STUDENTS' PERCEPTION ON QUALITY OF LIBRARY SERVICES IN THE CONTEXT OF OPEN AND DISTANCE LEARNING IN TANZANIA: A CASE STUDY OF THE OPEN UNIVERSITY OF TANZANIA

SUSAN MASOY

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION OF THE OPEN UNIVERSITY OF TANZANIA

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CERTIFICATION

The undersigned certifies that he has read and hereby recommend for acceptance by the Open University of Tanzania, a dissertation entitled, õStudents perception of quality of library services in the context of open and distance learning in Tanzania: A case of the Open University of Tanzaniaö. In partial fulfillment for the requirements for the Degree of Master of Business Administration (Finance)

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Dr. Saganga Kapaya

(Supervisor)

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Date

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DECLARATION

I, Susan Masoy, hereby declare that this dissertation is my own original work and has not been submitted for a similar degree at any other university.

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Signature

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Date

DEDICATION

This research is dedicated to my beloved husband, Elisante and my beloved daughters Miranda and Melinda.

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ABSTRACT

This study set out to investigate OUT studentsø perceptions regarding the quality of services offered by the OUT library. The study came up with this objective based on the fact that ODL as a teaching delivery mode is increasingly becoming popular and its success and survival depend largely on userøs satisfaction of the library services. To achieve this objective, a sample of 100 respondents was randomly obtained from amongst the library users, being the OUT students and a questionnaire was used to collect data. Interviews were also used to collect data from the librarians and to complement that, various OUT documents were reviewed in order to get relevant secondary data. Both descriptive and inferential analyses were performed. A Chi Square test of independence was performed to explain the relationship among some variables under study. Findings of the study show that the library offers a range of services relevant for the ODL mode include electronic and print sources of reading materials. On perception of the services offered, the study unveiled that students were somehow satisfied with the services. However, the major challenge hampering satisfaction as regard to the use of library service include, slow internet and lack of important infrastructures for use and accessing electronic material such as computers. Other challenges include irrelevant and outdated print materials. To enhance the quality of services offered, the study recommends that the university needs to invest more on infrastructures important for students to use and access electronic materials. This however should go hand in hand with training on information literacy to its users. In addition, the stock of print materials at the library should be updated so that they are relevant and suitable to needs of the students.

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LIST OF ABBREVIATIONS

CD	Compact Disc
EB	Encyclopedia Britannica
HEI	Higher Education Institution
ICT	Information and Communication Technology
OUT	Open University of Tanzania
ODL	Open and Distance Learning
ROMS	Read Only Memory Storage
SPSS	Statistical Package for Social Sciences
SSS	Students Support Services
UK	United Kingdom

CHAPTER ONE

INTRODUCTION

1.1 Background to the Research Problem

The support to students and the provision of academic support services is one of the essential functions of any Higher Education Institution (HEI) since students forms the very heart of HEI business (Junio-Sabio 2012). Krishnan (2012) is of the opinion that, Student Support Services (SSS) serve as an interface between the institution and the learner. Most universities have well-established student support systems to meet the personal and academic needs of their students (Dhillon *et al.* 2005).

One of the higher education institutions in South Africa notable for its striving for quality improvement is Unisa the only dedicated distance learning university in South Africa. It is one of the oldest distance universities in the world, and the biggest in Africa. Unisa started as an examination centre in the 1800s and it became a correspondence education institution in the 1950s. Today Unisa is one of the biggest ODL institutions in the world, with close to 400 000 students from South Africa and different parts of the world. Although more than 90% of students are South African, about 9% are from other African countries and more than 1000 students are from the rest of the world.

The Open and Distance learning (ODL) has become an integral part of higher education globally (Krishnan ibid). In ODL, student support services are a range of services provided to complement learning (Lawan and Linshu 2008). The Commonwealth of Learning (2001); Guijjar (2009); Bbuye (2006); Kangai Rupande & Rugobye (2011); Oosthuizen, Loedolff and Hamman (2010;) indicate that the

system of support services for students in ODL is not satisfactory. Bbuye (2006) found that support given to Ugandan ODL students was neither adequate nor systematic, but just õchance supportö. The understanding that one gets from the phrase õchance supportö is that the support given is not planned or formally organised, but just happens; perhaps as õan afterthoughtö (Tait 2000:107).

Moreover, a study on perceptions of students on the effectiveness of support services at Zimbabwe Open University (ZOU) (Kangai et al 2011), found that students were not satisfied with most support services. More than two-thirds of students found services such as assignments, coursework, weekend tutorials and distribution of study materials ineffective. A study by Oosthuizen, *et al.,* (2010) on Unisa support services found that many Unisa students were not satisfied with their support services. Over the past years, developing and implementing policies to assure the quality has become a priority of ODL Institutions (Jung, 2005). Of particular interest to students in any ODL institution is whether they can receive enough support services from the institutions and successfully complete their studies (Jung ibid).

The effective provision of SSS is now widely and increasingly being recognized as an essential component of any ODL system (Krishnan ibid). The importance of libraries in higher education context cannot be overemphasized. For instance, McInnis el al. (2000) point out library support services as one of the potential student support services. Similarly, Igwe (2010) argues that, libraries are indispensable in every facet of higher education. Effective library support to distance learners is mandatory to a quality delivery of instruction and learning. Kavulya (2004) is of the opinion that, the underlying goal of a library is to provide service to the university

community and indeed all other activities in the library are geared towards the provision of service and their effectiveness should be measured in terms of meeting user needs.

The Open University of Tanzania (OUT) is a fully-fledged, autonomous and accredited public university, established in 1992. It offers certificates, diploma, degree and non-degree courses through open and distance learning (ODL). To this end, the proposed study seeks to investigate the perceptions of the institution's students on the quality of library services offered by the institution's library.

1.2 Problem Statement

Several studies have established that, reputation, expansion and survival of ODL systems hinge on the quality of services that they deliver to students. It has been widely agreed that, success of ODL systems now hinges on students as customers with options to choose universities that offer quality education (Harran 2004, Yavas 2004). For instance, studies by Zeshal *et al.* (2010) established that poor performance by some ODL systems is caused by not knowing what their customers want. This study therefore, sought to bridge the aforementioned information gap by exploring students' perceptions on the quality of library services offered by the Open University of Tanzania (OUT) library.

1.3 Research Objectives

1.3.1 The Main Objective

Generally, the study aimed at exploring the students' perceptions on the quality of library services offered by the Open University of Tanzania (OUT).

1.3.2 Specific Objectives

Specifically, the study objectives are:

i. To identify the kinds of services offered by OUT library;

ii. To determine OUT studentsø awareness regarding availability of services offered by the OUT library;

iii. To assess the perceptions of OUT students regarding the quality of the services offered by OUT library; and

iv. To analyze the challenges faced by OUT students in accessing the services offered by OUT library.

1.3.3 Research Questions

The study was therefore be guided by the following research questions:

i. What kinds of services are offered by OUT library?

ii. What is the level of awareness among OUT students regarding the availability of the services offered by OUT library?

iii. What are the perceptions of students regarding the quality of the services offered by OUT library?

iv. Which challenges face OUT students in accessing the services offered by OUT library?

1.4 Justification of the Study

The study came up with the challenges faced by the OUT library in delivering quality library services, and coming up with strategies towards improvement of the quality of library services offered by the institution. The study also came up with challenges that OUT students face in accessing quality library services. The findings

also have direct implications to other ODL institutions which are aspiring to improve the quality of their library services. Findings from the study could also be of use to other researchers and the academic society in particular.

1.5 Organization of the Report

The present report has five chapters which include introduction, literature review, methodology, findings and discussion, conclusion and recommendations. The literature review chapter comprises conceptual definitions, theoretical and empirical review, research gap, hypotheses and conceptual frame work. On the other hand, the methodology chapter comprises study area and population, sampling techniques, data collection techniques and data analysis. Chapter four presents the main findings of the study and lastly is the conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of this chapter is to review potential literature related to the subject of this study. It unveils more issues that are relevant and eventually will augment the researcher's knowledge of the subject matter, give a wider perspective of the issues under study from what other scholars have studied. This chapter is organized as follows; the first part deals with definition and conceptualization of main terms and concepts that are used in this study , the second section covers information on quality aspects and challenges of libraries in the modern world, the conceptual framework and lastly is the research gap that justifies the need for the study

2.2 Conceptual Definitions

2.2.1 Open and Distance Learning

Open and Distance Learning is defined as a system of teaching and learning characterized by separation of teacher and learner in time and/or place; uses multiple media for delivery of instruction; involves two-way communication and occasional face-to-face meeting for tutorials and learner-learner interaction (Commonwealth, 2015). Although this system has become more popular in the recent past, the early version of ODL started at around 1800s at the University of Chicago in the USA (Gosh, 2002).

Methods of delivery have been evolving over time due to advancement in science and technology. The invention of radio and television in 1950s gave the ODL new impetus and currently internet technology has made communication much more

efficient and fast. Computer and internet facilities have made teleconference a reliable method and has attracted various types of users from those in higher learning institutions to the military business and industry (Gosh, 2002).

2.2.2 Library

Simply defined, a library is collection of records and other sources of information selected by experts and made accessible to the specific community for referencing or borrowing (EB, n.d).   According to the International Federation of Library Associations and Institutions (2003) defines library as a means of access to information, ideas and works of imagination. Keeping written records started longtime ago where collections of records by old rulers and kings were made. In England, parish libraries where collection of books for clergy purposes were common at around 1500s, later on institutions such as universities created own libraries and later national libraries such as the library of congress became popular in many countries. The purpose of all these are to preserve and disseminate the intellectual output that human kind has achieved for the use of the present and future generation (Heidorn, 2011).

2.2.3 Quality

According to Juran (1985) Quality is defined as product performance which results in customer satisfaction and freedom from product deficiencies, which avoids customer dissatisfaction. According to Feigenbaum (1986) Quality is the total composite product and service characteristics of marketing, engineering, manufacture and maintenance through which the product in use will meet the expectations of the customer. In the contemporary world therefore, a service is

considered of good or high quality if customers don¢t see any deficiency and they appreciates its performance

2.2.4 Expectations

Parasuraman *et al.* (1983) describe expectation as õdesiresö or õwantsö of consumers, i.e. what they feel a service provider should offer rather than would offer. Arguably, in customer satisfaction literature, the term õexpectationö is used to identify predictions. As Parasuraman *et al.*(ibid) further argue, in the customer service literature, expectations are viewed as desires or wants of consumers; the term refers to what a service firm should ideally provide.

2.3 Library Services

Libraries or any variant of information storage and dissemination services started longtime ago. However modern libraries are a recent institution and the roles that they play have been expanding over time. The evolution has involved improvement in methods of storage and dissemination. Earlier roles were just storing print material and of recent the use of modern information technologies in serving clients is operating in many libraries (Odlyzko, 1997). Available literature on roles of libraries shows the following roles from the classical ancient times to the recent modern era libraries;-

2.3.1 Collection of Information

Collection of recorded information which is believed to be of value to the customerøs is one of the traditional functions of the library. Collection is done from all possible sources around the world. Types of documents involve cultural and historical

records. France, Germany, Russia, Italy and the US have national libraries with many of the records of their history (Odlyzko, 1997.

Public libraries as opposed to research libraries provide more of fiction collection of materials for entertainment. Most of the collections include novels and bestselling books, CD ROMS and many of the sort (Odlyzko, 1997). Libraries around the world just like many other information sectors are facing numerous challenges which emerge day to day. They emanate from various angles but Information and Communication Technology (ICT) has been posing imminent issues which in the long run may necessitate the whole paradigm shift in the library services around the world.

2.3.2 Library use Versus Professional Orientation

Several studies report statistically significant differences regarding use of libraries by different user groups. A study by Bridges, (2008) with 947 undergraduate students in different disciplines revealed significant differences. For instance, students majoring in liberal arts were more sensitive to physical library use than did their counterparts in agricultural sciences. Jara, *et al.,* (2017) reported significant user-difference among various disciplines at the Chilean University. The study found that students in the humanities had the highest number of book loans.

Similar findings were also observed in the study by Collins and Stone (2014) involving 1789 undergraduate students distributed across science, health, computing and engineering, arts, humanities and social sciences. Students in humanities were more likely to use the library than did others from different disciplines, results

similar to Omehia *et al.,* (2008). Hiller and Porat (2009) highlight further the difference in using libraries by including the majors. This study found that students in the chemistry department were more committed to using the library than did students in other majors.

2.4 Reasons and Motivation for Library Visit

Hoole (2017) provides several reasons why users visit the library. In the study involving undergraduate students in humanities and social sciences, it was evident that the majority of users visited the library for the sake of borrowing a book. However, by considering the two similar user groups in terms of reading behaviour, i.e. humanities and social sciences, it is unlikely that conclusions could be generalized (Collins & Stone, 2014). Gunasekera (2017) adds that not only do users immediately quit the library after having borrowed a book, but some read the same inside the library.

The study by Jara *et al.,* (2017) reveal high rates of borrowing of library resources even after making use of e-library. One limitation of this study lies in the area of sampling, in which case, 50 study programs were reduced to 5 disciplines. In this study nearly 30% of those who visited the library reported borrowing a book after having studied it first inside the library. While, on one hand, the reduction and regrouping of these programs into disciplines appear to ease data, on the other hand, this might have led to misrepresentation of certain important disciplines and specific subjects. Therefore, conclusion on who borrowed what might have been inflated given the recommendations by Collins and Stone, (2014). Hayden and Rathaile (2005) compared borrowing patterns between staff and students, and results showed

that staffs were heavier borrowers than students. These results contradict Hiller and Porat (2009), findings which show a consistent decline in the use of print collections by higher level students (and possibly staff).

Motivation for visiting the library in person is also linked with the drive to make use of library computers (Hayden and Rathaile, 2005; Hiller and Porat, 2009; Thompson, 2012). For instance, Hayden and Rathaile (2005) report that university students visiting the library were more interested in computer use than did any other user categories. Similarly, Hiller and Porat (2009) found that students more than university staff visited the library for the sake of using computers. Thompson (2012) found links between use of library computers and the drive for other library services, especially book borrowing.

Visiting the library for the purpose of reading and making reference has also been evidenced. Shrestha (2008) asserted that users, particularly students, visit the library mainly for the purpose of getting their assignments done at the instructions of their teachers. Hiller and Porat (2009) found that students in the physical sciences had higher interests in using the library for private studies than did their counter parts in social sciences and humanities. The same study revealed further that not many users were interested in using the library for group works. This could probably be explained by the fact that there was limited space for discussion.

2.5 Theoretical Review

2.5.1 Assimilation Theory

The assimilation theory has its origin from the cognitive dissonance theory by a

social psychologist named Leon Festinger. According to Peyton *et al.* (2003), the cognitive dissonance theory has it that, customers make some kind of cognitive comparison between expectation about the product and perceived product performance. In the context of this study, product will represent service and hence referring to customersø cognitive comparison between expectation about the service and perceived service performance.

In a similar vein, Anderson *et al.* (1993) argues that, customers seek to avoid dissonance by adjusting perception about a given product to bring it more in line with expectations. Olson and Dover (1979) further argue that customers can also reduce the tension resulting from the discrepancy between expectation and product performance either by distorting expectations so that they coincide with product performance or by raising the level of satisfaction by minimizing the relative importance of disconfirmation experienced. The proposed study adopts this particular theory to gain an understanding of the expectations of library users regarding the quality of library services versus the actual perceived library service performance.

2.5.2 Contrast Theory

At its core, contrast is defined as the tendency to magnify the discrepancy between oneøs own attitudes and the attitudes presented by opinion statements (Dawes *et al*., 1972). The theory presents an alternative view of the consumer post-usage evaluation put forward in assimilation theory, in that, post usage evaluation leads to results in opposite prediction for the effects of expectations on satisfaction. According to contrast theory and discrepancy of experience from expectation will be

exaggerated in the direction of discrepancy (Vavra, 1997). This particular theory will also help an understanding of studentsø perceptions regarding the quality of library services offered by the OUT library.

2.5.3 Negativity Theory

Originally this theory was developed by Carlsmith and Aronson in 1963. It suggests that any discrepancy of performance from expectations will disrupt the individual, producing õnegative energy.ö Affective feelings toward a product or service will be inversely related to the magnitude of the discrepancy. Although in the view of Weihrich and Koontz, (1999), the role of theory or model is to provide a means of classifying significant and pertinent knowledge, but it should also be noted that no model is perfect. All these models therefore have strengths and weaknesses as well as advocates and critics. In connection to this study, satisfaction of services offered at OUT library will lead to positive feelings about it and therefore attract more visitors. Alternatively if users are not satisfied, their feelings will be affected and may therefore not visit because their expectations are not mate

2.6 Empirical Literature Review

UNESCO (2009) conducted a comprehensive global survey covering Africa, America, Asia-Pacific, South Asia and UK in attempt to identify the priorities for libraries and information services over the coming years. Out of the survey, priorities show considerable similarities across all the regions, with digital libraries, information literacy, and the development of online services figuring highly and Open and Distance Learning (ODL) services, ICT Systems/infrastructure and management information services generally of lower importance. Miller (2008)

assessed the quality of 159 American College and University academic libraries by the use of the *LibQUAL+TM* instrument to test the relationships between the *LibQUAL+TM* scores and some selected institutional characteristics namely institutional type, enrollment level, and the level of investment made on the libraries. The study suggested that higher expectations among library users in large, research libraries led to slightly lower *LibQUAL+TM* scores.

Kangai *et al.* (2011) studied studentsø perceptions on the quality SSS at the Zimbabwe Open University (ZOU). However, the study was confined to studentsø perceptions on the quality and effectiveness of counseling and guidance services being one of the components of SSS. The findings of the study revealed that, although ZOU has institutionalized guidance and counseling as a key support service for ODL by setting up a Student Support Service Unit, the majority of student 80% of whom live and work in the rural areas, needed quality and effective guidance and counseling and general support in other areas like distribution of learning materials (modules), management of coursework (assignments), tutorials, processing of examinations, communication and individualized counseling.

Mwenje and Saruchera (2013) conducted a study to find out how studentsø satisfaction and expectations on service quality can be applied as constructs in assessing quality of SSS at the Zimbabwe Open University. The researchers conducted a customer focused situational analysis of service quality in tutorial, ICT, library and accounts and administrative service departments by employing a case study methodology. Msuya and Maro (2002) conducted a study on provision of information services to distance learners by the Open University of Tanzania. In

particular, the study sought to discover how OUT provides library services and information services to its distance learners and what extent these services meets the needs of their learners. The study found out that the OUT has problems in meeting the information needs of its staff and students whereby the main library does not have adequate resources and at the same time, the OUT information units at the regional centers are poorly stocked.

Mcharazo (2000) investigated issues and dilemmas facing libraries and distance learners in Tanzania with emphasis on the public libraries. His study revealed that, inadequate reading materials, inadequate reading space, charging for services and lack of qualified staff as some of the issues facing public libraries in serving distance learners. Fabunmi (2009) assessed the challenges and prospects of virtual libraries in Nigerian Universities. Her findings reveal that, most university libraries in Nigeria are in deplorable conditions due to inadequate funding. The situation is manifested in having few current books; journals and other reading resources; staff shortages; deterioration of facilities; inadequate equipments and even library facilities.

2.7 Research Gap

The empirical studies reviewed under this sub section show that most scholars have concentrated on researching on students support services in general whereby even a few that have attempted to focus on libraries; a majority has concentrated on libraries of conventional universities.

2.8 Conceptual Framework

The conceptual framework for the study is adopted from Jalal *et al.* (2012). In the framework, service quality serves as the independent variable while customer

satisfaction serves as the dependent variable. The independent variable of service quality has five essential dimensions which are assurance, empathy, reliability, responsiveness and tangibles, all of which are expected to contribute to customer satisfaction. In the context of this study, the five dimensions of service quality will be assessed upon OUT library as the service provider in this aspect.

Independent Variables   **Dependent Variable**

Service Quality	Assurance
	Empathy
	Reliability
	Responsiveness
	Tangibles

CUSTOMER SATISFACTION
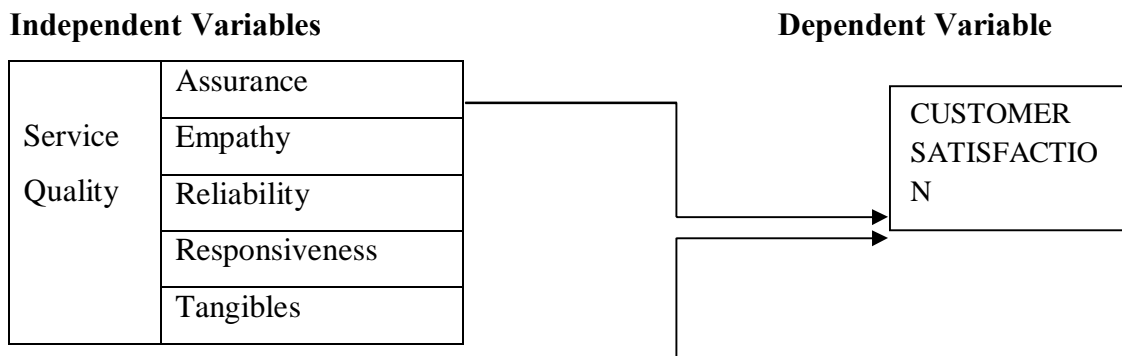
Figure 2.1: Conceptual Framework of Services and Customer Satisfaction
Source: Adopted from Jalal *et al.* (2012)

The variables in the conceptual framework (figure 1) are believed to have direct influence on customer satisfaction which in the context of this study is taken to mean library users satisfaction with the services offered. To illustrate further the variables and their relevancy in this study, customer assurance is when a student visits the library and be sure to get materials or information that he or she is interested in. Empathy and responsiveness are associated with the service provider's behavior when serving clients at the library. If librarians serve students on time and without unnecessary delay (responsiveness) and if they attend student's needs with empathy, the assumption is that customers will be satisfied. Lastly tangibles in this context mean books and other facilities for students to use at the library. Therefore the condition of things such as computers and books are important tangibles in influencing student's satisfaction while using the library.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes how information and the subsequent knowledge generated in this study was obtained. It starts by outlining the research process that was followed from beginning to end. The other sections are as follows: research philosophy, research approach, study area and population, sampling techniques, as well as data collection and analysis techniques and presentation.

3.2 Research Process

Research process refers to a sequence of steps that are followed so that the research questions are answered at the end. The process shows all steps undertaken as follows: firstly is pre field work. This includes all activities before data collection. They include research issue formulation and review of relevant literature. Secondly is all activities conducted during data collection and thirdly is all activities carried out after field work.

3.3 Research Philosophy

The study adopts interpretive approach which is normally based on naturalistic approach of data collection such as interview and observation. Debate has it that, interpretivist perspective is highly appropriate in the case of business and management research due to business situations being unique and complex (see Johnson and Duberly, 2000). The interpretive approach thus fits in this particular study being of business management perspective incorporating elements of õservice qualityö serving for a master degree in business administration.

3.4 Research Approach

The proposed study is based on a deductive research approach also known as a õtop-down approachö which basically works from the more general to the more specific. In deductive research approach, conclusion follows logically from premises. It follows stages of theory, hypotheses, observation and confirmation.

3.5 Area and Study Population

The proposed study was conducted at the OUTøs headquarters which are located off-Kawawa road in Kinondoni municipality, Dar es Salaam. Despite of the fact that the institution operates through a network of 30 regional centres most of which possess mini libraries, the main library is located at the institutionøs HQs. The library serves a significant number of students at both undergraduate and graduate levels. The library offers state of art technology, vast collection of research and reading materials and specialized services (retrieved from http://www.out.ac.tz:8088/node/23 on 3rd September 2017).

3.5.1 Sampling Technique

The study used simple random sampling procedures to obtain respondents for the study. Semi structured questionnaire was administered to a sample of 100 randomly-picked respondents accessing the library at various times of the day. According to Kothari (2004) sample size should not too large or too small and one should take into account cost for data collection. Considering this fact, the researcher opted to use the aforementioned sample since it was deemed large enough and suitable for all types of descriptive and inferential analyses and hence worth generalization of the findings.

3.6 Research Data

3.6.1 Data Sources

Primary data for the study includes responses from students who make routine use of the library. Such primary data includes issues of studentsø awareness regarding availability of library services, their perceptions regarding the quality of services, and challenges that they encounter in accessing the services. Secondary data included empirical literature related to the present study both global and regional. Sources of secondary data included various published and unpublished documents related to the study in form of journal articles, dissertations, books and conference proceedings.

3.6.2 Data Collection Techniques

Primary data were gathered through survey using administered questionnaire containing both open and closed ended questions. Interviews were also conducted with key informants being the librarians on how they operate and their overall experience with the clients they serve.

3.7 Data Management

3.7.1 Cleaning

This was the first post field work activity conducted. Data cleaning is the process of making sure that collected data are clean and are recorded properly. It involves identifying and deleting inaccurate records, the purpose is to improve the quality of data (Kothari, 2014). The researcher read again all the questionnaires in order to make sure they are clean and ready for the next step.

3.7.2 Coding

This is the process of assigning codes or symbols and put data into categories in order to facilitate counting and tabulating (Kothari, 2004). This is also done in order to facilitate data entry into the SPSS spreadsheet since the software only recognizes number and not words. The researcher therefore assigned numbers to all response in the questionnaires before entering them in SPSS spread sheet.

3.7.3 Analysis

The data were analyzed using Statistical Packages for Social Scientists (SPSS). Simple descriptive statistics such as frequencies and percentages were generated. Chi square test was further used to establish relationship between variables under study.

3.8 Reliability and Validity

Reliability was tested by measuring whether the research tools can produce the same result if successively employed by different researchers. In measuring reliability of data collection instrument, data were collected from reliable sources with respondents of reasonable criteria and knowledge with regard to the subject matter under study. Secondly, the questions were set based on research objectives to ensure validity of the results. Thirdly, the tools were pre-tested to a few non-sampled respondents before executing the actual survey in order to be confident with their application. Pretesting is important as it enables to identify weaknesses and therefore improve the tool.

3.9 Ethical Issues

Throughout the execution of this study, ethical issues were adhered to by the researcher. Research Clearance was sought before data collection. All respondents

were informed of the purpose of the research so that they are aware of it and they were asked to voluntarily participate. Furthermore, respondents were informed that they can as well withdraw from participating in the research if they feel like doing so. The researcher also ensured respondents that their personal identities are not needed and they won¢t be disclosed anyhow.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Overview

This chapter present and discuss the findings of this study. It starts by presenting the description of the subjects of this study, followed by the results corresponding to the four objectives of this study. The first item will present types of services that are offered at the OUT library, secondly, the level of awareness among students regarding the availability of the services at the library, thirdly, the perceptions of students regarding the quality of the services offered and lastly the chapter will present challenges that face OUT students in accessing the services offered at the library.

4.2 Characteristics of Study Respondents

Understanding the various characteristics of the study respondents is important as it helps in understanding and linking these characteristics with the main variables of the study. Respondentøs main characteristics are presented in Table 4.1. Observation from study respondents as presented in table 4.1 shows that most of them were male. This domination by males reflects the common trend in higher learning institutions in Tanzania where the number of female students has always been low compared with that of male counterpart. This situation is influenced by cultural values and stereotypes of which womenøs role is largely domestic and when it comes to family priorities as to who should be sent for further education, male child is preferred because of the expected family role that he will play as the provided of the family. The findings coincided with the observation made in a study by Kelly (2013) who

claims that males enter schools at rates two or three times that of females. This tendency affect the future labor as males will be dominating mist sectors.

Table 4.1: Basic Characteristics of Respondents (n=100)

Variable	Frequency	%
Sex of respondent		
Male	61	61
Female	39	39
Total	100	100
Host faculty/institute		
Faculty of Business Management	20	20
Faculty of Arts and Social science	18	18
Faculty of Law	13	13
Faculty of Science Technology and Environmental Studies	10	10
Faculty of Education	15	15
Institute of Continuing Education	17	17
Institute of Educational and Management Technologies	7	7
Total	**100**	**100**
Level of Education		
Non-Degree	17	17
Undergraduate	72	72
Graduate	11	11
Total	**100**	**100**
Year of Study	**n**	**%**
Year I	31	31
Year II	28	28
Year III	36	36
Year IV	5	5
Total	**100**	**100**

Source: Field Data, 2019

In terms of the study orientation of respondents, most of them were pursuing arts and business related programs and very few on science and technology. Less number is sciences program might be explained by the OUTs distance learning model which is much convenient for art and business and they don¢t require much of supervised experiments and or laboratory work. Observations in table 4.1 show that about three quarters of the respondents were undergraduate students as opposed to postgraduate

and non degree programs. Again this might be influenced by demand for training at the bachelor's degree level. This is the level where a candidate is expected to acquire technical and managerial skills needed in the wide spectrum of sectors private and public domains.

4.3 Objective One: Services Offered at the OUT Library

Identifying services provided to clients was the first objective of the study. Data for this was collected by physical observations of the services offered coupled by interview with the librarian in charge. Findings from the study area reveal the following main services offered to users at the OUT library. Books lending, Training, electronic sources, special collection, reading and study place.

4.3.1 Books Lending

This is the traditional and very classical service that the library offers. It has more than 200,000 print volumes of various text books, reports, journals and conference proceedings. This volume of material provides important resource in fulfilling the university core functions of teaching and research. In spite of the presence of electronic sources of materials for users, the study found that physical books lending is still an important service offered by the OUT library and many library users borrow various reading materials. The findings of this study are similar with observations in a study by Jara *et al.,* (2017) which reported high rates of borrowing of library resources even after making use of e-library.

Continued use and preference of print materials amid availability of electronic sources implies that hard copied are much more convenient to use as compared to

electronic because one doesnøt need electricity or a special gadget to use a book. However, these findings contradict those of Hiller and Porat (2009) which show a consistent decline in the use of print collections by higher level students. These differences may be caused by variations on availability and reliability of facilities needed to efficiently use e-books. A library with reliable infrastructure for accessing e-books will more likely influence userøs choice. Although the OUT library is equipped with modern facilities and offers state of the art service to its customers, infrastructures for electronic sources are not necessarily very good to warrant reliance on e-books instead of print materials.

4.3.2 Electronic Sources

This is another service offered to supplement the existing printed collection. According to the information from the interview conducted with the librarians, this source is increasingly becoming popular due to its easy accessibility. The electronic source include e-books database, electronic journal, digital book index, flat world knowledge, global text project, open text library and many others. Furthermore standard recent text books are not always available at the library; alternatively students may buy them in book stores. Therefore quick access and prohibitive cost of books make the electronic source increasingly preferred by many students who visit the library

4.3.3 Training

Training on how to use and access various resources of the library is also an important service offered. This is conducted to the library clients to enable them access information easily. Training service ranges from simple instruction on how to

navigate through the library catalogue to identify the exact location of book in shelve, to more advanced method of literature search. Furthermore, the library also offers information literacy courses to her clients and upon request it can also offer information related tailor made courses to any stakeholders from the general public. This is an important service especially at this information age where information literacy is taking root

4.3.4 Reading and Study Place

The OUT library also offers serene environment for its clients to conduct private study and work on their assignments. According to the librarians interviewed, library users are allowed to use the areas allocated for private studies and all they have to do is observe the rules of the library. The rules as they are in other libraries include observing silence, not eating and proper use of all facilities. This observation at OUT library coincide with a study by Hoole (2017) as well as Hiller and Porat (2009) which found that studying alone or in groups reading news papers is what attract students to visit physical libraries. Another study by Waldman (2003) also found that students mostly use library as place for studies making photocopies and do not make great use of the materials available. This may be attributed to lack of awareness on the relevance of materials available or insufficient skills to access books in the library.

4.4 Student's Awareness on Services Offered at the OUT library

In the previous sub-section, the services offered by the library were presented and discussed. This sub-section will examine the level of awareness of students regarding the services offered. In order to derive the information which will build up

as to overall level of awareness, this section will be   organized into three sections. The first will present the frequency of library visit by students, the purpose of visit and lastly the level of awareness.

4.4.1 Frequency of Library Visit

In an attempt to increase understanding of library use patterns, respondents were asked to indicate how frequently they had visited the library in the preceding semester. The following table shows the rate of visit by various users.

Table 4.2: Frequency of using Library Services (n=100)

Frequency of use	n	%
daily	20	20
weekly	48	48
monthly	32	32
Total	**100**	**100**

Source: Field Data, 2019

Findings of the study generally show that a significant number of students visit the library at least once a week and about one third visit monthly and only 20 percent visit daily. The tendency of many students visiting the library at least once a week implies that services offered are important and relevant to the students needs. However, the finding somehow differs from that of a study by Veena and Kotari in India (2016), which found that 59% of students visit the library on daily basis. The differences may be influenced by variations in delivery mode of teaching in the institutions where the study was conducted. For the Indian case, the institution is a regular university where studies are conducted on face to face basis while that of OUT is distance learning. Under the distance learning mode students may not have the opportunity to visit the institution daily and this limits their access to the library.

4.4.2 Purpose of Library Visit

The researcher was also interested in understanding what motivates students to visit and consequently use the library. It was found that the main purpose of majority of respondents was just to get conducive environment to read their own study materials. Table 4.3 summarizes the purpose for library visit.

Table 4.3: Purpose of Library use (n=100)

	n	**%**
Read text books	16	16
Read newspapers	16	16
Read own study materials and personal notes	68	68
Total	**100**	**100**

Source: Field Data, 2019

The observation that many use library for reading own materials and not the resources available at the library contradict with the notion that a library is a source of materials for research and training and therefore students are expected to use them. Two main factors may have contributed to this tendency. First, text books at the library may not be that much relevant as to the needs of students or not available in a format that suit students needs or course details. OUT's ODL mode provide students with study manuals that rightly matches with the courses offered. This may influence students to focus their effort on reading the manual and not text books in the library.

Several studies came up with similar results and offers explanation as to why students do not prefer library materials. Waldman (2003) claims that library materials are seen as not straight forward for consumption in comparison with internet or study manuals. One must scan the materials to identify if they are

relevant, something which costs time and energy. Conversely, internet or other readymade materials are convenient for students since thy re straight and relevant.

These findings are in line with arguments by Teery (1997) in his negativity theory of customer satisfaction. According to Teery (ibid) when library userøs expectations of finding relevant books are not met, and then their feelings towards it are affected. For the case of OUT library, the tendency of merely using the library as reading place may be a reflection of failed expectation to find relevant reading material. Furthermore visiting the library may be become a standard norm for students even if the there is discrepancy between expectation and the real situation in the library. Proponents of assimilation theory claims that this discrepancy of may be tolerated and students might not stop using the library and instead using the library is assimilated in their routine (Yuksel and Yuksel, 2008).

4.4.3 Awareness of Library Users on Library Services

The study also sought to reveal the level of awareness of students regarding various services offered at the OUT library. To achieve this, respondents were asked to mention the services that they know are offered at the library. The following summary in table 4.4 presents students levels of awareness of various services offered. Findings shows that in general students are aware of what happens in the library and most of them were able to mention at least one of the services offered. About two third of all respondents possess various levels of awareness. Most respondents demonstrated good level of awareness on literature request (Table 4.6) as the service offered to users. This was followed by library use for private studies and books lending. This rather good knowledge on what the library does is

contributed by the awareness programs offered to students by library staff.

Table 4.4: Level of Awareness of Library users in Accessing Different Library Services

Level of awareness	Book loan		Library user		Literature request		Electronic services		Reference services		Other services	
	n	%	n	%	n	%	n	%	n	%	n	%
Not at all aware	37	37	36	36	23	23	30	30	38	38	38	38
Slightly aware	31	31	31	31	16	16	18	18	22	22	2	2
Somewhat aware	24	24	7	7	19	19	29	29	39	39	52	52
Moderate aware	3	3	14	14	35	35	3	3	1	1	1	1
Extremely aware	5	5	12	12	7	7	20	20			7	7
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

Source: Field Data, 2019

Furthermore university students are literate adults who have been in the education system for more than 12 years or so. Throughout that journey they are believed to have used libraries in their schools. Therefore this knowledge that made them respond positively might be influenced by their previous knowledge prior to coming to the university. Surprisingly very high level of awareness (20%) was demonstrated on electronic services offered at the library. This implies that more and more students are becoming literate when it comes to the use of electronic resources for learning. Furthermore this level of awareness electronic resources might be caused by the distance learning the university offers. Therefore anyone joining OUT is aware of that.

However, these finding is contrary to the study conducted by Majid and Mansoor (2016) and Roberts (1995) which found that most of the electronic sources such CD Rom were underutilized due lack of awareness by students .This may be caused by amount of training one has received on informational literacy and types resources available at their disposal. Further analysis was done to compare between year of study and level of awareness on library use. Table 4.5 summarizes result of chi-square which shows that there is strong evidence of relationship between Year of study and awareness about Library user (Chi-square=8.923, P 0.05). Those who have been schooling for a while are more aware than those have just started their studies.

Table 4.5: Chi Square Test for Awareness of Library Services and Year of Study

Awareness	Year of study				Chi-square	P-value
	Early year of study		Later year of study			
	Aware	Not aware	Aware	Not aware		
Book loan	1(0.03)	30(0.97)	7(10.1)	62(89.9)	1.391	0.238
Library use	**2(6.5)**	**29(93.5)**	**24(34.8)**	**45(65.2)**	**8.923**	**0.003**
Literature request	**9(29)**	**22(71)**	**33(47.8)**	**36(52.2)**	**3.101**	**0.048**
Electronic services	9(29)	22(71)	14(20.3)	55(79.7)	0.923	0.337
Reference services	0(0)	31(100)	1(1.4)	68(98.6)	0.454	0.501
Other services	1(3.2)	30(96.8)	7(10.1)	62(89.9)	1.391	0.238

Source: Field Data, 2019

4.5 Perception on Quality of Services

Determining the quality of services offered was also one of the objectives of this study. The researcher identified four items which are central in influencing quality of service and asked respondents to gauge each one of them. The results are summarized in Table 4.6.

Table 4.6: Perception on the Quality of Library Services (n=100)

	sufficiency of staff		availability of staff		staff competence		staff attitude	
	n	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Very good	4	4	17	17	25	25	28	28
Good	67	67	39	39	20	20	24	24
fair	16	16	44	44	21	21	29	29
poor	2	2			34	34	4	4
not sure	11	11					15	15
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

Source: Field Data, 2019

Most respondents gauged all four items as generally good. Staff sufficiency was perceived as good and very good by about three quarter of all respondents. Staff availability, competency and attitude were also graded as good and very good by about half of the respondents. This implies that the OUT library is doing a good job to serve its clients and consequently consumers perceive the service as generally good.

4.5.1 Text Books Availability

The study was also interested in assessing the perception on availability of text books in the library. Text books availability was singled out as an item of which perception was sought because it is the core service of almost all libraries in the modern world. Students were asked to express their opinions on the matter and results are summarized in (Table 4.7).

Table 4.7: Opinion about Availability of Text Books (n=100)

	n	**%**
very sufficient	55	55
sufficient	10	10
not sufficient	35	35
Total	**100**	**100**

Source: Field Data, 2019

Results in table 4.7 show that, books availability is not a big problem since more than half of the respondents said availability is very sufficient. However a significant number of respondents (35%) also claimed that books are not sufficient. This gap between sufficient versus not sufficient could be explained by the nature of programs and courses respondents were taking at the particular moment. Those who responded very sufficient might be taking traditional programs which have been running for relatively long time at the OUT and therefore materials are available. Those registered in relatively new programs such as those in science and technology might not find sufficient reading materials as resources may not be fully mobilized to meet demand of these new and emerging disciplines.

4.5.2 Accessibility of Books

Availability of text book is one item that information on it was sought by the researcher as discussed in the previous section. However, availability may not necessarily mean access. Books may be available when one runs the books catalogue online but getting hold of them may be difficult due to bureaucratic issues or conditions which some may not meet. Table six summarizes respondents answer with respect to books availability.

Table 4.8: Accessibility of Text Books (100)

	n	%
very easy	40	40
fairly easy	41	41
fairly difficult	17	17
very difficult	2	2
Total	**100**	**100**

Source: Field Data, 2019

More than three quarter of the respondents said that books are easy to get while 19% said that books are difficult to get. Accessing books in the library only need one to have a valid identify card and enter the library, navigate through the data base, identify a book and therefore use it while in the library. Most students can do this fairly easily. These are probably the ones who said accessing books is easy (80%). However, if the database is not updated regularly one may search a book and will not find it. Alternatively one must use manual catalogue to identify a book and it is at this juncture where difficulties crop in. Finding a book manually may take one up to one hour to go through of all processes until you get hold of a book.

Another scenario where finding a books may be difficult as some respondents said is when one need books from special reserve or from other libraries. Special collection may have limitation on a number of books to borrow at once or the time one can use to read the book before he or she returns it. Furthermore some books status in the database may be õavailableö but in another OUT branch. In this case inter library borrowing of books and all its logistics make it difficult to access some books.

4.6 Challenges faced by Students in using the Library

The last objective of this study was to identify challenges that the OUT users face in using the library. Respondents were asked to mention challenges they encounter on daily basis or every time they access the library. The following service areas were mentioned:

4.6.1 Accessing Electronic Database

Difficulties in accessible material available in electronic format were mentioned by

majority of the respondents. The electronic database at OUT library contains wide range of materials from various disciplines ranging from sciences, arts, business and sciences. To access the database one needs a computer first of all, reliable internet and a librarian to help navigate through the database. The challenges are summarized in table 4.9

Table 4.9: Access to Electronic Database (n=100)

Accessing electronic database	n	%
Slowness in accessing OUT website	37	37
Useful journals are not accessible	2	2
No enough computers	58	58
Staff members not enough to assist	3	3
Total	**100**	**100**

Source: Field Data, 2019

Findings in table 4.9 show that insufficient number of computers is the main challenge inhibiting students from using electronic database at the library. The problem appears to be critical since 58% of responding mentioning it implies a serious problem. Poor performance of internet rank number two challenge as the data shows in table 4.9. Insufficient number of computers may be caused by the growing number of students admitted at OUT. The university has expanded its enrollment and new programs as well have been introduced.

These factors have lead to shortage of computers as those that are available cannot cater for the need of the growing number of students. This problem of lack of facilities is widespread in Tanzania. According to Mtebe and Raisamo (2014) who conducted research in eleven higher learning institutions in Tanzania found that, open education resources are not well utilized because of lack of access to computers. Many education institutions have yet to provide facilities to correspond

with the number of students and the ambitious expansion on programs.

The speed of internet at the OUT library is mentioned as the challenge. This was mentioned by one third of the respondents. Poor performance of the internet is not only a problem at the OUT library but also in many other institutions. A study conducted by Mtebe and Raisamo (2014) found that three quarter of all universities in Tanzania has low internet bandwidth problem. This has been a barrier to effective use electronic sources for accessing learning materials. This calls for more investment in ICT infrastructure in order to enhance use of electronic services

4.6.2 Information Literacy

Table 4.10: Training on Information Literacy (n=100)

Training on library literacy	n	%
Irregularly provided	37	37
not helpful	2	2
do not reach majority of students	58	58
poorly facilitated	3	3
Total	**100**	**100**

Source: Field Data, 2019

Getting to know how to use various electronic resources at the OUT library was also a challenge identified by respondents. This is in spite of the training that the library often offers to freshers every academic year. Table 4.10 summarizes the challenges. Findings of this study revealed that training on information literacy has not been effective in improving studentøs literacy level because most students (58%) do not afford to attend it. This may be caused by the fact that OUT students are not regular attendants of classes at the campus. Therefore a course may be arranged but those

who manage to attend are the ones who happen to be at the campus on that particular day.

The issue of training not reaching majority of students may also be caused by the ODL delivery mode used by OUT and the nature of students enrolled. Most students are part-timers with other career and work responsibilities. This might be a potential constraint for them to visit the campus regularly for update on such opportunities for training. About one third of respondents also said training on library literacy is irregularly provided pointing to absence of defined time table as to when training is offered throughout the year. Defined time table, according to respondents, will allow them prepare in advance and therefore fix that in their schedule. The need for this may be attributed to the part time nature of most students as they have to plan for campus visit.

4.6.3 Access to Relevant Books

Respondents also mentioned a number of issues which relates to access of the books at the library they include, very old study materials, improper arrangement and lack of staff support.

Table 4.11: Access to relevant Books (n=100)

Accessing textbooks	n	%
Books are not systematically/properly arranged	37	37
Staff members are not enough to assist	5	5
Majority of the books outdated	58	58
Total	**100**	**100**

Source: Field Data, 2019

Out dated text books is a number one challenge by more than half (58%) of respondents. This is caused by delays in updating the materials to keep up with emerging development in various fields. Financial constraints may be one of the reasons which prevent procurement of relevant books. The situation is facing many other libraries in Africa. A study by Ajegbomogun and Salaam (2011) concludes that African libraries are stocked with foreign books that are not only out of date but also irrelevant to African needs.

In spite of these findings, some theories highlight sort of a caution regarding customerøs behavior when reacting to a product quality. When customers, in this case students are somewhat not satisfied with a service, they may tend to exaggerate the problem. Contrast theory claims that customers tend to magnify the difference between the products received, in this case library service and product expected and consequently they will rate the product poorer than it is in reality (Yuksel and Yuksel, 2008). Therefore the issue of whether majority of books are outdated as pointed out by 58 percent of respondents may be to some extent an exaggerated claim by respondents. Poor arrangement of books also complicates the process of accessing them. This was mentioned by about one third of respondents. This however may be caused by library users themselves or the library staff are to blame. Observation from the library shows that some library users do not abide by the required books access practice.

Some of them attempt to reshelf books by themselves when searching and thereby disturb the whole set up. Sometimes library attendants may not re shelve books on time and therefore create difficulties to locate books even if they are shown to be

available from the database. A few respondents also highlighted the issue of library attendants as a challenge in accessing resources at the library. The specific question pointed out is insufficient number of attendants to help guide library users. Although the problem may appear insignificant, since only 5 percent of all respondents mentioned it, it is an issue worth paying attention on especially in these times when the library is striving to have in place state of the art facilities for its clients. Assistance on navigation through the automated data base for books and other electronic resources may be challenging especially for those students who did not have the opportunity to attend information literacy programs. It is at this juncture where competent and willing to guide library staff is crucial in ensuring customers satisfaction.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Findings

Services Offered: The study has revealed that the services offered at the OUT library are the standard services offered in many other modern libraries in Tanzania and the world at large. The services include books lending clients, training to customers, electronic resources services, place for studying.

Awareness of Services provided: This study has generalized that most students are somewhat aware of the services offered by OUT Library. The level of awareness is higher on students who have been schooling for a longer while than those that have just started their studies.

Perception on Services: perception of students on the service offered was found to be generally good since many respondents perceived them as good. Library staff sufficiency, competency and attitude were perceived as good by the students. However, studentsølowly expressed positive opinion as to the availability of relevant books. Therefore insufficient print materials availability was the main aspect negatively perceived by respondents.

iv.Challenges facing Students: The study has revealed the many challenges students face in the course of using library resources. They include old and irrelevant books which do not meet their needs, information literacy problems, insufficient number computers and slow internet facilities. These factors has made the library less of resource one can rely on since the weaknesses fails the expectations of most users.

5.2 Implications of the results

Implications to policy makers: through this study, the delivery mode of Open and distance learning is seen to be effective for students who don∅t have time to attend face to face classes; policy makers should consider additional Open and Distance learning Institutes.

Implications for the Open University of Tanzania: the university should consider evaluating quality of Library by putting a comment box within the Library and continue improving services in areas that were commented negatively.

Implications for Academics: Academicians should consider the applications of theories in addressing quality issues.

5.3 Conclusion

This study investigated the perception of students∅ on the quality of the library services offered by the Open University of Tanzania (OUT). The objective was based on the fact that reputation was based on the quality of its services.

5.4 Recommendations

Based on the major findings of this study, the following recommendations are made in order to enhance service delivery under ODL mode in order that students are satisfied with service provision.

The first section of recommendations is especially for service providers, the OUT library;-

    i. The fact that most students use the library just for seeking a quiet place for private studies is an implication that the resources available do not meet their expectations. The university therefore should strive to stock the library with

materials relevant to the programs offered at the university.

ii. To enhance the use of electronic resources, the OUT library should improve the infrastructure needed to effectively offer that service. The number of computers should meet the need of the number students admitted. Alternatively, the university may enhance the use of the electronic resources using studentøs personal computers and the role of the university should be to give them technical support so that the gadgets are useful for the purpose. The service may include installing soft wareøs needed to so that a student can use access the resource.

iii. To widen access to library print materials and consequently satisfy students reading quest, it is recommended that the library establish inter library books loan. This will help studentøs access books which are not stocked at the OUT library. Potential libraries where collaboration and links can be established include the national library and all others in higher learning institutions in Tanzania

iv. Improve trainings by having a defined timetable for the whole year. This will enable students to plan on attending trainings according to their schedules.

The second section of recommendations are for students who are the main clients of the service;-

i. Adhere with the required books access practice by not attempting to reshelf books by themselves when searching and thereby disturb the whole set up.

ii. Seek for Library usage training so as capture understanding of all services provided by the OUT Library including the use of electronic database.

5.5 Limitations of the Study

The OUT operates through a network of regional centres across the country, some of which have mini libraries. These resource centers serve the clients of the respective regions. Initially the research envisaged covering all mini libraries in the country but because of time and financial constraint, this could not be achieved. Instead all data were collected from students who use the OUT library located at the institutionøs headquarters in Dar es Salaam.

5.6 Areas for Future Research

The study assessed the students perceptions on quality of Library services offered by Open University of Tanzania it being an Open and Distance learning University. There are areas that needs future research;-

    i.   Comparative study of quality of Library Services between Open and Distance learning and conventional universities

    ii.   Assessing the quality of Library services offered by Open University mini Libraries that are in regional centers

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APPENDICES

TOOL I: SURVEY QUESTIONNARE

Introduction

My name is Susan Masoy, I am Master of Business Administration student from the Open University of Tanzania. As part of my masterøs degree programme, I am conducting a study on studentsø perception on the quality of services provided by OUT library. To this end, I request your participation in this study. The study is purely academic and aimed only at fulfilling requirements for my studies. Any information that you will provided will neither be disclosed anyhow nor used for any other purposes than the aforementioned.

Section A: Background Characteristics of Respondents

1.Sex

  1=male   2=female

2. What is you host faculty/institute for the academic programme that you are pursuing?

  1=Faculty of Business Management

  2=Faculty of Arts and Social Sciences

  3=Faculty of Law

  4=Faculty of Science Technology and Environmental Studies

  5=Faculty of Education

  6=Institute of Continuing Education

  7=Institute of Educational and Management Technologies

3. In which level are you?

  1=non degree level

  2=undergraduate level

  3=graduate level

Section B: Students' awareness on the availability of services offered by the OUT library;

4. How often do you use resources on OUT library premises?

  1=daily

  2=weekly

  3=monthly

  4=Quarterly

  5=never

5. How often do you use resources on OUT library webpage?

  1=daily

  2=weekly

  3=monthly

  4=Quarterly

  5=never

6. What is your purpose of accessing the library?

1=to read library text books

2=to read news papers

3=to read my study materials and personal notes

4=to access internet/browsing

5=to do assignment

6=all of the above

7. In your understanding, which services does OUT library offer to its clients?

1.

2.

3.

4.

5.

6.

8. In your understanding, which services doesnøt OUT library offer to its clients?

1.

2.

3.

Section C: Satisfaction of OUT students regarding the quality of the services offered by OUT library

9. What is your opinion regarding the availability of text books in the library?

 1=very sufficient

 2=sufficient

 3=Not sufficient

10. How easy do you find it to access text books in the library when you need them?

 1=very easy

 2=fairly easy

 3=fairly difficult

 4=very difficult

5=impossible

11. How satisfied are you with the availability of materials in the OUT library?

1=very satisfied

2=satisfied

3=not satisfied at all

12. How satisfied are you with the currency of materials in the OUT library?

1=very satisfied

2=satisfied

3=not satisfied at all

13. How satisfied are you with the efficiency of the OUT library staff?

1=very satisfied

2=satisfied

3=not satisfied at all

14. How satisfied are you with the availability of internet facilities and electronic databases at OUT library?

1=very satisfied

2=satisfied

3=not satisfied at all

Section D: Challenges faced by OUT students in accessing the services offered by OUT library;

16. Which specific challenges do you face in accessing the following services at OUT library?

- Book borrowing facility

Specific challenges:

1.

2.

3.

- Accessing internet facilities

Specific challenges:

1.

2.

3.

- Accessing electronic databases

Specific challenges:

1.

2.

3.

- Accessing text books

Specific challenges:

1.

2.

3.

- Training on library literacy

Specific challenges:

1.

2.

3.

17. Kindly give your general comments on the overall quality of OUT library services:

í í

í í

í í

í í

18. In your opinions, in which ways can the OUT library improve the quality of the services it renders to its clients?

í í

í í

í í

í í

TOOL II: KEY INFORMANTS' INTERVIEW GUIDE

Introduction

My name is Susan Masoy, I am Master of Business Administration student from the Open University of Tanzania. As part of my master's degree programme, I am conducting a study on students' perception on the quality of services provided by OUT library. To this end, I request your participation in this study. The study is purely academic and aimed only at fulfilling requirements for my studies. Any information that you will provided will neither be disclosed anyhow nor used for any other purposes than the aforementioned.

Name of Key Informant:

Position:

Date of Interview:

Questions

Q 1.Which services does OUT library offer to its clients? Please describe each in detail

Q 2. Kindly explain the quality control measures are in place for each of the service that you offer?

Q 3. Which key challenges do you face in provision of these services to your clients?