting and providing unlimited opportunities to education among students and lecturers. Today mobile phones are becoming an integral part of everyday life and are changing the way one connects and interacts with the world Saxena and Yadav [10] Consequently, the lecturers and students are able to access information and knowledge resources from the comfort of the available digital technologies. The University libraries are seeking to apply business practices, techniques to implement systems and organizational structures to ensure that quality processes are applied consistently and feedback acted upon to deliver continuous improvement in service delivery. This paper surveys the impact that learners and teachers highlighted to be the role the university libraries can play in their learning and teaching endeavors.

III. METHODOLOGY

Survey tool

This study adopted a descriptive survey approach to research. The target population for the study was the eight three (83) class representatives at Pwani University which was representative of all under graduate programmes from first year to fourth year cohorts. A well designed questionnaire was developed as a data gathering instrument to obtain responses from respondents as per the study objectives. The questionnaire utilized a 4-point scale where each item was measured by two positive scales and two negative scale. The scale reliability was tested and a 0.772 Cronbach alpha coefficient was obtained. For a reliable scale, Nunally [7] and Dawis[4] discusses methods of scale construction which include the Thurstone, Q-sort, rank-order methods, Likert, semantic differential, Guttman, Rasch, and external criterion methods. Strengths and weaknesses, advantages, and disadvantages are considered, and ways of evaluating newly developed scales, measurement versus statistics, bandwidth versus fidelity, empirical versus rational methods and Nunally recommends a minimum level of 0.7 Cronbach alpha value. Thus the 4-point scale is reliable since we have a 0.772 Cronbach alpha coefficient.

Analysis of the data

The analysis was based on the data that was received from all the respondents that completed their questionnaire successfully. The SPSS Software was used to do the analysis which was descriptive in nature. The descriptive statistics were aimed at identifying the pattern of the data and the consistence of the responses on each item. The approach advocated follows from the assumptions that a scale ought to measure a single construct Briggs [2].

IV. FINDINGS

The paper sought to answer questions like; How students perceived the level of resources provided by Pwani University Library that offers support to learning and teaching processes; How students rated resources held at Pwani University Library that support quality of learning and teaching in the institution. Brown [3] opines that library use increases student success. Students who used the library in some way (e.g., circulation, library instruction session attendance, online database access, study room use, interlibrary loan) achieved higher levels of academic success (e.g., GPA, course grades, retention) than students who did not use the library.; How students stated their satisfaction levels with the resources and services that they get at the library; How students wanted Pwani University Library to respond to the issues they felt required urgent action in order to improve the quality of learning and teaching in the institution.

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The researcher felt that it was important that the class representatives be interviewed in order to get a concise but in-depth understanding of how the students perceive library resources and services across the university.

Information about the respondents

All the class representatives in the institution were called upon to give an account of the progress of learning and teaching process in the University. The attendance of the class representatives across the programs enrolled was captured as shown in figure 1 below.

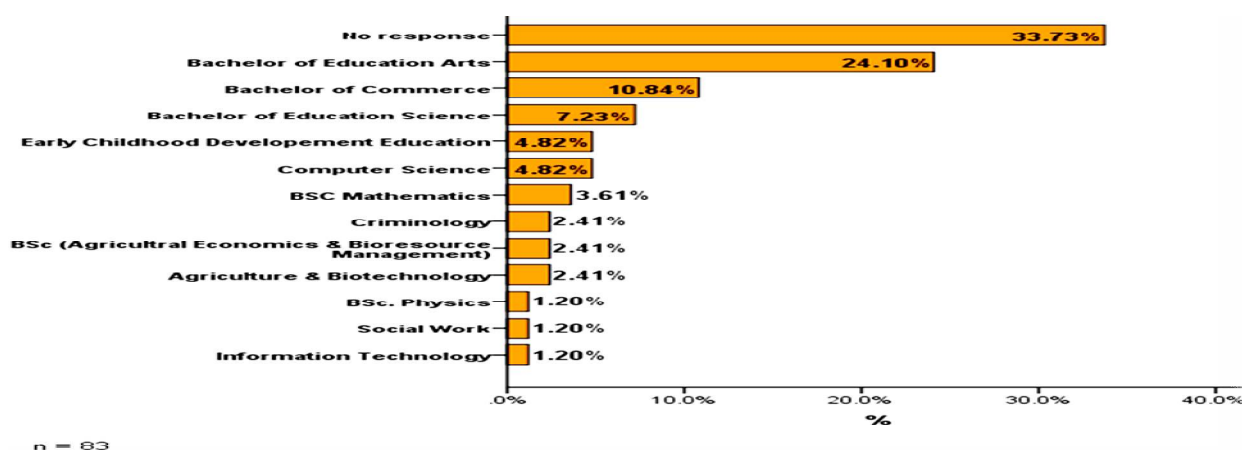


Figure 1. Attendance of the class representatives across the programs enrolled

Table 1: Attendance of the class representatives across ‘semesters’

Programs enrolled	Semester			Tot
	1 ST	2 ND	NR	
Agriculture & Biotechnology	2	0	0	2
Bachelor of Commerce	6	2	1	9
BSc (Agricultural Economics & Bio resource Management)	1	1	0	2
BSC Mathematics	3	0	0	3
BSc. Physics	1	0	0	1
Computer Science	4	0	0	4
Criminology	1	1	0	2
Early Childhood Development Education	3	0	1	4
Bachelor in Education Arts	16	2	2	20
Bachelor in Education Science	5	0	1	6
Information Technology	1	0	0	1
No response (No identity)	23	1	4	28
Social Work	0	1	0	1
Total	66 (79.5%)	8 (9.6%)	9 (10.8%)	83

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83 class representatives who participated as respondents in giving out the information, sixty-six (79.5%) were in first semester, eight (9.6%) were in second semester and nine (10.8%) of them did not respond on which semester they were attending the same as shown in table 1. It's clear to note that some class representatives maybe ignorant about which semester they are attending from these findings yet they are leaders of various classes or they deliberately refused to answer the question for reason that is inexplicable.

Key:

NR- No Response

Table 2. Attendance of the representatives across 'sex and place of residence

		Residence			Total
		Internal resident	External resident	NR	
Gender	Male	26	37	2	65
	Female	11	6	0	17
	NR	0	0	1	1
Total		37 (44.58%)	43 (51.81%)	3 (3.61%)	83

The attendance of the class representative in terms of gender and place of residence is as shown in table 2. From the table above its obvious that the majority of the class representatives reside outside the university at forty-three (51.81%) against thirty-seven (44.58%) who reside in the university. It follows therefore that not many students therefore use the library services beyond seven (7. 00p.m) in the evening since by this time they are assumed to have retired to their places of residence to prepare dinner. This trend can easily affect completion of assignments pass rates and quality of graduates at graduation time.

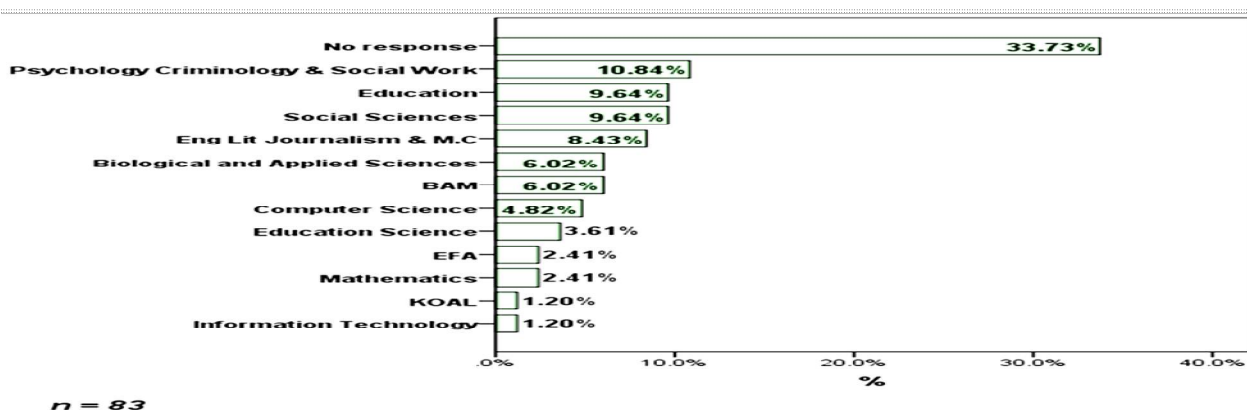


Figure 2: Attendance of class representatives across their respective departments

Majority of the respondents twenty-one (33.73%) did not indicate their respective departments. This could be an indication that most likely some of the students do not clearly understand their respective departments where they are taking their courses of study. This could be resulting from the effect of inter-departmental, inter universities transfers and late reporting after orientation programmes have taken place. A very interesting scenario is that students taking psychology nine (10.84%) and criminology seem to understand the departments they belong to in comparison to students taking information technology and Kiswahili at 1.2% apiece. It's obvious that not all those who can speak fluent Kiswahili or those who are technology savvy do know their departments in the university education alignment but those studying criminology based courses.

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Availability of resources that supports learning and teaching in the institution

The research identified the following resources; Teaching materials, Equipment's, Learning Environment, Lecture rooms, Laboratories, Library resources, Library Opening hours, WI-FI Access, Seats, White boards and Lecturer tables to test the knowledge of the class representatives' awareness on their availability, adequacy and quality. The table below illustrates the responses of perceptions of class representatives on individual resource.

Table 3. General rating of the available resources supporting learning and teaching

Available Resources	n	Mean
Teaching materials	78	1.96
Available Equipment's	77	1.88
Learning environment	77	2.60
Lecture Rooms	78	2.41
Laboratories	71	1.65
Library resources	81	2.00
Library Opening Hours	81	2.77
WI-FI Access	80	1.59
Seats	81	1.68
Whiteboards availability	80	1.97
Lecturer Tables	79	1.47
Overall mean		2.00

From the tabulation above its obvious to note that over 90% of the class representatives had a response on each of the resources that support learning and teaching and that the library resources, library opening hours and library seats received 81(97.59%) responses from a total of 83 interviewees. This therefore is to suggest that all the class representatives were wide aware of the existence and the role of the library in their education.

General rating of available resources supporting learning and teaching in Pwani University

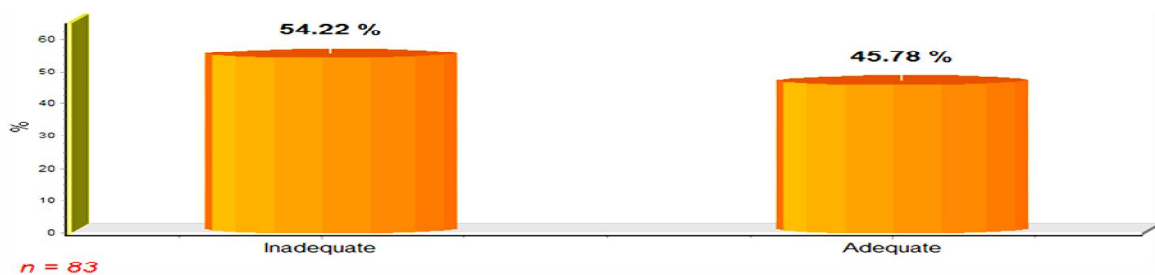


Figure 3: Adequacy of resources that supports learning and teaching in Pwani University

Availability of the resources in general scored a mean of 2.00 as shown in table 3. This was an indicator that the available resources in general were most likely to be inadequate as also suggested by majority of the respondents (54.22%) as shown in figure 3.

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Equipment's offered to support the learning and teaching in Pwani University

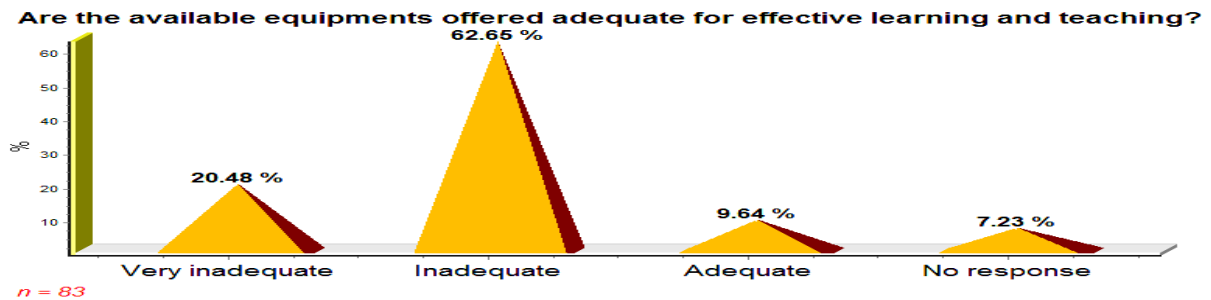


Figure 4. Adequacy of the available equipment's supporting learning and teaching

The response on available equipment in the institution generally scored a mean 1.88 from seventy-seven respondents. This is an indicator that equipment is inadequate as also suggested by majority of the respondents as shown in Figure 4 where equipment stood at 62.66%. It means therefore that quality of learning and teaching is not high since it supported at below 40% in terms of equipment provided to support learning and teaching.

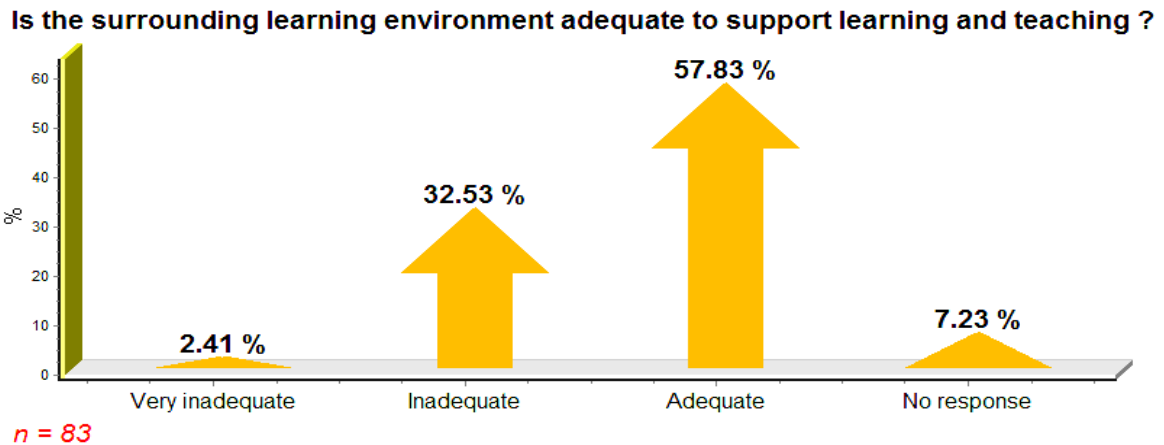


Figure 5. Learning environment in Pwani University

The high mean score (2.60) suggest that the learning environment is most likely to be adequate to support the learning and teaching in the University as suggested by majority of the respondents (57.83%) as shown in figure 5. It therefore indicates that the enrolment can easily improve across programmes if the university management so wished to increase the intake.

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Library resources in the institution

The response on available library resources in Pwani University generally scored a mean of 2.00.

Table 4. Response on available library resources across programmes enrolled

Programs enrolled	Library resources				Tot
	Very inadequate	Inadequate	Adequate	NR	
Agriculture & Biotechnology	1	1	0	0	2
Bachelor of Commerce	2	4	3	0	9
BSc (Agricultural Economics & Bio resource Management)	0	1	1	0	2
BSC Mathematics	0	1	2	0	3
BSc. Physics	0	1	0	0	1
Computer Science	1	3	0	0	4
Criminology	1	0	1	0	2
Early Childhood Development Education	1	3	0	0	4
Bachelor in Education Arts	2	13	5	0	20
Bachelor in Education Science	2	3	1	0	6
Information Technology	0	0	1	0	1
Social Work	0	0	0	1	1
No response (No identity)	5	15	7	1	28
Total	15 (18.07%)	45 (54.21%)	21 (25.30%)	2 (2.41%)	83

The mean score of 2.00 was an indicator that the available library resources offered to support the learning and teaching process at Pwani University are inadequate. Majority of the respondents (54.21%) suggested that the available library resources are inadequate as shown in the row total of table 5. It clearly indicates the need for increased budgetary allocation to support acquisition of more library resources.

The library opening hours in the institution

The response on library opening hours in Pwani University generally scored a mean of 2.77.

This was a clear indicator that the library opening hours made available were most likely to be adequate to support the ongoing learning and teaching process.

Is the library opening hours adequate to support

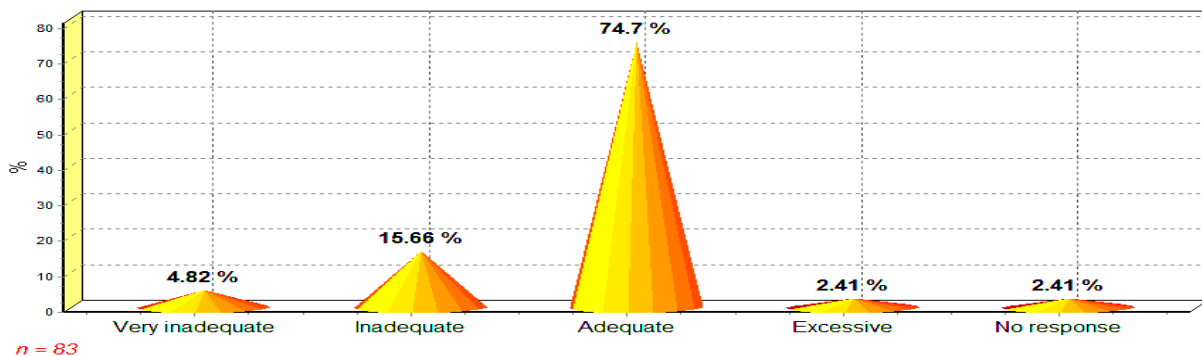


Figure 6. Library opening hours in the institution.

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Majority of the respondents (74.4%) suggested that the available library opening hours are adequate as shown in figure 6. This was a supportive evidence to indicate that the library opening hours made available were most likely to be adequate to support the ongoing learning and teaching process. Note that a significant proportion of the respondents (15.66%) observed that the opening hours are inadequate.

Issuance of Course outline by lecturers

The respondents were asked if they had received all the course outlines for the courses they were undertaking.

Did you receive all the course outlines for the courses you're undertaking ?



n = 83

Figure 7: Issuance of Course outline by lecturers

Majority of the respondents (61.45%) suggested that all of their respective lecturers had given out course outline as shown in figure 7. Note that a significant proportion (31.33%) suggested that their respective lecturers had not given out course outlines for the courses they were taking. Course outlines helps libraries identify and acquire library teaching and learning resources. Of the 31.33% (26 respondents) who suggested that their respective lecturers had not given out course outlines, 9(7.23%) respondents did not list the codes and titles of the respective courses This can invariably explain level of patronage of the library services whereby students do not know what is expected of them to read ahead of the lecturer.

Table 5. Explanation as to why students were not enjoying the learning

Explanation	Number of respondents
1. Some lecturers missed lessons most of the time (frequent absenteeism) and always came late for classes	10
2. Some of the lecturers were poor in content delivery	6
3. Some lecturers were very harsh on students, not understanding and always ignorant on students questions and comments in class	3
4. Some lecturers were fond of fixing lessons without consultation thus causing clashes on the normal timetable	3
5. Some lecturers were teaching out of the course outline given and most of the time relied on some students' assignments to guide them in their teaching	3
6. Some lecturers were rushing over the course content and leaving students with handouts which were hard to read and understand	2
7. The lecture rooms and the seats made available were inadequate to support the learning	2
8. There were no practical lessons held	1
9. The available reference materials in the library were insufficient	1
10. Noise interference from other classes since the rooms are very close	1

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Things that students are happy about in the university

The respondents were asked to state the things that they were happy about at Pwani University. Only 5 out of 83 respondents did not respond but the rest did. Table 6 gives the list of the things that made the respondents happy about Pwani University.

Table 6. List of things that made respondents happy about Pwani University

The response	Number of respondents
1. The improved services offered at the library	38
2. A clean and conducive environment that supports the learning	29
3. Most of the employed lecturers are competent and the learning is enjoyable	22
4. The expansion of the academia block to create more lecturer halls and more of seats, whiteboards and other learning facilities being made available	19
5. Improved security services offered within the institution	16
6. The modern buildings and structures which makes the environment beautiful	15
7. Most of the workers are competent and the administrative management is of high quality	12
8. The existing unity among students, staffs and the surrounding community	9
9. The medical services offered at the University health center	8
10. The online services which have been introduced (registration and payment of fees via M-Pesa)	6
11. The modern hostels	6
12. The consistency in supply of electricity	5
13. The effort that the institution Pwani University t in to support co-curriculum activities	5
14. Increased number of notice boards thus improving efficiency in communication	3
15. Improved catering services offered to the students	3
16. Giving students a chance to exercise their leadership	3
17. The work study program introduced to support needy students	1

Urgent Issues to be addressed to improve the quality of learning and teaching in Pwani University

The respondents were asked to state urgent issues to be addressed that can improve the quality of learning and teaching in the University and they responded as indicated in table 7.

Table 7. Issues to be addressed urgently to improve quality of learning and teaching

The issues	Number of respondents
1. Provide adequate learning and teaching facilities i.e. seats, whiteboards, projectors, Public address systems and lecturer tables	52
2. Adequately equip the library with relevant reading materials	34
3. Employ competent lecturers and close monitoring to be done to ensure that they deliver services adequately	33
4. Increase the strength of the Wi-Fi for easy accessibility	28
5. Ensure effective communication especially on timetabling of lessons	20
6. Have well equipped laboratories to facilitate practical lessons	19
7. Emerging issues to be addressed on time to avoid chaos which disrupts the learning process	15
8. Departments to be effective in their work especially on issuance of results (transcripts) on time	10
9. Academic trips to be organized for students to be able to relate what they learn into real life situation and obtain more skills	9
10. Fee policy to be revised and the zero balance policy to be removed as it affects the learning and preparation for exams	9
11. Improvement in the supply of water in the institution	7
12. Maintenance of cleanliness and hygiene especially in students hostels to avoid outbreak of diseases which disrupt the learning	6
13. Ensure equality among all students and avoid tribalism when it comes to giving services	3
14. All the registrations to be done online to save on time wastage	2

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From the above tabulation, provision of adequate learning and teaching materials received 52(62.65%) responses hence illustrating the interest the students have in their core business at the university, which is learning.

V. CONCLUSION AND RECOMMENDATIONS

Conclusion and Recommendations

This study was undertaken to ascertain whether the services given to the students are to their satisfaction towards learning and teaching process in the University. From the findings above the satisfaction index is at below average level and the library services appear to be the only service that is close to average with thirty-eight (45.8%) of the respondents being happy with library services thus study opines that, the library is rated to be performing better than the rest of the departments that support learning and teaching of students. Among the things the students wanted urgent improvement as illustrated here thus; provision of adequate learning and teaching facilities i.e. seats, whiteboards, projectors, public address systems and lecturer tables, it's imperative to note that the library services were not mentioned here in this category. The recommendations are based on the descriptive findings in the study and therefore for the learning and teaching process to be of high quality and satisfactory to the students. The university should frequently consult the students since they are key stakeholders in matters academic. Further research should be carried out in areas where students were not able to respond to some of the questions as posed by the researcher like the department they belonged to, the inability of two male students and one female student to declare the place of residence. This could be an indication that students do not reside in one fixed location in a semester. That generally the university is not providing any of the resources under study in adequate measures and that the library is indicated to be performing slightly better than other departments even though not excellently the learning and teaching processes of the university.

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