

Relationship between Quality of Library and Accommodation Services and Students' Satisfaction in Public Primary Teacher Training Colleges in Kenya

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Abstract

Students' dissatisfaction in public primary teacher training colleges (PPTTCs) in Kenya has been expressed through various forms of indiscipline which have become rampant in the recent past. Library and accommodation services are seldom considered as critical factors in enhancing students' satisfaction in PPTTCs. The objectives of the study were to establish the relationship between quality of library services and quality of accommodation services and students' satisfaction in PPTTCs in Kenya. Cross sectional research design was used in the study. The target population was 3761 second year students in 21 public PPTTCs in Kenya. Random sampling was used to select 7 PPTTCs and 383 second year students as the accessible population for this study. Data collection was done using questionnaires. Validity was ascertained by appraising the instruments and with the aid of experts. The reliability of tools was calculated using Cronbach's Alpha index and was found to be .83. Hypotheses were tested at an alpha level of 0.05. Data was analysed using descriptive statistics and Pearson *r*. The study established that there was a significant relationship between library and accommodation services and students' satisfaction in PPTTCs in Kenya. The findings of the study are expected to inform the management of PPTTCs on the need to improve library and accommodation services for the enhancement of students' satisfaction.

Key words: Quality service, Students' Satisfaction, Library services, Accommodation services

1. Introduction

In the last few decades the higher education sector in Kenya has experienced profound changes leading to an upsurge in the number of students seeking higher education which has led to an increase in the number of higher learning institutions. Due to the increasing demands and expectations of students, learning institutions must change from the traditional systems towards customer based market of education in order to meet the expectations and needs of their students (Maimunah, Ammar & Edward, 2009; Sigala, 2004). Students' satisfaction in service delivery does not always come from the quality of education they receive but also from the provision of quality student services such as library and accommodation.

Quality service delivery is a critical factor for developing and sustaining relationships with students (Park, Robertson & Wu, 2006). It is also a major determinant of success or failure of higher learning institutions such as PPTTCs in a competitive environment (Lin, Chan & Tsai, 2009). Some of the most notable services in public primary teacher training colleges which are critical for students' satisfaction are library and accommodation services. Studying students' services provided by colleges beyond the educational content has not attracted much interest from scholars.

2. Background to the Study

The service industry has over the years taken cognizance of the fact that quality service delivery is paramount for customer satisfaction. Higher educational institutions are increasingly recognizing that education is a service industry thus there is need to place greater emphasis on meeting the expectations and needs of the students (Sapri, Kaka & Fincham, 2008; Nurul, 2012). To have a competitive edge, higher education institutions must search for effective and creative ways to attract, retain and foster stronger relationships with students. This can be realised by delivering quality services that will in turn result in better learning outcomes and cohesion among academic staff and students. According to Njuguna (2005), although increasing enrolment and institutional effectiveness is desirable, tight budgetary constraints often compel developing countries to focus on providing quantity in education prior to improving its quality.

According to Rosenbaum, Deil-Amen and Person (2006), there is ample evidence that being successful in college requires more than the ability to excel in academic skills. In Columbia University teachers college, despite efforts being made by the management to achieve high retention and completion rates, during the 2003–2004 academic year 45 per cent of the students left college without earning a credential (Provasnik & Planty, 2008). Although academic reforms may be needed in Columbia University to increase student retention and completion, the low success rates in the college is attributed to quality of student services not being addressed (Calcagno & Long, 2008).

With the liberalisation of education sector in Kenya, there is mounting competition between public and private teacher training colleges (TTCs) to attract students. There is greater emphasis on meeting the expectations and needs of the students not only in service satisfaction but also in academic performance (Gori, 2015). Public primary teacher training colleges in Kenya largely depend on students' fees for their operations. Nonetheless, they seem to be less aware of the fact that students are customers whose satisfaction with services is paramount. This is a common drawback for many PTTCs in Kenya. Kafu (2011) posits that although facilities and resources are critical for preparing students in teacher training colleges in Kenya, they are in a pathetic state, inadequate, obsolete, dilapidated and unsuitable for producing competent teachers. This raises concern about students' satisfaction with delivery of library and accommodation services which are an essential part of students' learning experience.

3. Statement of the Problem

With an ever growing assortment of educational options in Kenya, students seek higher learning institutions that will provide them with quality services to satisfy their needs. Although PPTTCs have been havens of peace, students' dissatisfaction with service quality has been expressed through various forms of indiscipline which have become rampant in the recent past (Simatwa, 2012). Library and accommodation facilities in PPTTCs in Kenya are inadequate, obsolete, dilapidated which may lead to students' dissatisfaction (Kafu, 2011). Quality of library and accommodation services are rarely considered as critical factors in enhancing students' satisfaction more so in PPTTCs in Kenya.

4. Research Hypotheses

- i. There is no significant relationship between quality of library services and students' satisfaction in public primary teacher training colleges in Kenya.
- ii. There is no significant relationship between quality of accommodation services and students' satisfaction in public primary teacher training colleges in Kenya.

5. Literature Review

An academic library is a central organ in every educational institution and is one of the parameters used to judge a college that satisfies students' needs. It is the barometer of learning and the intellectual hub of academia due to its crucial position in higher learning institutions (Kargbo, 2002). Further, Basha (2010) asserts that only the users of libraries are the best judges to assess its services. In light of this study, students' feedback on satisfaction with library services is critical.

Various studies conducted on library services in learning institutions and students' satisfaction paint a grim picture. Amollo (2011) observed that most libraries in Kenya are faced with financial constraints, inadequate facilities, unskilled personnel, high staff turnover and lack of high level managerial support. The researcher recommended for more government intervention to help the libraries acquire more materials both in print and electronic form as well as recruitment and fair remuneration of qualified library personnel. On the other hand Chepkonga (2015) argues that training of principals of institutions is essential for performance and action to improve. A report on the status of two PTTCs in Kenya namely Murang'a PPTTC and Mosoriot PPTTC established that teacher training colleges have libraries with a collection of old volumes. The libraries are still used in the conventional sense and are stocked with old and obsolete books. There is also a dire need of educational journals to revamp the libraries and a need to reconceptualise the meaning of a library beyond the idea of a collection of textbooks to a reference centre of information and communication (Galabawa, 2003).

The importance of quality accommodation services to students cannot be overemphasized. Availability, adequacy and functionality of hostel facilities are the key factors in the determination of students' satisfaction (Ajaj, Nwosu & Ajani, 2015). Access to safe and suitable accommodation is a key component in ensuring

students' satisfaction in any learning institution. Several researchers have considered quality accommodation services as one of the most critical facility provided by higher learning institutions. Najib Yusof and Abidin (2011), noted that students' intellectual capabilities can be expanded through facilitation of good physical environment at their residence halls. Moreover, it was observed by Hassanain (2008) that desirable educational outcomes and mutual interests among students can be fostered through adequately planned residential facilities. Ajaj et al. (2015), concur that accommodation services can enhance students' study and learning experiences. In order to achieve the mission of improving student performance, the significance of satisfactory accommodation services cannot be overemphasized.

Scholars argue that students' academic performance can improve if they are provided with good and comfortable living conditions (Hassanain, 2008). Gori (2015) notes, that resources for use are decentralized and institutions have autonomy to give priority to the needy departments. Students need decent accommodation facilities to enable them learn effectively. This is mainly because they are important stakeholders in higher education institutions. Satisfied students can encourage other students to join the institution on the basis of satisfaction with accommodation facilities provided among other services (Mugambwa, Mugerwa, Mutumba, Muganzi, Namubiru, Waswa & Kayongo, 2016). Most PPTTCs in Kenya are characterized by inadequacy and poor state of accommodation services such as bad fittings, broken windows and tiles, damages, congestions, poor ventilation, poor air conditioning, poor cafeteria and internet services, obsolescence, ageing facilities (Kafu, 2011). This is attributed to increased enrolment in PPTTCs that has not been matched with reciprocal increase in the development and supply of relevant facilities and resources.

6. Methodology

This study was carried out in public primary teacher training colleges in Kenya. The target population was 21 PPTTCs with a total population of 3761 second year students. Seven PTTCs were randomly selected out of which 383 students were selected using random sampling for the study. The study adopted a cross-sectional research design which involved analysis of data collected from a representative subset of the population at one specific point in time (Schmidt & Kohlmann, 2008). This design was preferred because it is appropriate in obtaining information about preferences, attitudes, practices and concerns or interests of a particular within a short period of time at specific points; however, from a large population. A questionnaire was used to collect data. The questionnaire had two sections; one rating of the quality of library and accommodation services provided while the other section was a students' satisfaction survey tool. Data were analyzed using Pearson product-moment correlation analysis with the help of Statistical Package for Social Sciences (SPSS). Interpretation of results were based on α (.05), 331 degrees of freedom (df), observed r -values and r -critical of 0.087. Results were presented using Tables.

7. Questionnaire's Validity and Reliability

In line with Gall, Gall and Borg (2003) recommendation, content validity of the tools was ascertained by the researchers appraising the instruments for clarity and eliminating any form of ambiguity by making corrections where necessary. To do this, expert advice was sought. This was to ensure that all variables under study were covered in the questionnaires thus ensuring face and content validity. To determine the reliability of the instruments, the items were subjected to a Chronbach's alpha index which was found to be .83 for all the items.

7. Data Analysis and Presentation of Results

Hypothesis one was testing whether there is a significant relationship between library services and students' satisfaction in PPTTCs in Kenya. To test this relationship, Pearson product moment correlation analysis was done that involved the independent variable (library services) which had a mean of 3.51 and a standard deviation of .38 and dependent variable (students' satisfaction) which had a mean of 2.37 and a standard deviation of .722 as shown in Table 1. The Pearson r test analysis produced an r -value of .131 and a p -value of .018 as shown in Table 2. At 331 df , r critical at α .05=0.087, thus r value of -.131 is less than r critical 0.087. In view of the results presented in Table 2, a higher percentage of respondents concurred that quality of library services is critical in enhancing students' satisfaction in PPTTCs in Kenya.

Table 1
Means and Standard Deviation for Study Variables

Variable	Mean	SD
Library	3.51	.38
Accommodation	3.50	.40
Students' satisfaction	2.37	.722

Table 2
Pearson Correlation Analysis on Library Services and Students' Satisfaction in PTTCs

Variable		Library Services	Students Satisfaction
Library Services	Pearson Correlation	1	-.131
	Sig. (2-tailed)		.018
	N	333	333
Students satisfaction	Pearson Correlation	-.131	1
	Sig. (2-tailed)	.018	
	N	333	333

$p < .05$; $df = 331$; critical $r = .0087$; $\alpha = 0.05$.

The second hypothesis was testing whether there is a significant relationship between quality of accommodation services and students' satisfaction in PPTTCs in Kenya. Pearson product moment correlation analysis was used to test the relationship between variables. This involved the independent variable (accommodation services) which had a mean of 3.50 and a standard deviation of .40 and dependent variable (students' satisfaction) which had a mean of 2.37 and a standard deviation of .722 as shown in Table 1. The Pearson's r test analysis produced an r -value of $-.124$ and a p -value of $.025$ as shown in Table 3. At 331 df , r critical at $\alpha = 0.05 = 0.087$. The results show that r value of $-.124$ is less than r critical 0.087 at 333 df (see Table 3). From the results presented in Table 3, it is evident that most of the respondents were of the opinion that quality of accommodation services influences students' satisfaction in PPTTCs in Kenya.

Table 3
Pearson Correlation Analysis on Accommodation Services and Students' Satisfaction in PTTCs

		Accommodation Services	Students Satisfaction
Accommodation services	Pearson Correlation	1	-.124
	Sig. (2-tailed)		.025
	N	333	333
Students' Satisfaction	Pearson Correlation	-.124	1
	Sig. (2-tailed)	.025	
	N	333	333

$p < .05$; $df = 331$; critical $r = 0.087$; $\alpha = 0.05$.

8. Research Findings and Interpretation of Results for Each Hypothesis

Hypothesis 1

The first hypothesis stated that there is no significant relationship between quality of library services and students' satisfaction in public primary teacher training colleges in Kenya. According Pearson r analysis, the p

and r -values were compared with 0.05 and critical r for interpretation of results. Based on α (.05), degrees of freedom (df) of 331, r -critical = 0.087, results displayed in Table 2 indicate that r (-.131) = 0.087, p (.018) < 0.05. This indicates that there is a significant relationship between quality of library services and students' satisfaction in PPTTCs in Kenya. Based on the findings, the null Hypothesis was rejected. This led to the interpretation that there was a significant relationship between the quality of library services and students' satisfaction in public primary teachers training colleges in Kenya.

Hypothesis 2

The second hypothesis stated that there is no significant relationship between quality of accommodation services and students' satisfaction in public primary teacher training colleges in Kenya. Like the first hypothesis, Pearson's product moment analyses were done. The p and r values were compared with 0.05 and critical r . Results in Table 3 show that r (-.124) = 0.087, p (.025) < .05 at a df of 131. In view of the findings, the null hypothesis was rejected. This led to the conclusion that there was a significant relationship between quality of accommodation services and students' satisfaction in PPTTCs in Kenya.

9. Discussions

Provision of quality library and accommodation services in public primary teacher training colleges in Kenya is critical in enhancing students' satisfaction. Students join colleges anticipating that they will be provided with quality services. In line with the government policy, all students in PPTTCs must be accommodated within their respective colleges. As a result, all students entirely depend on the library and accommodation services provided by the colleges. In view of this, the need to provide adequate, hygienic, secure accommodation services as well as adequate, relevant and up-to-date library services in PPTTCs in Kenya cannot be gainsaid. As PPTTCs in Kenya grow in terms of student population, quality of library and accommodation services should be given due consideration. These services are not only necessary for students' well being they also impact on their students' learning outcomes as well as the relations between students and staff. Data analysis results of the study point out that there is a significant relationship between quality library and accommodation services and students' satisfaction in PPTTCs in Kenya. The rejection of null hypotheses implies that provision of quality library and accommodation services in PPTTCs in Kenya cannot be overemphasized. As PPTTCs invest capital and human resources to prepare students to become effective teachers upon graduation, provision of satisfactory library and accommodation services is vital. This is because it impacts on the students' academic outcomes which may be reflected later in the world of work.

Available literature indicates that there is a paradigm shift in the provision of students' services in higher learning institutions worldwide. Students are regarded as clients whose expectations should be met for any institution to have a competitive edge. In return, students market the institution through word of mouth and by recommending it to their peers. Although PPTTCs in Kenya admit students through the Ministry of Education, the rapid increase in the number of private primary teacher training colleges implies that students have a wide selection of institutions to choose from. As a result, the status quo is likely to change in line with the quality of student services provided in PPTTCs in Kenya more so library and accommodation services.

10. Summary and Conclusions

The purpose of this study was to find out the relationship quality of library and accommodation services and students' satisfaction in PPTTCs in Kenya. To establish this, a survey research design and quantitative research methodology were employed. Questionnaires were used to collect data from 383 second year students who were selected from 7 randomly selected PPTTCs in Kenya. Data was analyzed using Pearson product-moment correlation analysis with the help of SPSS software. Findings revealed that there was a significant relationship between quality of library and accommodation services and students' satisfaction in PPTTCs in Kenya. From the findings of the study, the implication is that for PPTTCs in Kenya to have a competitive edge, provision of quality library and accommodation services is essential. The better the quality of library and accommodation services, the more satisfied students will be. This will lead to better learning outcomes for students and cohesion among staff and the students.

11. Recommendations and Further Research

Provision of quality services which enhance students' satisfaction in higher learning institutions is a precursor for students' satisfaction worldwide. In view of the findings from the study, the following recommendations were made;

- While provision of quality academic services is vital in PPTTCs in Kenya, library and accommodation services are equally important. Allocation of adequate resources to ensure quality of such services is improved to meet students' needs should be given due consideration by the college management and other stakeholders.
- The study recommends that PTTCs and relevant stakeholders should invest in improving quality library services with a view to enhance students' satisfaction. Equipping libraries with relevant and up to date resources as well as providing conducive accommodation services can result in better learning outcomes and cohesion.
- Given the critical role of quality accommodation services, PPTTCs management and other stakeholders should endeavour to improve the status of such services. They should involve students in order to incorporate their needs and expectations which can go a long way in enhancing their satisfaction.

There are many factors that affect performance of PPTTCs in Kenya that were not considered in this study. There is need to consider other factors that are likely to affect students' satisfaction by carrying out studies in the following areas;

- Research on whether there is the quality of accommodation services in PTTCs in Kenya has any relationship with academic performance
- Research on whether public private partnership in provision of accommodation services to students in PPTTCs in Kenya can enhance quality service delivery
- Research on strategies that can be employed to provide satisfactory library services in PPTTCs in Kenya

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